



Supporting Teacher Performance during Curriculum Reform: The Role of Teacher Welfare in Private Secondary Schools in Kampala

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Abstract: Curriculum reforms introduce changing pedagogical and professional expectations for teachers, making the organisational conditions supporting their instructional performance particularly important. This study examined the relationship between teacher welfare and teacher performance in private secondary schools in Kampala, Uganda, focusing on permanent housing, remuneration, and professional development opportunities. A quantitative correlational design was employed. From a study population of 2,400 teachers and school administrators, data were collected from 314 respondents using a self-administered questionnaire with satisfactory internal consistency (Cronbach's $\alpha = .88$) and content validity (CVI = .86). Pearson's product-moment correlation analysis was used to examine relationships between the three dimensions of teacher welfare and teacher performance. Statistically significant positive relationships were observed between teacher performance and permanent housing ($r = .567, p < .001$), remuneration ($r = .675, p < .001$), and professional development opportunities ($r = .676, p < .001$). Professional development opportunities and remuneration exhibited the strongest associations with teacher performance, while permanent housing showed a moderate positive association. These results indicate that teacher performance is associated with both the material and professional conditions surrounding teachers' work. This relationship is particularly relevant during curriculum reform, when teachers are expected to respond to changing pedagogical, assessment, and professional demands. The study highlights the need for private secondary schools to adopt a comprehensive approach to teacher support that combines sustained professional development with adequate remuneration and appropriate housing support. By linking teacher welfare to the organisational conditions surrounding teachers' work, the study broadens discussions of curriculum reform beyond pedagogical preparedness and instructional resources to the conditions necessary for sustaining effective teacher performance.

Keywords: Teacher welfare, Teacher performance, Curriculum reform, Permanent housing, Remuneration, Professional development, Private secondary schools.

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1. Introduction

Teachers are central to the quality and effectiveness of classroom instruction. However, their capacity to perform effectively depends not only on professional competence but also on the material and professional conditions under which they work. Teacher welfare encompasses a range of provisions intended to support teachers' well-being and capacity to perform their professional responsibilities. Prevailing studies have diversely examined welfare through parameters such as remuneration,

accommodation, medical care, allowances, meals, and opportunities for professional development (Ashaba et al., 2022; Kigenyi, 2017). Empirical evidence from Uganda and other backgrounds indicates that such welfare conditions are associated with different dimensions of teacher performance, although the strength and nature of these relationships vary according to the welfare provision examined and the institutional context (Ashaba et al., 2022; Budiansyah & Huda, 2025; Murwaningsih & Fauziah, 2023).

The relationship between teacher welfare and performance assumes specific significance during periods of educational change. Curriculum reforms introduce new pedagogical, assessment, and professional expectations that require teachers to adjust established practices while sustaining instructional effectiveness. In Uganda, the Ministry of Education and Sports, through the National Curriculum Development Centre (NCDC), introduced the competency-based Curriculum in 2020, shifting emphasis from predominantly content oriented instruction towards competence development, learner participation, practical application of knowledge, and continuous assessment (NCDC, 2020). Teachers are thus expected to facilitate active learning, organise practical activities, assess competencies, and support learners to apply knowledge in meaningful situations. These expectations require changes not only in what teachers teach but also in their pedagogical knowledge, instructional practices, and approaches to assessment.

Translating these expectations into consistent classroom practice remains challenging in Uganda. Kidega et al. (2024), in a qualitative case study of secondary schools in Gulu City, identified insufficient teacher training, limited participation in workshops and seminars, inadequate infrastructure, shortages of teacher housing, insufficient instructional materials, large classes, and limited computer literacy among the constraints affecting CBC implementation. The study further emphasised sustained professional development, timely resource provision, stakeholder engagement, and regular inspection as important forms of implementation support. Such evidence indicates that difficulties in curriculum implementation extend beyond teachers' individual knowledge and skills to the organisational and material conditions within which they work. Teachers may therefore understand curriculum expectations while operating in environments that constrain their capacity to translate those expectations into consistent instructional practice.

Teacher welfare represents one dimension of this broader working environment. In the present study, welfare is examined through three dimensions: permanent housing, remuneration, and professional development opportunities. These dimensions represent related but conceptually distinct aspects of teachers' working conditions. Housing and remuneration principally concern the material conditions surrounding teachers' work, whereas professional development more directly strengthens the knowledge and practices required for effective instruction. Previous studies have incorporated various combinations of these and other constructs within broader measures of teacher welfare (Ashaba et al., 2022; Kigenyi, 2017). However, aggregating diverse welfare provisions may overlook differences in how particular dimensions are associated with teacher performance. Examining them separately therefore provides greater analytical precision.

Research on remuneration generally points to a positive association with teacher performance, although the reported strength of the relationship varies across studies and contexts. In Uganda, Maali et al. (2020) reported

significant positive relationships between remuneration and teacher performance in government aided secondary schools in Kasese District, while Kayindu et al. (2020) found a positive but relatively weak relationship in private secondary schools in Buikwe District. Recent evidence from Nigeria has similarly reported significant relationships between salary or remuneration and teacher job performance in secondary schools (Onyali & Anthony, 2025; Ughamadu & Ezea, 2024; Umoru & Yakubu, 2025). However, findings are not entirely consistent. Taabu (2019), for example, reported a very weak relationship between remuneration practices and teacher efficiency in secondary schools in Busia District. Moreover, remuneration has been conceptualised differently across studies, ranging from basic salary to broader combinations of allowances, incentives, benefits, recognition, and other rewards (Kayindu et al., 2020; Maali et al., 2020; Ughamadu & Ezea, 2024). These differences limit direct comparison and caution against assuming that remuneration has a uniform relationship with teacher performance across institutional settings.

