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The impact of work benefit packages on the performance of academic staff members in selected private secondary schools in Kamwenge District. A cross-sectional study.

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Abstract.

Background:

Employers have established that tuition aid and educational assistance benefits are much liked by employees. Such programs have been established to aid the retention and satisfaction of employees. This study examined the impact of work benefit packages on the performance of academic staff members in selected private secondary schools in Kamwenge district.

Methodology:

A descriptive cross-sectional study design using both qualitative and quantitative techniques was used to collect the data. Data collection was done using self-administered questionnaires and interviews. Descriptive statistics (frequencies and percentages) were used to determine the distribution of the respondents on personal information and on the questions under each of the variables. Inferential statistics (correlation coefficient of determination and regression) were used to test the hypotheses. Qualitative data were analyzed using content analysis.

Results:

The majority (53; 67%) of the respondents had a master's degree; 41(52%) and 24(30%) of the participants had worked for a period of 1- 3 years. There was a strong positive correlation (*rho = .727*) between benefit packages and employee performance. The coefficient of determination (*rho2 = .522*) shows that packages accounted for 52.2% of the variance in employee performance. The established significance test (p = 0.000, below the 0.05 level of significance) and the ANOVA test revealed significance (Sig F=.000) of the F-ratio (F= 21.191) below the significance level of 0.05; therefore, the results were accepted.

Conclusion:

Work benefit packages motivate staff members to improve performance. Therefore, provision of tuition fee assistance, gratuity, and health insurance will lead to improved employee performance.

Recommendations:

The school should provide health insurance benefits to all academic staff members. This will help cater for the health needs of staff members and their immediate family members, thus motivating staff members to work harder for improved performance.

Keywords: *Work benefit packages, Academic staff performance, Private secondary schools, Kamwenge district, Employee motivation.*
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Background.

Benefits for employees encompass pension schemes, bonuses, company-provided vehicles, subsidized meals, health insurance, and advantageous loans, among others. Employers have observed that tuition assistance and educational benefits are particularly appealing to employees. These programs are designed to enhance employee retention and satisfaction (Mathis & John, 2003). However, as noted by Otuko, Chege, and Douglas (2013), the relationship between educational benefits and job satisfaction is complex. Acquiring new skills may increase job satisfaction by providing employees with opportunities to transition to higher-satisfaction roles. Conversely, specific skills may tether employees to an organization, fostering satisfaction by creating barriers to exit, as leaving might result in skill loss. Additionally, Sahinidis and Bouris (2008) highlighted that educational benefits influence job satisfaction both directly and indirectly. Directly, workplace education programs serve as tools to improve the competencies of employees and the organization.

Gratuity or retirement benefits significantly impact employee behavior by incentivizing younger workers to

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remain with the employer and encouraging older employees to retire at appropriate times. Empirical studies suggest that gratuity can influence the type of employees a company attracts, helping employers recruit individuals who exhibit desirable behavioral patterns (White, 2009). Luchak and Gellatly (2002) argued that as the value of gratuity increases with job tenure, employees may feel heightened job insecurity, as organizations could strategically terminate workers to reduce pension-related liabilities.

Nonetheless, some studies suggest that gratuity does not significantly affect job satisfaction. For example, an analysis of data from 2,000 employees in Britain found no significant relationship between gratuity and job satisfaction.

Health insurance benefits are another critical component of employee remuneration. These benefits typically provide employees and their immediate family members access to private healthcare services, which is particularly valued by professionals and managers in the private sector (Najjinda, 2013). According to Luthans (2010), health insurance is a vital benefit that significantly contributes to job satisfaction. However, addressing workplace health and safety issues can pose substantial costs, potentially undermining an organization's competitiveness in the global market (Kamau, 2013).

Robert, Mathis, and Jackson (2011) emphasized that benefits like health insurance not only enhance employee performance but also play a crucial role in attracting candidates during recruitment. Similarly, Amah et al. (2013) observed that employer-provided benefits such as health, life, and dental insurance, maternity leave, childcare provisions, and retirement plans can profoundly influence employee satisfaction and performance. Therefore, this study examined the impact of work benefit packages on the performance of academic staff members in selected private secondary schools in Kamwenge district.

Methodology

Research design.

