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Teachers' Physiological Welfare Needs and Its Influence on Job Performance in Secondary Schools

Christaphora Mpilimi^{1*}, Dr. Omer Solomon¹

¹ Jordan University College, A constituent college of St. Augustine university of Tanzania

*Corresponding Author

Christaphora Mpilimi

ABSTRACT

This study was undertaken to assess teachers' Physiological welfare Needs and its Influence on Job performance in secondary schools in Mpwapwa district. Each public organization designs goals and objectives and has to provide necessary means to reach them, but having continued to operate poorly, sometimes that leads it into failure and poor management. Data for this study was collected through document review, interviews and questionnaire. The quantitative data was coded and entered into the Statistical Package of Social Sciences (SPSS) version 20 for analysis, while qualitative data gathered was transcribed then, coded into themes. The study found out that there is a positive and significant relationship between incentives and remuneration, involvement of teachers in decision making, community attitude, good school culture, respect, acknowledgement and teachers bonding meetings.

Key Words: *Teachers, Welfare, Influence and Teachers Welfare*

INTRODUCTION

Teachers are a critical resource and the key determinant of quality in education; and if they are unmotivated, then development in the nation is doomed because education is a key instrument of social, economic and political transformation (Akinsolu, 2010). However, assuring teacher' satisfaction is not an easy task given that human beings' needs can never be fully satisfied as the satisfaction of one- need leads to the desire for another higher- lever need. The welfare strategy is therefore considered vital in teachers' motivation (Tao, 2013).

METHODOLOGY AND DESIGN

Research Approach

Research approach is a plan and procedure that consists of the steps of broad assumptions to detailed methods of data collection, analysis and interpretation (Chetty, 2016). The current research study used a mixed research approach where both qualitative data and quantitative data were collected. The purpose of this form of research is that both qualitative and quantitative research, in combination provides a better understanding of a research problem or issue than either research approach alone.

Qualitative Approach

Qualitative research is an interpretative approach, which attempts to gain insight into the specific meanings and behaviors experienced in a certain social phenomenon through the subjective experiences of the participants (Cathryne, 2006). Creswell (2003) states that a qualitative approach gives room for a researcher to enter the respondents' personal/word in order to gain deeper and clear understanding of their knowledge, experience and fillings. The current study employed qualitative research approach for developing knowledge and gathering information from respondents and gaining deep understanding of the influence of teachers' welfare on job performance in secondary schools at Mpwapwa District.

Quantitative Approach

Leedy and Ormrod (2001); and Williams (2011) state that, quantitative approach involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge claims, that involves some calculations with regards to sampling size and the use of Likert scale or rating scale in obtaining quantitative information. The study used quantitative data that obtained through using Likert scale to determine the trend of the influence of teachers' welfare in their job performance.

Research Design

The research design refers to the overall strategy that one may choose to integrate the different components of the study in a coherent and logical way. The use of design was to ensure that, the research problem was effectively addressed. It is like the roadmap for the collection, measurement and analysis of data (Kothari, 2004). Hence, the current research study adopted a case study design. Kumar (2015) case study design attempts to systematically describe a situation, a problem, or phenomenon, or provides information about an issue, or describes attitudes towards an issue. Therefore, case study research design brought up the understanding on how teachers welfare influences their job performance in Secondary schools.

Sample and Sampling Techniques

With regard to sampling techniques, Kothari (2007) describes the term as the process of obtaining information about an entire population by examining only a part of it. According to Cohen et al. (2000), sampling refers to small cluster of the respondents from the population in which the researcher is interested in gaining information and drawing conclusion. In this study a researcher employed simple random and purposive sampling technique. In order to sample teachers in questionnaires, simple random sampling was used to sample them. Purposive sampling was used to extract in -depth data from 10 HOS, 5 WEOs and 1 DEO. The reason of using these techniques was to help the researcher to obtain a concrete data dealing with teachers' welfare and education matters within the district. Purposive sampling refers to the non-probability sampling whereby partakers or participants are selected purposively due to the potential data and fact they have in a given field of study, typically it involves small number of respondents (Kothari, 2008).

RESULTS AND DISCUSSION

The research study was set to find out Teachers' Physiological Welfare needs and its Influence on Job Performance. The respondents were required to indicate their opinion on the physiological needs that influence their job performance by indicating whether they Agreed (A), Undecided (U) or Disagreed (D).

