

**EFFECTS OF TEACHERS' WELFARE ON THE STUDENTS' ACADEMIC
PERFORMANCE IN MATHEMATICS IN SECONDARY SCHOOLS OF KWEEN
DISTRICT.**

BY

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requirements for the award of the degree of Bachelor of Science Education at Busitema
University**

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DECLARATION

I, Cherop Grace, declare that this research report is my original work and has not been submitted anywhere for the award of a degree where other people's work has been used, this has been acknowledged and cited according to the University policy.

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APPROVAL

This research report has been submitted for examination with the supervision and approval of my university supervisor.

Signature.. Kyomuhangi.....Date.. 14/02/2024.....

DR. ANNET KYOMUHANGI

DEDICATION

This report is dedicated to my parents Mr. Cherop Mosses and Mrs. Chebet Annet who supported and guided me spiritually, physically, emotionally and financially in achieving my academic vision. .

ACKNOWLEDGEMENT

Firstly, I give all glory to God for assisting me to complete my studies and research in general. I would like to thank Dr. Annet Kyomuhangi my supervisor, for her inspiring and motivating words of advice and support, her tireless efforts, guidance and counseling given to me since I joined Nagongera. You constantly appreciated my efforts and pushed me to perform at my highest level especially in mathematics. I appreciate how you challenged me to keep improving and moving forward during our professional interactions.

I also appreciate the mathematics department Nagongera campus because it is through their efforts that I have made it through and my friends, Yapchebet Hilda, and Cherop Daisy Mwanga for the guidance and help rendered through this research

May the almighty GOD bless you abundantly and live long to inspire more.

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ABSTRACT

Teacher performance is a vital process that aids in the achievement of school goals and objectives, while also benefiting the teachers themselves. This research aimed to explore the impact of teacher welfare on student achievement in mathematics in Kween District's secondary schools. The research employed a cross-sectional survey design, using both quantitative and qualitative methods for data collection and analysis. Data was collected through interviews and structured questionnaires. The sample consisted of 40 teachers from 4 secondary schools in Kween District, selected at random. Quantitative data was analysed using descriptive statistics, while qualitative data was analysed thematically. The findings revealed a strong correlation between the welfare of mathematics teachers and their performance, which subsequently influenced student achievement in mathematics. The attitudes' of school leaders were also found to significantly affect teacher welfare in Kween District's secondary schools. The study recommends that, s government should implement strategies to improve staff accommodation, provide adequate facilities for teacher satisfaction, and ensure the availability of balanced meals and medical services for teachers. The provision of educational resources such as desks, seating facilities, teaching materials, appreciation for the work done and infrastructure was also emphasized. Additionally, it was suggested that there is need for school leaders and stakeholders to provide allowances and improve working conditions for teachers, thereby enhancing job satisfaction and motivation.

CHAPTER 1 : INTRODUCTION

1.1 Background of Study

Teachers are a crucial resource and the main factor in determining the quality of education, and if they lack motivation, the nation's progress is doomed because education is a crucial tool for social, economic, and political transformation, claims (Akinsolu, 2010). The Directorate of 2 Education Standards (DES), District Education Officers (DEOs), District Inspector of Schools (DISs), and School Management Committees are among the quality-assurance measures implemented by the Ministry of Education and Sports in Uganda to ensure that teachers carry out their responsibilities as educators (SMCs). To strengthen Education Systems for Improved Learning (SESIL), the Ministry of Education and Sports in Uganda has implemented quality assurance measures. These include annual teacher performance evaluations, the introduction of customized performance targets for head teachers, and the signing of performance agreements by head teachers. However, studies reveal that teachers' effectiveness is declining globally, as seen by absenteeism, poor lesson planning, and ineffective teaching techniques; their status and working conditions are not improving (Kigenyi, 2017). According to the Education for All Global Monitoring Report, millions of students drop out of secondary school without even the most basic abilities, and there is still significant inequality in educational outcomes at this level (Spaull, 2015).

Employee welfare dates back to Europe's Industrial Revolution. Workers began organizing into groups in the early 1820s to solve some of the problems brought on by the revolution, and managers have utilized this strategy ever since to improve employee performance. The World Bank Group (2015) noted that the effectiveness of instructors worldwide has declined. To strengthen Education Systems for Improved Learning (SESIL), the Ministry of Education and Sports in Uganda has implemented quality assurance measures. These include annual teacher performance evaluations, the introduction of customized performance targets for head teachers, and the signing of performance agreements by head teachers.

According to markers of teacher effectiveness such as activity and attendance, pedagogical knowledge and skills, and instructors' effects on student learning including assessment and evaluation, the world is getting worse. The literature indicates that the majority of studies were conducted in developed nations like the United States of America, the United Kingdom, Canada,

and New Zealand, while very few studies were carried out in developing nations (Mbogo, 2017). On the other hand, poor and appalling working conditions are among other factors affecting teachers' performance (Ngimbudzi, 2009).

The Scientific Management paradigm claims that (Taneja, 2011) the approach places a strong emphasis on the goal of boosting staff effectiveness and efficiency to boost productivity. Four management tenets were created by Fredrick Taylor: the first is the study of the task to determine the best way to perform it; the second is the selection of a new method and the scientific training of that worker in the best way to perform the work; the third is the matching of the selected and trained worker to have maximum results; and the fourth is the division of the task and responsibility equally between management and workers to complete the task effectively and inexpensively (Prasad, 2010). The idea was pertinent to the study since it states that taught individuals should produce the best results possible, directly relating to teachers' effectiveness.

Depending on one's perspective, numerous researchers have defined performance in a variety of ways, but they all emphasize efficiency, economy, outcomes, or return on investment (profits). Performance is the output record of a specific job function or activity at a given moment; it encompasses both behavior and outcomes. According to scholars like Feng, performance is the behavioral factor defining how organizations, teams, and people get work done. 2003; Armstrong.

The degree to which an employee and the organization's goals are met is referred to as performance. According to Feng (2010), there are three ways to look at performance: result-oriented performance, performance that is focused on behavior, and performance that integrates behavior and performance that is result-oriented. In this study, teacher performance is defined as the degree to which the teacher satisfies school objectives through lesson preparations, which include creating schemes of work, creating lesson plans, keeping track of work completed, creating and using learners' registers, conducting actual classroom instruction, evaluating and assessing the students, attending staff meetings, managing the discipline of the students, participating in extracurricular activities, and providing counseling and guidance.

The goal of welfare is to maintain the workers' high levels of job motivation while also enhancing their quality of life. To provide housing, meals, payment of allowances, construction of classrooms, guidance and counseling, and the provision of educational materials, the government, private employers, non-governmental organizations, parents, school administrators, and the teachers'

union are all considered to be providing for the welfare of the teachers (Odeku & Odeku, 2014). In the current study, welfare is measured in terms of housing teachers, feeding teachers at school, and providing medical care so that teachers can carry out their responsibilities as educators.

The effectiveness and quality of the teachers affect the results of education. Secondary teaching is an essential profession that calls for expertise, in-depth knowledge, aptitude, and a positive outlook on life (UNESCO, 2015). Low teacher incentives may be to blame for the declining standard of secondary education and subpar teaching in Kween secondary schools. In Kween District, the reality is that teachers' well-being is fairly frightening, which may have an impact on their performance. There are 11 secondary schools, 8 of which are public, with a total of 182 teachers, 8 head teachers, 1 district education officer, and 1 acting district inspector of schools in the person of Madam Chelangat Juliet, who took over from the outgoing district inspector of schools, Mr. Cherotin Michael Kaptekin, since September 2022, and 2 area inspectors of schools.

