

Remuneration and Performance of Teachers in Government Aided Secondary Schools in
Kasese District, Western Uganda

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Declaration

I, Chrispo Maali, hereby declare that, to the best of my knowledge and belief, I am the sole author of this Thesis entitled “Remuneration and Performance of Teachers in Government Aided Secondary Schools in Kasese District, Western Uganda.” The material presented in this thesis has never been submitted to any University or any other Institution for any academic award.

Date.....02/01/2023.....

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Approval

This Thesis entitled **“Remuneration and Performance of Teachers in Government Aided Secondary Schools in Kasese District, Western Uganda,”** has been submitted with the approval of the following supervisors:

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Dedication

This PhD thesis is dedicated to my wife Rev. Mercy Kabugho and my children for the moral, social and financial support rendered to me from the time I commenced with this PhD project up to this stage. May the Grace of the Almighty be with you always.

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Abstract

Worldwide, performance of teachers and the success of schools are dependent on the teachers’ remuneration. However, literature on remuneration that ensures optimal performance of teachers in Uganda especially in government aided schools is lacking. The study was guided by three objectives that examined remuneration of teachers, level of teacher performance and the relationship between remuneration and teachers’ performance in government aided secondary schools in Kasese District. The study adopted a cross-sectional research design with both quantitative and qualitative approaches of data collection and analysis. A post-positivist research paradigm was adopted to cater for mixed methodology approach. A sample size of 25 government-aided secondary schools was purposively adopted in which 234 teachers were randomly selected to participate in the study. 18 key educational stakeholders were purposively selected to participate in the qualitative study. Questionnaire survey and interview method were used in data collection. Quantitative data was analyzed using SPSS and presented using both descriptive and inferential statistics while qualitative data was triangulated to back up the quantitative findings. The findings indicate that remuneration was relatively high as indicated by the mean score of 3 which is close to the highest score of 5; performance of teachers is relatively high as indicated by the mean score of 4 which is close to the highest score of 5. Remuneration had a statistically significant positive relationship with performance ($r=0.706$, $p<0.001$). The model is of good fit [$F(1,200) = 198.574$, $p<0.001$], Remuneration explains 50% of the variations in performance (Adjusted R squared = 0.50). For every unit increase in remuneration score, a participant’s performance on average increases by 0.84 units. ($b=0.84$: 95%CI, 0.72 to 0.96, $p<0.001$). On average, a participant’s performance was 12.14. Conclusively, there is a statistical significance between remuneration and performance. Also, from qualitative findings, remuneration influences performance of teachers. Education policy makers, implementers and managers should pay much attention to the remuneration packages. This is hoped to improve teachers’ performance in their preparation to teach, deliver and assess the learners.

Chapter One: Introduction

Overview

This chapter presents the background to the study, statement of the problem, the purpose of the study, objectives of the study, research questions, conceptual framework, scope of the study, and significance of the study respectively.

Background to the Study

The performance of teachers is primarily considered to be the core for the success of schools and education in Uganda (Kigenyi, 2017) and is influenced by several factors among which include remuneration systems. Remuneration ensures optimal performance of employees by the organizational goals and objectives. Consequently, it makes employees satisfied and ready to remain in the organization and in the end perform highly (Armstrong, 2003; Osibanjo, Abiodun & Fadugba, 2012). Therefore, in addition to other factors such as infrastructure, competent and qualified human resource is of paramount importance in this regard. Previous research has shown that organizations are likely to improve employee performance through different strategies like motivation, retention, and development, remuneration, incentives, and welfare (Kigenyi, 2017) thus making remuneration a key aspect in improving employees' performance.