This study employed a case study design using both qualitative and quantitative approaches. The design was chosen to enable the researcher to cover a desirable quantifiable behavior of the respondents. (Yin, 1994) Case study design links the experimental data to the initial research questions of the study and, definitely, its conclusion. Qualitative approaches were used because they encourage a great understanding of both the way and why things are in a particular way. The researcher therefore was able to obtain and describe findings that promote greater understanding of how remuneration affects employee performance. On the other hand, a quantitative approach was used to collect numerical data so as to describe, explain, understand, control, or predict the phenomenon of interest, or to investigate the relationship, including the cause-and-effect relationship.

Population of the study

The study population was academic and administrative staff from six private secondary schools in Kamwenge District. For research purposes, a population comprising 140 respondents from academic staff was considered.

Sample Size and Selection.

From a population of 140 members of the academic and administrative staff, the sampling technique used in selecting the respondents for the research purpose was purposive sampling and simple random sampling; the sample size was 103 respondents, determined using (Krejcie & Morgan, 1970) table.

Sampling Technique and Procedure.

The study employed purposive and simple random sampling techniques to select respondents, as further explained below;

Simple random sampling

This technique was employed to select respondents from Teachers. This is because they have many members, all of whom have equal chances of participating in the study. This was premised on the fact that the simple random technique enables respondents to have an equal chance of participating in the study and giving reliable data, as Amin (2005) emphasizes.

Purposive Sampling.

Purposive sampling was employed to select key informants: District Education Officers, Inspectors of Schools, Headteachers, and Directors of Studies, since these are expected to be more knowledgeable about remuneration and employee performance in private secondary schools. The purposive sampling will enable the study to choose participants of interest based on their knowledge and expertise (Mugenda & Mugenda, 1999).

Data Collection Methods

Questionnaire survey method.

The questionnaire survey method involved the use of questionnaires to generate quantitative data. A questionnaire was used to investigate motives and feelings on a Likert scale, as suggested by Creswell (2011). It was also used because it is less expensive for data collection (Amin, 2005).

Interview method

This is a purposeful discussion between the researcher and the respondent. Interviews are face-to-face meetings (Mugenda & Mugenda, 1999). The researcher interviewed the District Education Officer, Inspector of Schools, Headteachers, and Director of Studies to obtain in-depth information on the relationship between remuneration and employee performance among academic staff in private secondary schools.

Documentary review

The documentary review method involves the analysis of texts that contain records of events, values, rules, and norms (Sekaran, 2003). A number of documents will be reviewed in line with the study topic. These include human resource manuals, remuneration policy documents, annual reports, and other articles with information on remuneration and employee performance. This helped to provide supportive data in order to come up with a comprehensive report.

Data Collection Instruments

Self-Administered Questionnaire

A self-administered questionnaire will be used to capture data on the independent variable. These instruments were used because they are cost-effective in a survey of highly literate persons who are expected to respond clearly as they give their personal opinions. This tool was designed to be used in both closed and open-ended questionnaires. Amin (2005) describes a questionnaire as a self–report instrument used for gathering information about the variables of interest in an investigation. Mugenda and Mugenda (1999) explain that questionnaires are valuable methods of collecting data from a large number of respondents.

Structured Interview Guide

Interview guides was focus on getting responses from the senior persons in the District Education Officer, Inspector of schools that enabled the researcher interact more through probing for more detailed information from the respondents. Mugenda & Mugenda (1999) state that interviews are face-to-face encounters and lead to obtaining accurate information because the researchers can seek clarity, and such improves the relationship with the respondents.

Documentary Review checklist

Documentary review was used for secondary data collection involving analysis of documents such as reports. Libraries like the Team University library were used to get information. According to (Beavers & Hampson, 2000) Documentary analysis is one way of interpreting textual data since it examines it as a medium of expression that reflects a people's culture.

Validity and Reliability.

Validity.

This refers to the degree to which a data collection instrument measures the intended item to be measured (Gay, 1992). Validity is designed to measure and pre-test the instrument to ensure clarity and accuracy of the instrument so that the data collected provides meaningful, reliable results representing variables in the study Mugenda and Mugenda, 2003). Mark (1995) recommends that before a survey is used to collect meaningful data, it has to be tested to ensure its accuracy and avoid random error (unpredictable error) and measurement error. To ensure the validity of the instrument, validity was measured using expert judgment. The questionnaire was given to two experts in the field of human resource management, who were requested to rate the relevance of its question items one by one. After expert judgment, the content validity index was computed by adding up all items rated relevant by each expert and dividing them by the total number of questions in the questionnaire.

