

Motivation and Academic Performance of Teachers in Public Primary Schools in Apala Sub County, Moroto County, Alebtong District

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Abstract: *The study was conducted to assess the effects of motivation on the academic performance of public primary school teachers in Apala Sub County, Alebtong District with the specific objectives of finding out the effect of providing allowances on supervision of school activities and regular pupil assessment, assessing the effect of providing accommodation to teachers on attendance and establishing the effect of providing meals at school on preparation of teaching materials by public primary school teachers in Apala Sub County, Alebtong District. The study adopted a descriptive correlation survey research design with both qualitative and quantitative approaches. The study respondents included public primary school teachers, Head Teachers, SMC members, the Sub County Secretary of Education, DEO and Inspectors of Schools. Simple random and purposive sampling techniques were adopted in selecting the study respondents. Data was collected by means of self-administered questionnaires, key informant interviews and focus group discussion. From the study, provision of allowances was found not to have a statistically significant effect on supervision of school activities and regular pupil assessment; the study found a significant positive relationship between provision of accommodation to teachers and attendance, also the study found a significant positive relationship between provision of meals and preparation of teaching materials. It is concluded that allowances given to teachers at school do not have a statistically significant effect on supervision of school activities and regular pupil assessment. Also, it is concluded that an improvement in the provision of teachers' accommodation leads to a significant improvement on attendance. Furthermore, an improvement in the provision of teachers' meals leads to a significant increase in preparation of teaching materials. It is recommended that head teachers, SMCs should pay teachers in public primary schools in Apala Sub County allowances for disciplinary committee work, for guidance and counseling, staff meetings, marking tests and remedial lessons. Also, government should pay hard-to-reach and resettlement allowances to all teachers in Apala Sub County since this area is largely rural and remote. There should be a deliberate effort by all education stakeholders to construct more houses for teachers in public primary schools in Apala Sub County to address the issue of inadequate teachers' housing and consequently teacher absenteeism in all its forms.*

Keywords— effects; motivation; academic; performance;

INTRODUCTION

Background of the Study

Motivation is a correlate of job performance, a job high in motivation and hygiene factors leads to high performance and few complaints by employees. Teachers' motivation is high and learners' performance is also high when primary school teachers are well remunerated, properly housed and provided meals at school. Conversely, where teachers are overworked, underpaid, poorly housed, not fed at school and disregarded; teachers' attendance is irregular, teachers come late to school, teachers are reluctant to prepare teaching materials, teachers miss attending school functions and meetings, teachers are disinclined to supervise school activities and participate in

extracurricular activities, and teachers are reluctant to conduct regular student assessment (Danish & Usman, 2010). The education sector in Uganda has not achieved the desired improvement mostly in rural areas where there is deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), poor preparation of teaching materials especially lesson notes, lack of continuous pupil assessment and general poor professional performance (Margaret et al., 2020). The study is an investigation on the relationship between motivation and academic performance of public primary school teachers in Apala Sub County, Alebtong District. Motivation is considered as independent variable in this study while academic performance of public primary school teachers is the dependent variable. Motivation was measured in terms free meals, accommodation, allowances like transport allowance, and medical allowance. Teacher performance was measured in form

of preparation of teaching materials, regular and early reporting to work, attending school functions and meetings, supervision of school activities, participation in extracurricular activities and regular student assessment as explained in the conceptual frame work (Figure 1.7). This section presents the study background, problem statement, objectives, research questions, study scope, significance, conceptual framework and operational definition of terms.

Motivation is a driving force that compels an individual to take actions with a goal to achieve certain goals (Maslow, 1993). This implies, motivation is a force that drives one to do things that he or she would not normally do. In its more technical usage, motivation is a psychological process that facilitates an organization of behavior towards achieving some specific course. In a workplace, motivation embraces all factors in an employee's development toward the achievement of organizational goals. Peretomode (1991) defined motivation as the process of influencing or stimulating a person to take action that will lead to accomplishment of desired goals.

One of the most important factors that move every human being to achieve his or her goal is motivation. Indeed, motivation is that guiding principle that enables people to stay focused on the path of success regardless of the challenges that may encounter. This includes personal as well as professional goals and targets (Baumeister & Voh, 2004). Some scholars in the field believe that if this driving force did not exist, people would live in the rut of monotony and no great discoveries or interventions would have happened. According to Cory (2006), early conceptions assumed that work was an intrinsically undesirable pursuit and that workers naturally sought to do as little as possible which then translated into a sort of carrot-and-stick managerial policy.

Motivation guides people's actions and behaviors of individuals toward achievement of any goals (Analoui, 2000). In work and other contexts therefore, motivation is often described as being intrinsic or extrinsic in nature (Sansone & Harackiewicz, 2000). Intrinsic motivation, deriving from within the person or from the activity itself, positively affects behavior, performance, and well-being (Ryan & Deci, 2000). Extrinsic motivation on the other hand, results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations among others. Since Thorndike (1911), thousands of studies, from laboratory experiments to field interventions such as the Emery Air Freight study (Hamner & Hamner, 1976), have been carried out on the behaviorist tradition

of changing behavior by manipulating extrinsic contingencies. Through the identification and change of environmental contingencies, including extrinsic reinforcements, motivation increases have been realized in work behaviors including attendance, punctuality, stock work, selling, cost reduction, work quality, productivity, sales calls, and customer service (Komaki, 1982).

In contrast to extrinsic motivation, intrinsic motivation is said to exist when behavior is performed for its own sake rather than to obtain material or social reinforces. The concept of intrinsic motivation was an important challenge to behaviorism, and has roots in White's (1959) competence or reflectance motivation. Maslow (1943) and Alderfer (1969) addressed similar needs. After psychologists introduced these intrinsic needs, management scholars developed the important distinction between intrinsic motivation, a hypothetical construct presumably residing within the person and intrinsically motivating tasks. Herzberg (1966) described tasks as intrinsically motivating when they are characterized by key motivators such as responsibility, challenge, achievement, variety, and advancement opportunity. With Herzberg as precursor, Hackman and Oldham (1976) identified task variety, task identity, task significance, autonomy, and feedback from the task as key task characteristics that generate internal motivation. More recently in the psychology literature, intrinsically motivated behavior is alleged to derive from and satisfy innate psychological needs, including needs for competence and autonomy (Kasser & Ryan, 1996). According to Deci (1980), perceptions of personal (as opposed to external) control satisfy these needs, and constitute the fundamental feature distinguishing intrinsically motivated behavior from extrinsically motivated behavior.

According to Kenneth (2006), improving learners' pass rate is a responsibility shared by policy makers, administrators, teachers, parents, and learners as well as by members of the wider community. Although most contemporary efforts to improve learners' pass rate have targeted teachers' motivations and capacities, inadequate working conditions seriously undermine any potential these efforts may have. Without focused attention to the adequacy of teacher working conditions, improvement in learners' performance is extremely unlikely. Explaining workplace performance is a function of three interdependent variables; motivations, abilities, and the working conditions, or the situations in which they work. The interdependence of these variables means that each has an effect on the other two. Poor working conditions depress initially high levels of

both ability and motivation. Lack of resources, crowded and depressing physical facilities, too much paperwork, disruptions to instruction, impossible numbers of curricular expectations, excessive marking erode teacher motivation.

Teachers' job performance is a concern of everybody in the society. Oxford Advanced Learner's Dictionary defines performance as the act or process of carrying out something or execution of an action or a repetitive act or fulfillment or implementation (Hornby, 2000). In this respect, teacher performance connotes the teachers' role of teaching learners in class and outside the class. The key aspects of teaching involve the use of instructional materials, teaching methods, regular assessment of learners, making lesson plans, assessment of pupils, conduct of fieldwork, teachers' participation in sports, attending school assembly and guidance and counseling. Therefore, teacher job performance is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to learners in and outside the classroom.

Yurashie (2011) claims that in the new era, the teacher has assumed a very important role for student learning and performance, meaning teacher performance has become intricately linked to student performance. The increasing role of the teacher in driving student excellence and community development has compelled many governments and non-governmental institutions to invest huge resources into the development and empowerment of teachers. Previous research has shown that the teacher constitutes one of the most important assets of any nation especially in this 21st century (Yurashie, 2011). It has even been argued among some academics and researchers that the successes chalked by the developed world such as the United States of America and Britain have largely been driven by the deliberate policies instituted primarily towards teacher development and performance and not necessarily by the discovery of some natural resources. It has been established that the teacher is the most critical element to a nation's development (Volkova, 2013).

Volkova (2013) states further that improvement in student performance cannot occur unless there is some effort of getting teachers to enhance their productivity and performance. Volkova (2013) emphasizes that teachers are important national asset and the overall performance of students depend on the way they are put to use. As this notion continues to gain grounds, many

have come to realize that it is the teacher in the educational institutions that can provide student development and productivity. However, while there seem to be a consensus among academics and the general citizenry on the critical role of the teacher, there is still insignificant amount of agreement on how to get the teacher on board to give of his or her best for their students and nation at large (Yurashie, 2011).

Bill (2011) states that creating an environment that motivates employees is one of the toughest challenges our managers and leaders face today. It takes tremendous energy and time to build a motivated team, but the incremental benefits are critical to the long-term success of the organization. Recent studies provide evidence that teachers choose to leave schools with poor work environments, and that these conditions are most common in schools that minority and low-income students typically attend. The conditions in which teachers work matter a great deal to them and ultimately to their students. In addition, providing a supportive context in which teachers can work appears to contribute to improved student achievement. Favorable conditions of work predict higher rates of student academic growth (Matthew, 2012).