The Ugandan education sector has undergone a series of major and minor reforms, which have been noticed over periods (Kigenyi, 2017). Largely, the major point of concern in the secondary education of Uganda is the introduction of Universal Secondary Education (USE) in Uganda in 2007 (MOES, 2013). In 2007, the government of Uganda launched the Post- Primary Education and Training (UPPET) Program that comprises Universal Secondary Education-USE which covers lower secondary education (senior one to senior four) and Business Technical, Vocational Education and Training (MOES, 2009). It should be noted that the introduction of Universal Secondary Education in both public and private secondary schools has led to an increase

in enrolment of pupils, an equal need for an increase in recruitment of teachers, and proportional expansion of infrastructure. However, despite the presence of great reforms in Ugandan education, the remuneration of teachers was not given due attention. As a result, there have been numerous strikes and absconding of duties by teachers striving for better-paying jobs (Wandira, Onen & Kimoga, 2015). This segment looks at the historical, theoretical, conceptual, and contextual backgrounds from which to examine remuneration and teacher performance were competently discussed to give a wider picture of what is happening.

Historical Background

Remuneration systems in contradiction of employees' performance have evolved and can formally be traced back to the Scientific Management Era (Waring, 2016). In 1906, Taylor took a central role in this and he emphasized that remuneration systems among other things should be linked to individual pay with performance, not the position held; reflect on the situation at hand to promote increased performance and efficiency without sacrificing quality (Armstrong & Taylor, 2020). Remuneration systems need to be timely designed with the notion that money is a motivation (Caudill & Porter, 2014). Under Scientific Management Era, Taylor says that remuneration systems depend on work efficiency and that efficient workers need to be paid more and thereafter they will be encouraged to perform better. Precisely, Taylor holds a view that when remunerations are extended to employees, it predicts their performance in the long run (Armstrong & Taylor, 2020). On the other hand, Taylor believed that all workers were motivated by money therefore he promoted the idea of fair days pays for a fair day's work. In other words, if a worker did not achieve much in a day, he did not deserve to be paid as much as another highly productive worker (Gibbons & Henderson, 2012).

From a different perspective, the behavioral approach to management emerged which emphasizes the needs of employees and this saw the classification of needs by A. Maslow. H.

Murray (Turabik & Baskan, 2015). Maslow lists the needs like physiological needs (food, water, warmth, rest), safety needs (security and safety), belongingness and love needs (intimate relationship, friends), esteem needs (prestige, feeling of accomplishment), and self-actualization (achieving full potential including creative activities). Since, World War II, remuneration policy changed to an investment that result in the generation of profits of an organization (Lin & Tomaskovic-Devey, 2013). Organizations now look at how to increase remuneration to increase their profits in a way that when employees are properly remunerated, they are motivated to perform efficiently (Milkovich, Newman & Gerhart, 2011). Conclusively, one can say, that remuneration has taken radical changes since 1900. This ranges from treating employee's remuneration as a cost that is supposed to be minimized to a current moment where it is looked at as an investment (Cane & Atiyah, 2013).

In the 18th century, the United States had the performance of teachers monitored by the existing power structures like the local government and the clergy (Wilson & Game, 2011). The clergy took a central role in the monitoring of teacher performance because they had extensive education (Lortie, 2020). Among the major areas monitored under the performance of teachers was the quality of instruction (Henard & Roseveare, 2012). The clergy also had full authority to establish a suitable criterion and, to hire and fire teachers (Burke & Krey, 2005). In the early 19th century, the industrial revolution called for a common schooling movement with more complex school systems (Gibbons & Henderson, 2012). This called for teachers who had higher expertise knowledge in specific areas and administration (Lortie, 2020). This, therefore, shifted the role of monitoring the performance of teachers from clergy because they were considered not to have the necessary knowledge about teachers' performance despite understanding the community (Armstrong & Taylor, 2020). Much as the clergy were no longer monitoring teachers' performance,

they were considered to be the first step in the journey to a comprehensive approach to developing teacher expertise (Printy, 2010). As time went by in the US, in the early 2000s, teacher performance was seen in a more scientific approach to schooling (Barnett, 2011). This approach to schooling called for the development of principles for school administrators to ensure and monitor the performance of teachers (Barnett, 2011). In 2007, the Danielson model was updated to improve teacher performance (Danielson, 2015). The model says teacher performance should emphasize four major domains that include planning and preparation, the classroom environment, instruction, and professional responsibilities (Danielson, 2013).

