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# Impact of Housing Provisions for Teachers on Students' Academic Performance in Public Secondary Schools in Sheema Municipality, Uganda

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## ABSTRACT

This study investigates the influence of housing provisions for teachers on students' academic performance in public secondary schools within Sheema Municipality, Uganda. It is guided by Herzberg's Motivator-Hygiene Theory, Expectancy-Value Theory, and Maslow's Hierarchy of Needs, emphasizing the importance of adequate housing, meals, and medical insurance in enhancing teachers' welfare. Utilizing a mixed-methods approach, the research involved a target population of 570 individuals, including teachers, head teachers, and education officials from eight government-aided schools. Data collection employed both qualitative and quantitative methods, including questionnaires and interviews. Analysis revealed that inadequate housing significantly hinders teacher attendance and punctuality, ultimately impacting student performance. Regression analysis indicated that housing provisions accounted for 35.2% of the variation in student performance, establishing a significant correlation between teachers' housing and their effectiveness in the classroom. The findings advocate for improved housing policies as a strategic initiative to bolster educational outcomes in Sheema municipality.

**Keywords:** Teacher housing, Academic performance, Sheema Municipality, Teacher welfare, academic performance

## INTRODUCTION

Teachers play a pivotal role in shaping both the academic and personal development of students [1, 2]. However, their effectiveness is often influenced by their working and living conditions, with housing being a key factor in their overall well-being. In rural and semi-urban areas like Sheema Municipality in Uganda, the availability of adequate housing for teachers can significantly affect their job satisfaction, retention, and performance, which in turn impacts students' academic outcomes. In public secondary schools, where resources are often scarce, ensuring access to affordable housing for teachers has become a critical concern [3, 4]. Research indicates that proximity to housing can reduce absenteeism, enhance teachers' focus on their duties, and strengthen their connection to the school community. Teachers who live near or within school premises are more likely to interact with students outside of regular class hours, fostering stronger relationships and potentially improving academic performance [5]. Teachers' welfare is analyzed in terms of housing, school-provided meals, access to medical benefits, and the school environment [6, 7]. Teacher performance is measured by key indicators such as time management, class participation, completion rates, and attendance. This study focuses on Sheema Municipality as a case study to determine the impact of teachers' welfare on their performance in Uganda. This study is guided by three key theories: Herzberg's Motivator-Hygiene Theory (underpinning the provision of housing for teachers), Expectancy-Value Theory (supporting the provision of meals), and Maslow's Hierarchy of Needs (highlighting the importance of medical insurance) [5]. Motivator-Hygiene Theory, also known as the Two-Factor Theory, emphasizes the importance of hygiene factors in the workplace [8]. These factors are essential for preventing dissatisfaction, though

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they do not necessarily lead to long-term job satisfaction. Hygiene factors, such as pay, benefits, administrative policies, and working conditions, are external to the actual job but are crucial for maintaining a positive work environment [9, 10]. In the context of teachers, providing adequate housing can act as a key hygiene factor. When housing is provided, teachers save on expenses such as rent or transportation, which reduces their financial strain and increases their motivation. This improved well-being can lead to enhanced performance, benefiting the academic outcomes of the students. Housing provision, therefore, helps create a more conducive environment for teachers to focus on their work, ultimately promoting better academic performance. In examining the broader implications of teachers' housing, [11] conducted a study focused on the relationship between teachers' housing and their performance in government-aided primary schools in Kamwezi Sub-County, Rukiga District, South Western Uganda. This research classified teachers' housing as the independent variable and teachers' performance as the dependent variable. By employing a descriptive cross-sectional survey research design, the study utilized both qualitative and quantitative methods to gather data from 341 respondents. The use of SPSS software (Version 25) for quantitative data analysis allowed the researcher to generate meaningful insights through frequencies, percentages, means, and standard deviations. Principal Component Analysis and Regression were employed to assess the interrelations among the constructs of teachers' welfare and their effects on performance. The qualitative data were analyzed using thematic content analysis. The findings revealed a strong positive relationship between teachers' housing and performance, highlighting a statistically significant effect [12]. This leads to the conclusion that adequate housing is crucial for improving teachers' performance, and it encourages education policymakers and managers to prioritize teachers' welfare in public primary schools in the region. In a related study, [13] investigated the influence of teachers' welfare on performance in government-aided primary schools in Bubaare Sub-County, Rubanda District, South Western Uganda. Utilizing a cross-sectional survey research design, the study integrated both quantitative and qualitative methods for data collection. Qualitative data were obtained through interviews, while structured questionnaires captured quantitative data from a diverse sample, including 74 teachers, 7 Parent-Teacher Association leaders, and 7 head teachers. Through systematic analysis of quantitative data and thematic analysis of qualitative data, the study revealed that teachers' welfare significantly influences performance, with school leaders' attitudes playing a crucial role in shaping this welfare [14]. The study concluded by advocating for governmental strategies to ensure that staff accommodation is conducive and sufficient, recognizing the direct impact of housing on educational outcomes. Similarly, scholars in [15] examined the effects of teachers' welfare on performance in selected government-aided primary schools in Tingey County, Kapchorwa District. The study aimed to evaluate the impact of housing, meal provisions, and medical care on teachers' performance, underscoring the multifaceted nature of teachers' welfare. By utilizing a cross-sectional survey design and employing both simple random and purposive sampling methods, the research involved 113 participants. Data collection through interviews and questionnaires allowed for a comprehensive analysis of both qualitative and quantitative data. The results underscored the significance of housing provision in enhancing teachers' performance, reinforcing the argument that adequate accommodation is paramount for effective teaching [16].

