



Effect of Teachers' Welfare on Job Effectiveness among Secondary Schools in Mbarara City, Uganda

Monica Ashaba*

ORCID: <https://orcid.org/0000-0002-8974-2152>

Faculty of Education, Arts and Media Studies, Bishop Stuart University, Uganda

Email: ashabamonica2022@gmail.com

Richard Twebaze

ORCID: <https://orcid.org/0000-0002-8225-0390>

Faculty of Education, Arts and Media Studies, Bishop Stuart University, Uganda

Email: twebazer@gmail.com

Nyemara Novatus

ORCID: <https://orcid.org/0000-0001-7918-2852>

Faculty of Education, Arts and Media Studies, Bishop Stuart University, Uganda

Email: novatusn@gmail.com

*Corresponding Email: ashabamonica2022@gmail.com

Copyright resides with the author(s) in terms of the Creative Commons Attribution CC BY-NC 4.0. The users may copy, distribute, transmit and adapt the work, but must recognize the author(s) and the East African Journal of Education and Social Sciences

Abstract: This study sought to establish the effect of teachers' welfare on teachers' job effectiveness among the secondary schools in Mbarara City in Uganda using a descriptive cross sectional survey design. The study was conducted in Mbarara City which had 25 secondary schools. The 25 schools had 750 teachers and 25 Head teachers. According to Galvan (2013), a sample of 50% is desirable. Therefore, 50% of 25 schools brought 12 schools which were sampled. The twelve schools had 360 teachers from whom systematic random sampling was used to select 260 teachers. Out of the 260 teachers selected, 256 responded and out of 12 head teachers selected, 10 responded. Furthermore, one Education Office and one City Inspector of schools were included in the sample. Descriptive statistics and Pearson correlations were used in analyzing the data. The study established a moderate quality of welfare of secondary school teachers in terms of housing, performance allowances, medical care services, school environment, meals, transport allowances, training and development opportunities, classroom environment and government policy on teachers. The level of teachers' job effectiveness was also perceived to be moderate. Furthermore, the study established a moderate positive relationship between teachers' welfare and job effectiveness. It is recommended that teachers' salaries and allowances be regularly provided in time. Meals, housing and other facilities should be given to teachers to encourage them to work hard.

Keywords: Teachers, welfare, job, effectiveness, secondary schools.

How to cite: Ashaba, M., Twebaze, R. and Novatus, N. (2020). Effect of Teachers' Welfare on Job Effectiveness among Secondary Schools in Mbarara City, Uganda. East African Journal of Education and Social Sciences 3(4),118-125. Doi: <https://dx.doi.org/10.4314/eajess.v3i4.203>.

Introduction

Globally, teachers are very important in any system of education. No proper education can ever be achieved without an adequately trained and motivated teaching staff (Rajkuar, 2014). However,

assuring teachers' satisfaction is not an easy task given that human beings' needs can never be fully satisfied as the satisfaction of one-need leads to the desire for another higher-level need. The welfare

strategy is therefore considered vital in teachers' motivation (Tao, 2013).

In Africa, welfare management is considered as one of the most complex and dynamic issues in the field of human resource management. For an organization to attain its stated objectives there is a need to effectively manage the human resources aspect of the organization, taken into knowledge that one of the core aspects of resource management is employee welfare (Akinloye & Adu, 2015).

According to Tiwari (2014), the conducive employee welfare facilities encourage efficiency, effectiveness and productivity thus leading to accomplishment of organizational goals. Health, safety and welfare are measures of promoting the efficiency of employees. The various welfare measures provided by the employer will have immediate impact on the physical and mental efficiency, alertness and moral of the worker thereby contributing to higher productivity.

School welfare is taking center-stage in modern school administration since it is one of key staff motivation elements (Matovu, 2019). Although important work concerning job effectiveness has been done, literature on teachers' job effectiveness is still limited. Scholars like Acha (2010), Gohari, Ahmadloo, Boroujeni & Hosseinipour (2013) and Gupta (2014) researched on teachers' welfare and job effectiveness with the intention of finding out how to make teachers capable of improving learning and education as a whole. Gohari, Ahmadloo, Boroujeni & Hosseinipour (2013) pointed out that internal rewards have more powerful effects on employees. Gupta (2014) concluded that workers compensation programs affect employees' satisfaction. Acha (2010) found out that teacher's motivation has an effect on their morale to perform.

