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Factors Influencing Teachers' Welfare: A Case Study Among Public and Private Schools in Uganda

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Abstract

This study investigates the factors influencing teachers' welfare and their subsequent impact on performance, focusing on four key variables: permanent housing, remuneration, professional development, and investment opportunities. Utilizing a cross-sectional design, data were collected from educators and administrators in higher education institutions in Somalia through a purposive sampling technique. A structured questionnaire with a Likert scale was used to capture responses, and data analysis included regression models to evaluate the relationships between the variables.

The findings reveal that professional development is the most significant predictor of teachers' welfare, followed by permanent housing, investment opportunities, and remuneration. Professional development opportunities, such as workshops and training, contribute substantially to

teachers' skill enhancement, career growth, and overall welfare. Permanent housing and investment opportunities provide stability and financial security, while remuneration ensures immediate financial well-being. The combined effects of these factors were found to significantly enhance teachers' welfare, which in turn positively impacts their performance.

This study highlights the importance of addressing teachers' welfare comprehensively to foster improved performance. Recommendations are made to prioritize professional development initiatives, improve housing policies, and create financial growth opportunities for educators. The research contributes to the growing discourse on the welfare-performance relationship in education, particularly in developing contexts such as Uganda.

Keywords: Likert scale, Teacher Welfare, Uganda

Introduction

Permanent housing provides a sense of stability and security, essential for teachers to focus on their professional responsibilities without the stress of uncertain living conditions. Research highlights that adequate housing reduces anxiety, enhances mental health, and improves job performance (Evans *et al.*, 2003) [3]. When teachers have access to affordable and permanent housing, their morale and retention rates improve, fostering a more committed and productive workforce (Colson & Satterfield, 2018) [2]. Furthermore, housing as a long-term investment contributes to financial stability, which aligns with the overall welfare of educators.

Adequate remuneration is another cornerstone of teachers' welfare, ensuring that educators are fairly compensated for their efforts. Higher salaries not only improve financial security but also boost job satisfaction and motivation (Colson & Satterfield, 2018) [2]. Professional development opportunities are equally critical, as they empower teachers with the skills needed to adapt to evolving educational standards and technologies, thus enhancing job performance and career growth (Wei *et al.*, 2009) [6]. Additionally, providing teachers with investment opportunities, such as access to pension plans or financial literacy programs, ensures their long-term financial health, reducing burnout and encouraging sustained commitment to the profession.

Teachers' welfare, as shaped by permanent housing, remuneration, professional development, and investment opportunities, directly impacts their job satisfaction, productivity, and retention. Permanent housing and remuneration provide the foundation for financial and emotional stability, influencing teachers' motivation and work-life balance. Professional development complements this stability by equipping educators with the competencies required to deliver high-quality education, while investment opportunities ensure long-term financial security. Together, these variables create a holistic ecosystem where

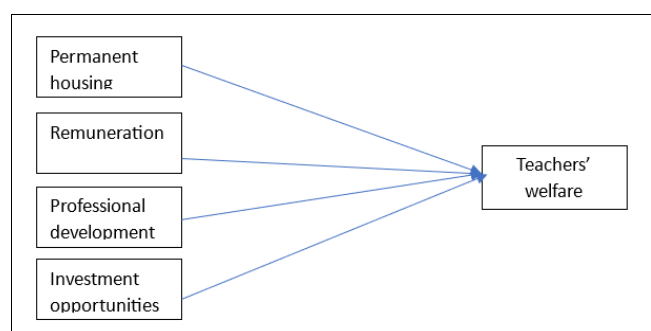
teachers feel valued and supported, leading to improved educational outcomes and institutional effectiveness. Despite the recognized importance of these factors, several gaps exist in understanding their collective impact on teachers' welfare. For instance, most studies focus on one variable, such as remuneration, without examining how it interacts with housing stability or professional development opportunities. Additionally, research often overlooks context-specific challenges, such as differences in rural versus urban settings or variations in policy implementation across regions (Ashaba *et al.*, 2022) ^[1].