To improve teachers' performance, the study looks at how teachers' well-being affects their performance in the teaching and learning of mathematics in secondary schools in Kween District.

1.2 Problem statement

Modern school administration places a premium on school welfare since it is a factor in staff motivation (Maicibi, 2005). The function of the teacher's welfare within the educational system is one of the crucial elements in achieving educational goals and objectives in terms of students' academic performance. In today's world, the student's performance toward academic goals is crucial. The insufficient attention paid to teachers' welfare may be a contributing factor in students' poor performance in educational goals and objectives. It is generally accepted that children from high and middle socioeconomic-status families are better exposed to a learning environment at home because extra learning facilities are available, and they also tend to join private schools, as opposed to children from very low-socioeconomic-status families who are more likely to attend public schools and may not have the opportunity to be exposed to a better learning environment with highly motivated teachers.

Due to the fact that the school system has been negatively impacted, the ineffectiveness of teachers has become an issue of general concern non our society. This is primarily ascribed to teachers' lack of desire and drive. Thus, it contributes to a significant decline in the academic performance of secondary school children in the Kween district. Teachers appear to receive compensation and benefits irregularly, which interferes with their commitment to their jobs. Their performance in the classroom is also impacted by their low pay making them feel less motivated to do their work effectively.

1.3 Objectives of study

1.3.1 General objective

To investigate the effects of teachers' welfare on the student's academic performance in mathematics in secondary schools of Kween District.

1.3.2 Specific objectives of study

1. Explore the correlation, between the well-being of teachers and their overall job satisfaction.
2. Identify the factors that affect the teachers' welfare in Kween District.
3. Analyze how teachers' welfare impacts their teaching effectiveness

1.4 Significance of study

1. The study findings will fill the gap in the existing literature on teacher welfare and student performance, as most studies have focused on the effects of teacher welfare on student performance in general, rather than specifically in mathematics.
2. The study provides valuable insights into the specific factors that contribute to student's academic performance in mathematics, which can inform the development of targeted interventions and policies to improve student outcomes.
3. The study's findings have implications for the broader education sector, as they highlight the importance of prioritizing teachers' welfare and well-being to improve student performance and achieve better learning outcomes.

1.5 Research questions

The study attempts to answer the following questions:

1. How does the level of teachers' welfare impact students' academic performance in mathematics?
2. What are the specific aspects of teachers' welfare that have the most significant influence on students' academic performance in mathematics?
3. Are there any differences in the effects of teachers' welfare on students' academic performance in mathematics based on factors such as gender, experience, or qualification of teachers?

1.6 Scope of the study

The scope of the study on the effects of teachers' welfare on students' academic performance in mathematics in secondary schools of Kween District encompasses various aspects. Firstly, it involves examining the current state of teachers' welfare in terms of salary, benefits, working conditions, and professional development opportunities. This includes analysing the adequacy and fairness of teachers' remuneration and benefits packages, as well as assessing the availability of resources and support for teachers in their teaching practices. Secondly, the study aims to investigate the relationship between teachers' welfare and students' academic performance in mathematics.

This entails analyzing data on students' performance in mathematics exams or assessments and correlating it with factors related to teachers' welfare. The study will explore whether there is a

significant association between teachers' welfare and students' academic achievement in mathematics. Additionally, the research will also consider other potential variables that may influence students' academic performance, such as class size, teaching methods, and student-teacher interactions. The study will be conducted specifically in secondary schools within Kween District to provide localized insights into the effects of teachers' welfare on students' academic performance in mathematics.

1.6.1 Content scope

The scope of the study on the effects of teachers' welfare on students' academic performance in mathematics in secondary schools of Kween District aims to investigate the relationship between the well-being of teachers and the academic achievements of students in mathematics. The study will focus on understanding how factors such as teachers' salaries, working conditions, professional development opportunities, and job satisfaction impact students' learning outcomes in mathematics. It will also explore any potential mediating variables, such as teacher motivation and engagement, that may influence this relationship. The research will employ a quantitative research design, utilizing surveys and academic performance data from secondary school students in Kween District. The study will involve a sample of teachers and students from various secondary schools within the district, ensuring a representative sample. The findings from this research will contribute to the existing body of knowledge on the importance of teachers' welfare in enhancing students' academic performance in mathematics.

1.6.2 Geographical scope

The geographical scope for the study on the effects of teachers' welfare on students' academic performance in mathematics in secondary schools of Kween District is limited to the specific region of Kween District. Kween District is located in the Eastern Region of Uganda, bordered by Kapchorwa District to the north, Bukwo District to the east, and Bulambuli District to the south. It is situated approximately 300 kilometres northeast of Kampala, the capital city of Uganda. The district is predominantly rural, with a few urban centers such as Kween Town Council and Binyiny Town Council. The study focuses on secondary schools within this district, examining how teachers' welfare, including factors such as salary, working conditions, professional development

opportunities, and job satisfaction, impact students' academic performance in mathematics. By narrowing down the geographical scope to Kween District, the research aims to provide a localized understanding of the relationship between teachers' welfare and students' academic performance in mathematics within this specific context.

CHAPTER 2 : LITERATURE REVIEW

The Functional theory of Labor Welfare states, if an employer takes good care of his workforce (teachers), they will generally be more efficient (Mishra and Bhagat 2007). Examples of this include improving teaching conditions, programs for housing, education, and training, providing a balanced diet, and family planning measures, all of which are crucial for teachers' welfare. They boost laborers' productivity in developing nations like Uganda, particularly in the Kween district. Teachers will work productively if they are fed well, have enough to wear, are treated well, and have favorable working environment (Ashaba, 2022).

On the other hand, the idea of performance refers to a task that a person can complete in order to complete the task that has been allocated to them. To accomplish results or outcomes, it means altering one's activities, results, and behavior (Porter, 2003). Thus, teacher performance is a crucial prerequisite if a school is to continue working toward the achievement of its goals. While teachers' primary responsibility is to maximize the return on investment for the school by attaining its objectives, goals, and mission, school managers' primary responsibility is to achieve the school's goals.

The idea of welfare is concerned with the overall health of workers, both at work and at home (Muguongo, 2015). The current employee performance, which states that there are two components divided into motivation and hygiene, is in accordance with Darte (2011) Maslow's theory of motivation. This theory is significant because it is based on the idea that if a company takes good care of its employees—in this case, teachers—they will be more productive, leading to higher-quality work. Programs for housing, education, training, the provision of a balanced diet, and family planning measures are crucial for the welfare of teachers as they boost their productivity in developing nations like Uganda, particularly in the Kween district.

2.1 Gaps in Literature

Important aspects of teachers' welfare include the supply of housing, food, medical care, and compensation, as well as teacher performance. There is, however, scant evidence of any research on the impact of such welfare programs on the productivity of teachers in secondary schools in Uganda, particularly in the Kween District

2.2 Research Hypothesis

- There is significant relationship between teachers' welfare and students' academic performance in mathematics in secondary schools of Kween District.
- There is no significant relationship between teachers' welfare and students' academic performance in mathematics in secondary schools of Kween District.

