



Research Paper

Physical Facilities and Teacher Instructional Effectiveness in Public Primary Schools In Nakaseke District – Uganda

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Abstract

The study set out to investigate the state of physical facilities and its effect on teacher instructional effectiveness in Nakaseke district in central Uganda. Two research objectives guided the study thus: (i) To examine whether classroom adequacy and quality affected teacher instructional effectiveness (ii) To examine whether staff-house adequacy affected teacher instructional effectiveness. The study employed a descriptive survey design using a mixed-methods approach. The study population comprised of Education Officers at the district headquarters, headteachers and teachers in Public Primary Schools (PPSs) in Nakaseke district. A sample of 285 participants was got using Morgan and Krecie table. Stratified sampling and simple random sampling techniques were employed to select headteachers and teachers respectively. Education Officers (EOs) were selected using purposive sampling technique. To collect quantitative data, a self-administered questionnaire was employed. An interview guide was used to collect qualitative data. In cases where data aspects required viewing, direct observation was employed. Results on Research Question 1 showed that there were a number of inadequacies in as far as the provision of physical teaching facilities was concerned. Such inadequacies impacted negatively on teacher instructional effectiveness. The respondents revealed that classrooms were not enough in the majority of public primary schools in Nakaseke district. Similar inadequacies were also witnessed in schools where the classrooms had dusty floors and an alarming shortage of sitting facilities for both learners and teachers. In the same way, the majority of schools did not have lockable door shutters to ensure safety of instructional materials and neither were the classrooms walls neatly painted to create a conducive learning environment. However, there were cases where specific physical facilities were found to be adequate – such facilities included classrooms with adequate ventilation for proper aeration, classrooms with adequate spaces to allow free movement of learners and teachers, buildings with ramps for both teachers and learners with disabilities, classrooms with good hygiene and enough blackboards to aid effective teaching. Results on Research Question 2 showed that in Nakaseke district, staff houses in public primary schools were very inadequate and this impacted negatively on teacher instructional effectiveness. In this case, 85% of the respondents showed that teachers did not have enough accommodation facilities, 67% reported that teachers' houses were not descent, 89% indicated that the schools did not rent houses for teachers' accommodation and 63% showed that the teachers resided outside the school. It was recommended that Nakaseke District Local Government should use part of its local revenue to improve on the quantity and quality of physical infrastructure in schools. Secondly, the PTA, the community and NGOs should be highly involved in the improvement of education infrastructure in the district.

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I. Introduction

This study set out to investigate the state of physical facilities and its effect on teacher instructional effectiveness in Public Primary Schools in Nakaseke district of central Uganda. Particularly, the focus was on the adequacy and quality of classrooms and staff houses. It is important to acknowledge that physical facilities provide an enabling environment for the teaching staffs to effectively execute their duties to the desired level. For instance, for teachers to be effective, they need to be punctual and regular at their work stations – this cannot be realized if they reside far away from schools. Accommodation facilities need to be within or in close proximity to the schools if teachers are to perform their instructional role effectively. This implies that schools must have adequate and quality accommodation for teachers to be available for duty at all times. Equally important, schools need to have adequate classrooms which are furnished to the desired standards in order to

provide an enabling environment for teachers to carry on their instructional mandate with much ease and enthusiasm. The adequacy and quality of physical facilities is a crucial element for teacher instructional effectiveness (Hannah, 2013).

However, the adequacy and quality of staff accommodation and classrooms seem to be impacting negatively on the delivery of quality education in Public Primary Schools (PPSs) in Nakaseke district in central Uganda – hence raising significant concerns amongst analysts and education stakeholders in the district (Luwaga, 2013). This study therefore, aims to investigate the current state of staff houses and classrooms and its effect on teacher instructional effectiveness in Public Primary Schools (PPSs) in the district.

Research Objectives

1. To examine whether classroom adequacy and quality affects teacher instructional effectiveness in Nakaseke district.
2. To examine whether staff house adequacy affects teacher instructional effectiveness in Nakaseke district.

