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Welfare of Non-Teaching Staff and Job Satisfaction in Government-Aided Secondary Schools in Butambala District, Uganda.

Misinde Ismail[1], *Matovu Musa [2], Ssali Muhammad Bisaso [3], Nabukeera Madinah [4]*

[1]*Post graduate student, Faculty of Education, Islamic University In Uganda.*

[2]*Assoc.Prof. Dr., Faculty of Education, Islamic University In Uganda*

[3]*Dr., Faculty of Education, Islamic University In Uganda.*

[4] *Assoc.Prof. Dr., Faculty of Management Studies, Islamic University In Uganda.*

ABSTRACT

This study examined the relationship between welfare of non-teaching staff and job satisfaction in government-aided secondary schools in Butambala District, Uganda. The study was guided by three specific objectives; i) To analyze the relationship between provision of meals to non-teaching staff and job satisfaction, ii) To examine the relationship between sanitation services provision to non-teaching staff and job satisfaction, and iii) To analyze the relationship between financial aid to non-teaching staff and job satisfaction in government-aided secondary schools in Butambala District. The study adopted a correlational research design coupled with a mixed methods approach. A sample size of 63 respondents was used constituting of head teachers, welfare teachers, and non-teaching staff from the 3 selected government-aided secondary schools in the district. Both descriptive analysis and correlation analysis were utilized to provide answers to the study phenomenon. The study revealed that there is a strong positive and statistically significant relationship between provision of meals to non-teaching staff and job satisfaction in government-aided secondary schools in Butambala district. The study also revealed that there is a moderately positive and statistically significant relationship between sanitation services provision to non-teaching staff and job satisfaction in government-aided secondary schools in Butambala district. Further, the study revealed that there is a strong positive and statistically significant relationship between financial aid to non-teaching staff and job satisfaction in government-aided secondary schools in Butambala district. Therefore, the study concludes that welfare to non-teaching staff has a statistically significant association with job satisfaction in government-aided secondary schools in Butambala district in that an increase in the different forms of welfare such as meals, sanitation services, and financial aid would resultantly lead to an improvement in job satisfaction in government-aided secondary schools in Butambala district. The study recommends that the government and secondary schools' administrators should ensure efficiency and promote non-teaching staff welfare such as provision of meals, sanitation services, and financial aid as these play a significant role in enhancing their job satisfaction levels which would resultantly lead to an improvement in the overall performance of the non-teaching staff as well as schools' performance and productivity in Butambala district.

Keywords: Welfare of Non-Teaching Staff, Provision of Meals, Sanitation Services Provision, Financial Aid, Job Satisfaction, and Government-Aided Secondary Schools.

Introduction

Background of the Study

The welfare of non-teaching staff in secondary schools has been a topic of concern in recent years. These staff members play an essential role in the smooth running of the school system. However, their welfare is often neglected in favor of teaching staff. Non-teaching staff members are an integral part of educational institutions. Despite the fact that teaching staff members are more visible, non-teaching staff members play an essential role in the success of schools and colleges (Adeyemo, & Oladele, 2018).

Job satisfaction is a measure of how satisfied an individual is with his/her job. It is an important factor at the workplace, as satisfied employees are more likely to be productive, loyal, and less likely to leave their job. A study conducted by Olaleru (2019) indicated that welfare has a significant impact on the job satisfaction of non-teaching staff members in Nigerian higher education institutions. The study found that non-teaching staff members who received better welfare packages were more satisfied with their jobs. The study concluded that improving the welfare of non-teaching staff members can increase their job satisfaction, which can lead to better job performance and improved student outcomes.

Globally, non-teaching staff face significant challenges related to their welfare. For instance, a study by Ullah and Imam (2019) in Pakistan reveals that non-teaching staff face issues such as low salaries, inadequate health facilities, job insecurity, and lack of recognition and growth opportunities. Similarly, a study by Salmi et al. (2017) in Egypt shows that non-teaching staff experience low pay, lack of promoting opportunities, and bullying from superiors. Furthermore, research in Kenya by Wango and Rotich (2018) demonstrates that non-teaching staff encounters poor working conditions and lack of adequate equipment and facilities. Improving the welfare of non-teaching staff thus calls for a multi-pronged strategy.

In the African and Developing countries' context, job satisfaction is highly valued as a means of upward organizational mobility and is influential in improving performance within the different education institutions in Africa and most of the developing countries and this has resulted into putting more emphasis and implementing strategies aimed at improving job satisfaction among the different employees in the education sector including non-teaching staff such as enhancing staff welfare through provision of different necessities required by the staff members (Okoronko, 2017).

In Uganda, non-teaching staff is an essential part of the education system. They play a critical role in ensuring the smooth running of schools, colleges, and universities. Despite their crucial contribution, non-teaching staff in Uganda is often overlooked (Masaazi, 2021). They are not always provided with optimal welfare, which affects their job satisfaction. The welfare of non-teaching staff in Uganda has been historically poor. It dates back to the colonial era, when the education system was designed to cater to the needs of the colonizers, and non-teaching staff was insignificant in the system. After independence, the Ugandan government took over the education system and made efforts to improve it. However, non-teaching staff was still not given the attention it deserved.