CHAPTER 3 : METHODOLOGY

The study "Effects of Teachers' Welfare on the Students' Academic Performance in Mathematics in Secondary Schools of Kween District" seeks to determine the connection between teachers' welfare and students' academic performance in mathematics in secondary schools in the Kween District. To provide a thorough understanding of the subject, this study will use a mixed-methodologies approach that combines both quantitative and qualitative data gathering and analysis methods.

3.1 Research Design

A descriptive research design was used in the study, allowing for the collection of information to characterize the current circumstance or phenomenon under inquiry. This design was appropriate for investigating how instructors' welfare affects students' academic achievement in mathematics

3.2 Sampling technique

The participants for this study were chosen using a multi-stage sampling process. Four (4) Secondary schools were randomly chosen Secondary schools in the Kween District for the study. According to their training and credentials, mathematics teachers from the chosen schools were purposefully sampled in the second step.

3.3 Data Collection

In this study, both primary and secondary data were collected. While secondary data was gathered from previously published articles, reports, and documents pertaining to teachers' welfare and academic performance, primary data was gathered through questionnaires given to mathematics teachers.

3.3.1 Questionnaires

A teacher's questionnaire was developed separately. The teacher questionnaire main goal was to learn about their welfare, including their pay, working conditions, opportunities for professional growth, and job satisfaction.

3.3.2 Interviews

In order to learn more about teachers' wellbeing and how it affects students' academic performance, semi-structured interviews were conducted with a subset of teachers.

3.3.3 Document Analysis

To gain a thorough understanding of the subject, existing literature, reports, and documentation pertaining to teachers' welfare and academic achievement were examined.

3.4 Data Analysis

The collected data was analyzed using both quantitative and qualitative techniques.

3.4.1 Quantitative Analysis

The quantitative data obtained from the questionnaires was analyzed using statistical software. Descriptive statistics such as frequencies, percentages, means, and standard deviations were calculated. Inferential statistics, such as correlation analysis and regression analysis, were used to examine the relationship between teachers' welfare and students' academic performance in mathematics.

3.4.2 Qualitative Analysis

Thematic analysis was used to examine the qualitative data gathered through interviews and document analysis. To find patterns and trends relating to teachers' welfare and its effect on academic achievement, interview transcripts were coded and divided into themes.

3.5 Ethical Considerations

The study approach was taking ethical issues into account at all times. All participants were asked for their informed consent, guaranteeing their voluntary involvement. Instead of using participants' names, confidentiality and anonymity was protected by giving each one a special identification number.

3.6 Limitations

Some potential limitations of this research included the limited generalizability of findings due to the specific context of Kween District, potential bias in self-reported data, and the possibility of external factors influencing students' academic performance.

CHAPTER 4 : PRESENTATION AND DISCUSSION OF RESULTS

This chapter presents the results of data collected, analysed, and interpreted and the discussion of the findings. Results are presented in chronological order in line with the study objectives and research hypotheses. Forty (40) questionnaires were administered to teachers and four teachers from four (4) selected schools who were interviewed to establish the relationship between teachers' welfare and teachers' performance in mathematics in Kween District. Section A details the Demographic data of the respondents (Teachers), section B details the correlation between the well-being and job satisfaction of the respondents (teachers), section C details the impact of teachers' welfare on teaching effectiveness Section D details factors contributing to teacher's welfare related to the various objectives.

Results were analyzed descriptively (frequencies and percentages). Thereafter, Pearson product-moment correlation was used to check the strength of the relationship between the independent and dependent variables.

4.1 Response Rate

Refers to the number of people who answered the questionnaires divided by the number of people in the sample (Amin ,2005), It is normally expressed in form of percentages. Before the researcher embarked on the analysis of the data collected, an assessment of the return rate was done by dividing the number of respondents who were involved in answering the questionnaire by the targeted categories of the respondents in each case and multiplied by 100 as presented in table 1.

Table 1: showing respondents, number of questionnaires produced and those returned during data collection

Respondents	Number of questionnaires produced	Number returned	Return rate (%)
Teachers	40	38	95

From the above results, forty (40) questionnaires were administered but the number of respondents (teachers) who returned the filled questionnaires was Thirty-Eight (38) giving an overall return rate of 95%. A response rate that is above 60% is appropriate to make conclusions

(Babble 2001), The return rate was a clear indication that a good number of respondents (teachers) participated in the study. Amin (2005) argued that a high return rate ensures more accurate survey results. Therefore, it can be concluded that the results obtained were representative and could be relied on for determining the relationship between teachers' welfare and students' academic performance in mathematics in secondary schools of Kween district.

4.2 Demographic information of the Respondents (Teachers)

In this section, the researcher looked at the gender, experience, marital status, and educational qualification of the respondents (teachers). The analysis of demographic variables in this study was done to justify the representativeness of the demographic characteristics of the samples.

Table 2 : Showing Demographic information of the Respondents

Demographic information for the teachers			
		frequency	Percentage
Gender	Female	12	30
	Male	28	70
	Total	40	100
Working Experience	less than a year	0	0
	1-2 years	7	17.5
	3-4 years	11	27.5
	5-6 years	2	5
	More than 6 years	20	50
	Total	40	100
Marital Status			
	Married	25	62.5
	Single	8	20
	Divorced	3	7.5
	Widowed	4	10
Total	40	100	
Highest level of Education			
	Certificate	0	0
	Diploma	14	35
	Bachelors' Degree	26	65
	Masters	0	0
	PhD	0	0
Total	40	100	

The demographic data that was provided gave us a detailed insight into the characteristics of the teachers. The majority of the teachers were male, accounting for 70% of the total, while females represented 30%. A significant portion of the teachers, 50%, had more than 6 years of experience. Teachers with 3-4 years of experience made up the second largest group at 27.5%, and Teachers with 1-2 years of experience accounted for 17.5%. Interestingly, there were no teachers with less than a year of experience, and only a small percentage, 5%, had 5-6 years of experience. Most of the teachers were married, making up 62.5% of the total. Single teachers represented 20%, while widowed and divorced teachers accounted for 10% and 7.5% respectively. The majority of the teachers, 65%, held a Bachelor's Degree, 35% of the teachers had a Diploma, and none of the teachers held a Certificate, Masters, or PhD. This data provided a comprehensive overview of the demographic characteristics of the teachers, including their gender, working experience, marital status, and highest level of education. It was useful for understanding the composition of the teaching staff and informing decisions related to staff development and support.

4.3 Analysis One: Explore the correlation, between the well-being of teachers and their overall job satisfaction in schools of Kween District

The responses from respondents to the correlation between teachers' well-being and their overall satisfaction are presented in the table below

Table 3: Showing the response of respondents, frequency, and percentage in regard to the first research objective (Results Correlation between well-being and job satisfaction)

Key: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), Strongly Agree (SA)

	STATEMENT		SA	A	UD	D	SD	TOTAL
1	I feel that my well-being is taken care of in my current position	frequency	24	7	0	4	3	38
		Percentage	63.16	18.42	0	10.53	7.89	100
2	I often feel stressed at work.	Frequency	0	4	10	10	14	38
		Percentage	0	10.53	26.32	26.32	36.84	100
3	I am able to maintain a healthy work-life balance	frequency	5	15	2	7	9	38
		Percentage	13.16	39.47	5.26	18.42	23.68	100
4	I often receive professional development opportunities	frequency	3	4	4	19	8	38
		Percentage	7.89	10.53	10.53	50.00	21.05	100

The data in Table 2 above indicates that a significant majority of respondents (63.16%) strongly agree that their well-being is taken care of in their current position, with an additional 18.42% agreeing. This suggests that most teachers feel their well-being is adequately addressed, which could positively impact their job satisfaction and, potentially, their students' academic performance.

