

EFFECTS OF STAFF HOUSING ON THE PERFORMANCE OF GOVERNMENT-AIDED PRIMARY SCHOOLS AT PRIMARY LEAVING EXAMINATIONS IN KAKUMIRO DISTRICT.

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ABSTRACT

Background:

The general objective was to explore how staff housing affects the performance of government-aided primary schools at Primary Leaving Examinations in Kakumiro District.

Methodology:

The study used a descriptive case study design with both quantitative and qualitative approaches. A sample of 373 respondents participated in the study with 302 teachers, 56 head teachers, and 15 District Education Officials. Simple random, census, and purposive sampling techniques were used. The response rate was 97.8%. Structured interviews.

Results:

The study results from the correlation show a weak, positive, and statistically significant relationship between staff housing and performance of government-aided primary schools at PLE at .351(*) given by Pearson correlation (p-value) of 0.003. The regression results further revealed that staff housing accounts for a change in the performance of government-aided primary schools at PLE at 1.9% which is a small change.

Conclusion:

It is also concluded that both variables change in the same direction whereby better staff housing is related to improved performance of government-aided primary schools at PLE, and poor staff housing leads to poor performance of government-aided primary schools at PLE.

Recommendations:

Kakumiro District local government should allocate more money in its budget estimates for the construction of teachers' houses in primary schools to solve the staff housing problem. It is important to note that building or improving staff housing would be to the benefit of pupils to easily access their teachers.

Keywords: Staff Housing, Performance, Government-Aided, Primary Schools, Primary Leaving Examinations.

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Background to the Study

Globally, educating a nation remains the most vital strategy for the development of society throughout the developing world (Aikman & Unterhalter, 2005). (Ekpoafia, 2019) Many studies on human capital development concur that it is the human resources of a nation and not its capital or natural resources that ultimately determine the pace of its economic and social development.

Poor performance in schools is a global problem and is especially prevalent in developing countries, particularly in Africa. Johnson and Beinart (2008) citing Combs (1968), argue that the desperate conditions of primary schools in Africa, despite good progress remain, and are most visible in sub-Saharan Africa. Odada (2005) refers to these as the numerous disabling factors in the schools that hamper quality education delivery and consequently poor performance and poor results,

exacerbated by a lack of facilities required for free universal primary education, an acute shortage of trained and motivated teachers, suitable school buildings, funding deficiencies, transport and school meals (Chaube & Chaube 2006). Given these challenges, progress towards the Educational for All (EFA) goals set out at the 2000 Forum for Education in Dakar, and the Millennium Development Goals (MDG) set at the Millennium Summit in New York, in 2000 seem unlikely to be met globally.

In Uganda, it is conceivable that all children who enter primary school will complete the seven-year primary cycle by the target date after seven years. To illustrate this point, Kasirye (2009) underlined the fact that the biggest drawback in Uganda today is that less than half of those children who enroll, complete the Primary education cycle. More worrying is the fact that many of those who do complete, leave with unacceptably low levels of knowledge and skills (Johnson & Beinart 2008). Indicators of educational performance show that Uganda has done

remarkably well on education access-related targets since the introduction of Universal Primary Education in 1997 (Achim et al., 2012). However, educational outcomes in terms of performance remain disappointing (Ekaju, 2011).

In a study done by Mulkeen and Chen (2008), of five African countries including Lesotho, Malawi, Mozambique, Tanzania, and Uganda, some findings were relayed about the impact of housing on performance. Their study found that in the absence of a large pay increase, the provision of long-term, subsidized housing loans would be the single most effective measure to improve the livelihoods of teachers, especially primary school teachers. In both interviews and their questionnaire returns, teachers expressed a strong desire to be able to own their own homes, but are currently unable to do so, given their limited incomes and the unavailability of suitable financial services in these countries including Uganda. Mulkeen and Chan recommended that the provision of rent-free government housing is essential at the hardest-to-staff schools. The localized recruitment of teachers in remote rural areas could also help considerably in ensuring that schools are properly staffed thus improving school performance.

The World Bank (2008) further observed that 'even the bonuses for teachers in remote and rural areas are not enough to compensate for these hardships and the lack of housing teachers have to face.' This, however, has led to a large volume of inter-school movement. There are large numbers of teachers migrating to urban schools. Furthermore, the majority of the teachers who migrate are those who have upgraded themselves, implying that rural schools lose out on qualified teachers.

Statistics on PLE performance in Uganda indicate that pupil performance tremendously increased compared to the results of 2010 and were free from leakages (Ministry of Education and Sports, 2012). The total number of pupils who sat for the exams was 535,933 pupils from 11,139 registered centers. Of this number, 446,928 (83.4%) were Universal Primary Education (UPE) beneficiaries while 89,005 (16.6%) of the candidates were non-UPE. This shows that poor performance tends to affect government-aided schools compared to non-UPE schools.

The objective of the study was to explore how staff housing affects the performance of government-aided Primary Schools at PLE in Kakumiro District.

METHODOLOGY

Research Design

The study employed the use of a descriptive case study design. As defined by Yin (2003), a case study is an empirical inquiry

that investigates a contemporary phenomenon within its real-life context especially when the boundaries between phenomenon and concept are not evident. The descriptive case study design was used because it helps analyze the study phenomenon organized based on describing general characteristics (variables). It also helped in understanding the relationships between the phenomena in question (Yin, 2003) for example the relationship between staff motivation and performance of government-aided schools at PLE.

The study used quantitative and qualitative approaches to seek explanations and analysis of opinions through interviews, questionnaires, documentary review guides, and observation. The data was then analyzed with the aid of Statistical Package for Social Scientists (SPSS).

Study setting

The study was conducted in Kakumiro district western Uganda. The district borders Kibaale district and Kagadi on the west. The district being newly created, staff motivation in schools is still a problem due to lack of infrastructural developments, and poor pay of staff that calls upon the current study.