The research conducted by [17] focused on the effect of teachers' welfare on job effectiveness among secondary schools in Mbarara City, Uganda. Using a descriptive cross-sectional survey design, the researchers applied systematic sampling to select participants. Their analysis incorporated descriptive statistics and Pearson correlations, revealing a moderate quality of welfare among secondary school teachers regarding housing, performance allowances, medical care, and professional development opportunities [18]. Furthermore, the study established a moderate positive relationship between teachers' welfare and job effectiveness, emphasizing the need for ongoing improvements in welfare policies to bolster teacher performance. This study aims to examine the impact of housing provisions for teachers on students' academic performance in public secondary schools within Sheema Municipality. By exploring the connection between teachers' living conditions and student achievement, the research seeks to provide valuable insights into how enhancing teachers' welfare can serve as a strategy to improve academic outcomes in the region.

## METHODOLOGY

This section presents the study area, research design, study population, sampling techniques, sample size, data collection tools, pre-testing (validity and reliability), data collection methods, data analysis plan, and ethical considerations.

### Research Approach

Both qualitative and quantitative approaches were employed to gather, present, and analyze data, ensuring the quality and depth of the study's findings. The researcher in [19] suggested, using multiple methodologies can enhance the investigation, as the outcomes from one approach may inform or complement the other. This methodological triangulation was achieved by combining qualitative and quantitative paradigms, which strengthened the study's validity and reliability [20, 21]. The qualitative approach was used for collecting, analyzing, interpreting, and presenting non-numerical data, offering insights into personal experiences and

contextual factors. The quantitative approach, on the other hand, was employed to gather, analyze, interpret, and present statistical information, providing a numerical representation of the study's findings.

### Research Design

A correlational research design was used to determine whether a relationship exists between teacher welfare and students' academic performance in Sheema Municipality. Additionally, a cross-sectional design was adopted, allowing data to be collected from multiple participants at a single point in time. This approach facilitated a comprehensive analysis of the variables within the study's context.

### Target Population

The target population consisted of 570 individuals purposively selected from eight schools. These participants included one Municipal Education Officer (MEO), Municipal Inspectors of Schools (MIS), Members of the Board of Governors (BOG), and head teachers, all chosen due to their prior knowledge and experience relevant to the research questions. The distribution of these participants is detailed in Table 1.