Teachers Physiological Needs and its Influence on job Performance

This finding is in tandem with Sharma and Bajpai (2011) whose study found that salary is a form of periodic payment from an employer to an employee which is specific in an employment contractual agreement. Thus, it seems that teachers view their salaries as the most significant factor that influences their work performance. During the interview a respondent noted that: *Salaries are paid as per job group and qualification. However, teachers are overworked yet earn salaries that do not commemorate to their work load (HT2)* The opinion articulated by respondent HT2 above shows that, teachers' salaries do not match the workload they have in schools. This finding is in agreement with Mwai (2009) whose study confirmed that, the level of teachers pay was very low putting into consideration that the cost of living is very high; the secondary teachers must find it hard to maintain themselves and their families. Puts it, the teachers; personal needs are also an important determinant to the smooth running of the secondary school's programs. If inadequate, they will have an impact on how well the learners perform.

The finding is also in agreement with UNESCO (2018) whose study opined that, the low salaries influence the motivation of teachers, who often turn to private tutoring or other part-time work to supplement their income, which can negatively affect classroom instruction and quality of education. It can be seen that low salaries have been a big challenge and has made many teachers to lose their work morale. Salaries for teachers influences the overall performance, attractiveness and morale of teaching. It can be seen that, the presence of inadequate salaries situation in schools, is the indication that teachers' welfare is in jeopardy and work morale is reduced.

On the other hand, majority of respondents disagreed that teachers' houses were in good conditions 38(76%). This finding is in line with Mbwana (2017) whose study revealed that there was acute shortage of teachers' houses. The few houses available were not in good condition and others were very old. The study also revealed that the available teachers' houses do not have enough facilities like; water supply, electric power, house decoration, toilets and house furniture. It can be seen that schools that do not house teachers adequately pave the way to place teachers' welfare in jeopardy and thus, work morale is reduced.

This finding is also supported by Akongai (2021); John (2021); Gerald (2016) and Sumra (2004) whose studies confirmed that teachers who work in a poor housing condition typified with lack of in – service training, promotion and necessary facilities like chairs, housing and that, most of them live far and or travel for long distances to schools where they teach do not get motivated in their work. Furthermore, it is sad that some teachers have turned classrooms into their living houses. That, living conditions of teachers has become an unattractive as they lack essentials human needs and facilities in their teaching profession. This has made many teachers to lose the work morale. This condition or scenario serves as an indication that teachers are not well cared for. No wonder the academic performance in these schools is viewed to be dismal. During the interview, one of the respondents retorted that: *There are very few schools that have some houses for teachers. Yet houses are a major motivation factor to teachers. (HT1)*.

The opinion articulated by a respondent HT1 above implies that, there are inadequate teachers' houses in schools in the district. The finding is supported by Kitunga (2009), Manzini and Gwandure (2011) who have asserted that if employees are given adequate housing, properly fed, treated fairly and if their conditions are congenial, then their performance will be high. The UN-HABITANT Report (2015) which revealed that housing was still beyond the reach of most members of the teaching profession and many families did not afford basic and decent formal housing. The findings are also in tandem with Lyimo (2014) who established that, there was lack of adequate teacher housing which had forced many of them to stay away from school in rented houses and they were dissipating their energies on second jobs and moonlighting. The findings are also buttressed by Ikenyiri and Ihua-Maduenyi (2011) who found out that enhancement of rent allowances (Housing) was a strong predictor of teachers' effectiveness. Similar to the findings is the work of Adelabu (2005) who found out that, the majority of teachers lacked school houses and did not receive housing loans and this had de-motivated them in the performance of their work.

The sub item on teachers getting lunch in school 37(74%) was rejected by the respondents. It appears that teachers don't get lunch in their schools. This finding is in agreement with Kinyenyi and Kakuru (2016) and HakiElimu (2011) who revealed that lack of school feeding program and or lunch for teachers affect the performance of both teachers and students as they go hungry for the whole day. Many teachers complained of missing such an opportunity, forcing them to go home for lunch and this leads to wasting a lot of time on the way. It seems that lunch provision has a positive and significant influence on teachers' performance, yet they don't receive it in schools. Thus, challenge seems to point to the fact that without provision of lunch in schools 'teachers' welfare is in peril. During the interview one of the respondents retorted that: *We don't have lunch program for teachers as a policy. However, make their personal contribution if they chose to do that, they can be fed in school (HT3)*

The opinion by respondent HT3 shows that, in many schools in the district do not provide lunch to teachers and there is no lunch program policy despite the positive and significant on teachers' performance. The findings corroborate a study by Danquah, Amoah and Obisaw (2013) who recommended that, more effort in designing intervention programs to enhance the provision and the quality of meals teachers have to consume. The findings are also in tune with findings by Ikenyiri and Ihua-Maduenyi (2011) who established that prompt payment for food and clothing were a statistical predictor of teachers' effectiveness.