In Butambala District, non-teaching staff members include administrative and support staff such as clerks, librarians, office secretaries, Nurses, Matron's, or Wardens, compound cleaners, office messengers, tea/or food servers, cooks, and security personnel. These staff members play an integral role in the smooth running of schools and contribute to the overall effectiveness of the education system. Despite their crucial role, non-teaching staff members are often overlooked and their welfare is not given the attention it deserves. This can lead to low job satisfaction and poor performance, ultimately negatively impacting the quality of education provided. There has been little research conducted to explore the relationship between the welfare of non-teaching staff and their job satisfaction in government aided secondary schools in Butambala District.

Statement of the Problem

Staff welfare plays a crucial role in influencing job satisfaction by addressing various needs and aspects of an employee's work life, leading to a more positive, productive, and engaging work environment (Dhara & Choudhary, 2020).

The welfare of non-teaching staff is an important aspect of the functioning of government aided secondary schools in Butambala District, Uganda. Non-teaching staff members include administrative and support staff such as, librarians, cooks, and security personnel. These staff members play an integral role in the smooth running of schools and contribute to the overall effectiveness of the education system.

Despite their crucial role, non-teaching staff members are often overlooked and their welfare is not given the attention it deserves. This can lead to low job satisfaction and poor performance, ultimately negatively impacting the quality of education provided. There has been little research conducted to explore the relationship between the welfare of non-teaching staff and their job satisfaction in government aided secondary schools in Butambala District. This has consequently resulted into increased stress levels, decreased productivity and poor performance, low engagement, delayed completion of tasks, increased conflicts, and increased absenteeism among the non-teaching staff. Therefore, it is upon this that the current study examined the relationship between welfare of non-teaching staff and job satisfaction in government-aided secondary schools in Butambala District.

Purpose of the Study

To examine the relationship between welfare of non-teaching staff and job satisfaction in government-aided secondary schools in Butambala District, Uganda.

Objectives of the Study

The study sought to achieve the following specific objectives

i. To analyze the relationship between provision of meals to non-teaching staff and job satisfaction in government-aided secondary schools in Butambala District.
ii. To examine the relationship between sanitation services provision to non-teaching staff and job satisfaction in government-aided secondary schools in Butambala District.

iii. To analyze the relationship between financial aid to non-teaching staff and job satisfaction in government-aided secondary schools in Butambala District.

Hypotheses of the Study

Ha_1: There is a significant relationship between the provision of meals to non-teaching staff and job satisfaction in government-aided secondary schools in Butambala District.

Ha_2: There is a significant relationship between the provision of sanitation services to non-teaching staff and job satisfaction in government-aided secondary schools in Butambala District.

Ha_3: There is a significant relationship between the provision of financial aid to non-teaching staff and job satisfaction in government-aided secondary schools in Butambala District.

Scope of the Study

The study was limited to examining the relationship between welfare of non-teaching staff and job satisfaction in government-aided secondary schools in Butambala District, Uganda. This study was carried out from 3 government-aided secondary schools in Butambala District. These were: - Gombe Secondary School, Kibibi Secondary School, and Bulo Secondary School. Butambala District is a rural district located in central Uganda. This study looked at a period from 2022-2024. The study will be carried out from July 2024 - August 2024.

