

**STAFF WELFARE AND TEACHER JOB SATISFACTION IN GOVERNMENT
AIDED SECONDARY SCHOOLS IN BUSIA DISTRICT**

GODFREY ACHOKA OJIAMBO

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Declaration

I hereby declare that this research dissertation on staff welfare and teacher Job satisfaction is my own work and that, to the best of my knowledge, it has not been presented to any University for any award.

Signed:.....

Date: 18TH October 2024

Ojiambo Godfrey Achoka

RS21/MUC/MED/007

Approval

This research dissertation on staff welfare and teacher Job Satisfaction was done under my supervision and is now ready for submission for examination with my approval as a supervisor.

Signature: 

Date: 18th October 2024

Can. Dr. Moses Nambale

Dedication

This research dissertation is dedicated to my children; Leticia, Ethan, Elijah and Lucia, my wife Esther, my sisters Grace, Betty, Suzan and Dorothy, my aunt Catherine Wakhooli, my uncle Aggrey Oundo, and finally my dear parents Joyce Taaka and the late Charles Bwire Achoka.

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List of Abbreviations

ANOVA	Analysis of variance
BDDE	Busia District Department of Education
BOG	Board of Governors
JS	Job satisfaction
KE	Key Informants
PTA	Parents Teachers Association
SAQS	Self-Administered Questionnaires
SPSS	Statistical Package for Social Scientists
UCE	Uganda Certificate of Examinations
UNATU	Uganda National Teachers Union
UNEB	Uganda Examinations Board
USE	Universal Secondary Education

Abstract

The study investigated the effect of staff welfare on teacher Job satisfaction in government aided secondary schools in Busia District. Specifically, the study examined the effect of staff recreation, career development and fringe benefits on teacher job satisfaction. A cross-sectional survey design combining quantitative and qualitative approaches was employed. A sample of 159 was randomly selected from a target population 202 consisting of teachers and head teachers from six out of thirteen government aided secondary schools in Busia district. Descriptive statistics was analyzed in terms of percentages, mean and standard deviation while regression analysis using ANOVA was used to analyze inferential statistics. The findings indicated that; for objective one, $R^2 = .262$; $\text{sig} = .001 < .05$; for objective two, $R^2 = .302$; $\text{sig} = .000 < .05$; and for objective three, $R^2 = .275$; $\text{sig} = .000 < .05$; while the multivariate regression, $R^2 = .332$; $\text{sig} = .000 < .05$. The study concluded that; staff recreation has the least effect on teacher job satisfaction, career development has the highest effect on teacher job satisfaction while fringe benefits had the second highest effect on teacher job satisfaction. Overall, the study concluded that staff welfare account 33.2% effect on teacher job satisfaction while other factors outside the study account for 66.8%. The study recommended among others that; Headteachers should budget and mobilize more resources to support the staff recreational activities like health clubs, counselling, medical screening, and entertainment among others. For further researcher, the study recommended the need to determine the moderating role of performance management on the relationship between staff welfare and teacher Job satisfaction.

Key words: Staff welfare, teacher Job satisfaction, secondary schools, Busia

CHAPTER ONE INTRODUCTION

1.0 Introduction

Every manager strives to create a satisfied workforce by addressing the staff welfare needs. However, in Uganda, the declining level teacher JS in government aided secondary schools presents a major concern about the provision staff welfare. This study therefore investigates the effect of staff welfare on teacher job satisfaction in government aided secondary schools in Busia district.

The subsequent sections of this introduction chapter present; background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, study hypotheses, significance, justification, scope of the study, and conceptual framework.

1.1 Background of the Study

1.1.1 Historical background

Although modern day employee satisfaction is as old as human nature, the real interest in employee job satisfaction and productivity can be traced from the industrial revolution at the turn of the 20th century when industries in Europe experienced significant challenges of low employee morale arising from the great economic depression (Kanfer & Chen, 2016). To address these challenges, renowned initiatives like the Hawthorne studies (1927- 1933) by Elton Mayo advocated for the need to use employee centered motivational strategies to improve on the working conditions (Dimitrov, 2023). Relatedly, behavioral scholars and theorists like Maslows needs theory and Herzberg two factor theory have helped to guide modern day managers on fostering employee job satisfaction. Maslow's theory approached job satisfaction from the perspective of meeting the various hierarchical needs while Herzberg and Mausner opined that job satisfaction and dissatisfaction are two separate phenomena arising from intrinsic factors (motivators) creating satisfaction and extrinsic (hygiene) factors creating dissatisfaction (Thant, 2023).

Uganda being a British protectorate from 1894 until her independence in 1962, formal education was first introduced in the country by missionaries in 1877 and was modeled after the British educational system (Ssekamwa & Lugumba, 2001). Teachers were highly valued during the colonial era, and their welfare included decent accommodation, health care, food, and a supportive learning environment (Mujuni, Mwesigye & Kazooba, 2022).

The period from 1971-1986 was characterized with political and economic instability which negatively affected all sectors including education. Major economic activities were disrupted, brain drain increased and a few teachers who remained in the country worked under several hardships due to a decline of social services (Sekamwa & Lugumba, 2001).

In order to provide additional support towards teachers' welfare, Parents and Teachers Associations (PTA) were formed in schools ((Mujuni, et al, 2022). PTA collections were however abolished in schools by government following the introduction of Universal Secondary Education (USE) program in 2007 and government committed itself to undertake the teachers' welfare (Oonyu, 2012). Despite the government commitment to teachers' welfare needs, government aided secondary schools have in the last two decades faced challenges of teacher job dissatisfaction that manifest in form of numerous teachers strikes and demonstrations, increased absenteeism, late coming and limited interaction and support to students. One wonders whether this has to do with staff welfare thus necessitating the need to investigate the effect of staff welfare on teacher job satisfaction in government aided secondary schools in Busia.

1.1.2 Theoretical background

A number of theories have been advanced to explain the concept of job satisfaction namely, the Maslow's Hierarchy of needs theory, Herzberg's Two factor theory, Staw's Dispositional theory and Equity theory among others. This study shall be

underpinned by the equity theory and the two factor theory to explain the link between staff welfare and job satisfaction.

The equity theory of job satisfaction was advanced by John Stancey Adams (1965). The theory states that jobs involve a continuous assessment of give and take relationship between employer and employees. That job satisfaction results from a fair balance between employees' inputs and outputs. The theory holds that job outputs like skill level, hard work, enthusiasm for the job, supporting coworkers, and personal sacrifice are largely dependent on the fair balance of inputs like financial compensation, job security, recognition and reputation, praise, and other intangible benefits; the more imbalance or inequity between the two, the less likely it is that the employer and employee will have a productive relationship; additionally, job dissatisfaction may worsen if the ratio of inputs to outputs is judged to be more imbalanced. The equity theory is relevant to the study as it guides school managers on how to improve on the provision of staff welfare package that teachers perceive to be fair enough so as to increase their level of skill, hard work and enthusiasm thus fostering job satisfaction.

The Fredrick Herzberg (1959) two-factor theory avers that workers' levels of satisfaction or dissatisfaction at work depend on two categories of characteristics: hygiene factors and motivators (Herzbergh, Mausner, & Block snyderman, 2005). Motivators, such as achievement, acknowledgment, interest in the work itself, responsibility, progress and promotion prospects, are things that come from an employee's inner drive and they improve job happiness (Kirusa & Mukuru, 2018). According to Raziq and Maulabakhsh (2015), hygiene factors are aspects of the work environment that, if absent, might cause job discontent. These elements include remuneration, corporate regulations, supervision techniques, and other working circumstances. The theory therefore helps to inform school managers to be cognizant of creating a conducive work environment that that improves staff welfare in bid to foster job satisfaction.

1.1.3. Conceptual Background

Staff welfare is a broad term that refers to the range of amenities, services, and benefits that employers provide to their staff members in an effort to make them more comfortable and productive (Arnold, 2020). Relatedly, Anusa and Bindu (2019) define staff welfare as all employer-related initiatives aimed at giving workers access to certain resources and amenities beyond pay and benefits. Furthermore, Nanjudeswaraswamy, Beloor, Swammy and Nagesh (2019) identifies staff welfare facilities to include canteen, restroom, recreation activities and all other services that contribute to the wellbeing of employees. Naluwemba and Okwenje (2016) identifies teacher welfare facilities and services to include; accommodation facilities, medical services, transport, guidance and counseling, training and development, allowance for extra duty, social support and recreation facilities among others. Relatedly, Waititu, Kihara and Senaji (2017) identified five variables of employee welfare programs to include occupation health, succession plans, training and development, referral schemes and remuneration policies. In addition, Were and Abok (2016) identified employee welfare program to include; health clubs, housing, transportation, recreational programs as well as medical and cultural services. This study conceptualized staff welfare in terms of provision of staff recreation, Career development and fringe benefits to teachers in schools.

Staff recreation is defined as an activity of leisure, often done by employees for enjoyment, amusement, pleasure and health benefits (Ukpabio, Ochang, Aniah & Onwochei, 2022). Relatedly, Akar (2015) defines recreation activities as those that provide joy and relaxation for one's mind and body and help people break monotony and offer diversion from boring daily routine. Staff recreational activities are categorized into indoor activities and outdoor activities. Indoor activities are those that provide amusement, entertainment, physical fitness and relaxation indoors while outdoor recreation activities are those that take place in a natural setting to benefit the person's body, mind and spirit for example sporting activities, nature

walks, adventure, tours among others (Ukpabio, et al, 2022). According to Gupta (2019), yearly family days, sports days, vacations, gym memberships, sports, and wellness promotion initiatives like disease screenings, weight loss classes, addiction management classes, and counseling sessions are a few more examples of staff recreational activities. This study defined staff recreation in terms of indoor games and outdoor games, entertainment, wellness activities, staff parties and tours provided to teachers in government aided secondary schools.

Career development is an aspect of welfare aimed at improving the professional wellbeing of teachers. Career development is defined as a process of constant acquisition of knowledge, skills and experience of an individual in a particular job field (Robbins & Coulter, 2002 as cited in Owuori, Omagwa and Omari, 2024). Relatedly, Nwafor, Chukuueloka, Nwomeh, & Umetiti (2023) define career development to mean any activity or program designed to update and upgrade the knowledge, competencies and proficiencies of employees in an organization. Career development programs enhance the skills of the workers in current roles hence facilitating the rise over the organizational ladders (Owuori, e ta, 2024). According to Vincent (2020) career development programs include, coaching, mentoring, and other educational opportunities that encourage, push, and inspire workers to accomplish job tasks to the best of their abilities in line with established guidelines. Similarly, Nwafor et al. (2023) identified professional development activities to include; workshops, seminars, conferences, coaching, refresher courses, mentorship, and job rotation. The government of Uganda training policy indicates that as part of employee welfare, government shall support training and development of government officials to address institutional competency and individual career development needs in line with equity and quality principles. Such training can be of a full or part time nature and shall be the responsibility of parent Ministries (Ministry of public service training policy, 2007). Borrowing from the above conceptualization, this study conceptualized career development to include;

induction, mentorship, on job and off the job training and promotion opportunities provided to teachers in government aided secondary schools in Busia district.

Fringe benefits are extra benefits that firms provide to workers to supplement their salary or earnings (Patil, 2023). In a similar vein, Adamu (2019) characterizes fringe benefits as a range of non-wage payments that are given to workers on top of their regular salaries. Furthermore, fringe benefits are defined by Nasser and Saddiqui (2019) as compensation that a business offers to a group of employees or a single employee based on the latter's membership in the organization. Sharma and Jaiswal (2018) go into additional detail on this, viewing fringe benefits as indirect compensations given to workers as a requirement for employment that are unrelated to work output. Fringe benefits are both financial and non-financial nature. Financial benefits are provided in form of cash allowances and bonuses while non-financial benefits include medical insurance, health benefits, flexible working schedule, leaves granted to employees among others (Nissar and Saddiqui, 2019). Additionally, Adamu (2019) identified fringe benefits to include housing allowances, group insurance to cater for health, dental and life, paid vacation, retirement benefits, day care tuition, sick leave, student loan, fees support to children of staff among others. This study defined fringe benefits as monetary and non-monetary compensations given to teachers above normal salary.

Job Satisfaction is a multi-faceted concept without a single definition to incorporate its wide constructs (Lui & Bellibas, 2018). It was originally defined by Locke (1969) as a favorable emotional reaction that arises from an evaluation of one's employment (Glaveli, Manolitzas, Tsourou, and Grigoroudis, 2023). Nava-Macali, Nava-de Jesus & Almari, (2019) defines Job satisfaction to mean a worker's feelings, attitudes and perception about his work environment as well as his relationship with his fellow workers. Furthermore, Pratama, Suwarni, Handayani (2022) defines job satisfaction as the emotional response of an employee towards the job expressed in form of love, fun and fulfillment that manifest in specific behaviors like attendance,

punctuality, work passion, reduced turnover and organizational citizenship. Based on the above definitions, Job satisfaction can simply be defined as the degree to which employees like their job. Satisfied workers are most likely to be creative, flexible, innovative and loyal. According to Abdalkrim & Elhalim (2016), job satisfaction is manifested by reduced complains and grievances, regular attendance and punctuality, as well as reduction in staff turnover. The conceptualization of teacher job satisfaction in this study was based on the behavioral actions of a satisfied teacher and this include; increased attendance and punctuality, high energy and enthusiasm for work, loyalty to the job and increased teamwork.

1.1.4. Contextual background of the Study

Busia district is an Eastern border district between Uganda and Kenya encircled by the districts of Tororo to the north, Bugiri to the west, and Namayingo to the southwest. After Uganda implemented Universal Secondary Education (USE) in 2007 with the intention of offering secondary education without tuition (Huylebroeck & Titesa, 2015), the number of government aided secondary schools in Busia district increased to thirteen and this was followed by the recruitment of more teachers and currently Busia district has a total of 365 teachers on government pay roll (Staff lists, 2023). The Busia district's progress reports show that the education and sports sector uses more than 45% of the district's overall budget, with the majority of the money going toward paying teachers' salaries. But given the persistently low academic performance in many government-aided secondary schools—of which half have failed to produce a single candidate division one in national UCE Examinations for five years running, it appears that there is less value for the money.

Besides, survey reports from the district education department (2023) revealed that chronic teacher absenteeism in government aided schools at 50%, late coming is at 60% and 70% teachers are not readily available to support in school programs or give extra assistance to students (Busia District Education Report, 2023). A number of education stakeholders, including UNATU, have linked low personnel welfare

administration and low incentives to the falling morale and teacher job satisfaction in government secondary schools. Therefore, a welfare strategy that supports teachers would help to better the situation (Karegyeza, 2022). However, besides the anecdotal reports, there is hardly any study that has investigated the effect of staff welfare and teacher job satisfaction in government aided secondary schools in Busia district thus calling for an in-depth investigation.

