

Social Support Programs and Teachers' Performance in Private Primary Schools in Bomet County, Kenya

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Abstract: Despite the use of social support programs, teacher's performance in private primary schools is still very low. The research sought to evaluate influence of social support programs on teacher's performance of different private-owned primary schools within Bomet County. In addition, the study was anchored functional theory of labor welfare. Moreover, descriptive research design was used in this research. The target population was 132 privately-owned primary schools in Bomet County. Stratified random sampling technique was employed in selecting 99 schools out of 132 schools. Both primary and secondary data was used. Secondary data on teacher's performance was obtained from performance appraisal reports in the private primary schools while semi structured questionnaires were used in the collection of primary data. Assessment of the reliability as well as validity of research tool was done through a pilot test. The research tool generated both quantitative as well as qualitative data. Thematic analysis was utilized to analyze all qualitative data after which findings were presented in form of narrative. Further, quantitative data analysis was performed using both descriptive and also inferential statistics with help of statistical software known as the statistical package for social sciences. Presentations of results were done in tables and figures such as bar charts and pie charts. The relationship between the dependent variable and the independent variable was established through correlation and regression analysis. The study found that social support programs have a positive and a significant effect on teacher's performance of schools located within Bomet County. Additionally, survey showed financial assistance, emotions support and guidance and counseling affect teacher's performance in private primary schools within Bomet County. The study recommends the establishment of counseling department for teachers teaching in private primary school within Bomet County. Also this research recommends that the schools ought to start hiring counselors to advice teachers on social matters to enhance their morale and productivity in their schools.

Keywords: Teachers' Performance, Social Support Programs, Schools

1. Introduction

With current Globalization, increased level of competition, market economy as well as dynamic environment, any organization success is highly determined by teachers' performance. Ali and Ahmad [1] indicate that teacher's performance is very vital necessity for organizations to work towards realization of their goals Eroonmir and Yuest [11] indicated that teachers are essential resources for any organization and proper management should be ensured on these resources for the purpose of maximizing investment return as well as achieving organization goals. For the purpose of taking care of teacher welfare various essential facilities have to be availed by schools. Currently it is

becoming almost impossible to run an institution without availing the essential teacher welfare facilities. Shabbir and Raza [28] indicates that schools should try as much as possible in to offer welfare facilities and programmes to their teachers bearing in mind that the key asset of any institution is a healthy and stress free teachers.

Welfare entails the general well-being of the teacher whether at home or at work. Bataineh [4] states that, it's the responsibility of institutions to ensure social well-being of their teachers and offer total support on any available welfare programs. For institutions to attain competitive advantages and be able to effectively deliver their products and services to clients hence attaining their goals, they need to have actively performing teachers. Kimber, Skoog and Sandell

[17] stated that schools ensure provision of welfare benefits to their teachers to maintain a high level of their motivation. Teacher welfare programs are categorized into two. The first one is the statutory welfare scheme which comprises mandatory schemes that should be availed by the institution as directed by the law of staff health and safety. These comprise of the benefits listed in industrial acts such as Mines Act, Factories Act and Dock Workers Act. Nairuba [24] indicates that second one is the non-statutory schemes which are not mandatory and therefore differ from institution to institution and from sector to sector. The key reason for providing these schemes is to ensure increased loyalty and productivity in institutions, increased efficiency, increased teacher satisfaction which aims at promoting organizational relations hence maintenance of industrial peace.

In Iran, Aslpoor and Amirnejad [2] indicate that teachers' welfare in terms of social support programs affect staff performance at the Islamic Azad University. In Nigeria, Portharcourt, Daddie, Iroanwusi and Princewill [10] indicate that teacher welfare schemes such as economic welfare scheme, recreational welfare scheme and facilitative welfare scheme influence teachers' organizational citizenship behavior, which in turn influences teacher's performance in Portharcourt. In Kenya, Waititu, Kihara and Senaji [31] indicate that support services among teachers influence staff performance at Kenya Railways Corporation. In addition, Musyoka [23] indicates that social support programs statistically contributed positively to teacher satisfaction.