Housing constitutes another potentially important dimension of teacher welfare. Ugandan evidence has associated teacher accommodation with teacher performance, particularly in public and government aided schools. Kigenyi (2017), studying public primary schools in the Bugisu sub-region, reported that housing was significantly associated with teacher performance, while Kidega et al. (2024) identified shortages of teacher housing among the institutional constraints encountered by teachers implementing CBC in Gulu City. However, much of the available evidence on teacher housing originates from rural, public, or government aided school settings, where accommodation may facilitate proximity to schools and reduce transport and geographical constraints. Housing may operate differently in an urban setting such as Kampala, where teachers may depend more heavily on rented accommodation and daily commuting. Research conducted in rural and government school settings therefore cannot automatically establish whether permanent housing is similarly associated with teacher performance in urban private secondary schools.

Professional development differs from these material welfare dimensions because it is more directly connected to teachers' instructional capacity. Effective professional development can strengthen teachers' knowledge and instructional practice, particularly when it is sustained, content focused, collaborative, and connected to classroom work (Darling-Hammond et al., 2017). This relationship is particularly relevant to Uganda's CBC, given evidence that insufficient training and limited participation in professional development activities continue to constrain implementation (Kidega et al., 2024). International evidence also suggests that professional development may relate to teacher performance differently from welfare considered as a broad construct. Murwaningsih and Fauziah (2023), for example, found no significant direct effect of teacher welfare on teacher performance among vocational high school teachers in Indonesia, whereas continuous self-development significantly influenced performance. Professional development may therefore function not

merely as an employment benefit but as a professional support mechanism through which teachers develop and refine the knowledge and practices required to respond to changing instructional expectations.

More broadly, empirical evidence on teacher welfare and performance remains mixed. Ashaba et al. (2022) reported a moderate positive relationship between overall teacher welfare and job effectiveness among secondary school teachers in Mbarara City, Uganda, while Budiansyah and Huda (2025) found that teacher welfare significantly predicted teaching quality in Indonesia. In contrast, Murwaningsih and Fauziah (2023) found no significant direct effect of teacher welfare on teacher performance. These divergent findings indicate that welfare should not be treated as a homogeneous construct whose components necessarily relate to teacher performance in identical ways. Differences in the conceptualisation and measurement of welfare, teacher performance indicators, educational level, research design, and institutional setting may partly account for variations across studies.

These issues warrant particular attention in private secondary schools. Although Ugandan secondary schools operate under common national curriculum expectations, welfare provisions in private schools may vary according to institutional financial capacity and school level managerial decisions. Literature from Ugandan private secondary schools already indicates an association between remuneration and teacher performance (Kayindu et al., 2020). However, existing studies have frequently concentrated on remuneration or combined several financial and non-financial provisions within broader welfare constructs. Consequently, less is known about how different material and professional welfare dimensions particularly permanent housing, remuneration, and professional development opportunities are individually associated with teacher performance in private secondary schools in Kampala.

Research findings therefore reveal two related but insufficiently integrated bodies of evidence. Research on CBC implementation in Uganda has generated substantial knowledge about teacher preparedness, professional development, pedagogy, assessment, instructional resources, infrastructure, and implementation constraints (Kidega et al., 2024; NCDC, 2020). In parallel, research on teacher welfare has established associations between various welfare provisions and outcomes such as teacher performance, job effectiveness, motivation, and professional development (Ashaba et al., 2022; Kayindu et al., 2020; Maali et al., 2020). However, these bodies of scholarship have largely developed separately. Therefore, less attention has been given to whether specific material and professional welfare conditions are associated with teacher performance within the changing instructional environment created by curriculum reform.

The research gap therefore lies not in an absence of studies on teacher welfare or curriculum implementation, but in a contextual, conceptual, and empirical disconnection between these areas of scholarship.

Conceptually, welfare has frequently been operationalised as an aggregate construct integrating varied parameters, potentially overlooking the relationships of individual dimensions with teacher performance. Empirically, studies report varying strengths and, in some cases, contrasting relationships between welfare provisions and performance (Ashaba et al., 2022; Murwaningsih & Fauziah, 2023; Taabu, 2019). Contextually, much of the Ugandan evidence derives from public, government aided, rural, or non-Kampala settings, while evidence concerning specific welfare dimensions in Kampala's private secondary schools remains limited. At the same time, CBC scholarship has concentrated primarily on pedagogical preparedness and implementation constraints, with less attention to the material and professional welfare conditions surrounding teachers' performance during reform.

Against this background, this study examined the relationship between teacher welfare and teacher performance in selected private secondary schools in Kampala, Uganda, focusing specifically on permanent housing, remuneration, and professional development opportunities. Teacher performance constituted the empirical outcome, while curriculum reform provided the contemporary educational context within which these relationships were examined. By disaggregating teacher welfare into distinct material and professional dimensions and locating their relationships with teacher performance within the context of curriculum reform, the study provides a more differentiated understanding of the conditions surrounding teachers' work during educational change.

1.1 Statement of the Problem

The introduction of the competence-based secondary school curriculum in Uganda has placed novel instructional and professional demands on teachers, particularly in relation to learner-centred pedagogy, continuous assessment, practical application of knowledge, and competence development (Namatende-Sakwa et al., 2025). However, evidence indicates that teachers are implementing these expectations under challenging institutional conditions, including inadequate professional development, limited instructional resources, infrastructure constraints, large classes, and inadequate access to technology (Kidega et al., 2024; NCDC, 2024). These challenges highlight that teacher performance during curriculum reform depends not only on pedagogical competence but also on the conditions under which teachers work.

Teacher welfare constitutes one dimension of these conditions. Extant Ugandan studies have reported associations between welfare related dimensions and teacher performance, although the strength of these relationships varies across welfare parameters and contexts (Ashaba et al., 2022; Kayindu et al., 2020; Maali et al., 2020). However, welfare has often been conceptualised broadly by combining different provisions, making it difficult to establish how specific dimensions relate to teacher performance. Moreover,

much of the existing Ugandan evidence derives from public, government aided, rural, or non-Kampala settings.

As a result, limited evidence exists on how permanent housing, remuneration, and professional development opportunities are individually associated with teacher performance in private secondary schools in Kampala, particularly within the changing professional environment created by curriculum reform. This represents an important contextual and empirical gap because private schools operate under common national curriculum expectations, yet welfare provisions may vary considerably according to institutional financial capacity and school level managerial decisions.