1.2 Statement of the Problem

Teachers who are satisfied with their job tend to work with greater enthusiasm, commitment and demonstrate positive work behaviors like regular attendance and punctuality (Baroudi, e'tal, 2020). However, the general public has with great concern observed low level of job satisfaction among teachers in government aided secondary school in Uganda (Karegyeza, 2022). In Busia district, job dissatisfaction has remained a big challenge as most of the teachers miss lessons, do not teach with passion and are less supportive in other programs of the school. Furthermore, 2023 reports from Busia District Education office revealed that 50% of teachers reported absent more than two days a week, 60% did not attend to their lessons as time tabled and 70% of teachers were less involved in school programs. If this situation persists, government secondary schools in Busia district will continue to suffer with poor performance and fail to produce the citizenry desired to serve the district in future. Previous studies on teacher job satisfaction in secondary schools had focused on improving staff salaries and other rewards (Thuo & Wambugu, 2022; Nanjunderswaraswamy, 2019; Almeida & Perera, 2015) but other than anecdotal reports, there is no known study done in Busia district that link staff welfare and teacher job satisfaction which warranted an in-depth investigation. This study therefore examined the effect of staff welfare on teacher job satisfaction in government aided secondary schools in Busia district.

1.3 Objectives of the study

1.3.1 General objective (purpose) of the Study

To investigate the effect of staff welfare on teacher job satisfaction in government aided secondary schools in Busia District.

1.3.2 Specific Objectives of the Study

This study was guided by the following specific objectives:

1. To examine the effect of staff recreation on teacher job satisfaction in government aided secondary schools in Busia District.
2. To examine the effect of career development on teacher job satisfaction in government aided secondary schools in Busia District.
3. To examine the effect of fringe benefits on teacher job satisfaction in government aided secondary schools in Busia District.

1.4 Research questions

1. What is the effect of staff recreation on teacher job satisfaction in government aided secondary schools in Busia District?
2. How does career development affect teacher job satisfaction in government aided secondary schools in Busia District?
3. What is the effect of fringe benefits on teacher job satisfaction in government aided secondary schools in Busia District?

1.5 Significance of the study

The researcher hopes that study shall be a useful guide to different stakeholders engaged in management of schools.

- a) The study shall assist ministry of education and sports policy making organ to examine existing gaps in welfare administration for teachers and develop necessary policy interventions in bid to enhance teacher job satisfaction.
- b) The study shall guide headteachers, BOG and PTA committee to develop managerial interventions that will enhance the provision of staff welfare

- c) The study shall assist future scholars to cover the knowledge and practice gaps on the subject of staff welfare and teacher job satisfaction in government secondary schools.
- d) The study is also a fulfilment of the requirements for the award of a Masters of Education Administration and Planning of Uganda Christian University.

1.6 Justification of the study

Empirical studies that link staff welfare and job satisfaction have been done outside Uganda for instance Thuo & Wambugu (2022) studied university employees in Kenya, Nanjunderswaraswamy (2019) did a study in India while Almeida & Perera (2015) studied employees in garment industries in Sri Lanka. However in Uganda and more so secondary school teachers in Busia district, other than the subjective reports which attribute the low teacher job satisfaction to weaknesses in staff welfare, there is no known empirical study which provides a link between staff welfare and teacher job satisfaction. Besides, previous studies explored other aspects of staff welfare rather than staff recreation, career development and fringe benefits which is of much focus in the current study. The lack of clarity on the identified aspects of staff welfare coupled with scarcity of literature on the subject matter has prompted the need to conduct a deeper investigation on the effect of staff welfare on teacher job satisfaction in government secondary schools in Busia district.

1.7 Scope of the study

1.7.1. Geographical scope

This study was conducted in Busia district located in Eastern Uganda approximately 122 miles from Kampala capital city. Busia district was selected because of the poor academic grades that have been consistently registered by the district in UNEB examinations making it to be ranked among the worst performing districts in UCE and UACE examinations countrywide (UNEB, 2019; 2022), Data was obtained from selected teachers and headteachers in six out of the thirteen government aided secondary schools in the district that include Dabani Girls, Busia Secondary school,

Busiime Seed, Riverside High, Masaba College, Lumino High, Majanji secondary, Kayoro Secondary, Bukalikha Secondary, Buhobe Secondary, Lunyo Hill Secondary, Buwembe Secondary and Masinya secondary school. This was because of public criticisms about the attitude and job conduct of teachers in government aided secondary schools which has compromised the academic standards in Busia district.

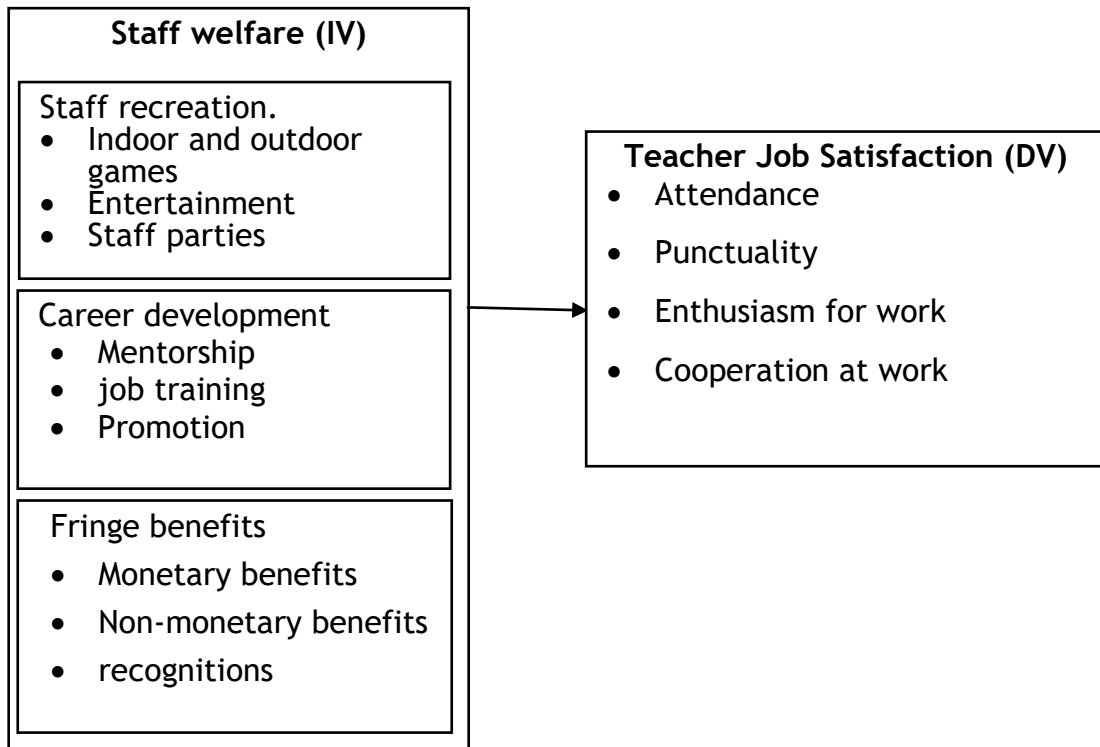
1.7.2. Content scope

The study focused on specific aspects of staff welfare in government aided secondary schools such as staff recreation, career development and fringe benefits which constituted the independent variable. The dependent variable was teacher job satisfaction measured in terms of attendance, punctuality, enthusiasm for work, engagement and teamwork.

1.7.3. Time scope

Teacher welfare and Job Satisfaction time scope included the period 2020 to 2023 on the various programs of health promotion, staff development and fringe benefits in schools in this period and their effect on teacher Job Satisfaction. This was based on the fact that in the year 2020, most government aided secondary school managers in Busia district drew 2020-2025 strategic plans to improve on their schools but there was little progress registered in teacher welfare and Job satisfaction given the stagnated schools performance. Besides, targeting recent data would make it easy to access it from the respondents as they could easily recall the various events and plans. The process of data collection, analysis, dissertation writing and final submission was conducted between November and April, 2024.

1.8 Conceptual framework



Source: Naluwemba and Okwenje (2016); Pratama, et al (2020)

Figure 1: The conceptual framework presents the graphical relationship between staff welfare and teacher Job Satisfaction.

The model in figure 1 above describes the staff welfare as an independent variable and teacher JS as a dependent variable nexus. Teacher JS has observable indicators of attendance, Punctuality, enthusiasm for work and cooperation at work while staff welfare has dimensions of staff recreation, career development and fringe benefits.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the introduction to literature review, theoretical review, empirical review and summary of the literature review.

2.2 Theoretical Review

This section discusses theories that were used to under pin the study notably the affect theory, equity theory and Herzberg two-factor theory.

2.2.1 The Equity theory of JS.

The equity theory was advanced by John Stancey Adams (1965) and avers that jobs involve an ongoing evaluation of the give and take relationship between employers and employees, and JS arises from perceived equity assessed based on the ratio of employees' inputs and outputs. Job outputs, such as skill level, hard work, enthusiasm for the job, supporting colleagues, and personal sacrifice, are largely dependent on the fair balance of inputs, such as financial compensation, job security, recognition and reputation, praise, and other intangible benefits. The more unequal or imbalanced the two are, the less likely it is that the employer and employee will have a productive relationship. Additionally, job dissatisfaction may worsen due to perceived inequity between inputs and outputs. The theory offers guidance to the extent that school managers can rely on it to improve on the provision of staff welfare package that teachers perceive to be fair enough so as to increase their level of skill, hard work and enthusiasm thus fostering JS.

2.2.2 The Herzberg (1959) two-factor theory

The Two Factor Theory, commonly known as the Motivation-Hygiene Theory (Herzberg et al., 2005), is a content theory that clarifies the several elements that can influence an employee's level of JS. According to TFT, motivation and hygienic elements, respectively, are the driving forces behind contentment and discontent. The motivation of an employee to work is always correlated with a subordinate's job happiness. According to Herzberg et al. (2005), motivation is an internal force that

propels people to achieve their goals on a personal and organizational level. The idea classifies a number of components known as workplace motivators, which result from workers' intrinsic desire to enhance job happiness. These components include accomplishment, acknowledgment, interest in the work itself, responsibility, progress, and growth prospects (Kirunja & Mukuru, 2018). On the other hand, there is set of conditions called hygiene factors arising from employees' interactions with the work settings whose absence may lead to dissatisfaction with the job and these include company policies and procedures, supervision, job security and relationship with colleagues, working conditions, remuneration, salary, amenities at work (Raziq & Maulabakhsh 2015).

The Herzberg theory, on the other hand, assumes that all workers would respond uniformly to modifications in elements that motivate or maintain hygiene. It does not take individual differences into account. However, the hypothesis has drawn criticism for failing to outline the methodology for measuring cleanliness and motivational elements. Nonetheless, Schermerhorn (2014) advises managers to focus on removing hygienic drivers of job unhappiness from the workplace before introducing characteristics that make work fulfilling. Managers can learn vital lessons from Herzberg's theory, which states that before attempting to build job motivators, job dissatisfiers must be addressed by making improvements to the working environment (Bakotic & Babic, 2013). The theory therefore presents the need to improve staff welfare to foster teacher JS.

2.3 Conceptual Review.

2.3.1 Teacher Job Satisfaction

According to Liu and Bellibas (2018), Job satisfaction is a multifaceted notion that encompasses various characteristics inherent to the nature of the job and the work environment that people find gratifying, meaningful, and fulfilling. Locke (1969) first defined it as an emotional response that is pleasant or positive and arises from an evaluation of one's employment as meeting or assisting in meeting one's needs as an employee. Glaveli et al. (2023) define Job satisfaction as an employee's attitude

about their particular job and its facets. In a similar vein, Pratama et al. (2022) characterize job satisfaction as an employee's emotional response to their work, expressed as fulfillment, love, and joy, and showing up in certain behaviors including productivity, absenteeism, turnover, and organizational citizenship. The emotion that workers have about their occupations, their experience in this job in relation to previous experiences, current expectations, and alternatives to this job, are all considered aspects of job satisfaction, according to Nanu et al. (2020).

Ravari, Mirzaei, Kazemi, Jamalizadeh (2012) identifies components of job satisfaction to include the cognitive, affective and behavioral aspects. It adds that the cognitive components is associated with the values, beliefs and ideas that a person has about the job, the affective component is associated with the individual feelings about the job while the behavioral component is associated with the persons behavior arising from the cognitive and affective aspects (Ravari, Mirzaei, Kazemi, Jamalizadeh, 2012). Abdalkrim et al (2016) simply defines Job satisfaction as the degree to which employees like their job. Accordingly therefore, satisfied workers are most likely to be creative, flexible, innovative and loyal hence creating a healthy workplace. The healthier work force is observed by; reduced complains and grievances, low absenteeism, reduced turn over, improved punctuality, passion for work, high energy levels, confidence and cooperation at work among others.

2.3.2 Staff welfare

The importance of staff welfare in organizational management has grown significantly in the last three decades and welfare widely includes the services, amenities, and advantages that an organization provides to its workers in order to enhance and facilitate their comfort and job satisfaction (Arnold, 2020). Anusa and Bindu (2019) defines staff welfare as all actions taken by the employer to provide specific facilities, services and benefits to workers in addition to pay. Similarly, staff welfare is defined by Nwafor et al. (2023) as any program, facility, or perk intended to support workers' well-being and keep them content at work. Staff

welfare programs are designed to enhance the organisation productivity and foster healthy industrial alliances in bid to maintaining industrial peace (Waititu, et al, 2017). Nanjudeswaraswamy et al. (2019) identified staff welfare facilities to include canteen, restroom, recreation activities and all other services that contribute to the wellbeing of employees. Similarly, Naluwemba and Okwenje (2016) identified teacher welfare to include; accommodation facilities, medical services, transport, guidance and counseling, training and development, allowance for extra duty, social support and recreation facilities among others. Similarly, Waititu, et al (2017) identified five variables of employee welfare programs to include occupation health, succession plans, training and development, referral schemes and remuneration policies. The study's view of staff welfare placed a strong emphasis on staff recreation, career development, and fringe benefits.

2.3.2.1 Staff Recreation

Staff recreation programs have gained popularity in the management of organizations. Staff recreation is defined by Ukpabio, et al, (2022) as leisure activities that provide enjoyment, amusement, pleasure and health benefits to employees. Recreational activities are designed to fast-track implementation of programs and individual behavior aimed at improving and maintaining the physiological, social and mental well-being of the employees (Aksoy, Çankaya & Tasmektepligil, 2017). Ukpabio, et al, (2022) categorized staff recreational activities into indoor and outdoor activities intended to provide amusement, entertainment, physical fitness and relaxation. Furthermore, Gupta (2019) lists yearly family days, sports days, vacations, gym memberships, sports, and wellness promotion initiatives like disease screenings, weight loss classes, addiction management workshops, and counseling sessions among other things as examples of staff recreational activities. Staff recreation, according to Akar (2015) help to provide joy and relaxation to the mind and body and this enables employee break monotony from boring daily routine. Further still, Oak (2012) contends that recreation programs not only stimulate and motivate people but also refresh them to execute their daily

activities with utmost commitment. Lastly, Bromley (2018) and Meijer et al. (2021) contended that staff recreation is necessary to enhance teacher competency and is anticipated to promote student accomplishment through effective teacher performance.

