

The influence of housing on performance of teachers in public primary schools in Apapai sub-county in Kalaki district in Uganda. A cross-sectional study.

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Abstract

Background

Housing may provide investment opportunities, offer shelter, and improve an employee's social and cultural status. This study aimed to assess the influence of housing on the performance of teachers in public primary schools in Apapai Sub-County in Kalaki district in Uganda.

Methodology

The study employed a descriptive cross-sectional survey research design with both qualitative and quantitative approaches. The target population for the study was 128 respondents, and data were collected using a structured questionnaire and interview guides. The results were analysed using SPSS. Data presentation is in the form of tables displaying frequencies and percentages. Pearson Correlation coefficient analysis was conducted to establish the relationship, while linear regression analysis was conducted to establish the strength and magnitude of the relationship between study variables.

Results

37.4% of the respondents were females, and 52 % were members of the school management committees. 91.4% of the respondents strongly disagreed that the school has enough teachers' houses. The Pearson correlation coefficient between Teachers' housing and teacher performance was 0.719, which is a strong positive correlation. The correlation was statistically significant at the 0.01 level (2-tailed), with a p-value of 0.000, and the contribution of housing to the performance of teachers in public primary schools in Kalaki districts was approximately 1.5% (R Square change = 0.015). The contribution was found to be significant at 1% level (F change = 7.594, $p \leq 0.01$).

Conclusion

Housing has a statistically significant effect on teachers' performance in public primary schools in the Kalaki district. Improvement in the provision of teachers' housing leads to a significant increase in teachers' performance.

Recommendation

Education policy makers, implementers, and managers should pay much attention to the provision of teachers' housing at school in public primary schools in Kalaki district.

Keywords: Housing and professional performance, Teachers Housing conditions, Public primary schools, Apapai Sub-County.

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Background

Globally, housing is recognized as the second most essential human need after food, a basic human right, and more than just shelter Tao, 2013. Beyond providing shelter, housing serves as an investment opportunity, enhances an employee's social and cultural status, and symbolizes achievement and social acceptance. It also influences how an individual is perceived by family and the community (Tao, 2013). In many districts across Uganda, numerous teachers live in informal settlements or slums, often lacking secure tenure and access to adequate housing services. Decent and affordable housing remains inaccessible to most teachers and their families, who

struggle to secure basic formal housing Tao, 2013; World Bank Report, 2015).

(Dlamini et al., 2015) Conducted a case study on the Swaziland National Housing Board (SNHB) to identify factors that could enable it to provide affordable housing effectively. The study found that SNHB continued to face challenges in fulfilling its mandate, with housing prices comparable to those in the private sector, making housing unaffordable for many Swazis. However, this research did not focus on teachers' housing or its impact on their professional performance. Similarly, Lyimo (2014) examined the implications of low teacher salaries in Tanzania using secondary schools in Moshi Rural District

as a case study. The findings revealed inadequate attention to teachers' material welfare, compelling many to take on second jobs or engage in moonlighting.

The study also highlighted a shortage of housing for teachers, leading many to live in rented accommodations far from their schools. While the study emphasized the effect of low pay on student learning, it did not specifically address the broader impact of teachers' welfare, including housing, on their performance. Moreover, it focused on secondary schools in a specific district in Tanzania. Therefore, this study aimed at assessing the influence of housing on the performance of teachers in public primary schools in Apapai Sub-County in Kalaki district in Uganda.

Methodology

Research Design

A descriptive cross-sectional survey research design was adopted with both qualitative and quantitative approaches as a way of triangulating and enhancing the quality of the findings of the study (Amin, 2005; Creswell, 2009). Amin (2005, p.63) opines that, "...results from one method can help develop or inform the other method or one method can be nested within another method to provide insight into different levels of analysis". The study was cross-sectional because the researcher picked a cross-section of respondents over a short period of time, and follow-up of the respondents was not necessary (Picho, 2014).

Study Population

The target population for the study was 128 respondents, consisting of 1 District Education Officer (DEO), 1 District Inspector of Schools (DIS), 48 members of School Management Committees (SMCs), 6 Head teachers, and 72 teachers in selected public primary schools in Kalaki district.

Determination of the Sample Size

Given a population of 128 respondents, the sample size was 103 respondents, determined using the Krejcie & Morgan table.

Sampling Techniques and Procedure

The purposive and simple random sampling was used to select the Headteachers, Teachers, School management committee members and District officials.