Kakumiro District is more than five years old since it was cut off from Kibaale District hence this study covered a period from 2015 up to 2022. This period is enough to enable the study to make a proper assessment to come out with possible academic impacts that have taken place in the District since then.

Study Population

The study population included 67 teachers and 8 head teachers in government aided schools. The schools included Kisijja P/S, Buramagi P/S, Maranatha P/S, Nyannsimbi P/S, Kiraso P/S, Birembo P/S, Kisengwe P/S, and St. Joseph Igayaza P/S as well as 15 representatives from the District Education Office and 24 members of the school management committee. Overall the total was 114 respondents. The respondents were well-conversed with issues about staff motivation and the performance of schools at PLE.

Determination of Sample Size and Selection

The sample size was determined using Krejcie and Morgan's (1970) Table of Sample Size Determination. A sample of 92 respondents was involved in the study from Kakumiro District. The specific schools that were involved in the study were randomly selected from the list of schools in the area.

Table 1: Sample selection

Category of Respondent	Population	Sample Size	Sample strategy
Primary School Teachers	67	54	Simple random sampling
Head Teachers (Key Informants)	8	7	Purposive sampling
District Education Officials (Key Informants)	15	12	Purposive
School management committee	24	19	Simple random sampling
Total	114	92	

Source: Compiled by Researcher using Krejcie and Morgan's (1970) Table of sampling (see full)

Sampling Techniques and Procedure

During sampling, primary respondents were primary school teachers, while secondary respondents were head teachers, District Education Officials, and school management committee members. Simple random sampling was used to select teacher respondents. A total of 54 teachers from 8 primary schools in Kakumiro District participated in the study. Of the 67 target teachers, Krejcie and Morgan's (1970) Table of Sample Size Determination suggests a minimum sample size of 54 to be selected and this was followed by the researcher. Specific attention was paid to the inclusion of both male and female teachers in the study sample. Simple random sampling was used because all the teachers had an equal chance of being included in the study.

Seven head teachers of the selected schools were purposively selected as well as District Education officials. District Education officials participated in the study because they supervise education standards and oversee the welfare of teachers. Head Teachers, on the other hand, are implementers of effective teaching and are mandated to enhance the academic performance of their schools. Therefore, 92 respondents participated in the study 54 teachers as primary respondents; while 7 head teachers 12 District Education Officials, and 19 school management committee members were included.

Data Collection Methods

The researcher collected data from both primary and secondary sources. Structured interviews, Key informant interviews as well as observation and document review were the key methods of data collection.

Questionnaire Survey Methods

The questionnaire survey method was used among teachers. It has the advantage of covering a large number of respondents and it is less expensive. Using this method, it provided quantitative data (Shumbusho, 2003; Creswell, 2003).

Interviewing Method

Interviewing method was used among Key informants for qualitative data collection, documentary review was very necessary for the secondary data. It was used because they are knowledgeable about study variables.

Documentary Method

The documentary review method was also used. This helped extract data from documents. The above methods were useful in gathering information from different respondent categories (Mugenda & Mugenda, 2003).

Observation Method

The researcher also used the observation method which was important in capturing first-hand information on the ground (Tashakkori and Charles, 2003).

Data Collection Instruments

Both primary and secondary data was collected and the major data instruments used included:

Self-administered Questionnaire

A self-administered questionnaire was the major instrument that was used in data collection administered to teachers. These questionnaires comprised closed-ended questions formulated by the researcher. This helped to gather quantitative information regarding the staff motivators and how they affect performance in primary schools at primary leaving exams in Kakumiro District. It was useful in generating reliable and valid data from a high proportion of a population within a reasonable period at a minimum cost and was a relatively cheap and quick means of obtaining information.

The questionnaire was appropriate for this group of people because they were able to read and write in English. Thus, teachers independently filled the questionnaires according to the guidelines given therein. The Likert scale was used because it is one of the most widely and successfully used techniques to measure attitudes towards a topic by asking respondents to indicate whether they strongly agreed, agreed, were undecided, disagreed, or strongly disagreed with each of the series of statements about the topic.

Key Informant Interview Guide

The key informant interview guide was designed and administered to key informants to capture qualitative information. The key informants for in-depth interviews included head teachers as well as other officials from the Kakumiro District Education office. This was purposely intended to get more information about the effect of motivation on teacher performance and compare it with that given by teachers.

Interviews were used because the purpose of interviewing was to find out what was in or on someone else's mind. The open-ended interviews helped to access the perspective of the person being interviewed on the other hand. A sample of the key informant interview guide is attached.

Documentary Review Checklist

A documentary review checklist was designed and included key themes to capture in various documentary sources. These included: school reports to the district education office, Teacher Welfare Committee Minutes, Internet surfing, reviewing of magazines, newspapers, reports and publications, public records, and statistics. This instrument was used because it helped back up the primary data from the questionnaire and

interview guide. More so, existing literature related to the topic was obtained.

Data Quality Control (Validity and Reliability)

Validity of Instruments

As described by Amin (2005), validity is the degree to which a test measures what it is supposed to measure. To ensure the validity of research instruments; pretesting of the questionnaire was carried out in three primary schools in Kakumiro District. The researcher pre-tested the instrument and 2 experts to validate the instruments to make sure that valid data was collected. To establish content validity, results from the ratings were computed using the following formula:

$$CVI = \frac{\text{number of items rated as relevant}}{\text{Total number of items in the questionnaire}}$$

Total number of items in the questionnaire

The instrument was revised until the CVI was at least 0.7 because this is the lowest value recommended in survey studies (Amin, 2005).

Reliability of Instruments

On the other hand, Kumar (***) defines reliability as the ability of the instrument to consistently give the same results over time. The reliability of instruments was established using

Cronbach's alpha (Amin, 2005). This was calculated using the formula. (Where: α = alpha coefficient, k = number of items, Σ = summation, SD^2_i = squared standard deviation within each item, and SD^2_t = total standard deviation squared). The alpha value should be 0.7 and above, for the instrument to be consistent (Amin, 2005).