It is against this background that the study examined the relationship between teacher welfare and teacher performance in selected private secondary schools in Kampala, Uganda, focusing on permanent housing, remuneration, and professional development opportunities. The study examined teacher performance in relation to teacher welfare, situating these relationships within the contemporary context of curriculum reform.

1.2 Purpose of the Study

The purpose of this study was to examine the relationship between teacher welfare and teacher performance in private secondary schools in Kampala, Uganda, within the context of curriculum reform. Specifically, the study examined the relationships between permanent housing, remuneration, professional development opportunities, and teacher performance to understand how material and professional welfare conditions are associated with teachers' instructional performance during curriculum reform.

1.3 Objectives

The study was guided by the following objectives:

1. To examine the relationship between permanent housing and teacher performance in private secondary schools in Kampala, Uganda.
2. To examine the relationship between remuneration and teacher performance in private secondary schools in Kampala, Uganda.
3. To examine the relationship between professional development opportunities and teacher performance in private secondary schools in Kampala, Uganda.

1.4 Research questions

The following research questions guided the study:

1. What is the relationship between permanent housing and teacher performance in private secondary schools in Kampala, Uganda?

2. What is the relationship between remuneration and teacher performance in private secondary schools in Kampala, Uganda?
3. What is the relationship between professional development opportunities and teacher performance in private secondary schools in Kampala, Uganda?

1.5 Hypotheses

H₀₁: There is no statistically significant relationship between permanent housing and teacher performance in private secondary schools in Kampala, Uganda.

H₀₂: There is no statistically significant relationship between remuneration and teacher performance in private secondary schools in Kampala, Uganda.

H₀₃: There is no statistically significant relationship between professional development opportunities and teacher performance in private secondary schools in Kampala, Uganda.

2. Literature Review

The literature was reviewed according to the three dimensions of teacher welfare examined in the study: permanent housing, remuneration, and professional development opportunities. Rather than treating these dimensions merely as employee benefits, the review considers how they constitute organisational conditions that may be associated with teacher performance during a period of curriculum reform.

2.1 Permanent Housing and Teachers' performance

Housing constitutes an important dimension of teacher welfare because its availability, affordability, location, and adequacy may shape the conditions under which teachers undertake their professional responsibilities. Appropriate accommodation may reduce commuting demands and housing related financial pressures while supporting residential stability, punctuality, regular attendance, and sustained engagement with school responsibilities. Its relevance to teacher performance, however, is likely to vary across institutional and geographical contexts, particularly between rural schools where staff quarters may be necessary for teacher availability and urban schools where housing costs and commuting may be more prominent concerns.

Literature from Uganda generally points to the relevance of housing to teachers' professional functioning, although the strength of the relationship and the outcomes examined vary across studies. Kigenyi (2017), in public primary schools in the Bugisu sub-region, found that housing significantly influenced teacher performance and reported inadequate provision of teachers' houses as an important welfare challenge. More recent evidence from Apapai Sub-County in Kalaki District similarly showed a

statistically significant positive relationship between teacher housing and performance (Ejotu & Ssendagi, 2025). The convergence of these findings across different Ugandan settings strengthens the proposition that accommodation may be associated with teacher performance. However, both studies focused on public primary schools, limiting their direct applicability to private secondary schools, where housing provision and employment arrangements may differ substantially.

The relationship is further reflected in research examining broader dimensions of teacher welfare. Akongai (2021), in a study of government-aided primary schools in Tingey County, Kapchorwa District, found that teacher housing, meals, and medical care were significantly associated with teacher performance. The findings are important because they indicate that housing may operate alongside other welfare conditions rather than as an isolated influence on teachers' work. However, combining several welfare provisions within the same study also makes it necessary to distinguish their respective relationships with performance. This strengthens the case for examining housing as a distinct welfare dimension rather than subsuming it within a composite measure of teacher welfare.

International evidence points in a similar direction but also illustrates differences in the mechanisms through which housing may matter. Wang and Abdul Wahid (2025) found that educators' housing conditions were significantly associated with educational quality and teacher job satisfaction, with job satisfaction partially mediating the relationship between housing conditions and educational quality. Their findings suggest that housing may influence educational outcomes partially through teachers' psychological and professional responses to their living conditions. However, teacher performance was not the direct outcome, and the study therefore provides supportive rather than directly comparable evidence. Likewise, Abdulmalik (2023), examining rental housing affordability among public secondary school teachers in Minna, Nigeria, demonstrated that teachers' income was significantly related to the rental value of housing they could afford. Although the study did not measure teacher performance, it highlights the interaction between remuneration and accommodation and cautions against treating housing as entirely independent of teachers' financial circumstances.

Despite this broad convergence, important differences remain across the literature. Housing has variously been conceptualised as staff accommodation, housing conditions, housing affordability, housing allowances, and access to teachers' quarters. Similarly, outcomes range from teacher performance to job satisfaction, attendance, retention, and educational quality. Consequently, evidence that housing matters does not necessarily establish that each form of housing provision has the same relationship with teachers' performance. The predominance of cross-sectional and correlational designs further means that reported associations should not be interpreted as demonstrating causality.

Context also presents an important limitation in applying existing findings to the present study. Much of the Ugandan evidence concerns public or government-aided schools, particularly primary schools and settings outside Kampala. In such contexts, teacher housing may principally address proximity to school and the scarcity of suitable accommodation. The circumstances of teachers in urban private secondary schools may be different. In Kampala, the relevance of housing may be connected more closely to rental costs, commuting distance, transport expenses, residential stability, and the capacity of private-school employers to provide or facilitate accommodation. Findings derived from rural public schools therefore cannot automatically be generalised to private secondary schools in an urban environment.

Overall, the literature converges on the relevance of housing to teachers' professional functioning but diverges in the conceptualisation of housing, the outcomes examined, and the institutional contexts investigated. Some studies establish direct relationships with teacher performance, whereas others link housing to job satisfaction, affordability, attendance, or broader educational outcomes. Moreover, limited evidence specifically examines permanent housing as a distinct welfare dimension in relation to teacher performance in urban private secondary schools in Kampala. This conceptual, outcome, and contextual gap provides the basis for the present study, which examines the relationship between permanent housing and teacher performance in selected private secondary schools in Kampala, Uganda.

