

**WELFARE AND PERFORMANCE OF PUBLIC PRIMARY SCHOOL TEACHERS, A
CASE STUDY NAWAIKOKE SUB-COUNTY, KALIRO DISTRICT, UGANDA**

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DECLARATION

"This research report is my original work and has not been presented for a degree or any other academic award in any university or institution of learning".

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APPROVAL

This research report has been written under my supervision and has been submitted for the award of the degree of Bachelor of Education primary with my approval as University Supervisor.

.....
Nagami Faridah
University Supervisor

.....
Date

DEDICATION

I dedicate this work to my beloved family who endeavoured lots of vexation and discomfort while I was away to write this research report.

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List of Abbreviations / Acronyms

AIDS - Acquire Immune Deficiency Syndrome

CVI - Content Validity Index

D.V - Dependent Variable

DES - Director of Education Standards

DIS - District Inspector of Schools

DEO - District Education Office

HIV - Human Immune Deficiency Syndrome

I.V - Independent Variable

NAPE - National Assessment of Progress in Education

PTA - Parent Teacher Association

SMC - School Management Committee

USE - Universal Secondary Education

UPE - Universal Primary Education

UNEB - Uganda National Examinations Board

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This Chapter presented the background, problem statement, general objective, specific objectives, and research questions, scope of the study and the significance of the study.

1.1 Background of the Study

1.1.1 Historical Perspective

The performance of employees is critical to the survival of the production process in organizations (Namuddu, 2010). Whether in educational or corporate settings, it is with array that such production processes are supported by a well streamlined and purpose driven human labour which is willing and determined to challenge its self to the maximum to meet set challenges (Emojong, 2004). In the general view, organizations should have interest in igniting this fire through different strategies such as motivation, retention, and development. Among these are: remuneration, compensation, incentives and welfare. The welfare strategy is considered vital because the quality of teachers is crucial to any education system (Kitunga, 2009). Uganda has embarked on a major transformation with a vision to move from a peasant society to a modern and prosperous country by 2040 and education is seen as a key factor for the achievement of this objective (Nsubuga, 2008). Since 1996, the education sector has undergone various reforms in order to send all children to school and ensure that their skills' training improves (Bitamazire, 2011 in Ochwo 2013). While implementing these reforms, one aspect the education system needs to care about is teacher issues which includes but not limited to welfare and teacher performance (Nsubuga, 2008). Under this section, the historical, theoretical, conceptual, and contextual perspectives about wefare and performance of teachers are introduced to provide a comprehensive background for the study.

Employee performance may be traced in the period of scientific management when early theorists promoted the ideals of setting performance standards and measuring work. The question of measuring work came along with the modern study of public administration when people started advocating for rational, scientific management principles designed to improve community

service (Romero, 2004). Employee performance was being undertaken a long time before the world wide movement of New Public Management. But with the emergency of New Public Management, performance became more pronounced because of the demand for transparency and appropriate managerial methods of controlling and managing administrations in order to have value for money in the public sector. Performance appraisal systems have kept changing over the last 60 years from emphasis on the employee through focus on the job and a recent return to the employee. Early employee performance was concerned with simply ranking and comparing individual employees but due to inherent weakness of such a system, researchers made a transition to job related performance assessment leading to development of sophisticated models for understanding employee performance appraisal (Welbourne, Johnson, Erez, 1998). Today, employee performance has become a common phrase among management scholars, consultants and reformers, not only for public organizations but it also for the private sector (Hilgers, 2010). To ensure that teachers perform their duties as educators, the Ministry of education in Uganda has put in place quality assurance measures which include; the directorate of education standards, District education officers, District inspectors of schools and school management committees and annual teacher appraisal forms. These are meant to ensure that teachers perform to their best and value for public money spent on public primary education (Oonyu, 2012).

On the other hand employee welfare can be traced from the industrial revolution in European countries and managers throughout the world have used it to enhance workers performance since then (Kaur, 2012). According to Arena (2013) the concern for employee welfare was an effect of the industrial revolution on workers working conditions. The social effects of the industrial revolution on factory workers were at times inhuman as it made their daily life to be arranged by factory hours in order to increase employee productivity. The inhuman effects of the industrial revolution were accompanied by techniques of scientific management that were initiated by Frederick Taylor. Taylor (1911) in Arena (2013) argued that scientific management was away to increase workers wellbeing, but this claim contradicted the rigidity and bureaucracy imposed by scientific management.

The performance of employees is critical to the survival of the production process in organizations (Namuddu, 2010). Whether in educational or corporate settings, it is with array that such production processes are supported by a well streamlined and purpose driven human labour which is willing and determined to challenge its self to the maximum to meet set challenges (Emojong, 2004). In the general view, organizations should have interest in igniting this fire through different strategies such as motivation, retention, and development. Among these are: remuneration, compensation, incentives and welfare. The welfare strategy is considered vital because the quality of teachers is crucial to any education system (Kitunga, 2009). Uganda has embarked on a major transformation with a vision to move from a peasant society to a modern and prosperous country by 2040 and education is seen as a key factor for the achievement of this objective (Nsubuga, 2008). Since 1996, the education sector has undergone various reforms in order to send all children to school and ensure that their skills' training improves (Bitamazire, 2011 in Ochwo 2013). While implementing these reforms, one aspect the education system needs to care about is teacher issues which includes but not limited to welfare and teacher performance (Nsubuga, 2008). Under this section, the historical, theoretical, conceptual, and contextual perspectives about welfare and performance of teachers are introduced to provide a comprehensive background for the study.

1.1.2 Theoretical Perspective

The theoretical understanding of employee performance goes beyond record auditing of the evidence of what the employee does. Employee performance evaluations serve as a vital component, one that is of interest to both the organization and the employee (Namuddu, 2010). There are some theoretical justifications put forward (Souza,2009) which prompt employers to provide various welfare activities and these include the policing theory, the religious theory, the philanthropic theory, paternalistic theory, placating theory, public relations theory, social theory, and the functional theory (Aswathappa,2008,Raika,1990).

The functional theory of welfare is also known as the efficiency theory of labour. According to this theory, welfare services are provided in order to increase the productive efficiency of the employees (Aswathappa, 2008). Welfare activities are undertaken by employers in order to secure, increase and preserve employee efficiency (Aswathappa, 2008). It is believed that if

employees are given adequate housing, properly fed, treated fairly and if their conditions of work are congenial, then their performance will be high (Kitunga, 2009).

Welfare and teacher performance can be linked to Fredrick Herzberg (1959) Two Factor theory. 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). The hygiene factors however, are not strong contributors of job satisfaction but must be present to meet workers expectations and prevent job dissatisfaction. Hygiene factors include things like provision of employee accommodation, break tea, lunch, and medical support to ensure that an employee is not dissatisfied and ultimately promote effective employee performance (Namuddu, 2010). Given that welfare in the present study will be focused on provision of staff housing, staff meals at school, medical care, allowances and the school environment, it can be noted that from a theoretical perspective, the Herzberg theory greatly contributes to understanding and shapes the study.