2.3.2.2 Career development

Career development as an aspect of professional welfare is a process of constant acquisition of knowledge, skills and experience of an individual in a particular job field (Owuori, Omagwa and Omari, 2024). Nwafor et al.(2023) defines career development is any activity or program designed to update and upgrade the knowledge, competencies and proficiencies of employees in an organisation. Similarly, Abdulrahaman and Mseilla (2022) defines it as the process of improving an employee's knowledge and abilities to carry out a task. According to Vincent (2020), career development entails workshops, coaching, mentoring, and other educational opportunities that encourage, push, and inspire workers to accomplish job tasks to the best of their abilities and in accordance with established guidelines. Staff development training is divided into two categories by Onyango & Wanyoike (2014): on-the-job training and off-the-job training. Staff development programs were also categorized by Omokhabi and Okoric (2021) into four categories: orientation, on-the-job training, in-house training, seminars, and instruction-led training. Nwafor et al. (2023) include the following as some of the staff development techniques: job rotation, coaching, refresher courses, conferences, workshops, seminars, and conferences. Agbosim and Nwoba (2021) similarly highlighted conferences, workshops, induction, seminars, orientation, refresher courses, and in-service training as components of staff development programs. According to Gadi and Luko (2019), staff development through efficient training aids in keeping up with cutting-edge technology breakthroughs and gaining total command of the competences and skills necessary to carry out a specific task without errors. Komariah et al. (2018) contended that staff development plays a significant role in preserving teachers'

competence, skills, and personalities since it offers firsthand experience through research, experimentation, sharing, problem-solving, and knowledge development. Employee development in relation to their professional function is known as staff development (Villegas-Reimers, 2023). Therefore, to assist teachers flourish and support the advancement of teaching as a profession, professional development is essential (Walling & Lewis, 2020). Career development is necessary to increase teacher competency, and it is anticipated that this will boost student achievement through effective teaching (Meijer et al., 2021). According to Rashid et al. (2021), instructors who took part in professional development activities reported higher levels of JS when they were part of a staff development program. In a similar vein, Abazie (2021) emphasized that staff development programs help employees acquire the knowledge and cultivate a good attitude necessary to carry out their jobs well. Anyaegbu and Wali (2020) contends that development programs give workers the chance to gain the information and abilities needed to do a specific task, boost their confidence, and get ready for more responsibilities.

2.3.2.3 Fringe benefits

Fringe benefits are extra rewards extend to employees to supplement on their salaries or wages such as health care, accommodation and pension (Patil, 2023). Accordingly, Adamu (2019) views fringe benefits as a range of non-wage payments that are given to workers in addition to their regular salaries. Furthermore, fringe benefits are regarded by Sharma and Jaiswal (2018) as indirect compensations given to workers as a requirement for employment that are unrelated to output.

Nissar and Saddiqui (2019) categorizes fringe benefits as financial (monetary) and non-financial in nature whereby financial benefits are provided in form of cash allowances and bonuses while non-financial benefits include medical insurance, health benefits, flexible working schedule, leaves granted to employees among others. Additionally, Adamu (2019) identified fringe benefits to include housing allowances, group insurance to cater for health, dental and life, paid vacation,

retirement benefits, day care tuition, sick leave, student loan, fees for employee dependents among others.

According to Kwenin, Muathe, and Nzulwa (2013), using fringe benefits could assist businesses in achieving their aims and objectives. According to Sharma, Jaiswal, et al. (2018), fringe benefits are considered indirect compensation since they are provided as a requirement for employment and have no direct bearing on job performance. Like base pay plans, the primary objective of most organizational fringe compensation schemes, according to Bernardin (2017), is to attract, retain, and reward qualified employees.

2.4 Empirical Literature Review

2.4.1 Staff Recreation and Teacher JS

Recreational programs are intentionally created to maintain or increase job satisfaction, as well as to support organizations' efforts to create excellent task forces (Wolfe & Parker, 2014). An Aon Hewitt survey revealed that Malaysia's staff turnover rate was expected to be 13 percent, the second highest in Asean after Vietnam (Changorn, 2020). The survey also revealed that employees had a tendency to seek out outside opportunities, so the best way to retain staff would be to reinstate staff privileges. Consequently, recreational programs or leisure activities have evolved to meet the needs of the workers.

According to Aon Hewitt, the greatest strategy for keeping employees on board would be to reinstate their rights because they have a propensity to search for outside alternatives. As a result, leisure activities and programs have changed to meet the demands of employees. Quinn (2018) discovered a strong positive correlation between psychological health, JS, and leisure satisfaction; the stronger the psychological health, the higher the levels of satisfaction in work or leisure. As a result, workers found happiness in their free time; therefore, it seems to make economic sense to think about ways to increase workplace satisfaction through recreational activities and programs.

Mbaabu (2013) studied workplace recreation in the commission of University education in Kenya revealed that physical fitness program improved work quality, mental health programs lowered stress and anxiety while entertainment programs improved group commitment and team performance. Furthermore, Mkisi (2019) investigated Karasini Police College workers in Tanzania and discovered a strong correlation between recreational activities at work and worker productivity. The study made two recommendations: that employees be provided time to engage in recreational activities and that they be taught the value of these programs.

Furthermore, a study by Enenifa & Akintokunbo (2020) on banking institutions in Yenogoa Bayelsa state Nigeria and found a significant effect of workplace recreation on employee effectiveness. The study recommended the need to create avenues for workplace recreational activities for employees since it polishes the employee skills as well as prepare them to accomplish challenging assignments. Furthermore, a significant correlation was discovered between workplace recreational activities and employee performance in Mkisi's (2019) study of Karasini Police College personnel in Tanzania. The report suggested that staff members should be provided time off to engage in leisure activities and be educated about the value of engaging in recreational activities.

2.4.2 Career Development and Teacher Job satisfaction

A study by Okechukwu (2017) at Utara University in Malaysia found out that employee development and training initiatives significantly increase work satisfaction. In addition, a quantitative study by Mark and Nzulwa (2018) that explored the impact of career progression activities on employee performance at NHIF headquarters in Nairobi. The research employed a case study design. The study's target population was 402 employees at NHIF headquarters where 120 respondents representing 30% of target population were chosen as the sample. The regression analysis findings revealed that development programs explain 34 percent of employees' performance. Multiple regression findings also demonstrated a

statistically significant positive association between employee training; employee mentoring, career advancement and career counselling on employee performance. Another study Mugaa, Odhiambo and Guyo (2018) using quantitative approach examined the relationship between career advancement and employee performance among commercial banks in Nairobi. The population was 22,856 workers selected from six commercial banks in Nairobi out of which a sample of 377 was derived consisting of both the management and clerical staff. The findings found a positive and significant association between career progression and staff performance. Simiyu and Mbithi (2019) studied the effect of how career development on staff commitment in Masinde Muliro University, Kenya by sampling 112 employees who included the teaching staff, non-academic staff and the management staff. The results depicted a significant association between career development and employee commitment. The study observed that increasing career development programs through job training opportunities would enhance the skills of employees hence more job commitment and service delivery. In a similar vein, Nang Sein and Yan (2019), on the other hand, looked into attitudes on professional development in a very particular context one school in Myanmar and found no meaningful connection between teachers' views on professional development and their job happiness.

Mule, Rintari and Moguche (2020) studied the effect of career development and employee retention in Meru County, Kenya. The study employed a descriptive design where Data was collected using a questionnaire and analyzed using descriptive and inferential statistics. The findings revealed a positive and strong association between career progression and staff retention. A related study by Wang et al. (2020) discovered that when secondary school teachers took part in top-notch professional development programs, they were more likely to report higher satisfaction with their current school and the teaching profession.

2.4.3 Fringe Benefits and Teacher Job satisfaction.

Fringe benefits are considered indirect compensation as they are provided as a requirement for employment and have no direct bearing on performance, (Sharma et al. 2018). The main goals of fringe benefits are to preserve (or enhance) workers' quality of life and to give them and their families some degree of financial security and protection. Similar to base pay schemes, the main goals of the majority of organizational fringe benefit programs are to draw in, keep, and inspire competent, skilled workers (Bernardin, 2017). An organization can recruit the kind of talent it needs or desires more easily if it provides fringe benefits, especially if those perks aren't offered by a rival (Richmond et al., 2017).

Fringe benefits, according to Rieu and Kamara (2016), are incentives that meet workers' demands and increase their dedication at work. The structures to be used, such as the severance pay structure, should be considered in part by the employee reward system. The management must provide incentives to the staff both internally and externally in order to mentally stimulate them. Internal sources of rewards can be achieved by raising employees' competency levels, while external sources can take the shape of money or respect (Yahaya & Sahib, 2012).

The significance of fringe benefits on employee morale, attitude, and total productivity has been emphasized by recent studies. In a study involving workers at Promso Hospital, Larbi (2014) found a strong relationship between worker performance and pay management. The study made several recommendations for employers, including providing policy manuals so that workers can educate themselves about compensation, giving workers a channel to voice grievances regarding compensation, and involving workers in the creation and execution of compensation policies.

Nassar and Saddiqui (2019) conducted in Pakistan reports that while flexible working hours had a small impact on JS, recreational leaves and health protection benefits had a considerable impact on employee morale to work. The study suggested that

in order to promote job happiness, businesses should offer a sufficient number of leaves and health benefits.

Another study conducted in the Jose Plateau state by Ziira, Mambula, and Ayatonwo (2019) found that health perks offered to workers motivated them to put in a lot of effort. Additionally, Tarafdar, et al. (2021) found that employee loyalty was positively correlated with fringe benefits like insurance and retirement benefits, payments for time not worked, opportunities for education and development, flexible work schedules, and employee welfare benefits in Khulna, Bangladesh.

To establish a relationship between teacher welfare and work performance across secondary schools in the Mbarara district, Ashaba, Twebaze, and Novatus (2022) conducted a descriptive study on teachers, head teachers, and school inspectors. The results showed a positive relationship between welfare packages that include food, transportation, medical care, and professional development and the performance of teachers' jobs. Nonetheless, the current study links welfare components of staff recreation, staff development and fringe perks to JS.

A descriptive research approach was used by Thuo & Wambugu (2022) to ascertain the impact of employee welfare policies on JS in six universities located in Kenya's Nairobi Metropolitan area. The study found a positive correlation between JS and welfare practices. Based on the research data, the study came to the conclusion that JS and two welfare benefit variables medical and educational had a strong, positive, and significant association.

Akintonye and Oforuku (2022) examined organization's success in Nigeria and its personnel welfare package nexus in a different study. The literature-analysis study discovered that employee welfare packages raise employee motivation, which ultimately improves organizational performance. According to the report, businesses should adhere to the principles of equity and fair benefit distribution, employees should give up their entitlement mentality, and staff should receive a welfare package of reasonable value. But whereas the previous study used a literature review methodology, the current study will combine quantitative and qualitative

methods in a cross-sectional survey. Apart from that, this study will look into instructors' job happiness, whereas the last study examined organization performance.

Agbona, Oluyode, and Yakubu (2023) carried out a descriptive study in Ogun State, Nigeria, and discovered that health insurance and retirement plans significantly improved employee work satisfaction. It said that managers should make sure that reward programs are clearly connected to employee requirements and that fringe benefits are tailored to those needs.

2.5 Summary of Literature Review

A review of existing literature reveals a growing interest in research on employee welfare and its effect on employee satisfaction. On the methodology used contemporary empirical studies employ different methodologies with most studies employing a quantitative approach yet few studies employee a mixed method. It emerges that although most studies point to significant effect of teacher welfare considerations of recreation facilities, development and fringe benefits on their JS, there geographical disparities on studies with most studies carrier out on Asia and few studies being carried out in Ugandan context. This study sets out to add on the corpus of knowledge on teacher welfare scheme administration and its effect on teacher performance in public secondary schools in Uganda.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

The chapter covers the research design, study area, study population, sampling procedures and methods, sample size and selection, instruments and methods for collecting data, data quality control, procedures and methods for collecting data, quality assurance, measurements of variables, data analysis and presentation, and ethical considerations.

3.2. Research design

This study used a descriptive cross-sectional survey design to investigate the problem. The choice of the cross-sectional survey design helped to quickly collect data on staff welfare and teacher job satisfaction at a particular point in time as supported by Creswell (2016).

Both quantitative and qualitative data collection approaches were employed. Quantitative methods helped to describe the staff welfare in numerical terms and test the effect on teacher Job Satisfaction using frequency, percentage and multiple regression analytical techniques as justified by Kothari (2017). Qualitative approach helped to offer an in-depth explanation on staff welfare practices to complement data collected from questionnaires so as to eliminate the bias that could come with one approach as justified by Mugenda and Mugenda (2003).

3.3. Study Population

Six (6) out of thirteen (13) government aided schools in Busia district were considered as representative of the secondary schools in the district. The schools were selected based on urban schools and rural schools. A school was considered urban when located within a Municipality or a Town council. Otherwise, all schools located outside a Municipality or a town council in the remaining two counties of Samia Bugwe South and North were considered rural. Two schools were considered

from each county to represent the district. The population category of respondents included teachers, deputy head teachers and head teachers in Busia district considering teachers on government payroll who included Education Officers and Assistant Education Officers by job title who were eligible for staff welfare programs as beneficiaries to enhance their job satisfaction. The target schools included Busia secondary school, Lumino High school, Masaba College Busia, Busime seed secondary school, Riverside secondary school and Buhobe secondary amounting to 202 teachers (Staff lists, 2023). Six (6) deputy headteachers, and 6 head teachers were also included as key informants given their in-depth knowledge on administration of staff welfare programs in secondary schools.

3.4 Sample size and sample selection

In order to guarantee that urban and rural schools in Busia district were equally represented, six of the thirteen schools were purposefully chosen. Purposive sampling is appropriate, according to Amin (2005), when required information is to be acquired from a specific target population. In order to present a complete picture, the researcher chose two schools from urban communities and four schools from rural settings due to the differences in features between the two types of schools. Using the Krejcie and Morgan (1970) table (see appendix III), a sample of 159 respondents was randomly selected from a total of 202 subjects in the six selected government-aided secondary schools, as recommended by Kothari (2017) and as displayed in Table 3.1 below.

Table 3.1: Sample size of the respondents.

Population category	Population	Sample	Sampling technique
Teachers	140	103	Simple random
Heads of departments	50	44	Simple random
Head teacher	06	06	Purposive
Deputy head teacher	06	06	Purposive
Total	202	159	

Source: Busia District Education Office (2023)

3.5 Sampling Techniques

Both probability and non-probability sampling applied to sample procedures (Creswell, 2015). Because the non-probability sampling methodology selects respondents without following a scientific method, it is more arbitrary (Creswell, 2016). In contrast, probability sampling uses a scientific method to choose respondents in order to remove sample bias. The questionnaire's respondents, in this case the department heads and teachers from the six chosen schools who are employed by the government as Education Officers and Assistant Education Officers, were chosen by probability sampling. According to Creswell (2015), the study's lottery-style approach of writing names on tags, placing them in boxes, and selecting one at a time was employed to apply basic random selection. On the other hand, Purposive sampling was used to select head teachers and deputy headteachers in the selected schools since they were already known.

3.5. Data Collection Methods

3.5.1. Questionnaire survey

In order to collect quantitative primary data on staff welfare and instructor Job Satisfaction, the study used a questionnaire survey method. The questionnaire approach was taken into consideration since it could rapidly and affordably gather data from a sizable population (Creswell, 2015). In total 147 questionnaires were issued to the teachers and department heads. The questionnaires for each school were sealed in envelopes and given to each research assistant on onward distribution to the selected teachers in each school. The filled questionnaires were delivered to the deputy head teacher for consolidation. After one week the research assistants picked and sealed the collected questionnaire in a return envelope and delivered them to the researcher.