In Uganda, teaching profession is facing a shortcoming of losing many of its credible and intelligent teachers who have quit the profession on grounds of meager pay (Mazaki, 2009). According to UNATU (2011), inadequate welfare packages for teachers and teaching under unsuitable and deplorable conditions lead to negative effects on teachers' effectiveness. Nairuba (2011) found out that fringe benefits such as allowances, recognition, praises and promotion were not seriously addressed in Jinja schools and these affected teachers' effectiveness.

Despite several efforts for secondary schools in Mbarara City to provide accommodation, meals and pay allowances, teachers have continued to be ineffective. A report from District Inspector of Schools, Mbarara City, indicates that secondary school teachers are rarely in schools during the working time. Some arrive late for their lessons, some teach and go immediately without giving students time and some do not mind about achieving school objectives (Agira, 2019).

According to UNATU (2011), inadequate welfare packages for the teachers and teaching under unsuitable conditions lead to negative effect on teachers' effectiveness, hence affecting their performance. If this problem is not addressed, the effect may be disastrous. It is from this basis that this study was conducted to investigate the effect of teachers' welfare on job effectiveness in Mbarara City secondary schools. The study was guided by the following research questions.

1. What is the perceived quality of welfare of secondary school teachers in Mbarara City?
2. What is the level of job effectiveness of secondary school teachers in Mbarara City?
3. What is significant relationship between job effectiveness and teachers' welfare in secondary schools in Mbarara City?

Literature Review

This section presents literature review related to the study according to study variables.

Teachers' Welfare

According to Gupta (2014), welfare "encompasses a broad range of benefits and services that an employer may offer to employees." The term employee welfare is very comprehensive and it includes economic, social, intellectual and moral benefits of the workforce community (Manzini and Gwandure 2011).

According to Simola (2014), welfare means to fare well. It refers to anything done for workers, for their comfort and improvement over and above their salary or wages (Rajkuar, 2014). It includes accessibility of services; facilities and amenities in or near the organization to enable employees perform their work in a healthy environment that is conducive to good health and high morale for both the workers and their families in the most comprehensive sense. The main objective of employee welfare is to keep enriching the quality of life of the workers, keep them happy and contented

and have their job motivation levels high (Odeku & Odeku, 2014).

Employee welfare is a comprehensive term, which embraces the various benefits, services and facilities offered by the management to employees with the aim of enriching the working and social life of workers and to satisfy their needs in order to enhance productivity (Gupta (2014). According to Manzini and Gwandure (2011), employee welfare measures were meant to reduce absenteeism and increase efficiency and productivity. However, today employee welfare programs have taken a broader scope and they include almost all aspects of workers 'welfare and development in organizations. The essence of welfare measures is to generate an efficient, healthy, satisfied and productive labor force. Priti (2009) asserts that the objective of providing working facilities is to make working life a better experience and also to improve the living standard of employees.

Welfare facilities are provided to make the workers more efficient and productive (Muthoni & Wafula, 2016). If an employer takes good care of his workforce, they will tend to be more efficient by improving production. Programs for housing, education, training, provision of balanced diet and family planning measures are important for labor welfare. If workers are fed properly, clothed adequately and treated kindly, and if the conditions of their work are congenial, they will work resourcefully. Therefore, school administrators should design packages that improve the welfare of teachers like providing attractive allowances for co-curricular activities and competitive health insurance schemes.

Fringe benefits may be paid in financial or non-financial forms (Kulikowski and Sedlak, 2020). However, what is vital is the rate at which these benefits are paid and when actually they are paid to the employees. In most institutions, welfare services include performance-related pay, incentive pay, merit pay, knowledge contingent pay, team-based pay, and organizational-based pay, recognition and promotion. In schools, the provision of fringe benefits depends on the availability of resources and the culture of the institution.

In order to improve on teachers' effectiveness, the management should provide facilities to all employees in such way that employees become satisfied which in turn lead to increase in

productivity in terms of quality and quantity (Swlvan2011).