II. Literature Review

Classroom Adequacy and Teachers' Instructional Effectiveness

Belonging to a work place and being part of it gives many people a positive sensation of security yet to others hostile conditions have turned out to be oppressive and restrictive (Mugerane, 1985). Today, school facilities shelter and enhance a variety of work experiences for administrators, teachers and support staff (Castaldi, 1994). It is averred that most if not all, teaching takes place in particular physical environments and the quality of such environments can affect teacher morale, the ability of teachers to deliver instruction, and the health and safety of teachers (Buckley et al, 2004). It is also contended that decent, healthy, safe and secure school facilities are essential to successful educational programmes (Kowalski, 2002; Duyar, 2010). Obineli (2013) argued that inspired workplace will result in inspired workers and draws attention to the importance of work performance, quality and style of buildings. Ohide and Mbogo (2017) stressed that good working conditions provide greater physical comfort for teachers and boost their morale while poor working conditions breed frustration and regret. Astoundingly, a group of researchers concluded that there is essentially no relationship between the quality of school facilities and school effectiveness (Hopland, 2013; Corcoran et al, 1988). Conspicuously, the above studies do not relate directly to conditions in Nakaseke district. This study takes a closer scrutiny of classroom adequacy and its effect on teacher instructional effectiveness in Nakaseke district.

In another study, teachers cited the availability and quality of classroom equipment and furnishings, as well as climate control and acoustics as the most important factors affecting their teaching (Lowe, 1996). William & Pennell (1993) confirmed these findings in a study which found working conditions to be the most significant contributing factors to teacher absenteeism, reduced levels of effort, effectiveness in classrooms, low morale and reduced job satisfaction. Yincheng Ye (2016) found out that teachers are attracted to schools with modern learning environments rather than “run-down over crowded ones.” On the other hand, findings also suggest that cosmetic facility conditions have greater effect on teacher effectiveness than structural conditions (Cash, 1993; 2009; Earthman & Westbrook, 1995). Yet other studies also point to school facility maintenance as an important factor in creating a conducive teaching and learning environment in schools (Castadi, 1994; Szuba & Young, 2003; Planty & Devoe, 2005). While the above arguments provide important clues on the pivotal role of classroom facilities specifically in developed countries, this study focuses on the rural district of Nakaseke in Uganda where conditions are reportedly deplorable.

Research has clearly shown that having effective teachers has been consistently identified as the most important school-based factor in improving students' achievement (Aaronson, Barrow & Sander, 2007; McCaffrey et al, 2009). Yet it is also argued that for teachers to perform their duties effectively there is need to have a conducive work environment (Lockwood and McCaffrey, 2009). A plethora of studies have shown that workplace conditions can enable or constrain effective teachers (Rosenholtz, 1989a; Rosenholtz, 1989b; Schneider; 2002). Franzier (2002) maintains that aspects of the school's physical environment such as poor lighting, noise, high levels of carbon dioxide in classrooms, unfavourable temperatures and poor ventilation systems make teaching and learning difficult. Recent studies have consistently indicated that effective teachers are distributed very unevenly among schools, more so to the highly disadvantaged rural settings (Loeb & Wyckoff, 2002; Clotfelter, Lad & Vigdor; 2011 & Sass et al, 2012). However, Jackson (2014) points out that irrespective of the policies in place, teacher effectiveness is not just about teachers' experience, knowledge and skills but they may be more or less effective as a contextual function of the school's working conditions that transpose human capital into productivity and effective instructional practice. Nonetheless, Yincheng Ye (2016) emphasises that schools that are able to offer their teachers safe, pleasant and supportive environment can better attract and retain good teachers and even motivate them to do their best. However, it is important to

acknowledge that while the above findings provide vital inklings to this study, the issue of classroom adequacy and its effect on teacher instructional effectiveness in the rural district of Nakaseke remains unresolved. This study aims to bridge the aforementioned gap.

According to First Learning Alliance (FLA) as cited in Emerick, Hirsch & Barry, (2005), basic working conditions in high poverty and low performing schools are far worse than any professional can tolerate and it's not surprising that such conditions are a major cause for teacher turn over in schools. The report further elucidates that even excellent teachers struggle when exposed to such poor facilities. One particular aspect of schools that impacts job satisfaction is the school building itself –poor conditions of school facilities include peeling paint, broken windows, non-compliance with disability laws, poor lighting and inadequate space (Marx et al, 2000). Moreover, such circumstances may influence how employees feel about their working conditions because studies show consistent correlation between the quality of a building and teacher work space and teacher motivation (Gordon, 2000). These conditions in schools have both indirect and direct negative impact on the facilitation of teaching and learning particularly in less progressive environments (Boudreaux, Martin & McNeal, 2016a). This contradicts with the nations' commitment to provide a free and public education in order to prepare children participate in social equality (Boudreaux, McNeal & Martin, 2016b).