3.5.2. Interviews

In order to gather qualitative information from head teachers and deputy head teachers in the six chosen schools, the study employed the interview approach

aiming at 12 interviews. Key informant interviews were used to gather supplementary primary data. The researcher met with the interview subjects face-to-face and paused questions from the interview schedule. With their permission, the interviewees' responses were recorded on a recorder, and Creswell (2015) advised that the transcription be done afterwards. The interview method was chosen because it allowed for greater probing to elicit detailed responses from the respondents and to enhance the information gathered from the questionnaire. The interview audios were transcribed into word. Interviewees confidentiality was ensured by a locating interviewees numbers ranging from KI-1 to KI-10 to conceal their identity.

3.6 Data Collection Instruments

3.6.1 Self-Administered Questionnaire

“A self-administered questionnaire (SAQS) with closed-ended questions evaluated on a 4-point Likert scale was employed by the researcher”. Appendix II lists the following: 1) Strongly Disagree, 2) Disagree, 3) Agree, and 4) Strongly Agree. Using Creswell (2015) as a guide, the closed-ended questionnaire aimed to assess best practices on staff welfare and teacher JS that were used by other academics and practitioners. The 4-point likert scale is supported by Sekaran and Bougie (2016) as a useful tool for formulating unique questions for evaluating various components from various variables for straightforward quantification. The questionnaire's dependent variables were teacher JS and staff welfare, which included staff recreation, staff development and fringe benefits (see appendix II).

3.6.2. Interview schedule

The administration of teacher welfare was the subject of semi-structured interview questions employed in the study (see appendix III). In order to collect primary data through interviews with head teachers and deputy head teachers, an interview guide was utilized.

3.7. Procedure for data collection

An introductory letter from Uganda Christian University (UCU) was delivered to the leaders of different schools in order to request approval to carry out the study. Three research assistants were sourced from among the school administrative staff and trained on and allocated two schools each to administer the questionnaires. The research assistants were issued questionnaires by the researcher and returned the filled questionnaires to the researcher at which point they were paid on submission of final questionnaires. The researcher personally performed the face to face interviews.

3.8. Data Quality Control

3.8.1. Validity of the study instrument

According to Creswell (2016), validity is the information's meaning and correctness derived from research findings. The questionnaires were created utilizing the conceptual framework's dimensions and indicators, and their content validity was examined by focusing on the study variables' domains (Nunnally and Bernstein, 1994). Face validity was used by first the supervisor vetting each item based on the concept. A content validity index (CVI) was then conducted relying expert judgement where the CVI was computed using the formula:

$$\text{CVI} = \frac{\text{Relevant Items (32)}}{\text{Total number of items (40)}}$$

The value of CVI computed was 0.8 and was interpreted in accordance with George & Mallery (2003) scale (1 - 0.9 = Excellent; 0.8 - 0.89 = Good; 0.70 - 0.79 = Acceptable; 0.60 - 0.69 = Questionable; 0.50 - 0.59 = Poor; and 0.0 - 0.5 = Unacceptable). An instrument is deemed legitimate by Nunnally and Bernstein (1994) if the computed CVI is at least above 0.70. As a result, the instrument's CVI of 0.8 suggested that it was relevant in assessing Staff welfare and Teacher Job Satisfaction.

3.8.2 Reliability of the study instrument

Sekaran and Bougie (2016) state that reliability determines how consistently the study instrument measures the intended construct. Pilot testing was done on survey tools to ascertain and refine the instruments. A sample equivalent to 10% of the study sample (Koopman, 2015) was used to obtain a pilot group. Pilot group was not be included in the final analysis. To test reliability of the questionnaires, the responses were analyzed and the result of the reliability test produced. A Cronbach's coefficient alpha was computed by SPSS with only variables scoring over 0.70 being considered sufficiently reliable as justified by George & Mallery (2018). The reliability findings are shown in Table 3.2 below.

Table 3.2: Reliability Results

Constructs	Alpha values
Staff Recreation	0.873
Staff Development	0.847
Fringe Benefits	0.823
Teachers JS	0.784
Average Alpha Value	0.823

Source: Primary data (2023)

The value of alpha obtained was 0.832 and according to Nunnally and Bernstein (1994) cut off, this was interpreted as good reliability for social research.

3.8.3. Measurement of variables

Staff welfare was measured based on staff recreation, staff development and staff fringe benefits while teacher job satisfaction was measured by absenteeism, productivity, enthusiasm for work, friendship at work and sense of initiative. The structured questions were built on an ordinal scale rated on 4-point Likert scale of Strongly Disagree, Disagree, Agree, Strongly Agree. The questionnaire were in four sections as indicated in the questionnaire.

3.8. Data Analysis

3.8.1. Quantitative Data Analysis

After obtaining questionnaires from research assistants and checking their completeness, numbered and there after coded and loaded into the SPSS (Statistical Package for Social Sciences) program version 23 for analysis. The SPSS data base cleaned by double checking for any errors with a sample of questionnaires.

The first level of data analysis involved use of descriptive statistics using frequencies, percentages, mean and standard deviation for each item as deemed appropriate.

The second level of analysis was the inferential analysis using the multi regression analysis particularly the analysis of variance (ANOVA) was used for inferential statistics to test whether the independent variable significantly affected the dependent variable in the overall predictive model using the adjusted R² values and significance p values. The significant value (p-value) was the foundation for the inferential statistics where .05 was the standard p-value. Consequently, a sig value of less than .05 was relied on to Indicate a significant effect, whereas a value greater than .05 indicated an inconsequential effect. Futher still, the ANOVA F and significance (sig) statistics was relied on establish if the overall predictive model summary where staff welfare was a significant predictor of variance in teacher job satisfaction. The coefficient beta, t, and sig statistics were relied on to establish which among the components of staff welfare the strongest effect on teacher Job Satisfaction as recommended by Kothari (2017).

3.8.2. Qualitative Analysis

The respondents' interview narratives about staff welfare revealed similar themes and patterns, which were then assessed and reported for their implications, inferences, and conclusions using thematic analysis.

Precisely, qualitative data was analyzed using four step conceptual qualitative content analysis technique which include four stages of initialization, construction, rectification, and formalization (Kothari, 2017). Initialization involved reading and

developing abstractions on respondent's accounts into staff welfare conceptual codes and writing reflective notes. Construction stage involved reflecting and organizing codes based on their similarity culminating to development of cluster within the welfare administration. The rectification phase involved verification and reflection of the identified themes in relation to the three dimensions of recreation, career development, and fringe benefits. The finalization stage involved developing story lines based on a respondent's account substantiating/validating the identified theme and sub theme. Further qualitative analysis entailed contrasting the qualitative data with the quantitative conclusions, as suggested by Kothari (2017).

3.9. Ethical considerations

Acquiring genuine data for insightful analysis and publication while maintaining the dignity of study is a fundamental ethical consideration in social science research. Creswell (2016) defines research ethics as the moral conduct of researchers that restricts their unbridled power and potential misuse, hence lowering the probability of study failures. The researcher received an introduction letter from the UCU Authority. Participants provided verbal informed consent prior to participating in the study and responding to the questionnaires and interview questions. Respondents were asked not to write their names on the survey questionnaires to ensure anonymity of respondents. Consistent with the objectives of the research, the viewpoints of the participants have been preserved and treated with discretion and confidentiality. District education and school administrators will have access to the final report to ensure right to review.

3.10. Limitations of the study

The generalizability of the study findings is restricted since they are primarily based on one rural district in Uganda. For greater generalizability, future research could consider incorporating selected districts to expand the scope of the study findings, conclusions, and recommendations.

Another limitation is that the results rely predominantly on primary data gathered through questionnaire and interviews, with no document review as a complementary data source to enable data triangulation. Nonetheless, when generalizing the study findings, caution is advised, and this should primarily apply to rural secondary schools similar to those in Busia district

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the analysis and interpretation of data collected from the respondents on staff welfare and teacher JS in government aided secondary schools in Busia District. The researcher collected quantitative data through validated and pretested self-administered questionnaires and qualitative data through interviews. Data has been presented using statistical tools and the presentation is organized around the demographic characteristics which included, gender, level of education, marital status, age bracket and employment level of the respondents below.

4.1 Response Rate

Before conducting any kind of analysis, a response rate assessment was carried out on the gathered data by dividing the total number of respondents by the specified categories of respondents that were participating and provided the questionnaires or data collection instruments. According to Aday (1996), response rate in survey research is calculated by dividing the total number of respondents by the total number of sample participants. This is typically stated as a percentage.

Table 4.1: Response Rate

Category	Planned Sample	Actual participation	Study tool	Response Rate
Teachers	103	86	Questionnaire	83%
HoD	44	40	Questionnaire	90%
Head teacher	06	05	Interview schedule	83%
Deputy head teacher	06	05	Interview schedule	83%
Total	159	136		85%

Source: Primary data 2023

Table 4.1 shows that the respondents' work schedules had a significant effect on the response rate for different data collection strategies. 85% of the surveys were returned, an excellent response rate that allowed for the production of trustworthy

results. Because higher response rates guaranteeing more accurate survey results, the response rate was thought to be a key measure of survey quality. Depending on the category of respondents, there were differences in the response rates among them for various reasons. For example, while some respondents were unreachable due to their hectic schedules, others were easily accessible.

4.2 Demographic Data of the Respondents

The respondents were demanded to allocate their gender, age, marital status, level of education and employment status. The detailed results about each characteristic are presented in the following sub-sections.

4.2.1 Gender of Respondents

The proportion of the respondents in terms of gender is presented in Table 4.2 below.

Table 4.2: Gender of Respondent

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	86	68.3	68.3	68.3
Female	40	31.7	31.7	100.0
Total	126	100.0	100.0	

Source: Primary data (2023)

From the results in Table 4.2, 68.7% of the respondents were males while 31.3% of them were females. This was approximately a ratio of 2:1 for male to female. This implied that more males are employed in the secondary schools than the females. This proportion was a true reflection of the male-female proportions in the secondary schools in Busia. This means that the gender proportions were representative of the target population.

4.2.2 Age Bracket of Respondents

The age brackets of respondents is presented in Table 4.3 below.

Table 4.3: Proportion of Respondents by Age Bracket

Age-Bracket	Frequency	Percent	Valid Percent	Cumulative Percent
21-30 years	20	15.9	15.9	15.9
31-40 years	21	16.6	16.6	16.6
41-50 years	57	45.2	45.2	45.2
51-60 years	28	22.2	22.2	100.0
Total	126	100.0	100.0	

Source: Primary data (2023)

From Table 4.3, 45.2% of the respondents were in the age-bracket 41-50 years while 22.2% of them were in the age-bracket of 51-60 years. At least 15.9% were in the age-bracket of 21-30 years while 16.6% of them were in the age-bracket of 31-40 years. This implies that majority of the respondents were mature adults meaning they had been in the system of teaching long enough. They were therefore, presumed to be conversant with the system and provided valid data that was needed by the study.

4.2.3 Level of Education of Respondents

The level of respondents of the study were gathered and analyzed and are presented in Table 4.4.

Table 4.4: Level of Education of Respondents

Level of Education	Frequency	Percent	Valid Percent	Cumulative Percent
Diploma	28	22.2	22.2	22.2
Degree	76	60.3	60.3	82.5
Masters	22	27.5	17.5	100.0
Total	126	100.0	100.0	

Source: Primary data (2023)

The results show that majority of the respondents 60.3% had degree level of education while 22.2% of them had diploma level of education. At least 17.5% of them had masters level of education. It can be noted that most of the teachers were had the recommended level of education as stated by the National Teacher Policy (2018). This implied that the sample of respondents were rightly qualified and this means the data they provided can be highly reliable.

4.2.4 Position of Respondent in School

Table 4.5 presents the distribution of the respondents by position they held in the secondary schools.

Table 4.5: Distribution of Respondents by Position in School

Position Held	Frequency	Percent	Valid Percent	Cumulative Percent
Deputy Head Teacher	9	7.1	7.1	7.1
Head of Department	37	29.4	29.4	36.5
Subject Teacher	71	56.4	56.4	92.9
Director of Studies	9	7.1	7.1	100.0
Total	126	100.0	100.0	

The results in Table 4.5 show that majority of the respondents (56.4%) were subject teachers while 29.4% of them were heads of departments. At least 7.1% of them were deputy headteachers and directors of studies respectively. This implied that the sample of respondents were holding positions of responsibility that enables them to have the right data required by the study.

4.2.5 Duration of Work in School

The results in Table 4.6 shows the duration the respondents had worked in the school where they were found serving at the time of data collection.

Table 4.6: Respondents Duration of Working in the School

	Frequency	Percent	Valid Percent	Cumulative Percent
1-5 Years	30	23.8	26.3	26.3
6-10 Years	18	14.3	15.8	42.1
11-15 Years	38	30.2	33.3	75.4
over 15 Years	28	22.2	24.6	100.0
Total	114	90.5	100.0	
Missing System	12	9.5		
Total	126	100.0		

Source: Primary data (2023)

The results show that 23.8% had worked in the secondary schools for a period between 1-5 years while only 14.3% had worked in the schools for a period of 6-10 years. Furthermore, the results show that 30.2% of the respondents had worked in the secondary schools for a period between 11-15 years while another 22.2% had been working in the secondary schools for a period of over 15 years. However, 9.5% of the respondents did not indicate the period they had worked in the secondary schools. Generally, the respondents had worked long enough in the schools to qualify to have the requisite data desired by this study.

4.4 Descriptive results on the study Variables

This major section presents the descriptive finding on each study variables of teacher JS and staff welfare scheme administration considerations of recreation, development and fringe benefits using descriptive statistics, qualitative data from the interview guide findings.

4.4.1 Teacher job satisfaction in Busia Secondary Schools

Teacher job satisfaction was conceptualized as the dependent variable and measured using 10 items scored on 4-point Likert scale ranging from 4= strongly agree to 1 = strongly disagree. A mean result 1.00-2.49 denotes low teacher job satisfaction while a mean results of 2.50-4.00 denote high teacher Job Satisfaction.

Table 4.7: Descriptive results for Teacher job satisfaction in Busia Schools

Items on Teacher JS	SD	D	A	SA	Mean	Std. Dev
1. My level of school attendance has increased greatly	3.2	16.1	24.2	56.5	3.34	.864
2. I am always punctual for my lessons	3.2	36.3	12.1	48.4	3.06	.990
3. I am enthusiastic about doing work in my School	19.4	36.3	8.1	36.3	2.61	1.167
4. I enthusiastically participate in staff discussions and meetings	3.2	16.1	28.2	52.4	3.30	.855
5. I voluntarily engage in other school programs and activities	3.2	16.1	36.3	44.4	3.22	.832
6. My level of work output/ productivity has greatly increased	19.4	44.4	12.1	24.2	2.41	1.059
7. I ensure that time and resources in our school are utilized efficiently	3.2	16.1	32.3	48.4	3.26	.845
8. I have cultivated a friendly relationship with my colleagues	3.2	20.2	32.3	44.4	3.18	.865
9. I enjoy a good working relationship with my headteacher	3.2	16.1	24.2	56.5	3.34	.864
10. I have developed a friendly and supportive relationship with students.	7.3	16.1	32.3	44.4	3.14	.940
Overall Mean					3.10	1.032

Source: Primary data (2023)

Legend:

1.0-2.49 = Not satisfied with the job;

2.5- 4.0 = Satisfied with the job

Table 4.7 show an overall mean of 3.10 which according to the legend suggests that most teachers were satisfied with their jobs. However, the corresponding standard deviation value of 1.032 suggests variation in the responses on teacher Job Satisfaction suggesting that some teachers were dissatisfied.