Reliability

Mugenda and Mugenda (1999) contend that reliability is the measure of the magnitude to which a research instrument is able to yield consistent data or results after several trials. To ensure consistent measurement and reliability of the instrument, every participant in the sample was asked a similar set of questions presented in the same way such that differences in responses were based on variations in respondents' views, and not stimuli. In order to control variations in stimuli, the researcher followed particular directions to ensure consistent question wording and meaning in simplified language for respondents for easier understanding and response. The instrument was pretested with 10 respondents to establish its reliability, and relevant corrections were made. The degree of reliability was established by using the Cronbach Alpha, a formula that was developed by Kuder and Richardson (2005) to estimate internal consistency reliability. The reliability of the research instrument was then tested using the Cronbach alpha coefficient, computed using SPSS.

Data Analysis

Quantitative Data Analysis

The researcher carried out a careful scrutiny of the data captured to ensure consistency, accuracy, and completeness of the questionnaire. Analysis was done according to the objectives of the study. The quantitative data were edited with a view to checking the completeness and accuracy during data collection, where incomplete data sheets were omitted before they were entered into the computer using the Statistical Package for the Social Sciences (SPSS) (Forster, 1998). The researcher used frequencies and the Spearman correlation coefficient to statistically determine the relationships, in the form of tables, where interpretations were made.

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Results

Background characteristics

Figure 1: Gender of teachers

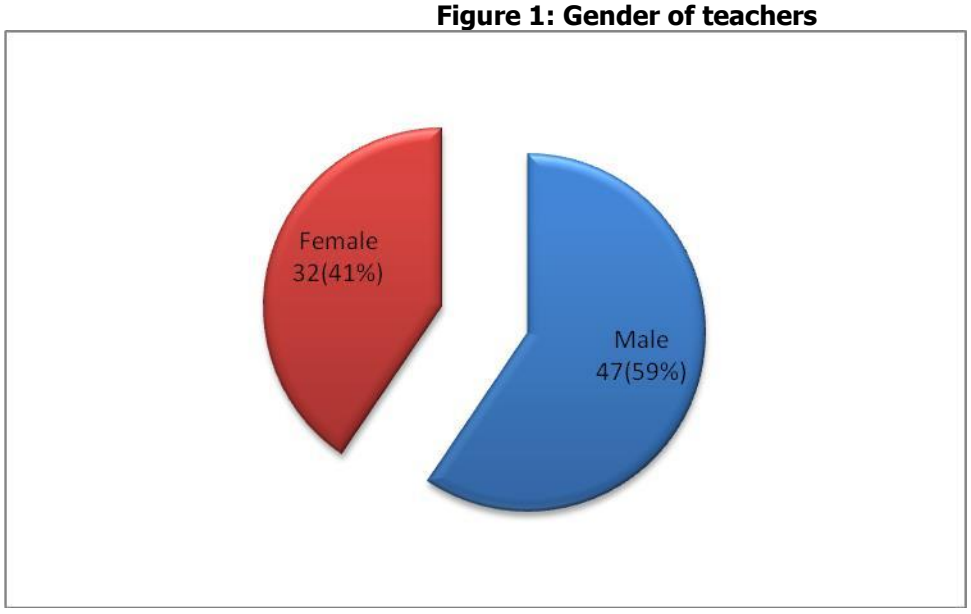


Figure 1 shows that the majority (47)59% of the respondents were males, while (32) 41% were females. This indicates that the data were obtained from a gender balanced sample size without bias, therefore appropriate for the study.