Research Objectives

1. To assess the combined effect of permanent housing, remuneration, professional development, and investment opportunities on teachers' welfare.
2. To determine the most significant predictor(s) of teachers' welfare and their subsequent impact on performance.

The study tests the following hypotheses:

- H1: Permanent housing has a significant impact on teachers' welfare.
 H2: Remuneration significantly affects teachers' welfare.
 H3: Professional development opportunities significantly influence teachers' welfare.
 H4: Investment opportunities have a significant impact on teachers' welfare.
 H5: There is a significant combined effect of permanent housing, remuneration,



Method

This study employs a **correlational research design** to explore the relationship between factors influencing teachers' welfare, including permanent housing, remuneration, professional development, and investment opportunities, among educators and administrators. The design is suitable for identifying associations between variables and understanding how these factors collectively impact teachers' welfare. The target population includes teachers and administrators in public and private educational institutions. A purposive sampling technique was used to ensure participants with diverse professional experiences and socioeconomic backgrounds were included. The sample size consisted of **314 participants**. Primary data was collected using a structured questionnaire designed to capture insights into the four main variables: permanent housing, remuneration, professional development, and investment opportunities. The questionnaire consisted of **50 items**, with both closed-ended and Likert-scale questions to measure perceptions and experiences. The survey was administered through online and physical mode. The

Cronbach's alpha coefficient for each variable exceeded the acceptable threshold of 0.7, indicating good internal consistency. However, the reliability of this study is 0.907. Data was analyzed using **SPSS version 27**. Descriptive statistics (means, standard deviations) were calculated to summarize the data, while inferential statistics, including Pearson's correlation and multiple regression analysis, were employed to examine relationships among variables. A significance level of $p < 0.05$ was set for all statistical tests.

Results

Demographic profile

The demographic analysis provides an overview of the participants' characteristics based on gender, type of school, specialization, qualification, professional development, and courses taken. The sample consists of 314 participants, with a majority being male (64.6%, $n=203$) compared to female participants (35.4%, $n=111$). Regarding the type of school, slightly more participants work in private schools (54.8%, $n=172$) than in public schools (45.2%, $n=142$).

In terms of specialization, 31.2% ($n=98$) of the teachers specialize in arts, followed closely by 29.9% ($n=94$) in sciences, while 29.3% ($n=92$) did not specify their field. A smaller proportion of 9.6% ($n=30$) indicated other specializations. Regarding qualifications, the majority of teachers hold a master's degree (48.1%, $n=151$), followed by bachelor's degree holders (33.8%, $n=106$), diploma holders (12.1%, $n=38$), and a smaller proportion with a PhD (4.5%, $n=14$). A few participants (1.6%, $n=5$) have other unspecified qualifications.

When examining professional development, only 31.2% ($n=98$) of teachers have taken a professional development course, while the majority (68.8%, $n=216$) have not. Among those who took a course, workshops were the most common (19.7%, $n=62$), followed by conferences (10.5%, $n=33$), seminars (8.9%, $n=28$), and short courses (6.1%, $n=19$). Notably, 54.8% ($n=172$) of the participants reported no participation in any professional development activities. These findings highlight key demographic trends and provide insights into the background and training of the sampled teachers.

		Frequency	Percentage (%)
Gender	Male	203	64.6%
	Female	111	35.4%
Type of the School	Public	142	45.2%
	Private	172	54.8%
Specialization of the Teacher	Arts	98	31.2%
	Sciences	94	29.9%
	3.00	92	29.3%
	4.00	30	9.6%
Qualification of the Teacher	Diploma	38	12.1%
	Degree	106	33.8%
	Masters	151	48.1%
	PhD	14	4.5%
	5.00	5	1.6%
Taken a Professional Development Course	Yes	98	31.2%
	No	216	68.8%
Course Taken	Conference	33	10.5%
	Short Course	19	6.1%
	Workshop	62	19.7%
	Seminar	28	8.9%
	None	172	54.8%

Reliability and Validity

The study employed EFA, as a part of the factor loading some of the items were removed indicators with low factor loadings (< 0.60) were removed (Gefen & Straub, 2005) [4]. Therefore, these items removed Q24, Q16, Q46, Q48, Q30, Q42, Q44, Q14, Q28, Q22, Q17, Q3, Q2, Q40, Q9. The first component of the factor analysis is the reliability analysis which includes composite reliability. The desirable cutoff value for the composite reliability is 0.70 (Ringle *et al.*, 2020) [5]. Consequently, all the latent constructs of the model possess composite reliability (Table 1). The second component of the measurement model is convergent validity. The measure of convergent validity is the Average Variance Extracted (AVE) for which the cut-off criterion value is 0.50 (Ringle *et al.*, 2020) [5]. Hence, constructs possess convergent validity (see Table 2).