Data Collection Methods

(Cohen & Manion, 1991; Kothari, 2002) Recommend that before a researcher decides on the data collection methods, he or she should bear in mind both secondary and primary data. The researcher collected data from both secondary and primary sources using a mixed methodology for triangulation purposes during the various phases of the study (Patton, 2002). Secondary data was collected from

textbooks, journals, government reports, unpublished theses, and the internet. Secondary data was gathered from existing literature on employee welfare and performance. Secondary data was also collected through documentary reviews to establish the existing level of knowledge on welfare and teachers' performance in public primary schools in Kalaki district, the assumptions made, and the key information gaps, particularly regarding housing, feeding, medical care, allowances, environment, and teachers' performance linkages. Documentary reviews help to substantiate primary data with other sources of information in order for the researcher to gain insight in the area of study and beef up discussions (Patton, 2002).

Primary data was generated from field findings, and the main primary data collection methods employed by the researcher were observation, interviews, and questionnaires. Through the observation method, the researcher was able to directly observe and collect information on the school environment, staff housing, and provision of meals at school. Interviews through oral verbal interactions were held with purposively selected DEOs, DISs, and head teachers in a structured way to minimize time wastage.

Data Collection Instruments

The main data collection instruments in this study were observation checklists, structured interview guide and questionnaires.

Observation checklist

Observation checklists helped the researcher collect data directly seen on the quality and number of teachers' houses, allowances, and school environment, and their effect on teachers' performance in public primary schools in Kalaki district. This helped the researcher to minimize deliberate respondent information falsification and get first-hand information (Amin, 2005).

Interview guide

The interview guide contained open-ended questions, which compelled the respondents to give more unrestricted responses since open-ended questions are perceived as less threatening (Picho, 2014). The interview guide helped the researcher collect data from DEO, DIS, and head teachers in a short time.

Questionnaire

Questionnaires were used because they catered for confidentiality, the collection of a lot of data in a short time, with a large number of respondents who were geographically apart. Questionnaires did not call for close supervision; they were cheap and allowed respondents to fill them at a time convenient to them (Koul, 2009; Kothari, 2010).

Pre-testing (Validity and Reliability)**Validity**

The questionnaire was discussed with colleagues and the supervisors to assess its structure, contents, clarity, consistency, and relevance in relation to the research objectives. The study was also carried out in a natural setting of public primary schools. The level of accuracy of the instruments was determined through the computation of the content validity index (CVI), an indicator of the level of accuracy of the instrument. The results revealed a CVI of 0.76, which is above the 0.6 recommended by Amin (2005)

Reliability

Amin (2005) opines that reliability is the extent to which an instrument consistently measures whatever it is measuring. Mugenda and Mugenda (2003) consider reliability as the extent to which a research tool gives consistent results after repeated trials. To ensure reliability, the researcher constructed a questionnaire with appropriate wording that is simple, direct, and familiar to the respondents. A reliability Coefficient was then computed using Cronbach's Alpha coefficient.

Results**Demographic characteristics of respondents****Respondents by Gender****Table 1: Respondents by Gender**

Gender	Frequency	% Frequency
Female	34	37.4
Male	57	62.6
Total	91	100

Source: primary data 2024

Table 1 revealed that the majority of the respondents were male (62.6%). The female respondents stood at 37.4%, implying that both genders were fairly represented. This revelation contradicts Kazi et al (2013), who assert that “the bulk of statistics around the world consistently

Data Analysis**Quantitative Data Analysis**

A descriptive statistic was applied to explore the data and verify the study hypothesis. The researcher used SPSS to analyze the data collected. Data presentation is in the form of tables displaying frequencies and percentages. Pearson Correlation coefficient analysis was conducted to establish the relationship, while linear regression analysis was conducted to establish the strength and magnitude of the relationship between study variables.

Qualitative Data Analysis

Processing of qualitative data involved categorizing data and attaching it to appropriate categories. The analysis of the interview responses was edited according to the themes developed from the objectives of the study. Responses from interviews were reported using narrations of opinions, experiences, and views of the participants. Where necessary, quotes from the respondents were used to strengthen the interpretation.

confirms that the teaching profession is predominantly held by the feminine gender. This contradiction may be explained by the hard-to-reach nature of Apapai Sub-County, Kalaki district, which favors the male gender.

Respondents by Teacher and SMC Member categories**Table 3: Respondents by Teacher and SMC Member categories**

District	Frequency	%Frequency
Teacher	47	52.0
SMC Member	44	48.0
Total	91	100

Source: primary data 2024

Table 3 shows that Teacher respondents constituted 52 % while members of the school management committees constituted 48%. The findings revealed that both teachers and school management committee members were well represented in the study.