Data Analysis

Quantitative Analysis

Data obtained from close-ended responses was analyzed using the descriptive option of SPSS (Statistical Package Social Scientist) computer package. This method was preferred because it is modern, faster, and simplifies the analysis of data. This involved transforming the options for each item in the administered instruments into codes.

Pearson's Correlation Coefficient method was used because it was most appropriate for determining whether there is a linear relationship between the independent variable (IV) and dependent variable (DV). It was most suitable since it enabled the researcher to identify whether there was a linear relationship between staff motivation and performance.

In this study, bivariate correlations were used to establish the significance, direction, and magnitude of the relationship in the variables. Values of the correlation coefficient are always between -1 and +1. Linear regression analysis was also used to measure the linear relationship between a dependent variable

and independent variables. Regression analysis does more than just describe the strength of a relationship between two variables. Quantitative data results were presented in the form of tables and graphs to enhance proper understanding of data while qualitative results were presented in a narrative form.

= agree and 5 = strongly agree respectively. Data analysis from questionnaires was done by categorizing responses into frequency and percentages.

Page | 5 **Qualitative Analysis**

This analysis was done based on existing sub-themes in other words thematic analysis was used. The results were then integrated into quantitative statistics generated from the questionnaires. Quotations and other interpretations were used to back up quantitative data.

This helped to triangulate the findings of the study. Interpretation was undertaken through:

Searching for alternative explanations, and writing the report.

Measurement of Variables

The variables were categorized into independent and dependent. The Independent variable of the study was staff housing and the dependent was performance. It was hypothesized that performance at PLE was measured through: Grades at PLE, Pass rate numbers at PLE, Failure rates at PLE, and Absentees at PLE; depending on staff housing.

During questionnaire development, the Likert scale codes that were used were: 1= strongly disagree, 2=Disagree, 3 Neutral, 4

Ethical Considerations

(i) Each questionnaire contained an opening introductory letter requesting the respondent's cooperation in providing the required information for the study. This letter helped the respondents understand the purpose of the study.

(ii) The respondents were assured of confidentiality of the information provided and that the study findings would be used for academic purposes only. Confidentiality helped to build rapport and remove any doubts among respondents regarding the study.

(iii)The researcher also sought the consent of respondents to ensure that they willingly participated in the research. This also helped assure them that their participation in the study was purely voluntary.

RESULTS

Response Rate

This is the first section of the chapter which shows the response rate of the primary and key informants. Below is a Table showing the response rate:

Table 2: The response rate for the study

Category	Questionnaires to staff		
	No. of Questionnaires /Interview guides Distributed	Returned	Response Rate
Primary School Teachers	54	50	93%
Head Teachers (Key Informants)	7	7	100%
District Education Officials (Key Informants)	12	10	83%
School Management Committee	19	13	68
Total	92	80	87%

Source: Primary Data from the field
 Out of 92 questionnaires that were given out to the respondents, 80 were filled and returned. The response rate

of all the questionnaires stood at 87% for all respondents sampled from various government-aided primary schools

from Kakumiro District. This high response was achieved as the researcher used self-administered questionnaires with the help of the assistants on a drop-and-collect basis. This took a total of eight days and minimized the risks of losing them.

On the other research hand, for the case of Head Teachers (Key Informants), only all the sampled Headteachers were interviewed giving a 100% response rate. Finally, for the case of District education officials, 83% of the intended respondents were interviewed.

Vos et al (2002) note that a 60% response rate is good, while a 70% response rate is excellent. The response rate of 87% received for this study was therefore considered excellent.

Background Characteristics of Teachers Sampled

Findings in Table 3 reveal that 49(61.7%) respondents were male teachers; while 31 (38.3%) were females. This shows that the majority of the study participants were male teachers and that there were more male teachers than female ones in all the sampled government-aided schools in Kakumiro District. This may also imply that most schools in Kakumiro are male-dominated thus female

teachers are few. It may also mean that females rarely apply for jobs in the district given its rural nature or factors like family and health.

Age of teachers

Results in Table 4 indicate that the majority (54.3%) of the teachers in sampled primary schools in Kakumiro District were in the age bracket of 26 to 35 years. This implies that most of the teachers are mature. Also, those in this age bracket are more expectant with more needs such as family, marriage, and other social responsibilities to satisfy. This also implies that once teachers are not motivated well, it may lead to deliberate relaxation to ensure good performance of the pupils at PLE.

The results also indicate that teachers in the bracket 36- 45 years represented 26.3% of the teachers. Only 11.3% were between 46 and 55 years while 6% were below 25 years. These results generally revealed that a bigger number of the teachers in Kakumiro District are those who have just enrolled in the teaching profession and are still young and energetic. This may also imply that these young teachers between 30 and 40 years old are capable of adequately performing their duties and adhering to the existing constraints despite the shortcomings.

Table 3: Gender distribution of respondents

Gender of respondents	Frequency	Percentage
Male	49	61.7
Female	31	38.3
Total	80	100.0

Source: Primary Data

Table 4: Age distribution of teachers

Age brackets	Frequency	Percentage
below 25years	5	6.0
26-35years	43	54.3
36-45years	21	26.3
46-55years	9	11.3
>55years	2	2.0
Total	80	100.0

Source: Primary Data

Table 5: Tenure of service of respondents in selected schools

Tenure of service	Frequency	Percentage
less than a year	3	4.3
1-2years	37	46.3
3-4 years	19	23.3
above 5 years	21	26.0
Total	80	100.0

Source: Primary Data

Table 6: Salary scales of teachers

Salary scales	Frequency	Percentage
U2	6	.7
U4	2	2.3
U5	1	1.0
U6	2	3.7
U7	63	79
U8	6	.7
Total	80	100.0

Source: Primary Data

Teachers in the study sample were asked to indicate their salary scale with the view of finding out how it impacts on performance of their schools. The majority of teachers (79%) were in the salary scale of U7. This is approximately 310,000 Uganda shillings which, according to some teachers were insufficient given the economic conditions. It indicates that there was a slight variation in the salary scales of teachers.