Staff house Adequacy and Teacher Instructional Effectiveness

According to GoU (2016), adequate housing refers to affordability and sufficiency in terms of space, privacy, physical accessibility, safety, lighting and ventilation, availability of basic infrastructure and social services and location in relation to workplace. Globally, it is accentuated that housing is the second most vital human need after food whereupon it provides investment opportunities, offers shelter and improves on employees' social and cultural status – it is also considered to be a symbol of achievement and social acceptance; and it determines the manner in which the employee is perceived by family and others in the community (Dillman & Tremblay, 1977; Mazaki, 2014). In another study which investigated the impact of housing on the improvement of worker productivity, health and absenteeism, it was noted that housing satisfaction was directly related to job performance (Healay, 1971). Startlingly, in many parts of Africa including Uganda, the current stock of housing is very limited compared to the number of deserving employees (Magoba, 2012; GoU, 2016) and this is still beyond the reach of many members of the teaching staff (Mulkeen, 2006; Akinmodun & Oluwoye, 2007).

A study carried out in Omuku River State in Nigeria showed that the enhancement of recent policy on housing allowance for teachers was a strong predictor of teacher effectiveness (Ikenyiri & Ihua-Maduenyi, 2011). Yet Adelabu (2005) in a study which investigated teacher motivation and incentive in Nigeria discovered that although various state governments had instituted a policy granting a revolving fund for teachers to build their own houses, majority of the teachers did not access the fund. However, another study by Kadzamira (2006) which also focused on teacher motivation and incentives in Malawi and other rural areas in Africa (Bennel et al, 2007) pointed out that there was inadequate housing for primary school teachers within reasonable commuting distance from most schools and this had escalated transport costs for teachers.

Mulkeen (2006) in country case studies carried out in conjunction with World Bank in Lesotho, Malawi, Mozambique, Uganda and Tanzania also noted that housing for rural schools was a challenge for Africa. The study found out that there was a strong relationship between housing in an area and the presence of teachers. Similarly, TEN/MET (2008) and Hakielimu (2011) also mentions the terrible conditions of service including poor accommodation which contribute to the general decline in the status of teaching profession. In Nigeria, it was revealed that despite high salaries in government schools compared to private ones, teachers opted to teach in private schools which seemed to have at least a better accommodation than public schools (James et al, 2012). It was also established that although policy planners appear to be aware of the teachers' role in ensuring quality education, their living environment has not been improved accordingly (Moshia, 2000). This is because supply of teachers in most African Primary Schools lagged behind the number of available accommodation facilities (Sumra, 2007). However, Nganzi (2013) reported that teachers' job satisfaction was an unavoidable phenomenon in the school environment – he maintains that teachers need to be motivated and reinforced in their career if they are to execute quality work in their schools.

III. Methodology

The study adopted a descriptive survey design using a mixed-methods approach. Kothari (2008) posits that descriptive survey is efficient in collecting descriptive data regarding the characteristics of populations to justify current conditions and practices. The design was deemed relevant for this study because it involves obtaining facts or gathering precise information regarding the current status of the phenomenon (Orodho, 2009). In this study, descriptive survey was used to give a detailed description of the effect of physical facilities on teacher instructional effectiveness in Public Primary Schools in Nakaseke district of Uganda.

The study population comprised of education officers, headteachers and teachers in Public Primary Schools in Nakaseke district. The district has a total of 113 Public Primary Schools with 930 teachers and 113 headteachers. The sample size of 285 participants was got using Morgan and Krejcie table as cited in Amin (2005). The study employed stratified sampling and simple random sampling techniques to select headteachers and teachers respectively. Stratified sampling is a probability sampling technique where the researcher divides the study population in various subgroups or strata. Using this technique, respondents were selected randomly and proportionally from each stratum with due regard for each category (male or female). This sampling technique was appropriate for this study because it allowed for the representation of not only the overall population but also subgroups of the population (Saunders, 2007). Simple random sampling technique was applied because of the relatively large, diverse and sparsely distributed population. In using this technique, each respondent had an equal opportunity of being selected. This allowed for equal representation of all individuals to be selected for the study (Kombo&Tromp, 2006). Nonetheless, the education officers in Nakaseke district including the District Education Officer (DEO) and the Inspectors of Schools (ISs) were selected purposively because of the specific information that was required from them. Out of the selected sample, 150 were male and 130 female.