In Uganda the Ministry of Education and Sports controls primary and other levels of education. It trains, registers, constructs schools and teachers houses, supplies all required teachers, prescribes a national curriculum and provides text books, administrators and inspects all schools in the country. The primary school system since independence has continued to expand, through service providers such as government and the private sector who have been encouraged to open up schools. Government has recommended use of distance education and opening up learning centres (Government white paper on Education, 1992) which have created the challenges of increased demand for education and expansion of education system. There is growing fear that perhaps the massive number of teachers without commensurate expansion in facilities, learning and teaching materials; teaching morale may have compromised the quality of education along the remuneration prior to the introduction of Universal Primary Education (UPE) when most schools charged additional fees through Parents' Teachers Associations (PTA) which money was used to supplement teachers' salaries. This is no longer the practice and thus teachers must rely on the government salary.

According to the synthesis report of a sub-regional workshop and four country monographs (1996), it was found that in Uganda, 40% of all primary teachers are unqualified. Although the percentage of untrained teachers is reported by Buitenlandse (2008) to have reduced to 20% in 2003 and about 11% in 2006, the formally qualified teachers were generally considered to have received professional training of rather poor quality. Coupled with that, a high teacher-pupil ratio is a common phenomenon. Given the fact that in practice it is not un common for a primary teacher to have more than 150 pupils, one may be surprised to note that there is a double shift system where one teacher teaching two classes, one in the morning, the other one in the evening as a model of reducing the class size without increasing the teaching force. Yet as teachers' salaries are so low, primary teachers are sometimes obliged to have a second job to make ends meet for them and their family. All these coupled with frequent delays in the payment of these little salaries, absence of staff accommodation, poor or no staff meals; tend to reinforce absenteeism, low morale and lack of commitment to work (Ward, Penny and Read, 2006).

Over the last few years, tremendous efforts have been made by the government of Uganda to improve job satisfaction, positive workplace attitudes, emotions and values through a number of deliberate programs and projects. Sadly, statistics show that at the national level, teacher performance continues to dwindle (Aacha, 2010). The increasing reliance on teacher performance as a vehicle for improving learners' performance and achieving development has led to a growing interest in teacher motivation that unreservedly leads to improve job satisfaction, enrichment and teacher commitment (Yurashie, 2011). According to Margaret et al. (2020), the fallen standard of education in Uganda is due to the lack of motivation and incentive packages for teachers in the educational system. The regular cry of teachers about government's inadequate concern for the needs of the teaching profession is the main bone of contention. Poor attention to teachers' problems has resulted to teachers going on strike to register their dissatisfaction. This ugly situation has contributed to poor learners' performances and the fallen standard of educational system in Uganda. This study sought to assess how motivation of public primary school teachers in Apala Sub County, Alebtong District affects their academic performance.

statement of the problem

Teachers' working conditions in many primary schools in Apala Sub County are poor, characterized by lack of transport, accommodation, and meals (Margaret et al., 2020). The level of teacher commitment in Apala Sub County primary schools is questionable, and is estimated at 32.3%, calculated based on a high rate of late coming, non-attendance, and laxity among teachers in the sub county (New Vision Editor's Comment, 2017). According to Margaret et al. (2020), there is general decline in teachers' professional conduct, characterized by poor time management, absenteeism, inadequate lesson preparations and syllabus coverage, poor pupil discipline management and inadequate teaching methods in Apala Sub County.

Efforts have been made to improve standards and performance of public primary schools, especially with introduction of UPE in 1997. The government undertook several reforms and policies which included building and renovation of schools, procurement of instructional material, training and hiring of teachers, fighting against teacher and pupil absenteeism, curriculum reforms and decentralization of primary education (MoES, 2014). Further, the government has ensured that motivation of teachers is catered for in the following packages: increased salary, staff houses, recognition, training opportunities, and pension schemes among others. While about 40% of the teachers were on the government payroll in 1996, this figure has risen to 85.1% in 2004 (Ward et al, 2006). Several NGOs have also come up over the years to improve performance of public primary schools e.g. the GPE-supported program of a US\$100 million grant that ran between 2014 and 2020 aimed to improve teacher effectiveness and motivation in the public primary education system through training teachers in pedagogical approaches, providing teaching and learning materials and developing an inspection system to better supervise teachers (GPE, 2021).

Despite the above interventions, the performance of public primary school teachers in Apala Sub County has not improved. There is mediocre performance of schools in national examinations. For instance, in 2017 UPE, the percentage pass was 48.6%, and 5% scored 1st grades, in 2018, the percentage pass was 42.9%, with 7% 1st grades and in 2019, the percentage pass was 41.4%, with 6% 1st grades (Alebtong District Education Statistics, 2022). Its upon such background that the researcher investigated the effect of teachers' motivation on the teachers' supervision of school activities, attending school

functions and meetings, regular and early reporting to work, participation in extracurricular activities, regular student assessment and preparation of teaching materials in rural public primary schools in Apala Sub County, Alebtong District in order to ensure effective teaching and learning at elementary level.

General objective of the study

To find out the effects of motivation on the academic performance of public primary school teachers in Apala Sub County, Alebtong District.

SPECIFIC OBJECTIVES

- i. To establish the effect of providing allowances on supervision of school activities and regular pupil assessment by public primary school teachers in Apala Sub County, Alebtong District.
- ii. To determine the effect of providing accommodation to teachers on attendance in public primary school teachers in Apala Sub County, Alebtong District.
- iii. To establish the correlation between providing meals at school and preparation of teaching materials by public primary school teachers in Apala Sub County, Alebtong District.

RESEARCH METHODOLOGY

Research Design

A descriptive correlation survey research design was adopted with both qualitative and quantitative approaches. Amin (2005) opines that a descriptive correlation survey research design is a research plan in which the relationship between two sets of variables is examined to determine whether they are associated or correlated.

Study Population

The study targeted 110 teachers in the 7 public primary schools in the sub county. The teachers that were considered were graduates, holders of diplomas and certificates in education since these were considered to

be qualified teachers. In addition, the study considered Head Teachers, SMC members, the Sub County Secretary of Education, the District Inspector of Schools (DIS) and the District Education Officer (DEO).

Sampling procedure and techniques

The selection of teachers (primary respondents) involved simple random sampling and specific attention was paid to inclusion of both male and female teachers in the study sample. The process of simple random sampling involved writing all names of teachers in each school on pieces of paper that were folded, put in a container and mixed up together. One paper was picked at random without replacement. The name of a teacher on the picked paper was the one to include in the study. This was done for all the schools in the study area. The 7 head teachers of the schools were purposively selected as well as the Sub County Secretary of Education, DIS and the DEO. However, 7 members of the SMC each from each school were purposely selected to participate in one Focus Group Discussion since they are directly involved in management of the schools hence expected to be knowledgeable about the status of motivation and academic performance of teachers.

Sample size

Therefore 86 teachers, 7 head teachers, the Sub County Secretary of Education, the DIS, DEO and 74 SMC members participated in the study; this is summarised in Table 3.5 below;

Table 3.5: Sample size description

Category of respondent	Total population	Sample size	Sampling technique
Primary school teachers (primary respondents)	110	86	Simple random sampling
Head teachers (key informants)	7	7	Purposive sampling

SMC members (Focus group discussion participants)	91	74	Purposive sampling
Sub County Secretary of Education (key informant)	1	1	Purposive sampling
DIS(key informant)	1	1	Purposive sampling
DEO (key informant)	1	1	Purposive sampling
Total	211	170	

Source: Researcher's sampling scheme

3.6 DATA COLLECTION METHODS

Researchers (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 motivation and performance. Secondary data was also collected through documentary reviews in order to establish the existing level of knowledge on motivation and teachers' performance in public primary schools in Apala Sub County, the assumptions made and the key information gaps, particularly regarding housing, feeding, allowances and teachers' performance linkages. Documentary reviews helped 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 that were employed by the researcher were questionnaires, interviews, and Focus Group Discussions. The researcher prepared questionnaires containing several questions concerning the objectives of the study and gave them to the respondents who wrote down the answers in the spaces provided in the questionnaire itself, which made it more economical and convenient (Amin, 2005).

Focus Group Discussions was used to obtain information from SMC members. The Focus Group Discussion was comparatively easier to conduct, allowed the researcher to explore the topic and to generate hypotheses, generated the opportunity to collect data from the group interaction which concentrated on the topic, was less costly, and gave speed in the supply of the results in terms of evidence of the meeting of the group.

Data Collection Tools

A number of tools were used during collection of data. Both primary and secondary data were collected and the major tools that were used are discussed below:

Self-administered questionnaire

A self-administered questionnaire was the major instrument that was used in data collection. Questionnaires were administered to 86 primary school teachers. This helped to gather quantitative and qualitative information regarding the effect of providing allowances, housing and meals at school on the academic performance of the teachers.

Key informant Interview guide

Key informant interview guide was designed and administered to key informants to capture qualitative information. The key informants for in depth interviews included 7 Head Teachers as well as the DIS, DEO and the Sub County Secretary of Education. This was purposely intended to get more information about the effect of motivation on teacher performance and compare it with that given by teachers.

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 to collect data from head teachers as well as the DIS, DEO and the Sub County Secretary of Education in a short time since they are normally busy and could hardly have the time to fill the questionnaire.