Status of teachers' housing in Kalaki district

Table 4: Teachers' housing in Apapai Sub-County Kalaki district

Code	Statement	SA %	A %	UD %	D %	SD	Mean	Std.dev
B1	My school has enough teachers' houses				43	8.6 459	91	1.09
B2	All teachers' houses are within the school compound		40		8 462	92	1.08	0.271
B3	This school has teachers' houses outside the school compound		50	10 452	90	1.1	0.3	
B4	This school always rents houses for teachers				59	12 443	88	1.12
B5	Non accommodated teachers are regularly paid housing allowances		1 0	46 9.2455	91	1.1	0.337	0.322
B6	All teachers are always housed by the school				31	6.2 471	94	1.06
B7	The head teacher is housed by the school	13	3	9 2 40 8 440		88	1.24	0.775
B8	Some teachers are housed by the school	25	5	1 0		154	31 322	64
B9	Teachers stay near the school	6	1	5 1 2 0	220	44 269	54	1.52
B10	The school management is concerned with teachers' housing needs.	10	16 3	45 9 27 5 105 21 309 62	1.71	1.111		0.679
B11	Teachers' houses are in good condition.		4	1		124	25 374	75
B12	School management maintains teachers' houses.	8	2	34 7		24	4.8 436	87
								1.31 0.903 Average

Source: Primary data 2024

Table 4 reveals that, as regards the first sub-construct, i.e., my school has enough teachers' houses, 8.6 % of the respondents disagreed, while 91.4% strongly disagreed. This implied that all the respondents indicated that schools in the Kalaki district did not have enough teachers' houses. The mean value of schools having enough houses was 1.09, and the standard deviation was .280. This indicates that the status of teachers' housing in Kalaki district was not satisfactory, and there was not much variation in the responses. As regards all teachers' houses being in the school compound, 8.0 % of the respondents disagreed, while 92% strongly disagreed; implying that all the respondents disagreed, and the respondents' mean value was 1.08, while the standard deviation was .271. This implies that, as regards all teachers' houses being in the school compound, the status was not satisfactory, and there was not much variation in the responses. On the question of teachers' houses being outside the school compound, 10% of the respondents disagreed, and 90% strongly disagreed, implying that all the respondents disagreed with this sub-construct.

The scored mean value was 1.10 while the standard deviation was .300, meaning that the status was still not

satisfactory; there was not much variation in the responses. As is also evidenced in Table 4.5, 11.8% of the respondents disagreed about schools renting houses for teachers, while 88.2% strongly disagreed, implying that all the respondents disagreed. The scored mean value for this sub-construct was 1.12, and the standard deviation was .322. This implies that the status of renting houses for teachers was not satisfactory, and there was not much variation in the way participants responded to this item. From this, it is possible to deduce that schools in Apapai Sub-County, Kalaki district, do not rent houses for the teachers.

Display for the responses for the fifth sub-construct, i.e., establishing if no accommodated teachers are regularly paid housing allowances. Those who strongly agreed were 0.2%, 9.2% disagreed, and 90.6% strongly disagreed. The scored mean value for this sub-construct was 1.10, while the standard deviation was .337. This indicates that regular payment for teachers' housing was not satisfactory.

The sixth sub-construct that 6.2% of the respondents disagreed on the question of all teachers being housed by the school, while 93.8% strongly disagreed, implying that all respondents disagreed. The scored mean values for this

subconstruct were 1.06, and the standard deviation was .241. This implies that not all teachers were housed by their schools in Kalaki district. The standard deviation reveals that there was not much variation in the way participants responded on this sub-construct.

On the seventh sub-construct, i.e., the head teacher is housed by the school, only 2.6% strongly agreed and 1.8% agreed. This implies that 4.4% of the head teachers were housed by their respective schools. Eight per cent (8%) of the respondents disagreed with this statement, 87.6% strongly disagreed, and the mean score value for this item was 1.06, while the standard deviation was .775. This implies that there was limited variation in the way participants responded, and the majority of the respondents disagreed with the view that schools in Kalaki district housed their head teachers.

This mean value implies that the status of housing head teachers in Apapai Sub-County, Kalaki district, is not satisfactory. Asked whether some teachers were housed by their respective schools, Table 4.5 displays that 5.0% strongly agreed, 0.2% agreed, 30.7% disagreed, 64.1% strongly disagreed, and the mean score value for this item was 1.51 while its standard deviation was .928. The implication is that only 5.2% of the total respondents agreed that some teachers are housed by their respective schools, and the low mean value (1.51) indicates that the status on this item was not satisfactory, and there was low variation.

The ninth item in this section of the question stated: “Teachers stay near the school” and the findings revealed

that only 1.2% strongly agreed, 1.0% agreed, 0.4% were undecided, 43.8% disagreed, and 53.6% strongly disagreed. The score mean value for this item was 1.52, and the standard deviation was .679. This was an indication that the majority (97.4%) of the respondents believed that teachers do not stay near the schools in which they work, and there was low variation among the respondents.