1.1. Statement of the Problem

Kadzamira [12] indicates that teachers are interested in working with organizations after considering both the quoted salary and the included welfare benefits in the advert. These benefits comprise of support programs among many others. In addition, Nhlabatsi and Dlamini [26] argue that through support programs, organization performance level increases together with the level of motivation, organizational peace and teacher retention is the maintained through healthy institutional relations. However, criticisms exist on provision of social support programs. For instance, according to Bharathi and Padmaja [5], social programs decrease the incentive to work leading to low teacher performance.

Despite the use social support programs, performance of teachers in these schools remains low. For instance, Njeru [27] indicates that private primary schools experienced an increase in absenteeism and late arrival in schools by 12 per cent between 2016 and 2017. This fluctuating performance has resulted undesirable impacts like constant division of institutional work, no result or low productivity, students indiscipline, low satisfaction of the job and bad school image in most of the schools in Bomet County ([21]). According to Chebet [9], 88% of private primary schools in Kenya do not provide family welfare programmes for example counseling services and recreational opportunities. In addition, 62% of the private primary schools give given rewards are unsustainable.

Various studies have been conducted locally on social

support programs of the staffs as well as staff performance. For instance, Muruu, Were and Abok [22] researched on influence of social programs on staff satisfaction in Public Service Commission and found that staff satisfaction is greatly affected by workers compensation together with social support programs. However, the research was done only in a public institution and hence the findings are not generalizable to the private sector. Lumiti, Wekesa and Omondi [20] researched on the impact of teacher social support and performance of NGOs in Kenya and found that teacher social support (bereavement contribution, wedding support and anniversary support) significantly influenced the performance of NGOs in Kenya. However, having been conducted among non governmental organizations, the findings of this study cannot be utilized in the private sector. This study therefore seeks to examine the effect of social support programs on teacher's performance in private primary schools in Bomet County.

1.2. Research Objective

To establish effect of social support programs on teacher's performance in Primary-owned primary schools within Bomet County

1.3. Theoretical Review

This study was anchored on functional theory of labor welfare. The functional theory of labor welfare, which is as well known as efficiency theory was developed by Blain and Gennard (1970) during their seminal work. The theory holds that through provision of welfare benefits an organization will be able to ensure labor security, labor efficiency and labor productivity. It is further indicated that through proper care of teachers by the employer an increased productivity will be noted from the teachers ([15]). The theory states that welfare benefits are vital for teachers for they improve their efficiency in the developing countries. The theory holds that the most efficient teacher is the one who is mentally and physically satisfied. Welfare benefits therefore help in keeping teacher contented hence ensuring effective work. This theory suggests that welfare can be used as a means of securing, preserving and improving teacher efficiency hence leading to increased performance. The theory is essential in establishing the teacher elements as shown on the contemporary support of teachers and it was effective if the employer and the staff are sharing same objective of attaining increased performance through welfare benefits ([14]).

The theory was deployed in this research to show the relationship between teacher's social programs and teacher performance. Proper caring of teachers through provision of welfare benefits increases the performance level of teachers. The theory holds that it is the responsibility of the employer to ensure provision of welfare benefits to their teachers ([13]). The aspect of welfare benefits is greatly supported by the Indian constitution. Social welfare programs have significant impact on teacher efficiency. Although it is difficult to determine the extent of the relationship, its impact

plays a significant role.

Social programs like financial assistance, emotions support and guidance and counseling comprise of the essential programs of labor welfare, which leads to increased teacher performance ([6]). All staff in general must fully support this welfare programs since they will never get off the ground. The theory is essential in establishing the teacher elements as shown on contemporary support of teachers and it was effective if the employer and staff are sharing same objective of attaining increased performance through welfare benefits

1.4. Empirical Review

Shan, Bamberger and Bacharach [29] conducted a study on social support and teacher well-being in USA. The study targeted on a total of 1279 teachers in major research university in the northeastern United States, four unions in the construction sector and two unions in the manufacturing sector. The study used survey design. The study findings revealed that the teachers well-being is facilitated through getting emotional support when people have a perception of directly proportional supportive exchange, with weak correlation when the supportive exchange is indirectly proportional. Furthermore, it was indicated that emotional support adversely influenced individual wellbeing especially when the received benefits exceed the support given. The research was based within USA a developed country whilst present study will only be restricted to social support in Kenya a developing country. Its results cannot be applied to the current study due to variation in level of economic advancement in both countries.