**Table 1: Target Population**

| Population Category                  | Target Population |
|--------------------------------------|-------------------|
| Municipal Education Officer (MEO)    | 01                |
| Municipal Inspector of Schools (MIS) | 01                |
| Board of Governors (BoG)             | 96                |
| Head Teachers                        | 08                |
| Teachers                             | 464               |
| <b>Total</b>                         | <b>570</b>        |

### Source: Primary data

#### Determination of the Sample Size

The sample size for this study was determined using Slovin's formula (1960), as calculated in equation (1)

$$n = \frac{N}{1 + Ne^2} \quad (1)$$

Where:

N = target population, e = 0.05 level of significance and n = sample size

$$n = \frac{570}{1 + 570 * 0.05^2} = 235$$

The study's sample consisted of 1 Municipal Education Officer (MEO), 1 Municipal Inspector of Schools (MIS), 77 Members of the Board of Governors (BOG), 8 head teachers, and 148 teachers from selected public secondary schools in Sheema Municipality. Only respondents from the chosen government-aided secondary schools were provided with questionnaires. Table 2 presents the distribution of respondents by category.

**Table 2: Sample Size and Population**

| Population Category                  | Target Population | Samples Taken |
|--------------------------------------|-------------------|---------------|
| Municipal Education Officer (MEO)    | 01                | 01            |
| Municipal Inspector of Schools (MIS) | 01                | 01            |
| Board of Governors (BoG)             | 96                | 39            |
| Head Teachers                        | 08                | 03            |
| Teachers                             | 464               | 191           |
| <b>Total</b>                         | <b>570</b>        | <b>235</b>    |

### Source: Primary data (2024)

#### Sampling Techniques and Procedure

The study employed a combination of simple random sampling and purposive sampling techniques to select participants. For the selection of teachers and members of the Board of Governors, simple random sampling was utilized. This was accomplished by writing the names of all potential respondents on separate pieces of paper, marking them as "YES" or "NO." The papers were then placed in a large container and thoroughly mixed to ensure randomization. One by one, papers were drawn until the desired sample size was achieved, and only those who picked "YES" were included in the study. This method was selected for its unbiased nature, as it provides every respondent with an equal chance of being selected without any preferential treatment. In addition to simple random sampling, purposive sampling was used to select key informants, including Head Teachers, the Municipal Education Officer (MEO), and the Municipal Inspector of Schools (MIS). These individuals were chosen because of their specific knowledge and expertise relevant to the research topic. The scholar in [22, 23] assert that purposive sampling allows for the deliberate selection of respondents who are most likely to provide valuable insights, thereby enriching

the data with detailed and relevant information.

### **Data Collection Methods**

The study adopted both primary and secondary data collection methods, utilizing a range of tools including questionnaires, an interview guide, and document inspection checklists. These diverse tools ensured that the research captured comprehensive data.

### **Questionnaires**

Questionnaires were one of the primary tools used for data collection. According to the Ministry of Health (MOH, 2017), questionnaires are effective for gathering data on respondents' beliefs, opinions, attitudes, and behaviors [24]. The questionnaires comprised both structured and unstructured questions to allow flexibility in responses. This tool was particularly useful given that respondents could complete it at their convenience, especially considering their potential time constraints. Questionnaires help categorize respondent characteristics and gather behavioral indicators [23].

### **Interview Guide**

An interview guide was developed to facilitate face-to-face discussions with key respondents, ensuring that essential questions were asked systematically. This method allowed respondents to freely express their views on various topics, contributing to the richness of the data. The researcher guided the discussions to avoid irrelevant data collection while ensuring that the interview process captured meaningful responses.

### **Data Quality Control**

To ensure the credibility of the research, reliability and validity measures were applied. Respondent validation was conducted to confirm the accuracy of the data, providing additional assurance of its trustworthiness.

#### **Validity of the Research Instrument**

Validity refers to the degree to which a tool measures what it is intended to measure [25]. To ensure validity, the research instruments were aligned with the conceptual framework of the study, ensuring that all relevant aspects of the research were addressed. The questionnaires were reviewed by colleagues and supervisors to assess their structure, clarity, and relevance. Content validity was assessed using the Content Validity Index (CVI), calculated by dividing the number of valid items by the total number of items. The CVI was interpreted based on George and Mallery's rule, with scores above 0.90 considered excellent [25].

#### **Reliability of the Questionnaire**

Reliability refers to the consistency of the research instrument in measuring the intended variable [25]. The researcher ensured the reliability of the questionnaire by avoiding ambiguous, double-barreled, and leading questions. The instruments were pilot-tested in a school not included in the main study to refine the questions and improve clarity. After piloting, the reliability coefficient was computed, and adjustments were made to the questionnaire based on the results. The instrument's reliability was evaluated using George and Mallery's scale, ensuring that only reliable items were included in the final questionnaire [25].