Focus Group Discussion Guide

One focus group discussion composed of 7 SMC members was organized at Apala Sub County headquarters offices to capture views of parents' representatives regarding the way teachers are motivated as well as their performance in primary schools. A focus group discussion checklist was used to guide the discussion.

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

THE EFFECTS OF MOTIVATION ON THE ACADEMIC PERFORMANCE OF PUBLIC PRIMARY SCHOOL TEACHERS IN APALA SUB COUNTY

In this section, descriptive statistics were presented before testing hypotheses. The descriptive statistics used were frequencies and percentages, while the inferential statistics used were Pearson correlation and Regression analysis.

THE EFFECT OF PROVIDING ALLOWANCES ON SUPERVISION OF SCHOOL ACTIVITIES AND REGULAR PUPIL ASSESSMENT

The first objective of the study was to establish the effect of providing allowances on supervision of school activities and regular pupil assessment. The respondents were asked to respond to a number of statements regarding provision of allowances. The findings are summarized in Table 4.3.1;

Table 4.3.1: The effect of providing allowances on supervision of school activities and regular pupil assessment

Statements on provision of allowances	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	St.dv
Teachers are paid transport allowances	4(4.9)	3(3.7)	13(15.9)	17(20.7)	45(54.9)	1.04	0.34
Teachers are paid overtime allowances	0(0.0)	6(7.3)	8(9.8)	19(23.2)	49(59.8)	1.08	0.38
Teachers are paid weekly duty allowances	5(6.1)	3(3.7)	8(9.8)	33(40.2)	33(40.2)	1.14	0.42
There is payment of allowances to teachers on the disciplinary committee	0(0.0)	0(0.0)	4(4.9)	41(50.0)	37(45.1)	1.13	0.34
Teachers on guidance and counseling committee are paid allowances for their work	3(3.7)	4(4.9)	5(7.3)	16(19.5)	53(64.6)	1.23	0.42
This school pays test and exam marking allowances to teachers	5(6.1)	3(3.7)	2(2.4)	19(23.2)	53(64.6)	1.13	0.38
This school has a budget for teachers' allowances.	7(8.5)	12(14.6)	3(3.7)	28(34.1)	32(39.0)	1.31	0.32
The school budget for teachers' allowances is known by all staff.	4(4.9)	3(3.7)	4(4.9)	21(25.6)	50(61.0)	1.32	0.30
Hard to reach area allowances are paid to teachers in this school.	0	0	4(4.9)	18(22.0)	60(73.2)	1.05	0.41
Allowances provided are enough to meet their purpose	0	6(7.3)	6(7.3)	22(26.8)	48(58.5)	1.03	0.43
There is equity and fairness in the issuance of allowances	22(26.8)	26(31.7)	13(15.9)	15(18.3)	6(7.3)	1.18	0.24
Allowances are paid according to the position one holds in the school	35(42.7)	37(45.1)	4(4.9)	5(6.1)	1(1.2)	1.13	0.34
Allowances amount paid are constant in figure	9(11.0)	11(13.4)	6(7.3)	41(50)	15(18.3)	1.11	0.28
Allowances are regularly paid	9(11.0)	12(14.6)	3(3.7)	38(46.3)	20(24.4)	1.21	0.40
Average mean						1.15	0.36

Source: Primary data (2022)

Table 4.3.1 shows the respondents' level of favorableness about the statements that indicate the status of teachers' allowances in Apala Sub County. From the table, 4.9% of the respondents strongly agreed that teachers are paid transport allowances, 3.7% agreed, 15.9% were undecided, 20.7% disagreed while 54.9% strongly disagreed. These findings imply that the majority of the respondents differed with the statement that teachers in public primary schools in Apala Sub County are paid transport allowances. This finding was reinforced by one head teacher in an interview who stated that *"There are no allowances given to our teachers for transport, housing or medical. We are told that our salary is consolidated to cater for our transport, housing and medical care yet it is very low"*. The scored mean value was 1.04 and the standard deviation was .34. The standard deviation indicates that there was no much variation in the responses. The scored mean value of 1.04 implies that the status of teachers in public primary schools in Apala Sub County always being paid transport allowances was not satisfactory.

The second sub-construct was stated as 'Teachers are paid overtime allowances' and findings revealed that 7.3% agreed, 9.8% were undecided, 23.3% disagreed, 59.8% strongly disagreed and the scored mean value 1.08. These findings imply that the majority of the respondents differed with the statement that teachers in public primary schools in Apala Sub County are paid over time allowances. A Focus Group Discussion participant indicated that *"There are no allowances for overtime and disciplinary committees"*. The standard deviation of .38 means that there was no much variation in the responses. The scored mean value further reveals that the status of paying teachers' overtime allowances in public primary schools in Apala Sub County was not satisfactory.

From the table, on the statement of teachers being paid weekly duty allowances, 6.1% strongly agreed, 3.7% agreed, 9.8% were undecided, 40.2% disagreed and also 40.2% strongly disagreed. The scored mean value was 1.14 while the standard deviation was .42. From these findings, it can be deduced that teachers in public primary schools in Apala Sub County were not being paid weekly duty allowances. The scored mean value of 1.14 implies that the status of paying teachers' weekly duty allowances in public primary schools in Apala Sub County was not satisfactory. The standard deviation of .42 shows little variation in the responses.

The fourth statement stated that 'there is payment of allowances to teachers on the disciplinary committee' and the findings in Table 4.3.1 reveal that 4.9 were

undecided, 50.0% disagreed, 45.1% strongly disagreed. The respondent mean value was 1.13 and the standard deviation was .34, implying that all the respondents disagreed with this statement. The scored mean value shows that the status of paying allowances to teachers in public primary schools for the extra duty of pupil disciplinary management was also not satisfactory and there was no much variation in the responses.

As indicated in the table, the fifth statement was that teachers on the guidance and counseling committee were paid allowances for their work. It is revealed that 3.7% strongly agreed, 4.9% agreed, 7.3% were undecided, 19.5% disagreed and 64.6% strongly disagreed with this statement. The scored mean value was 1.23 and the standard deviation was .42. The findings imply that most of the respondents differed with this statement. The scored mean value indicates that the status of paying teachers' allowance for their extra work in the guidance and counseling committee in public primary school in Apala Sub County was not satisfactory. The standard deviation of .42 implies that there was little variation in the responses.

On the statement of allowances being paid to teachers for marking tests and examinations, its revealed from the table that 6.1% strongly agreed, 3.7% agreed, 2.4% were undecided, 23.2% disagreed and 64.6% strongly disagreed. The scored mean value was 1.13. The standard deviation was .38, implying that there was no much variation in the responses. The implication is that the majority of the respondents differed with the statement that public primary school teachers are paid allowances for marking tests and examinations. This finding was reinforced by a key informant who stated that *"There are no allowances for marking tests and remedial lessons. Our parents are opposed to the issue of allowances arguing that the government has told them that primary education is free but when we get some money, we pay some allowances for co-curricular activities"*. The respondents scored mean value implies that the status of paying teachers in public primary schools in Apala Sub County for marking tests and examinations was not satisfactory.

From the table, 8.5% of the respondents strongly agreed that their schools have a budget for teachers' allowances, 14.6% agreed, 3.7% were undecided, 34.1% disagreed while 39.0% strongly disagreed. The findings imply that most of the respondents differed with this statement. During the interview with the Sub County Secretary of Education, he stated that *"Apart from co-curricular activities allowances, I do not see how head teachers can raise money for teachers' allowances of any kind because our parents do not pay any fees in*

these public primary schools'. The scored mean value was 1.31 and the standard deviation was .32. The standard deviation indicates that there was no much variation in the responses. The scored mean value of 1.31 implies that schools having a budget for teachers' allowances was not satisfactory.

It is also shown in Table 4.3.1 that on the statement of the school budget for teachers' allowances being known by all staff, 4.9% of the respondents strongly agreed, 3.7% agreed, 4.9% were not sure, 25.6% disagreed while 61.0% strongly disagreed. The respondents' scored mean value for this item was 1.32 while the standard deviation was .30. The implication is that the majority of the respondents differed with the statement that the school budget for teachers' allowances is known by all staff. The scored mean value implies that the status of all staffs knowing the budget for teachers' allowances was not satisfactory while the standard deviation of .30 shows that there was no much variation in the responses. On the sub-construct 'Hard to reach area allowances are paid to teachers in this school', findings revealed that 4.9% were undecided, 22.0% disagreed, 73.2% strongly disagreed and the scored mean value 1.15. These findings imply that the majority of the respondents differed with the statement that hard to reach area allowances are paid to teachers in public primary schools in Apala Sub County. In an interview with the DEO, he stated that *"There is basically no provision for any kind of allowances at the district. At the school level, depending on the arrangement by the PTA and SMC, there are allowances like duty allowance, remedial allowances, marking allowances. However, hard to reach allowances isn't provided for anywhere, whether at the school or district level"*. The standard deviation of .40 means that there was no much variation in the responses. The scored mean value further reveals that the status of paying teachers in public primary schools in Apala Sub County hard to reach area allowances was not satisfactory.