Bataineh [4] conducted a study on the effect of social support on performance of special education in the state of Jordan. The study deployed descriptive survey design. The study targeted on 83 special education teachers in Jordan. Study findings revealed that the social support offered to these teachers come from their spouses, fellow teachers, friends and supervisors. The study further indicated that these teachers got informal support like friendship, sense of belonging, or generally emotional support from their colleagues. According to the study burnout and stress in teachers can be detected evaluated and prevented through intervention programs in support of the health personnel in school. In addition these programs improve the level of performance of these teachers. This study was only limited to special education teachers in Jordan but not private primary school teachers in Kenya. Henceforth, it is insensible to generalize the findings to the present study since academic institutions in both countries operate under different institutional framework.

Taiwan [30] conducted a study on the relationships among leader and team social support, team stressors and performance in Taiwan. The study's target population comprised of Taiwan's semiconductor industry. Descriptive survey design was deployed by the study. Findings revealed that social support positively and insignificantly relates with

teacher performance. According to the results despite the fact that material rewards are external they still influence the behavior of staff but only when internalized as mood perception or even feeling. This is because change in behavior is not influenced by the interaction between rewards, emotional as well as interaction between people and new product development. The target population of the study was Taiwan's semiconductor industry which is different from private primary schools; hence, it is imprudent to generalize the findings to the current research due to variation in organizational setting and legal jurisdiction governing academic an industrial sector.

Bophela and Govender [7] conducted a study on the teacher assistance programs (EAPs) in South Africa. The research targeted on 85 teachers in a public sector companies, in Kwa Zulu Natal, South Africa. Descriptive survey design was deployed. Study findings revealed that social support programs significantly influenced work performance. In addition the study showed that Programs for HIV/AIDS, drug abuse, family support stress-related problems and individual issues are essential teachers. Through implementation of these programs, there is increased performance of teacher and reduced rate of absenteeism. The results indicated that through these programs staff work life is greatly improved the program also serves as a building block for all companies giving priority to customer satisfaction as well as delivery of services. The study was only limited to public companies within South Africa that is different from private schools, thus its findings cannot be generalized to the current study due to the existing contextual gap.

Lumiti, Wekesa and Omondi [20] researched on the impact of teacher social support and performance of NGOs in Kenya. Both correlational and descriptive survey designs were used. The research targeted on 14,283 staff in NGOs in Kenya. The study found that teacher social support (bereavement contribution, wedding support and anniversary support) significantly influenced the performance of NGOs in Kenya. Since the study only focused on NGOs in Kenya, its findings cannot be generalized to private primary schools due to variation in legal jurisdictions governing NGOs and academic institutions. Moreover, the targeted audience comprised of 14283 staff while for this study will be 821 teachers. Therefore, it is imprudent to generalize the findings due to variation in unit of observation.

1.5. Conceptual Framework

Conceptual framework is a diagrammatic illustration of the relationship between independent and dependent variables of the study. Figure 1 shows the hypothesized associations between independent and dependent variables. Moreover, independent variables were housing provision, social support programs, staff motivation programs and work environment. Moreover, dependent variable was teacher's performance in private primary schools in Bomet County.

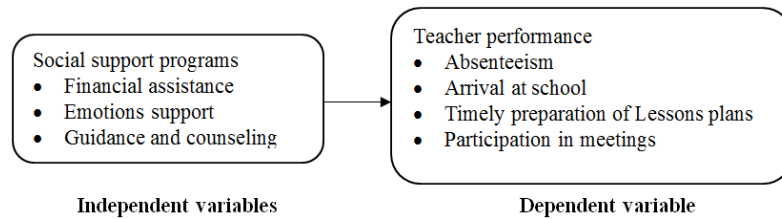


Figure 1. Conceptual Framework.

2. Research Methodology

2.1. Research Design

The study adopted descriptive research design since it allows combination of qualitative as well as quantitative data. Besides that, this design helped the researcher to generalize findings of the study to the whole population under study.

2.2. Target Population

There are 132 private primary schools in the five sub-counties of Bomet County. Henceforth, the study population of the study was 132 privately-owned primary schools within Bomet County.