1.1.2 Conceptual Perspective

The word performance may mean different things to different people depending on the perspective from which one approaches it. It may imply efficiency, economy, results, or return (profits) on investment (summermatter & siegel,2009). Some scholars (Armstrong, 2003; Feng, 2010) have viewed performance as the behavioral aspect that defines the way in which organizations, teams and individual employees get work done; it is the output record of a specific job function or activity at a given time(Armstrong, 2003). Performance is the degree to which an employee and organizational goals are met(Feng,2010). It comprises both behaviour and outcomes (Armstrong, 2003; Feng, 2010). Behaviour comes from the worker who transforms performance from abstraction into action leading to 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. While Bouchaet & Halligan (2008) in Summermatter & Siegel (2009)

view performance in the public sector from three levels, that is; micro performance that refers to individual public sector organizational performance, the meso performance which refers to performance of a policy and macro performance which refers to performance of the government as a whole. Performance is undertaken to mean economy, efficiency, effectiveness and return on investment (OECD, 1994). Several researchers throughout the evolution of organizational theory have focused on the best way to measure individual and organizational performance and realized that it is a dynamic concept that varies across geographical space, time and scholarly schools of thought. Performance and its crucial dimensions changes and differs over time and space depending on the relations between inputs, activity, output and effect (Summermatter & Siegel, 2009). Summermatter & Siegel (2009) analyzed over 300 papers from 14 journals and found out that the word performance as applied in management has several dimensions, subsumed terms and categorizations. The categorization shows that performance is a multi-dimensional concept that is applicable to governments, government agencies, policies, projects, processes, programmes, industrial establishments, the private sector and individual employees. The research findings by Summermatter & Siegel (2009) revealed that the most common dimensions of performance are outcome, output, efficiency, requirements, input, effectiveness, quality but there is not a one size fits all definition of performance in the development of the principles and practice of management. The study findings also revealed that outcomes as a performance dimension were prominent in the USA and inferior in Britain where the dimension of efficiency is more pronounced.

1.2.4 Contextual Background

The work of primary teachers is indispensable and it requires skills, in depth knowledge, ability and a positive attitude of the teacher (Njoku, 2011). Teacher performance is still a critical factor in most developing countries that are implementing universal primary education yet the quality of an education system depends on the performance of its teachers (Ochwo, 2013).

In Tanzania, UWEZO (a Swahili word that means ability or capability) an Education Lobby reveals rampant teacher absenteeism in both primary and secondary schools as a cause for the declining quality of Education. Many teachers do not attend to their duties as educators even when they are in present in school. The findings reveal that primary education in east Africa has

experienced enormous growth in terms of enrollment leading to increases in public expenditure on education but education quality has remained low and it may have declined in the rural areas. Several stakeholders in Education such as parents and employers have always raised questions about the quality of teaching and learning at all levels, from Nursery schools to university. Findings by UWEZO Annual Report (2012) reveal that basic numeracy and literacy skills of primary school children are lacking across the East African Region. The findings reveal that 29% of the pupils in primary seven still face challenges in reading and understanding an English test of primary two.

In Uganda, the 2011 UWEZO report revealed that many pupils in primary six could not understand work meant for primary three levels. The Commissioner for Basic and Secondary Education, Dr. Daniel Nkaada (New Vision February 12/2014) notes that absenteeism can be curbed through serious monitoring of teachers and head teachers to help improve on teaching time and syllabus coverage Uganda's progress report 2012 on achievement of the millennium Development Goals (New vision, February /12/2014) reveals that school enrolment in sub Saharan Africa has been rising but the school system has remained wasteful in terms of repetition. Repeating reflects poor teaching and learning. Repeating points to poor teacher performance.

Teacher Welfare In this study teacher welfare refers to teachers' housing, provision of meals at work, medical care, allowances and the school environment.

Teacher Performance In this study, teachers' performance will refer to teacher lesson preparations, involvement of co-curricular activities of work, pupil discipline management, counseling and guidance, participating in staff meetings, actual teaching, routine assessment of learners, maintenance of record of work covered and learners' records and time management.

Allowances In this study, allowances will refer to the money teachers receive for representing the school in official duties outside the school, transport facilitation, overtime, and funeral expenses when they lose members of their nuclear family.

1.2 Statement of the Problem

The Ugandan education system experienced major changes in 1997 when the government adopted UPE which abolished all tuition fees and all parents and teacher association charges for

primary education. This 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 this 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 ration was also revised downwards. Systems of external quality assurance have also been put in place which include; the directorate of education standards (DES) and national assessment of progress in education (NAPE) under the Uganda national examinations board (UNEB). To improve the quality of education in schools, the government of Uganda and its development partners have initiated substantial quality enhancement measures like the introduction of the thematic curricular to improve the teaching and learning of literacy and numeracy in lower primary, teacher training, salary increment, regular monitoring and assessment of learning achievement of pupils, construction of more classrooms and purchase and delivery of instruction materials (Nsubuga, 2008). This was meant to ensure a smooth development of the primary education system in Uganda.

Despite all the above mentioned interventions, the performance of teachers in public primary schools in Busoga sub region has remained poor as it is characterized by poor time management, absenteeism, and inadequate lesson preparations and syllabus coverage, poor pupil discipline management and inadequate teaching methods (Districts progress reports, 2011/2012, Nairuba, 2011). One pertinent question arises; is there value for public money spent on primary education specifically on teachers in public primary schools in Busoga sub region in Uganda? Extremely important is the concern as to why teachers in public primary schools in Busoga sub region no longer play their role as educators?

As noted in the background several studies have been carried out in Uganda (Namuddu, 2010; Nairuba, 2011; Nsubuga, 2008; Kasiisa and Tamale, 2013; Kirunda, 2012; Mwesigwa, 2012); however, none of them focused on welfare and teacher performance in public primary schools in Busoga sub region. Therefore, this study of welfare and performance of teachers in public primary schools in Busoga sub region is intended to fill this gap.

1.3 Objectives of the Study

1.3.1 General Objective

This study was to establish the effect of welfare on the performance of public primary school teachers in Nawaikoke Sub-County, Kaliro District.

1.3.2 Specific Objectives

1. To establish the effect of housing teachers on the performance of public primary school teachers in Nawaikoke Sub-County, Kaliro District.
2. ii. To establish the effect of providing teachers with meals at school on the performance of public primary school teachers in Nawaikoke Sub-County, Kaliro District.
3. iii. To establish the effect of providing teachers with medical care on the performance of public primary school teachers in Nawaikoke Sub-County, Kaliro District.
4. iv. To investigate the effect of providing allowances on the performance of public primary school teachers in Nawaikoke Sub-County, Kaliro District.
5. v. To establish the effect of the school environment on the performance of public primary school teachers in Nawaikoke Sub-County, Kaliro District.

1.4 Research Questions

1. How does the provision of quality housing affect the performance of public primary school teachers in Nawaikoke Sub-County, Kaliro District?
2. How does the provision of meals to teachers in public primary schools in Nawaikoke Sub-County, Kaliro District affect their performance?
3. How does the provision of medical care to public primary school teachers affect their performance?
4. How does the provision of allowances to public primary school teachers in Nawaikoke Sub-County, Kaliro District affect their performance?
5. How does the school environment affect teachers' performance in public primary schools in Nawaikoke Sub-County, Kaliro District?

1.5 Scope of the Study

1.5.1 Geographical Study

The study was conducted in Nawaikoke Sub-County, Kaliro District Uganda. The selected schools for the study are Public Government schools.

1.5.2 Time framework

This study was conducted in the period of 3 months, June to August 2017 and submits to the department for the letter of collecting data in the filed and writing research report.