2.2 Remuneration and Teacher performance

Remuneration constitutes the financial component of teacher welfare and may include basic salary, allowances, bonuses, and other monetary benefits attached to employment. Its relationship with teacher performance is important because adequate and predictable compensation may enhance financial security and enable teachers to concentrate on their professional responsibilities. However, remuneration should not be regarded as an automatic determinant of performance, since teachers' work is also shaped by professional competence, workload, leadership, instructional resources, recognition, and other organisational conditions. The relevant question is therefore not simply whether remuneration matters, but how consistently different forms of remuneration are associated with teacher performance across educational contexts.

A generally positive relationship between remuneration and teacher performance has been reported across Ugandan secondary school settings (Musoba, 2020; Zikanga et al., 2021). Zikanga et al. (2021), in a cross-sectional study of 333 teachers in government aided secondary schools in Western Uganda, found a statistically significant relationship between remuneration and teacher job performance. Remuneration encompassed basic pay, income security schemes, bonuses, and allowances, while performance included classroom

teaching, student management, discipline, regularity, and interpersonal relations. Although this multidimensional approach captures a broad range of teachers' financial employment conditions, combining different forms of reward makes it difficult to establish which components are most strongly associated with performance. Moreover, findings from government aided schools may not readily generalise to private school settings, where remuneration structures and employment arrangements may differ.

Research conducted in private secondary schools further demonstrates the relevance of remuneration to teacher performance. Musoba (2020), studying private secondary schools in Buikwe District, reported a significant positive relationship between remuneration and teacher performance. The study is particularly relevant to the present research because it examined a private school setting; however, remuneration incorporated both financial and non-financial benefits, making the construct broader than financial reward alone. Similarly, Mghweno et al. (2019) reported a strong positive relationship between performance based rewards and teacher performance in selected private secondary schools ($r = .743, p = .012$). Their reward construct combined duty allowances and overtime payments with gifts, certificates of merit, and public recognition. While both studies converge on a positive relationship between rewards and teacher performance, their broad conceptualisation of remuneration makes it difficult to isolate the specific contribution of financial compensation.

The evidence is, however, not entirely consistent. Taabu (2019), examining remuneration practices and teacher efficiency in secondary schools in Busia District, reported a very weak relationship ($r = -.106$) and found that salaries and wages had no direct bearing on teacher performance, although fringe benefits were considered relevant to employee efficiency. This contrasts with studies reporting significant positive relationships and suggests that remuneration may not operate uniformly across school contexts. Broader international evidence also cautions against assuming a direct welfare performance relationship. Murwaningsih and Fauziah (2023), for instance, found that teacher welfare did not directly affect performance among vocational secondary school teachers in Indonesia, although continuous self-development was significantly related to performance. While their welfare construct is broader than remuneration, the finding indicates that improved welfare conditions do not necessarily translate directly into stronger teacher performance.

The divergence across studies may partly reflect differences in conceptualisation and measurement. Remuneration has variously been measured through salary, allowances, bonuses, fringe benefits, income security provisions, and combinations of financial and non-financial rewards. Earlier literature similarly incorporated housing, transport allowances, salaries, wage increments and promotions within discussions of remuneration and incentives. Therefore, studies reporting relationships between remuneration and performance may not necessarily be examining equivalent constructs. The predominance of cross sectional and correlational designs

also limits causal inference, since observed relationships may reflect other characteristics of schools, teachers, or employment environments rather than remuneration alone.

Remuneration also warrants consideration within Uganda's changing instructional environment. Competence based curriculum reform has expanded expectations concerning learner centred teaching, continuous assessment, preparation of learning activities, feedback, and professional learning. Teachers are therefore expected to sustain considerable professional effort while responding to new instructional demands. Within this environment, remuneration may provide material security that supports teachers in undertaking their responsibilities, while inadequate or unpredictable compensation may create competing financial pressures. Nevertheless, adequate remuneration alone cannot guarantee effective performance where other professional and organisational conditions remain inadequate.

Overall, the literature generally converges on the relevance of remuneration to teacher performance but diverges regarding the strength and consistency of the relationship. These differences are compounded by variations in how remuneration is conceptualised, particularly the frequent combination of financial compensation with non-financial rewards. Although Ugandan studies have examined remuneration in both government aided and private secondary schools, much of this evidence comes from settings outside Kampala and rarely considers remuneration as a clearly differentiated welfare dimension alongside housing and professional development. Moreover, its relationship with teacher performance has received limited attention within the changing professional environment associated with curriculum reform. The present study addresses these conceptual and contextual gaps by examining remuneration as a distinct dimension of teacher welfare and its relationship with teacher performance in private secondary schools in Kampala, Uganda.

2.3 Professional Development opportunities and Teachers' performance

Professional development opportunities constitute a professional dimension of teacher welfare because they provide teachers with opportunities to strengthen the knowledge, skills, and competencies required for effective performance. Unlike housing and remuneration, which primarily address the material conditions surrounding teachers' work, professional development more directly supports their capacity to perform professional responsibilities. Such opportunities may include in service training, workshops, seminars, mentoring, coaching, collaborative learning, and further education. However, access to professional development should not be equated automatically with improved performance, since its contribution may depend on the relevance, quality, continuity, accessibility, and applicability of the learning opportunities provided.

Existing literature generally supports the value of well-designed professional development for improving teachers' professional practice. Darling-Hammond et al. (2017), drawing on 35 rigorous studies, identified content focus, active learning, collaboration, modelling of effective practice, coaching and expert support, feedback and reflection, and sustained duration as recurring characteristics of effective professional development. Bellibas and Gumus (2016) similarly emphasised the importance of professional learning that addresses classroom problems and provides opportunities for collaboration, practice, reflection, and feedback. These perspectives indicate that the contribution of professional development depends not merely on teachers' participation but also on how learning opportunities are designed and connected to classroom practice.