Item analysis reveals that 56.5% of the respondent teachers agreed strongly that their level of school attendance had increased greatly while 24.2% of the respondent teachers agreed. However, 3.2% of them strongly disagreed that their

level of school attendance had increased greatly while 16.1% disagreed. Since satisfied teachers always attend regularly, it implied that majority of the teachers (80.7%) demonstrated a certain level of job satisfaction through regular school attendance.

Additionally, results showed that 48.4% of the respondent teachers strongly agreed while 12.1% of them agreed that they were punctual for lessons. However, at least 36.3% of teachers disagreed while 3.2% strongly disagreed that they were punctual for their lessons. Since satisfied teachers demonstrate punctuality, it therefore implied that majority of teachers were satisfied with their job.

Furthermore, the results revealed that 36.3% of the respondent teachers disagreed as 19.4% of them strongly disagreed that they were enthusiastic about doing work in their schools. However, 8.1% of teachers agreed while another 36.3% of them strongly agreed that they were enthusiastic about doing work in their schools. This implies that only 44.3% of the respondent teachers acknowledged that they were enthusiastic and satisfied with their job.

Similarly, 52.4% of teachers agreed while 3.3% of them strongly agreed that they enthusiastically participated in staff discussions and meetings. However, 16.1% of teachers disagreed as 3.2% of them strongly disagreed that they enthusiastically participated in staff discussions. This implied that majority of the teachers (80.6%) demonstrated satisfaction by participating in staff discussions and meetings.

More still, the table 4.7 indicated that 36.3% of teachers agreed as 44.4% of them strongly agreed that they voluntarily engaged in other school programs and activities as a sign of job satisfaction. However, at least 16.1% of teachers disagreed as another 3.2% of them strongly disagreed that they voluntarily engaged in other school programs and activities. This implied that a large majority of the respondent teachers acknowledged that they were satisfied their job and this was manifested through their voluntary engagement in other school programs and activities.

Furthermore, 44.4% of teachers disagreed as 19.4% of them strongly disagreed that their level of work output/ productivity had greatly increased. However, at least

12.1% of teachers agreed while another 24.2% of them strongly agreed that their level of work output/ productivity had greatly increased. Since teachers normally manifest their satisfaction through increased level of productivity, it therefore means that majority of teachers (63.8%) demonstrated job dissatisfaction.

The table results also revealed that 16.1% of the respondent teachers disagreed as 3.2% of them strongly disagreed that they ensured that time and resources in their schools were utilized efficiently. However, 32.3% of the respondent teachers agreed while 48.4% of them strongly agreed that they ensured that time and resources in their schools were utilized efficiently. If teachers are not satisfied with their job of teachers, they often mismanage and waste resources. This therefore meant that majority (80.7%) of teachers were satisfied with their job of teaching

The results also revealed that 32.3% of the respondent teachers agreed while 44.4% of them strongly agreed that they had cultivated a friendly relationship with their colleagues. However, 20.2% of teachers disagreed as another 3.2% of them strongly disagreed that they had cultivated a friendly relationship with their colleagues. Dissatisfied teachers do not often cultivate friendly relationships with colleagues. However, since majority indicated that they had cultivated friendly relationship with their colleagues, it implied that most of the teachers were satisfied.

Similarly, 56.5% of teachers strongly agreed while 24.2 % of them agreed that they enjoyed good working relationship with their headteachers. Only a small proportion of 16.1% of teachers disagreed as another 3.2% of them strongly disagreed that they enjoyed good working relationship with their headteachers. This implied that majority of the respondent teachers enjoyed good working relationship with their headteachers which was a manifestation of satisfaction.

Finally, only 16.1% of teachers disagreed as 7.3% strongly disagreed that they had developed friendly and supportive relationships with students. Otherwise, 32.3% of teachers agreed as 44.4% of them strongly agreed that they had developed friendly and supportive relationships with students. This further demonstrated that majority of the respondent teachers were satisfied with their job of teaching.

4.4.2 Staff recreation

Staff recreation was conceptualized as one of the dimensions of staff welfare herein, the independent variable measured using 9 items scored on 4-point Likert scale ranging from 4= strongly agree to 1 = strongly disagree. A mean result 1.00-2.49 denotes low access to the recreation services while a mean results of 2.50-4.00 implies adequate access/provision of the recreation services.

Table 4.8: Descriptive Statistics on Staff Recreation in Schools in Busia

Items on Staff Recreation	SD	D	A	SA	Mean	Std. Dev
1. There is adequate communication of staff recreation programs	4	23.4	16.1	56.5	3.25	.951
2. I participate in indoor games for leisure in our School	19.4	52.4	16.1	12.1	2.21	.895
3. I participate in outdoor sporting activities in our School	12.1	28.2	27.4	32.3	2.80	1.028
4. I access entertainment services within our school	23.4	56.5	12.1	8.1	2.05	.825
5. I access health clubs within the school.	31.5	56.5	4	8.1	1.89	.819
6. I enjoy annual holiday tours organized by the School	27.4	44.4	16.1	12.1	2.13	.954
7. I enjoy staff parties organized by our school	20.2	44.4	8.1	27.4	2.43	1.098
8. I am provided with professional counselling services in our school	35.5	52.4	4	8.1	1.85	.837
9. I access health screening activities within our School	35.5	52.4	4	8.1	1.89	.848
Overall Mean					2.07	0.917

Source: Primary data (2023)

Legend:

1. 00-2.49 = limited access/provision of staff recreation;

2.50- 4.0 = Adequate access/provision of Staff Recreation

Table 4.8 show an overall mean of 2.07 which according to the legend suggests that most teachers did not access or were not provided with recreation activities and services at school. However, the corresponding standard deviation value of 0.917 suggests variation in the responses on recreation services suggesting that some secondary schools adequately provided recreation services to teachers.

Item analysis reveals that majority of 16.1% of the respondent teachers agreed and 56.5% strongly agreed with the adequacy of communication of staff recreation

programs to teachers while only 23.4% disagreed and 4% strongly disagreed that there is adequate communication of staff recreational programs. This finding suggests that only 4 in every 10 teachers felt staff recreation programs were not well communicated a factor which may affect their participation.

Similarly, 12.1% of the respondent teachers strongly agreed while 16.1% of them agreed that they participate in indoor games for leisure in their schools while 19.4% of teachers strongly disagreed and 52.4% disagreed that they participate in indoor games for leisure in their schools. This means that majority of the respondent teachers have no access to indoor games.

The finding further showed that 32.3% of teachers strongly agreed while 27.4% agreed that they participated in outdoor sporting activities in their schools. However, 12.1% of them strongly disagreed as another 28.2% disagreed that they participated in outdoor sporting activities in their schools. This implies that 4 in every 10 teachers did not participate in outdoor sporting activities in their schools. Additionally, 8.1% of the respondent teachers strongly agreed while 12.1% of them agreed that they enjoyed entertainment services within their school. However, 56.5% of them disagreed while 23.4% strongly disagreed that they accessed entertainment services at school. This implies that 7 in every 10 teachers did not enjoy school provided entertainment services.

Furthermore, the findings showed that 8.1% of the respondent teachers strongly agreed while 4% of them agreed that they accessed health clubs within the school. However, the majority 56.5% of the respondent teachers disagreed and 31.5% strongly disagreed that they accessed health clubs within the schools. In addition, 12.1% of teachers strongly agreed while 16.1% of them agreed that they enjoyed annual holiday tours organized by the schools. On the other hand, 44.4% of teachers disagreed while 27.4% strongly disagreed that they enjoyed annual holiday tours organized by their schools. This implies that most schools did not organize holiday tours for their staff.

Similarly, 27.4% of teachers strongly agreed while 8.1% agreed that they enjoyed staff parties organized by their schools. However, 20.2% of them strongly disagreed while 44.4% disagreed that they enjoyed any staff parties organized by their schools. This means that majority of the schools did not organize staff parties for teachers.

More still, the findings showed that 8.1% of the respondent teachers strongly agreed while 4% of them agreed that they were provided with professional counselling services in their schools. However, 52.4% of teachers disagreed while 35.5% strongly disagreed that they were provided with professional counselling services in their schools. This also implies that a bigger majority of schools never provided their teachers with professional counselling services.

Finally, the table findings also revealed that 8.1% of teachers strongly agreed while 4% agreed that they accessed health screening activities within their schools. However, majority 52.4% of the respondent teachers disagreed while 35.5% strongly disagreed that they accessed health screening activities within their schools. This implied that majority of schools do not provide teachers with health screening.

Qualitative findings on the provision of staff recreation arrangements in government aided secondary schools, identified a number of common themes notably, communication gaps, low participation creation activities, limited range of staff entertainment, no health clubs staff, no formal professional counselling services arrangements. The identified themes are echoed in selected verbatims below.

On communication about staff recreational activities, most key informants identified communication gaps and this is echoed in the verbatim of KI-03:

The school administration makes deliberate efforts to inform teachers about any recreational activity to be undertaken mostly done during weekly staff briefing. However, some teachers who sometimes fail to attend staff briefings for one reason or the other tend to miss out on the information.

A recommendation that other communication channels be used keep all staff informed about the staff recreational was made. This is echoed verbatim by KI-05:

“Meetings are used for staff communications but there is need for the staff welfare officers to exploit other communication avenues like posting on WhatsApp groups, staff notice board and make direct calls to teachers so that every teacher gets to know of the staff recreational activity to be undertaken.

On staff participation in indoor games, it was revealed that a narrow range of indoor games are provided to staff. KI-05 had this to say:

“It would do us much better if we bring on board other indoor games like chess, draft, Ludo, table tennis and even playing cards so as to cater for different individual interests”.

On staff participation in out-door sporting activities interview findings reveal that although schools provide outdoor games and sports to staff, it is limited to ball games and athletics. Besides, outdoor sporting activities are not regularly conducted given the tight school academic program coupled with inadequate resources to support such events. This is substantiated by a response from KI-10 who said:

“The outdoor games that engage us currently are football, volleyball, bad Minton and athletics. In such games, normally we play with students and also face teachers in neighboring schools. However, it happens occasionally even due to the busy schedule of teaching which does not provide adequate time for regular training”

On staff entertainment, findings revealed a limited scope of entertainment provided to teachers thus indicating gaps in planning and financing of staff entertainment activities which could help to foster teacher job satisfaction. KI-11 had this to say;

“On addition to the television provided in our staffroom, we would desire to have forms of staff entertainment like music, dance and drama, taking our teachers to watch cinema shows, bring on board stand out comedians among others”

On the provision of health clubs within the school, interview findings corroborated with quantitative findings that schools do not provide health clubs to teachers. This is substantiated verbatim by KI- 02 who had this to say;

“Health and wellness club require procuring equipment and trainers which if way beyond our means to have them. Therefore, the school does not have them here. However, some few teachers access health clubs by subscribing in private gyms in nearby towns like Busia and Namayingo”

On staff holiday tours, it was revealed that schools had not planned to provide holiday tours to their staff in the last three years as KI-1 noted:

“We last had a staff tour to western Uganda three years ago where the school provided transport and teachers had to meet their own expenses like feeding, accommodation and entry fees”

Similarly, KI-9 put it that:

“I have never witnessed such an event for the last three years I have been here”.

On staff parties, interview findings reveal that most schools provided end of year staff parties which comes once in a year yet teachers desired to have many more parties to enhance team building. KI-03 noted:

“We always have end of year staff party but organized at school. In that party we provide food and drinks and simple music for teachers to enjoy and relax their mind...”

Further interview on staff counselling reveal that most schools did not provide professional counselling services to teachers as K-04 had this to say:

“Much as counselling services are good for rehabilitating and refocusing teachers towards set goals, we have not had opportunities to engage professional councilors to offer counselling services to teachers. We actually need professional counselling since some of the teachers in this school are battling with stress”

By and large, qualitative findings corroborate with the quantitative findings as they point to a common theme of gaps in welfare communication and limited planning, resourcing and coordination of staff recreational programs in government aided secondary schools in Busia district.

4.4.3 Career development

Career development was conceptualized as one of the dimensions of staff welfare herein, the independent variable measured using 9 items scored on 4-point Likert scale ranging from 4= strongly agree to 1 = strongly disagree. A mean result 1.00-2.49 denotes inadequate staff development while a mean results of 2.50-4.00 indicates adequate staff development.

Table 4.9: Descriptive Statistics on career development in Busia Secondary Schools

Items on Staff Development	SD	D	A	SA	Mean	Std. Dev
1. There is adequate communication of staff development programs in our school	1.6	23.4	26.6	48.4	3.22	.861
2. My training needs are regularly identified to be supported by our school	4	19.4	28.2	48.4	3.21	.895
3. As a new teacher in this school, I was provided proper orientation.	23.4	44.4	12.1	20.2	2.29	1.042
4. As a new staff, I was attached to senior staff for mentorship.	43.5	24.2	16.1	16.1	2.05	1.118
5. I have been assigned different duties at school to help me understand different work aspects.	4	4	24.2	67.7	3.56	.758
6. I have attended a number of workshops organized at school	35.5	36.3	12.1	16.1	2.09	1.059
7. I have been sponsored by my school to attend refresher courses	3.2	16.1	16.1	64.5	3.42	.875
8. I have been supported by the school to further my studies	39.5	48.4	4	8.1	1.81	.852
9. I have been given a promotion in my school after a training program	23.4	56.5	12.1	8.1	2.05	.825
Overall Mean					2.63	0.920

Source: Primary Data (2023)

Legend:

1. 00-2.49 = limited provision/access to staff development programs;

2.50- 4.0 = Adequate provision/access to Staff development programs

Table 4.9 show an overall mean of 2.63 which according to the mean suggest that adequate career development opportunities are provided to teachers. However, the corresponding standard deviation value of 0.920 suggests variation in the responses on staff development suggesting some gaps in the staff development.

Item analysis showed that 26.6% of the respondent teachers agreed while 48.40% of them strongly agreed that career development programs were adequately communicated to teachers. However, at least 23.4% of them disagreed while 1.6% strongly disagreed about adequate communication of career development programs. If majority acknowledged, it implied that schools put deliberate efforts to inform teachers about career development programs.

Additionally, results revealed that 28.2% of the respondent teachers agreed while 48.4% of them strongly agreed that their training needs were regularly identified to be supported by their school. However, only 19.4% of the respondent teachers

disagreed while 4% strongly disagreed that their training needs were regularly identified to be supported by their schools. This implied that majority of the schools did staff regular evaluations to identify the competency gaps and training needs of teachers as the first step in institutionalization of staff development programs.

Furthermore, the results showed that 12.1% of the respondent teachers agreed while 20.2% of them strongly agreed that they were provided with proper orientation. However, 44.4% of teachers disagreed while 23.4% strongly disagreed that that they were provided with proper orientation as part of the development programs in the schools. This implied that majority of secondary schools in Busia district did not provide proper orientation program for new teachers.