The Relationship between Teachers' Welfare and Job Effectiveness

According to Okereke and Daniel (2010), teachers' job effectiveness is the ability to combine relevant inputs for enhancement of the teaching and learning processes. The authors further argue that effective teaching is measured by academic performance of learners, punctuality, active participation in co-curricular activities and committing assignments given by the head teacher.

Welfare schemes are the strategies employed in motivating teachers for better job performance (Okereke & Daniel 2010). These are in form of salary increment, gratuity, and regular promotion, ensuring job security and establishing cordial relationship among teachers. Teachers are the initiators and facilitators of teaching and learning activities. They act as agents of changes in any school system because of the roles they perform; they can be regarded as the heart of quality improvement strategies (Hopkins, 2014).

According to Okereke and Daniel (2010), most organizations achieve remarkable success in their operations not only because they operate in good environments or because they are capable of competing favorably with other organizations but mostly because the management (or those at the helm of affairs) provides them with incentives that make their work worth enjoying. They appreciate the fact that no organization performs efficiently and effectively if the human elements are not adequately motivated. The provision of welfare package that ginger workers to work in an organization has helped organizations to create the enabling environment for better performance among the workforce.

According to Manzini and Gwandure (2011), employee welfare measures were meant to reduce absenteeism and increase efficiency and productivity. However, today employee welfare programs have taken a broader scope and they include almost all aspects of workers 'welfare and development in the organizational establishment. The mandate of welfare measures is to generate an efficient, healthy, satisfied and productive labor force. Berry, Mirabito & Baun (2010) asserts that the objective of providing facilities is to make working

life a better experience and also to improve the living standard.

According to Mathews and Khann, (2016), effective and efficient working condition and fringe benefits are likely to lead to increased employee performance and job effectiveness. Using a sample of 172 employees from Kenya Commercial Bank, Nduku, Mwenda and Wachira (2015) found that working conditions have a positive effect on performance of employees. Eluka and Okafo (2014) discovered that improved working condition impacts positively on employees' performance. Ayeniyo (2015) established a relationship between fringe benefit and employee commitment which consequently lead to high performance. Walking in similar path, Gohari, Ahmadloo, Boroujeni and Hosseinipour (2013) found that there is a significant positive relationship between pay, bonus, fringe benefits, promotion, appreciation, empowerment and delegation in one hand and employees effectiveness on the other hand.

According to Mathews and Khann, (2016), effective and efficient working condition and fringe benefits are likely to lead to increased employee performance and job effectiveness. Using a sample of 172 employees from Kenya Commercial Bank, Nduku, Mwenda and Wachira (2015) found that working conditions have a positive effect on performance of employees. Eluka, J.C & Okafor, N.C (2014) discovered that improved working condition impacts positively on employees' performance. Ayeniyo (2015) established a relationship between fringe benefit and employee commitment which consequently lead to high performance. Walking in similar path, Gohari, Ahmadloo, Boroujeni and Hosseinipour (2013) found that there is a significant positive relationship between pay, bonus, fringe benefits, promotion, appreciation, empowerment and delegation in one hand and employees effectiveness on the other hand.

A study about organizational climate and teachers' job effectiveness and performance in primary schools in Ondo State, Nigeria revealed that most of sampled schools had good school environment and there was a significant and positive relationship between organizational climate and teacher job effectiveness (Adejumobi & Ojikutu (2013). The researcher recommended that head teachers should always create favorable school climates to enhance better job performance. It was further recommended that there is a need for regular

supervision of teachers and provision of all the necessary facilities and resources in schools.

In Uganda, Nairuba (2011) carried out a study on the effect of motivational practices on teachers' effectiveness among secondary schools in Jinja and established that fringe benefit such as allowances, recognition and promotion had a positive effect on teachers' effectiveness.

Methodology

Design

This study employed the descriptive cross-sectional survey design with the quantitative approach.

Population and Sampling

The study was conducted in Mbarara City which had 25 secondary schools. The 25 schools had 750 teachers and 25 Head teachers. According to Galvan (2013), a sample of 50% is desirable. Therefore, 50% of 25 schools brought 12 schools which were sampled. The twelve schools had 360 teachers from whom systematic random sampling was used to select 260 teachers. Out of the 260 teachers selected, 256 responded and out of 12 head teachers selected, 10 responded. Furthermore, one education Officer and one City Inspector of schools were included in the sample.