Another implication is that all teachers commented on low salaries and delay in payments was an inevitable outcome, as most people would complain about salaries if asked. However, this dissatisfaction is supported by literature findings on salary levels. The unsatisfactory salary was recorded as being seen as the biggest cause of low morale amongst teachers. Teachers' salaries can affect how hard they work and how motivated they are.

Table 5 shows results related to the tenure of service of teachers in their respective government-aided primary schools in Kakumiro. As can be seen, most teachers had only served between one and two years. The explanation provided by key informants was that most of the teachers were previously transferred from different districts or primary schools to their current workstations.

Table 5 also shows that up to 23.3% of the teachers had served for 3-4 years while 26% had served in their current schools for more than five years. This may imply that they had adequate hands-on experience in their teaching and had witnessed several changes in their schools. However, this did not

necessarily mean that long tenure of service correlated with the motivation of these teachers. Neither did the tenure of service affect the performance of schools, because there were still existing gaps in the performance of teachers.

The overall rationale for finding out this information on tenure was therefore to relate it to the familiarity of the participants about policies, management practices, and conditions of services of their schools. It was clear from the results in Table 5 that the majority of the teachers 74% had worked in their respective primary schools for less than 5 years and thus were not familiar with issues in their schools.

The researcher posed a question to the teachers about the number of years they had taught before coming to their current schools. In response, 36% indicated that they had served for less than three years or had no prior teaching experience. These were mainly fresh entrants in the teaching profession who have achieved little experience so far. The implication here is that there is a high likelihood of such teachers leaving public service. They may leave to join private businesses or seek employment in private schools, in case they are not well motivated by their schools or districts. This may directly or indirectly affect the performance of their schools at PLE.

Up to 19.7% had previously taught for 4-6 years while 16.7% had served for 7-10 years in the teaching profession before joining their current schools. Those that had served for more than 10 years were 21.7% of the total sample. This implies that such teachers are committed to service. However, it leaves gaps in their motivation to perform.

Table 7: Previous experience of teachers before joining current schools

Teaching experience in years	Frequency	Percentage
0-3yrs	29	36.0
4-6yrs	15	19.7
7-10yrs	13	16.7
10 and above	18	21.7
No response	5	6.0
Total	80	100.0

Source: Primary Data

Table 8: Highest education qualification for respondents

Education level	Frequency	Percentage
Degree	2	2.0
Primary teacher's diploma	16	20.3
Certificate	60	75.7
Others	2	2.0
Total	80	100.0

Source: Primary Data

Table 9: Distribution of key informants according to their background characteristics

Item	Response	Frequency	Percentage
Gender	Male	14	73.1
	Female	5	26.9
Education level	Bachelor of Education	5	26.8
	Diploma	11	59.7
	Grade V Certificate	2	10.4
	Grade iii Certificate	1	3.1
Position in the school/district	District Education Officer (Acting capacity)	1	1.4
	District Inspectors of Schools (Acting capacity)	1	2.8
	Personnel officer	1	1.4
	Assistant Chief Administrative Officer	1	1.4
	Headteachers	14	77.6
	Deputy head teachers	2	15.4

Tenure of service in school/district	Less than a year	1	1.5
	1-5 years	7	40.3
	5-10 years	4	20.9
	Over 10 years	7	37.3
Total		19	100.0

Source: Primary Data

Table 9 that most key informants were males (73.1%) while females were only 26.9%. This indicates that most of the officials in education departments and head teachers positions are male-dominated. There is thus a gender imbalance in the district.

Regarding the key informants' education level, findings show that the majority were diploma holders and this is probably because almost 80% of the head teachers were in 'acting capacity' but not fully confirmed. 26.8% of the key informants were bachelor's Degree holders and these mainly included District officials and a few head teachers who had upgraded. Certificate holders were (10.4%) while three key informants (3.1%) had East African Certificates of Education.

Table 9 also shows that most of the key informants (77.6%) were head teachers but in an acting capacity, while there were five District officials including the District Education Officer, District Inspector of Schools, Personnel Officer, and Chief Administrative Officer. The implication here was that the district had various gaps in the recruitment of officials as the entire education department had mainly officials assisted by head teachers. They however complained of not receiving allowances for their extra efforts.

Finally regarding the tenure of service in the district or primary schools, 40.3% had served between a year and five years while 20.9% had served for 5-10 years. The impressive finding was that 37.3% of the key informants had adequate experience as they had served for more than 10 years (even before Kakumiro became a district).

Descriptive Statistics for Staff Housing

This shows the findings in the form of frequencies, percentages, mean and standard deviation for each statement made about staff housing. They are later analyzed and interpreted to provide meaning for each statement. The statements are from a 5-point Likert scale of strongly

Disagree (SD) to strongly Agree (SA) as summarized in Table 10 below:

Table 8 shows that the total of 300 responses to the questionnaire indicates that most teachers (75.7%) were trained to the level of Certificate. This implies that if they take advantage of the upgrade programs, most trained teachers can become diploma holders within a short time, and all those who take the Diplomas will become qualified teachers if they complete the program.

Nevertheless, one-third of teachers may remain untrained 20.3% had Diplomas in Primary Education and only 2% were Degree holders. Other qualifications were also represented by 2%. This shows that the survey sample is an accurate reflection of the proportion of trained and untrained teachers in the district. In Uganda nowadays, it is difficult to get an appointment in government-aided primary schools without having a minimum of a Diploma in Primary Education as an education qualification. However, the findings show the contrary as the majority were mere Certificate holders. There is thus a need for teacher training to improve their productivity and innovation. One other motivator could be in-service training courses for teachers to improve their efficiency and effectiveness for primary schools to perform better at PLE in Kakumiro District.

