



Science Teachers' Remuneration and Their Job Performance among Government Aided Secondary Schools in Mbarara, Uganda

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Abstract: This study sought to investigate on Science Teachers' remuneration and their Job Performance among Government Aided Secondary Schools in Mbarara District, Uganda. The study employed a descriptive survey research design. The target population was 126 science teachers and head teachers in seven government-aided secondary schools in Mbarara District. The study randomly sampled 96 science teachers and seven Head Masters using Yamens' formula. A questionnaire and an interview schedule were used as source of data from the field. The study established that parent-teachers association (PTA) and Secondary Science and Mathematics training allowances were the most common allowances in schools under investigation. Extra teaching allowances, salary increment, duty allowance and overtime allowances were moderately perceived to exist. Remuneration motivated teachers in carrying out such school activities as to complete syllabus, to promote good performance and quality of teaching and to attend classes regularly. Therefore, the government through the ministry of education should ensure that science teachers are provided with attractive remunerations in order to sustain their motivation toward teaching.

Keywords: Science; teachers; remuneration; Job Performance; Government; Secondary School.

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Introduction

Employee remuneration can be traced back to the Industrial Revolution in European countries. In the early 1820s, workers started forming groups to

address some of the challenges caused by the revolution. The social effects of the Industrial Revolution on factory workers were at times inhuman (Tao, 2013). According to Arena (2013),

scientific management was claimed to be a way to increase workers' wellbeing but this claim contradicted with the rigidity and bureaucracy imposed by the scientific management.

According to Bireda and Chait (2011), teaching is an increasingly demanding job. Yet its average weekly pay has declined in recent years compared with the pay of other college graduates. Sweeping budget cuts have led to layoffs and worsened working conditions for teachers.

In Africa, remuneration has been considered as a great motivating factor for the support and reinforcement of attributes geared towards improved teachers' performance. Remuneration has been identified as the foremost attraction of teachers to their job (National Education Union, 2017). Situations where teachers feel like they are juggling many balls at the same time in terms of handling many class activities and other responsibilities not in tandem with the compensation levels makes teachers demotivated and inefficient at work. Thus, emphasis on teacher quality forces policymakers, researchers and school administrators to focus on different strategies that would increase the remuneration of teachers, especially salaries, to ensure effective and efficient delivery of their services, hence improving their performance.

Each day, teachers take on responsibilities that in past years would have been undertaken by parents. As a result, teachers feel they are being asked to do more than just teaching, and therefore should be paid accordingly. Teachers also believe that higher salaries and benefits would reflect a larger measure of public respect. This can be achieved by providing appropriate remuneration packages to teachers (UNATU Report 2016).

In Mbarara District, secondary school academic performance has been deteriorating over the years and particularly, there is a downward trend in science performance (DEO, 2015). In 2015, the government increased the salaries of science teachers to motivate them to be effective in performing their jobs but still the performance has been poor.

Despite government efforts to improve the welfare of science teachers in secondary schools, teachers have continued to work part time in neighboring private schools and as the result, the academic performance has been below

expectations. With the increasing trend of part timing, science teachers have failed to reserve time to prepare quality schemes of work, lesson plans and lesson notes which are requirements for effective and efficient teaching and learning (Raymond, 2018). The limited time discourages science teachers to give enough exercises to students, to prepare effective laboratory sessions and to get involved in co-curricular activities, hence relying on theoretical concepts that cannot give the required knowledge to students. It is from this background that this study was conducted to establish the effect of science teachers' remuneration on their job performance among government aided Secondary schools in Mbarara District. The study was guided by the following research questions

1. What are the remuneration packages given to science teachers in government aided secondary schools in Mbarara District?
2. What is the perception of teachers on the influence of remuneration toward teachers' performance among government aided secondary schools in Mbarara District?
3. Is there significant relationship between science teachers' remuneration and their job performance in government aided secondary schools?

Literature Review

This section presents the review of related literature and studies concerning the variables under investigation.

Teachers' Remuneration

There has been a wide trend in most developing countries that teachers are lowly satisfied due to limited remuneration packages (Businge, 2011) thus, low morale amongst schoolteachers (Kayode, 2012).

Most Nigerians believe that teachers' satisfaction is directly related to their remuneration and that attractive remuneration contributes to teacher job satisfaction. When making suggestions on how to improve the educational system, the president of the National Union of Teachers (NUT) said, "Government needs to develop remuneration and reward system that would promote job satisfaction" (Komolafe, 2010).

It is believed that workers are satisfied when the workplace is orderly with adequate tools,

materials and a favorable working environment and that poor equipment and facilities may lead to tension and stress among employees (Voris 2011). If working conditions are not conducive, hardworking employees who can find jobs elsewhere may leave the organizations and mediocre employees would stay. While this is common in all sorts of organizations, schools are not exceptional. Teachers value physical surroundings that are safe, comfortable, close to home, those that offer adequate tools and equipment and those with buildings that are in good conditions for physical comfort and conditions that facilitate work goals attainment (Abushaira, 2012).