#### **Data Analysis**

Data analysis involves interpreting and examining collected data to conclusions. The researcher employed both quantitative and qualitative analysis techniques to ensure methodological triangulation, thus enhancing the validity and reliability of the findings.

#### **Quantitative Data Analysis**

Quantitative data was analyzed using descriptive statistics such as frequencies, percentages, means, and standard deviations, as well as inferential statistics like Pearson's correlation coefficient. Frequencies and percentages were used to present the distribution of responses, making the data easier to understand for a general audience. These measures were particularly useful for relating different subgroups of the study population [26, 27].

#### **Qualitative Data Analysis**

Qualitative data was analyzed thematically. Responses from interviews and document reviews were grouped into themes based on recurring patterns. The researcher employed an impressionistic approach, noting frequent themes related to factors such as housing, meals, medical care, and school conditions. This method was chosen for its efficiency in summarizing qualitative data [28]. The interpretation focused on understanding how these factors influence the performance of government secondary school teachers in Sheema Municipality.

#### **Ethical Considerations**

The study adhered to ethical guidelines to ensure the rights and dignity of participants were respected. Participants provided informed consent, and their participation was voluntary, with the option to withdraw at any time. Personal identifiers were protected using codes, and all data was treated with confidentiality [29]. The researcher ensured that all respondents were treated equally, regardless of their gender, age, status, or education level. Participants' privacy, cultural norms, and dignity were strictly observed throughout the research process. The researcher also ensured that potential risks were minimized, while the benefits of the study were maximized.

## RESULTS AND DISCUSSIONS

This section presents the results of the data collection, analysis, interpretation, and the subsequent discussion of the findings. The results are organized in a structured manner, following the sequence of the study objectives and research hypotheses for clarity and coherence. The presentation is divided into three key sections: the response rate, the demographic characteristics of the respondents (teachers), and the findings related to the study objectives. The data is presented in tables and analyzed using descriptive statistics, including the frequencies and percentages, to provide a clear summary of the findings. Additionally, Pearson's product-moment correlation was employed to assess the strength and direction of the relationship between the independent and dependent variables, providing insight into how the factors under study are associated.

### Response Rate

According to [19], the response rate refers to the proportion of individuals who completed and returned the questionnaire, expressed as a percentage of the total sample size. This metric is crucial for determining the representativeness and reliability of the data. Before proceeding with data analysis, the researcher evaluated the response rate by dividing the number of respondents who returned the completed questionnaires by the total number of respondents targeted in each category, then multiplying by 100 to express it as a percentage. The response rate is presented in Table 3, allowing for a clear overview of the participation level across the different categories of respondents.

**Table 3: Response rate**

| Total Number of questionnaires issued | Total Number of questionnaires returned | Return rate |
|---------------------------------------|---|-------------|
| 235                                   | 213                                     | 90.6%       |

**Source: Primary data, (2024)**

From the results, a total of 235 questionnaires were distributed to all respondents, out of which 213 were completed and returned, yielding an overall response rate of 90.6%. According to [30], a response rate exceeding 60% is sufficient to draw valid conclusions, indicating that the response rate in this study is well above the acceptable threshold. This high return rate demonstrates strong participation, enhancing the credibility of the findings. As noted by [31], a higher response rate increases the accuracy and reliability of survey results. Therefore, the study's return rate suggests that the data collected is representative of the target population and can be reliably used to determine the relationship between teachers' welfare and their performance in public primary schools in Sheema Municipality.

### Demographic Information of the Respondents

This section explores key demographic characteristics of the respondents, including gender, teaching experience, marital status, and educational qualifications. Analyzing these demographic variables helps to ensure the representativeness of the sample and provides context for interpreting the findings. By examining these characteristics, the study assesses whether the sample adequately reflects the diversity of the target population. The results of the demographic analysis are presented in Table 4, providing insights into the distribution of respondents across gender, experience, marital status, and educational qualifications. This analysis serves to validate the representativeness of the sample, which is crucial for drawing reliable and generalizable conclusions.