1.6 Significance

1. It may help primary school managers to appreciate the influence of welfare services on teachers' performance.
2. It is hoped that the findings, recommendations and conclusions may be useful to education policy makers by identifying gaps in the existing teachers' compensation package in Uganda.
3. Other organizations may use the findings of this study to improve on the welfare package of their employees in order to enhance their performance and productivity.
4. The findings of this study may contribute to the body of knowledge. The literature review shows that no scientific study has been carried out on the influence of welfare on the performance of teachers in public primary schools in Nawaikoke Sub-County, Kaliro District. To this end it may contribute to the power house of knowledge. Therefore the study may have wide reaching implications not only for academicians but also for the government, policy makers, managers and the private sector.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter examined both theoretical, conceptual frameworks and the review of related literature per objective.

2.1 Theoretical Review

The study was adopted the Fredrick Herzberg Two factor theory. 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). 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 things like provision of employee accommodation, break tea, lunch, medical care and good working environment to ensure that an employee is not dissatisfied and ultimately promote effective employee performance (Namuddu, 2010). Given that welfare in the present study will be focused on provision of teachers' housing, meals at school, medical care, allowances and the school environment, then it can be noted that from a theoretical perspective, the Herzberg two factor theories greatly contributes to understanding and shapes the study. The theory will be helpful understanding the characteristics of teachers' welfare as reflected on the contemporary support to teaching and it works well if the managers and teachers have the same goal of achieving higher production through better welfare. The theory will be adopted in the study since welfare services affect performance of any labour force.

The concept of employee welfare has been used by many organizations as a strategy of improving productivity of employees especially in the mobile industry since work related problems can lead to poor quality of life for employees and a decline in performance (Manzini and Gwandure, 2011).

Priti (2009) argues that the role of welfare activities is to promote economic development by increasing efficiency and productivity with the underlying principle being making workers give their loyal services ungrudgingly in genuine spirit of co-operation and the general well-being of the employee. Despite this, Mwiti (2007) points out that naturally welfare services may not directly relate to an employee's job but the presence or absence of the services is notable through

employee performance, attitude, high or low labour turnover. The teachers provide essential service to the children and thus their labour welfare activities need to address the teachers' plight.

2.2 Conceptual Framework

Onen and Oso (2009) note that a conceptual framework is a diagrammatic presentation of a theory and that it is presented as a model when research variables and the relationship between them are translated into a visual picture to illustrate the interconnections between the independent, intervening and dependent variables. The conceptual framework is therefore a scheme of concepts which the study will use in order to achieve the set objectives. In the conceptual framework depicted in Figure 1.1, welfare services have been hypothesized to influence performance. Welfare services have been defined as the provision of housing, meals at school, medical care, allowances and the school environment. The framework suggests that the welfare services for the teachers directly affect their performance in terms of timely scheming, lesson planning maintenance of children's records of all activities. The collection of data, analysis and discussion of the findings, conclusions and recommendations of this study will be based on this framework.

Figure 2.2.1: Conceptual framework showing the possible effect of motivation on teacher performance

The study was based on the conceptual framework below.

Independent Variable (Welfare)

Dependent variable (Teachers' performance)

e)

Moderating Variable

- Housing teachers
 - School houses
 - School rented houses
- Meals at school
 - Break tea
 - Lunch
 - Evening tea
- Medical care
 - First Aid
 - School sick bay
 - Collaboration with nearest Dispensary
- Allowances
 - Transport
 - Overtime
 - Duty allowance
- School environment
 - Classrooms
 - Black boards
 - Sanitation
 - Toilets/Urinals
 - Staffroom and working table
 - Sitting facilities

- Teachers' qualification
- Teachers' attitude
- Type of leadership
- School management committees

- Timely scheming of work
- Timely lesson planning
- Involvement in co-curricular activities
- Involvement in discipline management
- Involvement in counseling and guidance
- Participation in staff meetings
- Lesson delivery/Actual teaching
- Maintenance of records of work covered.
- Teachers' physical presence in school
- Routine assessment of the learners
- Management of learners' records
- Time on task – time management

Source: literature reviewed (Aswathappa,2008; Nairuba,2011; Namuddu,2010)

2.3 Related Literature

This section reviews literature related to the respective specific objectives in this research.

2.3.1 Objective one Housing and Teachers' Performance

Universally, housing is accepted as the second most important human need after food and it is more than shelter. It may provide investment opportunities, offers shelter and improves on an employees' social and cultural status. It is a symbol of achievement, and social acceptance and it controls in some way in which the employee is perceived by family and others in the community. In many districts in Uganda, many teachers live in squatter settlements or slums. Housing is still beyond the reach of most members of the teaching profession (Akinmoladun and Oluwoye, 2007).

As earlier noted, housing teachers is meant to make their work easier and enjoyable so that they may concentrate on their duties as educators. The teacher does not need to walk/travel a long distance to school and this may minimize absenteeism, late coming and it also enhances a teachers' status.

Buzzelli (2009) questioned the possibility of measuring the value of social housing in Ontario, Canada and found out that research on social housing was thin, at both house hold, local community and macro – economic levels. The researcher recommended formation of strategic partnerships a long side priority setting between stakeholders, data providers, sponsoring organizations and communities.

On the other hand Ikenyiri and Ihua-maduenyi (2011) examined teachers' assessment of needs effectiveness in Omoku-Rivers state, Nigeria. They found out that enhancement of rent allowance (Housing) was a strong predictor of teacher effectiveness in Rivers state primary schools.

Early on Akinmoladun and Oluwoye (2007) carried out an assessment of why the problems of housing shortages persist in developing countries in Lagos metropolis, Nigeria. The study revealed that housing delivery in Nigeria was beset by several problems. The study concluded that the elitist orientation of the existing housing policy be discouraged and recommended that the people for which the houses are meant should be involved in policy formulation, implementation and review. The study further suggested progressive increase of the supply of high quality and affordable housing units to ease the perennial housing problems.

In a paper presented at the 2nd emerging urban Africa international conference on housing finance in Nigeria entitled “*challenges to providing affordable housing in Nigeria*” Andrew (2007) observed that the major challenge to providing affordable housing was lack of primary infrastructures like roads, water and electricity. He recommended that governments provide mortgage insurance to first home buyers who do not have credit history and to low middle income families (employees) in order to achieve the aim of affordable housing. He further recommended restriction on the importation of building materials and suggested research on how to use local building materials in order to have affordable housing.

2.3.2 Objective two Provision of Meals and Teachers’ Performance

Food is universally accepted as the most important human need (Akinmoladun and Oluwoye, 2007). Guller (2011) has traced school feeding programs back to the mid nineteenth century in Europe in France when the Paris guards established a fund for providing needy children with school lunches. It later spread to other countries like Japan and by late 1940s; it had been established in the United States of America and later to several other countries. As earlier noted, provision of meals such as break tea, lunch and evening tea does not only address the teachers’ physical health but also helps the teacher have more time to attend to the learners and lesson preparations (Musaazi, 1982; Mudhasi, 2007). A number of studies have been done on school feeding programs and performance. For instance, Pettigrew, Pescud, and Donovan (2012) assessed the extent to which parents and school based stakeholders (principals, teachers, canteen managers and parents and citizen committee presidents) were supportive of potential expansions to a new school food policy in Australia. The research findings of this study revealed that parents and teachers were supportive of expansions of the existing and nominated policy components as other school stakeholders. The study further revealed that little research had been undertaken to investigate the extent of support for specific potential school food policy components. This study recommended further research in other countries to assess the extent to which the policy expansions identified in the study could be considered appropriate by education stakeholders. Mean while Danquah, Amoah and Obisaw (2013) investigated the nutritional status of upper primary schools in Atwima-Nwabiaga district, Ghana. The main objective of this study was to assess the nutritional status of upper school pupils in a rural setting. The findings of the study revealed no significant difference in the incidence of stunting and under weight. It was

recommended that there should be more effort in designing intervention programs to enhance the quality of meals the pupils consume and more emphasis put on nutrition education at primary level in rural areas.