Teachers' Job Performance

Performance is the degree to which an employee's and organizational goals are met. Feng (2010) points out that performance can be viewed from three different angles: conduct-oriented performance, the integration of conduct and result-oriented performance. Result oriented is a term used to describe an individual or organization that focuses on outcome rather than process used to produce a product or deliver a service (Adeyemi, 2011). Conduct-oriented performance evaluates the actual task performance. The integration of conduct is the process of combining individual behaviors into one whole behavioral unit.

While Uganda has embarked on a major transformation with a vision to move from a peasant society to a modern and prosperous country by 2040, education is seen as a key factor for the achievement of this objective (National Planning Authority, 2015). Since 1996, the education sector has undergone various reforms to send all children to school and to ensure that their training in key skills improves (Ochwo, 2013). While implementing these reforms, the education system needs to focus on improving teachers' welfare which in turn will increase their performance rates (National Planning Authority, 2015; UNESCO, 2015). When employees are motivated through attractive remunerations, their performance at work tremendously increases. Well remunerated workers are highly motivated to accomplish organizational goals with minimal supervision. Therefore, if different remuneration aspects are provided to science teachers, their performance may increase in terms of time allocated to school activities.

The performance of teachers is critical for the quality of any education system (Khan and Mansoor, 2013; Awan and Asghar, 2014). Teacher performance is an important factor to developing countries that are implementing universal secondary education even though quality of education system depends on the performance of the teachers (Akpanobong and Asuquo, 2015; Muthoni and Wafula, 2016). On the contrary, teachers' performance is characterized by absenteeism, inadequate lesson preparation and rote-teaching while the status of teachers and their working conditions are also getting worse (Wandira, Onen and Kimora, 2015). This results into millions of pupils leaving primary schools without required basic skills (UNESCO, 2015). Therefore, schooling quality ought to be a priority in every country if development is to be meaningful (Roseline, 2015).

Research Methodology

The study employed both quantitative and qualitative approaches during data collection and analysis.

Research Design

The study employed a descriptive survey research design. A Descriptive Survey Research is an approach that blends quantitative and qualitative data to provide relevant and accurate information (Venkatesh Brown and Bala, 2013).

Population and Sampling

The target population was science teachers and head teachers in seven government-aided secondary schools in Mbarara District. The study randomly sampled 96 respondents out of 126 science teachers in Mbarara District and seven Head Masters, using Yamens' formula.

Instruments

The researchers used two data collection instruments: a questionnaire and the interview schedule. The questionnaire was self-administered to teachers who were directly affected by remuneration packages. It was composed of structured and semi-structured items to capture both qualitative and quantitative responses from respondents. The interview was used to capture data from head teachers and the District Education Officer because detailed information was needed from this category of respondents.

Validity and reliability

The researchers contacted two experts to check the instruments against the research questions that guided the study. After constructing the instruments, the researchers contacted two experts to check the instruments against the research questions that guided the study. Through the SPSS, the Cronbach's Alpha of .787 was established, which means the questionnaire was reliable for data collection.

Statistical Treatment of Data

Qualitative data was coded and analyzed thematically while quantitative data was analyzed through descriptive statistics.

Ethical considerations

Study participants were asked to give a written consent before they were recruited to participate in the study. No data was collected before the

study was approved by authorities. Additionally, unique identification numbers were assigned rather than using participants' names for anonymity and confidentiality purposes.

Results and Discussion

Research Question 1: What are the remuneration packages given to science teachers in government aided secondary schools in Mbarara District?

Respondents were asked about the remuneration aspects they received and their responses were recorded as shown in Table 1 in the five-point scale ranging from strongly disagree (1), disagree (2), moderate (3), agree (4) and strongly agree (5). The mean scores were interpreted as follows: 4.50-5.0= Strongly Agree, 3.50-4.49 = Agree, = 2.50-3.49 = Moderate 1.50-2.49 = Disagree and 1.00-1.49 = Strongly Disagree.

Table 1: Respondents responses regarding science teachers' remuneration

SN	Remuneration Aspects	Mean	Interpretation
1	Parents teachers association (PTA) allowances	3.77	Agree
2	Secondary Science and Mathematics (SESEMAT), training allowances	3.65	Agree
3	Extra teaching allowances	3.30	Moderate
4	Practical lessons and exams facilitation	3.06	Moderate
5	Salary Increment	2.95	Moderate
6	Duty allowance	2.91	Moderate
7	Overtime pay	2.69	Moderate

As indicated in Table one, the first two items in the questionnaire ranged between 3.50 and 4.49 which means respondents agreed with those two items. Particularly, they agreed that they received parent-teachers association (PTA) allowances and Secondary Science and Mathematics training allowances. There were the most appreciated allowances by respondents. The rest of items in table one were rated between 2.50 and 3.49 which means that respondents were neutral about re rest of allowances listed in the table. These include extra teaching allowances, salary increment, and duty allowance and overtime pay. This suggest that extra teaching allowances, salary increment, duty allowance and overtime pay were not provided in a way that enticed the respondents to appreciate. This is one of the factors that lead teachers to practice moonlighting, moving from one school to another for part timing. This was supported in the interview schedule by one of respondents who revealed that:

Most science teachers are part timers and this affects their performance negatively. They are compelled to seek for extra teaching to nearby schools by low salaries paid to them. Although the government increased their salaries, the increment was still low and this forces majority of the science teachers to do part timing so as to earn an improved pay at the end of the month for ability to cater of basic needs like clothing and food for the household.