Primary data was collected using self-administered questionnaires, interview guides, document review and observation. Questionnaires were administered to headteachers and teachers because they are appropriate for collecting data from a large sample and they are also free from bias since the respondents answer the questions independently at their convenient time (Matthews & Rose, 2010). Interviews were held with education officials at the district with the aim of getting specific information regarding the state of classroom infrastructure and staff houses in the district. For purposes of anonymity, the interviewees' names were represented by synonyms R1, R2 and R3. The use of interviews as a tool for data collection was necessary because respondents are always willing to communicate orally than in writing as it enables them to provide data more readily (Orodho, 2008). Direct observation was used to get data on aspects that required to be discerned through viewing. This involved making physical visits to the various primary schools across the district to observe the physical facilities and the working conditions in general. In order to obtain secondary data, it was necessary to have critical study of the various documents in the education department at the district including quarterly departmental reports, annual work plans and UPE policy documents.

Data analysis was done through categorising, editing, manipulating and summerising raw data to obtain answers to the research objectives thus;(i) to assess the effect of classroom adequacy on teacher instructional effectiveness (ii) to examine the effect of staff house adequacy on teacher instructional effectiveness. The closed-ended questionnaire which was used to collect quantitative data employed a five-point Likert scale. The rating on the likert scale had five responses namely Strongly Disagree, Neutral, Agree and Strongly Agree. However, in order to summerise the strength of the responses, the respondents' opinions were put under three specific categories. The responses under Strongly Disagree and Disagree were summarily categorised as Disagree, those under Strongly Agree and Agree were placed under the category of Agree while those that were undecided were placed under Neutral. Qualitative data was analysed using content analysis based on themes in relation to the study objectives.

IV. Findings

Table1.1: Classroom Adequacy and Teacher Instructional Effectiveness

Responses	DA	N	A
My school has enough classrooms needed for effective teaching	51%	03%	46%
The classrooms are spacious enough to allow for the storage of instructional materials	47%	01%	52%
The classrooms are spacious enough to accommodate adequate seating facilities	38%	00%	62%
The classrooms are spacious enough to allow free movement of learners and Teachers	37%	00%	63%
The classroom ventilation is adequate for good aeration during teaching	42%	02%	56%
The classrooms have lockable door shutters for safety of instructional materials	62%	02%	36%
The classrooms are well painted and conducive for effective teaching	65%	02%	33%
The classrooms have enough storage facilities for instructional materials	86%	03%	11%
The buildings have ramps for both teachers and pupils with disabilities	47%	02%	51%
The classrooms floors are well cemented and conducive for effective teaching	75%	03%	22%
Good hygiene in classes is maintained before and after teaching	46%	01%	53%
The classrooms have good blackboards for effective teaching	33%	00%	67%
The classrooms have adequate sitting facilities for children	56%	00%	44%

The classrooms have adequate sitting facilities for teachers	58%	01%	41%
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In table 1:1 above, respondents were asked to state whether their schools had enough classrooms to enhance effective teaching and majority (51%) disagreed. This was in consonance with results of a review of the district's school inspection reports for the F/Y 2017/2018 which revealed that some schools still conducted classes under trees or in temporary structures (Nakaseke DLG, 2017). In an interview with R1, it was noted thus; *"In some schools, when it rains, teachers don't teach because classes are conducted in temporary shelters or under trees"*. Lack of classrooms facilities in some schools also led to frequent disruptions during the teaching/learning process. This was found to be common in schools that were located along busy roads as children's attention got disrupted by hasty traffic and clouds of dust during the dry seasons – making it difficult for teachers to have control over their classes. In view of that observation R1 claimed; *"I have seen teachers who have failed to manage their classes while teaching in an open environment – children's attention is disrupted and in many cases, lessons are not successful"*. Additionally, a review of quarterly reports from the DEO's office showed that the education department of Nakaseke district received approximately Uganda Shillings 180,000,000/= as School Facilitation Grant (SFG) for infrastructural development from the Ministry of Education and Sports (MoES) in F/Y 2017/2018. However, it was noted that, the grant could only construct six (6) classrooms in a financial year out of the required 125 classrooms. Therefore, the inadequacy of classrooms in the Public Primary Schools (PPSS) in Nakaseke poses a tenacious challenge in the district thus negatively affecting teacher's instructional effectiveness.