3.2% of the respondents indicated that school management was concerned with teachers’ housing needs. While 9.0% agreed, 5.4 were undecided, 20.9% disagreed, and 61.6% strongly disagreed. The mean value for this sub-construct was 1.71, and the standard deviation was 1.111. This implies that the majority of the respondents believed that school management was not concerned with teachers’ housing needs in Kalaki district. However, there was much variation in the way participants responded to this item. Only 0.8% of the respondents agreed on the eleventh item in the questionnaire, i.e., teachers’ houses are in good condition. Over twenty-four per cent (24.7%) disagreed, 74.5% strongly disagreed, and the mean score was 1.27 while the standard deviation was .496. This is indicative of the fact that the majority (99.2%) of the respondents were aware that the few available teachers’ houses were not in good condition. The scored value of 1.27 implies that the few teachers’ houses that were available were not in satisfactory condition, while the standard deviation of .496 implies that there was not much variation in the way participants responded to this item.

Teachers’ Performance in Apapai Sub-County Kalaki district

Table 5: Teachers’ Performance in Kalaki district

Code	Statement	SA	%	A	%	UD	%	D	%	SD	%	Mean	Std.dv
G1	Teachers always come by 7:30 am at school.	1	0	17	3	6	1	231	46	247	49	1.6	0.7
G2	There are schemes of work by the first day of the term.	10	2	25	5			58	12	409	82	1.3	0.9
G3	Teachers prepare lessons daily.	14	3	37	7	4	1	53	11	394	79	1.5	1.0
G4	Teachers always come with lesson plans in class.	13	3	44	9	2	0	231	46	212	42	1.8	1.0
G5	Teachers always use lesson plans in class.	15	3	45	9	4	1	267	53	171	34	1.9	1.0
G6	Teachers are always present at school supervising all school activities.	2	0	3	1	3	1	262	52	232	46	1.6	0.6
G7	There is active teacher involvement in cocurricular activities in school.	5	1	16	3	20	4	158	32	303	60	1.5	0.8
G8	There is efficient teacher management of pupil’s discipline at school.	6	1	45	9	10	2	324	65	117	23	2.0	0.8
G9	There is regular attendance to all lessons by all teachers at school.	4	1	4	1	7	1	359	72	128	26	1.8	0.6

G10	There is regular assessment of pupils through tests.	6	1	23	5	3	1	304	61	166	33	1.8	0.8
G11	There is efficient counseling and guidance of pupils by teachers at school	18	4	33	7	5	1	261	52	185	37	1.9	1.0
G12	Teachers maintain pupil's records properly (e.g. registers, academic progress records)	20	4	78	16	189	38	166	33	49	9.8	2.7	1.0
G13	The turn up of teachers in staff meetings is high.	2	0	207	41	19	4	152	30	122	24	2.6	1.3
G14	There is effective teacher participation in staff meetings.	22	4	146	29	145	29	142	28	47	9.4	2.9	1.1
G15	Teachers always maintain a record of work covered.	10	2	94	19	178	36	148	30	72	14	2.7	1.0
G16	The head teacher is always at school supervising school activities.	7	1	2	0	7	1	103	21	383	76	1.3	0.7
G17	Teachers in this school mark pupils' work given in class	4	1	8	2	44	9	128	26	318	63	1.5	0.8
G18	Teachers in this school conduct remedial lessons for slow learners.							99	20	403	80	1.2	0.4
G19	Teachers always use pupil centred teaching methods in their lessons.			20	2	8	2	234	47	250	50	1.6	0.6
G20	Teachers in this school create a friendly learning environment for their pupils.	9	2	9	2	10	2	166	33	308	61	1.5	0.8
	Average Mean											1.8	0.8

Source: Primary data 2024

Table 5 shows that teachers always arrive at school by 7:30 am. As revealed, 0.2% strongly agreed, 3.4% agreed, 1.2% were undecided, 46.0% disagreed, and 49.2% strongly disagreed. The respondents' mean value was 1.59, and the standard deviation was .702. The findings imply that majority of the respondents (95.2%) disagreed with the statement that teachers come by 7:30 am to schools in Kalaki district. The scored mean value of 1.59 implies that teachers' time for reporting to school for work in public primary schools in Kalaki district was not satisfactory. The second sub-construct stated that there are schemes of work by the first day of the term. 2.0% strongly agreed, 5.0% agreed, 11.6% disagreed, 81.5% strongly disagreed. The scored mean value for this item was 1.45, and the standard deviation was .875. Therefore, it means that the majority of the respondents disagreed that there are schemes of work by the first day of the term, and the mean value of 1.34 means that teachers' performance in terms of having made schemes of work by the first day of the term was not satisfactory. As regards the third sub-construct, i.e., teachers prepare lessons daily. 2.8% strongly agreed, 7.4% agreed, 0.8% were undecided, 10.6% disagreed, and 78.5% strongly disagreed. The scored mean value for this sub-construct was 1.45, and the standard deviation was 1.021. The implication is that the majority of the respondents (89.1%) disagreed with the statement that teachers prepare lessons daily. The respondents' mean value of 1.45 means

that teacher performance in public primary schools in Kalaki district was not satisfactory.