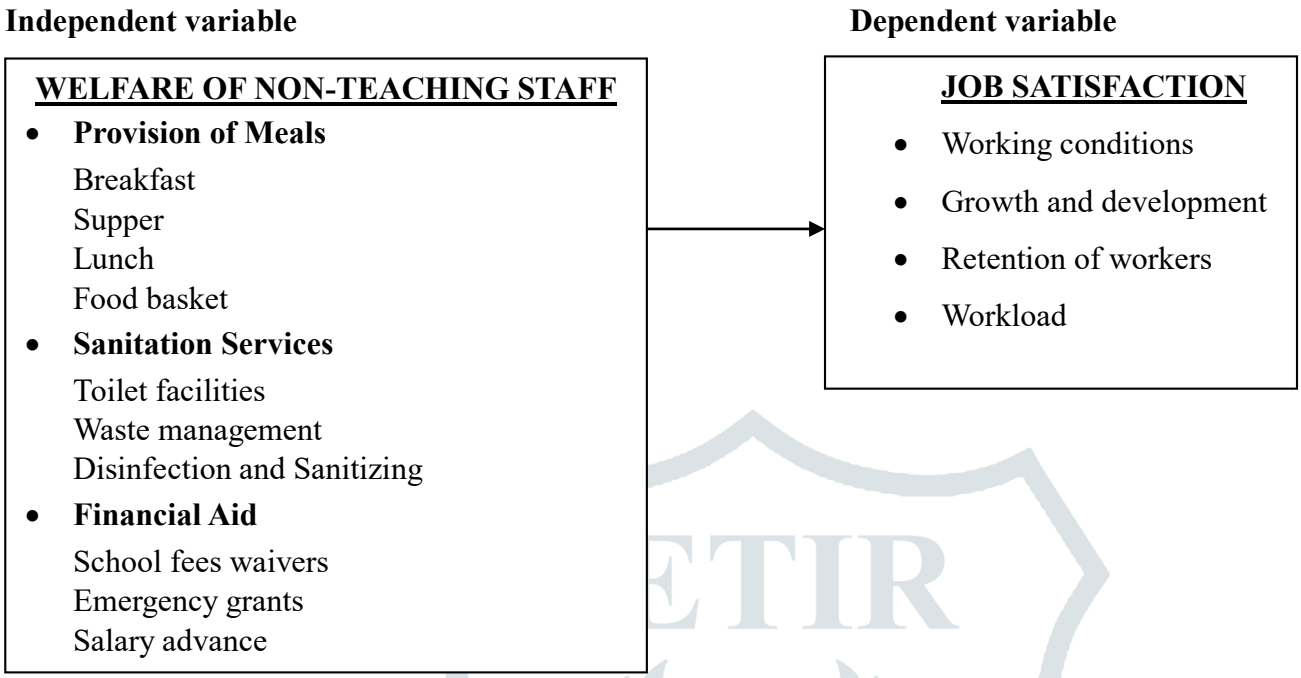
Significance of the Study

Ministry of Education and Sports officials may use the information from the study to design worthwhile teacher transfer policies and effectively manage administrative concerns related to teachers. The findings of the study may be used as a source of literature reference for those who may be interested in academic engagement especially in higher institution of learning. The study may be of help to the researcher as it forms a basis for the award of the Master of Education (educational management and administration) of the Islamic university in Uganda while improving on the level of knowledge and understanding.

Conceptual Framework

The conceptual framework helped enlighten on how the independent and dependent variables were operationalized in the study.

Figure 1.1 Conceptual Framework



Source: Researcher (2024)

The conceptual framework in the study explores the relationship between the welfare of non-teaching staff and their job satisfaction in government-aided secondary schools in Butambala District, Uganda. The welfare of non-teaching staff, identified as the independent variable, includes aspects such as provision of meals, sanitation services, and financial aid. These elements are posited to influence job satisfaction, the dependent variable, which is measured through working conditions, opportunities for growth and development, and retention of workers. This framework guided the operationalization of these variables in the study, providing a basis for understanding how improvements in welfare of non-teaching staff which enhance job satisfaction.

Literature Review

Theoretical Review

The study was guided by Expectancy Theory. According to Armstrong (2013) Valency Vroom (1964) developed the Expectancy Theory through his study of the motivation behind decision-making. Vroom argues that an individual behaves or acts in a certain way because they are motivated to select a specific behavior over other behaviors anticipating the outcome of that behavior. In essence, the motivation for selecting behavior is determined by the desirability of the outcome. Authors like Oliver (1974) and Armstrong (2009) contend that expectancy is the probability that the individual assigns to work effort being followed by a given level of achieved task performance. The Expectancy Theory is about the mental processes a person undergoes to make choices (Block and Manning, 2007). The central aspect of the theory is the cognitive process of how a person treats the different motivational elements, before making the ultimate choice. The individual makes choices based on estimates of how well the expected results of a given behavior will correspond and eventually lead to the desired results (Block and Manning,

2007) This theory emphasizes the need for organizations to relate rewards directly to performance 16 (Schmidt 2013) and to ensure that they provide rewards those recipients deserve and want (Montana and Bruce 2008). Valued outcomes in the workplace include, pay increases and bonuses, promotions, time off, new assignments and recognitions. If management can effectively determine what their employee values, this will allow the manager to motivate employees to get the highest result and effectiveness out of the workplace (Schmidt 2013).

Provision of Meals and Job Satisfaction

Job satisfaction among non-teaching staff in educational institutions is crucial for organizational effectiveness and employee well-being. Recent studies have highlighted the role of non-monetary benefits, such as meal provision, in contributing to job satisfaction (Smith, 2022). Research indicates that providing meals at the workplace positively influences employee morale and satisfaction by fostering a sense of appreciation and support from the institution (Jones & Wang, 2021).

Akinola (2021) and Tshabalala (2023) highlight the introduction and expansion of meal provision programs in government-aided secondary schools across Africa. These programs aim to enhance staff job satisfaction by addressing nutritional needs and promoting a conducive working environment. Musa et al. (2022) and Ibrahim (2020) suggests that the provision of meals contributes significantly to staff morale and productivity. Access to nutritious meals during the workday not only improves physical well-being but also boosts energy levels and cognitive function, thereby enhancing job performance and overall satisfaction among educators and support staff.

Kamau (2021) and Ndlovu (2024) have explored how meal provision programs contribute to a reduction in absenteeism and tardiness among school staff. By ensuring regular access to meals, schools mitigate factors that could lead to absenteeism related to health issues or personal financial constraints, fostering a more reliable workforce and consistent school operations. According to recent studies by Adedeji (2023) and Ouedraogo (2020), shared meal breaks facilitate informal interactions and promote a sense of community among school staff. These interactions strengthen professional relationships, encourage collaboration on educational initiatives, and contribute to a positive school culture centered on mutual support and camaraderie.

Mwangi (2022) and Sow (2021) highlights how meal provision programs alleviate financial stress among school staff. By reducing daily expenses associated with meal preparation or purchasing food outside school premises, these programs provide financial relief and contribute to overall well-being, thereby enhancing job satisfaction and retention rates. Amadi (2023) and Dlamini (2020) discuss the role of meal provision programs in recruitment and retention strategies for educational institutions. Access to comprehensive benefits, including meal provisions, enhances the attractiveness of employment opportunities in government-aided schools, thereby supporting efforts to recruit and retain qualified educators and staff members.