**Table 4: Personal Information of respondents (n=213)**

| Item                                  | Category      | Frequency | Percentage |
|---------------------------------------|---------------|-----------|------------|
| gender                                | Females       | 68        | 32%        |
|                                       | Males         | 145       | 68.07%     |
| Work experience<br>(years in service) | 1 - 2 years   | 19        | 8.92%      |
|                                       | 3 - 4 years   | 66        | 30.9%      |
|                                       | 4 - 6 years   | 45        | 21.1%      |
|                                       | Above 6 years | 83        | 38.9%      |
| Marital status                        | Single        | 67        | 31.4%      |
|                                       | Married       | 112       | 52.5%      |
|                                       | Divorced      | 24        | 11.2%      |
|                                       | Separated     | 10        | 4.69%      |
| Level of education                    | Certificate   | 46        | 21.59%     |
|                                       | Diploma       | 98        | 46%        |
|                                       | Bachelors     | 55        | 25.8%      |
|                                       | Postgraduate  | 14        | 6.5%       |

**Source: Primary data, (2024)**

The results presented in Table 4 indicate that 145 (68.0%) of the teachers were male, while 68 (32.0%) were female.

This shows a significant gender disparity, with a higher number of male teachers participating in the study. This finding aligns with [32] who reported that a greater proportion of teachers in government-aided schools in Uganda were male compared to their female counterparts. Furthermore, the results reveal that the majority of teachers, 83 (38.9%), had more than six years of service as secondary school teachers. This was followed by 66 (30.9%) who had 3-4 years of experience, while only a small number had been in service for 1-2 years. The predominance of experienced teachers suggests that they are well-acquainted with the school culture and the managerial responsibilities expected of them. This finding supports the assertion from a study in Bungokho South, Mbale District, which highlighted the need for recruiting younger teachers to enhance academic performance [33]. In terms of marital status, the majority of respondents, 112 (52.5%), were married, followed by 67 (31.4%) who were single, and 24 (11.3%) who were widowed or divorced. This distribution indicates that most respondents are likely to be responsible individuals with a vested interest in education, thus contributing valuable insights to the research. Teaching is a noble profession that requires patience and tolerance, especially given that students come from diverse backgrounds, some of which may influence their behavior in school. Consequently, effective educational practices should incorporate both parental involvement and professional standards. Finally, the educational qualifications of the respondents reveal that 46 (21.6%) held a Certificate, 98 (46.0%) held a Diploma, 55 (25.5%) had a Bachelor's degree, and 14 (6.5%) possessed a postgraduate degree. This indicates that the majority of respondents were equipped with Certificates and Diplomas. These qualifications are essential for understanding the influence of teachers' housing on their performance in public secondary schools in Sheema Municipality.

**Table 5: The influence of teachers' housing on their performance in public secondary schools in Sheema municipality**

| Statement   | SD<br>% | D<br>% | U<br>% | A<br>% | SA<br>% | Mean  |
|---|---------|--------|--------|--------|---------|-------|
| The school has enough teachers' houses to enable regular attendance to all lessons by teachers                              | 57.5    | 5.5    | 5.5    | 13.7   | 17.8    | 0.034 |
| All teachers' houses are within the school compound to help them to arrive early at school to prepare their lessons in time | 69.9    | 0      | 4.1    | 5.5    | 2.5     | 0.250 |
| Non-accommodated teachers are regularly paid allowances for them to create a friendly learning environment                  | 32.9    | 54.8   | 5.5    | 1.4    | 5.5     | 0.152 |
| All teachers are always housed by the school for them to maintain learners' records safely                                  | 56.4    | 27.4   | 1.4    | 9.6    | 5.4     | 1.123 |
| The head teacher is housed by the school for him to assess his teachers properly  | 43.8    | 4.1    | 6.8    | 15.8   | 30.1    | 0.219 |
| Some teachers are housed by the school enabling them the routine assessments of learners at school                          | 17.8    | 13.7   | 6.8    | 28.8   | 32.9    | 0.036 |
| Teachers stay near the school for efficient counseling and guidance of learners at school                                   | 43.5    | 9.6    | 1.4    | 28.8   | 16.4    | 0.118 |
| The school management is concerned with teachers' needs to conduct remedial lessons for slow learners                       | 27.4    | 4.1    | 0      | 46.6   | 21.9    | 1.164 |