The largest group of respondents (36.84%) strongly disagree with the statement that they often feel stressed at work. However, a combined total of 36.84% either agree or are undecided about feeling stressed at work. This indicates that while many teachers manage their stress effectively, a significant portion still experiences work-related stress, which could negatively affect their job satisfaction and teaching effectiveness.

The responses indicate that a majority of teachers (52.63%) either agree or strongly agree that they can maintain a healthy work-life balance. However, a significant portion (42.1%) either disagree or strongly disagree. This suggests that while many teachers are able to balance their professional and personal lives, a considerable number struggle, which could impact their job satisfaction and teaching performance. The majority of respondents (71.05%) either disagree or strongly disagree that they often receive professional development opportunities. This suggests a potential area of improvement for schools in Kween District. Providing more professional development opportunities could enhance teachers' job satisfaction and teaching skills, thereby potentially improving students' academic performance in mathematics.

Therefore, while many teachers in Kween District feel their well-being is taken care of and they can maintain a work-life balance, there are areas for improvement, particularly in managing work-related stress and providing professional development opportunities. Addressing these issues could enhance teachers' job satisfaction and, in turn, positively impact students' academic performance in mathematics.

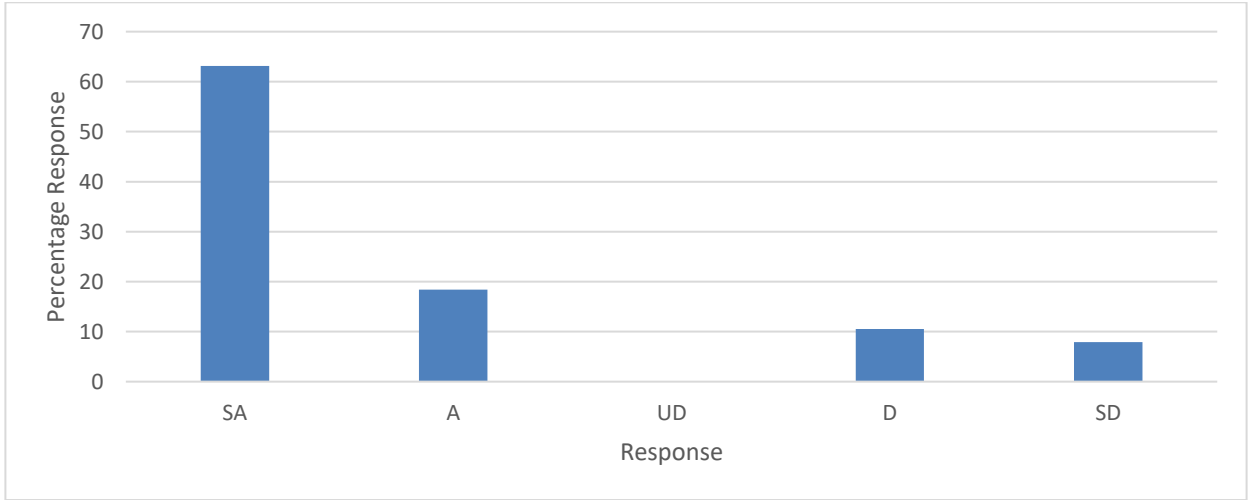


Figure 1 Showing percentage response for statement 1 in table 3

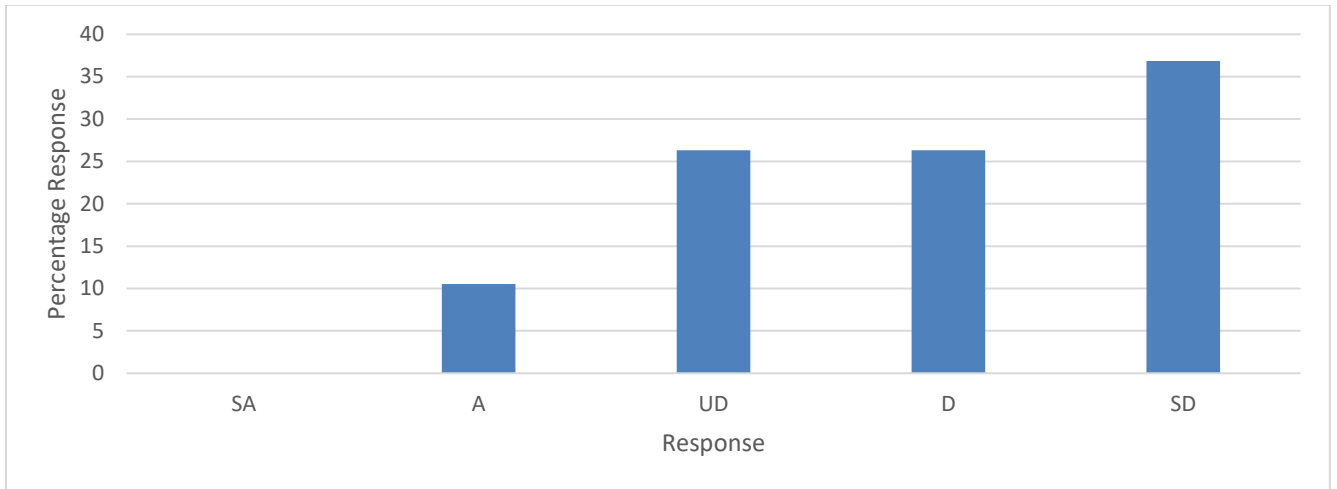


Figure 2 Showing percentage response for statement 2 in table 3

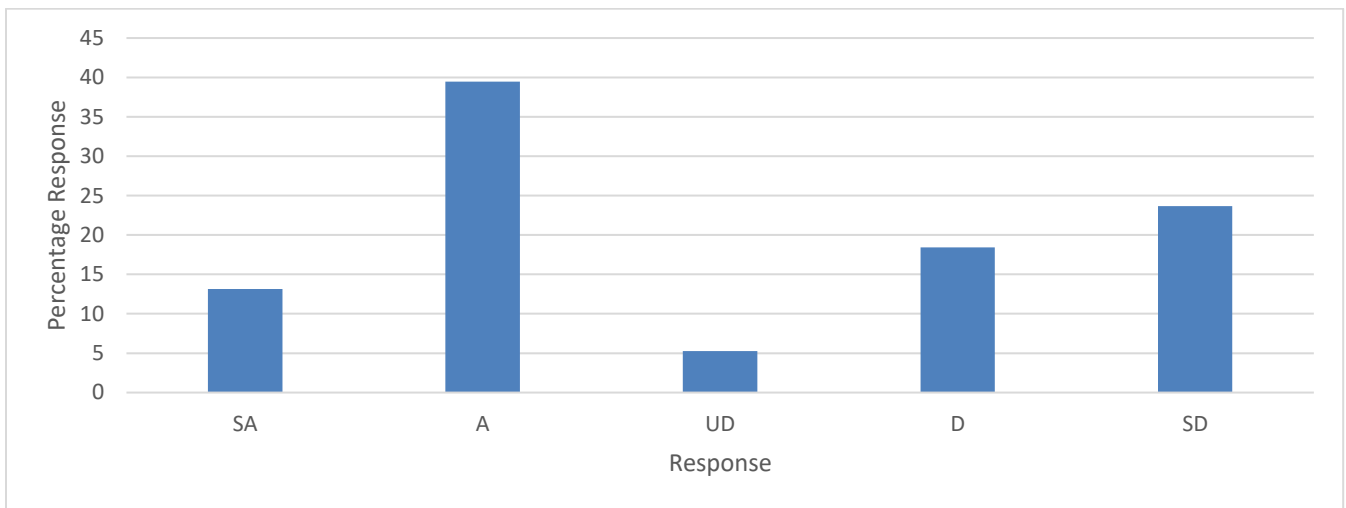


Figure 3 Showing percentage response for statement 3 in table 3

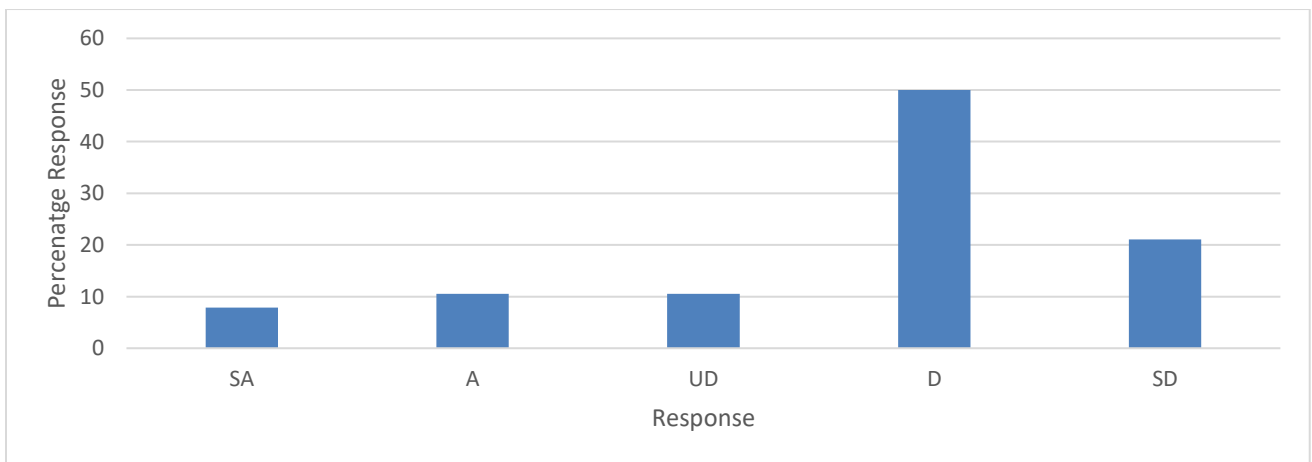


Figure 4 Showing Percentage response for statement 4 in table 3

4.4 Analysis two: Analyze how teachers' welfare impacts their teaching effectiveness.

The responses from respondents to how teachers' welfare impacts their teaching effectiveness are presented in the table below.

Table 4: Showing the response of respondents, frequency, and percentage in regard to the second research objective (Impact of Teachers' Welfare on Teaching Effectiveness)

Key: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), Strongly Agree (SA)

	STATEMENT		SA	A	UD	D	SD	TOTAL