Concerning allowances provided being enough to meet their purpose, it is revealed from Table 4.3.1 that 7.3% of the respondents agreed, 7.3% were not sure, 26.8% disagreed while 58.5% strongly disagreed. From this, it can be deduced that the respondents differed with the statement that allowances to public primary schools in

Apala Sub County are enough to meet their purpose. The scored mean value of 1.03 implies that as far as allowances provided being enough to meet their purpose is concerned, it is not satisfactory. The standard deviation for this sub-construct was .43, which points to the fact that there was no much variation in the way participants responded to this statement.

Responses were also sought on the statement of allowances amount paid being constant in figure. The findings indicate 11.0% of the respondents strongly agreed, 13.4% agreed, 7.3% were undecided, 50.0% disagreed while 18.3% strongly disagreed with a mean value of 1.31 and standard deviation of .40. The standard deviation indicates that there was no much variation in the responses. The scored mean value of 1.31 implies that allowances amount paid being constant in figure was not satisfactory.

As indicated in the table, the last statement was that allowances were regularly paid. It is revealed that 11.0% strongly agreed, 14.6% agreed, 3.7% were undecided, 46.3% disagreed and 24.4% strongly disagreed with this statement. The scored mean value was 1.25 and the standard deviation was .37. The findings imply that most of the respondents differed with this statement. The scored mean value indicates that the status of allowances being regularly paid was not satisfactory. The standard deviation of .37 implies that there was little variation in the responses.

TESTING THE INFLUENCE OF PROVIDING ALLOWANCES ON SUPERVISION OF SCHOOL ACTIVITIES AND REGULAR PUPIL ASSESSMENT

In order to determine the influence of providing allowances on supervision of school activities and regular pupil assessment, correlation analysis was conducted. Pearson correlation coefficient (r) was used to determine the strength of the relationship between provision of allowances and supervision of school activities and regular pupil assessment. The results are summarized in Table 4.3.1.1;

Table 4.3.1 The relationship between provision of allowances and supervision of school activities and regular pupil assessment

	Provision of allowances	Supervision of school activities and regular pupil assessment
Provision of allowances	1	.033**
Pearson Correlation		.054
Sig. (2-tailed)		82
N	82	82

Supervision of school activities and regular pupil assessment	Pearson Correlation	.033**	1
	Sig. (2-tailed)	.054	
	N	82	82
**. Correlation is not significant at the 0.05 level (2-tailed).			

According to results in the above table, provision of allowance was found not to have a significant relationship with supervision of school activities and regular pupil assessment ($P > 0.05$). However, whereas the association was not significant, it was positive ($r = 0.033$). Thus, the hypothesis that provision of allowance would have a significant influence on supervision of school activities and regular pupil assessment is rejected. This means that provision of allowance has a positive but insignificant effect on supervision of school activities and regular pupil assessment in public primary school teachers in Apala Sub County.

THE EFFECT OF PROVIDING ACCOMMODATION TO TEACHERS ON ATTENDANCE

The second objective of the study was to establish the effect of providing accommodation to teachers on attendance. The respondents were asked to respond to a number of statements regarding provision of housing. The findings are summarized in Table 4.3.2;

Table 4.3.2: The effect of providing accommodation to teachers on their attendance

Statements on housing teachers	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	St.dv
My school has enough teachers' houses	4(4.9)	6(7.3)	4(4.9)	19(23.2)	49(59.8)	1.09	0.28
All teachers houses are within the school compound	7(8.5)	4(4.9)	3(3.7)	29(35.4)	39(47.6)	1.08	0.271
This school has teachers' houses outside the school compound	15(18.7)	6(7.3)	6(7.3)	25(31.7)	29(35.4)	1.1	0.3
This school always rents houses for teachers	5(6.1)	5(6.1)	0(0)	28(34.1)	44(53.7)	1.12	0.322
Non accommodated teachers are regularly paid housing allowances	13(15.9)	8(9.8)	0(0)	34(1.5)	27(32.9)	1.1	0.337
All teachers are housed by the school	11(13.4)	7(8.5)	4(4.9)	21(25.6)	39(47.6)	1.06	0.241
Teachers stay near the school	3(3.7)	7(8.5)	0(0)	31(37.8)	41(50.0)	1.52	0.697
The school management is concerned with teachers' housing needs	28(34.1)	31(37.8)	0(0)	17(20.7)	6(7.3)	1.71	1.11
Teachers' houses are in good conditions	15(18.3)	7(8.5)	0(0)	25(30.5)	35(42.7)	1.27	0.496
School management maintains teachers' houses.	9(11.0)	10(12.2)	7(8.5)	19(23.2)	37(45.1)	1.31	0.903
Teachers who sleep within the school reach to school on time	28(34.1)	36(43.9)	0(0)	10(12.2)	8(9.8)	1.06	0.241
Accommodation facility is adequate for all the staff	8(9.8)	7(8.5)	24(29.3)	0(0)	43(52.4)	1.04	0.421
Average mean						1.25	0.468

Source: Primary data (2022)

Table 4.3.2 above reveals that as regards the first sub-construct, i.e. my school has enough teachers' houses, 4.9% strongly agreed, 7.3% agreed, 4.9% were undecided, 23.2% disagreed while 59.8% strongly disagreed. Most of the respondents therefore differed with the statement that the schools have enough teachers' houses. The scored mean value of schools having enough houses was 1.09 and standard deviation was .280. This indicates that the status of teachers' housing in Apala Sub County was not satisfactory and there was no much variation in the responses. In an interview with one head teacher, he stated that *"I have been a headmaster for the last 12 years and I have so far served in 3 schools and all of them do not have teachers' houses. Most teachers walk long distances from their homes to come to school and this has led to absenteeism and poor performance. They arrive at school at around 8:00am but they have to leave by 3:00pm. It is worse during the rainy season. Most teachers who come from far do not report to school, they call to inform you that they cannot come because it is raining. I have to request the teachers who stay near to handle their classes."*

As regards all teachers' houses being within the school compound, Table 4.3.2 reveals that 8.5% strongly agreed, 4.9% agreed, 3.7% were undecided, 35.4% disagreed while 47.6% strongly disagreed implying that majority of the respondents differed with the statement that all teachers' houses are within the school compound and the respondents scored mean value was 1.08, while the standard deviation was .271. This implies that as regards all teachers' houses being within the school compound, the status was not satisfactory and there was no much variation in the responses.

From the table, 6.1% of the respondents strongly agreed and also agreed, 34.1% disagreed while 53.7% strongly disagreed about the schools renting houses for teachers implying majority of the respondents differed with the statement. The scored mean value for this sub-construct was 1.12 and standard deviation was .322. This implies that the status of renting houses for teachers was not satisfactory and there was no much variation in the way participants responded on this item. During a FGD, one of the participants stated that *"Sincerely speaking, this school is constrained with teachers' housing. There are hardly any school staff houses to speak of. Teachers have to find their own accommodation. We are a rural district that is also poor and only depend on funds from the government; parents cannot afford to rent houses for teachers who come from far."*

In the fifth sub-construct, i.e. non-accommodated teachers' are regularly paid housing allowances; those who strongly agreed were 15.9%, 9.8% agreed, 41.5%

disagreed while 32.9% strongly disagreed implying majority of the respondents differed with the statement. 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.

It is also revealed in Table 4.3.2 on the sixth sub-construct that 13.4% of the respondents strongly disagreed, 8.5% agreed, 4.9% were undecided, 25.6% disagreed while 47.6% strongly disagreed that all teachers are housed by the school. This implies that majority of the respondents differed with the statement. The scored mean values for this sub-construct was 1.06 and the standard deviation was .241. This implies that not all teachers were housed by their schools in Apala Sub County. During an interview with the DIS, he stated that *"Basically in the district, staff housing is a general problem that cuts across in all the schools. The available staff houses barely cater for half of the teachers. Most teachers commute from their homes which in most cases are very far away from the school. This greatly affects the time teachers arrive at school to conduct lessons and the time they leave the school in the evening"*. The standard deviation reveals that there was no much variation in the way participants responded on this sub-construct.

Asked whether teachers stay near the school, 50.0% of the respondents strongly disagreed, 37.8% disagreed, 8.5% agreed while 3.7% strongly agreed. The score mean value for this item was 1.52 and the standard deviation was .679. This was an indication that the majority of the respondents believed that teachers don't stay near the schools in which they work and there was low variation among the respondents. In an interview with one of the head teachers, he stated that *"It is true schools don't have staff houses but most teachers would prefer to stay in their villages where they are born. Otherwise why don't they rent near the school? You can see rental houses are just over there across the road but teachers prefer to walk very long distances to work in this school. There must be a problem with their attitude. They think that being near home is when they will grow their crops for extra income to supplement on the little salary from government. You therefore don't expect teachers to perform their duties well."*

Table 4.3.2 reveals that 34.1% of the respondents strongly agreed that school management was concerned with teachers' housing needs, 37.8% agreed, 20.7% disagreed while 7.3% strongly disagreed, the scored 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 concerned with teachers’ housing needs in Apala Sub County. However, there was much variation in the way participants responded on this item. Findings of the study indicated 8.3% of the respondents strongly agreed, 8.5% agreed, 30.5% disagreed while 42.7% strongly disagreed that teachers’ houses in public primary schools in Apala Sub County are in good condition. The scored mean value was 1.27 while the standard deviation was .496. This is indicative of the fact that most 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 no much variation in the way participants responded to this statement.