Constructors	Factor loading	SMC	CR	AVE
Permanent housing			0.926595	0.535272
	.791	0.6257		
	.791	0.6257		
	.783	0.6131		
	.760	0.5776		
	.730	0.5329		
	.727	0.5285		
	.713	0.5084		
	.705	0.497		
	.695	0.483		
	.691	0.4775		
	.647	0.4186		
Remuneration			0.91333412	0.56928825
	.818	0.6691		
	.794	0.6304		
	.787	0.6194		
	.779	0.6068		
	.734	0.5388		
	.710	0.5041		
	.708	0.5013		
	.696	0.4844		
Professional development				
	.835	0.6972	0.88478757	0.56481167
	.815	0.6642		
	.805	0.648		
	.775	0.6006		
	.627	0.3931		
	.621	0.3856		
Investment opportunities				
	.832	0.6922	0.86432255	0.5617968
	.786	0.6178		
	.740	0.5476		
	.720	0.5184		
	.658	0.433		
Teachers' welfare				
	.748	0.5595	0.86896864	0.5275036
	.743	0.552		
	.638	0.407		
	.774	0.5991		
	.615	0.3782		
	.818	0.6691		

SMC= Square Multiple Correlation; CR= Composite Reliability; AVE= Average Variance Extracted

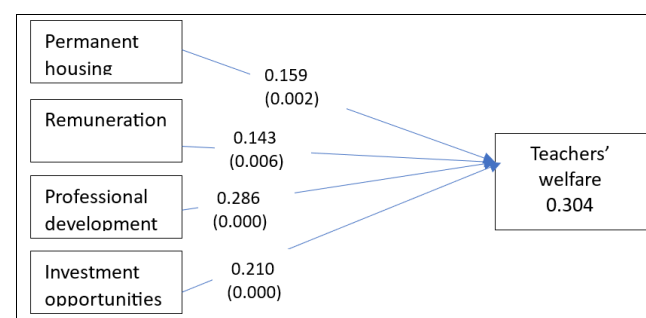
Hypotheses Testing

The regression analysis results provide insights into the relationships between the independent variables (permanent

housing, remuneration, professional development, and investment opportunities) and the dependent variable (teachers' welfare). The significance (Sig.) values and beta coefficients (β /beta β) are used to interpret these relationships. The results of the regression analysis demonstrate that all four variables—permanent housing, remuneration, professional development, and investment opportunities—positively and significantly impact teachers' welfare. Permanent housing, with a beta coefficient (β) of 0.159 and a significance value of 0.002 ($p < 0.055$), indicates that access to stable and secure housing improves teachers' welfare by reducing financial stress and enhancing their sense of stability. Remuneration also has a positive effect on welfare, with $\beta = 0.143$ and a significance value of 0.006 ($p < 0.05$). Adequate and fair compensation contributes to teachers' financial security and overall job satisfaction, improving their quality of life. Professional development opportunities exhibit the strongest positive impact among all variables, with $\beta = 0.286$ and a highly significant value of 0.000 ($p < 0.001$). This highlights the critical role of professional growth in enhancing teachers' skills, career prospects, and overall welfare. Investment opportunities, with $\beta = 0.210$ and a significance value of 0.000 ($p < 0.001$), also significantly affect welfare by providing avenues for financial growth and long-term security. Collectively, these findings emphasize the importance of addressing these factors holistically to ensure teachers' welfare is adequately supported.