Ikenyiri and Ihua Maduenyi (2011) investigated teachers' assessment of needs satisfiers as motivation for teachers' effectiveness in Omoku-rivers states, Nigeria. They found out that prompt payment for food and clothing was statistical predictors of teacher's effectiveness. They recommended that teachers should be paid their allowances on time to maintain their motivation. Similarly, Stuijvenberg (2005) analyzed the base of the school feeding system as a vehicle for micro nutrient fortification in South Africa. He concluded that for school children to realize their full mental and physical potential and perform to their best at school, both short term and hidden hunger needs have to be addressed. He recommended school provision of meals as it appears an opportunity to alleviate both short term and hidden hungers. In another study, Gulled (2011) sought to establish the effect school feeding program on access and retention among school pupils in nomadic families in Wajir district, Kenya. The study findings revealed that food supply to schools was enough to sustain the targeted population based on world food programs' policy.

2.3.3 Objective three Medical Care and Teachers' Performance

Medical care in schools is associated with health services and health education which have been available for school children in Europe for a long time. Comprehensive school health programs are now a concern of education stakeholders all over the world. The provision of medical care to teachers is a concern for the teachers' mental and physical health which affects their work as educators (Konu and Rimpela, 2002). Some studies have been done about school health care provisions and performance. For instance, according to the United Nations Education, Scientific and Cultural Organization (UNESCO), teacher turnover due HIV/AIDS related illness and death are becoming a chronic problem in sub Saharan Africa. It is acknowledged in this report that teachers' healthy is a critical factor in the provision of quality public primary education in developing countries (Businge&Nakajubi, 2014). Fengi (2010) carried out an empirical study of the performance of university teachers based on organizational commitment, job stress, mental health and achievement motivation in xian, China. The findings revealed that sustained commitment had a negative effect on work performance while emotional commitment had a positive effect on work performance and work stress was found to have a positive effect on work

performance while mental health was found to have a negative effect on work performance. The findings further revealed a positive correlation between achievement motivation and mental health. Earlier, Glewwe (2005) examined the impact of child health and nutrition on Education in developing countries: Theory, econometric issues and recent empirical evidence. The study found sizeable and statistically significant impact of child health on education outcomes. The study found a strong casual relationship between child health and child education. In a related study, Stover and Bollinger (1999) analyzed the economic impact of AIDS in Tanzania, Cote d'Ivoire, Ethiopia, Uganda, Zimbabwe, Malawi, Botswana and South Africa and other sub-Saharan African countries. The researchers found out that the education sector is affected by AIDS in terms of reduction of supply of experienced teachers who are reduced by AIDS related illness and death. They also found out that HIV/AIDS accounts for absenteeism in schools by both teacher and students. The researchers recommended a strong political commitment to fight against HIV/ AIDS; make AIDS a national priority, and not a problem to be avoided. The study recommended creation of abroad multi-sectoral approach that includes all segments of society in the fight against AIDS. Meanwhile, Chaudhury, Hammer, Murabidharan, Kremer and Rogers (2004) investigated teacher and health care provides absence in a multi-country study. The researchers found out that poor health of teachers and frequent illness was responsible for teacher absenteeism in most schools in sub-Saharan Africa and India.

In a related study, Ikenyiri and Ihua-Maduenyi (2011) analyzed teachers' assessment of needs satisfiers as a motivation for teachers' effectiveness in Omoku rivers states, Nigeria. The study found out that provision of medical and entertainment allowance were a great contributor to teachers effectiveness in class in primary schools.

2.3.4 Allowances and Teacher performance

Allowances are some of the fringe benefits teachers earn while performing their duties as educators (Ministry of education and sports, 2013) and several studies have been done on employee performance and such benefits. For instance, Podgursky, Mathew, and Springer (2011) analyzed teacher compensation systems in the United States K-12 public school system. The researchers found out that in public K-12 education, the compensation systems is fragment and uncoordinated with provisions often determined by means which are not systematic in assessing the overall incentive effects. It was recommended that policy makers and education stakeholders

at all levels would benefit from rigorous assessments of teacher compensation reform programs and policies as well as assessments of the effect of their various design components.

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

On the other hand Mulkeen (2005) in country case studies done in conjunction with the world bank in Lesotho, Malawi, Mozambique, Uganda and Tanzania examined teachers for rural schools as a challenge for Africa. The study found out that there was a system of financial bonuses for teachers who locate in rural schools in Mozambique. In Lesotho, there was hardship allowance.

In a similar way Cheruto and Benjamin (2010) sought to establish the management challenges facing implementation of free primary education in Keiyo district, Kenya. They found out that although the head teachers were the chief accounting officers in their respective schools, they faced a lot of difficulties in financial management despite their best efforts to be transparent and accountable on the use of school funds. They recommended that the government and/or the parents should employ accounts clerks in primary schools to assist the head teachers in book keeping and the governments should also avail funds to schools at the beginning of the year to enable school manager's plan in time. In Uganda, Nairuba (2011) carried out a study on the effect of motivational practices on teachers' performance among secondary schools in Jinja. She found out that fringe benefits like allowances, recognition, promotion and praise depended on availability of funds and management's perception and they had an effect on teachers' performance. She also found a very weak relationship between motivational practices and teachers' performance in urban secondary schools in Jinja. She concluded that there are other factors that could be affecting teachers' performance in the schools.

2.3.5 School Environment and Teachers' Performance

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

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the study design, study population, sample and sampling techniques, data collection methods, instruments, validity, reliability, procedure and finally data analysis techniques.

3.1 Research Design

A descriptive cross-sectional survey research design will be adopted with both qualitative and quantitative approaches. Amin (2005) opines that a descriptive cross-sectional survey research design is a research plan that is concerned with systematic description of the characteristics of an event, place, population or item being studied at a given time. This study is cross-sectional because the researcher intends to pick a cross-section of respondents over short period of time and follow up of the respondents will not be necessary. A survey has been chosen because it will allow the researcher to get a detailed description of the effect of welfare on the performance of public primary school teachers in Nawaikoke Sub-County, Kaliro District. Since the researcher is interested in a systematic description of the effect of housing, provision of meals and medical care, allowances and the school environment on teachers' performance, then this research design is most appropriate. Both qualitative and quantitative approaches will be used to collect, present and interpret data as a way of enhancing the quality of the findings of the study. Amin (2005 P.63) opines that "results from one method can help develop or inform the other method or one method can be nested within another method to provide insight into different levels of analysis". Therefore, by using both qualitative and quantitative research paradigms, the researcher will attain methodological triangulation that will help enhance the validity and reliability of the study. The qualitative approach will be employed during the collection, analysis, interpretation and presentation of none numerical data while the quantitative approach will be used in the collection, analysis, interpretation and presentation of numerical data.

3.2 Research Population

The target population for the study will consist of district education officers (DEOs), district inspectors of schools (DIS), staff of the directorate of education standards (DES) and members

of school management committees (SMC), Head teachers and teachers in selected public primary schools in Nawaikoke Sub-County, Kaliro District. Nawaikoke Sub-County, Kaliro District has 5 DEOs, 5 DIS, and 5 members of DES. It has 3246 members of SMC, 541 head teachers and 6584 teachers. These are the people the researcher believes have information concerning the effect of welfare on the performance of teachers as educators.