Figure 2: Teachers' level of education

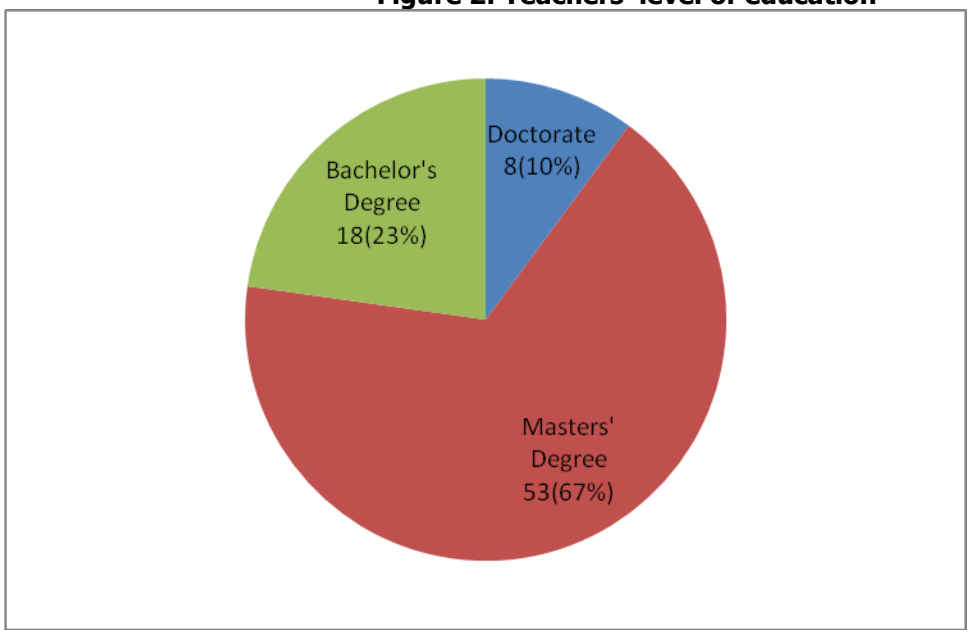


Figure 2 shows that the majority, 53(67%), of the respondents had a Master's degree. Those with Bachelor's Degree we 18(23%) while respondents who had PhD constituted 8(10%). This shows that all the respondents were educated and able to understand and interpret research questions to provide reliable data. The reliable and authentic data enabled the researcher to prepare a comprehensive report.

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Table 1: Teachers' length of service

Length of service	Frequency	Percentage
1-3 Years	24	30%
4-6 Years	41	52%
7 Years and above	14	18%
Total	79	100

Source: *Primary data (2024)*

Table 1: show that majority 41(52%) of the respondents had worked at KIU for a period between 4-6 years. Those who had worked for a period between 1-3 years constituted 24(30%), while those for seven years and above were 14(18%). The above statistics show that most respondents had worked in private secondary schools for a long period and were more knowledgeable about remuneration and employee performance. Therefore, they were in a position to provide reliable data for the study.

Descriptive statistics about employee performance.

Table 2: Descriptive statistics from 79 teachers showing performance of academic Staff.

Statement	SD	D	NS	A	SA	Total
1 I produce work of good quality	3 (4%)	17 (21%)	0	44 (56%)	15 (19%)	79 (100%)
2 Quality Assurance department in the school has greatly improved my performance	20 (25%)	9 (11%)	2 (3%)	20 (25%)	28 (35%)	79 (100%)
3 I produce my work when it is error-free	13 (17%)	12 (15%)	0	35 (44%)	19 (24%)	79 (100%)
4 I usually complete targets set for me to achieve	15 (19%)	27 (34%)	0	12 (15%)	25 (32%)	79 (100%)
5 Performance gaps do not exist in the school	18 (23%)	23 (29%)	9 (11%)	21 (27%)	8 (10%)	79 (100%)
6 I follow school policy of ensuring full-time attendance at my duties	4 (5%)	8 (10%)	0	46 (58%)	21 (27%)	79 (100%)
7 I do my work in conformity with school regulations	3 (4%)	8 (10%)	8 (10%)	46 (58%)	14 (18%)	79 (100%)

8 The school encourages innovations and attributes them to performance	2 (3%)	8 (9%)	13 (16%)	38 (47%)	18 22%)	79 (100%)
9 Providing academic funds has improved innovation among staff members.	3 (4%)	7 (9%)	17 (22%)	36 (46%)	16 (20%)	79 (100%)

Source: *Primary data (2024)*

Table 2 shows that most teachers concurred with all 9 items about the performance of academic staff. The respondents who concurred were between 85% and 37%. On the other hand, respondents who were not sure were between 0% and 22%, while those who opposed ranged between 11% and 53%. Therefore, results indicate that the majority of teachers held the opinion that they produced work of good quality, that the quality assurance department in the school has greatly improved their performance, and that they produce work when it is error-free. However, they do not complete targets set for them to achieve on time, an indicator of poor employee performance which is attributed to inadequate remuneration at the school. This was verified with findings from documentary review of the quality assurance report (2016) on staff performance, which indicated that a total of 69 teachers did not submit results of the second semester, year one students for the academic year 2015/2016 in time.

Findings from interviews

When key informants were asked whether staff members work in conformity with school regulations, KI_3 noted:

Academic staff members work in conformity with the school regulations. For example, the school requires that teachers give coursework and tests at the end of each course unit, a thing they have observed each term.