The sub item on teachers stays near or within the school 34(68%) of the respondents disagreed. This finding is in agreement with Kadzamira (2006) who discovered that there is acute shortage of affordable housing within schools. This has been a big problem which made teachers hire accommodation outside school compound. Due to this situation, there is the possibility that teachers who travel long distance every day most times they will be reporting late to work. They will not be able to prepare schemes, lesson notes and lesson preparation. Therefore, traveling long distance every day to school can be the indication of lack of provision of teachers' welfare in schools and the situation probably has made many teachers lose their self-esteem and or motivation to work.

The respondents disagreed with the sub items on there is adequate supply water in teachers' sanitation rooms and every washroom is furnished 32 (64%). It appears that teachers don't get these physiological needs in schools. The finding is in tandem with Waga (2013) whose study opined that treating drinking water at school could reduce absenteeism, hand washing after visiting the toilets and before eating could reduce absenteeism and that hygiene has a strong positive relationship with teachers' job performance. From the findings, it can be seen that without hygiene in schools' teachers' welfare is in jeopardy and work self – confidence is abridged.

The finding also corresponded to Lujiga (2014) whose study discovered that medical services, presentable houses, transport, electricity, sufficient teaching and learning materials, availability of clean safe water, recreation and market places are mentioned to be the main motivators for teachers' job performance. Lack of adequate supply water has been a challenging situation and had made teachers lose confidence of staying at school many hours. It can be seen that without these services in schools' teachers' welfare is abbreviated.

The finding is also in agreement with Adelabu (2005) whose study found out that the school environment was wanting as school buildings were largely dilapidated, many schools were found without adequate toilets, overcrowded and reward system in terms of salaries and emoluments were largely unsatisfactory. At the same time the study revealed that improvement in the education system were not deep enough to record satisfactory enhancement in teachers; morale. This has been a big challenge because has made many teachers to fell to meet their families' daily needs due to unsatisfactory salaries and to get fatigue due to overcrowded. With dilapidated buildings, overcrowded and unsatisfactory salaries teachers' welfare is in threat and work confidence is truncated.

The sub items on the distance between teachers' residence is manageable and most teachers live in school compound 27(54%) was rejected by the respondents. This finding is in agreement with Lufeyo (2022); Theresia (2013) and Mapunda (2011) whose studies revealed that, there was very low level of job satisfaction among teachers in terms of availability of public transport facilities, which led to late coming to school and sometimes the first lesson went without a

teacher. Inadequate transport facilities in schools has been an immense problem and has made teachers lose their self-esteem – esteem. This can show that without public transport facilities in schools, teachers' welfare is in peril and their self-esteem is abbreviated.

Some of the sub-items like, schools have enough teaching and learning materials; the staffroom had working facilities for all teachers; teachers receive incentives in case they meet the target reward and the school had varnished staffroom scored below average. This is maybe because in certain schools the physiological needs on teachers' job performance could be either available but not in good conditions, some could not be there at all. Therefore, there was a variation of respondents' views.

Recommendations

First, education policy makers and managers should pay much attention to the provision of teachers' housing in order to address the issue of inadequate teachers' housing. There should be a deliberate effort by all education stakeholders to construct more houses for teachers so as to improve their work morale.

Secondly, to give teachers 'salary increment, motivation, incentives, recognition and other social needs that will make them focus on education alone rather than focusing on other things like business, farming, fishing off which if the teacher is not satisfied, they may deviate their minds from the school duties. These relieve the teachers the heavy burden of catering their physiological, security and affiliation needs which are the determinants of their welfare. Thus, this would ensure teachers welfare in schools and rise their work morale.

CONCLUSION

The study found out that, schools that do not house teachers, inadequate security/safety to teachers and acknowledgement adequately pave the way to place teachers' welfare in jeopardy. In general, this field of teaching cadre needs a solid foundation for employment to ensure that individuals meet personal needs effectively through ensuring satisfactory employees' welfare.

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