Empirical evidence broadly supports a positive relationship between professional development and teacher performance, although the strength of the relationship varies. Kurteshi and Rrustemi (2025), using data from 107 teachers and 455 students, reported a strong positive relationship between continuous professional development and teaching performance. Similarly, Sibomana and Ndayambaje (2024) found a significant positive relationship between professional development programmes and teacher job performance in Rwandan public secondary schools. However, different forms of professional development were not equally associated with performance; continuous professional development showed a stronger relationship with instructional practice than seminars. Alemayehu (2021) likewise found that continuous professional development moderately improved teachers' professional practice, with variations across teaching competence, continuous assessment, mentoring, peer observation, action research, and development of instructional materials. These findings indicate that the nature and focus of professional development may be as important as its availability.

The relationship is not, however, consistently demonstrated across the literature. Tantawy (2020) found that teachers in private schools perceived professional development as contributing to their professional performance, career progression, commitment, and student outcomes. However, the study involved only three teachers and relied on participants' perceptions, limiting the generalisability of its findings. More notably, Padillo et al. (2021) found no significant relationship between professional development activities and teachers' teaching competencies, despite participants demonstrating relatively high levels of competence in instructional planning, delivery, subject knowledge, rapport with students, and classroom management. This divergence highlights that participation in professional development does not necessarily translate into improved performance and raises questions about the characteristics of professional learning that make it effective.

Several studies help explain these contrasting findings. Ajani (2018) argues that professional development is more likely to strengthen instructional practice when it responds to teachers' actual professional needs, relates to

their subject specialisations, and enables acquired knowledge to be applied in classroom practice. Conversely, poorly targeted programmes may produce limited improvement despite teachers' participation. Eroglu and Donmuş Kaya (2021) identified inadequate in-service training, inconvenient scheduling, irrelevant content, ineffective trainers, heavy workloads, financial difficulties, and limited professional development opportunities as barriers to professional learning. Gameda and Tynjala (2015) further showed that teachers' engagement in professional development may be influenced by wider employment conditions, including low remuneration and weak links between performance and rewards. These studies indicate that professional development operates within a broader organisational environment that may facilitate or constrain teachers' participation in and application of professional learning.

This relationship is particularly relevant within Uganda's competence-based curriculum reform, which requires teachers to adapt to learner-centred pedagogy, continuous assessment, practical learning, and changing instructional roles. Kidega et al. (2024) identified insufficient teacher training and limited participation in workshops and seminars among the constraints affecting curriculum implementation, alongside inadequate instructional materials, infrastructure, large classes, and limited technological capacity. This evidence highlights professional development as an important means through which teachers may strengthen their capacity to respond to changing curriculum expectations, while simultaneously showing that the application of professional learning may be influenced by wider organisational and material conditions.

Altogether, the literature generally converges on the importance of professional development but diverges regarding the strength and consistency of its relationship with teacher performance. Whereas some studies report strong positive relationships, others identify moderate, uneven, or statistically insignificant associations. Such differences may reflect variations in the type, duration, quality, relevance, and measurement of professional development, as well as differences in institutional contexts. The literature therefore points to an important distinction between access to professional development opportunities and the effectiveness of particular professional development programmes. Participation alone does not establish that professional learning has been translated into improved professional performance.

Despite substantial research on professional development and teacher performance, important contextual and conceptual gaps remain. Professional development has commonly been examined as a training or human resource development intervention rather than as a dimension of teacher welfare considered alongside material welfare conditions such as housing and remuneration. Moreover, much of the available evidence originates outside Uganda or from public and government-aided institutions, leaving comparatively limited evidence from private secondary schools in Kampala. The present study addresses this gap by examining the relationship between professional development opportunities and teacher performance

alongside permanent housing and remuneration in selected private secondary schools in Kampala. Within the contemporary context of competence-based curriculum reform, this approach situates teachers' professional development within the broader material and professional conditions surrounding their work.

3. Methodology

3.1 Research Design

The study employed a quantitative correlational research design. According to Creswell and Creswell (2018), quantitative research involves the examination of relationships among variables that can be measured and analysed using statistical procedures. A correlational design is appropriate where the researcher seeks to determine the direction and strength of relationships among variables without manipulating them. This design was therefore appropriate for examining the relationships between the three dimensions of teacher welfare; permanent housing, remuneration, and professional development opportunities, and teacher performance in private secondary schools in Kampala, Uganda. The design enabled the study to determine whether statistically significant associations existed between the variables without manipulating the conditions under which participants worked. Thus, the findings were interpreted as evidence of relationships rather than causal effects.

3.2 Population, Sample Size and Sampling

The study population comprised 2,400 teachers and school administrators from selected private secondary schools in Kampala, Uganda. Using the Krejcie and Morgan (1970) sample-size determination table, a sample of 331 respondents was considered appropriate for the study population. The targeted sample comprised 315 teachers and 16 school administrators. Of the 331 targeted respondents, 314 provided complete and usable responses, comprising 301 teachers and 13 school administrators, and constituted the final sample analysed. This represented an overall response rate of approximately 94.9%.

Teachers were selected using simple random sampling, giving eligible teachers an equal opportunity of being selected for participation in the study. School administrators were selected purposively based on their institutional roles and direct involvement in matters relating to teacher welfare and teacher performance within their respective schools. Creswell and Creswell (2018) note that probability sampling facilitates the selection of participants through procedures that enhance representativeness, while purposive sampling allows participants to be selected on the basis of characteristics or roles relevant to the study. Combining these approaches enabled the study to obtain data from a broadly selected group of teachers while including

administrators whose institutional responsibilities were directly related to the variables under investigation.

3.3 Data Collection Instruments

Data were collected using a self-administered questionnaire designed to measure teacher welfare and teacher performance. Teacher welfare was assessed through three dimensions: permanent housing, remuneration, and professional development opportunities. Teacher performance was measured using items reflecting teachers' professional and instructional responsibilities. The self-administered questionnaire enabled respondents to provide standardised responses to the study variables, facilitating quantitative analysis of the relationships between the dimensions of teacher welfare and teacher performance.