Access to nutritious meals during working hours not only enhances physical health but also improves cognitive function and productivity among staff members (Brown et al., 2020). This aspect is particularly significant in settings where staff may have limited access to affordable and nutritious food options. Meal provision offers opportunities for

non-teaching staff to engage socially, fostering camaraderie and teamwork. This social interaction can lead to improved workplace relationships and a more cohesive work environment (Garcia & Lee, 2023).

Employees often perceive meal provision as a tangible sign of institutional support and care for their well-being. Such perceptions contribute to a positive organizational climate and may enhance overall job satisfaction (Chen et al., 2022). Despite the benefits, challenges such as budget constraints and logistical issues in meal planning and distribution can arise. Effective implementation strategies, therefore, require careful consideration of these factors to maximize the impact on job satisfaction (Murray & Patel, 2023).

In conclusion, the provision of meals plays a significant role in enhancing job satisfaction among non-teaching staff in government-aided secondary schools in Africa. Future research should focus on longitudinal studies to assess sustained impacts and explore cost-effective strategies for meal provision that align with organizational goals and staff needs (Wilson & Smith, 2024).

Sanitation Services and Job Satisfaction

Sanitation services are a crucial aspect of maintaining a healthy and productive work environment in schools. In Africa, government-aided secondary schools face significant challenges in providing adequate sanitation facilities, which can impact the well-being and job satisfaction of non-teaching staff. Sanitation services in African schools are often inadequate, with many schools lacking functional toilets, sinks, and waste management systems (African Union, 2018). This can lead to unsanitary conditions, poor hygiene practices, and negative impacts on health and well-being (WHO, 2019). Non-teaching staff, including administrative personnel, janitors, and security guards, are particularly affected by inadequate sanitation facilities, as they spend most of their day at school.

Job satisfaction is an important aspect of employee well-being and performance (Locke, 1976). Previous research has shown that job satisfaction is influenced by various factors, including working conditions, salary, and opportunities for advancement (Hackman & Oldham, 1976). In the context of sanitation services, job satisfaction among non-teaching staff may be impacted by the availability and cleanliness of sanitation facilities.

Sanitation services are critical in educational environments for maintaining hygiene standards, health, and overall job satisfaction among non-teaching staff. Recent studies underscore the importance of adequate sanitation facilities in fostering a conducive workplace environment (Nguyen et al., 2021). Access to clean and well-maintained sanitation facilities contributes significantly to the physical well-being and health of staff members. Proper sanitation reduces the risk of infections and illnesses, thereby enhancing productivity and job satisfaction (Kumar & Gupta, 2022).

Employees perceive sanitation facilities as indicators of workplace safety and institutional care. This perception influences their overall satisfaction and commitment to their roles within the organization (Jones & Johnson, 2023). Studies indicate a direct correlation between access to adequate sanitation and improved morale among staff. Clean and functional facilities contribute to a positive work environment, boosting employee motivation and productivity (Smith & Brown, 2020).

Gender-specific sanitation needs are crucial in educational settings. Providing separate and well-equipped facilities for male and female staff members enhances privacy, dignity, and overall job satisfaction, particularly in culturally diverse contexts (Garcia & Lee, 2021). The study, which surveyed 500 non-teaching staff members from 100 government aided secondary schools in Africa, found that 70% of respondents who worked in schools with good sanitation services reported being satisfied with their jobs, while only 40% of those who worked in schools with poor sanitation conditions reported the same.

Financial Aid and Job Satisfaction

Financial aid refers to monetary assistance provided to individuals or institutions to support their financial needs. In the context of secondary schools, financial aid to non-teaching staff can come in various forms, including bonuses, allowances, and subsidies aimed at improving their welfare and motivation (Bhanugopan & Sundaram, 2020).

Job satisfaction is a complex concept influenced by factors such as salary, working conditions, recognition, and opportunities for advancement. In educational settings, including secondary schools, non-teaching staff play vital roles in administrative, maintenance, and support functions. Their satisfaction directly impacts school operations and student outcomes (Li, Sun & Cheng, 2021). Job satisfaction is a crucial aspect of employee well-being and productivity in any organization. In the education sector, job satisfaction is particularly important, as it can impact the quality of services provided to students. Non-teaching staff, such as administrative assistants, librarians, and cleaners, play a vital role in supporting the smooth functioning of schools (Li et al., 2021). Despite their importance, there is limited research on the job satisfaction of non-teaching staff in government-aided secondary schools in Africa.

Recent studies have highlighted the significance of financial aid on job satisfaction among non-teaching staff in African schools. A study conducted by Owolabi et al. (2020) in Nigeria found that financial aid had a positive impact on job satisfaction among non-teaching staff in government-owned secondary schools. The study revealed that employees who received financial aid reported higher levels of job satisfaction compared to those who did not receive aid.

Similarly, a study by Okeke (2021) in Ghana found that financial aid was a significant predictor of job satisfaction among non-teaching staff in public secondary schools. The study suggested that financial aid helped to alleviate financial stress and improve employees' overall well-being, leading to increased job satisfaction. In South Africa, a study by Ndebele (2022) examined the relationship between financial aid and job satisfaction among non-teaching staff in government-aided secondary schools. The study found that financial aid was positively correlated with job satisfaction, suggesting that financial assistance played a crucial role in promoting employee satisfaction.