Therefore, there is a room for improvement so that the science teachers may also appreciate the moderately perceived allowance. This is line with Komolafe (2010), who found out that most Nigerians believe that teachers' satisfaction is directly related to their remuneration and that attractive remuneration contributes to teacher job satisfaction.

Research Question 2: What is the perception of teachers on the influence of remuneration toward teachers' performance among government aided secondary schools in Mbarara District?

Results in table two indicate that teachers strongly agreed that remuneration motivates them in carrying out school activities.

Respondents were asked about their perception toward the influence of remuneration toward teachers' performance as shown in Table 2 in the five-point scale ranging from strongly disagree (1), disagree (2), moderate (3), agree (4) and strongly agree (5). The mean scores were interpreted as follows: 4.50-5.0= Strongly Agree, 3.50-4.49 = Agree, = 2.50-3.49 = Moderate 1.50-2.49 = Disagree and 1.00-1.49 = Strongly Disagree.

Table 2: Science Teachers' Performance among Government Aided Secondary Schools

SN	Remuneration Aspects	Mean	Interpretation
1	Remuneration motivates teachers in carrying out school activities	4.53	Strongly Agree
2	Remuneration motivates teachers on Completion of syllabus	4.30	Agree
3	Remuneration promotes good performance and quality of teaching	4.27	Agree
4	Remuneration improves on the level of planning to teach and attend classes.	4.13	Agree
5	Remuneration improves on class attendance	4.08	Agree

They also agreed that remuneration motivates teachers to complete syllabus, to promote good performance and quality of teaching, to improve on the level of planning to teach and to attend classes regularly. The finding was supported by the interview results whereby one respondent had this to say: "When science teachers are provided with some remuneration packages like duty allowances, practical allowances and training allowances, the level of their performance increases and they are self-driven to work harder." This suggests that remuneration is one of powerful ways through which teachers can be motivated to perform their duties in a way that will improve the school performance. These findings are in agreement with Harman and Bich (2010) that When employees are motivated through attractive remunerations, their performance at work tremendously increases. Well remunerated workers are highly

motivated to accomplish organizational goals with minimal supervision. Therefore, if different remuneration aspects are provided to science teachers, their performance may increase in terms of time allocated to school activities.

Research Question 3: Is there significant relationship between science teachers' remuneration and their job performance in government aided secondary schools?

This research question sought to establish the influence of remuneration on teachers' performance. It called for testing of the following null hypothesis: *There is no significant relationship between science teachers' remuneration and their job performance in government aided secondary schools.* The hypothesis was tested through the Pearson Product Moment Correlational Coefficient by the SPSS as indicated in table 3.

Table 3: Correlation between Science Teachers' Remuneration and their Performance

		Remuneration	Performance
Science Remuneration	Teachers' Pearson Correlation	1	.406**
	Sig. (2-tailed)		.000
	N	93	93
Job Performance	Pearson Correlation	.406**	1
	Sig. (2-tailed)	.000	
	N	93	93

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

Findings in Table 3 indicates a moderate positive correlation between science teachers' remuneration and their job performance ($r = .406$, $p = .000$). The positive nature of the correlation implies that the higher the remuneration, the

higher the chances for teachers effective performance. The moderate correlation suggests that there could be several other factors that can enhance the performance of teachers, apart from the remunerations. The results are in harmony

with Ali, Dahie and Ali (2016) who pointed out that when employees are motivated through attractive remunerations, their performance increases tremendously. Similarly, Ombongi (2017) pointed out that poorly remunerated employees are likely to perform poorly, leading to decreased organizational performance in terms of corporate image, market share, return on investments and the volume of sales. Therefore, there is a need for school administrations to ensure effective remuneration in order to enhance the performance of teachers.

Conclusions and Recommendations

It is concluded that parent-teachers association (PTA) and Secondary Science and Mathematics training allowances were the most common allowances in schools under investigation. Extra teaching allowances, salary increment, duty allowance and overtime allowances were moderately perceived to be existing. Therefore, these types of allowances were not commonly provided to science teachers. Remuneration motivated teachers in carrying out such school activities as to complete syllabus, to promote good performance and quality of teaching and to attend classes regularly. There is a moderate positive correlation between science teachers' remuneration and their job performance. Since remuneration enhances teachers' performance, the government through the ministry of education should ensure that science teachers are provided with attractive remunerations in order to sustain their motivation toward teaching.

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