The results also revealed that 16.1% of the respondent teachers agreed while 16.1% of them strongly agreed that as new staff, they were attached to senior staff for mentorship. However, at least 24.2% disagreed while 43.5% strongly disagreed being attached to senior staff for mentorship. This implied that in most of the schools, there was no proper mentorship program being conducted.

More still, 24.2% of the respondent teachers agreed while 67.7% of them strongly agreed that they had been assigned different duties at schools to help them understand different work aspects. However, only 4%, disagreed while another 4% strongly disagreed that that they had been assigned duties. This means that majority of teachers had been delegated duties to give them exposure.

On attending workshops, results showed that 12.1% of the respondent teachers agreed while 16.1% of them strongly agreed that they had attended a number of workshops organized at schools. However, 36.3% of the respondent teachers disagreed while 35.5 strongly disagreed that they had attended a number of workshops organized at schools. This therefore means that most schools were not conducting internal workshops for teachers.

Furthermore, the results revealed that 16.1% of the respondent teachers agreed while 64.5% of them strongly agreed that they had been sponsored by their schools to attend refresher courses. Only 16.1% of them disagreed while 3.2% strongly

disagreed that they had been sponsored by the school to attend refresher courses. Therefore, majority of teachers acknowledged being sponsored to attend refresher course as part of career development.

Additionally, the results revealed that 4% of the respondent teachers agreed while 8.1% of them strongly agreed that they had been supported by the schools to further their studies. However, 48.4% of teachers disagreed while 39.5% strongly disagreed that they had been sponsored for further studies by their schools. This implied that in most of the schools did not sponsor teachers to further their studies.

Last but not least, the results revealed that 12.1% of the respondent teachers agreed while 8.1% of them strongly agreed that they had been given promotion in their schools after a training program. However, majority of teachers 56.5% disagreed while 23.4% strongly disagreed that they had been promoted after training programs This implied that government was slow at promoting teachers.

Asked to describe the career development arrangements with its challenges, a number of themes were identified from the interview findings to include use of annual appraisals to identify training needs, low staff orientation, limited mentoring and refresher arrangements and low staff promotions with most teachers retiring as classroom teachers. The identified themes are substantiated below.

KI-01 had this to say on training needs assessment;

Normally staff training needs are identified while conducting support supervision and performance evaluation meetings. The supervisor discusses with the teachers about areas of weakness that may need support.

On orientation of new staff, findings revealed lack of proper staff orientation in most schools This is substantiated by a response from KI-03:

“The kind of orientation given to new teachers in this school is very sketchy. Normally, there is a brief discussion with the head teacher and there after he introduces the teacher to the heads of departments and fellow staff members and the rest is self-discovery and adaptation”.

A recommendation on the need to provide proper and adequate orientation to new staff was made as KI-4 had this to say:

“There is need to offer a detailed induction to new teachers and provide them work manuals, copies of a school profile and strategic plans, Ethical code of conduct, ministry standing regulations and other relevant materials, so as to prepare them adequately for work”.

On mentorship programs being institutionalized in schools as a strategy to career development, it was realized that most headteachers have not taken mentorship programs seriously as substantiated verbatim by KI-5 who had this to say;

“Mentorship in the school is not formalized where heads of departments are tasked to provide mentorship plans. However, senior teachers try to share their skills with junior staff in their subject areas”.

On the theme of delegation as a method of career development, findings agreed with quantitative findings that duties are delegated as noted by KI-10:

“Duties are delegated here and work is shared among staff members for example we have heads of department, class teachers, members of the fees task force among others”.

On whether schools organize internal workshops and refresher course for career development, KI-06 observed as quoted:

“The school organizes two workshops for teachers in a year. We desired to have many workshops for our teachers in line with the pedagogical practices under the new curriculum but we are resource constrained”.

On external workshops and refreshers, it was revealed that most schools have facilitated teachers to go for external workshops substantiated by KI-11:

“We have facilitated our teachers to attend refresher courses mostly the SESEMAT programs which is always done during holidays”.

On support for further studies, interview findings agree with quantitative finding that schools do not have any budget to sponsor teachers for further studies. This is substantiated by a response from KI-12:

“Most of our teachers have gone for further studies and as we speak now 80% of teachers have degrees and 4 teachers have master degrees. However, this is a personal initiative by the individual teachers as the school has no budget to finance teachers for further studies”.

On promotion after further studies, findings similarly revealed that very few teachers have been promoted after furthering their education with majority remaining on the same scale for many years. KI-11 had this to say:

“A few teachers have succeeded in the interviews and have gotten promoted a higher scale. However, we still have teachers who upgraded from Diploma to degree but are still earning salary for diploma scale’.

In a nutshell, qualitative findings just like the quantitative findings reveal a common theme of inconsistency in staff development program with some schools observing staff development best practices while others failing completely to offer staff development opportunities to teachers.

4.4.4 Staff Fringe Benefits

Staff fringe benefits was conceptualized as one of the dimensions of staff welfare herein, the independent variable measured using 9 items scored on 4-point Likert scale ranging from 4= strongly agree to 1 = strongly disagree. A mean result 1.00-2.49 denotes limited provision of fringe benefit while a mean results of 2.50-4.00 is considered adequate provision of fringe benefit to teachers.

Table 4.10: Descriptive Statistics on fringe benefits in Busia Secondary Schools.

Items on Fringe Benefits	SD	D	A	SA	Mean	Std. Dev
1. There is adequate communication of fringe benefits in my school	3.2	24.2	16.1	56.5	3.26	.936
2. I enjoy free lunch meals provided by my School	3.2	12.1	12.1	72.6	3.54	.830
3. I have benefited from extra duty allowances offered by my school	3.2	16.1	16.1	64.5	3.42	.875
4. I have benefited from transport allowances offered by my school	23.4	56.5	12.1	8.1	2.05	.825
5. I have benefited from accommodation allowances offered at school.	31.5	56.5	8.1	4	1.85	.733
6. I have benefited from health insurance cover offered by my school	43.5	56.5			1.56	.498
7. I have benefited from child school fees support offered by my school	23.4	48.4	16.1	12.1	2.17	.926
8. I have benefited from the monthly food basket offered by my school	27.4	48.4	8.1	12.1	2.05	.937
9. I have liked the recognition my head teacher gives me in our school	3.2	12.1	16.1	68.5	3.50	.831
Overall Mean					2.600	0.821

Source: Primary Data (2023)

Legend:

1. 00-2.49 = limited access/provision of fringe benefits;

2.50- 4.0 = Adequate access/provision of fringe benefits

Table 4.10 show an overall mean of 2.60 which suggests a commendable effort by school administrators to provide fringe benefits to teachers. However, the

corresponding standard deviation value of 0.821 suggests variation in the responses on fringe benefits suggesting gaps in offering fringe benefits to teachers by some school administrators. Asked on the adequacy of communicating fringe benefits communication in their school, 16.1% of respondent teachers agreed while 56.5% strongly agreed that fringe benefits are adequately communicated. However, only 24% disagreed while majority of 3.2% strongly disagreed. This finding suggests that about 3 in 10 staff felt that fringe benefits communication was inadequate a factor which affects enjoyment of the benefit.

As far as lunch meals were concerned, 3.2% of the respondent teachers strongly disagreed while 12.1% of them disagreed that they enjoyed free lunch meals provided by their schools. However, 12.1% of the respondent teachers agreed while 72.6% of them strongly agreed that they enjoyed free lunch meals provided by their schools. Since majority of teachers agreed to this item, it means that most schools provided lunch meals to staff.

On whether extra duty allowances were provided, 16.1% of the respondent teachers agreed while 64.5% of them strongly agreed that they had benefited from extra duty allowances offered by their schools. However, 16.1% of the respondent teachers disagreed while 3.2% of them strongly disagreed that they had benefited from extra duty allowances offered by their schools. The biggest majority of teachers agreeing to this item means that most schools provide extra duty allowances to teachers.

Furthermore, the results showed that 18.1% of the respondent teachers agreed while 8.1% of them strongly agreed that they had benefited from transport allowances offered by their schools. However, 56.5% of respondent teachers disagreed while 23.4% strongly disagreed that they had benefited from transport allowances. This implied that most schools did not provide transport allowance to staff as a fringe benefit.

On whether teachers benefit from accommodation, the results revealed that 56.5% of the respondent teachers disagreed while 31.5% of them strongly disagreed that they had benefited from accommodation allowances offered at their schools.

However, 8.1% of the respondent teachers agreed while 4% of them strongly agreed that they had benefited from accommodation allowances offered at their schools. This implied that most schools did not offer accommodation allowance to their teachers.

Furthermore, on whether medical insurance is offered to teachers, 56.5% of the respondent teachers disagreed while 43.5% of them strongly disagreed that they had benefited from health insurance cover offered by their schools. This implied that none of the government aided secondary schools in Busia offered health insurance cover to their teachers.

The results also indicated that 16.1% of the respondent teachers agreed while 12.1% of them strongly agreed that they had benefited from child school fees support offered by their schools. However, 23.4% of the respondent teachers strongly disagreed while 48.4% of them disagreed that they had benefited from child school fees support offered by their schools. This implied that in most schools, teachers were not offered child school fees support as a fringe benefit.

Similarly, 48.4% of the respondent teachers disagreed while 27.4% of them strongly disagreed that they had benefited from the monthly food basket offered by their schools. However, another 8.1% of the respondent teachers agreed while 12.1% of them strongly agreed that they had benefited from the monthly food basket offered by their schools. This implied that some schools provide fringe benefits in form of food baskets on a monthly basis but the majority of schools did not provide this as a fringe benefit.

Finally, the results showed that 16.1% of the respondent teachers agreed while 68.5% of them strongly agreed that they had liked the recognition their headteachers gave them in their schools. Only 12.1% of the respondent teachers disagreed as another 3.2% of them strongly disagreed that they had liked the recognition their headteachers gave them in their schools.

Asked to describe the career development arrangements with its challenges, a number of themes were identified from the interview findings to include use of

annual appraisals to identify training needs, low staff orientation, limited mentoring and refresher arrangements and low staff promotions with most teachers retiring as classroom teachers.

For instance, an inquiry on whether teachers are provided with meals revealed that most schools actually provide breakfast and lunch meals to staff. KI-10 noted:

“We are provided with breakfast and lunch at school. Our breakfast has tea and escort while normal lunch is posho and beans”

Further inquiry on the provision of extra duty allowances also agree with quantitative findings that most schools provide allowances for extra responsibilities and tasks given to teachers. KI-8 had this to say:

“Teachers are given several allowances such as remedial allowance for teaching extra lessons, night prep allowance for those who conduct night lessons to the few students in hostel master on duty allowance, class teacher allowance and sometimes allowances are attached to specific tasks like marking exams, field work executions, sports among others”.

A deeper inquiry on whether accommodation allowance or staff houses are provided to teachers revealed that most schools had limited staff houses and teachers were not offered accommodation allowances. KI-11 observed:

“Our school budget only provides for accommodation allowances to the headteacher and deputy head teacher but not teachers. We have tried to construct staff houses with the help of parent contribution but very few teachers are accommodated”.

On Health insurance and provision of medical care, interview findings totally agree with quantitative findings that schools in Busia district do not provide medical care to teachers. KI-4 had this to say:

The government does not provide health insurance for teachers, unlike the private sector. Therefore, teachers here are not insured and hence meet their medical bills”.

KI-4 further made a recommendation on the provision of medical cover for teachers in government aided schools as a fringe benefit in bid to foster teacher morale.

“There is need for school managers to create a welfare fund where they contribute for teachers’ medical insurance cover”.

An inquiry on child education support revealed that most schools did not provide school fees support their teachers although plans were underway in some schools

to begin giving bursaries to biological children of teachers who are enrolled in the very schools their parents teach. KI-1 noted:

“Previously we have not been giving child fees support to teachers but we now have a proposal that teachers who bring their children into the school will be granted a bursary for one child. This will in a way encourage teachers bring their own children into the school“

On monthly food rations (basket), it was realized that schools in Busia do not provide food items to teachers as a form of fringe benefits. KI-5 observed:

Teachers are not given monthly food basket because there is no food to give’

A recommendation was made for schools to create gardens or farms where they can obtain food to support teachers. This is noted verbatim from KI-5;

“if the school is to sustain giving monthly food basket, it needs to have school farms to produce food that is distributed among staff”.

Overall, findings from key informant interviews revealed that government aided secondary schools in Busia district provided free lunch meals and extra duty allowances as the only fringe benefits to teachers. However, other fringe benefits like housing allowances, health insurance, school fees support, monthly food rations were not provided hence presenting a bigger bearing on teacher morale and job satisfaction.

4.5 Test for effect of Staff Welfare on Teacher job satisfaction

The effect of staff welfare on teacher job satisfaction in in Busia District was tested using a multiple regression analysis. First was to establish the combine effect of all the components of staff welfare and secondly which among the components of staff welfare thus recreation, development and fringe benefits had the strongest effect on teacher job satisfaction and the results are presented below relying in the adjusted R, ANOVA and the Standardized Coefficients statistics.

Table 4.11: Regression model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.590 ^a	.349	.332	.41923
a. Predictors: (Constant), Staff Recreation, Career Development, Fringe Benefits				

Source: Primary data 2023

The general objective of the study was to determine the effect of staff welfare on teacher job satisfaction in government aided secondary schools in Busia District. Table 4.11 shows adjusted $R^2 = 0.332$ suggesting that staff welfare accounted for 33.3% of that variance in teacher job satisfaction in the study Busia government schools suggesting that a unit change in overall staff welfare administration would result into 0.333unit change in teacher job satisfaction.

Analysis of variance statistics-ANOVA statistics were relied on to establish if indeed the unit change was a significant predictor of the variance in teacher job satisfaction and the findings are shown below.

Table 4.12: ANOVA Results

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	11.289	3	3.763	21.411	.000 ^b
	Residual	21.091	120	.176		
	Total	32.380	123			
a. Dependent Variable: JS						
b. Predictors: (Constant), Fringe Benefits, Career Development, Staff Recreation						

$P \leq 0.05$

Source: Primary data 2023

If sig value is less than p-value (.05) it implies that the independent variable has a significant effect on the dependent variable. Table 4.12, shows ANOVA statistics $F = 21.411$ which was significant (Sig = 0.000) suggesting that staff welfare had a significant effect on teacher job satisfaction. Other variables not considered in the study accounted for the remaining variance of 66.7% in teacher job satisfaction. To establish the effect of each of the components of staff welfare on teacher job satisfaction, the study relied on the multiple regression coefficient statistics and the results are shown below.

Table 4.13: Coefficients results between staff welfare and teacher JS

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.562	.247		3.900	.000
	Staff Recreation	.197	.060	.262	3.308	.001
	Career Development	.232	.059	.302	3.948	.000
	Fringe Benefits	.195	.055	.275	3.520	.001

a. Dependent Variable: teacher job satisfaction

$P < 0.05$

Source: Primary data 2023

The first objective of the study was to determine the effect of staff recreation on teacher job satisfaction in the government secondary schools. Table 4.13 shows B value of 0.262, and t value of 3.308, which was significant $p = 0.001$ being less than the lowest significance level of 0.05. This implies that, a unit change in staff recreation services/facilities would result into a significant effect of 0.262 unit change in teacher job satisfaction.