In Uganda, before independence, missionaries of different denominations (Frankema, 2012) controlled the education sector. This therefore saw the treatment of teachers differently from other civil servants with the same experience and qualification (Frankema, 2012). Teachers were even less paid compared to their counterparts in the civil service (Tumwebaze & MacLachlan, 2012). As time went by, the colonial government started picking interest in the education system (Kibwika & Birungi-Kyazze, 2010) and commissions were set up to improve teacher performance and quality of education in general (Kibwika & Birungi-Kyazze, 2010). For example, in 1952 the De Bunsen committee was set, 1963 the Castle Commission tried harder to improve teacher performance until 1972-1979 when the political climate was not good (Amin Dada reign) (Tumwebaze & MacLachlan, 2012). In 1963, shortly after independence, the government of Uganda passed 1963 (Amendment) Education Act that put the control of all schools under the government and establishing more schools controlled by the government. This, therefore, called for alignment of teachers' remuneration to those of other civil servants (Kibwika & Birungi-Kyazze, 2010). This was a beginning towards a positive direction regarding the remuneration of teachers as a means to achieve improved performance (Abrokwa, 2017).

Uganda experienced a sharp decline in the remuneration and performance of teachers in the 1970s when Idi Amin Dada took over power and expelled the Asians (Abrokwa, 2017). The decline in the foreign exchange as a result of foreign countries withholding aid saw the decline in teachers' salaries and eventually, performance was greatly affected (Otaala, Maani, & Bakaira, 2013). The country found it hard to import scholastic materials and other teaching aids to support teachers' performance (Abrokwa, 2017). Furthermore, the 1978 war that ousted the then president Idi Amin put the whole system at stake since the Tanzanian soldiers camped into most schools. This not only affected the continuity of teaching and learning but also led to the destruction of classrooms and libraries (Kibwika & Birungi-Kyazze, 2010). As a result, the period between the 1970s and 1980s registered a grave setback in line with teachers' remuneration as well as performance (Gabagaya, 2014).

Since National Resistance Movement (NRM) came to power (1986) to date, the education sector has undergone many reforms, among them being teacher remuneration and teacher performance (Golooba-Mutebi & Hickey, 2013). This has been done through different commissions. For instance, in 1987, the Senteza Kajubi Education Policy Review Commission introduced the inspectorate of education for performance improvement (Golooba-Mutebi & Hickey, 2013). This later led to the formation of the Education Standards Agency (ESA) in 2001, which in 2008 was transformed into the Directorate of Education Standards (DES). All these standards were formed in a bid to improve the education standards through evaluating the performance of teachers (Kisembo, 2015).

In the Ugandan context, it is provided for in the Public Service Standing Orders Guidelines for performance management of teachers, in which teachers are supposed to be appraised by head teachers or principals (Vickyayugi, 2018). This is done together with individual teachers, agreeing on certain performance targets each year, for instance, preparing schemes of work on time and in

an appropriate format, preparing lesson plans and teaching aids in advance of lessons, teaching at the specified times, learner satisfaction with lessons and prompt feedback and assessment of learners (Vickyayugi, 2018). However, research conducted by MasterCard Foundation in Uganda 2019, indicates that while appraisal does take place, it is often ritualistic and inflective (Arinaitwe et al., 2019).

More so, in Uganda, the Ministry of Education and Sports over the years has included monitoring as an integral part of the education statistics like enrolment and geographical location (Wamala & Seruwagi, 2013). Monitoring tools have been developed and enforced to improve the performance of teachers in Uganda (National ETA report, 2012). Similarly, to improve the performance of teachers, the Ministry of Education and Sports (MOES) of Uganda set up departments and directorates, for instance in 2005, Secondary Science and Mathematics Teachers (SESEMAT) was launched in Uganda with support from the Japan International Cooperation Agency (JICA) with a major role of improving the performance of science teachers. Other departments include the Directorate of Education Standards (DES), District Education Officers (DEO), District Inspectors of Schools (DIS), School Management Committees (SMC), and annual teacher appraisal forms (Kigenyi, 2017). Heavy investment into the performance of teachers has been done by the government and other stakeholders, but their performance is still wanting. This thesis, therefore, sought to examine the effect of remuneration on the performance of teachers in government-aided secondary schools in the Kasese District.