**Source: Primary data, (2024)**

The results presented in Table 5 indicate that a significant majority of respondents, 146 (63.0%), disagreed with the statement that schools had enough housing for teachers to enable their regular attendance at all lessons. Only 23 (31.5%) agreed, while 4 (5.5%) were undecided. This suggests that the lack of adequate teacher housing negatively impacts teachers' ability to attend early morning and late evening lessons, which often require them to walk long distances. In addition, 51 (69.9%) of respondents disagreed that all teachers' houses were located within the school compound, which would facilitate timely arrival at school for lesson preparation. Only 19 (26.0%) agreed, with 3 (4.1%) undecided. This further indicates that the distance between teachers' housing and the school affects their punctuality. Furthermore, 64 (87.7%) of respondents disagreed that non-accommodated teachers received regular allowances to foster a friendly learning environment, while only 5 (6.9%) agreed and 4 (5.5%) were undecided. This finding suggests that non-accommodated teachers are not adequately compensated, which may hinder their ability to create a conducive learning atmosphere. Additionally, 61 (83.6%) disagreed with the statement that all teachers were housed by the school to securely maintain learners' records, while 11 (15.1%) agreed and 1 (1.4%) was undecided. This indicates that not all teachers have suitable housing, which is crucial for effective record-keeping. A slight majority, 35 (47.9%), disagreed that head teachers were housed by the school to properly assess their teachers, while 33 (45.2%) agreed, with 5 (6.8%) undecided. This suggests that the lack of housing for head teachers may impede their ability to effectively evaluate their staff. Conversely, 45 (61.7%) of respondents agreed that some

teachers were housed by the school, facilitating their routine assessment of learners, while 23 (31.5%) disagreed and 5 (6.8%) were undecided. This implies that housing for certain teachers contributes positively to their ability to conduct assessments. Regarding proximity to the school for effective counseling and guidance of learners, a simple majority, 39 (53.4%), disagreed that teachers lived nearby, while 33 (45.2%) agreed and 1 (1.4%) was undecided. This suggests that the distance teachers must travel may hinder their ability to provide timely support to students. On a positive note, 50 (68.5%) agreed that school management was attentive to teachers' needs for conducting remedial lessons for slow learners, while 23 (31.5%) disagreed. This reflects a supportive management approach aimed at addressing the academic challenges of students. Input from PTA leaders and head teachers emphasised the lack of adequate housing for teachers, with a consensus on the importance of building more teacher accommodations. They noted that improved housing could reduce tardiness and absenteeism while also serving as a motivating factor for teachers. These findings resonate with [34], who identified housing as the second most critical human need after food, underscoring its significance as a fundamental human right. They argued that adequate housing provides shelter and enhances an employee's social and cultural status. Similarly, [35] supported that housing for teachers facilitates their work, enabling them to focus on their educational duties without the burden of long commutes, thereby reducing absenteeism and improving their professional standing. Moreover, researchers in [34] highlighted that many teachers struggle to secure housing due to high costs, which often exceed their financial means. The researcher in [36], found that insufficient teacher housing contributes to high rates of absenteeism, as many teachers resort to renting accommodations outside the school vicinity. This situation is compounded by low salaries, which adversely affect student learning outcomes. The researcher in [37] concluded that enhanced rent allowances were strong predictors of teacher effectiveness in Rivers State primary schools. Overall, the findings of this study underscore the critical role that teacher accommodation plays in influencing student performance in schools.

#### Regression of Teachers' welfare on their performance

To determine the significance of the relationship between teachers' welfare and their performance, a regression analysis was conducted using student performance as the dependent variable. The independent variables included housing, meals, and medical care. The results of this analysis are presented in Table 6.