3.3 Sample Size and Sampling Procedure

A sample is a set of respondents selected from the target population for purposes of a survey (Kombo & Tromp, 2006). It is a sub set of the total population that could be studied. The ideal sample is one that is large enough to serve as an adequate representation of the target population about which the researcher would like to generalize and small enough to be selected economically in respect to degree of accuracy, time, money, complexity of data analysis and respondent availability (Best and Khan, 1993). This is in tandem with Kothari (2004) who believes that a Sample size should be optimum that is one that fulfills the requirements of efficiency, representativeness, reliability and flexibility. While Gupta and Gupta (1986) opine that an appropriate sample size should increase as the variation in the respondents increases and the greater the degree of accuracy required the larger the sample size. Therefore, in order to determine a representative sample size from a cross-section of the population that fulfills the requirements enumerated by Kothari (2004) and Best and Khan (1993), the Yamane formula (1967) and use of proportions will be adopted. The Yamane formula is stated as: $n = \frac{N}{1 + N(e)^2}$ Where n =sample size; N =Population size and e =level of precision/sampling error at 0.05. But since the researcher will adopt a multi-stage sampling technique, the sample size will be computed on the assumption that district will be Kaliro district and has 30 sub counties. Therefore the number of sub counties will be:

Table 3: Study sample size from the eight primary schools Category of Population	Parent Population	Sample Population	Sampling Technique
Headteachers	5	2	Purposive Sampling
Teachers	35	30	Purposive Sampling
Pupils	45	10	Purposive Sampling
DEO	15	8	Purposive Sampling
Grand Total	100	50	Purposive Sampling

Note: R.V. Krejcie and D.W. Morgan (1970) Determining Sample Size for Research

3.4 Data Collection Methods

Data will be collected from both secondary and primary sources. Secondary data will be collected from text books, journals, Government reports, unpublished thesis and the internet.

The main primary data collection method will be observation, interview and through questionnaires. Through the observation method the researcher will directly observe and collect information on the school environment, staff housing and provision of meals at school. This Method will help the researcher collect data in its current form and it will not require the active cooperation of the respondents. This will help the researcher to obtain first hand information about welfare and teacher performance in contrast to information that will be provided by the respondents in the questionnaires which may be biased and inaccurate. Through the observation method, the researcher may be in position to obtain additional, unexpected but useful information which will help him formulate his own version of what is occurring in reference to welfare and performance of public primary school teachers in Nawaikoke Sub-County, Kaliro District independent of the respondents (Kothari, 2004, Amin, 2005). The researcher will also use the interview method through oral verbal interactions with purposively selected DEOs, DIS and head teachers in a structured way to minimize on time wastage. Structured interviews require lesser skill, are more economical and provide room for inference. Structured interviews require lesser skill, are more economical and provide room for inference. Interviews allow flexibility and this will enable the researcher to adjust the interview to meet the diverse situations in the field. Interviews will allow explanations of meanings to the questions to eliminate ambiguity and provide an opportunity of correcting any misunderstanding by respondents and the researcher, and in-depth information search through further investigation of the responses that will serve the purpose of triangulation (Koul, 2009, Amin, 2005). Collection of data will also be done through questionnaires. The researcher will prepare questionnaires containing several questions concerning the objectives of the study and give them to the respondents who will write down the answers in the spaces provided in the questionnaire itself because this will make it more economical and convenient (Amin,2005).

3.5 Data Collection Instrumentation

The main data collection instruments in this study were observation checklists, structured interview guide and questionnaires. The researcher will use these three types of instruments for purposes of triangulation and they will be developed on the basis of the study objectives and the conceptual framework.

3.5.1 Questionnaires

A questionnaire is a carefully designed form consisting of interrelated questions or statements prepared by the researcher about the research problem under investigation, based on the objectives of the study (Amin, 2005). It is research tool that gathers data over a large sample of respondents.

Questionnaires will be used because they allow for confidentiality, collection of a lot of data in a short time with a large number of respondents who may be geographically apart. Questionnaires do not call for close supervision; they are cheap and can allow respondents to fill them at a time convenient to them (Koul, 2009, Kothari, 2004).

3.5.2 Interview guide

An interview guide is a set of questions that a researcher asks when interviewing respondents in order to obtain data required to meet the objectives of the study. It helps the researcher to understand the perceptions of the respondents better because it is a social encounter which caters for respondents who are more willing to talk than write as they would prefer to remain anonymous (Orodho, 2009, Berg, 1999, Best & Khan, 1993). The interview guide will consist of open ended questions because these will compel the respondents to give more unrestricted responses since open ended questions are perceived as less threatening (Picho, 2014). The interview guide will help the researcher collect data from DEOs, DIS and head teachers in a short time since they are normally busy and may not have time to fill the questionnaire.

3.5.3 Observation checklist

An observation checklist is a systematically designed schedule or form containing what the researcher would like to observe during the study in terms of numbers, sizes and their conditions (Amin, 2005).

Observation check lists will help the researcher collect data directly seen on the quality and number of teachers' houses, meals, medical care, allowances and school environment and their

effect on teacher performance in public primary schools in Nawaikoke Sub-County, Kaliro District. This will help the researcher minimize deliberate respondent information falsification and get first hand information (Amin, 2005).

3.6.1 Validity

Mazaki (2009) echoes LoBiondo-wood & Haber (2002) by referring to validity as the extent to which an instrument measures what it is supposed to measure and whether it measures it accurately. To ensure validity, the instrument will cover all the dimensions of the phenomenon under study as clarified in the conceptual framework in figure 1.1. The questionnaire will be discussed with colleagues and the supervisors to assess their structure, contents, clarity

The questionnaires will be given to two expert researchers (supervisors) to rate the validity of the items therein and content validity index (C.V.I) shall be computed by dividing the total number of valid items by the total number of the items in the questionnaire. The researcher will also use triangulation, that is more than one data collection method will be used to enhance the quality of the findings, (Amin, 2005; Koul, 2009; Kothari, 2004).

3.6.2 Reliability

Amin (2005) opines that reliability is the extent to which an instrument consistently measures whatever it is measuring. Mugenda and Mugenda (2003) consider reliability as the extent to which a research tool gives consistent results after repeated trials. To ensure reliability, the researcher will construct a questionnaire with appropriate wording, simple, direct and familiar words to the respondents. Items in the questionnaire and interview guide that are double barreled, leading and based on assumptions will be avoided and schools and respondents will be selected without bias. The research tools will be pre-tested in a pilot study in one of the schools that will not have been selected for the study but within a similar environment to the schools participating in the study to determine clarity of items in the questionnaires and effectiveness of instructions. The level of consistency will then be computed through reliability coefficient which ranges between 0 and 1, and results interpreted on the basis of George and Mallery (2003) scale and if necessary, adjustments will be made on the questionnaires following the results of questionnaire from the pilot study. After piloting the total instrument, the items will be divided into two comparable sub sets; all odd items in one half and all the even items will be in the other half.