On the sub-construct of school management maintaining teachers’ houses, 11.0% of the respondents strongly agreed, 2.2% agreed, 8.5% were undecided, 23.2% disagreed while 45.1% strongly disagreed. The scored mean value for this sub construct was 1.31 while the standard deviation was .903. This is an indication that

most of the respondents felt that school managements do not maintain teachers houses. The scored mean value of 1.31 implies that the status of school managements’ maintenance of teachers houses was not satisfactory and the standard deviation of .903 means that there was little variation in the respondents’ views on this particular statement.

TESTING THE INFLUENCE OF PROVIDING ACCOMMODATION TO TEACHERS ON ATTENDANCE

In order to determine the influence of providing accommodation to teachers on attendance, correlation analysis was conducted. Pearson correlation coefficient (r) was used to determine the strength of the relationship between influence of providing accommodation to teachers on attendance. The results are summarized in Table 4.3.2.1;

Table 4.3.2.1: The relationship between providing accommodation to teachers and attendance

	providing accommodation	Attendance
providing accommodation	Pearson Correlation Sig. (2-tailed) N	1 .322** .0041 82
Attendance	Pearson Correlation Sig. (2-tailed) N	.322** .0041 82
**. Correlation is significant at the 0.05 level (2-tailed).		

According to results in the above table, providing accommodation was found to have a significant positive relationship with attendance (r = 0.322, P<0.05). Thus, the hypothesis that accommodation of teachers would have a significant influence on attendance is accepted. This means that accommodation of teachers has a positive effect on attendance by teachers in public primary schools in Apala Sub County. This implies that attendance by teachers in public primary schools in Apala Sub County improves with provision of staff accommodation.

In order to determine the extent to which the provision of staff accommodation influences attendance, the

regression analysis was conducted. The results are summarized in Table 4.3.2.2 below;

Table 4.3.2.2: Regression analysis showing the influence of staff accommodation on attendance

R square=0.104, P=0.0041		
	Standardized Coefficients	Sig.
	Beta	
staff accommodation	0.310	0.0041

According to the results in the summarized Table 4.3.2.2 above, findings show that staff accommodation

significantly affects attendance of teachers ($r = .310$). This means that staff accommodation is a significant determinant of attendance by public primary school teachers in Apala Sub County. Since the correlation does imply causal-effect as stated in the second objective, the coefficient of determination, which is a square of the correlation coefficient ($r^2 = .0104$), was computed and expressed as a percentage to determine the variance in attendance by public primary school teachers in Apala Sub County due to provision of staff accommodation. This means that 10.4% of the variation in attendance is explained by provision of staff accommodation. These findings were also subjected to a test of significance (p) and it is shown that the significance of the correlation ($p = .0041$) is less than the recommended critical significance at 0.05. This means that staff

accommodation has a positive significant effect on attendance. This implies that attendance improves with provision of staff accommodation.

THE EFFECT OF PROVIDING MEALS AT SCHOOL ON PREPARATION OF TEACHING MATERIALS

The second objective of the study was to establish the effect of providing meals at school on preparation of teaching materials. The respondents were asked to respond to a number of statements regarding provision of meals. The findings are summarized in Table 4.3.3;

Table 4.3.3: The effect of providing meals at school on preparation of teaching materials

Statements on provision of meals	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	St.dv
This school provides teachers with break tea	10(12.2)	9(11.0)	3(3.7)	20(24.4)	40(48.8)	1.22	0.75
This school provides food to teachers at lunch time	6(7.3)	12(14.6)	1(1.2)	43(52.4)	20(24.4%)	1.24	0.68
This school provides evening tea to teachers	10(12.2)	3(3.7)	2(2.4)	24(29.3)	43(52.9)	1.06	0.43
School management budgets for teachers' meals at school	7(8.5)	4(4.9)	7(8.5)	19(23.2)	45(54.9)	1.06	0.45
This school has a school garden where teachers' foods are grown	12(14.6)	14(17.1)	0(0)	16(19.5)	40(48.8)	1.34	0.73
This school has a food store	12(14.6)	7(8.5)	0(0)	28(34.1)	35(42.7)	1.24	0.57
This school has a school kitchen where teachers' meals are prepared.	13(15.9)	10(12.2)	0(0)	16(19.5)	43(52.4)	1.85	0.72
Drinking water is provided to teachers in this school	42(51.2)	26(31.7)	0(0)	12(14.6)	2(2.4)	1.46	0.64
School management has hired a cook to prepare staff meals at school.	17(20.7)	9(11.0)	0(0)	21(25.)	36(42.)	1.29	0.50
Staff meals are served on time at school	18(22.0)	10(12.2)	2(2.4)	18(22.0)	34(4.15)	1.7	1.18
This school provides monthly food rations to teachers	11(13.4)	13(15.9)	4(4.9)	41(50.0)	13(15.9)	1.3	0.51
Average mean						1.34	0.65

Source: Primary data (2022)

From Table 4.3.3, the respondents' response to the first sub-construct, i.e. 'this school provides teachers with break tea' reveal that 12.2% strongly agreed, 11.0 % agreed, 3.7% were undecided, 24.4% disagreed and 48.8% strongly disagreed, indicating that the majority of

the respondents felt that schools do not always provide teachers with break tea. In an interview with a head teacher, he stated that "As a school, we do not provide break tea to our staff. However, our teachers normally contribute money from their own sources to buy food and sugar for both lunch and break tea. But we do not

cater for evening tea.” The scored mean value for this sub-construct was 1.22 and standard deviation was .75; signifying that provision of break tea to teachers in Apala Sub County was not satisfactory. The standard deviation of .75 indicates that the participants in the current research had little variation in the way they responded to this item.

Table 4.3.3 also reveals that the respondents’ views on the second item, i.e. ‘this school provides food to teachers at lunch time’, the findings revealed that 7.3% strongly agreed, 14.6% agreed, 1.2% were undecided, 52.4% disagreed and 24.4% strongly disagreed. This indicates that the majority of the public primary schools Apala Sub County do not provide meals to their teachers at lunch time. In an interview, a head teacher stated that *“We do not provide break tea and lunch to teachers. They cater for their own meals. We are near the trading center and so teachers buy their own breakfast and lunch. This has made time management quite difficult as most of them delay to come back after lunch. If one does not have money on a particular day like it is on most occasions, then it means that no breakfast and lunch. Some teachers pay to food sellers in those lockups in advance when they receive their salary while others eat on credit and pay when they get their salary at the end of the month”*. The scored mean value for this item was 1.24, while the standard deviation was .68. This implied that the status of schools providing food to teachers at lunch time is not satisfactory and the standard deviation of .68 meant that the views of the respondents on this statement had little variation.

On the third sub-construct, i.e. ‘schools provide evening tea to teachers’, the findings reveal that 12.2% strongly agreed, 3.7% agreed, 2.4% were undecided, 29.3% disagreed and 52.4% strongly disagreed. Most of the respondents felt that public primary schools in Apala Sub County do not provide evening tea to their teachers. The scored mean value for this item was 1.05 which shows that the status of schools providing evening tea to their teachers is not satisfactory. The standard deviation was .28, implying that there was little variation in the views of respondents on this item.

On the fourth sub-construct, i.e. “school management budgets for teachers’ meal at school”, 8.5% of the respondents strongly agreed, 4.9% agreed, 8.5% were undecided, 23.2% disagreed while 54.9% strongly disagreed with this statement. The scored mean value for this sub-construct was 1.06, implying that schools managements’ planning for teachers’ meals at school was not satisfactory. The standard deviation of .45 implies that there was no much variation in the respondents’ views on this sub-construct.

Since the schools that participated in the study are found in rural areas, the research was interested in establishing if these schools had gardens where teachers’ food was being grown. The findings revealed that 14.6% of the respondents strongly agreed, 17.1% agreed, 19.5% disagreed and 48.8% strongly disagreed. In an interview with the Sub County Secretary of Education, he stated that *“There is no official policy in the sub county in regard to food support systems but this is something we may think about in the future. Some of our schools have some land on which teachers’ food may be grown. Currently, some of this land is used by teachers to grow their crops for their families and not to be consumed at school. Some head teachers even hire it out to locals while others have given it to school management committee members who use it for their private gain. For our biggest and oldest school in the sub county which is also partly boarding, the story is different. The land in that school is used to grow food for the children and the teachers even when the teachers have been given some portions to grow their own private crops. As regards food rations, our teachers do not receive any food rations. School budgets do not cater for this type of arrangement”*. The scored mean value for this item was 1.34. This signified that most schools in the region did not grow food for their teachers even when such schools were found in rural areas. The standard deviation of .73 means that there was no much variation in the responses. On the sixth sub-construct i.e. the statement that the schools had food stores, 14.6% strongly agreed, 8.5% agreed, 34.1% disagreed, 47.7% strongly disagreed and the respondent scored mean value for this item was 1.24, implying that performance on this item was not satisfactory. The standard deviation of .51 means that the respondents had similar views on this item. This is in line with the sub-constructs presented above as schools could not have had stores to keep non-existent foodstuffs.

Furthermore, Table 4.3.3 reveals that 15.9% of the respondent strongly agreed, 12.2% agreed, 19.5% disagreed while 52.4% strongly disagreed with the statement that schools have a kitchen where teachers’ meals were prepared. This revelation is consistent with findings from the other sub-constructs in the same table which have revealed that the status of teachers’ feeding is not satisfactory. The respondents’ scored mean value for this sub-construct was 1.85, implying that the status was not satisfactory as far as schools having kitchens where teachers’ meals were prepared is concerned. The standard deviation of .72 implies that there was little variation among respondents on this item.