On whether the classrooms were spacious enough to enhance teacher instructional innovativeness, majority of respondents (51%) disagreed. The inadequacy of classroom space in the Public Primary Schools of Nakaseke district was also echoed by R1 who noted that; *"In many schools, classrooms are overcrowded especially in the lower primary section which makes teacher innovativeness less achievable than one would imagine"*. Olaleye, Ajayi and Oyebola (2017) claim that overcrowded classrooms have significant negative effects on teachers' instructional effectiveness as well as the performance of learners. They go ahead to assert that overcrowded classes inhibit teacher's movements in the classroom which would otherwise help the teacher to reach out to individual learners so as to provide individual assistance during the teaching/learning process. Studies also reveal that a well-organized classroom with attractive and strategic seating arrangement enhances the teacher's creativity and innovative teaching methods and approaches (Hannah, 2013).

As to whether the classrooms were spacious enough for effective storage of teachers' instructional materials, majority of respondents (52%) agreed. It was observed that in most schools where the study was conducted there were provisions for storage facilities. However, to a large extent, these spaces were not being utilized as required and instead heaps of broken furniture had been dumped in the corners that were meant for shelves, cupboards and filing cabinets. In an interview with R3, it was also established that in many schools *"storage spaces had not been put to proper use."* This was attributed to *"poor organizational skills by the teachers and the headteachers."* Nonetheless, Duncan and Achilles (2006) point out that storage space is a crucial factor in determining how teaching can be effective. In this case, classrooms should be organized in such a way that there is adequate space for storage facilities to be fixed to avoid dishevelment.

In this study, it was further established that the classrooms in most schools were spacious enough to accommodate teachers' and pupils' seating facilities – this was revealed by 62% of the respondents who participated in the study. Through observation, it was noted that in almost all schools where the study was taken, the classes could accommodate the required number of desks, tables and chairs to cater for the learners' and teachers' seating needs. However, in a significant number of schools, the classroom space had not been optimally used because some classrooms barely had any furniture for both pupils and teachers. Through interviews, R2 attributed this anomaly to the *"inability by the schools to procure enough furniture to effectively utilize the available classroom space"*. Studies show that if educational progress is to be achieved, teachers need to utilize the classroom space optimally by carefully availing the relevant learning facilities to realize success in the teaching/learning process (Purdue University, 2015). Studies show that appropriate educational furniture has a positive impact on the ratio of learning and educational progress (Gilavand, 2016).

The study also sought to examine whether the classrooms were spacious enough to allow free movement of teachers and learners during the learning/teaching process and the results showed that majority of respondents (63%) agreed. If the teaching/learning process is to successfully take place in the classroom environment, there must be adequate space for the teacher to freely move from one corner of the classroom to another. The teacher should be able to reach different categories of learners within the classroom with much ease in order to effectively manage the class and to facilitate individual and group assistance to those learners with learning difficulties. In an interview with R1, it was noted thus *"our classrooms are spacious enough and they allow teachers to move with ease from one corner to another"*. Observations still showed that classrooms in the upper primary section were more spacious than the lower primary. This was attributed to the high enrolments in the lower primary as compared to the upper primary section. On average, the lower primary

classes (P.1 –P.3) had an enrolment of 78 pupils per class as compared to the upper primary classes (P.4-P.7) which had an average enrolment of 48 pupils per class. However, the sitting arrangement in both the lower and the upper primary sections was organized in such a way that spaces had been left in between the rows to allow teachers and learners move with ease during the teaching/learning process.