Instruments Used

The researcher used primary data, which was collected using a self-administered.

Validity and Reliability

To ensure validity, the questionnaire covered all the dimensions of the phenomenon under study. The questionnaire was further subjected to experts to assess its structure, contents, clarity and relevancy in relation to the research questions. To ensure reliability, the questionnaire was pre-tested in a pilot study in one of the schools that was not selected for the study but within a similar environment to schools participating in the study. The results yielded the Cronbach's Alpha of above 0.7 which means that the questionnaire was reliable.

Statistical Treatment of Data

Descriptive statistics in terms of mean scores was used to process the data through the SPSS. The mean scores were interpreted as follows: 4.50-5.0 = Strongly Agree, 3.50-4.49 = Agree, = 2.50-3.49 = Moderate 1.50-2.49 = Disagree and 1.00-1.49 = Strongly Disagree. Pearson correlation analysis was used to establish the effect of teachers' welfare on

job effectiveness in secondary schools in Mbarara City.

Ethical Considerations

The principle of confidentiality was exercised during the time of data collection. The research permit to conduct the study was provided by Research Ethics Committee of Bishop Stuart University. Individual schools signed on the introduction letter permitting the researchers to conduct the study in the schools. Furthermore, the City Education Officer provided a letter to the schools introducing the researchers.

Findings and Discussion

This section presents the research findings according to research questions that guided the study.

Research Question 1: What is the perceived quality of welfare of secondary school teachers in Mbarara City?

Respondents were asked about quality of welfare of secondary school teachers in Mbarara City and their responses were processed as shown in Table 1.

Table 1: Mean scores for teachers' welfare in Mbarara City Secondary Schools

SN	Welfare indicator	Mean scores
1	This school always provides meals to teachers.	4.23
2	My school provides good sanitation for teachers.	4.05
3	Teaching environment is conducive	4.00
4	Teachers always get their allowances in time.	3.97
5	Teachers enjoy meals provided by the school.	3.84
6	Teachers in this school always receive professional development.	3.33
7	My school provides me with comfortable accommodation.	3.09
8	Teachers are always given opportunity to go for further studies.	3.08
9	Allowances are paid to teachers' for marking tests	2.83
10	Teachers are always paid overtime allowances	2.81
11	There is payment of allowances to teachers on the disciplinary committee	2.73
12	Teachers who are not given staff houses are given housing allowances.	2.54
13	My school regularly pays my medical bills.	2.13
Overall Mean Score		3.28

Table 2: Mean scores for the job effectiveness of secondary school teachers in Mbarara City

SN	Job effectiveness	Mean scores
1	Teacher always prepares schemes of work	3.86
2	Teacher is result oriented	3.77
3	Teacher always work towards achieving school objectives	3.62
4	Teacher works cooperatively with others to improve efficiency of the team.	3.55
5	Teacher is punctual for his/ her lessons	3.54
6	Teacher implement plans put in place	3.53
7	Teacher always assesses learners	3.38
8	Teacher provided quality services	3.38
9	Teacher creates friendly learning environment for his/ her students	3.38
10	Teacher always prepares lessons plans	2.75
11	Teacher demonstrates credible leadership	2.64
12	Teacher conduct remedial lessons for low achievers	2.48
13	Teacher involves him/herself in management of students discipline	2.38
Overall mean score		3.25

The study findings show the overall mean score for teachers' welfare as 3.28. This implies that the quality of welfare of secondary school teachers in Mbarara City was moderate. The study finding is appraised by Bobre (2013) who indicated that organizations need to provide safe and satisfying environment for their workers, yet much has to be done to raise the quality of teachers' welfare beyond the moderate stage.

Research Question 2: What is the level of job effectiveness of secondary school teachers in Mbarara City?

Respondents were asked about teachers' job effectiveness in Mbarara City and their responses were processed as shown in Table 2.

The study found out the overall mean score for job effectiveness of secondary school teachers in Mbarara City is 3.25. Therefore this implied that the

level of job effectiveness for secondary school teachers in Mbarara City was moderate.