The second objective of the study was to determine the effect of career development on teacher job satisfaction in the government secondary schools. Table 4.13 shows B value of 0.302, and t value of 3.948, which was significant $p = 0.000$ being less than the lowest significance level of 0.05. This implies that, a unit

change in staff development would result into the highest significant effect of 0.302 unit change in teacher job satisfaction.

The third objective of the study was to determine the effect of staff fringe benefits on teacher job satisfaction in the government secondary schools. Table 4.13 shows B value of 0.275, and t value of 3.520, which was significant $p = 0.001$ being less than the lowest significance level of 0.05. This implies that, a unit change in staff fringe benefits would result into the second highest significant effect of 0.275 unit change in teacher job satisfaction.

On overall, the standardized coefficient statistics could also be used to fit a model to explain and maximize the dependent variable teacher job satisfaction through well the independent variable staff welfare on the basis of the standardized linear model:

$$y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + \dots + e$$

$$y_{Tjs} = 0.562 + 0.262 (\text{recreation}) + 0.302 (\text{development}) + 0.275 (\text{fringe benefits}) + \dots + e$$

y_{Tjs} = Dependent variable: Teacher job satisfaction

a = the constant (Unstandardized Coefficient)

X_1 = staff recreation

X_2 = career development

X_3 = fringe benefits

..... - other variables not considered in the study.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Introduction

This chapter presents the discussions and interpretation of the findings while examining the extent to which the study managed to fulfill its objectives. It further discusses the findings and their relationship to the literature reviewed to lend support from theory and previous empirical studies.

5.1 Staff Recreation and Teacher Job Satisfaction in Busia district

The study first objective was to establish the effect of staff recreation on teacher job satisfaction. It was found that on overall most schools did not plan and provide for staff recreation services with indoor games, entertainment, health clubs and professional counselling being the most absent recreation service/facility. Lack of the necessary recreation facilities constrained staff access and enjoyment of the necessary recreations opportunities within the school a factor which limits their job satisfaction. The need for staff recreation facilities for teacher job satisfaction echo the Herzberg et al. (2005) Two factor theory and specifically hygiene factors which arise from employees' interactions with the work settings especially working conditions and amenities whose absence may lead to job dissatisfaction (Raziq & Maulabakhsh 2015).

The inferential analysis revealed that staff recreation accounted for a 0.262 unit change in teacher job satisfaction and it was the third most significant predictor of teacher job satisfaction among the welfare scheme components. The study findings that recreation services/activities significantly affect teachers job satisfaction collaborates with previous studies notably Okafo & Onodugo (2021), who found that leisure activities inside an organizational setting helped to improve employees' health and hence promoted their competency. Similarly, Mbaabu (2013) associate staff job satisfaction to staff engagement in physical fitness program in the commission of University education of Kenya while Mkisi (2019) report of a significant effect of recreation activities on Karasini Police College workers in

Tanzania worker productivity. In a West Africa, study by Enenifa and Akintokunbo (2020) on banking institutions in of Nigeria it was concluded that creating avenues for workplace recreational activities for employees helps polish employee skills as well as prepare them to accomplish challenging assignments.

As supported by the study findings and literature, this study contends that staff recreation significantly affects teacher job satisfaction in Busia secondary schools. Efforts to heighten teacher job satisfaction need to address recreation gaps.

5.2 Career Development and Teacher job satisfaction in Busia district

The second objective of the study was to establish the effect of career development programs on teacher job satisfaction in Busia District. The study finds that whereas training needs were reasonably identified and considered for addressing, few teachers had mentorship arrangement while few were sent for further studies, got promotions, and benefited from school-based workshops factors which affect their productivity and overall job satisfaction. The findings are supported by the Stancey Adams (1965) equity theory which avers that perceived distribution, procedural and interactional injustice results into job dissatisfaction usually by absconding from work and reduced productivity.

The inferential statistics reveal that career development had the highest of effect on teacher job satisfaction and a unit improvement on staff development support would result into 0.302 change in teacher job satisfaction which was significant. These findings on the career development programs and Teacher job satisfaction are similar Komariah et al. (2018) which contends that staff development has a significant role in preserving the competence, skills, and personality of teachers by giving them performing experiments, sharing, problem-solving, and knowledge development. In support, Rashid et al. (2021) reports that staff development had a favorable connection with JS. Similar findings were made by Wang et al. (2020), finding that participation in top-notch professional development programs increased teachers' satisfaction with both their current school and the teaching profession.

Relying on the study findings and support by previous studies, this study contends that career development program as part of teacher welfare scheme significantly affect teacher job satisfaction in Busia District-Uganda.

5.3 Fringe Benefits and Teacher Job Satisfaction in Busia district

The third objective of the study was to establish the effect of staff fringe benefits on teacher job satisfaction in Busia District. The study finds that whereas there was commendable effort to provide fringe benefit by the school administration notably free lunch, extra duty allowances, most teachers did not benefit transport and accommodation allowances, health insurance, child fees supports and monthly food basket. The inconsistencies in accessing fringe benefits adversely affects teacher job satisfaction due perceived unfairness. The study observations on fringe benefits and teacher job satisfaction outcomes can be explained by Stancey Adams (1965) equity theory avers that perceived distribution and procedural injustice especially in forms of financial compensation, recognition, and other intangible benefits results into job dissatisfaction usually by reducing their inputs with adverse effects on individual outputs.

Indeed, the inferential finding reveal that fringe benefits was the second most significant predictor of teacher job satisfaction among the staff welfare components in this study. The findings on fringe benefits and teacher job satisfaction are not unique to Busia as previous study such as Nassar and Saddiqui (2019) Pakistan study which reports that health protection benefits had a considerable impact one employee morale to work. More support is also seen in Tarafdar, et al. (2021) Bangladesh study which found that employee loyalty was positively correlated with fringe benefits like insurance and retirement benefits, payments for time not worked, opportunities for education and development, flexible work schedules, and employee welfare benefits. Furthermore, a local study by Ashaba, et al (2022) found a positive relationship between welfare packages that include food, transportation, medical care, and professional development and the performance of teachers' jobs in Mbarara district of Uganda.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter presents the summary, conclusion of the study, recommendations and areas for further research. This is in line with the study under investigation which was effect of staff welfare on teacher job satisfaction in government aided secondary schools in Busia District.

6.1 Summary

The main findings from this study are presented objective by objective.

6.1.1. Combined effect of staff welfare on Teacher Job Satisfaction

The general purpose of the study was to determine the effect of staff welfare on teacher Job Satisfaction in government aided secondary schools in Busia District. This was tested using a multiple regression analysis to get the combined effect of all the three identified components of staff welfare on teacher Job Satisfaction. Results show adjusted $R^2 = 0.332$ suggesting that staff welfare accounted for 33.2% variation in teacher Job Satisfaction while other factors not considered in the study accounting for the remaining 66.8% variation in teacher Job Satisfaction.

6.1.2 Staff Recreation and Teacher Job Satisfaction

The first objective of the study was to determine the effect of staff recreation on teacher job satisfaction in the government secondary schools. The study found that about 3 in 10 staff felt staff recreation programs were not well communicated by the school administration. An item analysis revealed that about 6 in 10 staff participated in school provided outdoor sporting activities. However, about 7 in 10 staff did not participate in school supported indoor games and about 8 in 10 staff did not have any form of entertainment in their schools. About 9 in 10 teachers did not enjoy school provided health clubs, professional counselling, and health screening. About 7 in 10 staff did not part take in annually holiday tours and school

parties as part of teacher welfare support. The interview findings point a common theme of inadequate planning and mobilization of staff recreations facilities.

The study found that, staff recreation has a significant effect on teacher job satisfaction with a unit change in staff recreation services/facilities resulting into a significant effect of 0.262 unit change in teacher job satisfaction.

6.1.3 Career Development and Teacher Job Satisfaction

The second objective of the study was to determine the effect of staff development on teacher job satisfaction in the government secondary schools. The study found that 9 in 10 staff had at least been delegated to some sort of extra duties to gain some leadership and managerial roles in school administration. About 8 in 10 staff training needs were adequately identified and sponsored by school to attend refresher courses. However, about 9 in 10 staff were not sponsored by the school for further education, 8 in 10 staff had not been promoted while about 7 in 10 staff were either not adequately oriented when new, did not have mentorship arrangement or were not sponsored to attend personal development workshops. The interview findings reveal a common theme of inconsistency in staff development program.

The study found that, staff development has the highest significant effect on teacher job satisfaction with a unit change in staff development resulting into a significant effect of 0.306 unit change in teacher job satisfaction.

6.1.4 Fringe Benefits and Teacher Job Satisfaction

The third objective of the study was to determine the effect of fringe benefits on teacher job satisfaction in the government secondary schools. It was found that about 8 in 10 staff were granted free lunch meals and extra duty allowances offered by the school administration. However, none of the public schools offered staff health insurance cover benefit, about 9 in 10 staff were not rewarded with accommodation allowances, about 8 in 10 staff did not get transport allowance and monthly food basket. About 7 in 10 staff did not benefit from the child education

support fringe benefits offered by the schools as the employer. The interview findings reveal a common theme of limited scope of staff fringe benefits.

The study found that, staff fringe benefits had the second highest significant effect on teacher job satisfaction with a unit change in staff fringe benefits resulting into a significant effect of 0.275 unit change in teacher job satisfaction.

6.2 Conclusions of the study

The study set out to investigate the effect of staff welfare on teacher job satisfaction. Data was collected, analyzed, reported in chapter four and discussed in chapter five in relation to the effect of recreation, staff development and fringe benefits on teacher job satisfaction.

6.2.1. Staff Recreation and Teacher Job Satisfaction.

The study concluded that staff recreation has a positive effect on teacher job satisfaction through provision of indoor and outdoor sporting games, entertainment services, health clubs, professional counselling, health screening activities, holiday tours, and annual staff parties. The gaps in staff recreation welfare services could explain the variance in teacher job satisfaction.

6.2.2. Career Development and Teacher Job Satisfaction.

The study concluded that staff development positively effects teacher JS through identification of training needs, arrangements for adequate orientation, mentorship, role delegation, attending refresher courses and workshops, sponsorship for their studies and promotions following acquiring higher qualifications. The gaps in staff development could explain the variance in teacher job satisfaction.

6.2.3. Staff Fringe Benefits and Teacher Job Satisfaction

The study concluded that staff fringe benefits positively affects teacher job satisfaction through provision of free lunch meals, extra duty allowances, transport allowances, accommodation allowances, health insurance cover, child school fees support and monthly food package by the school administration. The gaps in staff fringe benefits could explain the variance in teacher job satisfaction.

6.2.4. Staff Welfare and Teacher Job Satisfaction

The study concluded overall staff welfare has a positive effect on teacher job satisfaction through provision of staff recreation activities, staff development programs and fringe benefits. Therefore the gaps in the provision of staff welfare can explain variations in the level of job satisfaction in government aided secondary schools in Busia District.

6.3 Recommendations of the study

The study set out to investigate the effect of staff welfare components of staff recreation, career development and fringe benefits on teacher job satisfaction. This key section proposed the study recommendation which are actions to alleviate the problem of teacher job satisfaction by suggesting the actors and how they should act as directly derived from the study findings.

6.3.1 Staff Recreation and Teacher JS

The study found gaps in staff recreation welfare services/facilities related to low enjoyment of indoor sports/games, entertainment services, health club, Professional counselling, and health screening. To enhance teacher JS, the study therefore recommends that:

1. The Headteachers should budget and mobilize more resources to support the staff recreational activities to; (a) develop Health club within the school stocked with the necessary wellness facilities and equipment; (b) outsourcing and/or insource professional counsellors to offer professional counselling to complement the senior man and woman teacher; (c) develop a fund for periodic staff medical screening.
2. The senior woman and man teachers should solicit for counselling needs using possible avenues for individual counselling. Individual counselling should be complemented with a schedule for group counselling.
3. The staff welfare officer should plan for staff Entertainment to include school based Music, Drama and Dance (MDD) shows. Sponsor staff for

external forms of entertainment like music concert, Cinema, crusades, as found appropriate for the teachers.

4. Sports masters should as part of school sports planning take initiative to develop staff specific sports activities and budget encompassing indoor and outdoor sports. The sports recreation program should be communicated to all staff using notice board, meeting, social media platforms, posters and other relevant platforms.

6.3.2 Career Development and Teacher Job Satisfaction

The study found gaps with the staff development practices notably staff orientation, further studies, mentorship, promotion, and refresher courses. To enhance teacher job satisfaction, it is therefore recommended that:

1. The Headteachers should always develop a comprehensive orientation plan for new staff to cover, school policies, functional unit policies, physical visits and basic training to develop the necessary knowledge, skills and attitudes to work in the school and team.
2. The Headteachers in liaison with PTA committee should Plan and mobilize funds for staff further studies as part of career development.
3. The Headteachers should demand for annual mentorship plans and agreements from supervisors in each department to promote culture of mentoring subordinates to develop their managerial capabilities to perform their roles and duties effectively and derive job satisfaction.

6.3.3 Fringe and Teacher Job Satisfaction

The study found gaps with the fringe benefits notably on Transport and accommodation allowances, health insurance, child fees support, and monthly food basket. To enhance teacher job satisfaction, it is therefore recommended that:

1. The Headteachers should Lobby for funds from PTA, donors and other avenues to support teacher transport and accommodation allowance, health insurance and child fees support.

2. Headteachers are encouraged to utilize school farm to grow crops to contribute the monthly food basket support.

6.8. Recommendations for Further Research

The study found that staff welfare accounts for 33.3% of teacher job satisfaction while other variables account for the remaining 66.7% of teacher JS. The study assumed a direct linear relationship without considerations of moderating variables. Other studies should examine the moderating role of performance management on the relationship between staff welfare and teacher JS in public secondary schools.

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APPENDIX I: QUESTIONNAIRE

TO BE FILLED BY SUBJECT TEACHERS AND HEADS OF DEPARTMENTS.
Serial No.....

Dear Respondent,

My name is Ojiambo Geoffrey Achoka a student at Uganda Christian University (UCU) studying Masters in Education Administration and Planning (MEDAP). I am conducting a research on the effect of staff welfare on teacher job satisfaction in government aided secondary schools in Busia district.

You have been selected as a valuable stakeholder to assist in providing your insights as contained in the survey questionnaire below. I would appreciate your very honest opinions and experiences relating to the administration of staff welfare in this school. All information provided will be treated with total confidentiality and the data collected will only be used for this study. Participation in the study is voluntary and you can opt to drop out at any moment. Please you are requested to take fifteen minutes to fill this questionnaire and then hand it back to me. Alternatively, you can return the fully filled questionnaire back to the office of the deputy head teacher.

Thank you for accepting to participate in the study.

Yours sincerely,

.....