1	I believe that my well-being affects my ability to effectively teach mathematics	frequency	28	7	0	2	1	38
		Percentage	73.68	18.42	0	5.26	2.63	100
2	My well-being impacts my motivation to teach negatively.	Frequency	18	11	2	3	4	38
		Percentage	47.37	28.95	5.26	7.89	10.53	100
3	My own well-being connects with my student's academic performance in mathematics	frequency	5	15	2	7	9	38
		Percentage	13.16	39.47	5.26	18.42	23.68	100
4	Yes, my well-being affects my classroom management skills negatively	frequency	3	20	2	5	8	38
		Percentage	7.89	52.63	5.26	13.16	21.05	100
5	Yes, I think that addressing teachers' welfare would lead to improved student outcomes in mathematics	frequency	31	7	0	0	0	38
		Percentage	81.58	18.42	0	0	0	100

From the table above; Well-being and Teaching Effectiveness: A significant majority of respondents (73.68%) strongly agree that their well-being affects their ability to effectively teach mathematics, with an additional 18.42% agreeing. This suggests that most teachers believe their well-being directly impacts their teaching effectiveness.

Well-being and Motivation: The data shows that 47.37% of respondents strongly agree and 28.95% agree that their well-being impacts their motivation to teach negatively. This indicates that teachers' welfare is a significant factor in their motivation to teach.

Well-being and Student Performance: The responses indicate that a majority of teachers (52.63%) either agree or strongly agree that their own well-being connects with their student's academic performance in mathematics. This suggests that teachers' welfare could have a direct impact on students' academic performance.

Well-being and Classroom Management: The majority of respondents (60.52%) either agree or strongly agree that their well-being affects their classroom management skills negatively. This suggests that teachers' welfare could influence their ability to manage their classrooms effectively.

Teachers' Welfare and Student Outcomes: An overwhelming majority of respondents (81.58%) strongly agree that addressing teachers' welfare would lead to improved student outcomes in mathematics. This suggests a strong belief among teachers that improvements in their welfare could lead to better academic performance among their students. The data suggests that teachers' welfare has a significant impact on their teaching effectiveness, motivation, classroom management skills, and their students' academic performance. Therefore, addressing teachers' welfare could potentially lead to improved student outcomes in mathematics.