The above findings are in line with the study carried out in Masaka, Uganda by Acha (2010) who investigated the level of job effectiveness among educational Institutions. It was found out that teachers' effectiveness was fair due to fair motivation provided by the Institutions. The ministry of Education and Sports (2013) in Uganda analyzed teachers issues in the country as part of Teachers' Initiative in Sub-Saharan Africa (TISSA). In its report, it was revealed that teachers who teach in town schools were fairly effective and would produce fairly good results. This is in line with the present study since it was carried out in a town setup.

Research Question 3: What is significant relationship between job effectiveness and teachers' welfare in secondary schools in Mbarara City?

The correlation coefficient was interpreted as follows: 0.00-0.30 = weak correlation, 0.31-0.60 = moderate correlation and 0.61-1.00 = strong correlation.

The 2-tailed significance test in table 2 shows that the correlation coefficient is 0.435 which means that there is a moderate positive relationship between teachers' welfare and job effectiveness in Mbarara City Secondary Schools.

Table 3: Correlation between job effectiveness and teachers'

Correlations		Teachers welfare	Job effectiveness
Teachers welfare	Pearson Correlation	1	0.435**
	Sig. (2-tailed)		0.000
	N	256	256
Job effectiveness	Pearson Correlation	0.435**	1
	Sig. (2-tailed)	0.000	
	N	256	256

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

This suggests that the higher the level of teachers' welfare, the higher the effectiveness of teachers' performance. This finding is in agreement with Mathews and Khann, (2016) who indicated that effective and efficient working condition and fringe benefits are likely to lead to increased job effectiveness. Similarly, Nduku, Mwenda and Wachira (2015) found that working conditions have a positive effect on performance of employees. Also Eluka and Okafor (2014) discovered that improved working conditions impact positively on employees' performance. Ayeniyo (2015) established a relationship between fringe benefit and employee commitment which consequently leads to high performance. This shows that good working conditions guaranteed job effectiveness.

Conclusions and Recommendations

Conclusions

It is concluded that there is a moderate quality of welfare of secondary school teachers in terms of housing, performance allowances, medical care services, school environment, meals, transport allowances, training and development opportunities, classroom environment and government policy on teachers. The level of teachers' job effectiveness was also perceived to be

moderate. Furthermore, the study concludes that there is a moderate positive relationship between teachers' welfare and job effectiveness in Mbarara City Secondary Schools. This implies that the better the teachers' welfare, the better the teachers' better effectiveness. Therefore, welfare quality slightly influences teachers' job effectiveness.

Recommendations

It is recommended that teachers' salaries and allowances be regularly provided in time. Meals, housing and other facilities should be given to teachers to encourage them to work hard. Professional training and development programs should also be effective and more often provided to develop creativity in performing duties. School administrators should always reward teachers' performance in order to optimize teacher commitment, creativity and achievement.

References

Acha, M., 2010. Motivation and the performance of primary school teachers in Uganda: A case of Kimaanya-Kyabakuzza Division, Masaka District (Doctoral dissertation, Makerere University).