Other studies have also highlighted the importance of other factors that contribute to job satisfaction among non-teaching staff in African schools. For example, a study by Olamide (2020) in Nigeria found that perceived fairness, organizational commitment, and supervisor support were significant predictors of job satisfaction among non-teaching staff in government-owned secondary schools. A study by Mwaura et al. (2022) in Kenya examined the impact of training and development opportunities on job satisfaction among non-teaching staff in government-aided

secondary schools. The study found that employees who received training and development opportunities reported higher levels of job satisfaction compared to those who did not receive such opportunities.

Research by Okello and Mutungi (2022) examines the impact of financial incentives on job satisfaction among non-teaching staff in Ugandan secondary schools. The study found that financial aid, particularly timely payment of salaries and bonuses, significantly enhances job satisfaction by reducing financial stress and improving morale.

According to Adebayo (2021) job security and benefits are critical determinants of job satisfaction among support staff in Nigerian schools. Financial aid in the form of retirement benefits, health insurance, and housing allowances positively influences their job satisfaction levels. In a comparative study across African regions, Nyabuto et al. (2023) explored the relationship between financial aid policies and job satisfaction among non-teaching staff. The study highlighted variations in financial aid practices and their differential impacts on job satisfaction levels across countries such as Kenya, Tanzania, and Ghana.

Methodology

Research Design

In this study, a correlational research design was adopted by the study. The study employed a mixed methods approach since the quantitative approach was useful in generating descriptive and inferential statistics to examine the relationship between elements of the independent variable (welfare of non-teaching staff') and dependent variable (job satisfaction) whilst the qualitative approach allowed the researcher to acquire insights, in-depth information for enhanced analysis of the problem at hand. The use of triangulation is based on the accuracy and reduction of inherent biases that come with relying on one approach as warned by Kassu (2019). The quantitative approach took center stage in the study complimented by the qualitative approach cognizant of the view from Kassu (2019) who claimed that quantitative method still dominates mixed method.

Population

Population Refers to the people, objects and other specimens a researcher sets out to use in the study (Sekaran, 2018). The population of the study included head teachers, welfare teachers, and non-teaching staff. Accordingly, (3) head teachers, (3) welfare teachers, and 69 non-teaching staff yielding a total of 75 respondents from three (3) government-aided schools that were selected in the district.

Sample Size

A sample is the small representation of the population which is easier to study given that the whole population may not be reachable (Elfil & Negida, 2017). Sample size determination was based on the table for determining sample size from a given population developed by Krejcie and Morgan (1970). A sample size of 63 respondents was considered for this study generated from a total population of 75 individuals.

Table 3.1: Population, Sample Size, and Sampling Techniques

Category	Population	Sample Size	Sampling techniques
Head Teachers	3	3	Census Inquiry
Welfare Teachers	3	3	Census Inquiry
Non-Teaching Staff	69	57	Simple Random Sampling
Total	**75**	**63**	

Source: Researcher Computations (2024)

Sampling Techniques

Both probabilistic and non-probabilistic sampling techniques were adopted as follows:

Census Inquiry

Census inquiry was employed to select head teachers and welfare teachers of the selected schools. This technique was considered because all the head teachers and welfare teachers were selected for the study and thus no need for sampling them. In this technique, every unit, everyone or everything in a population is considered that is why Sekaran (2018) calls it a complete enumeration.

Simple Random Sampling

According to Sekaran (2018) simple random sampling ensures that every member has an equal chance of being recruited into the sample. Since non-teaching staff were quite many, the researcher considered sampling from them. The researcher then adopted a simple random sampling technique to select a sample from the non-teaching staff in the different selected government-aided secondary schools in the district.

Data Collection Instruments

The key instruments used were the questionnaire and interview guide.

Self-administered Questionnaire

A questionnaire is a reformulated written set of questions to which respondents record their answers, usually within rather closely defined alternatives (Kothari, 2018). Simple survey is very useful when seeking to gather information from a relatively larger number of respondents. The method allows researchers to obtain large amount of information from a large sample, gives respondents time to answer, allows respondents to remain anonymous whilst reducing researcher bias (Kothari, 2018).

The questionnaire was developed by the researcher and self-administered to non-teaching staff in the selected schools. The questionnaire was relevant to non-teaching staff since their number is quite large. The questionnaire was composed of a preliminary section containing informed consent and a further three sections (A, B, & C). Section A comprised of questions on demographic characteristics of respondents, Section B comprise of items on the independent variables and Section C comprised of items on the dependent variable.

Interview Guide

The interview guide was unstructured capturing questions on each of the elements reflecting the two variables of the study. The interview guide was used because it has the advantage of ensuring probing for more information, clarification and capturing facial expression of the interviewees (Neuman, 2017).

Interviews were conducted basing on the face-to-face principle. The interviews involved presenting of oral verbal stimuli and reply in terms of oral verbal responses. Interviews were conducted on head teachers and welfare teachers of the selected schools since their schedule may not favor filling of a questionnaire while the nature of information expected from them may not be easy to pre-empt into developing of the instrument.