**Table 6: Regression analysis of welfare of teachers and student academic performance**

| Welfare of teachers             | Standardized Coefficients | Significance |
|---------------------------------|---------------------------|--------------|
|                                 | Beta ( $\beta$ )          | p            |
| Teachers Housing                | 0.469                     | 0.001        |
| <i>Primary data, (2023)</i>     |                           |              |
| Adjusted R <sup>2</sup> = 0.352 |                           |              |
| F = 8.543, p = 0.000            |                           |              |

The results presented in Table 8 indicate that three welfare components housing, meals, and medical care accounted for 35.2% of the variation in student performance (adjusted R<sup>2</sup> = 0.352). This implies that 64.8% of the variation in performance is attributed to other factors not included in this model. The regression analysis was significant (F = 8.543, p = 0.000 < 0.05), suggesting a meaningful relationship between the welfare components and student performance. Among the welfare components, housing emerged as a significant predictor of student performance ( $\beta$  = 0.469, p = 0.001 < 0.05), leading to the acceptance of the hypothesis that teachers' housing is significantly related to their performance. Conversely, the provision of meals did not significantly predict teacher performance ( $\beta$  = 0.062, p = 0.609 > 0.05).

#### DISCUSSION

This study delves into the critical impact that teachers' housing has on their performance in public secondary schools within Sheema Municipality. The findings emphasize several key aspects, starting with adequate housing availability. Schools have made significant strides in providing sufficient housing for teachers, which is instrumental in ensuring regular attendance and punctuality. When teachers live close to their workplace, they are more likely to arrive on time and be fully prepared for their lessons, thereby enhancing their overall teaching effectiveness. The proximity of housing to the school is another crucial factor identified in the study [35]. By placing all teachers' houses within the school compound, educators can easily access their classrooms and prepare for lessons without the stress of long commutes. This arrangement not only improves teachers' morale but also fosters a more engaged and proactive approach to lesson planning and student interactions. Furthermore, the study highlights the support for non-accommodated teachers, who receive allowances to compensate for their commuting challenges. This initiative helps create a supportive and friendly learning environment, as teachers who feel financially secure are likely to invest more effort into their roles. The provision of adequate housing for teachers ensures that all educators have a stable living situation, which is essential for their well-being and effectiveness in the classroom. The secure maintenance of learners' records is also facilitated by housing arrangements. When teachers are accommodated on-site, they can maintain accurate and secure records of student progress, which is vital for tracking academic achievement and implementing necessary interventions [36]. This access enhances teachers' ability to respond

promptly to the needs of their students. Moreover, the study discusses the effective assessment by head teachers, who are also provided with housing on-site. This arrangement enables head teachers to closely monitor their staff and provide the necessary support and guidance. With a stable living situation, head teachers can better focus on leadership responsibilities, ensuring that teaching standards are upheld. Additionally, the routine assessment of learners is facilitated by the housing arrangements for teachers [37]. With accommodation close to the school, teachers can consistently evaluate student performance, providing timely feedback and support that is crucial for academic success. This proactive engagement helps foster a culture of learning and accountability among students. The study further underscores the importance of efficient counseling and guidance provided by teachers who live near the school. Proximity allows educators to offer timely assistance to students who may be facing personal or academic challenges, thereby promoting a supportive school environment conducive to learning. The findings point to the attention to teachers' needs by school management. When management is responsive to teachers' requirements, it allows for the implementation of remedial lessons for students who may be struggling. This attentiveness not only supports teachers in their professional roles but also enhances student outcomes, demonstrating a comprehensive approach to educational success. These findings are consistent with the observations made by [35] who argue that providing housing for teachers enhances their ability to perform effectively. They emphasize that reducing commuting distances minimizes absenteeism and tardiness, while also elevating teachers' professional status.

### CONCLUSION

In conclusion, this study underscores the critical role that housing provisions for teachers play in shaping students' academic performance in public secondary schools in Sheema Municipality. The findings reveal a strong positive correlation between adequate housing and improved student outcomes, highlighting that insufficient housing conditions adversely affect teacher attendance, punctuality, and overall effectiveness. Additionally, the study emphasizes the importance of considering teachers' welfare holistically, including access to meals and medical insurance, to foster a conducive teaching and learning environment. Policymakers and education stakeholders are urged to prioritize the construction of adequate teacher accommodations as a vital strategy for enhancing educational quality and promoting student success in the region. Future research should explore broader dimensions of teachers' welfare to further inform policy improvements and educational reforms.

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