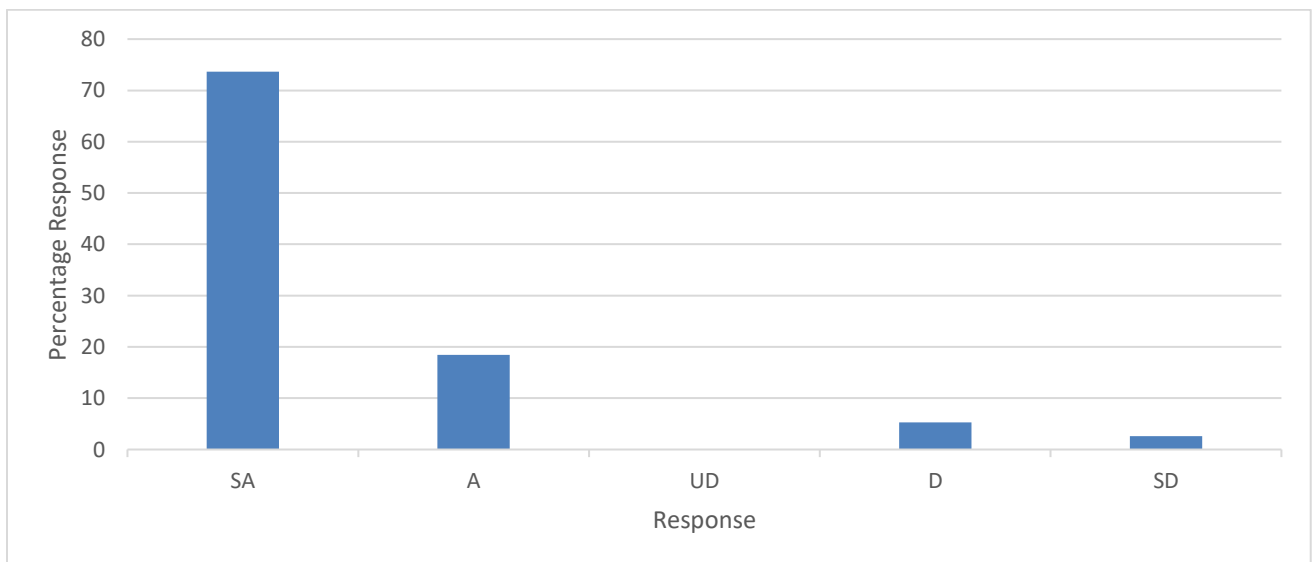


Figure 5 Showing a graph of percentage response for statement 1 in table 4

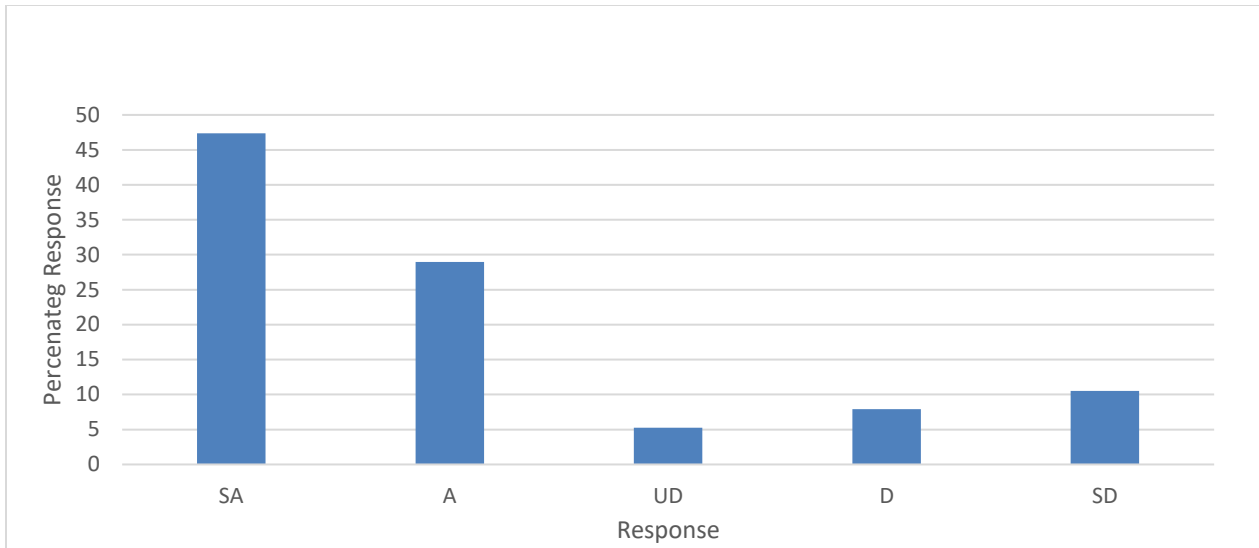


Figure 6 Showing percentage response for statement 2 in table 4

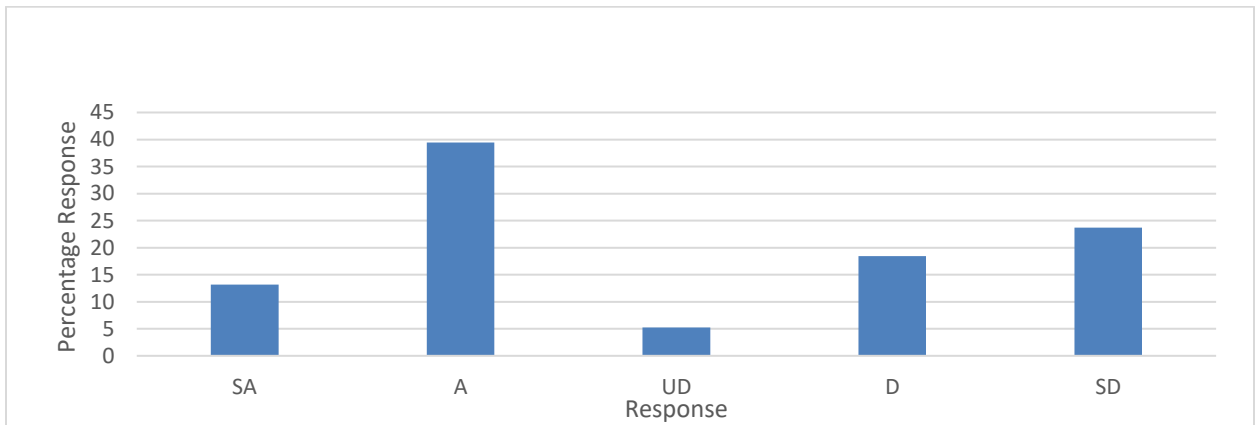


Figure 7 Showing percentage for statement 3 in table 4

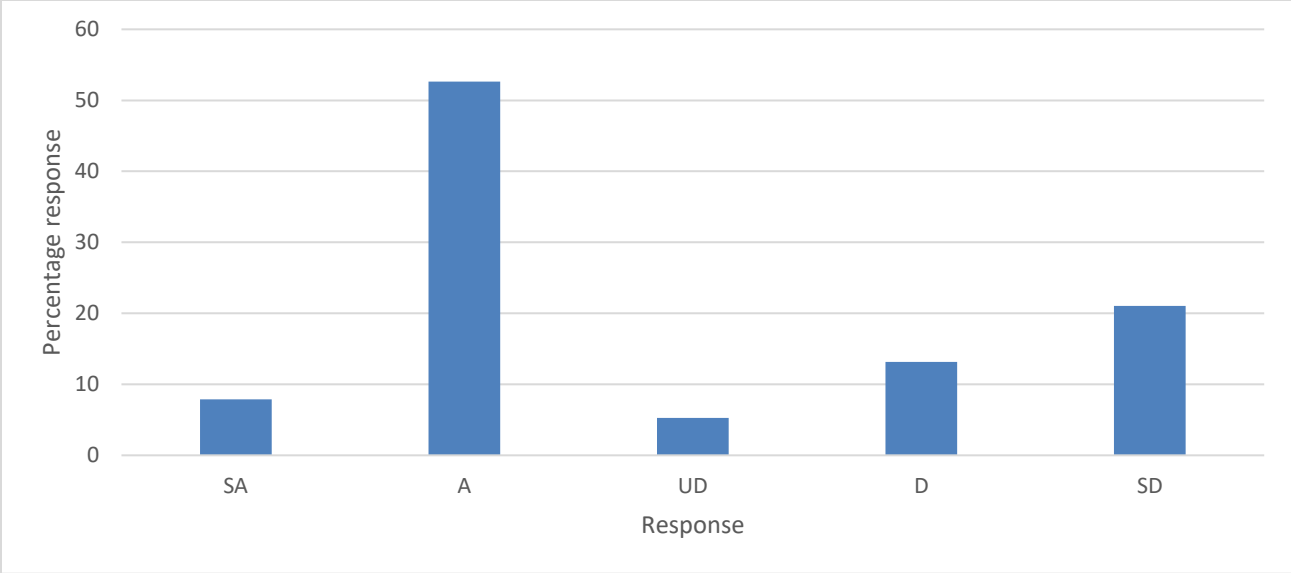


Figure 8 Showing percentage response for statement 4 in table 4

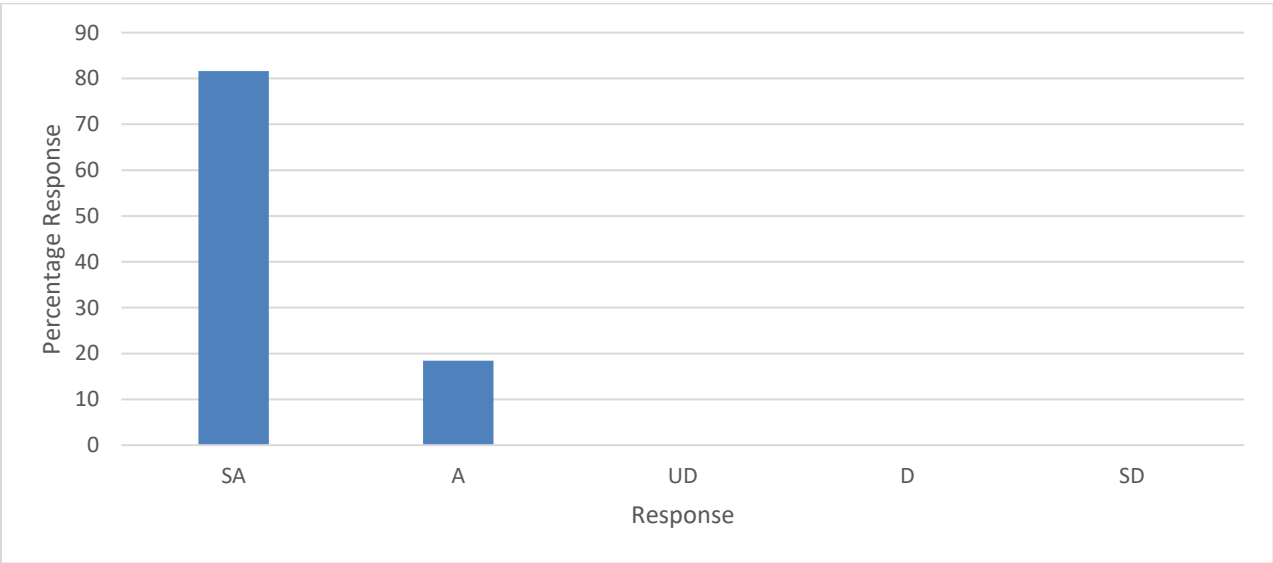


Figure 9 Showing percentage response for statement 5 in table 4

4.5 Analysis Three: Identify the factors that contribute to ensuring teachers’ welfare in Kween District.

The responses from respondents to Identify the factors that contribute to ensuring teachers’ welfare in Kween District are presented in the table below.

Table 5: Showing the response of teachers, frequency, and percentage in regard to the second research objective (**Factors Contributing to Teachers’ Welfare**).

Key: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), Strongly Agree (SA)

	STATEMENT		SA	A	UD	D	SD	TOTAL
1	There are adequate resources and materials available for teaching mathematics	frequency	15	8	4	5	6	38
		Percentage	39.47	21.05	10.53	13.16	15.79	100
2	There are opportunities for professional development and training	Frequency	5	8	4	14	7	38
		Percentage	13.16	21.05	10.53	36.84	18.42	100
3	There is no supportive and collaborative work environment among mathematics teachers.	frequency	5	15	2	7	9	38
		Percentage	13.16	39.47	5.26	18.42	23.68	100
4	Yes, teachers are provided with competitive salaries and benefits.	frequency	20	8	7	2	1	38
		Percentage	52.63	21.05	18.42	5.26	2.63	100
5	There are policies in place to address teachers' well-being, such as mental health support or work-life balance initiatives	frequency	5	5	3	10	15	38
		Percentage	13.16	13.16	7.89	26.32	39.47	100
6	School leaders implement effective strategies that directly enhance teacher’s effectiveness in teaching mathematics	frequency	5	9	4	5	15	38
		Percentage	13.16	23.68	10.53	13.16	39.47	100

From the data in the table above;

Teaching Resources: A majority of respondents (60.52%) either agree or strongly agree that there are adequate resources and materials available for teaching mathematics. This suggests that most teachers feel they have the necessary resources to effectively teach mathematics, which is a positive indicator of their welfare.

Professional Development: The data shows that only 34.21% of respondents either agree or strongly agree that there are opportunities for professional development and training. This indicates that there is a need for more professional development opportunities for teachers in Kween District.

Work Environment: The responses indicate that a majority of teachers (52.63%) either agree or strongly agree that there is no supportive and collaborative work environment among mathematics teachers. This suggests that improving the work environment could be a key factor in enhancing teachers' welfare.

Salaries and Benefits: The majority of respondents (73.68%) either agree or strongly agree that teachers are provided with competitive salaries and benefits. This suggests that teachers' welfare is positively impacted by their compensation.

Well-being Policies: An overwhelming majority of respondents (65.79%) either disagree or strongly disagree that there are policies in place to address teachers' well-being, such as mental health support or work-life balance initiatives. This suggests a strong need for such policies to improve teachers' welfare.