Table 10: Descriptive Statistics for Staff Housing

Statements	SD	D	N	A	SA	Mean	SD	NR
The school provides teachers with individual houses	(27.3%)	(27.7%)	(11.7%)	(11.7%)	(7.3%)	2.5192	1.31910	(4.3%)
The school provides teachers with shared housing with other teachers	(23.3%)	(19.7%)	(7%)	(32.7%)	(16.3%)	2.9899	1.46233	(1%)
My accommodation is provided by the community	(38.3%)	(15.3%)	(5.3%)	(26.7%)	(11%)	2.6370	1.82341	(3.3%)
I live in a rented house	(45%)	(23.3%)	(3.3%)	(11.3%)	(14.7%)	2.2560	1.50092	(2.3%)
It takes me up to one hour for me to get to the school from home	(45.7%)	(24.7%)	(5%)	(16%)	(6%)	2.0959	1.31514	(2.7%)
Teachers have access to subsidized <i>housing</i> loans	(74.3%)	(16.7%)	(1.3%)	(3%)	(1%)	1.3356	.75102	(3.7%)
Other neighboring schools provide adequate housing for teachers	(39%)	(19.3%)	(8.3%)	(24%)	(9.3%)	2.3746	1.38983	00
My housing is adequate	(45.3%)	(34%)	(8.7%)	(5.7%)	(3.3%)	1.8419	1.03845	(3%)
Teachers receive a housing allowance	(88.3%)	(6.7%)	(1%)	(0.7%)	(2.3%)	1.2020	.71158	(1%)

Source: Primary Data from the field

Key: SD – Strongly disagree, D – disagree, N – Neutral, A – Agree, and SA – Strongly agree

SD Standard Deviation, NR – Non-response

From Table 10, the teachers in Kakumiro District from sampled government-aided primary schools strongly disagreed or disagreed with the statement that “The school provides teachers with individual houses”. Up to 27.3% strongly disagreed while 27.7% disagreed. Only 7.3% strongly agreed with the statement while 11.7% agreed. The mean was 2.5192

while the standard deviation was 1.291 and this implies strong disagreement for this statement.

The Table further shows that the majority (32.7%) acknowledged through agreement that the school provides teachers with shared housing with other teachers. This was further supported by 16.3% who agreed. A significant 23.3% strongly disagreed while 19.7% disagreed. With a mean of 2.9889 and SD of 1.46233 implying that there was disagreement with the statement.

When asked whether accommodation was provided by the community, the majority (38.3%) strongly disagreed and 15.3% disagreed. On the same statement, 11% strongly agreed and 26.7% agreed. This was supported by a mean of 2.6370 and SD of 1.82341 implying disagreement with the statement. However, there were qualitative statements that indicated that teachers were benefiting from community-provided accommodation.

On whether teachers lived in rented houses, a combined total of 68.3% were in disagreement while only 26% agreed with the statement. This follows that for most schools observed; the teachers had improvised and rented houses in nearby trading centers. This statement was further supported by a mean and SD of 2.256 and 1.50092 respectively explaining the high proportion of disagreement with the statement.

The Table also shows that up to 137 primary teachers (representing 45.7%) strongly disagreed that it took them up to one hour to get to the school from home while 24.7% disagreed. This implies that at least most teachers did not stay far from school. However, a combined 22% stating that they agreed with the statement shows that some teachers still lived far from schools. The probable explanation here was that these teachers were mainly teachers who were transferred to the schools from other schools or districts.

The researcher asked whether teachers in Kakumiro had access to housing loans and the majority (74.3%) strongly disagreed while 16.7% disagreed with the statement. This implies that there were no provisions for providing subsidized loans for teachers to get proper housing. The probable reason was that these teachers lacked adequate collateral let alone their salaries which made matters worse by the large loan arrears most teachers have in banks. It is also important to note that there are no specific provisions for loans for teachers in most financial institutions; in any case, most of them were not landowners. The mean was 1.3356 showing strong disagreement with the statement and with an SD of .75102 which was below 1 shows very strong disagreement.

The next statement on the staff housing variable inquired whether other neighboring schools provided adequate housing for teachers. This was designed to make a comparison from teachers' point of view about staff housing in their schools compared to others around them. Thus in response, 39% strongly disagreed while 19.3% disagreed, implying that the plight of teachers in most schools in KAKUMIRO was almost similar. However, to refute this, 24% agreed and 9.3% strongly agreed that neighboring schools provide adequate housing for teachers. This comparative disadvantage of housing as perceived by teachers may create demotivation and consequently affect the PLE performance of their primary schools. This statement was supported by a mean of 2.3746 and a standard deviation of 1.38983 showing moderate disagreement.

The researcher inquired from teachers whether their housing was adequate and in response, the majority of them (representing 79.3%) strongly disagreed or disagreed with the statement. This disagreement implies that teachers feel that their housing needs are not adequately met by their employers (government) which has implications for their motivation and the performance of their schools at PLE. This also means that teachers cannot give adequate attention to the performance requirements expected of them by the government to ensure that pupils perform well at PLE. This statement had a substantial mean of 1.8419 and SD of 1.03845 showing strong disagreement with the statement.

Finally, regarding staff housing, the statement inquired whether Teachers receive a housing allowance. In response, the majority 88.3% strongly disagreed, followed by 6.7% disagreed with the statement. The mean was 1.2020 which is below 3 showing strong disagreement while the Standard deviation was 0.71158 also showing very strong disagreement for this statement.