2.3. Sample Size and Sampling Technique

The study used Slovin's Formula to calculate the sample size. The formula is applicable in the current study since the study's sample was drawn from the population and the formula takes into account the margin error and confidence level.

The formula is as follows:

$$n = \frac{N}{1 + NE^2}$$

Whereby: n = no. of samples; NI= entire target population; EI= margin of error/ error margin (0.05)

$$n = \frac{132}{1 + (132 * 0.05^2)}$$

$$n = 99$$

Table 1. Sample Size.

Sub-County	Target Population	Sample Size (Schools)	Number of teachers
Bomet Central	11	8	17
Bomet east	6	5	9
Chepalungu	25	19	38
Konoin	42	32	63
Sotik	48	36	72
Total	132	99	198

The study used stratified random sampling technique when selecting the 99 schools out of the 132 schools. The strata in this study included Bomet Central, Bomet East, Chepalungu, Konoin and Sotik. The main advantage of this technique is that it is easy to use and enables a particular researcher to have a good representation of the entire population being investigated ([19]). The respondents in this study were the Boarding masters and Kenya National Union of Teachers (KNUT) representatives in each of the 99 schools. The study sample size was therefore 198 respondents.

2.4. Data Collection Instruments

This study used both primary and secondary data. Secondary data on teacher's performance will be acquired from performance appraisal reports in the private primary schools. Questionnaires were distributed among the participants to enhance collection of primary data. Structured questions were used to save on data collection time and facilitate easier analysis in their immediate forms. Otherwise, open-ended questions were used to encourage participants to share their person views without feeling as if they are being restricted to reveal vital information. A pilot test was conducted in AIC Emmaus School Primary school (12

teachers) and AIC Getarwet Academy (14 teachers) in Bureti Sub County, Kericho County to test the validity and reliability of the research instrument.

2.5. Data Analysis

The researcher used questionnaire to collect qualitative and quantitative data. Thematic analysis was used in qualitative data analysis and results were given in prose form. The study used descriptive and inferential statistics to analyse quantitative data via the aid of SPSS version 22. In addition, descriptive statistics included computation of mean, percentage, standard deviation and frequency ([8]). Inferential statistics included correlation as well as regression analysis.

Their egression model was as shown below:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$$

How yet you are only publishing one objective?

Whereby:

Y = Teacher Performance;

B₀ = Constant;

β₁ =Coefficients of determination;

X_{II} = Social support programs
 ε = Error term

3. Results

Study sample size was 198 boarding masters as well as KNUT representatives in 99 private primary schools in Bomet County. The researcher dispersed 198 questionnaires in process of collecting data and 147 of respondents were able to fill questionnaires completely, which were collected by the researcher. Thus, this study response rate was 74.24%. Kothari [19] propose that response rate which is beyond 50% is regarded sufficient for data analysis as well as reporting whereas response rate beyond 70 percent is considered excellent. Hence, the study response rate was within acceptable boundaries for making recommendations as well as drawing conclusions.

3.1. Descriptive Findings

3.1.1. Social Support Programs and Teacher Performance

The teachers were required to specify their level of agreement on statements concerning the impact of social support programs on performance of teacher in private primary schools within Bomet County. By mean of 4.122 (std. dv = 1.046) participants agreed overtime allowance minimizes school absenteeism among teachers. These findings concur with Shan, Bamberger and Bacharach [29] discoveries that provision of allowances by the schools motivated the staff to be available on time in their schools. By mean of 3.844 (std. dv = 1.115) teachers further agreed, provision of teachers allowance facilitates teachers' preparation of lesson. Nevertheless, participants were neutral that teachers are paid duty allowance as indicated by mean of 3.007 (std. dv = 1.738).

By mean of 4.605 (std. dv = 0.832) participants strongly agreed teachers appreciate presence of fellow colleagues. The respondents also agreed, teachers listen carefully to what their fellow teachers are saying this is indicated by mean of

4.102 (std. dv = 0.738). By mean of 3.939 (std. dv = 0.846) the respondents agreed, teachers report unique emotional support provided by their fellow teachers. These findings concur with Bataineh [4] discoveries that teachers got informal support like friendship, sense of belonging, or generally emotional support from their colleagues, which improved the level of performance of these teachers.