Model	Beta	t	Sig.
(Constant)		7.332	.000
Permanent housing	.159	3.102	.002
Remuneration	.143	2.791	.006
Professional development	.286	5.418	.000
Investment opportunities	.210	4.098	.000

Dependent variable: Teachers' welfare



The results of the regression analysis indicate that remuneration has a significant positive impact on permanent housing. The standardized beta coefficient ($\beta = 0.256$) suggests that as remuneration increases, there is a corresponding positive change in the ability or likelihood of teachers to secure permanent housing. The t-value of 4.683, combined with a significance value of 0.000 ($p < 0.001$), indicates that this relationship is statistically significant and unlikely to have occurred by chance.

This finding implies that higher remuneration enhances financial stability, enabling teachers to afford or maintain permanent housing. The constant value further highlights the baseline contribution of other factors not explicitly included in this model. Overall, the results strongly support

the hypothesis that remuneration significantly affects permanent housing and underscores the importance of fair and adequate compensation in improving teachers' living conditions.

Model		Standardized Coefficients	t	Sig.
		Beta		
1	(Constant)		12.267	.000
	Remuneration	.256	4.683	.000

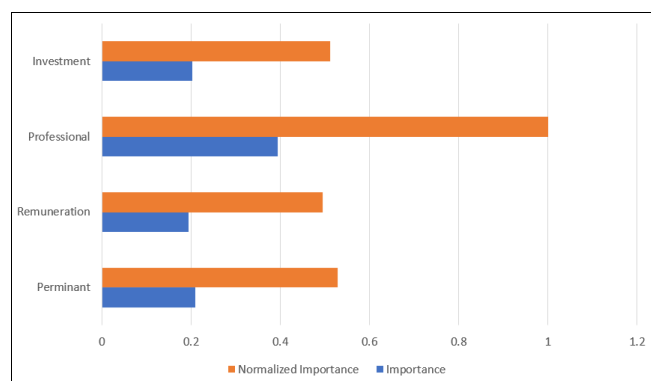
Dependent Variable: Permanent housing

Most predicting welfare component(s) of the teachers' welfare

The results of the normalized importance analysis reveal the relative contribution of each independent variable in predicting teachers' welfare. The component with the highest normalized importance is **professional development**, with a normalized importance score of 100.0%, indicating that it is the most influential predictor of teachers' welfare. This suggests that professional development opportunities, such as workshops, conferences, and other training, have the strongest impact on improving teachers' overall welfare and performance.

Following professional development, **permanent housing** holds a significant importance score of 52.9%, indicating that access to stable and secure housing is also an important predictor of teachers' welfare, though not as influential as professional development. **Investment opportunities** come next with a normalized importance of 51.2%, suggesting that providing teachers with financial growth opportunities plays a crucial role in enhancing their welfare. Lastly, **remuneration** has a normalized importance of 49.5%, highlighting its role in supporting teachers' financial well-being but ranking slightly lower in terms of its predictive power for welfare compared to the other variables.

Overall, **professional development** stands out as the most important factor in predicting teachers' welfare, followed by **permanent housing** and **investment opportunities**. Remuneration, while significant, appears to have a somewhat lesser impact compared to these other components in influencing teachers' welfare and performance.



Conclusion

This study explored the factors influencing teachers' welfare and their impact on performance, focusing on permanent housing, remuneration, professional development, and investment opportunities. The findings underscore the significant role these variables play in enhancing teachers' well-being, with professional development emerging as the most influential factor. Access to professional growth

opportunities equips teachers with essential skills and confidence, directly improving their welfare and effectiveness in their roles.

Permanent housing and investment opportunities were also identified as key contributors to welfare, offering stability and long-term financial security. Remuneration, while slightly less impactful compared to other factors, remains critical in ensuring teachers' financial well-being and job satisfaction. The combined effects of these variables reveal a holistic approach to improving teachers' welfare, which directly correlates with better performance outcomes.

This study highlights the need for education policymakers and administrators to prioritize welfare-enhancing initiatives, particularly professional development programs, stable housing policies, and financial growth opportunities, to support and motivate teachers. Addressing these factors comprehensively is essential for fostering a productive and committed teaching workforce, ultimately benefiting the broader educational system.

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