As to whether the classrooms had good ventilation, majority (56%) of the respondents agreed. It was observed that classrooms in government-aided primary schools constructed under the School Facilitation Grant (SFG) and the Global Partnership for Education (GPE) generally had good ventilation. Specifically, schools which were exceptionally well ventilated included Kizongoto SDA P/S, Kinoni P/S, Magoma Orthodox P/S, Nakulamudde P/S and Nakaseke Telecentre. Studies show that good ventilation in classrooms is a pre-requisite for a decent “Indoor Air Quality” (IAQ) which enhances a healthy working environment (Daisey, et al 2003). Startlingly, as it was observed in non-SFG/GPE classrooms and specifically those that were constructed under the PTA arrangement, ventilation was not conducive. In an interview with R1, it was noted that “*most of the classroom constructions done by parents are incomplete, poorly ventilated and did not follow the architectural guidelines of the Ministry of Education and Sports*”

Turning to the availability of lockable doors and bolted window shutters, majority of participants (62%) disagreed. Through observation, it was noted that 60% of the schools where the visits were made had broken door/window shutters. This implied that such schools were highly exposed to the effects of harsh weather conditions such as heavy rains and strong winds which placed the safety of instructional materials and learning aids at the risk. Additionally, due to the exposure of such classrooms, a lot of damage was done on instructional materials especially by trespassers and irrepressible children who played around the school compounds during weekends and holidays. Such cases of vandalism were exacerbated by the fact that these schools did not employ night watchmen/security guards to ensure safety of school property.

As to whether the classrooms were well painted and conducive for effective teaching, majority (65%) of the respondents disagreed. Research has revealed that in order to provide a conducive teaching/learning environment for the teachers and pupils, the physical components of classrooms must be considered (Baytin & Tunbis, 2005; Wilson-Fleming & Wilson-Younger, 2012). As it was observed, most of the schools that were visited had not been repainted since their construction in the 1990s and 2000s. The classrooms walls were dusty and untidy yet studies show that wall colour and tidiness are some of the largest components in a classroom which motivate teachers and stimulate students’ cognitive responses (Kwallek, Lin Hsiao & Woodsoon, 1996). However, during an interview with R3, it was noted that “*failure to regularly paint the schools was a result of the meager funding from the central government*” (Interview held on 15th August, 2018).

About the presence of storage facilities for instructional materials, majority (86%) disagreed. Through observation, it was realised that storage facilities for delicate instructional materials were virtually nonexistent in the majority of schools. Gordon (2010) advocates that adequate storage should be provided in the forms of cupboards, lockers, closets, file cabinets or boxes and that storage spaces for teachers and learners should always be designated and clearly marked because teachers engage in a wide range of activities that demand some level of privacy.

Majority of respondents (51%) showed that their schools had ramps for both teachers and pupils with disabilities to have easy access to the classrooms. It is important to observe that for schools to deliver quality education, they don’t have to discriminate against teachers or pupils with disabilities. Through observation, it was noted that all schools that were constructed under the SFG programme had ramps on all major entrances including classrooms, offices and latrines blocks. It is recommended that all entrances to classrooms and other buildings in the school should be designed in such a way that inclusivity is considered in order to combat discriminatory tendencies and to build an inclusive society and achieve Education for All (1994).

The study also showed that majority (51%) of the respondents disagreed that their classrooms were well cemented and dust free. While the need for a clean and healthy teaching environment in schools cannot not be overemphasised, many schools in Nakaseke still had dusty or completely uncemented classrooms. Through document review, it was noted that majority of the schools (75%) in Nakaseke were constructed in the 90s and 2000s and at least 52% of these schools needed renovation (NakasekeDLG, 2017). Nevertheless, despite the appalling state of these schools, not much has been done to refurbish them. The teaching/learning processes continue to be conducted in dusty and dilapidated structures. In an interview with R1, it was established that “*failure to revamp school infrastructure was partly as a result of poor Operation and Maintenance culture*” in schools and inadequate funding in government- aided primary schools in the district (NakasekeDLG, 2018). However, the presence of dusty conditions in classrooms may result into chronic respiratory disorders such as pneumoconiosis, hypersensitivity pneumonitis, occupational asthma and occupational lung cancer (Uchiyama, 2013). It was established through letters written by some teachers seeking permission to be off-duty on some particular days that these teachers suffered from respiratory ailments such as cough and flue which were seemingly as a result of dusty conditions in their classrooms.

Results also showed that majority of respondents (53%) indicated that their classes had good hygienic conditions. This meant that the schools encouraged regular cleaning of the classroom facilities throughout the

school days. It was also observable that in all the schools that were visited, there were cleaning rosters in every class with names of pupils allocated to clean the classes on daily basis. Needless to emphasise, it is crucial to consider that for effective teaching to take place, the classroom environment should be clean enough to enhance good health for both the learners and the teachers. Where the hygienic condition of classrooms is not taken as a top priority in the teaching/learning process, teachers and pupils are more likely to contract deadly ailments that in turn impede on the educational achievement of a school (Bryan, 1956).