As revealed by mean of 3.279 (std. dv = 1.418), participants were neutral that school offer guidance and counseling to teachers, with mean of 2.959 (std. dv = 1.414). Respondents were as well neutral on statement indicating that the school has established guidance and counseling department for teachers. By mean of 1.776 (std. dv = 0.978), respondents disagreed school hires professional counselors to advice teachers. These findings are in line with Bataineh [4] argument that social support offered to these teachers come from their spouses, fellow teachers, friends and supervisors and it had an impact on performance of teacher in state of Jordan.

Participants were further required to state how else social support programs affect performance of teacher in private primary schools within Bomet County. Respondents indicated that social support programs promote a sense of belonging among the staff and the community. They also indicated that the programs motivate both teachers and pupils hence boosting their morale. Further, the respondents indicated that social support programs provide an aspect of team spirit among the teachers and hence encouraging teamwork. Also, the respondents added that the social support programs enable teachers to be self-motivated and morally upright. These findings concur with Bophela and Govender [7] discoveries that social support programs increased performance of teacher and reduced rate of absenteeism. The findings also concur with Lumiti, Wekesa and Omondi [20] discoveries that teacher social support (bereavement contribution, wedding support and anniversary support) led to a sense of belonging among the staff, improved morale and motivation of the staff.

Table 2. Aspects of Social Support Programs.

	Mean	Std. Deviation
Teachers are paid duty allowance	3.007	1.738
Provision of teachers allowance facilitates teachers' preparation of lesson	3.844	1.115
Overtime allowance minimizes school absenteeism among teachers	4.122	1.046
Teachers appreciate the presence of their fellow colleagues	4.605	.832
Teachers listen careful to what their fellow teachers are saying	4.102	.738
Teachers report unique emotional support provided by their fellow teachers	3.939	.846
The school offer guidance and counseling to teachers	3.279	1.418
The school has established guidance and counseling department for teachers	2.959	1.414
The school hire professional counselors to advice teachers	1.776	.978

3.1.2. Performance of Teachers

Academic staffs were expected to state level of agreement on statements in respect to performance of teacher in PPS in Bomet County. From the results, by mean of 4.109 (std. dv = 0.812), participants agreed emergency at home cause absenteeism among teachers. By mean of 3.762 (std. dv = 0.982), teachers avail leave at prior permission. However,

respondents were neutral that the schools provide substitute teachers in case of teachers' absenteeism as indicated by mean of 3.450 (std. dv = 1.415). Results are contrary to Asumah, Kuranchie and Mensah [3] argument that schools' management were not substituting teachers in case of absenteeism which negatively affected academic performance.

By mean of 4.503 (std. dv = 0.686), participants strongly agreed, arriving at school early make teachers to be more prepared to interact with students. Respondents as well agreed by mean of 4.061 (std. dv = 0.967) that teachers attend to their class lessons on time. Also, the respondents agreed that teachers always report on time as indicated by mean of 4.061 (std. dv = 1.022). Results concur with Kilonzo, Were and Odhiambo [16] findings that teachers in studied schools were ensured punctuality in their work and were willingness to take extra duties.

The respondents agreed that teachers prepare lesson plan on daily basis as revealed by mean of 4.170 (std. dv = 0.601). By mean of 3.653 (std. dv = 1.121) the respondents also

agreed that teachers always carry their lesson plans to class. As indicated by mean of 3.918 (std. dv = 0.990), participants further agreed teachers implement what is set in the action plan. By mean of 4.218 (std. dv = 1.144), participants agreed, during staff meetings, teachers are involved in decision making. The respondents as well agreed by mean of 4.157 (std. dv = 0.850) that teachers are active during school meetings. Also, the respondents agreed that the views of teachers are taken into consideration during school meetings as indicated by mean of 3.769 (std. dv = 1.034). The results concur with Kipsangut [18] findings that teachers were performing well in performance in lesson plans, availability in meetings and arrival time in classes.

Table 3. Teacher's Performance.