Theoretical Background

The study is anchored on expectancy theory by Vroom developed in 1964. Expectancy theory featuring the performance of teachers, states that the motivation of employees and their reflected behavior in the workplace depends upon expectancy, instrumentality, and valence elements (Suciu, Mortan, & LAZĂR, 2013). Whereby, expectancy is a belief for performing a job

satisfactorily, instrumentality involves rewards for performances and valence focuses on the value of the positive rewards (Parjat & Bagga, 2014). Vroom says individuals behave the way they behave because they get motivated by the desirable outcomes like behavior (Miner, 2015). Expectancy theory helps to interpret the specific behaviors that teachers show based on their expectancy calculations whereby different teachers want different things from school, ranging from salary to job security and scopes for professional enrichment (Kyriacou, 2010).

Consequently, the theory helps teachers to map their behavioral outcomes in respect of remuneration. It, therefore, helps to identify specific determinants behind a particular behavioral outcome of teachers (Lunenburg, 2011). Expectancy theory focuses on current performance and monitoring employees to perform better (Armstrong & Taylor, 2020). This, therefore, calls for employees (schools) to look at better assessment and monitoring processes of teacher performance to examine their capability in performing tasks (Lortie, 2020). Systems like performance appraisals are called for in the assessment of teachers. This is motivative enough to have teachers perform better and this is where the expectancy theory becomes applicable (Ghanbarpour & Nasmolhoda, 2013).

There is, therefore, a need for organizations or schools to increase a belief that employees (teachers) are capable to perform their duties successfully (Suciu, Mortan, & LAZĂR, 2013). This calls for the selection of people with the required skills and knowledge providing the required training, time, and resources, allowing teachers to give in their views, providing role models, and giving coaching to teachers who lack self-confidence (Armstrong & Taylor, 2020). It is not only a matter of expecting from teachers but also helps them to attain the highest level of performance (Greenberg, 2011). More so, organizations/schools need to know that good performance will result in valued rewards (Otaala, Maani, & Bakaira, 2013). This could, therefore, be done by accurately measuring teacher performance, describing clearly the rewards that will result from successful

performance, describe how it has worked in the past, and give relevant examples of teachers whose good performance has resulted in higher remuneration through records (Otaala, Maani, & Bakaira, 2013).

In all schools, there is a need to directly link the specific performance needed to the remuneration process at work (Berger, 2009). These remuneration systems /plans could have forms like benefits, incentives, salary, and recognition (Barker, 2011). Additionally, schools need to also increase the expected value of rewards from desired performance (Kibwika & Birungi-Kyazze, 2010). It can be done by distributing rewards that employees value most and individualizing remuneration. Some employees value promotions or salary increments while others prefer improved insurance benefits, incentives, or accommodation (Turabik & Baskan, 2015).

Teachers' behaviors are a result of valued rewards because valence is comprised of positive valences like promotions and recognition, and negative valence like stress (Namburi, AlHasani, Calhoon, Bruchas, & Tye, 2016). Teacher performance is highly valued in the positive valence. However, negative valences do affect the performance of teachers and this may cause disparities in salary and benefits (Griffiffin & Moorhead, 2011). This is coupled with individual characteristics like gender, age, marital status, experience, and education levels (Namburi, AlHasani, Calhoon, Bruchas & Tye, 2016). It is further urged that these individual characteristics commensurate with the degree of professionalism values (Aguenza & Som, 2012).

Expectancy theory has important implications for motivating teachers because it identifies several important things that can be done to motivate employees by changing teachers' efforts-to-performance expectancy, performance reward expectancy, and reward valences (Barkley & Major, 2020). Therefore, because expectancy includes effort, instrumentality involves performance, and valence is based on rewards, teachers' remuneration should cut across all these components that form a remuneration force of salary, benefits, and incentives that will make them work to the best

of their abilities to realize adequate scheming, lesson planning, using teaching methods, teaching aids and making a routine assessment of children as well as national educational objectives (Namburi, Al-Hasani, Calhoon, Bruchas, & Tye, 2016). The most fundamental question remains on what is it that compromises teachers' performance?