Computation of each group's score will be on two halves since each group will end up with a score for the odd items and a score for the even items and then two sets of scores will be correlated. A reliability Coefficient will then be computed using Spearman- Brown prophecy formula;

3.7 Data Analysis

Data from the semi-structured interviews was entered in a computer and Statistical Package for Social Scientists (SPSS) programme used to analyze it. The percentage number of respondents according to variables such as; sex, age, type of motivation and so on were computed and presented using tables. The effect of intrinsic and extrinsic motivation on the performance of teachers was established using Pearson Product Moment statistical method. Qualitative data was organized according to themes identified from research questions and analyzed using content analysis. Data from focus group discussions was recorded, organized, interpreted and presented and discussed.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter focuses on data analysis of the findings and their interpretations. This chapter first analyses and present data from the parent findings, Secondly, analyzes data and present data from the pupils findings and finally compares both parents findings and pupils findings. Data has been analyzed and presented using frequency tables and percentages, line graphs, means and standard deviation. Regression analysis was also performed to establish the linear association or relationship of family background, Parental involvement, Pupils characteristics and school infrastructure on academic performance. The chapter ended with the summary of the data analysis, presentation and interpretation.

4.2 Response rate

This research study had a sample size of 129 respondents out of which 77 were parents, 14 were teachers and 38 were girls. Out of these the responses obtained were 52 from parents and 33 from girls and the 9 from teachers. This represents a 72.86% response rate. According to Babbie (2002) any response of 50% and above is adequate for analysis and therefore the response rate obtained was even better.

4.3 General information

This section presents the gender, age and the highest level of education of the respondents.

4.3.1 Gender of the parental respondents

The researcher requested the respondents to indicate their gender in the questionnaire. The results were as tabled below.

Table 4. 1: Gender of the Parental respondents

	Frequency	Percent
Male	27	51.9
Female	25	48.1
Total	52	100.0

From the findings, 51.9% of the respondents were male while 48.1% were female. It can be deduced that the majority of the respondents were male.

4.3.2 Age of parental respondents

The respondents were requested to also indicate their ages. The results obtained were as shown in Table 4.2.

Table 4. 2: Age of the Parental respondents

Age class	Frequency		Percent	
	Female	Male	Female	Male
20-30 yrs	18	17	34.6	32.7
31-40 yrs	5	10	9.6	19.3
41-50 yrs	2	-	3.8	0
Total	25	27	48	52

From the findings, 67.3% of the respondents indicated that they were aged between 20 and 30 years, 28.9 % indicated that they were aged between 31 and 40 years while 3.8% indicated that they were aged between 41 and 50 years. This clearly shows that most of the respondents indicate that they were aged below 40 years depicting that most were youthful and as such they should be knowledgeable about the value of educating the girl child.

4.3.3 Age of the Child respondents

The respondents were also requested to indicate their ages. The researcher obtained the following results as shown in Table 4.3.

Table 4. 3: Ages of the child respondents

	Frequency	Percent	Correlation	
			Coefficient (r)	Significance (Pvalue)
11 to 12	9	27.3	0.591	0.011
13 to 14	18	54.5	0.676	0.007
15 to 16	4	12.1	0.285	0.045
17 to 19	2	6.1	0.308	0.009
Total	33	100.0		

According to the findings, 54.5% of the child respondents were aged between 13 and 14 years, 27.3% were aged between 11 and 12 years, 12.1% indicated that they were aged between 15 and 16 years and 6.1% indicated they were aged between 17 and 19 years. It can be deduced that most of the respondents were aged between 11 and 16 years and that this group had the highest performance showing that generally, the performance of the girl child decreases with age.

4.3.4 Highest level of education of Parental respondent

The researcher requested the respondents to indicate their highest levels of education. The results were obtained are summarized in Table 4.4.

Table 4.4: Highest level of education

	Frequency		Percent	
	Female	Male	Female	Male
Never Gone to school	10	11	19.2	21.2
Primary level	8	10	15.4	19.3
Secondary level	4	4	7.7	7.7
College	2	-	3.8	-
University	- 2	-	3.8	-
Postgraduate	1	-	1.9	-
Total	25	27	48	52

From the findings, 40.4% of the respondents had never gone to school, 34.7% of the respondents indicated their highest level of education to be the primary level, 15.4% indicated that their highest level of education was secondary level. Those who indicated their highest level of education was college and university formed 7.6% while 1.9% of the respondents had postgraduate level of education. This shows that most of the parents had either never gone to school or were semi illiterate and as such may not appreciate the importance of the education of their children.

4.3.5 Period of time of child respondent in the current school

The researcher requested the child respondents to indicate the period of time that they had been in their current schools. The results were as shown in table 4.5

Table 4. 5: Period of time child respondent was in the current school

	Frequency	Percent	Correlation	
			Coefficient (r)	Significance(P-value)
Below 4 yrs	3	9.1	0.558	0.014
4-6 yrs	10	30.3	0.571	0.035
7-10 yrs	11	33.3	0.480	0.037
11 yrs and above	9	27.3	0.622	0.026
Total	33	100.0		

From the findings, 33.3% of the child respondents indicated that they had been in their current schools for 7 and 10 years, 30.3% indicated they had been in their current schools for 4 and 6 years, 27.3% indicated that they had been in their current schools for 11 years and above while 9.1% indicated that they had been in their current schools for a period of below 4 years. This clearly shows that majority of the respondents had been in their current schools for a period of between 7 and 10 years. The findings also show that generally, the academic performance of the girl child increases when they stick in one school for long without transfers as shown by the Correlation Coefficients.

4.4 Family background of the child respondent

4.4.1 Marital Status of the family

The pupils were requested to indicate the status of the families that they came from. The results were as shown in table 4.8.

Table 4. 8: Status of the family and academic performance

	Frequency	Percent	Correlation	
			Coefficient	Significance (p-value)
Single parent	1	3.0	0.667	0.048
Divorced	4	12.1	0.568	0.013
Widowed	8	24.2	0.581	0.020
Married	20	60.6	0.726	0.036
Total	33	100.0		

According to the findings, 60.6% of the respondents indicated that they were from a family with both parents married, 24.2% indicated that they were from a family with a widowed parent, 12.1% indicated that they were from a family where the parents were divorced while 3% indicated that they were from a family of a single parent. The study further found that the status of the family had a great effect on performance with those from married families performing best ($r=0.726$) followed by those from single parents ($r=0.667$), then the widowed ($r=0.581$) while those whose parents were divorced performed poorly ($r=0.568$). It can be deduced that most of the respondents were from a family where both parents were married and the status of the family had a great effect on performance with those from married families performing best.

4.4.2 Structure of the family of the child respondent

The researcher requested the pupils to indicate the structure of the families that they came from. The results were as shown in table 4.9.

Mean

Scores

Evaluation Tests

Table 4. 9: Structure of the family and academic performance

	Frequency	Percent	Correlation	
			Coefficient	Significance (p-value)
Monogamous	23	69.7	0.632	0.028
Polygamous	10	30.3	0.508	0.0210
Total	33	100.0		

From the findings, 69.7% indicated that they were from a monogamous family while 30.3% indicated that they were from a polygamous family. It can be deduced that majority of the respondents were from a monogamous family. The girls from monogamous families generally performed better than those from the polygamous families.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings, discussion, conclusions and recommendations for practice and further research on the problem. This study aimed at establishing the factors influencing academic performance of girl child in public primary schools in Nawaikoke Sub-County. The study further sought to examine how family background, pupil's characteristics, parents' involvement, and school infrastructure influencing academic performance of in public primary schools in Nawaikoke Sub-County.

5.2 Summary of the findings

This section gives a summary of the research finding based on the research objectives.