	Mean I	Std. Deviation
Teachers avail leave at prior permission	3.762	.982
Emergency at home cause absenteeism among teachers	4.109	.812
The school provide substitute teachers in case of teachers' absenteeism	3.450	1.415
Teachers always report on time	4.061	1.022
Teachers attend to their class lessons on time	4.061	.967
Arriving at school early make teachers to be more prepared to interact with students	4.503	.686
Teachers prepare lesson plan on daily basis	4.170	.601
Teachers always carry their lesson plans to class	3.653	1.121
Teachers implement what is set in the action plan	3.918	.990
During staff meetings, teachers are involved in decision making	4.218	1.144
Teachers are active during school meetings	4.157	.850
The views of teachers are taken into consideration during school meetings	3.769	1.034

3.2. Inferential Statistics

Inferential statistics such as correlation analysis and regression analysis were used to assess the relationship between the independent variables and the dependent variable.

3.2.1. Correlation Analysis

Pearson correlation was employed to evaluate correlation between dependent (teacher performance) and independent variable (social support programs). The results revealed that social support programs have a positive and very strong influence on teacher's performance in private primary schools in Bomet County ($r = 0.835$, $p\text{-value} = 0.000$).

Moreover, correlation was significant as the $p\text{-value}$ (0.000) was below 0.05 (significant level).

3.2.2. Regression Analysis

Regression analysis was employed in examining correlation between dependent (teachers performance) and independent variable (social support programs). The R squared for the relationship between the independent variable and the dependent variable was 0.2704 which meant 27.04% of dependent variable could be explained by the independent variable (social support programs). This shows that 72.96% of the teacher's performance in various private primary schools within Bomet County could be explained by some other factors which are not considered in present study.

Table 4. Correlation Coefficients.

		Teachers' performance	Social support programs
Teachers' performance	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	147	
Social support programs	Pearson Correlation	.835**	1
	Sig. (2-tailed)	.000	
	N	147	147

Table 5. Model Summary.

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	.520	.2704	.2689	.42301

The ANOVA was employed to evaluate if model employed was good fit for the data. Moreover, as shown in table above,

F calculated (267.020637) was less than F critical (2.435) and p value (0.000) was below significant level (0.05).

Therefore, model was a good fit for the data therefore could be employed in describing effect of dependent variable on independent variable.

Table 6. Analysis of Variance.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	115.902	1	115.902	145.619	0.000
	Residual	115.409	145	0.79592	I	I
	Total	231.311	146			

Regression equation;

$$Y = 2.576 + 0.463 X_1$$

The results indicated that Social support programs have positive significant impact in performance of teachers in private primary schools within Bomet County ($\beta_2 = 0.463$, p-

value= 0.000). Moreover, correlation was significant as p-value (0.000) was below 0.05 (significant level). This implies that social support programs leads to an improvement in performance of teacher in private primary schools within Bomet County.

Table 7. Regression Coefficients.

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant) I	2.576	0.335		7.690	0.000
Social support programs	0.463	0.067	0.416	6.910	0.000

4. Discussion

The study found that social support programs have a positive and very strong influence on teacher's performance in private primary schools in Bomet County. Moreover, results concur with finding of Naluwemba, Sekiwu, and Okwenje [25] that social support programs have a very strong influence on teachers' performance.

The regression results indicated that Social support programs have positive significant impact in performance of teachers in private primary schools within Bomet County. These findings concur with Bataineh [4] argument that social support offered to these teachers come from their spouses, fellow teachers, friends and supervisors ad it had an effect on performance of teacher in state of Jordan.

5. Conclusions

The study concludes that social support programs have a positive and a significant effect on teacher's performance of schools located within Bomet County. Additionally, survey showed financial assistance, emotions support and guidance and counseling affect teacher's performance in private primary schools within Bomet County.

The researcher found that private primary schools within Bomet County do not hire professional counselors to advice teachers and had not established guidance and counseling department. The study therefore recommends the establishment of counseling department for teachers teaching in private primary school within Bomet County. Also this research recommends that the schools ought to start hiring counselors to advice teachers on social matters to enhance their morale and productivity in their schools.

6. Recommendation for Further Studies

This study was limited to private primary schools in Bomet County. Hence, the researcher recommends that further research studies ought to be done on the effect of social support programs on teacher performance in private primary schools in other counties. In addition, study found that 27.04% of teacher's performance in private primary schools within Bomet County could be explained by social support programs. Therefore, the researcher recommends that additional study ought to be conducted to assess other factors that affect teacher's performance in private primary schools in Kenya.

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