The fourth sub-construct stated: "Teachers always come with lesson plans in class" and the findings revealed that 2.6% strongly agreed, 8.8% agreed, 0.4% were undecided, 46.0% disagreed, and 42.2% strongly disagreed. The scored mean value was 1.83, and the standard deviation was .992. Therefore, it means that most respondents (88.2%) disagreed with the statement that teachers always come with lesson plans in class. The scored mean value indicates that teachers' performance in public primary schools in Kalaki district, in terms of always going to class with a lesson plan, was not satisfactory. On the issue of teachers always using lesson plans in class, 3% strongly agreed, 9% agreed, 0.8% were undecided, 53.2% disagreed, and 34.1% strongly disagreed. The respondents' mean value was 1.94, and the standard deviation was .987. The indication is that the majority of the respondents (87.3%) disagreed with the statement that teachers always use lesson plans in class. The respondents' mean value of 1.94 indicates that teachers' performance in public primary schools in terms of always using lesson plans in class was not satisfactory.

Furthermore, the sixth sub-construct was stated as "Teachers are always present at school supervising all school activities" and the findings indicate that 0.4% strongly agreed, 0.6% agreed, 52.2% disagreed, and 46.2% strongly disagreed. The respondents' mean value was 1.57,

while the standard deviation was .585. This implies that the majority of the respondents (98.4%) disagreed with the statement that teachers are always at school supervising school activities. The scored mean value of 1.57 implies that teachers' performance in terms of always being present at school, supervising all school activities in Kalaki district, was not satisfactory.

The seventh item concerned active teachers' involvement in co-curricular activities in school. 1.0% strongly agreed with the statement, 3.2% agreed, 4.0% were undecided, 31.5% disagreed, and 60.4% strongly disagreed. The respondents' mean value was 1.53, and the standard deviation was .801. The findings imply that the majority of the respondents (91.9%) disagreed with the statement that there is active teacher involvement in co-curricular activities. The respondents' mean value of 1.53 implies that active teacher involvement in co-curricular activities in public primary schools in Apapai Sub-County, Kalaki district, was not satisfactory. As regards efficient teacher management of pupils' discipline at school, 1.2% strongly agreed, 9.0% agreed, 2.0% were undecided, 64.5% disagreed, and 23.3% strongly disagreed. The respondents' mean value was 2.00, and the standard deviation was .849. The findings mean that the majority of the respondents (87.8%) disagreed with the statement that there is efficient teacher management of pupils' discipline at school. The scored mean value of 2.0 implies that teachers' performance in terms of managing pupils' discipline in public primary schools was fairly satisfactory.

When it came to regular attendance to all lessons by all teachers at school, the findings in Table 4.8 reveal that 0.8% strongly agreed, 0.8% agreed, 1.4% were undecided, 71.5% disagreed, and 25.5% strongly disagreed. The respondents' mean value was 1.80, and the standard deviation was .577. The findings imply that the majority of the respondents (97%) disagreed with the statement that there is regular attendance to all lessons by all teachers at school. The scored mean value of 1.80 implies that regular teacher attendance at all lessons in public primary schools in Kalaki district was not satisfactory. On the item of regular assessment of pupils through tests by teachers, 1.2% strongly agreed, 4.6% agreed, 0.6% were undecided, 60.6% disagreed, and 33.1% strongly disagreed. The respondents' mean value for this item was 1.80, and the standard deviation was .768. Therefore, it implies that the majority of the respondents (93.7%) disagreed with the statement that there was regular assessment of pupils through tests. The scored mean value implies that teachers' performance in terms of regular assessment of pupils through tests in public primary schools in Kalaki district was not satisfactory.

Responses were also sought on the question of efficient counselling and guidance of pupils by teachers at school, and it reveals that 3.6% strongly agreed, 6.6% agreed, 1.0% were undecided, 52.0% disagreed, and 36.9%

strongly disagreed. The respondents' scored mean value for this item was 1.88, and the standard deviation was .976. This indicates that most respondents (88.9%) disagreed with the statement that there is efficient counselling and guidance of pupils by teachers at school. The respondents' mean value of 1.88 implies that teachers' performance in terms of counselling and guiding pupils in public primary schools in Kalaki district was not satisfactory.