Results from Key informant interviews about staff housing

In the key informant interviews, various officials gave their opinions about how staff housing affects the performance of government-aided primary schools at PLE. In this regard, one of the District education officials noted that:

“When it comes to schools without teacher houses, the community provides for the teachers by contributing building materials, labor, and even financial help in some cases...this has motivated teachers”

The researcher observed that in one of the schools, teachers had houses constructed by the community as shown in a photo (see Appendix E). In other cases, the community was providing the rent for the teachers, though this was a rare occurrence, given the levels of poverty.

Another key informant explained that:

“With the gazette of Kakumiro as a district in 2006, some teachers who were previously in Kumi district were transferred to other schools yet their homes were far from the schools...This explains the problem of housing and the distance they have to move to make it to schools to teach...” (District Official Kakumiro District)

One of the key informants focused mainly on the issue of inadequate housing due to the process of transferring teachers which he noted has affected teachers in various ways, especially in issues to do with accommodation. In his own words, he said:

“Transfer of teachers from one school to another creates three critical issues: health, family, and insecurity for teachers....”

“When teachers’ salaries are delayed, teachers are sometimes unable to pay rent on time

Below are some of the direct quotations on the relationship between staff housing and the performance of government-aided primary schools at PLE:

and many landlords are harsh to our teachers” (Female Deputy Headteacher)

“I believe the most important issue affecting performance is teachers’ houses and feeding because one will have no claim for failure to deliver teaching service that affects the performance of the school at PLE” (District Official Kakumiro District) Provision of staff housing leads to improved time management by teachers especially those who teach upper primary and are concerned with overall preparation of pupils for PLE” (Headteacher, Kakumiro)

Other key informants noted that:

“There is low parental input in case of providing teachers houses...this aspect is affecting teacher attendance in some schools and thus performance of these schools” A scenario was described where some teachers ride long distances to come to school yet some have health problems such as Malaria and disabilities.

Housing for teachers in our school has ensured that teachers have enough time for lesson planning and checking of pupils’ homework, tests and exams...this is thus an important ingredient for performance enhancement” (Male Headteacher)

Testing hypothesis one: There is a significant relationship between staff housing and the performance of government-aided primary schools at PLE

This implies that when teachers have adequate housing, they can deliver to the expectations of their schools which also leads to good performance at PLE. However, the issue of housing was still a challenge for most teachers as one key informant noted:

The first hypothesis was verified using Pearson correlation. To interpret the correlation findings, the correlation coefficient (r) was used to determine the strength of the relationship between staff housing and the performance of government-aided schools at PLE. The sign of the coefficient r was used to determine the nature of the change in the variables. The significance of the correlation coefficient (p) tested the hypothesis.

Table 11: Correlation between staff housing and performance of government-aided primary schools at PLE

		Staff housing	Performance of Government-aided primary schools at PLE
Staff housing	Pearson Correlation	1	.351*
	Sig. (2-tailed)		.003
	N	80	80
Performance of government-aided primary schools at PLE	Pearson Correlation	.351*	1
	Sig. (2-tailed)	.003	
	N	80	80

*. Correlation is significant at the 0.05 level (2-tailed).

Table 11 shows a weak positive correlation ($r = 0.351$) between staff housing and the performance of government-aided primary schools at PLE. This finding was subjected to verification to test the hypothesis

“There is a significant relationship between staff housing and performance of government aided primary schools at PLE”

By comparing the significance of the correlation ($p = .003$) to the recommended significance at 0.05. Given that the p-value was less than 0.05, the research hypothesis was accepted and it was concluded that there was a weak positive relationship between staff housing and the performance of government-aided primary schools at PLE.

The $r=0.351$ which is between 0.3 and 0.5 indicates a weak positive linear relationship via a fuzzy-firm linear rule. Interpreting the weak nature of the relationship, the findings show that a slight change in staff housing is related to a moderate change in the performance of government-aided primary schools at PLE. This therefore means that this change does not rule out other factors. As for the positive nature of the relationship, the findings show that both variables change in the same direction whereby better staff housing is related to improved performance of government-aided primary schools at PLE, and poor staff housing will lead to poor performance of government-aided primary schools at PLE.

Since the correlation coefficient does not determine how much an independent variable accounts for a change in the dependent variable, a further analysis using the coefficient of determination, which is the square of the correlation coefficient, is computed. Thus, the coefficient of determination ($r^2 = .019$ when expressed in percentage shows that staff housing accounts for a 1.9% change in the performance of government-aided primary schools at

PLE, which is a small change.

The above correlation coefficient proves that the hypothesis stated was retained as this was proved to be right. It however has to be noted that the weak correlation coefficient, though significant implies that there could be other factors affecting the performance of government-aided Primary Schools at PLE rather than staff housing. This was further supported by results from qualitative interviews which showed that these two aspects affect teachers and the performance of their schools at PLE.

Table 12: Descriptive Statistics for the performance of government-aided primary schools at PLE

Statements	SD	D	NS	A	SA	Mean	SD	NR
Pupils' PLE grades have been good over the last three years	(12.3%)	(27%)	(28%)	(29.7%)	(1.3%)	2.8034	1.04751	(1.7%)
The Pass rate numbers at PLE is satisfactory	(12%)	(33.3%)	(27%)	(24.3%)	(0.7%)	2.6747	1.00530	(2.7%)
The pass rates of our school at PLE are good compared to other schools	(4%)	(17%)	(21.7%)	(43.7%)	(3%)	3.2761	.95902	(10.7%)
There are high failure rates at PLE at this school	(12%)	(48.3%)	(22%)	(6%)	(0.7%)	2.2697	.80549	(11%)
The number of absentees at PLE is high at this school	(29.3%)	(48.3%)	(5.3%)	(4.3%)	(1%)	1.8604	.82074	(11.7%)

The performance of my school at PLE is highly influenced by the salary paid to teachers	(32.7%)	(29%)	(9%)	(8.3%)	(5.7%)	2.1181	1.21658	(15.3%)
Non-monetary rewards to teachers to highly influence PLE results at my school	(24.7%)	(32%)	(9.3%)	(16.3%)	(7.7%)	2.4481	1.29450	(10%)

Source: primary data

Key: SD – Strongly disagree, D – disagree, N – Neutral, A – Agree and SA – Strongly agree SD Standard Deviation, NR – Non-response

Table 12 shows that responses on item 1 on performance at PLE show that the statement “Pupils’ PLE grades have been good over the last three years” shows that 29.7% agreed while 1.3% strongly agreed. On the other hand, 27% strongly disagreed and 27% disagreed. The cumulative percentage of respondents that agree is 31% compared to 29.3% who disagree. The weighted average mean is 2.8034 while the standard deviation is 1.04751. This suggests that there is a mixed level of opinion.