Leadership Strategies: The data shows that only 36.84% of respondents either agree or strongly agree that school leaders implement effective strategies that directly enhance teacher's effectiveness in teaching mathematics. This indicates that there is room for improvement in leadership strategies to enhance teachers' welfare and effectiveness.

In conclusion, the data suggests that while there are some positive aspects of teachers' welfare in Kween District, such as adequate teaching resources and competitive compensation, there are areas for improvement, particularly in professional development opportunities, work environment, well-

being policies, and leadership strategies. Addressing these issues could potentially enhance teachers' welfare and, in turn, improve students' academic performance in mathematics.

Table 6: showing mean and standard deviation of the Responses obtained

No. of questionnaires produced	No. of questionnaires returned	No. of responses for each questionnaire	Total responses for received questionnaires (38)	Expected responses for all returned 40 questionnaires	Mean	Standard deviation (SD)
40	38	19	722	760	18	0.23

From the table above, it shows that the mean response was 18 and the standard deviation of the responses was 0.23. Standard deviation being small indicates that the responses in all 38 returned questionnaires were close to the mean.

Table 7: Correlation between teachers' welfare on teaching effectiveness (Job effectiveness)

Variables		Teachers' welfare	Job effectiveness
Teachers' welfare	Pearson correlation	1	0.75
	2-tailed test		0.00
	n	38	38
Job effectiveness	Pearson correlation	0.75	1
	2-tailed test	0.00	
	n	38	38

The value Pearson correlation between teacher's welfare and job teaching effectiveness is 0.75. this indicates a strong positive correlation. In other words, teachers' welfare affects his/ her teaching effectiveness which also affect his class performance resulting which in turn affects students' academic performance in mathematics.

4.6 Discussion of Data Findings

4.6.1 On Correlation Between Well-being and Job Satisfaction

Research has shown that the well-being of teachers is closely linked to their job satisfaction, which in turn has a significant impact on the overall quality of education and the learning environment within schools.

One of the key factors influencing the well-being of teachers is the level of support they receive from school administrators, colleagues, and the broader educational system. Teachers who feel supported and valued are more likely to experience higher levels of job satisfaction and overall well-being. This support can come in various forms, including professional development opportunities, mentorship programs, access to resources, and recognition for their contributions.

Another critical aspect that affects teacher well-being and job satisfaction is the working conditions within schools. Factors such as class sizes, workload, administrative responsibilities, and the availability of necessary teaching materials can significantly impact how teachers perceive their jobs. Schools that prioritize creating positive working conditions are more likely to have teachers who feel satisfied with their roles and are better equipped to support student learning effectively. Furthermore, the emotional and mental well-being of teachers plays a crucial role in determining their job satisfaction. The demands of teaching can be emotionally taxing, and educators who feel overwhelmed or unsupported in managing these demands are at risk of experiencing burnout and decreased job satisfaction. Therefore, initiatives that promote teacher well-being, such as mental health support services, stress management programs, and work-life balance policies, are essential for fostering a positive work environment.