On the question of teachers' maintenance of pupils' records properly (e.g., registers, academic progress records), Table 4.8 indicates that 4.0% strongly agreed, 15.5% agreed, 37.6% were undecided, 33.1% disagreed, and 9.8% strongly disagreed. The respondents' mean value was 2.71, and the standard deviation was .976. The findings imply that the majority of the respondents (42.9%) disagreed with the statement that teachers maintain pupils' records properly, while a substantial number (37.6%) were undecided on this item. The scored mean value of 2.71 implies that teachers' maintenance of pupils' records in public primary schools in Apapai Sub-County, Kalaki district was fairly satisfactory.

On the item concerning the turn-up of teachers in staff meetings being high, findings reveal that 0.4% strongly agreed, 41.2% agreed, 3.8% were undecided, 30.3% disagreed, and 24.3% strongly disagreed. The respondents' mean value was 2.63, and the standard deviation was 1.253. Therefore, it implies that 41.6% of the respondents agreed while 54.6% disagreed with the statement that the turn-up of teachers in staff meetings was high. The respondents' scores, with a mean value of 2.63, imply that teacher turn-up in staff meetings in public primary schools in Kalaki district was fairly satisfactory. When it came to item number fourteen, i.e., "there is effective teacher participation in staff meetings", Table 4.8 reveals that 4.4% strongly agreed, 29.1% agreed, 28.9% were undecided, 28.3% disagreed, and 9.4% strongly disagreed. The respondents' mean value was 2.91, and the standard deviation was 1.057. The findings show that while 33.5% agreed, 37.7% disagreed. The number of those who agreed was almost equal to the number of those who disagreed. The scored mean value of 2.91 implies that teacher participation in meetings in public primary schools in Kalaki district was fairly satisfactory.

When it came to teachers always maintaining a record of work covered, findings that 2.0% strongly agreed, 18.7% agreed, 35% were undecided, 29.5% disagreed, and 14.3% strongly disagreed. The respondents' mean value was 2.65, and the standard deviation was 1.006. The findings mean that 20.7% agreed while 43.8% disagreed. A substantial number (35%) was undecided on this item. The scored mean value of 2.65 implies that teachers' maintenance of a record of work covered was fairly satisfactory. It is revealed that on the sixteenth item, i.e., "the head teacher is always at school supervising school activities", 1.4% strongly agreed, 0.4% agreed, 1.4% were undecided,

20.5% disagreed, and 76.3% strongly disagreed. The scored mean value was 1.30, and the standard deviation was .656. The findings imply that the majority of the respondents (96.6%) disagreed with the statement that the head teacher was always at school supervising school activities. The scored mean value of 1.30 implies that the performance of head teachers in terms of being at school supervising school activities in public primary schools in Kalaki district was not satisfactory.

On the item concerning teachers marking pupils' work given in class, 0.8% strongly agreed, 1.6% agreed, 8.8% were undecided, 25.5% disagreed, and 63.3% strongly disagreed. The respondents' mean value was 1.51, and the standard deviation was .786. The results show that the majority of the respondents (88.8%) disagreed with the statement that teachers mark pupils' work given in class. The scored mean value of 1.51 implies that teachers' performance as regards marking pupils' work given in class in public primary schools in Kalaki district was not satisfactory. As regards the eighteenth sub-construct, i.e., "teachers in this school conduct remedial lessons for slow learners", findings reveal that 19.7% disagreed, and 80.3% strongly disagreed. The respondents' mean value was 1.20, and the standard deviation was .398. Therefore, it implies that all the respondents disagreed with the statement that teachers conduct remedial lessons. The scored mean value of 1.20 implies that teachers' performance in terms of conducting remedial lessons for slow learners in public primary schools in Kalaki district was not satisfactory.

The second last sub-construct was stated as, "teachers always use pupil-centred teaching methods in their classes" and findings reveal that 2.0% strongly agreed, 1.6% agreed, 46.6% disagreed, and 49.8% strongly disagreed. The respondents' mean value was 1.56, and the standard deviation was .632. Therefore, it means that the majority of the respondents (96.4%) disagreed with the statement. The scored mean value of 1.56 implies that teachers' performance in terms of using pupil-centred teaching methods in their lessons in public primary schools in Kalaki district was not satisfactory.

The last sub-construct concerned teachers creating a friendly learning environment for their pupils. Table 4.8 reveals that 1.8% of the respondents strongly agreed, 1.8% agreed, 2.0% were undecided, 33.1% disagreed, and 61.4% strongly disagreed. The scored mean value was 1.50, and the standard deviation was .783. Hence, it implies that the majority of the respondents (94.5%) disagreed. The respondent scored a mean value of 1.50, which implies that teachers' performance in terms of creating a friendly learning environment for their pupils in public primary schools in Apapai Sub-County, Kalaki district, was not satisfactory. Findings reveal the respondents' scored average mean value on the status of teachers' performance in public primary schools in Kalaki district as 1.835, while the standard deviation was .834. The implication is that

the status of teachers' performance in public primary schools in Kalaki district was not satisfactory, and there was not much variation in the responses.