Providing academic funds has improved innovation among staff members because teachers are supported to pursue further studies and advance their teaching career. Key Informant KI_5 reported:

Providing academic funds has improved innovation among staff members because members who are sponsored for further studies are able to acquire more knowledge and skills applied at the school, which leads to generally improved output.

Although the findings show that teachers concurred with the items on the performance of academic staff and results from key informant interviews show that there are attempts to ensure improved performance at the school, it can be noted that teachers do not complete targets set for them on time, as verified through the review of existing documents. This explains why teachers noted that performance gaps exist in the school.

Table 3: Descriptive results for benefit packages and employee performance

Tuition fees assistance and reimbursement	**SD**	**D**	**NS**	**A**	**SA**	**Total**
1 The school offers tuition aid assistance to qualifying staff members.	1 (1%)	18 (23%)	10 (13%)	37 (47%)	13 (16%)	79 (100%)
2 Tuition aid assistance is offered to staff members in a fair and transparent manner.	14 (17%)	10 (13%)	6 (8%)	27 (34%)	22 (28%)	79 (100%)
3 Providing tuition fee assistance motivates staff members to improve performance	2 (3%)	6 (8%)	8 (10%)	39 (49%)	24 (30%)	79 (100%)
Gratuity	**SD**	**D**	**NS**	**A**	**SA**	**Total**
4 The gratuity I anticipate receiving is adequate for my needs	17 (21%)	32 (41%)	8 (10%)	14 (18%)	8 (10%)	79 (100%)

5 Gratuity motivates me to work harder.	3 (4%)	1 (1%)	9 (11%)	49 62%	17 (22%)	79 (100%)
6 The school pays gratuity to staff members on time	1 (1%)	6 (8%)	13 (16%)	41 (52%)	18 (23%)	79 (100%)

Source: *Primary data (2024)*

Tuition fees assistance and reimbursement

Table 2 shows that most teachers concurred with the items about tuition fees assistance and reimbursement (that is, items 1 to 3) compared to those who were not sure and those who opposed. The percentage of teachers who concurred ranged from 62% to 79%, while the percentage of respondents who were not sure ranged from 8% to 13%, and those who opposed the items ranged from 11% to 30%.

Thus, the findings show that the school offers tuition aid assistance to qualifying staff members.

Tuition aid assistance is offered to staff members in a fair and transparent manner. Providing tuition assistance motivates staff members to improve performance. The findings imply that secondary schools in Kamwenge provide education assistance such as scholarships to staff members to allow them to advance their academic qualifications.

Gratuity

Findings from this study show that most teachers concurred with items about gratuity (that is, items 4 to 6) compared to those who disagreed and those who were not sure. The percentage of respondents who concurred ranged from 28% to 84%, while those who were not sure ranged from 10% to 16%, and those who disagreed ranged from 5% to 62%. Thus, findings indicate that the school pays gratuity to staff members on time; gratuity motivates teachers to work harder, although most teachers held the idea that the gratuity they anticipate receiving is not adequate for their needs. The above findings imply that the school pays gratuity promptly, which improves the performance of staff members.

Testing the third hypothesis

Table 4: Correlation matrix for benefit packages and employee performance

	Benefit packages
Employee performance	*rho = .727 rho^2 =. 522 p.=000 n = 79*

Source: *Primary data (2024)*

Table 4 shows a strong positive correlation (*rho = .727*) between benefit packages and employee performance. The coefficient of determination (*rho^2 = .522*) shows that benefit packages accounted for 52.2% of the variance in employee performance. The findings were further tested to establish the significance (p), which was 0.000, below the 0.05 level of significance. From all the results obtained, the hypothesis that "there is a positive significant relationship between benefit packages and performance of academic staff of Private secondary schools was accepted.

The strong correlation means that improvement in benefit packages was related to a big change in employee performance. Since the nature of the correlation was positive, it means that benefit packages moved in a similar direction with employee performance, in that an increase in benefit packages was related to improved employee performance while a decrease in benefit packages was related to a decrease in employee performance.

Regression analysis was further conducted in order to establish the effect of benefit packages on the performance of academic staff.