Objective (s) Findings

Objective 1: Influence of Family background on Academic Performance.

1. 69.7% of pupils and 51.9% of parents established that family background influence academic performance to a great extent.
2. It is established that socio-economic status ($M=4.0700$) has the highest influence on academic performance followed by Educational attainment ($M=3.8884$), Housing type ($M=3.2933$)
3. The study also indicates that monogamous families ($r=0.632, M=285.7$) generally perform better than those from the polygamous families ($r=0.508, M=211.9$) and those with married families ($r=0.726, M=245.4$) performing best than single parents $r=0.604, M=234.3$)
4. The findings further indicate that there is an inverse relationship between the number of siblings and academic performance of the girl child; as the number of siblings increases, this leads to lower academic performance. Pupils with siblings of 9 and over ($r=0.478$) between 4-6 ($r=0.668$) and 3 and below ($r=0.643$)

Objective(s) Findings Objective 2: Influence of Pupil's characteristics on academic performance of girl child.

1. 27% of parental respondents established that pupil's characteristic influence academic performance.

2. It study established that learning strategies ($M=4.0541$) influence academic performance the most followed by need for achievement ($M=3.9428$), Absenteeism from school ($M=3.6000$) and lastly age ($M=2.8764$) has the least influence.

3. It also found that most of the respondents were aged 13 and 14 years ($M=261.5$) followed by respondents with ages 11 to 12 ($M=296.1$) and then with respondents with ages 15 and below ($M=219.8$). This further indicated that the performance of the girl child decreases with age.

4. It the study also established that Boarding children ($r=0.751, M=289$) perform better than the day school ($r=0.347, M=223.9$) children.

Objective 3: The influence of parental involvement on academic performance of Girl child.

1. The study established that 53.9% of parents indicated that parental involvement affects academic performance of girl child to a great extent.

2. The study also revealed that offering guidance and counseling by parents ($M=4.3613$) to their girls has the greatest influence on academic performance followed by encouragement to study during the holiday ($M=3.9104$), Number of times parents attend PTA ($M=3.8942$), parents monitoring out-of-school activities ($M=3.7972$) and provision of school supplies ($M=3.3965$) having the least influence on academic performance.

Objective 4: The influence of School infrastructure on academic performance of girl child.

1. The study indicates that distance from school ($M=3.4402$) had the greatest influence on academic performance followed Physical facilities ($M=3.1515$), then the playing ground ($M=2.5560$) being with the least influence.

2. The pupils indicated that provision of Books and reading materials ($M=3.9394$) has the greatest influence on academic performance.

3. The study also established that the effect of school infrastructure on academic performance of girls in public primary schools is to a moderate extent as suggested by 42.4% of the parental respondent.

This infers that Parental involvement influences academic performance of girl child in public primary schools most followed by pupil's characteristics, Family background and school infrastructure was influencing academic performance of girl child least. It was clear that status of the family has the highest effect on academic performance of the girl child followed by 66

number of siblings, structure of the family, period of time in the current school, whether the girl is a day scholars and boarders with age of the respondents having the lowest effect on the academic performance of the girl child.

5.3 Discussion of the Findings

This section discusses the main findings in relation to other literature.

Family Background

The relationship between family socioeconomic status (SES) and the academic performance of children is well established in sociological research, gender, unexplained absences, parental educational attainment, housing type, ethnicity and student age are all statistically significant variables and predictors of academic performance. According to the parents the study found that family background affects academic performance of girl child in public primary schools to a great extent (51.9%). From the pupils the study found that family background affected their academic performance (69.7%) It was also established that their parents' poor educational attainment ($M=3.7879$), the socio-economic status of their parents ($M=3.6667$) and their housing type ($M=3.3636$) affect their school performance. The study also established that socio-economic status of parents ($M=4.4733$), parental educational attainment ($M=3.9889$), family structure ($M=3.2230$) and housing type ($M=2.1681$) affect academic performance of girl child in public primary schools. These results are supported by Omoraka (2001) argument that children with rich parents have certain needs, physical and sociological which when met contribute positively to their academic performance. These needs may include a conducive reading atmosphere, good food, playing ground, provision of books and other material and attendance at the best schools available. All these help to promote effective learning and good performance in schools. In addition, Husain and Millimet, (2008) found that the examination results for English of the 20% of pupils from the most developed regions in Zambia were on average 20% higher than the results of the lowest developed regions of the country.

Pupil's Characteristics

The study established that the extent to which pupil's characteristics affect academic performance of girl child in public primary schools is to a moderate extent (27%). Weiner, (1990) had earlier observed that learner's level of need to achieve significantly affects his performance. The need

for achievement (nAch) is the desire to seek for the attainment of realistic, but challenging, goals and achievement in one's academic activities. Ngware, Oketch, & Ezech, (2008) also established that most nomadic primary school girls have low need to achieve. This is why they engage in easy or moderate tasks to avoid failure. The study also found that absenteeism from school (M=4.4422), learning strategies (M=3.3.7459), need for achievement (M=3.4311), child IQ (M=3.3.2859) and age (M=2.8133) affect academic performance of girl child in public primary schools. Daniels, Kalkman, and McCombs, (2001) had earlier found that children with high IQs and high expectations of success in school do, in fact, get the highest grades. In addition to child rearing practices, reviewed previously, teaching styles and communication pattern affect children's attributions. When teachers are caring and supportive and emphasize the teaching learning process over the performance outcomes, and when they give feedback, children tend to be motivated to achieve and to expect success.

Further, According to Mbilinyi, (2003) individuals' actual achievement behavior depends not only on their motivation to achieve but also on whether they expect to achieve and whether they fear failure. People are more likely to work hard when they perceive a reasonable chance to succeed than when they perceive a goal to be out of reach. Children's expectations of success can be measured by asking them to predict a certain grade, indicate how sure they are that they can solve a particular problem, and select the hardest task they think they can do from a collection of tasks varying by degree of difficulty.

School Infrastructure

Textbooks raised test scores in the Philippines, but in Kenya textbooks had effects only among the best students, perhaps because the textbooks were difficult for most students (Glewwe, Kremer and Moulin, 2006). In line with this, the study established that the effect of school infrastructure on academic performance of girl child in public primary schools is to a moderate extent (44.2%). The study found out schools have good playing grounds (M=3.3030), there is adequate physical facilities or equipment in schools (M=3.0303) and that pupils walk a long distance to school (M=2.545). It was also established that inadequate drinking and bathing water (M=4.2727), insufficient study space (M=3.8788), inadequate lighting (3.8485), congestion in the classrooms (M=3.6061) and inadequacy of desks (M=3.3939) influence academic

performance of girl in public primary school. Physical access to school and other non-monetary costs affect the student performance (Sirin, 2005). While in much of the country distance to the nearest school is good compared to many countries of a similar income level, this is not the case in all regions. In some areas, distance to the nearest school remains a problem.

Further, examining Indonesia's schooling construction program, Duflo (2001) shows that the large scale construction of (primary) schools led to increases in educational attainment. This program was designed to place more schools in regions with a relatively low school density.