Salifu and Agbenyega (2013) emphasize that to ensure teachers' performance, their physical and material working environment must be improved by reducing class size for effective classroom management, providing adequate teaching and learning materials to facilitate pedagogical delivery, making available enough furniture to cater for every learner, ensuring an opportunity for professional upgrading and paying teachers' salaries that are reasonable to guarantee them decent lives. Such working conditions could enable both the attraction and retention of teachers of high academic quality into the teaching profession.

Conceptual Background

Teacher performance is defined as the ability of the teacher to impart the relevant skills and knowledge using appropriate methods and consistently over some time to enhance students learning and achievements (Bashir, Lockheed, Ninan & Tan, 2017). This, therefore, calls for teachers' effectiveness in performing their teaching duties with high skills and efforts using appropriate and effective pedagogical methods (Liakopoulou, 2011). It calls for the teacher's ability to have mastery of their subject content, know the characteristics of good teaching, and know the appropriate methods of teaching (Liakopoulou, 2011). Teachers should recognize the learners' learning styles, strengths, and weaknesses. In this particular study, teacher performance was conceptualized/measured as the extent to which the teacher guides in the teaching process leading to effective teaching (Carolan, 2013).

The teaching process involves making schemes of work, lesson planning, choosing appropriate teaching methods, teaching aids as well as planning for the assessment exercise

(Kyriacou, 2010). Whereas a scheme of work is a guideline that defines the structure and content of the academic term, a lesson plan is the teacher's detailed guide for running a particular lesson (Otaala, Maani, & Bakaira, 2013). Teaching methods are forms of instructions that teachers use to deliver or impart knowledge to students while teaching aids are materials teachers use to elaborate more on concepts during a lesson to make students understand better the ideas/concepts (Uhlenwinkel, 2014). According to Paton and Graeme (2010), assessment is either summative or formative and is intended to measure a test-takers knowledge, skill, aptitude, physical fitness, or classification in many other topics.

Remuneration refers to the total compensation someone receives in exchange for the services or work for an organization. This includes financial and non-financial compensation like salary, wages, bonuses, incentives allowances, and benefits those employees get due to the services and commitment rendered to an organization (Ojeleye, 2017). Accordingly, Maicibi (2005) defines remuneration as pay or reward given to an individual for the work done. Maicibi describes the indicators of remuneration as basic salary, wages, health schemes, pension schemes, transport allowances, overtime allowance, and responsibility allowance.

Remuneration in this study will be operationalized in form of salary, incentives, and benefits. According to Bratton and Gold (2017), salary is a fixed periodical payment for nonmanual employees usually expressed in annual terms, paid per month generally with no additions for productivity. Incentives are additional to the salary that is directly geared to the performance of teachers, for example, marking allowance, overtime allowance, and food allowance. Whereas examination marking allowance is money given to teachers for marking examination, food allowance is money or food in kind given by the school to the teachers for the food expenses.

Overtime allowance is the sum paid hourly to employees who work beyond forty hours per week (Babagana & Dungus, 2015).

According to the Bureau of Labour Statistics (BLS) benefits are any form of indirect or non-cash remuneration paid to employees like recognition, training, and accommodation (BLS, 2008). Accommodation allowance is the amount of money given to teachers or provision of housing to cater for their living expenses for employment situations (Kigenyi, 2017). Recognition is the acknowledgment, appreciation, or approval of the positive accomplishments or behaviors in form of praise, or personal note of an individual or team (Caligiuri, Lepak & Bonache, 2010) and training is where organizations provide development and promotion of the new and existing employees through on job or off-job training (Khawaja & Nadeem, 2013).