Godfrey Ojiambo Achoka

ojambogodfrey@gmail.com

Mobile: +256 7824054964/0705197140

SECTION A: BACKGROUND INFORMATION (TICK AS APPLICABLE)

- 1. Your Gender: Male Female
- 2. Age Group: 21-30 Years 31-40 Years 41-50 Years
51-60 years
- 3. Highest Level of Education: Diploma Degree Masters
- 4. Your position in the school: DHT HoD Subject Teacher
DOS
- 5. Time worked with the School: 1-5 Years 6 -10 Years
11 - 15 years Over 15 Years

Section B: Staff Welfare (Tick accordingly)

Instructions

Indicate the extent to which you agree with the following statements on staff welfare by indicating (1) for Strongly Disagree, (2) for Disagree, (3) for Agree and (4) for Strongly Agree.

Statement	Scale			
	1	2	3	4
Staff recreation				
1. There is adequate communication of staff recreation programs				
2. I participate in indoor games for leisure in our school				
3. I participate in outdoor sporting activities in our school				
4. I access entertainment services within our school				
5. I access health clubs within the school.				
6. I enjoy annual holiday tours organized by the school				
7. I enjoy staff parties organized by our school				
8. I am provided with professional counselling services at school				
9. I access health screening activities within our school				
career development				
10. There is adequate communication of career development programs in our school				
11. My training needs are regularly identified to be supported by our school				
12. As a new teacher in this school, I was provided with adequate orientation.				
13. As a new staff, I was attached to senior staff for mentorship.				
14. I have been assigned different duties at school to help me understand different aspects of work.				
15. I have attended a number of workshops organized at school				
16. I have been sponsored by my school to attend refresher courses				
17. I have been supported by the school to further my studies				
18. I have been given a promotion in my school after a training program				

<i>Fringe benefits</i>				
19. There is adequate communication of fringe benefits in my school				
20. I enjoy free lunch meals provided by my school				
21. I have benefited from extra duty allowances offered by my school				
22. I have benefited from transport allowances offered by my school				
23. I have benefited from accommodation allowances offered at school.				
24. I have benefited from health insurance cover offered by my school				
25. I have benefited from child school fees support offered by my school				
26. I have benefited from the monthly food basket offered by my school				
27. I have liked the recognition my head teacher gives me in our school				

Teacher job satisfaction.

Rate the teachers JS by indicating the extent to which you agree with the following observations. Tick (1) for Strongly Disagree, (2) for Disagree, (3) for Agree and (4) for Strongly Agree.

Checklist	Scale			
	1	2	3	4
Indicators				
1. My level of school attendance has increased greatly				
2. I am always punctual for my lessons				
3. I am enthusiastic about doing work in my school				
4. I enthusiastically participate in staff discussions and meetings				
5. I voluntarily engage in other school programs and activities				
6. My level of work output/ productivity has greatly increased				
7. I ensure that time and resources in our school are utilised efficiently				
8. I have cultivated a friendly relationship with my colleagues				
9. I enjoy a good working relationship with my head teacher				
10. I have developed a friendly and supportive relationship with students.				

THANK YOU SO MUCH FOR PARTICIPATING IN THIS STUDY

**APPENDIX II: INTERVIEW GUIDE:
FOR HEAD TEACHER AND DEPUTY HEAD TEACHERS**

Introduction, Self-Introduction
I request to record the interview

1. The effect of staff recreation on teacher job satisfaction

Talk to me about the recreational activities that you engage your staff ie

- i. The identification process
- ii. Teachers level of participation
- iii. Its impact on teacher morale, attitude and productivity.
- iv. Challenges faced in their provision
- v. Recommendations

2. The effect of career development on teacher job satisfaction

Talk to me about the staff development programs in your school.

- i. Needs assessment
- ii. Level of staff participation
- iii. Its impact on teacher morale, attitude and productivity.
- iv. Challenges faced in their provision
- vi. Recommendations

3. The effect of fringe benefits on teacher job satisfaction

Talk to me about fringe benefits in your school.

- i. Sourcing and disbursements
- ii. Impact on teacher morale, attitude and productivity.
- iv. Challenges faced in their provision
- vii. Recommendations

4. Teacher job satisfaction

Talk to me about the level of JS by your teachers

- i. Rate of absenteeism
- ii. Rate of productivity
- iii. Attitude towards work
- iv. Amity at work
- v. Sense of initiative

THANK YOU

Appendix III: Table for Determining Sample Size from a given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size

"S" is sample size.

**APPENDIX III: COMPLIANCE REPORT:
UGANDA CHRISTIAN UNIVERSITY
A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE.**

SCHOOL OF RESEARCH & POSTGRADUATE STUDIES

Date: 10TH October, 2024

DISSERTATION CORRECTION COMPLIANCE FORM (Post Viva form)

Name of Candidate: OJIAMBO GODFREY ACHOKA Reg. RS21/MUC/MED/007

Title of Dissertation: **STAFF WELFARE AND TEACHER JOB SATISFACTION IN GOVERNMENT AIDED SECONDARY SCHOOLS IN BUSIA DISTRICT**

S/N	COMMENTS BY COMMENTS BY INTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	The title should be in full rather than using an abbreviation JS. What is JS? Provide the full meaning of the word before abbreviating it in your write up.	JS (Job Satisfaction) put in full in the Title.	Top page
2	The abstract is too long (380 words as opposed to 250 required) and misses the most critical information on how the da/ta was analysed to derive the results reported.	Abstract strengthened to include how the data was analyzed to derive the results reported.	Preliminary page xi
3	Objectives and Research questions and significance of the study numbered as if One item. Number each appropriately	Proper numbering done. I.e. 1.3.1 General objective 1.3.2 Specific Objectives 1.4 Research questions 1.5 Significance	Page 8 and Page 9
4	Geographical scope is stated but the rationale for the selection of Busia district is not clear. Clearly state the content scope, and time scope as well.	Justification for choosing Busia provided. I.e “because of public criticisms about their poor attitude and job conduct which had compromised the academic standards in Busia district” Content scope strengthened to include Staff welfare as IV and Job satisfaction as DV Time scope strengthened to include 2020-2023 the time government schools were implementing their 5 year strategic plan 2020-2025 which included strengthening teacher welfare and Job satisfaction.	Page10 and Page 11

5	The numbering of the Intervening variable is wrong.	The proposed conceptual framework features no Intervening variable	Page 12
6	The researcher shows that he widely read; however, most statements were not acknowledged even when they were clearly not from the researcher. It lacked the researchers' strong input /voice on issues that were discussed. Clearly bring out the gaps from the literature review to show the direction of this study.	The methodology, contextual, geographical literature gaps are pointed out in the summary of the literature review.	page 24
7	Improve on the citations and references for example, the citation of a Journal articles according to APA, the title and the volume should be in italics.	All reference edited to APA referencing style.	Pages 68 - 73
8	Research design: " <i>Quantitative methods helped to describe staff welfare... by using analytical techniques...</i> " which analytical techniques and how were they used?	Frequency, percentage and multiple regression analytical techniques stated in study design.	Page 25
9	How were the specific rural and urban schools selected and why? What were those different features the schools had? The researcher uses general statements but should instead be specific in selection on respondents giving reasons why each category was used.	Two school were selected to represent a constituency out of the three constituencies.	Page 25
10	Research assistant were used to carry out the data collection but they were not mentioned anywhere else how they were selected, trained and how they worked with the researcher. How were the ethical issues handled?	The three research assistants were trained, allocated questionnaires by the researcher and paid on full submission.	Page 27 Page 29
11	" <i>Questionnaires were dropped off then picked...</i> " Explain clearly the process before and after the dropping and picking. How were the questionnaires handled?	Questionnaire administration/handling process explained. ie Research assistants were issued with sealed questionnaires which they issued to teachers, returned to Deputy HM office as return point and then after one week for delivery to researcher.	Page 27
12	How was the interview data treated after recording and transcribing to ensure confidentiality and protection of the respondents?	The interview audios were transcribed into word. Interviewees confidentiality was ensured by a locating interviewees numbers ranging from KI-1 to KI-10 to conceal their identity.	Page 28
13	Describe in detail how you handled both qualitative and quantitative data How was qualitative data analyzed? Please elaborate	Details of Qualitative data analysis spelt out to include four stages of initialization, construction, rectification, and formalization.	Page 31
14	Clearly state the limitations the study had	Limitations presented at the	Page 32

		end of chapter three.	
15	<p>Chapter 3 mentions qualitative data from interviews but this chapter does not clearly state how the results from analysis was derived and presented. There is a lot of write up of quotations with no attempt to explain how they relate to the figures presented earlier in the tables. The interview results were not triangulated with the questionnaires.</p> <p>It is not clear what qualitative analysis was done since only direct quotations were provided as “findings or results” from the interviews. Qualitative data would be analyzed using themes, but the results do not show any themes. Transparency is important when using qualitative approach.</p> <p>Show the triangulation of results from the different research instruments used.</p>	The identified themes derived from qualitative data are provided first. Then the verbatims from selected KIs and finally and interpretation of the qualitative data in triangulation with the quantitative questionnaire findings.	Pages 44,45,46, 49, 50,51 54 & 55
16	The chapter is about presentation, analysis and interpretation of data. Findings are reported in table formats following the four Likert Scale for the DV JS, the percentages on the disagree scale are not clearly discussed but more emphasis was placed on those with agree scale. The researcher should consider each statement and present a balanced analysis of both agree and disagree. For example, <i>On being punctual</i> , there were 40% disagree: but is not explained; <i>I am enthusiastic</i> disagree 50.7% and <i>Level of output has greatly increased</i> 63.8%. These should clearly be interpreted. The same should be checked in other tables too.	The tables findings were revisited and analyzed item by item on the basis of a 4-point Likert scale and there after combined to form an opinion on if the practice was satisfactory or not.	Pages 39, 40 42, 43 47, 48 51, 52
17	Check the interview results as it needs analysis and interpretations. Also check APA for the correct citations. You have placed a series of KI’s direct words with no analysis in relation to the research questions. How do you interpret them?	Interview results revisited and presented first on the identified themes, verbatims to substantiate and analysis of findings as well as triangulating it with the quantitative findings.	Pages 44,45,46, 49, 50,51 54 & 55
18	Regressions Table 4.11, $R^2=.349$ not Adjusted R =.33.3%. Revisit your tables and ensure correct figures are cited.	The researcher relied on the widely used adjusted R^2 which considers the data errors as advised by Kothari (2017).	Page 56
S/N	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	It is not acceptable to use abbreviation in the title.	Abbreviation of JS in topic addressed to read Job satisfaction in full	Title page
2	Indicate the correct academic unit the dissertation is supposed to be submitted.	Dissertation submitted to the Department of Education	Title page

3	There is need for the candidate to edit his entire dissertation thoroughly.	The entire dissertation edited thoroughly	Various pages
4	The Table of Content should be revised appropriately.	Table of contents aligned	Pages v - viii
5	There is need to ensure that each preliminary section aspect starts on a fresh page.	Preliminary section heading starts on a fresh page	Pages i-xi
6	Write JS in full in the entire dissertation, unless where it is not applicable.	JS put in full as job satisfaction in the entire dissertation	Various
7	The abstract needs to be revised appropriately.	Abstract revisited to include objectives, methodology, findings in relation to objective, conclusion and recommendations. 250words	
8	There is need to have consistency when it comes to the authors used in the dissertation e.g. see pg. 17 and pg. 75. The same resource is written differently. This anomaly as to be addressed.	Anomaly of author addressed (Kirunja & Mukuru, 2018).	Page 14
9	Staff development is not an aspect of staff welfare. It is an independent Human Resource Management activity and should be treated as such. There is need for the candidate to revise the study objectives and the associated research questions and only remain with the acceptable aspects that make up staff welfare.	Staff development revisited to career development as part of professional welfare and is widely supported by various scholars (Naluwemba and Okwenje, 2016; Waititu, Kihara and Senaji, 2017) Objective on staff development revisited to career development.	Page 4 Page 9
10	There is need for the candidate to correctly number sections of his dissertation e.g. see pg. 10 & 11.	All pages number with numbers on the bottom right of each page	All pages
11	The candidate should conceptualize the Independent Variable aspects correctly. Staff Development is not a component of staff welfare. The candidate should correctly conceptualize the Dependent Variable aspects of the study.	Staff development revisited to career development a form of professional welfare to include mentorship, on and off job training and promotion/career growth with comes with benefits following attaining new level. Dependent Variable conceptualized to include proxy indicators of Attendance, Punctuality, Enthusiasm for work, Cooperation at work	Page 4

			Page 6 Page 12
12	The candidate should follow the current APA guidelines of presenting headings for Tables/Figures.	All heading and figures numbered according to APA	
13	The candidate should adequately revise the literature review chapter by discarding all staff development information presented as an aspect of staff welfare.	Staff development revisited to staff training support	
14	There is need for the candidate to state the appropriate way how validity of both the quantitative and qualitative tools were established. There is need for the candidate to state the appropriate way how reliability of both the quantitative and qualitative tools were established. The candidate ought to indicate the protocol followed in the pre-testing.	Content validity index (CVI) was then conducted relying expert judgement to establish the validity There after the questionnaire was pilot tested and Cronbach's coefficient alpha reliability test done from SPSS.	Page 29 Page 30
15	What the candidate has presented in Table 4.2, pg. 52 i.e. 124 does not tally with the study response rate in Table 4.1, pg.51 i.e. 136 participants. This anomaly must be corrected. 4	Anomaly on interview response rate rectified ie 5/6 head teachers were gained.	Page 26, 34
16	Data presentation and analysis on staff development should be discarded	It has been qualified to career development as a component of professional welfare	Page 47 - 51
17	Chapter Five need to be revised appropriately by discarding discussion of results about staff development.	It has been qualified to career development as a component of professional welfare	Page 60
18	The study summary needs to be revised appropriately by discarding information about staff development.	It has been qualified to career development as a component of professional welfare	Page 63
19	The study conclusion needs to be revised appropriately by discarding information about staff development.	It has been qualified to career development	Page 64
20	The study recommendations need to be revised appropriately by discarding information about staff development.	It has been qualified to career development	66
21	The candidate should make sure that all references are written correctly following the APA 7th Edition Format	All references are written correctly following the APA 7th Edition Format	Page 68 - 73
S/N	COMMENTS BY THE PANEL	ACTION TAKEN	INDICATOR
1	Provide a source for the conceptual frame work	Source for the conceptual frame work provided. Thus Naluwemba and Okwenje (2016); Pratama, et al (2020)	Page 12

2	Measure of the dependent variable-include the source	The attendance, punctuality, enthusiasm for work, cooperation at work are picked from various sources ie Abdalkrim & Elhalim (2016), Pratama, et al., (2022)	Page 6-7, 12
3	The number of respondents keep changing ie 163, 138, 126 which one is correct?	Anomaly in study population, sample and response rate corrected and made consistent	Page 26
4	Table 3.1 does not talk of PTA and board	PTA and board members not included since the study was interested in teacher own perceived Job satisfaction. Head teachers include as key informants	Page 26
5	No qualitative data is presented	Qualitative data is presented using themes, verbatims and interpretations.	Pages 44-55
6	Combined effort is not there in the conclusion	Conclusions are based on the findings of the study objectives	Page 64
7	Include combined effect in the recommendations	Recommendations are based on the findings of the study objectives	Page 65
8	Give us a hint on the 66.7% of other variables that are not studied.	The study proposed to look into the moderating role of performance management	Page 67

Candidate's Name: **OJIAMBO GODFREY ACHOKA**

Signature: 

Supervisor's Name: Can. Dr. Moses Nambale

Signature: 