As regards the eighth sub-construct, i.e. “Drinking water is provided to teachers in this school”, the findings in Table 4.3.3 revealed that 51.2% strongly agreed, 31.7% agreed, 14.6% disagreed, 2.4% strongly disagreed and the scored mean value for this construct was 1.46. This signifies the fact that provision of drinking water to teachers in public primary schools in Apala Sub County is satisfactory. The standard deviation for this item was .64, implying that there was still little variation among respondents as regards their responses on this item.

On the statement of school management hiring a cook to prepare teachers’ meals at school, 20.7% strongly agreed, 11.0% agreed, 25.6% disagreed, 42.7% strongly disagreed while the respondents’ scored mean value was 1.29 and the standard deviation was .50. This implies that schools management performance in hiring cooks to prepare food for teachers in public primary schools in Apala Sub County was not satisfactory. There was no much variation in the responses.

On the statement about staff meals being served on time at school, 22.0% of the respondents strongly agreed, 12.2% agreed, 2.4% were undecided, 22.0% disagreed, 41.5% strongly disagreed and scored mean value was 1.70 while the standard deviation was 1.18. This implies that most of the respondents differed with the statement. There was some variation in the respondents’ views on this item. This may have been due the fact that most food served at school was provided by the teachers

themselves. This also points to the fact that serving of teachers meals on time, whether provided by management or by the teachers themselves was still not satisfactory.

As regards schools providing monthly food rations to teachers, the findings in Table 4.3.3 revealed that 3.4% strongly agreed, 15.9% agreed, 4.9% were undecided, 50.0% disagreed, 15.9% strongly disagreed and the respondents scored mean value for this sub-construct was 1.30 while the standard deviation was .51. From the findings, one can infer most of the public primary schools in Apala Sub County did not provide monthly food rations to their teachers and the scored mean value implies that as far as monthly food rations to teachers were concerned, the status was not satisfactory. There was not much variation among the responses on this item.

In order to determine the influence of providing meals at school on preparation of teaching materials, correlation analysis was conducted. Pearson correlation coefficient (r) was used to determine the strength of the relationship between providing meals at school and preparation of teaching materials. The results are summarized in Table 4.3.3.1;

Table 4.3.3.1 The relationship between provision of meals at school and preparation of teaching materials

	Provision of meals	Preparation of teaching materials
Provision of meals	Pearson Correlation Sig. (2-tailed) N	1 .347** .028 82
Preparation of teaching materials	Pearson Correlation Sig. (2-tailed) N	.347** .028 82
**. Correlation is significant at the 0.05 level (2-tailed).		

According to results in the above table, provision of meals was found to have a significant positive relationship with preparation of teaching materials ($r = 0.347, P < 0.05$). Thus, the hypothesis that provision of meals would have a significant influence on preparation of teaching materials is accepted. This means that provision of meals has a positive effect on preparation of teaching materials by teachers in public primary schools in Apala Sub County. This implies that preparation of teaching materials improves with provision of meals.

In order to determine the extent to which the provision of meals influences preparation of teaching materials, the regression analysis was conducted. The results are summarized in Table 4.3.3.2 below;

Table 4.3.3.2: Regression analysis showing the influence of provision of meals on preparation of teaching materials

R square=0.120, P=0.028		
	Standardized Coefficients	Sig.

	Beta	
Provision of meals	0.278	0.028

According to the results in the summarized Table 4.3.3.2, findings show that provision of meals significantly affects preparation of teaching materials ($r = .278$). This means that provision of meals is a significant determinant of preparation of teaching materials by public primary school teachers in Apala Sub County. Since the correlation does imply a causal-effect as stated in the third objective, the coefficient of determination, which is a square of the correlation coefficient ($r^2 = .120$), was computed and expressed as a percentage to determine the variance in preparation of teaching materials due to provision of meals. Thus, findings show that provision of meals accounted for 12.0% variance in preparation of teaching materials by public primary school teachers in Apala Sub County.

These findings were also subjected to a test of significance (p) and it is shown that the significance of the correlation ($p = .028$) is less than the recommended critical significance at 0.05. This means that provision of meals has a positive significant effect on preparation of teaching materials. This implies that preparation of teaching materials by public primary school teachers in Apala Sub County improves with provision of meals.

ACADEMIC PERFORMANCE OF PUBLIC PRIMARY SCHOOL TEACHERS IN APALA SUB COUNTY

This sub-section presents the respondents’ opinion on academic performance of the public primary school teachers. The results are summarized below;

Table 4.4.1 Supervision of school activities and regular pupil assessment

Statements on supervision of school activities and regular pupil assessment	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	St.dv
Teachers are present at school supervising all school activities	10(12.2)	18(22.0)	2(2.4)	30(36.6)	22(26.8)	1.57	0.59
The head teacher is always at school supervising school activities.	15(18.3)	6(7.3)	7(8.5)	23(28.0)	31(37.8)	1.30	0.66
There is active teacher involvement in co-curricular activities in school.	8(9.8)	12(14.6)	6(7.3)	21(25.6)	35(42.7)	1.53	0.8
There is efficient teacher management of pupil’s discipline at school.	10(12.2)	7(8.5)	3(3.7)	50(61.0)	12(14.6)	2.00	0.85
There is regular testing and examination of pupils	12(14.6)	13(15.9)	0(0.0)	45(54.9)	12(14.6)	1.80	0.77
Teachers in this school mark pupils’ work given in class	21(25.6)	42(51.2)	0(0.0)	11(13.4)	8(9.8)	1.51	0.79

Source: Primary data (2022)

The first sub-construct was stated as “Teachers are always present at school supervising all school activities” and the findings in the table indicate that 12.2% strongly agreed, 22.0% agreed, 2.4% were undecided, 36.6% disagreed, 26.8% strongly disagreed. The respondents’ scored mean value was 1.57 while the standard deviation was .59. This implies that most of the respondents differed 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 Apala Sub County was not satisfactory. 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 Apala Sub County. For example one head teacher stated “It is very difficult to have all teachers present at school. I 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.*”

On the second statement ie “The head teacher is always at school supervising school activities”, 18.3% strongly agreed, 7.3% agreed, 8.5% were undecided, 28.0% disagreed, 37.8% strongly disagreed. The scored mean value was 1.30 and the standard deviation was .656. The findings imply that the most of the respondents contrasted 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 Apala Sub County was not satisfactory. During a FGD, one of the participants stated that; “*Honestly speaking there is too much level of absenteeism by the head teacher, he doesn’t stay with his family in the staff quarters, his family stays in Lira District so usually he leaves the school early on Friday morning and in most cases reports back around mid-day on Mondays*”

On the statement about active teachers’ involvement in co-curricular activities in school, Table 4.4.1 reveals that 9.8% strongly agreed, 14.6% agreed, 7.3% were undecided, 25.6% disagreed and 42.7% strongly disagreed. The respondents’ scored mean value was 1.53 and the standard deviation was .801. The findings imply that the majority of the respondents differed with the statement that there is active teacher involvement in co-curricular activities. The respondents’ scored mean value of 1.53 implies that active teacher involvement in co-curricular activities in public primary schools in Apala Sub County was not satisfactory.

As regards efficient teacher management of pupils’ discipline at school, Table 4.4.1 reveals that 12.2% strongly agreed, 8.5% agreed, 3.7% were undecided, 61.0% disagreed, and 14.6% strongly disagreed. The respondents’ scored mean value was 2.00 and the standard deviation was .85. The findings mean that most of the respondents contrasted 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 management pupils’ discipline in the public primary schools was fairly satisfactory. During a FGD, one of the participants stated that; “*The pupils in this school have very poor discipline. They don’t respect their teachers at all; some even go as far as wanting to fight with the teachers. The teachers blame the indiscipline of the pupils on the parents; the parents on the other hand blame it on the teachers.*”

From the table, as regards regular assessment of pupils through tests by teachers, 14.6% strongly agreed, 15.9% agreed, 54.9% disagreed and 14.6% strongly disagreed. The respondents’ scored mean value for this item was 1.80 the standard deviation was .77. Therefore, this implies that majority of the respondents contrasted with the statement that there was regular assessment of pupils through tests. The DEO in an interview stated that “*The level of pupil assessment through tests and examinations is very low in the district. This is attributed to lack of stationary materials and commitment by parents to pay for money to buy sets of examinations for the pupils. In most schools, pupils only wait to do end of term examinations; this is very insufficient to track the level of pupils’ performance*”. The scored mean value implies that teachers’ performance in terms of regular assessment of pupils through tests in public primary schools in Apala Sub County was not satisfactory.

On the last statement concerning teachers marking pupils’ work given in class, 9.8% strongly agreed, 13.4% agreed, 51.2% disagreed, and 25.6% strongly disagreed. The respondents’ scored mean value was 1.51 and the standard deviation was .79. The results show that majority of the respondents contrasted 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 Apala Sub County was not satisfactory.