3.4 Data Collection Procedure

Following permission from the relevant school authorities, questionnaires were administered to the selected teachers and school administrators in the participating private secondary schools. Completed questionnaires were retrieved and checked for completeness before the data were coded and prepared for analysis.

3.5 Pilot Study

Prior to the main data collection, the questionnaire was pilot-tested among 16 respondents drawn from two private secondary schools that were not included in the main study. The pilot study was undertaken to assess the clarity, relevance, and consistency of the questionnaire items and to identify areas requiring refinement before administration of the final instrument. Data obtained from the pilot study were used to assess the internal consistency reliability of the questionnaire using Cronbach's alpha. The instrument yielded an overall reliability coefficient of .88, indicating satisfactory internal consistency and supporting its use in the main study.

3.6 Validity and Reliability

Content validity of the questionnaire was established through expert review of the items for relevance, clarity, and alignment with the study constructs and objectives. The resulting Content Validity Index (CVI) was .86, indicating satisfactory content validity. Reliability was assessed using pilot-study data, with Cronbach's alpha yielding an overall coefficient of .88, indicating satisfactory internal consistency. The instrument was therefore considered suitable for use in the main study.

3.7 Ethical Consideration

Ethical principles were observed throughout the study. Permission to conduct the research was obtained from the relevant education authorities and the administrators of

the participating private secondary schools before data collection. Participants were informed about the purpose of the study, and their participation was voluntary. Informed consent was obtained before administration of the questionnaire, and participants were informed of their right to decline participation or withdraw from the study without penalty. Confidentiality and anonymity were maintained by excluding personally identifying information from the questionnaire and reporting the findings in aggregate form. The data collected were securely handled and used solely for research purposes.

3.8 Data Analysis

Data were coded, cleaned, and analysed using SPSS Statistics Version 25. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to summarise respondents' characteristics and the study variables. Pearson's product-moment correlation coefficient was used to determine the direction and strength of the relationships between each dimension of teacher welfare; permanent housing, remuneration, and professional development opportunities, and teacher performance. The corresponding null hypotheses were tested at the .05 level of significance. Correlation

coefficients were interpreted according to their direction, magnitude, and statistical significance. Given the correlational design of the study, the findings were interpreted as evidence of statistical associations rather than causal relationships.

4. Results and Discussion

4.1 Results

This section presents and discusses the results in accordance with the study hypotheses. Pearson's product moment correlation analysis was used to examine the relationships between the three dimensions of teacher welfare and teacher performance. The results are first presented and interpreted for each hypothesis, followed by a discussion in relation to relevant literature.

H0₁. There is no statistically significant relationship between permanent housing and teacher performance in private secondary schools in Kampala, Uganda.

Pearson's product-moment correlation was conducted to examine the relationship between permanent housing and teacher performance. The results are presented in Table 1.

Table 1. *Correlation between Permanent Housing and Teacher Performance*

Variables		Permanent housing	Teacher Performance
Permanent Housing	Pearson Correlation	1	.567**
	Sig. (2-tailed)		.000
	N	314	314
Teacher Performance	Pearson Correlation	.567**	1
	Sig. (2-tailed)	.000	
	N	314	314

Note. N = 314. ** $p < .001$ (two-tailed).

The results revealed a positive and statistically significant relationship between permanent housing and teacher performance ($r = .567, p < .001, N = 314$). The magnitude of the correlation indicates a moderate positive relationship, indicating that higher levels of housing support were associated with higher levels of teacher performance. Therefore, the null hypothesis (H0₁) was rejected. Given the correlational design of the study, however, this relationship should be interpreted as an association rather than evidence that permanent housing causes improvements in teacher performance.

H0₂: There is no statistically significant relationship between remuneration and teacher performance in private secondary schools in Kampala, Uganda.

Pearson's product-moment correlation was conducted to examine the relationship between remuneration and teacher performance. The results are presented in Table 2.

Table 2. *Correlation between Remuneration and Teacher Performance*

Variables		Remuneration	Teacher performance
Remuneration	Pearson Correlation	1	.675**
	Sig. (2-tailed)		.000
	N	314	314
Teacher Performance	Pearson Correlation	.675**	1
	Sig. (2-tailed)		.000
	N	314	314

Note. $N = 314$. ** $p < .001$ (two-tailed).

The results revealed a positive and statistically significant relationship between remuneration and teacher performance ($r = .675$, $p < .001$, $N = 314$). The magnitude of the correlation indicates a strong positive relationship, suggesting that higher levels of remuneration were associated with higher levels of teacher performance. Hence, the null hypothesis (H_{02}) was rejected. Given the correlational design of the study, however, this relationship should be interpreted as an association rather than evidence that remuneration causes improvements in teacher performance.

H0₃: There is no statistically significant relationship between professional development opportunities and teacher performance in private secondary schools in Kampala, Uganda.

Pearson's product-moment correlation was conducted to examine the relationship between professional development opportunities and teacher performance. The results are presented in Table 3

Table 3. *Correlation between Professional Development and Teacher Performance*

Variables		Professional Development	Teacher performance
Professional Development	Pearson Correlation	1	.676**
	Sig. (2-tailed)		.000
	N	314	314
Teacher Performance	Pearson Correlation	.676**	1
	Sig. (2-tailed)	.000	
	N	314	314

Note. $N = 314$. ** $p < .001$ (two-tailed).

The results revealed a positive and statistically significant relationship between professional development opportunities and teacher performance ($r = .676$, $p < .001$, $N = 314$). The magnitude of the correlation indicates a strong positive relationship, suggesting that greater access to professional development opportunities was associated with higher levels of teacher performance. Accordingly, the null hypothesis (H_{03}) was rejected. Given the

correlational design of the study, however, this relationship should be interpreted as an association rather than evidence that professional development opportunities cause improvements in teacher performance.