To triangulate these quantitative data from the questionnaires that were administered to teachers and school management committee members, structured interviews were conducted with the head teachers, district inspectors of schools, DEOs, and staff of the Directorate of Education Standards. When asked to comment on whether teachers in public primary schools reported to their schools by 7:30 am, most head teachers (44/49) indicated that teachers reported to school by 8:00 am. But most of them arrived late whenever it rained. They, however, indicated that most of them also left by 4:00 pm. The district inspectors of schools and the DEO had the same views about teachers' time management. But the DEO of the district also pointed out that early departure from school was more pronounced during the time when the government paid salaries, as teachers had to travel to banks to collect their pay.

When the researcher asked about schemes of work being made by the first day of the term, all head teachers said that it was difficult to have schemes on the first day of the term because schools usually receive scholastic materials late. It was indicated that it was difficult to enforce this guideline due to the delayed acquisition of scholastic materials used in the scheme.

When this same issue was raised with the DEO and DIS, they agreed that on most occasions, finances were realized late by the ministry. The DEO of the district said: "We know that money comes late, but we encourage our head teachers to work out with school suppliers to provide scholastic materials as they wait for the money. There should be no excuse for the delay in scheduling by the teachers."

The staff of the DES were also of the same view. They indicated that most teachers made schemes of work in the second week of the term, as opposed to making them during holidays and submitting them on the first day of the term.

Asked whether all teachers were always at school supervising all school activities, the responses of the head teachers revealed that there was a lot of absenteeism in public primary schools in Kalaki district. For example, head teacher BH15 said: "It is very difficult to have all teachers present in our schools. We have agreed with my staff that one member is off every day as a way of motivating them and minimizing absenteeism. Asked if this was not illegal, the head teacher said What can I do when the teachers come from very far, yet this method has helped in reducing dodging by the teachers."

When the researcher asked if the DEO or the DIS was aware of this arrangement, he was informed that this was a secret arrangement. The DEO and the DIS were not aware of this happening in the school. But they were aware of the

high rate of absenteeism in the schools, especially during market days, rainy season, during the time for co-curricular activities, and at the time of salary payment by the

government. The researcher did not find all teachers present in any of the schools where he conducted the interviews.

Correlational findings on the relationship between in service training, teacher collaborations, supportive teacher supervision and teacher commitment in U.P.E schools in Kasanda district

Table 6: Correlational findings on the relationship between Teachers housing and teacher performance in U.P.E schools in district

		Teachers' housing
Teacher performance	Pearson Correlation	0.719**
	Sig. (2-tailed)	0.000
	N	91

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

Table 6 explores the relationship between Teachers' housing and teacher performance in UPE schools in Kalaki district. The analysis of the correlations is as follows: The Pearson correlation coefficient between Teachers' housing and teacher performance was 0.719, which is a strong

positive correlation. The correlation was statistically significant at the 0.01 level (2-tailed), with a p-value of 0.000. This indicates that there was a significant positive relationship between Teachers' housing and teacher performance in UPE schools in Kalaki district.

Model Summary

A hierarchical regression analysis was performed to determine the contribution of each of the independent variables to the variation in teachers' performance in selected public primary schools in Kalaki district.

Table 7: Hierarchical Regression model for Teachers' Performance Model Summary

Model	R	R Square	Adjusted Square	R	Change Statistics		
					R Square Change	F Change	Sig. F Change
1	.122 ^a	.015	.013		.015	7.594	.006
2	.395 ^b	.156	.153		.141	83.444	.000
3	.395 ^c	.156	.151		.000	.073	.787

a.

b. Predictors: (Constant), Provision of Housing

c. Predictors: (Constant), Provision of Housing, Provision of Allowances

d. Predictors: (Constant), Provision of Housing, Provision of Allowances, School Environment

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant) 1	1.875	.094		20.027	.000
Provision of Provision of Housing	.201	.073	.122	2.756	.006

(Constant)	.470	.246		1.911	.057
Provision of Housing	.320	.070	.195	4.566	.000
Provision of Allowances	.014	.107	.005	.130	.896
(Constant)	.326	.242		1.345	.179
Provision of Housing	.099	.081	.060	1.217	.224
Provision of Allowances	.097	.106	.038	.914	.361
School Environment	.313	.063	.246	4.987	.000

Source: Primary data

Table 7: Included provision of housing, which was found to have a significant effect on teachers' performance (Beta = .122, $p < 0.01$). These results imply that the more teachers are provided with housing, the better their performance will be. The contribution of housing to the performance of teachers in public primary schools in Kalaki district is approximately 1.5% (R Square change =

0.015). The contribution was found to be significant at 1% level (F change = 7.594, $p \leq 0.01$). This means that an improvement in the provision of housing will more likely lead to a significant improvement in teachers' performance in public primary schools in Apapai sub-county, Kalaki district.