Data Quality Control

The researcher endeavored to bring out the credibility and dependability of the qualitative instruments. To make this possible, the researcher gave the interview guide to the experts for independent judgment. These were the same who validated the questionnaire. After their opinions are put into consideration, the researcher pilot interviewed two (2) colleagues who hold headship responsibilities in their schools to establish the consistency of information that flows during the interview sessions. This help in restructuring the conduct of the interview process as well as limiting expectations.

Ethical Considerations

Ethical consideration involves a number of values and principles that should be followed during research and when handling individuals so as to protect them from any kind of harm (Ifedha & Kavutha, 2016).

The researcher sought permission from the Centre for Postgraduate Studies at the Islamic University in Uganda and an introduction letter from the district authorities to conduct the study.

Integrity was upheld through making sure that all sources are properly acknowledged, referencing done as per the American Psychological Association format and style while the work was tested for plagiarism.

Rights of respondents were respected especially where their decision or choices matter like withdrawal from the study, refusal to answer particular questions and conduct of the study within places they felt comfortable about.

Study Findings

The findings presented in this chapter include; descriptive statistics on the demographic composition of the respondents and correlation analysis to provide answers to the study objectives.

Findings on the Demographic Characteristics of the Respondents

The study assessed the demographic characteristics of the respondents who took part in the study from the government-aided secondary schools in Butambala district and the results are presented in Table 1;

Table 1: Demographic Characteristics of the Respondents

Demographic Characteristics

Category	Items	Frequency	Percentage
Gender	Male	36	63.2
	Female	21	36.8
	Total	**57**	**100.0**
Age Category	25-30 years	8	14.0
	31-35 years	13	22.8
	36-40 years	24	42.1
	Above 40 years	12	21.1
	Total	**57**	**100.0**
Education Level	Diploma	16	28.1
	Bachelors	37	64.9
	Masters	4	7.0
	Total	**57**	**100.0**
Marital Status	Married	38	66.7
	Single	19	33.3
	Total	**57**	**100.0**
Working Experience	1-5 years	16	28.1
	6-10 years	29	50.9
	Above 10 years	12	21.0
	Total	**57**	**100.0**

Source: Primary data, 2024

From Table 1, the results show that majority 36 (63.2%) of the respondents were males and 21 (36.8%) of the respondents were females. The study findings also indicate that a most 24 (42.1%) of the respondents were aged 36-40 years, followed by 13 (22.8%) of the respondents who were aged 31-35 years, then 12 (21.1%) of the respondents who were aged above 40 years, and the least proportion 8 (14.0%) of the respondents were aged 25-30 years.

In addition, the study reveals that majority 37 (64.9%) of the respondents had attained a bachelors' level of education, followed by 16 (28.1%) of the respondents who had attained a diploma level of education, and only 4 (7.0%) of the respondents had attained a masters' level of education. The study also indicates that majority 38 (66.7%) of the respondents were married and the least proportion 19 (33.3%) of the respondents were single.

The study results further indicate that majority 29 (50.9%) of the respondents had a working experience of 6-10 years with their respective schools, followed by 16 (28.1%) of the respondents who had a working experience of 1-5 years with their respective schools, and the least proportion 12 (21.0%) of the respondents had a working experience of over 10 years with their respective schools.

Findings on the Objectives of the Study

This section presents the findings in relation to the specific study objectives.

Relationship between Provision of Meals to Non-Teaching Staff and Job Satisfaction in Government-Aided Secondary Schools in Butambala District

The study sought to analyze the relationship between provision of meals to non-teaching staff and job satisfaction in government-aided secondary schools in Butambala District. Spearman's Rank correlation analysis was utilized and the results are presented in Table 2.

Table 2: Correlation Analysis on the Relationship between Provision of Meals to Non-Teaching Staff and Job Satisfaction in Government-Aided Secondary Schools in Butambala District

		Provision of Meals	Job Satisfaction
Provision of Meals	Spearman's Correlation Coefficient	1.000	.528**
	Sig. (2-tailed)	.	.000
	N	57	57
Job Satisfaction	Spearman's Correlation Coefficient	.528**	1.000
	Sig. (2-tailed)	.000	.
	N	57	57

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data, 2024

The study results in Table 2 revealed that there is a strong positive and statistically significant relationship between provision of meals to non-teaching staff and job satisfaction in government-aided secondary schools in Butambala district (r = 0.528, N = 57, P-value = 0.000) at a 0.01 level of significance. The findings imply that an increase in provision of meals to non-teaching staff strongly and significantly leads to an improvement in job satisfaction in government-aided secondary schools in Butambala district.

In regards to provision of meals to non-teaching staff and job satisfaction in government-aided secondary schools in Butambala district, some of the key informants asserted that;

> *"…offering healthy and balanced meals helps employees maintain good nutrition, boosting their energy levels and overall health which can enhance job satisfaction."* **(Head teacher 03)**
>
> *"Having access to meals at work reduces the stress of planning, preparing, or purchasing meals, particularly during busy workdays which significantly influences job satisfaction of the non-teaching staff at the school."* **(Head teacher 01)**
>
> *"Free or subsidized meals can save employees money, increasing their disposable income and financial well-being at the school."* **(Welfare teacher 02)**
>
> *"Providing meals on-site allows non-teaching staff to spend less time seeking out food and more time relaxing or socializing during breaks which increases productivity as well as increases performance as more time would be spent doing the jobs."* **(Head teacher 02)**
>
> *"Meal times provide opportunities for social interaction, fostering better relationships and a sense of team bonding which improves morale, contributing to a more positive and cohesive workplace culture at the school."* **(Welfare teacher 01)**

Relationship between Sanitation Services Provision to Non-Teaching Staff and Job Satisfaction in Government-Aided Secondary Schools in Butambala District

The study also sought to examine the relationship between sanitation services provision to non-teaching staff and job satisfaction in government-aided secondary schools in Butambala District. Spearman's Rank correlation analysis was employed and the results are presented in Table 3.