4.2 Discussion of Findings

This study examined the relationship between teacher welfare and teacher performance in private secondary schools in Kampala, Uganda, focusing on permanent housing, remuneration, and professional development opportunities. All three dimensions were positively and significantly associated with teacher performance, although the magnitude of the relationships varied. Professional development opportunities ($r = .676, p < .001$) and remuneration ($r = .675, p < .001$) showed nearly identical strong positive relationships with teacher performance. Permanent housing was positively and significantly associated with teacher performance ($r = .567, p < .001$), indicating a moderate relationship between the two variables. This finding converges with Ugandan evidence reported by Ejotu and Ssendagi (2025) and Kigenyi (2017), who similarly found significant positive relationships between teacher housing and performance. Although these studies were conducted in public primary school settings, their findings, together with the present results, indicate that the relevance of housing to teacher performance may extend across different educational and institutional contexts.

The finding is also consistent with studies linking housing to related professional outcomes. Wang and Abdul Wahid (2025), for example, associated educators' housing conditions with job satisfaction and educational quality, suggesting that the influence of housing may extend beyond physical accommodation to teachers' broader professional wellbeing. Nevertheless, the present relationship should not be interpreted to mean that housing automatically improves teaching. Housing may be associated with performance through residential stability, proximity to the workplace, reduced commuting demands, and lower accommodation related financial pressure. Since these mechanisms were not directly examined in the present study, they remain plausible explanations rather than established causal pathways. The moderate correlation further indicates that housing is relevant but does not independently explain teacher performance, which is likely shaped by multiple organisational and professional conditions.

The finding is particularly significant in relation to context. Much of the existing Ugandan literature has examined teacher accommodation in public, government aided, rural, or non-Kampala settings, where staff housing is often associated with proximity to schools and teacher availability. In Kampala's private secondary schools, teachers may face different circumstances, including rental costs, commuting distances, transport expenses, and limited access to employer-provided accommodation. The present study therefore extends existing evidence by showing that permanent housing remains significantly associated with teacher performance even within an urban private-school environment. This shows that housing should not be viewed exclusively as a rural teacher welfare concern but as a material condition that may remain relevant to teachers' professional functioning across different school contexts.

performance, while permanent housing exhibited a moderate positive relationship ($r = .567, p < .001$). Considered together, these findings point to the relevance of both material and professional conditions in understanding teacher performance. They also challenge a narrow conception of teacher welfare as primarily financial by indicating that opportunities for professional growth are as strongly associated with performance as remuneration.

4.2.1 Permanent Housing and Teacher performance

4.2.2 Remuneration and Teacher performance

Remuneration showed a strong positive and statistically significant relationship with teacher performance ($r = .675, p < .001$), indicating that higher levels of remuneration were associated with stronger teacher performance among the participating private secondary schools. This finding converges with Zikanga et al. (2021), who reported a significant relationship between remuneration and teacher job performance in government aided secondary schools in Western Uganda. It also corresponds with Mghweno et al. (2019), who found a strong positive relationship between performance-based rewards and teacher performance in private secondary schools. These findings provide further evidence that teachers' employment rewards are associated with their professional performance, although differences in how remuneration is conceptualised require careful interpretation.

The finding is not entirely consistent with the wider literature. Taabu (2019), examining secondary schools in Busia District, reported a very weak relationship between remuneration practices and teacher efficiency and found that salaries and wages had no direct bearing on teachers' efficiency. This divergence highlights that the relationship between remuneration and professional performance may vary across institutional settings and according to the particular forms of remuneration examined. Indeed, remuneration has been operationalised differently across studies. Whereas some researchers focus on salaries, allowances, bonuses, and income-security provisions, others combine financial benefits with non-financial rewards such as recognition, gifts, and certificates. Similar or contrasting results may therefore partly reflect differences in conceptualisation and measurement rather than relationships involving equivalent remuneration practices.

The strong relationship observed in the present study may partly reflect the financial security associated with adequate and predictable compensation. Remuneration may reduce competing financial pressures and enable teachers to devote greater attention to their professional responsibilities, whereas inadequate or irregular compensation may create economic demands that compete with professional work. These mechanisms were not directly examined in the present study and therefore remain plausible explanations rather than established

pathways. Furthermore, because the study employed a correlational design, the observed relationship should not be interpreted as evidence that higher remuneration causes improved teacher performance.

The finding is particularly significant in the context of private secondary schools, where remuneration arrangements may vary according to institutional financial capacity and managerial decisions. Teachers working under the same national curriculum may consequently face similar instructional and assessment expectations while experiencing different financial employment conditions. The present study extends existing evidence by establishing a strong positive association between remuneration and teacher performance within private secondary schools in Kampala. Within the context of curriculum reform, the finding highlights the relevance of considering the financial conditions under which teachers are expected to meet changing pedagogical and assessment demands.

4.2.3 Professional Development Opportunities and Teacher Performance

Professional development opportunities were strongly and positively associated with teacher performance ($r = .676, p < .001$). This finding supports the broader body of evidence linking professional learning with improved teacher performance. It is consistent with Ngabirano et al. (2023), who reported a positive relationship between teachers' professional development and job performance in secondary schools in Ibanda Municipality, and with Kurteshi and Rrustemi (2025), who similarly found a strong positive relationship between continuous professional development and teaching performance. The finding also corresponds with Darling-Hammond et al. (2017), whose synthesis indicates that professional development can strengthen teachers' knowledge and instructional practice, particularly when it is sustained, collaborative, content-focused, and connected to classroom practice.

In contrast, Padillo et al. (2021) found no significant relationship between professional development activities and teachers' teaching competencies. This divergence is important because it suggests that the availability or frequency of professional development alone may not produce stronger teacher performance. Differences in the relevance, quality, duration, and organisation of professional learning may partly explain variations across studies. Eroglu and Donmuş Kaya (2021), for instance, identified inadequate training, inappropriate content, ineffective trainers, inconvenient scheduling, heavy workloads, financial difficulties, and limited opportunities as barriers to teachers' professional development. The strong association found in the present study may therefore reflect not simply participation in professional development, but the importance teachers attach to opportunities that strengthen their capacity to perform their professional responsibilities.