Table 4.4.2: attendance of teachers’ duties

Attendance of teachers’ duties	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	St.dv
Teachers come early to school by 8:00am	5(6.1)	7(8.8)	7(8.5)	43(52.4)	20(24.4)	1.59	0.70
Teachers leave school on time in the evening at 5:00pm	8(9.8)	10(2.2)	8(9.8)	39(47.6)	10(12.2)	1.30	0.642
Teachers come to school every day of the school week	10(12.2)	10(12.2)	3(3.7)	32(39.0)	27(32.9)	1.57	0.85

The is high teacher turn up at the school everyday	14(17.1)	46(56.1)	5(6.1)	9(11.0)	8(9.8)	1.47	0.524
The turn up of teachers in staff meetings is high.	33(40.2)	10(12.2)	4(4.9)	27(32.9)	8(9.8)	2.63	1.25
There is effective teacher participation in staff meetings	25(30.5)	9(11.0)	5(6.1)	35(42.7)	8(9.8)	2.91	1.06

Source: Primary data (2022)

The first sub-construct was stated as “Teachers come early to school by 8:00am”. The findings in Table 4.4.2 reveal that 6.1% strongly agreed, 8.5% agreed, 8.5% were undecided, 52.4% disagreed and 24.4% strongly disagreed. The respondents’ scored mean value was 1.59 and the standard deviation was .702. The findings imply that majority of the respondents differed with the statement that teachers come early to school by 8:00am in Apala Sub County. A head teacher confirmed this study finding when she stated that “Almost no teacher reaches school by 8:00am. First of all, most of the teachers stay very far away from school, most of them move by the means of a bicycle and during the rainy season, they still want to do some little digging in the morning before coming to school”. The scored mean value of 1.59 implies that teachers’ time for reporting to school for work in public primary schools in Apala Sub County was not satisfactory.

On the second statement ie “Teachers leave school on time in the evening at 5:00pm”, 9.8% strongly agreed, 2.2% agreed, 9.8% were undecided, 47.6% disagreed, 20.7% strongly disagreed. The scored mean value was 1.30 and the standard deviation was .642. The findings imply that the most of the respondents contrasted with the statement that teachers leave school on time in the evening at 5:00pm. In a FGD, one participant stated that “Teachers rarely leave at exactly 5:00pm, some leave by 4:00pm, others 3:00pm and some even immediately after lunch. Some leave in the name of going for lunch but don’t usually come back for afternoon lessons. This is especially common during the rainy season when teachers don’t want to be held up in school by evening rain”. The scored mean value of 1.30 implies that the performance of teachers in leaving school on time in the evening at 5:00pm in public primary schools in Apala Sub County was not satisfactory.

As regards teachers coming to school every day of the school week, Table 4.4.2 reveals that 12.2% strongly

agreed, 12.2% agreed, 3.7% were undecided, 39.0% disagreed, and 32.9% strongly disagreed. The respondents’ scored mean value was 1.57 and the standard deviation was .85. The findings mean that most of the respondents contrasted with the statement that teachers come to school every day of the school week. In a FGD, one participant confirmed this finding when she stated that “Although we as SMC members try as much as possible to talk about absenteeism, the teachers have made it their habit. There is a trend of teachers missing school on Mondays and Fridays, especially Fridays. They give all sort of reasons for this harmful practice and there is nothing much we as SMC members can do about it since the power to discipline or transfer teachers are in the hands of the district education officials”. The scored mean value of 1.57 implies that teachers in Apala Sub County coming to school every day of the school week was not satisfactory.

As regards turn-up of teachers in staff meetings being high, Table 4.4.2 reveals that 40.2% strongly agreed, 12.2% agreed, 4.9% were undecided, 32.9% disagreed, 9.8% strongly disagreed. The respondents’ scored mean value was 2.63 and the standard deviation was 1.25. The respondents’ scored mean value of 2.63 implies that teacher turn-up in staff meetings in public primary schools in Apala Sub County was fairly satisfactory.

On the statement “There is effective teacher participation in staff meetings”, it is revealed that 30.5% strongly agreed, 11.0% agreed, 6.1% were undecided, 42.7% disagreed, and 9.8% strongly disagreed. The respondents’ scored mean value was 2.91 and the standard deviation was 1.06. The number of those who agreed was almost equal to the number of those that disagreed. The scored mean value of 2.91 implies that teacher participation in meetings in public primary schools in Apala Sub County was fairly satisfactory.

Table 4.4.3: Preparation of teaching materials

Preparation of teaching materials	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	St.dv
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There are schemes of work by the first day of the term	12(14.6)	7(8.5)	4(4.9)	17(20.7)	42(51.2)	1.45	0.88
Teachers prepare lesson plans daily	9(11.0)	11(13.4)	7(8.5)	21(25.6)	34(41.5)	1.37	1.02
Teachers come with lesson plans to class.	8(9.8)	7(8.5)	6(7.3)	31(37.8)	30(36.6)	1.83	0.99
Teachers use lesson plans in class	10(12.2)	7(8.5)	5(6.1)	36(43.9)	24(29.3)	1.94	0.95
There is regular attendance to all lessons by all teachers at school.	9(11.0)	9(11.0)	8(9.8)	34(41.5)	22(26.8)	1.8	0.58
Teachers maintain a record of work covered	10(12.2)	4(4.9)	41(50.0)	21(25.6)	6(7.3)	2.65	1.04
Teachers in this school conduct remedial lessons for slow learners.	5(6.1)	6(7.3)	2(2.4)	26(31.7)	43(52.4)	1.20	0.39
Teachers use pupil centered teaching methods in their lessons.	2(2.4)	6(7.3)	7(8.5)	24(29.3)	43(52.4)	1.56	0.63

Source: Primary data (2022)

The first sub-construct stated: there is schemes of work by the first day of the term. The findings in Table 4.4.3 reveal that 14.6% strongly agreed, 8.5% agreed, 4.9% were undecided, 20.7% disagreed, 51.2% strongly disagreed. The scored mean value for this item was 1.45 and the standard deviation was .88. Therefore, it means that the majority of the respondents differed with the statement that there are schemes of work by the first day of the term and the scored mean value of 1.45 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 second sub-construct, i.e. teachers prepare lessons daily, Table 4.4.3 reveals that 11.0% strongly agreed, 13.4% agreed, 8.5% were undecided, 25.6% disagreed, and 41.5% strongly disagreed. The scored mean value for this sub-construct was 1.37 and the standard deviation was 1.02. The implication is that the majority of the respondents differed with the statement that teachers prepare lessons daily. This finding was reinforced by a head teacher who stated that *“Although it’s highly emphasized in the curriculum, only a few teachers especially the newly recruited ones prepare lesson plans for their classes. The old ones believe they know all aspects of lesson planning by heart and therefore no need to practically draw the lesson plans”*. The respondents’ scored mean value of 1.37 means that teachers’ performance in terms of preparing lesson plans daily was not satisfactory.

The third sub-construct stated: “Teachers come with lesson plans to class” and the findings in Table 4.4.3 revealed that 9.8% strongly agreed, 8.5% agreed, 7.3% were undecided, 37.8% disagreed, and 36.3% strongly

disagreed. The scored mean value was 1.83 and the standard deviation was .99. Therefore, it means that most of the respondents differed with the statement that teachers always come with lesson plans to class. The scored mean value indicates that teachers’ performance in public primary schools in Apala Sub County in terms of always going to class with lesson plan was not satisfactory.

Table 4.4.3 also reveals that on the sub-construct of teachers using lesson plans in class, 12.2% strongly agreed, 8.5% agreed, 6.1% were undecided, 43.9% disagreed, 29.3% strongly disagreed. The respondents’ scored mean value was 1.94 and standard deviation was .95. The indication is that most of the respondents differed with the statement that teachers always use lesson plans in class. The respondents’ scored mean value of 1.94 indicates that teachers’ performance in public primary schools in terms always using lesson plans in class was not satisfactory.

On the sub-construct of regular attendance to all lessons by all teachers at school, the findings reveal that 11.0% strongly agreed, 11.0% agreed, 9.8% were undecided, 41.5% disagreed, and 26.8% strongly disagreed. The respondents’ scored mean value was 1.80 and the standard deviation was .58. The findings imply that the majority of the respondents differed with the statement that there is regular attendance to all lessons by all teachers at school. During a FGD, on participant stated that *“Although lesson attendance is strictly emphasized by the district education authority, teachers always still find excuses here and there to skip lessons. Some drag themselves to class and end up covering very little content for the pupils. This is especially common with teachers who have been in the profession for long”*. The

scored mean value of 1.80 implies that regular teacher attendance to all lessons in public primary schools in Apala Sub County was not satisfactory.

As regards maintaining a record of work covered, 12.2% strongly agreed, 4.9% agreed, 50.0% were undecided, 25.6% disagreed, and 7.3% strongly disagreed. The respondents' scored mean value was 2.65 and the standard deviation was 1.04. The scored mean value of 2.65 implies that teachers' maintenance of record of work covered was fairly satisfactory.

On the seventh sub-construct, i.e. "Teachers in this school conduct remedial lessons for slow learners", Table 4.4.3 reveals that 6.1% strongly agreed, 7.3% agreed, 2.4% were undecided, 31.7% disagreed, and 52.4% strongly disagreed. The respondents' scored mean value was 1.20 and the standard deviation was .398. Therefore, it implies that most the respondents differed with the statement that teachers conduct remedial lessons for slow learners. A participant in a FGD stated that "*There is basically no such program like remedial teaching for slow learners in this school. As the School Management Committee, we tried suggesting it but the teachers said they wanted an allowance of ten thousand per class conducted. We requested the parents to contribute towards this arrangement but they refused, so that was the end of the idea because no teacher will ever sacrifice to conduct remedial classes without allowances*". 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 Apala Sub County was not satisfactory.