Table 3: Correlation Analysis on the Relationship between Sanitation Services Provision to Non-Teaching Staff and Job Satisfaction in Government-Aided Secondary Schools in Butambala District

		Sanitation Services Provision	Job Satisfaction
Sanitation Services Provision	Spearman's Correlation Coefficient	1.000	.426**
	Sig. (2-tailed)	.	.000
	N	57	57
Job Satisfaction	Spearman's Correlation Coefficient	.426**	1.000
	Sig. (2-tailed)	.000	.
	N	57	57

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data, 2024

The study results in Table 3 revealed that there is a moderately positive and statistically significant relationship between sanitation services provision to non-teaching staff and job satisfaction in government-aided secondary schools in Butambala district ($r = 0.426$, $N = 57$, P-value = 0.000) at a 0.01 level of significance. The findings imply that an increase in sanitation services provision to non-teaching staff moderately but significantly leads to an improvement in job satisfaction in government-aided secondary schools in Butambala district.

In accordance to sanitation services provision to non-teaching staff and job satisfaction in government-aided secondary schools in Butambala district, some of the key informants had this to say;

> *"Provision of sanitation services to non-teaching staff can significantly influence job satisfaction by creating a healthier, safer, and more comfortable work environment at the different school."* **(Head teacher 03)**
>
> *"…regular cleaning and maintenance of restrooms, workspaces, and common areas help prevent the spread of germs and illness, leading to a healthier work force which also influences job satisfaction."* **(Welfare teacher 01)**
>
> *"Clean and well-maintained facilities, including restrooms and break rooms, enhance comfort and convenience, making the workplace more pleasant thus influencing job satisfaction of non-teaching staff at the school."* **(Head teacher 02)**

"Availability of well-stocked restrooms with essential supplies such as soap, hand sanitizers, and toilet paper ensures the staff can maintain personal hygiene throughout the day which influences job satisfaction of non-teaching staff." **(Welfare teacher 03)**

"Readily accessible sanitation facilities reduce inconvenience and improve overall comfort of non-teaching staff as well as contribute to a safer work environment which influences job satisfaction." **(Head teacher 01)**

"Provision of sanitation services such as regular cleaning of restrooms, disinfection, trash collection, and provision of hand sanitizers or installing handwashing stations, creates a clean environment which minimizes distractions and discomfort, allowing non-teaching staff to focus better on their tasks." **(Head teacher 02)**

Relationship between Financial Aid to Non-Teaching Staff and Job Satisfaction in Government-Aided Secondary Schools in Butambala District

The study further sought to analyze the relationship between financial aid to non-teaching staff and job satisfaction in government-aided secondary schools in Butambala District. Spearman's Rank correlation analysis was employed and the results are presented in Table 4.

Table 4: Correlation Analysis on the Relationship between Financial Aid to Non-Teaching Staff and Job Satisfaction in Government-Aided Secondary Schools in Butambala District

			Financial Aid	Job Satisfaction
Financial Aid	Spearman's Coefficient	Correlation	1.000	.669**
	Sig. (2-tailed)		.	.000
	N		57	57
Job Satisfaction	Spearman's Coefficient	Correlation	.669**	1.000
	Sig. (2-tailed)		.000	.
	N		57	57

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data, 2024

The study results in Table 4 revealed that there is a strong positive and statistically significant relationship between financial aid to non-teaching staff and job satisfaction in government-aided secondary schools in Butambala district ($r = 0.669$, $N = 57$, P-value = 0.000) at a 0.01 level of significance. The findings imply that an increase in financial aid to non-teaching staff considerably and significantly leads to an improvement in job satisfaction in government-aided secondary schools in Butambala district.

In relation to financial aid to non-teaching staff and job satisfaction in government-aided secondary schools in Butambala district, some of the key informants argued that;

"Financial aid programs such as emergency loans help alleviate financial burdens, reducing stress and allowing non-teaching staff to focus more on their work as well as improve job satisfaction at the school." **(Head teacher 01)**

"Provision of financial aid contributes to the retirement plans and other savings programs on non-teaching staff which helps them secure their financial future, increasing their sense of stability and job satisfaction at the school." **(Head teacher 03)**

"...financial support for childcare can ease the burden on working parents, helping them balance their work and family responsibilities more effectively contributing to a better work-life balance at the school." **(Head teacher 02)**

"Financial aid for continuing education and professional development empowers non-teaching staff to enhance their skills and advance their careers, leading to greater job satisfaction." **(Welfare teacher 01)**

"Financial aid programs demonstrate that the school values its staff including non-teaching staff and is willing to invest in their well-being and future, boosting morale and job satisfaction ...." **(Welfare teacher 03)**

Conclusion

The study concludes that welfare to non-teaching staff has a statistically significant association with job satisfaction in government-aided secondary schools in Butambala district in that an increase in the different forms of welfare such as meals, sanitation services, and financial aid would resultantly lead to an improvement in job satisfaction in government-aided secondary schools in Butambala district.