- Adejumobi, F. T., & Ojikutu, R. K. (2013). School Organizational Climate and Teacher Job Performance in Lagos State, Nigeria.
- Agira.J. (2019); Survey Report carried out in Mbarara District. School Effectiveness and School Improvement Report.
- Akinloye, G. M., & Adu, K. O. (2015). School input factors and teacher effectiveness in some local government areas of Lagos State, Nigeria. *International Journal of Educational Sciences*, 8(3), 461-472.
- Ayeniyo, I., (2015). Impact of Employee Job Satisfaction on their Performance: A Case Banking Sector in Muzaffargarh District, Pakistan. *Global Journal of Human Resource Management*, 2 (4), 71-94.
- Berry, L., Mirabito, A. M., & Baun, W. (2010). What's the hard return on employee wellness programs?. *Harvard business review*, December, 2012-68.
- Bobre, O.I.(2013). Employer motivation and organizational performance. *Review of applied socio-economic research*, 5(1).
- Eluka, J. C. & Okafor, N. C. (2014). A critical review of the effect of working conditions on employee performance: evidence from Nigeria. Enugu Campus: Department of Management Science, University of Nigeria.
- Galvan, J.L (2013). *Writing Research Methodology: A guide for students of the social and Behavioral sciences*. Routledge.
- Gohari, P., Ahmadloo, A., Boroujeni, M. B., & Hosseini-pour, S. J. (2013). The relationship between rewards and employee performance. *Interdisciplinary Journal of Contemporary Research in Business*. 5(3), 543-571.
- Gupta, S. (2014) Impact of welfare facilities on satisfaction and productivity of workers: A study of Indian PSU. *Research and Sustainable Business*, 313-318.
- Hopkins, D., (2014). School and system improvement: A narrative state-of-the-art review. *School Effectiveness and School Improvement*, 25(2), 257-281.
- Kulikowski, K., & Sedlak, P. (2020). Can you buy work engagement? The relationship between pay, fringe benefits, financial bonuses and work engagement. *Current Psychology*, 39(1), 343-353.
- Manzini, H., & Gwandure, C. (2011). *The Provision of Employee Assistance Programmes in South Africa Football Clubs*. Johannesburg, South Africa: University of the Witwatersrand.
- Mathews, C., & Khann, I. K. (2016). Impact of work environment on performance of employees in manufacturing sector in India: Literature review. *International Journal of Science and Research (IJSR)*. 5(4), 852-855.
- Matovu, M., (2019). Head teachers' Delegation Practices and Teachers' Psychological Job Commitment in Secondary Schools in Kira Municipality Wakiso District, Uganda.
- Mazaki, K.E. (2009). *Uganda National Teachers Union and Management of teachers' welfare in Secondary schools in Mbale district*. (Master's dissertation, Uganda Christian University, 2009).
- Ministry of Education and Sports. (2013). *Teachers' initiative in sub-Saharan Africa (TISSA): teacher issues in Uganda: A diagnosis for a shared Vision on issues and the designing of a feasible, indigenous and effective teachers policy*. Kampala.
- Muthoni, L.G. & Wafula, R.O. (2016). Effect of Teacher Quality on Student Performance in Mathematics in Primary 6 National Examination: A survey of Private Primary Schools in Gasabo District, Kigali, Rwanda. *International Journal of Education and Research*, 4(2), 237-260.
- Nairuba, J.(2011). *Motivational Practices and Teachers Performance in Jinja Municipality Secondary Schools, Jinja District, Uganda*. Online Submission.
- Nduku, S. S., Mwenda, L. & Wachira, A. (2015). Effects of working conditions on performance of employees of Kenya commercial bank head office. *International Journal of Current Research*, 7(03), 14174-14180.
- Odeku, O.F., & Odeku, K.O. (2014). In Pursuit of the Employees' Welfare in the Workplace: Issues in Perspectives. *Mediterranean Journal of Social Sciences*, 5(15), 652-660.

- Okereke, C.I. & Daniel, A., (2010). Staff welfare and productivity in Patani local government council, Delta State Nigeria. *Journal of Economics and International Finance*, 2(12), pp.313-320.
- Priti, S. (2009). Employee welfare. Retrieved on January 6th, 2017 from <http://www.citehr.com/176307-employeewelfare.html#ixzz1zTZ8HheC>
- Rajkuar, B. (2014). A Study on Labour Welfare Measures and Social Security in IT Industries with Reference to Chennai. *International Journal of Enterprise Computing and Business Systems*, 4(1).
- Simola, H. (2014). The Finnish miracle of PISA: Historical and sociological remarks on teaching and teacher education. In *The Finnish Education Mystery* (pp. 227-243). Routledge.
- Swlvan, B. & (2011). "Labour Welfare Measures- Step Stone of Healthy Industrial Relations". *Journal of Contemporary Research in Management*, 39-50.
- Tao, S. (2013). Why are Teachers Absent? Utilizing The Capability Approach And Critical Realism To Explain Teacher Performance in Tanzania. *International Journal of Educational Development*, 33 (1), 2-14.
- Tiwari U. (2014). A Study on Employee Welfare Facilities and Its Impact on Employees Efficiency at Vindha Telelinks Ltd. Rewa (M.P.) India. Abhinav Publication: Volume 3, Issue 11.
- UNATU (2011) Report on teachers' welfare and job effectiveness among secondary schools in Mbarara City, Uganda.