Additionally, the relationship between teacher well-being and job satisfaction is intertwined with student outcomes. Research has consistently demonstrated that satisfied and emotionally healthy teachers are more effective in facilitating student learning and development. When teachers feel supported and fulfilled in their roles, they are better able to engage students, create a positive classroom atmosphere, and provide high-quality instruction. In the context of Kween District schools, it is crucial for educational leaders and policymakers to recognize the significance of

prioritizing teacher well-being as a means to enhance overall job satisfaction. By investing in strategies that promote supportive working environments, professional growth opportunities, mental health support, and resources for effective teaching practices, Kween District can cultivate a positive ecosystem where teachers thrive professionally and personally.

Thus, the correlation between teacher well-being and overall job satisfaction is undeniable. When educators feel valued, supported, and emotionally healthy, they are more likely to experience higher job satisfaction which directly impacts the quality of education provided within schools.

4.6.2 On Impact of Teachers' Welfare on Teaching Effectiveness

This research revealed that Teachers' welfare plays a crucial role in determining the overall quality of education and the effectiveness of teaching mathematics in secondary schools of Kween district. First and foremost, teachers' welfare directly influences their motivation and job satisfaction, which in turn affects their teaching effectiveness. When teachers feel valued, supported, and adequately compensated, they are more likely to be motivated and committed to their roles. This positive attitude can significantly enhance their effectiveness in the classroom, leading to improved student outcomes. Conversely, when teachers experience low morale due to poor welfare conditions such as inadequate compensation, excessive workload, or lack of professional development opportunities, it can negatively impact their performance and ultimately affect the quality of education delivered to students.

Furthermore, teachers' welfare also has implications for retention and recruitment within the education sector. In Kween District, as in many other regions, there may be challenges related to attracting and retaining qualified educators. When teachers feel that their welfare needs are not being met, they may be more inclined to seek employment opportunities elsewhere or even leave the profession entirely. This turnover can disrupt continuity in education delivery and lead to instability within schools. On the other hand, prioritizing teachers' welfare by providing competitive salaries, supportive working conditions, and opportunities for career advancement can contribute to higher retention rates and a more stable teaching workforce.

Additionally, teachers' welfare can impact their overall well-being and mental health, which can subsequently influence their ability to effectively teach and support students. High levels of stress, burnout, or dissatisfaction resulting from poor welfare conditions can hinder teachers' capacity to engage with students, manage classrooms effectively, and provide the necessary support for diverse learning needs. Conversely, when teachers are supported with resources for personal well-being, access to counselling services, and a healthy work-life balance, they are better equipped to fulfill their professional responsibilities with energy and enthusiasm. This positive state of well-being can create a conducive environment for effective teaching practices and positive student experiences.

In conclusion, the impact of teachers' welfare on teaching effectiveness in schools of Kween District is significant and far-reaching. By addressing issues related to teachers' welfare and prioritizing their well-being, educational authorities can contribute to creating an environment where educators are motivated, committed, and capable of delivering high-quality education to students. Recognizing the interconnectedness of teachers' welfare with teaching effectiveness is essential for fostering a thriving educational ecosystem within Kween District's schools.

4.6.3 Factors Contributing to Teachers' Welfare

In examining the factors contributing to teachers' welfare in secondary schools of Kween District, the study revealed that working conditions within secondary schools in Kween District are a fundamental factor influencing teachers' welfare. This encompasses various aspects such as classroom facilities, availability of teaching resources, administrative support, and overall infrastructure. Adequate working conditions contribute to a positive teaching environment, enabling educators to deliver high-quality education effectively. Conversely, poor working conditions can lead to dissatisfaction and hinder the ability of teachers to perform optimally.

Compensation and Benefits: The compensation and benefits offered to teachers in secondary schools of Kween District are pivotal in determining their welfare. Fair and competitive salaries, along with additional benefits such as healthcare coverage, retirement plans, and professional development opportunities, are essential for ensuring that teachers feel valued and motivated.

Inadequate compensation and benefits can lead to financial stress and demotivation among educators, impacting their overall well-being. **Professional Development Opportunities:** Access to

professional development opportunities is another crucial factor contributing to teachers' welfare. Continuous learning and growth are essential for educators to enhance their skills, stay updated with best practices in teaching, and remain motivated in their profession. Professional development programs, workshops, training sessions, and opportunities for career advancement play a significant role in supporting the welfare of teachers within secondary schools in Kween District.

Supportive Leadership: The presence of supportive leadership within the school administration is vital for teachers' welfare. Effective leadership that values and respects the contributions of educators, provides mentorship, fosters a collaborative culture, and addresses concerns constructively can significantly impact the overall well-being of teachers. **Work-Life Balance:** Maintaining a healthy work-life balance is essential for the welfare of teachers. The demands of teaching can be intense, and ensuring that educators have adequate time for personal pursuits, family responsibilities, and relaxation is crucial for preventing burnout and promoting overall well-being.

Recognition and Appreciation: Feeling valued and appreciated for their efforts is important for teachers' welfare. Recognition programs, acknowledgment of achievements, and a culture of appreciation within the school community contribute to a positive work environment for educators.

Student Discipline and Support Systems: The presence of effective student discipline policies and support systems within secondary schools directly impacts teachers' welfare. A conducive learning environment where students' behaviour is managed effectively allows educators to focus on teaching without undue disruptions or concerns about safety.

In conclusion, the factors contributing to teachers' welfare in secondary schools of Kween District encompass various dimensions including working conditions, compensation and benefits, professional development opportunities, supportive leadership, work-life balance, recognition and appreciation, as well as student discipline and support systems. Addressing these factors comprehensively is essential for creating an environment where educators can thrive professionally while providing high-quality education to students.

CHAPTER 5 : CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The study on the effects of teachers' welfare on the student's academic performance in mathematics in secondary schools of Kween district has revealed significant findings. It is evident that teachers' welfare plays a crucial role in shaping the academic performance of students in mathematics. When teachers are well-compensated and their welfare is taken care of, they are more motivated and committed to their work. This commitment and motivation translate into better teaching methods, more attention to individual students, and overall improved performance in mathematics. However, when teachers' welfare is neglected, it leads to low morale, lack of motivation, and in some cases, high turnover rates. This instability and lack of motivation among teachers can negatively impact students' performance in mathematics.

5.2 Recommendations

Based on the findings of the study, the following recommendations are proposed:

- 1 **Improve Teachers' Welfare:** The government and school administrators should prioritize improving the welfare of teachers. This can be achieved through competitive salaries, timely payment, and other benefits such as health insurance and housing allowances.
- 2 **Provide Regular Training:** Regular training and professional development programs for teachers should be implemented. This will not only improve their teaching skills but also boost their morale and job satisfaction.
- 3 **Establish Support Systems:** Schools should establish support systems where teachers can voice their concerns and challenges. This will help in the early identification of issues affecting teachers' welfare and prompt address.
- 4 **Promote a Healthy Work Environment:** Schools should strive to create a healthy and conducive work environment. This includes ensuring that teachers have the necessary resources and materials to carry out their duties effectively.

By implementing these recommendations, it is expected that there will be a significant improvement in the academic performance of students in mathematics in secondary schools of Kween district.

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