Recommendations

The study recommends that the government and secondary schools' administrators should ensure efficiency and promote non-teaching staff welfare such as provision of meals, sanitation services, and financial aid as these play a significant role in enhancing their job satisfaction levels which would resultantly lead to an improvement in the overall performance of the non-teaching staff as well as schools' performance and productivity in Butambala district.

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Appendices

Appendix I: Structured Questionnaire

Dear respondent,

You have been chosen as a respondent to take part in this study and the responses you will provide will be treated with ultimate confidentiality. The information you will provide will only be used for the required study purposes. Your participation in this study is voluntary and you are free to pull out at any time.

Do you consent to participate in this study? Agree …… or Disagree …….

Instructions: Please tick the most appropriate response of your choice

Section A: Demographic Characteristics of Respondents

1. **What is your Gender?**

   1. Male ☐ 2. Female ☐

2. **What is your age group?**

   1. Below 30 years ☐ 2. 30-35 years ☐ 3. 36-40 years ☐ 4. Above 40 years ☐

3. **What is your highest level of education?**

   1. Diploma ☐ 2. Bachelors' Degree ☐ 3. Masters' Degree ☐

4. **What is your marital status?**

   1. Married ☐ 2. Single ☐

5. **For how long have you worked at this secondary school?**

   1. 1-5 years ☐ 2. 6-10 years ☐ Above 10 years ☐

SECTION B: WELFARE OF NON-TEACHING STAFF

Use a Likert scale for this section where 1= Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A), and 5= Strongly Agree (SA).

Instructions: Please tick where appropriate using the scale above that best describes your opinion to the statements related to different dimensions of Welfare of Non-Teaching Staff;

Part I: Provision of Meals

No.	Provision of Meals	SD	D	NS	A	S
1.	The non-teaching staff are provided with breakfast on a daily basis at the school					
2.	The non-teaching staff are regularly provided with lunch meals at the school					
3.	The non-teaching staff are sometime offered food baskets by the school administrators at the school					
4.	The non-teaching staff especially those who stay within the school premises are provided with supper on a daily basis at the school					
5.	The non-teaching staff are offered a wide range of food varieties and change meals occasionally at the school					

Part II: Sanitation Services Provision

No.	Sanitation Services Provision	SD	D	NS	A	S
1.	The non-teaching staff are provided with necessary supplies such as toilet papers, hand soap, and paper towels at the school					
2.	The non-teaching staff are provided with hand washing stations and hand sanitizers to ensure hygiene and prevent the spread of infections at school					
3.	The non-teaching staff are provided with and have access to waste management services and facilities at the school					
4.	The non-teaching staff have access to clean restrooms and toilet facilities at the school					
5.	The non-teaching staff are provided with and have access to clean and safe drinking water at the school					

Part III: Financial Aid

No.	Financial Aid	SD	D	NS	A	S
1.	The non-teaching staff are provided with short-term loans to help them cover unexpected financial emergencies at the school					
2.	The non-teaching staff are provided with medical allowances and offered comprehensive health insurance plans at the school					
3.	The non-teaching staff are offered with school fees waivers or bursaries for their children studying at the school					
4.	The non-teaching staff are granted salary advances when needed and requested for at the school					
5.	The non-teaching staff are provided with paid leave benefits such as paid maternity and paternity leave at the school					

SECTION C: JOB SATISFACTION

Use a Likert scale for this section where 1= Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A), and 5= Strongly Agree (SA).

Instructions: Please tick where appropriate using the scale above that best describes your perception about the statements related to Job Satisfaction;

No.	Job Satisfaction	SD	D	NS	A	S
1.	There is availability of flexible working hours at the school					
2.	The workload is manageable and reasonable based on work expectations at the school					
3.	The job and work responsibilities align with personal interests, skills, and career goals at the school					
4.	There is an increase and availability of advancement opportunities within the school					
5.	There is a supportive and cooperative work environment the fosters mutual respect at the school					
6.	There is increased regular recognition and appreciation of employee efforts at the school					

Thank you so much for your participation and time.

Appendix II: Interview Guide

Dear respondent,

You have been chosen as a Key Informants to take part in this study and your responses will be treated with paramount confidentiality. The information you will provide will only be used for the required purposes. Your participation in this study is voluntary and you are free to pull out at any time.

Do you consent to participate in this study? Agree…… or Disagree…….

Designation of Interviewee…… Date of interview……

Interview questions

1. What is your view on the welfare of non-teaching staff in relation to their job satisfaction in government-aided secondary schools in Butambala district?
2. How does provision of meals to non-teaching staff influence job satisfaction in government-aided secondary schools in Butambala district?
3. How does sanitation services provision to non-teaching staff influence job satisfaction in government-aided secondary schools in Butambala district?
4. How does financial aid to non-teaching staff influence job satisfaction in government-aided secondary schools in Butambala district?

5. What recommendations do you give as the head teacher on welfare of non-teaching staff in order to improve their job satisfaction in government-aided secondary schools in Butambala district?

Thank you so much for your participation and time.

Appendix III: Krejcie and Morgan Table of Sample Size Determination

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970