Parents Involvement

Sheldon (2002) highlighted minimal resources parents acquire through social networks as one reason parents are less involved in their children's education. The study established that the effect of parent's involvement on academic performance of girl child in public primary schools is to a very great extent (53.9%). The findings correlate with Hill & Craft, (2003) who argue that parent involvement in a child's education is consistently found to be positively associated with a child's academic performance. High illiteracy rates of the parents adversely affected community school links. Often the parents from nomadic areas do not see the point in supervising homework or even of keeping girls in school. It was also found that offering guidance and counseling ($M=4.1467$), the number of times visited in school to discuss exam results ($M=3.6089$), the number of times attending PTA ($M=3.5763$), encouragement to study during the holiday ($M=3.5178$), monitor out-of-school ($M=3.0489$) the number of times providing school supplies ($M=3.3385$) and affect academic performance of girl child in public primary school. Mark, (2003) had earlier indicated that the impact that parents can have on their child's learning and achievement transcends income levels and social status Kutnick, (2000) also argues that there are positive academic outcomes stemming from parental involvement with benefits beginning in early childhood, throughout adolescence and beyond. Shaver and Walls, (1998), are also in support, they point out that the connection between parents and school achievement is real.

The impact that parents can have on their child's learning and achievement transcends income levels and social status (Mark, 2003). One major reason that parental influence is so strong, is because the children spend more than ninety percent of their time from infancy throughout their childhood outside school under the influence of their parents. Therefore, ultimately the parents

are their first and most important teacher (Sirin, 2005). In line with this, the study further revealed that parents monitor out-of-school activities ($M=4.5455$), parents offer guidance and counseling ($M=4.5758$), parents encourage the pupils to study during the holidays ($M=4.3030$), parents always attend PTA meetings ($M=4.2121$), parents visit the pupils in school to discuss exam results ($M=3.4848$) and that parents provide school supplies ($M=3.4545$). In addition the study established that the parents provide writing materials ($M=3.7576$), school uniform ($M=3.7576$), sanitary pads ($M=3.1212$), revision books ($M=2.7576$) school shoes ($M=2.7273$) and washing detergents/soaps ($M=2.7273$). Shaver and Walls (1998) also support this view point out, arguing that the connection between parents and school achievement is real. Parental involvement in learning activity is a strategy that was found by Becker and Epstein (1982) to increase the educational effectiveness of the time that parents and children spend together at home.

5.4 Conclusions

The study concludes that there is a positive relationship between family background and academic performance of girl child in public primary schools with those from married families that were monogamous and less number of siblings performing better. A unit increase in family background will lead to a 0.441 increase in the scores of academic performance of girl child in public primary schools. The study also found that parents' poor educational attainment, socioeconomic status and housing type affect their school performance.

The study also concludes that there exists a positive relationship between pupil's characteristics and academic performance of girl child in public primary schools. A unit increase in pupil's characteristics will lead to a 0.6998 increase in the scores of academic performance of girl child in public primary schools. The study also found that absenteeism from school, learning strategies, need for achievement and age affect academic performance of girl child in public primary schools. It was clear that the performance of the girl child decreases with age and those boarders performed better than day scholars.

The study also found that school infrastructure positively influence academic performance of girl child in public primary schools. A unit increase in school infrastructure will lead to a 0.431 increase in the scores academic performance of girl child in public primary schools. It was

also established that inadequate drinking and bathing water, insufficient study space, inadequate lighting, congestion in the classrooms and inadequacy of desks influence academic performance of girl in public primary school.

The study also established a unit increase in parents' involvement will lead to a 0.787 increase in the scores of academic performance of girl child in public primary schools. It was further revealed that parents monitor out-of-school activities, parents offer guidance and counseling, parents encourage the pupils to study during the holidays, parents always attend PTA meetings, parents visit the pupils in school to discuss exam results and that parents provide school supplies. The study finally concluded that parental involvement influences academic performance of girl child in public primary schools most followed by pupil's characteristics, then family background while school infrastructure had the least influence on academic performance of girl child.

5.5 Recommendations

1. The study found that the extent to which parental involvement affects academic performance of girl child in public primary schools is to a great extent. This study therefore recommends that the government intervenes to create more awareness on the need of parental involvement in the education of their children. This can be done by encouraging teachers under the auspices of education officials to sensitize the parents on the importance of education for their girls' future and hence the need to get involved in it.
2. The study established that pupil's characteristics affect academic performance of girl child in public primary schools. This study recommends that the various forums be organized so as to inspire and inculcate the importance of education of the girl child of Sereolipi zone
3. The study found out that most schools did not have ample playing grounds for the girls. This affects negatively the academic performance of the girl child. This study therefore recommends that efforts to be made by the schools administration to ensure that there are ample playing grounds for the girls as this will help in moulding their extracurricular talents and also help in breaking the class' monotony.
4. This study recommends that the government should intervene to improve the general economy of the residents of Sereolipi zone so as to aid in elevating the family backgrounds of the girls in the area. This can be done through such way as starting projects in the area to create employment and making the accessibility of funds for business purposes easy for the residents

This research study focused on factors influencing academic performance of girl child in public primary schools in Sereolipi Education Zone. The study therefore recommends

1. Similar study should be conducted on factors influencing academic performance of boy child in public primary schools
2. Effect of being first born girl child on academic performance should also be fully investigated in the study area.
3. Analyze performance and relate it to workload at home for girl child.
4. Influence of male teachers and boys in the school on performance of girl child.
5. Influence of religious commitment and performance of girl child.
6. Gender roles of parents in supporting girl child education.

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SECTION A

Housing And Teacher Performance In Nawaikoke Sub-County.

Please indicate the extent to which you agree with the following statements by ticking (√) appropriately

Key: 5= strongly agree, 4=Agree, 3= Undecided, 2=Disagree and 1= strongly disagree

S/no.	Statement	5	4	3	2	1
1	My school has enough teachers' houses					
2	All teachers houses are within the school compound					
3	This school has teachers' houses outside the school compound					
4	This school always rents houses for teachers					
5	Non accommodated teachers are regularly paid housing allowances					
6	All teachers are always housed by the school					
7	The head teacher is housed by the school					
8	There are no teachers housed by the school					
9	Housing teachers makes them arrive early for their lessons					
10	Housing teachers leads to teachers management of record of work covered					
11	Teachers who stay in staff houses regularly attend staff meetings.					
12	Housing teachers minimize teachers' absenteeism					
13	Teachers who stay in staff houses counsel and guide pupils					
14	Teachers who stay in staff houses participate in co-curricular activities					
15	Teachers who stay in staff houses carry out regular assessment of learners					
16	Housing teachers makes it easier for teachers to produce good schemes of work.					
17	Housing teachers leads to making of lesson plans					
18	Housing teachers makes them to manage pupils discipline at school					

Section B: Provision of Medical Care and Teachers' Performance

Please indicate the extent to which you agree with the statement by ticking (√) appropriately

s/no.	Statement	5	4	3	2	1
1	This school always provides first aid to teachers					

2	This school has a school sick bay for all teachers.
3	This school always collaborates with the nearest dispensary in providing medical care to teachers.
4	Provision of medical care enhances teachers' lesson preparations.
5	Medical care leads to teachers preparation of lesson plans
6	Provision of medical care influences teacher's participation in co-curricular activities.
7	Teachers medical care by the school leads to pupil discipline management
8	Provision of medical care to teachers makes them to counsel and guide pupils at school
9	Provision of medical care makes teachers to attend staff meeting.
10	Medical care for teachers leads to their actual teaching.
11	Medical care for teachers leads to their preparation of record of work covered.
12	Teacher medical care minimizes teachers absenteeism
13	Provision of medical care to teachers leads to their regular assessment of the pupils
14	Medical care for teachers leads to management of learners registers
15	Teachers' medical care influences their time management.