The study also revealed that classrooms had blackboards that aided teachers in the effective delivery of their lessons – this was stated by 67% of the respondents who participated in the study.

Staff house Adequacy and Teacher Instructional Effectiveness

Responses	DA	N	A
My school has adequate accommodation for all teachers	85%	03%	12%
Teachers' houses in my school are in descent condition	67%	04%	29%
My school rents houses for all teachers	89%	05%	06%
All teachers in my school reside outside school	23%	07%	70%

On the adequacy of staff houses, majority (85%) of respondents disagreed. It was noted that one of the biggest problems affecting the effectiveness of teachers in Nakaseke district was lack of accommodation facilities in schools. At least in 90% of the schools where observations were made, teachers either commuted from their homes or rented houses in distant locations outside the schools. This resulted into high rates of teacher absenteeism, tardiness, exhaustion and ineffectiveness. During an interview with R3, it was revealed that cases of absenteeism and tardiness were mainly rampant during rain seasons as many of the teachers who resided in distant locations faced difficulties to reach schools due to the muddy and deluged conditions of the seasonal roads.

Furthermore, through observation it was noted that in schools where accommodation facilities existed, the condition of these facilities was not descent at all. This was also revealed by 67% of the respondents who filled the questionnaire. Some of the facilities were old, hazardous and insecure for human habitation. During an interview with R4, it was revealed that the poor condition of some staff houses in Nakaseke district was due to “*lack of routine maintenance of the facilities*”. The observations further revealed that through self-help efforts in some schools, parents had tried to construct some houses for their teachers. However, many of these houses remained incomplete – the walls were not plastered or painted; there was no electricity supply and the floors were generally dusty. According R4, such conditions gnarled teachers' morale and in turn, “*it negatively impacted on their instructional effectiveness*”.

As to whether schools provided accommodation facilities for their teachers, majority (89%) of respondents disagreed. In an interview, R2 noted that “*the entire district was facing a challenge of inadequate accommodation for teachers especially in government-aided primary schools*”. He added that “*in a few schools, parents had tried to rent houses for their teachers but this was just a small percentage.*” However, it was also established from R1 that in the majority of schools where staff houses were lacking, “*teachers rented houses on their own despite the meager salary they earned from government.*” Such poor working conditions greatly hampered teachers' morale and their instructional effectiveness.

Regarding whether the teachers resided outside school, 23% of respondents disagreed, 7% were undecided while 70% agreed. This was an indicator that the number of teachers who resided outside the schools was greater than those who had accommodation within the schools' vicinity. This scenario was common in almost all schools where observations were conducted. When R1 was interviewed, he pointed out that “*most schools did not have accommodation facilities within the school compounds*” and in such cases, teachers had to reside outside school. In a situation of this type, teachers had to “*walk or ride bicycles on daily basis from as far as six or seven kilometers*” to reach school. It was noted that by the time the teachers reached school following such routine travels; they would have already got exhausted hence negatively affecting their instructional effectiveness.

V. Recommendations

- Nakaseke District Local Government should allocate part of its local revenue to improve on the quantity and quality of physical facilities in the public primary schools since the School Facilitation Grant (SFG) provided by the central government is inadequate.
- Parents' Teachers' Association (PTA) should be allowed to mobilize funds for infrastructural development in public primary schools.
- The District Local Government should attract more Non-Government Organisations (NGOs) to inject more funds in the education sector particularly in public primary schools.

- School -community involvement should be encouraged for purposes of improving the quantity and quality of physical facilities in public primary schools.

VI. Conclusions

- From the above findings, it can be concluded that majority of Public Primary Schools in Nakaseke district don't have adequate classroom facilities to accommodate all children who are enrolled in school.
- It is also clear that in the majority of Public Primary Schools in Nakaseke district, the classroom facilities are not in good condition. Most of them have not undergone any kind of renovation for quite long –this is evidenced by the dusty floors, the walls that are neither plastered nor painted and the doors and windows that lack lockable shutters and window bolts respectively.
- It is also evident from the study that Public Primary Schools in Nakaseke district have a serious challenge of inadequate staff houses. This has serious implications on teacher-effectiveness in the district since the majority of them reside outside school and travel long distances to reach their work places.

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