Discussion of findings

The objective of the study was to establish the effect of housing teachers on the performance of public primary school teachers in Kalaki district. The first research question, as noted earlier, was framed as: How does the provision of quality housing affect the performance of public primary school teachers in Kalaki district? Findings revealed that housing had a statistically significant positive effect on teachers' performance in public primary schools in Kalaki district. The findings are consistent with previous studies done by Adedeji, n.d.), who argued that universally, housing is the second most important human need after food, and it is more than shelter as it provides investment opportunities, offers shelter, and improves an employee's social and cultural status.

As indicated in chapter four, one member of the staff of DES observed: "You cannot expect a teacher who has been walking a very long distance to be very effective in his or her work. Definitely, a lack of enough teachers' houses in this district has contributed to poor teacher performance in terms of late-coming, absenteeism, discipline management, and ultimately poor results at the national level." The revelation is in tune with findings by Krishna and Tushabomwe-Kazooba (n.d.), who posit that housing teachers was meant to make their work easier and enjoyable so that they may concentrate on their duties as educators. The teacher does not need to walk or travel a long distance to school, and this may minimize absenteeism and late-coming, and it also enhances a

teacher's status. Unfortunately, schools in Kalaki district do not have enough teachers' houses and do not rent houses for their teachers. This may account for the late coming among public primary schools in Kalaki district. The findings are consistent with studies done by Odeku & Odeku (2014), who opine that welfare gives workers an environment to breathe an air of growth and development and think constructively to improve the relationship between teachers and management, and also increase productivity.

Conclusion

The first objective of the present research was to establish the effect of housing teachers on the performance of public primary school teachers in Kalaki district. And the first research question, as earlier noted, was framed as: How does the provision of quality housing affect the performance of public primary school teachers in Kalaki district?

It is concluded that housing has a statistically significant effect (0.006 at $p < .05$ level) on teachers' performance in public primary schools in Kalaki district. From the findings in chapter four, it is concluded that schools in Kalaki district did not have enough teachers' houses. There was a lack of adequate teachers' housing, which had forced many of them to stay away from school in rented houses. Schools in Apapai sub-county, Kalaki district, were found to be still struggling to have even the most moderate housing for teachers. From the findings of the present research, it is

concluded that an improvement in the provision of teachers' housing leads to a significant increase in teachers' performance. Unfortunately, schools in Kalaki district did not have enough teachers' houses and do not rent houses for their teachers. Thus, if schools want to increase teachers' performance, they need to pay much attention to the construction of more teachers' houses at the school.

The findings are in tune with both local and international empirical studies related to the effect of housing on teachers' performance in the Bugisu sub-region.

Recommendations

To increase teachers' performance, it is recommended that education policy makers, implementers, and managers pay much attention to the provision of teachers' housing at school in public primary schools in Kalaki district.

There should be a teachers' housing policy for all public primary school teachers. There should be a deliberate effort by all education stakeholders to construct more houses for teachers in public primary schools in Kalaki district to address the issue of inadequate teachers' housing and consequently teacher absenteeism in all its forms.

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List of abbreviations

CVI: content Validity Index
SMC: School Management Committee
DEO: District Education Officer
MEOS: Ministry of Education and Sports.

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There is no source of funding.

Conflict of interest

The authors declare no conflicting interest.

Availability of data

Data used in this study is available upon request from the corresponding author

Author's contribution

EEN designed the study, conducted data collection, cleaned and analyzed data and draft the manuscript and MS supervised all stages of the study from conceptualization of the topic to manuscript writing and submission.

Ethical approval

According to Saunders et al. (2003), ethical considerations in research concern the dilemmas that arise over the proper way to execute research, more specifically, not to create harmful conditions for the subjects of inquiry, humans, in the research process. The researcher therefore ensured that respondents' informed consent was obtained through a letter that clearly specified what the research was about, including clearly laid down procedures the participants expected to follow. The researcher will also ensure objectivity, integrity, anonymity, and confidentiality by withholding the respondent's names.

Informed Consent

Verbal consent was sought from the respondent after the explanation of the study topic them. The respondents were assured of their right to freely consent. Confidentiality was assured to the respondents and the participants in the study. Code numbers were used instead of patient names as an assurance that no one else would know from whom the information was collected

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