The result of item 2 as shown above reveals that on the statement the pass rate numbers at PLE were satisfactory. On the other hand, 45.3% seemed to disagree, 25% agreed. The mean is computed to be 2.6747 while the standard deviation is 1.00530. This confirms that the majority of there is moderate disagreement with the statement.

The response to item 3 is as reported in the Table above. Of the total sample of 300 teachers, 46.7% strongly agree or agree that the pass rates of our school at PLE are good compared to other schools. However, 17% disagreed and remain 4% strongly disagreed respectively. The weighted arithmetic mean of 3.2761 and standard deviation of 0.95902 confirm that the respondents moderately agree that the pass rates of our school at PLE are good compared to other schools.

Regarding item 4 Table 12 shows that 60.3% (48.3% disagree and 12% strongly disagree) that there are high failure rates at PLE at this school. This is probably attributed to the notification that for the last three years, UPE performance had improved in primary schools.

Similarly, the majority (77.6%) disagreed with the statement that the number of absentees at PLE is high at this school. This implies that enrolment has improved in government-aided primary schools in KAKUMIRO District. This is a good indicator of school performance.

The analysis of the data generated for item 5 reveals that the majority 55.6% either disagree or strongly disagreed respectively with the statement “The performance of my

school at PLE is highly influenced by the salary paid to teachers”. The weighted average mean is 2.1181 and the standard deviation is 1.21658 disagreement. Finally, the majority of teachers disagreed while 24.7% strongly disagreed that non-monetary rewards to teachers highly influenced PLE results at my school. Thus with the weighted average mean of 2.4481 which can be approximated to 3 and the standard deviation of 1.29450 we can confirm that there was slight disagreement with this statement. However, 24% agreed that non-monetary rewards to teachers highly influenced PLE results at my school.

Results from Key informant interviews about the performance of government-aided schools at PLE in Kakumiro District

Some key informant responses included

“PLE Performance is below average”

Another head teacher noted that:

“PLE performance in my school is not so good”

A district official was quoted saying:

“For the last three years, the performance of schools at PLE is improving” (District

Official Kakumiro District)

Others had hopes that there was an improvement as one head teacher put it:

“There is the steady improvement of performance in KAKUMIRO ever since 2007 to date...we hope for the best this year at PLE”

Summary of Findings

The study sought to investigate the relationship between staff housing and the performance of government-aided schools at PLE. The study results from the correlation show a weak, positive, and statistically significant relationship between staff housing and the performance of government-aided primary schools at PLE at .351(*) given by Pearson correlation (p-

value) of 0.003. The regression results further revealed that staff housing accounts for a change in the performance of government-aided primary schools at PLE at 1.9% which is a small change.

Discussion

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Findings indicated that most teachers in Kakumiro District from sampled government-aided primary schools disagreed with the statement that “The school provides teachers with individual houses”. The majority also acknowledged through an agreement that the school provides teachers with shared housing with other teachers. This agrees with a study done by Lucy (2010) who noted that of 25 teachers interviewed only five reported living in teacher housing; those that exist in Kashari are inhabited primarily by Headteachers and Deputy Headteachers, as most schools only have a couple of houses.

Other similar studies indicated that GoU realized the importance of teacher housing and allocated 15% of the classroom construction budget to increase the amount available but this is still not enough. Up to 24% of teachers interviewed took more than an hour to get to school. Those living far away received no extra financial support for rent closer to schools, and no help with transport costs if boda boda’s (local motorbike taxi) were hired. Despite government efforts, not all teachers are provided with on-site housing, which creates resentment and reduces the incentive to perform well.

When asked whether accommodation is provided by the community, the majority disagreed. However, there were qualitative statements that indicated that teachers were benefiting from community-provided accommodation. The researcher observed that in one of the schools, teachers had houses constructed by the community for some schools. In other cases, the community was providing the rent for the teachers, though this was a rare occurrence, given the levels of poverty. This is in line with what Tanaka (2010) noted in his study in Ghana that the provision of accommodation may not in itself work as an incentive to attract and retain teachers in rural areas if it does not address their needs. Similarly, in her study of the South American context, Vegas (2007) argues that teacher housing incentives in rural areas may not be effective if the socio-cultural context is not considered

On whether teachers lived in rented houses, a majority were in disagreement while. This follows that for most schools observed the teachers had improvised and rented houses in nearby trading centres. This statement was further supported by a mean and SD of 2.256 and 1.50092 respectively explaining the high proportion of disagreement with the statement. This is similar to what Lucy (2010) noted that with low wages to counteract poor labor conditions or support teachers in extra labor costs, teachers face challenges of transport or rent. Teachers often live far from where they teach and if housing is not provided on-site and they have to travel far, energy and enthusiasm will be low when they arrive. The government also acknowledged in 2002 that only 19.1 percent of teachers lived in teacher housing. Teachers without nearby housing might have to pay for transport or pay rent for another house closer to where they teach, there are no monetary

supplements to help with these costs, which aggravates low morale caused by poor salaries.