The strong association between professional development and teacher performance is particularly relevant within

Uganda's competence-based curriculum reform, where teachers are expected to adopt learner-centred pedagogy, continuous assessment, practical learning, and other changing instructional practices. Kidega et al. (2024) identified insufficient teacher training and limited participation in workshops and seminars among the constraints affecting curriculum implementation, alongside inadequate resources, infrastructure, large classes, and limited technological capacity. Professional development may therefore be especially important in a reform environment because it provides opportunities for teachers to strengthen and update the professional knowledge and practices required by changing curriculum expectations.

Nevertheless, the strong relationship observed in this study should not be interpreted as evidence that professional development opportunities necessarily cause improved teacher performance. The correlational design establishes association rather than causation, and the study did not assess the comparative effectiveness of particular forms of professional development. Moreover, opportunities for professional learning operate within wider organisational conditions that may facilitate or constrain teachers' ability to apply what they learn. The finding therefore suggests that professional development is an important component of the professional environment surrounding teacher performance, but its contribution is likely to depend on the quality of the opportunities provided and the organisational conditions supporting their application.

Across the three welfare dimensions, the bivariate relationships reveal a clear pattern in the association between teacher welfare and teacher performance. Professional development opportunities ($r = .676$) and remuneration ($r = .675$) showed almost identical strong positive correlations with teacher performance, with the difference between the coefficients too small to justify ranking one above the other. Permanent housing ($r = .567$) showed a relatively lower, but still substantial, positive association. The results therefore do not identify a single dominant welfare dimension; instead, they indicate that both material and professional dimensions of teacher welfare are associated with teacher performance.

The pattern also points to potentially different pathways through which these welfare dimensions may relate to performance. Professional development opportunities primarily strengthen teachers' professional capacity by providing opportunities to develop the knowledge, skills, and practices required for instructional work. Remuneration and permanent housing, by contrast, represent material employment conditions that may contribute to financial security, residential stability, and reduced pressures surrounding teachers' work. These pathways were not directly tested and should therefore be regarded as plausible explanations rather than demonstrated mechanisms. Nevertheless, the findings support a broader conception of teacher welfare that encompasses both teachers' professional development and the material conditions under which they exercise their professional responsibilities.

This interpretation assumes particular relevance within the context of competence-based curriculum reform. The reform places changing demands on teachers' pedagogy, assessment practices, classroom organisation, and learner engagement. Emphasising professional development alone may overlook the material circumstances under which teachers are expected to apply newly acquired competencies, while concentrating exclusively on material welfare may neglect the professional capacity required to respond to changing instructional expectations. The findings therefore broaden discussion of teacher support during curriculum reform by indicating that teacher performance is associated with both professional and material dimensions of the working environment.

These results should nevertheless be interpreted within the methodological boundaries of the study. The cross-sectional correlational design establishes the direction and strength of associations but cannot establish causal relationships or the mechanisms through which welfare conditions may influence performance. It cannot determine whether more favourable welfare conditions contribute to stronger performance, whether higher-performing teachers experience better welfare provisions, or whether the observed relationships reflect other organisational characteristics of the participating schools. Reliance on self-reported questionnaire data also introduces the possibility of common-method and perceptual bias. Furthermore, because these are bivariate relationships, the coefficients do not establish the independent contribution of each welfare dimension when the others are controlled. Despite these limitations, the consistent positive associations across all three dimensions indicate that teacher welfare warrants attention as part of the organisational environment surrounding teacher performance in private secondary schools in Kampala. Within the context of curriculum reform, supporting teacher performance may therefore require attention both to teachers' professional capacity and to the material conditions under which their professional responsibilities are carried out.

Limitations of the study

The results should be interpreted in light of several limitations. First, the cross-sectional correlational design establishes associations between teacher welfare and teacher performance but does not permit causal conclusions or determine the direction of the observed relationships. Second, the study relied primarily on self-reported questionnaire data, which may be affected by response bias and shared-method variance. Third, the study was limited to selected private secondary schools in Kampala, which may restrict the generalisability of the results to government-aided schools or private schools operating in different geographical and institutional contexts. Finally, teacher performance may be associated with other organisational and individual factors not examined in this study, including leadership, workload, instructional resources, and teacher characteristics. Future research employing longitudinal or mixed-methods designs across diverse school contexts could provide a more comprehensive understanding of how teacher

welfare relates to teacher performance during curriculum reform

5. Conclusion and Recommendations

5.1 Conclusion

The study concludes that teacher welfare is significantly associated with teacher performance in private secondary schools in Kampala, Uganda. Remuneration and professional development opportunities showed similarly strong positive relationships with teacher performance, while permanent housing demonstrated a moderate positive relationship. These findings highlight the importance of addressing both the material and professional conditions surrounding teachers' work. In the context of curriculum reform, private secondary schools should therefore prioritise adequate remuneration, appropriate housing support, and sustained professional development to create conditions that support teachers in responding to changing instructional demands. Given the correlational design, however, these relationships should be interpreted as associations rather than causal effects.

5.2 Recommendations

Based on the study results, the following recommendations are made:

1. Proprietors of private secondary school and administrators should provide adequate and timely remuneration for teachers. Remuneration should reflect teachers' professional responsibilities and provide reasonable financial stability, particularly as curriculum reform introduces changing instructional and assessment demands.
2. Private secondary schools should strengthen housing support for teachers. Depending on school circumstances, this may include permanent staff accommodation, housing allowances, or other appropriate arrangements that reduce accommodation and commuting related challenges and support teachers in carrying out their professional responsibilities.
3. Sustained, relevant, and practice oriented professional development opportunities should be provided to teachers in private schools. Professional learning should respond to teachers' instructional needs and strengthen their capacity to implement learner centred pedagogy, continuous assessment, practical learning, and other requirements associated with competence based curriculum reform.
4. Private secondary schools should adopt an integrated approach to teacher welfare that combines material and professional support. Given the positive relationships between teacher performance and permanent housing, remuneration, and professional development opportunities, these welfare provisions should be

incorporated into broader school strategies for supporting and sustaining teacher performance.

5. Future research should employ longitudinal or mixed-methods designs to examine how different dimensions of teacher welfare relate to teacher performance over time and across private and government-aided school contexts.

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