As regards teachers always using pupil-centered teaching methods in their lessons, Table 4.4.3 reveals that 2.4% strongly agreed, 7.3% agreed, 8.5% were undecided, 29.3% disagreed, and 52.4% strongly disagreed. The respondents scored mean value was 1.56 and the standard deviation was .63. Therefore, it means that the majority of the respondents differed with the statement. The scored mean value of 1.56 implies that teachers' performance in terms of using pupil-centered teaching methods in their lessons in public primary schools in Apala Sub County was not satisfactory.

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

DISCUSSION OF FINDINGS

From the study, the respondents indicated that teachers weren't paid transport allowances, weren't paid

overtime allowances, and were not being paid weekly duty allowances. It was also established that there was no payment of allowances to teachers on the disciplinary committee, teachers on the guidance and counseling committee were not being paid allowances for their work, allowances were not being paid to teachers for marking tests and examinations, schools didn't have a budget for teachers' allowances, school budget for teachers' allowances wasn't known by all staff. Also from the study, hard to reach area allowances weren't paid to teachers, allowances to teachers weren't enough to meet their purpose and allowances were not regularly paid.

From the study, provision of allowances was found not to have a statistically significant effect on supervision of school activities and regular pupil assessment. This implies that supervision of school activities and regular pupil assessment in public primary school teachers in Apala Sub County doesn't improve with provision of allowances to teachers. The findings are inconsistent with MOES (2013) which posits that allowances are some of the fringe benefits teachers are supposed to earn while performing their duties as educators. In its report (2013) MOES revealed that appointed teachers are entitled to several allowances such as: hardship allowance, travel allowance and others. Hardship allowance of 30% of the basic monthly salary is given to teachers in hard-to-reach areas. Hardship allowance is part of the national wage package. The hard-to-reach areas are those places characterized by remoteness, insecurity and poor infrastructure such that it is difficult to attract and retain teachers in those areas. Travel allowances include safari day allowance (per diem) and transport. Extra duty allowances in form of acting allowances, duty allowance, honoraria, sitting allowance normally paid during staff meetings and overtime allowance. The present research has established that teachers in public primary schools in Apala Sub County do not receive such allowances.

From the research findings, it is clear that teachers in public primary schools in Apala Sub County do not receive allowances for discipline, counseling and guidance, staff meetings, remedial lessons and marking tests. The findings are similar to findings by Lyimo (2014) who established that teachers in secondary schools in Moshi District in Tanzania were not receiving their allowances and this had negatively affected their living conditions and motivation. However, this is inconsistent with the present research which has revealed that whereas the teachers did not receive allowances, it did not have a statistically significant effect on supervision of school activities and regular

pupil assessment in public primary schools in Apala Sub County to justify stand-alone policy intervention.

The findings are further reinforced by Selemani-Meke (2013) who argued that teachers in Malawi were getting poor allowances during their continuing professional development programs. But while this had negatively affected teachers' motivation to effectively implement what they learn at school, in the present research, allowances have been found to have no statistically significant effect on supervision of school activities and regular pupil assessment in public primary schools in Apala Sub County.

From the study, the schools didn't have enough teachers' houses, not all teachers' houses were within the school compound, the schools weren't renting houses for teachers, non-accommodated teachers weren't regularly paid housing allowances, not all teachers were housed by the school and the teachers didn't stay near the schools in which they worked. Also, the study established that school management was concerned with teachers' housing needs, teachers' houses weren't in good condition and school managements did not maintain teachers' houses.

The study found a significant positive relationship between provision of accommodation to teachers and teachers' attendance. Regression analysis indicated that 10.4% of the variation in teachers' attendance in public primary school teachers in Alebtong Sub County is explained by provision of staff accommodation. This implies that teachers' attendance in public primary schools in Apala Sub County improves with provision of staff accommodation. Accommodating teachers is meant to make their work easier and enjoyable so that they may concentrate on their duties as educators. The teacher does not need to walk or travel a long distance to school and this may minimize absenteeism, late-coming and it also enhances a teacher's status. Unfortunately, schools in Apala Sub County do not have enough teachers' houses and do not rent houses for their teachers. This could be contributing to late coming and non-attendance of school functions and meetings by public primary school teachers in Apala Sub County. The findings are consistent with studies done by Drucker (2010), Odeku and Odeku (2014) who opined 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.

The findings corroborate the UN-HABITANT Report (2015) which revealed that housing was still beyond the reach of most members of the teaching profession and

many families did not afford basic and decent formal housing. The findings are also in line with findings by Lyimo (2014) in a study on teachers' payments in secondary schools in Moshi, Tanzania, which established that there was lack of adequate teacher housing which had forced many of them to stay away from school in rented houses and they were dissipating their energies on second jobs and moonlighting.

The findings are also reinforced by Ikenyiri and Ihua-Maduenyi (2011) who found out that enhancement of rent allowances (Housing) was a strong predictor of teachers' effectiveness in Rivers State primary schools in Nigeria. Similar to the findings is the work of Adelabu (2005) in Nigeria which found out that the majority of teachers did not receive housing loans and this had demotivated them in the performance of their work. The findings also corroborate Kadzamira (2006) who studied teacher motivation and incentives in Malawi where he discovered inadequate housing for both primary and secondary school teachers within commuting distance from most schools.

The research findings indicated that where there are a few houses, some teachers are interested in their work and this is one of the reasons most of them resist transfers to schools which are far away from their home villages. They prefer to work near their home villages so that they stay in their own houses and attend to their gardens and livestock from which they earn extra income.

It was established that the schools did not always provide teachers with break tea, did not provide food to teachers at lunch time, did not provide evening tea to their teachers, did not budget for teachers' meal at school, did not had food stores and did not have a kitchen where teachers' meals are prepared. Furthermore, the study established that the schools provided drinking water to teachers, the school managements didn't hire a cook to prepare teachers' meals at school, staff meals weren't being served on time at school and the schools didn't provide monthly food rations to teachers.

The study found a significant positive relationship between provision of meals and preparation of teaching materials. Regression analysis indicated that provision of meals accounted for 12.0% variance in preparation of teaching materials by public primary school teachers in Apala Sub County. This implies that preparation of teaching materials by public primary school teachers in

Apala Sub County improves with provision of meals to teachers.

These findings are inline tune with findings by Ikenyiri and Ihua-Maduenyi (2011) who established that prompt provision for food was a statistical predictor of teachers' effectiveness. Similarly, findings by Stuijvenberg (2005) in South Africa revealed that for children to realize their full mental and physical potential to perform to their best at school, both short-term and hidden hunger needs had to be addressed. Whereas the study was in South Africa and was about children, teachers in Apala Sub County equally have hunger needs that must be addressed for them to have mental and physical strength to perform their duties as educators.

Some teachers indicated that they made personal contributions for their meals at school implying that feeding affects teachers' performance in terms of preparation of teaching materials. This is in agreement with findings which show that provision of meals at school has a statistically significant effect on teachers' performance in terms of preparation of teaching materials.

CONCLUSIONS

From the study, it is concluded that allowances given to teachers at school do not have a statistically significant effect on supervision of school activities and regular pupil assessment by public primary school teachers in Apala Sub County, Alebtong District. However, lack of a statistically significant effect does not mean that allowances have no effect on supervision of school activities and regular pupil assessment. The effect exists but of a small magnitude. This low effect of allowances on supervision of school activities and regular pupil assessment in the public primary schools does not justify stand-alone policy interventions. From the results of the current study, it is concluded that accommodation has a statistically significant effect on attendance by public primary school teachers in Apala Sub County, Alebtong District. The schools in Apala Sub County did not have enough teachers' houses, there was lack of adequate teachers' housing which had forced many of them to stay away from school and the schools were found to be still struggling to have even the least moderate housing for teachers. From the findings of the present research, it is concluded that an improvement in the provision of teachers' accommodation leads to a significant improvement on attendance. Unfortunately, the schools do not have enough teachers' houses and do not rent

houses for their teachers. Thus if the schools want improvement on attendance, they need to pay much attention to construction of more teachers' houses at school. From the results of the current study, it is concluded that provision of meals has a statistically significant effect on preparation of teaching materials by public primary school teachers in Apala Sub County, Alebtong District. An improvement in the provision of teachers' meals leads to a significant increase in preparation of teaching materials. The findings are in line with both local and international empirical studies related to the effect of provision of meals at school on teachers' performance.

RECOMMENDATIONS

- i. It is recommended that head teachers, SMCs should pay teachers in public primary schools in Apala Sub County allowances for disciplinary committee work, for guidance and counseling, staff meetings, marking tests and remedial lessons.
- ii. It is also recommended that government should pay hard-to-reach and resettlement allowances to all teachers in Apala Sub County since this area is largely rural and remote.
- iii. To increase teachers' performance in terms of attendance, 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 Apala Sub County.
- iv. There should be a deliberate effort by all education stakeholders to construct more houses for teachers in public primary schools in Apala Sub County to address the issue of inadequate teachers' housing and consequently teacher absenteeism in all its forms.
- v. Head teachers and SMC members in public primary schools with land should provide school gardens for growing school food for teachers as these schools are found in rural areas. This would go a long way in contributing to teachers' food security in public primary schools in the Sub County.
- vi. The Ministry of Education, Sports, Science and Technology should have a feeding policy for teachers in public primary

schools since they are required to be at school by 8:00 am up to 5:00pm during the school term from Monday to Friday yet there is no clear mechanism to address their hunger needs while at school. There should be established food support systems for teachers in public primary schools.

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