Findings indicate that most teachers took them up to one hour to get to the school from home. This implies that at least most teachers did not stay far from school or that these teachers were mainly teachers who were transferred to the schools from other schools or districts. Findings also show that most teachers in Kakumiro had access to housing loans, which implies that there were no provisions for providing subsidized loans for teachers to get proper housing. The probable reason was that these teachers lacked adequate collateral let alone their salaries which made matters worse by the large loan arrears most teachers have in banks. It is also important to note that there are no specific provisions for loans for teachers in most financial institutions; in any case, most of them were not landowners. The mean was 1.3356 showing strong disagreement with the statement and with an SD of .75102 which was below 1 shows very strong disagreement.

The next statement in the staff housing variable inquired whether other neighboring schools provided adequate housing for teachers. This was designed to make a comparison from teachers’ point of view about staff housing in their schools compared to others around them.

Thus in response, the majority disagreed, implying that the plight of teachers in most schools in Kakumiro was almost similar. This comparative disadvantage of housing as perceived by teachers may create demotivation and consequently affect the PLE performance of their primary schools. This statement was supported by a mean of 2.3746 and a standard deviation of 1.38983 showing moderate disagreement. Bennell and Achyeampong (2007), the study also agreed that the feasibility of establishing a housing loan scheme for teachers, possibly based on a kind of revolving fund with subsidized interest rates, should be carefully examined.

The researcher inquired from teachers whether their housing was adequate and in response, the majority of them disagreed with the statement. This disagreement implies that teachers feel that their housing needs are not adequately met by their employers (government) which has implications for their motivation and the performance of their schools at PLE. This also means that teachers cannot give adequate attention to the performance requirements expected of them by the government to ensure that pupils perform well at PLE. This statement had a substantial mean of 1.8419 and SD of 1.03845 showing strong disagreement with the statement. Finally, regarding staff housing, the statement inquired whether; in response, the majority of teachers strongly disagreed, with the statement that teachers receive housing allowance supported by mean and Standard deviation.

Testing the relationship between staff housing and the performance of government-aided schools at PLE, findings show a moderate positive correlation between staff housing and the performance of government-aided primary schools at PLE. Given these results, the research hypothesis was accepted and it was concluded that there was a moderate positive relationship between staff housing and the performance of government-aided primary schools at PLE.

Similar findings were found by Ntagaramba and Bennell (2008) in Rwanda that the majority of teachers live near their schools, but less than three percent of teachers live in accommodation provided by their schools. Only 33% of primary and 25% of secondary teachers stated that they do not spend anything on accommodation, which indicates that they live in their own houses. This led to significant performance improvements in their primary schools as compared to other schools which lacked these housing arrangements.

Interpreting the moderate nature of the relationship, the findings show that a slight change in staff housing is related to a moderate change in the performance of government-aided primary schools at PLE. This therefore means that this change does not rule out other factors such as monetary rewards. As for the positive nature of the relationship, the findings show that both variables change in the same direction whereby better staff housing is related to improved performance of government-aided primary schools at PLE, and poor staff housing leads to poor performance of government-aided primary schools at PLE.

A further analysis using the coefficient of determination, which is the square of the correlation coefficient was computed with the coefficient of determination (r^2) = 0.019 when expressed in percentage shows that staff housing accounts for a 1.9% change in performance of government-aided primary schools at PLE, which is a big change. Mulkeen and Chen (2008), for five African countries including Lesotho, Malawi, Mozambique, Tanzania, and Uganda, some findings were relayed about the impact of housing on performance. Their correlation however was mainly negative which indicated that the lack of long-term, subsidized housing loans was the single most hindering factor to teacher performance and consequently school performance in these countries.

In support of the same findings, Owusuwaa, et al (2013) in their study in Ghana found out that teachers suggested that to improve school performance, decent accommodation should be provided in the various schools to help house teachers. They however did not detail the effect of this housing on their performance, although they noted that indeed housing was a major contributor to the performance of teachers and schools

Therefore the gap in the literature on the effect of teachers' failure to meet their housing needs on performance at PLE has been partially filled by this study. Some studies reviewed tend to fill this gap to some extent, by finding that the cost of living in Uganda is rising sharply but salaries have not increased to counteract this problem. Both findings agree that salaries do not support teachers in transport or extra housing costs if teacher housing is unavailable. This was the case for over 80 percent of teachers interviewed. The interviews revealed not just that many didn't have teacher housing but also that many felt this treatment was unfair.

Conclusions

It is concluded that there is a weak positive linear relationship via a fuzzy-firm linear rule. The findings show that a slight change in staff housing is related to a moderate change in the performance of government-aided primary schools at PLE. It is also concluded that both variables change in the same direction whereby better staff housing is related to improved performance of government-aided primary schools at PLE, and poor staff housing leads to poor performance of government-aided primary schools at PLE.

Recommendations

Kakumiro District local government should allocate more money in its budget estimates for the construction of teachers' houses in primary schools to solve the staff housing problem. It is important to note that building or improving staff housing would be to the benefit of pupils to easily access their teachers.

The community should be called upon to help teachers solve the housing problem in case of government delays. This is because observations show that in schools where the community has been active in the construction of teacher houses, the motivation of teachers has improved. This would help resolve the acute housing problem that teachers face.

Kakumiro District local government should deploy teachers locally in the expectation that housing challenges are solved. If a teacher is transferred from a school located far from home to another, there is the likelihood that he/she may not perform to the expectations. This is because findings indicated that most teachers were recently transferred from distant areas in the former mother district (Kumi) to their current schools.

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List of Abbreviations and Acronyms

CAO: Chief Administrative Officer
 DIS: Chief Administrative Officer
 EFA: Educational for All
 GOU: Government of Uganda
 MDG: Millennium Development Goals
 MoPS: Ministry of Public Service
 NEA: National Education Assessment
 P: level of significance
 PLE: Primary Leaving Exams
 R: correlation coefficient
 SPSS: Statistical Package for Social Scientists
 UPE: Universal Primary Education
 USE: Universal Secondary Education

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