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Table 5: Regression analysis for benefit packages and performance of academic staff

Regression statistics	
Multiple R	.677
R Square	.459
Adjusted R Square	.437
Standard Error .46983	Observations 79

ANOVA

	SS	*df*	*MS*	*F*	*Sig.*
Regression	14.034	3	4.678	21.191	.000
Residual	16.556	75	.221		
Total	30.589	78			

	Coefficients	*Standard Error*	*t Stat*	*P-Value*
Intercept	1.132	.298	3.803	.000
Tuition fees	.355	.067	5.261	.000
Gratuity	.077	.075	1.034	.305
Health insurance	.226	.083	2.716	008

Source: *Primary data (2024)*

Table 5 shows a moderate linear relationship (Multiple R = .677) between the combination of dimensions of benefit packages (tuition fees assistance, gratuity, and health insurance) and employee performance. Based on the Adjusted R Square, it was noted that benefit packages account for 43.74% of the variance in employee performance. Results from ANOVA tests revealed that the significance (Sig F=.000) of the Fisher's ratio (F= 21.191) was below the significance level of 0.05, and therefore the results were accepted. Findings from the coefficients showed that only tuition fees assistance (p-value = .000) had a significant effect on employee performance. However, gratuity (p-value = .305) and health insurance (p-value = .008) did not have a significant effect on employee performance because the p-value was above 0.05. This means that tuition fee assistance does not have a significant effect on the performance of academic staff members in secondary schools in Kamwenge.

Discussion of results.

The relationship between work benefit packages and employee performance

The study established that there is a strong positive relationship between benefit packages and employee performance. According to findings from the study, the school offers tuition aid assistance to qualifying staff members. Each academic year, the school provides tuition aid to staff members to pursue further studies. This is supported by Mathis and John (2003), who revealed that educational and tuition aid assistance benefits are highly desired by employees. They aid employee retention and job satisfaction, which consequently leads to improved employee performance. It was found that providing tuition assistance motivates staff members to improve performance because it gives them an opportunity to advance their education and career, and the consequent increase in the payment they receive after adding to the qualifications they possess, thereby leading to improved performance. This is in agreement with (Sahinidis & Bouris, 2008) who noted that the role of education programs at a workplace is seen as a measure of improving employee and organizational capabilities. This is because when the organization invests in improving the knowledge and skills of its employees, the investment is returned in the form of more productive and effective employees.

During the study, it was established that few staff members receive health benefits from the school. Health benefits are only provided to top management. This is in line with(Najjumba, 2013) who revealed that private health services can be an important feature of remuneration, especially for managers and professionals in the private sector. The study revealed that few staff members at Kamwenge agreed that health benefits are fairly provided to all staff members. Similarly, few staff members acknowledged that health benefits motivate them to improve performance. Therefore, providing academic staff members with health insurance can improve the performance of academic staff members at the School. This is supported by

Lutherans (2010), who stated that health insurance is a major benefit and an important factor for job satisfaction and employee performance.

Conclusion.

It was further concluded that work benefit packages motivate staff members to improve performance. Therefore, providing tuition fee assistance, gratuity, and health insurance will lead to improved employee performance in Kamwenge private secondary schools. When staff members are provided with tuition fee assistance, they are able to undergo further studies, which further enhances their performance. Gratuity and health insurance further increase employee commitment to the job and the resultant improved performance.

Recommendation.

The study recommends that the school should provide health insurance benefits to all academic staff members. This will help cater for the health needs of staff members and their immediate family members, thus motivating staff members to work harder for improved performance.

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List of abbreviations

KI:	Key Informants.
ANOVA:	Analysis of Variance.
SPSS:	Statistical Package for Social Sciences.
KIU:	Kampala International University.

Source of funding.

There is no source of funding.

Conflict of interest.

The authors declare no conflicts of interest.

Availability of data.

Data used in this study are available upon request from the corresponding author.

Authors contribution.

VT designed the study, conducted data collection, cleaned and analyzed data, drafted the manuscript, and MS supervised all stages of the study from conceptualization of the topic to manuscript writing and submission.

Ethical approval.

Ethical considerations in research concern the dilemmas that arise over the proper way to execute research, more specifically, not to create harmful conditions for the subjects of inquiry, humans, in the research process. The researcher therefore ensured that respondents' informed consent was obtained through a letter that clearly specified what the research was about, including clearly laid-out procedures the participants expected to follow. The researcher also ensured objectivity, integrity, anonymity, and confidentiality by withholding the respondents' names.

Informed Consent

Verbal consent was sought from the respondent after the explanation of the study topic to them. The respondents were assured of their right to freely consent. Confidentiality was assured to the respondents and the participants in the study. Code numbers were used instead of patient names as an assurance that no one else would know from whom the information was collected.

Authors biography.

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Dr. Muhamad Ssendagi is a research supervisor at the School of Graduate Studies, Team University.

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