Contextual Background

Globally, the decline in the performance of teachers has been observed over some time. For instance, since the early 2000s, policies in the United States of America have aimed at identifying the performance of individual teachers (Symeonidis, 2015). Similarly, between, 2007 and 2012, France dropped 80,000 teachers because of their decline in performance following the recommendations of the Union Nationale de Syndicats Autonomes (UNSA) report (Symeonidis, 2015). Countries like Brazil were not exceptional in this situation (Repec, 2013). Likewise in Nigeria, in Ogun, state public secondary school teachers under Nigeria Union Teachers (NUT) an umbrella body that brings teachers together led teachers to go on strike because of poor remuneration systems (Abiodun, Dele, & Abimbola, 2015). These strikes were mostly seen between 2009 and 2015 because the government had failed to implement a 27.5% increment on teachers' salaries as agreed upon with NUT (Abiodun, Dele, & Abimbola, 2015). Finally, this led to the low performance of teachers as most of them could no longer come early to school. Teachers' absenteeism was also high, they failed to assess learners and there was the redundancy of work (Gbenga & Yakub, 2018). This has led some states to formulate and implement teacher performance policies that are attached to teachers' remuneration.

In March 2018, World Bank through its report "Severe Learning Crisis" on Africa revealed that there is a need to support teachers better in areas of preparation, supervision, and deployment to have them perform better (Bashir, Lockheed, Ninan, & Tan, 2018). Policies need to be developed and address high rates of teacher absenteeism, lack of teacher knowledge, and skills and focus more on better and effective teaching (World Bank Group, 2018) for instance from 2006-2010, Cameroon and Madagascar governments tried to hire contract teachers by introducing the Contract Teacher Program (CTP) (Kepa, 2015).

Communities started hiring teachers at their expenses paid by parents but still performance of teachers remained uneven and low (World Bank Group, 2018). In 2012, Kenya developed the Teachers Service Commission (TSC) which aimed at improving the performance of teachers. Section 11 (C) and (F) talk of monitoring the performance of teachers in public learning institutions (Kagama & Irungu, 2018). The Teachers Service Commission calls for use of confidential reports in assessing teacher performance. In a bid to improve on this, Kenya has also introduced a more modern and open assessment system where the teacher participates in their performance (Ngeno, Bett & Chervigot, 2013). Poor performance was also manifested in 2014 in the Ministry of Internal Security despite efforts made by the government to improve their performance (Long & Gibson, 2015). This was attributed to poor remuneration of employees because their salaries had remained constant for a long time against the increasing cost of living (Calvin, 2017). Workers in the ministry were demoralized as they could no longer get committed to their work and started devising other means to back up their little salaries (Long & Gibson, 2015). This led to absenteeism and later poor performance (Ontanacha, Munene & Muturi, 2014).

This study was carried out in Kasese District, Western Uganda. Kasese District has 25 secondary schools that are aided by the government. The performance of teachers in the Kasese

District has been generally described as being constrained. The 2012 Ministry of Education and Sports report showed that teacher performance in Kasese District was low (Barbra, 2018). The poor performance was manifested in teacher absenteeism, dodging classes, and poor teaching/learning process (Barbra, 2018). This prompted stakeholders to mitigation measures to curb down the problem (MOES, 2012). For instance, in 2015, Rwenzori Information Centres Network (RIC-NET) trained teachers from Kasese District specifically in areas of teaching and learning process with much focus on embracing E-learning. This was targeted to improve the performance of teachers as well as the general education standard of the Kasese District. These teachers were generally equipped with computer knowledge to help them use online resources to boost their teaching capabilities (RIC-NET, 2015).

The Ministry of Education and Sports Sector Annual Performance Report (2016/17) revealed that Kasese District local governments' education and sports sector is struggling in terms of performance of teachers as manifested in high rates of absenteeism, low syllabus coverage, and low emphasis on assessment of students (MOES, 2017). In addition, the Rwenzori sub-region position paper on the fiscal year 2017/18 budget produced by the Civil Society Budget Advocacy Group (CSBAG) in May 2017 revealed that the performance of teachers in the Kasese District was poor. According to The Observer Newspaper report filed on February 19th, 2018, the best performing school in the Rwenzori sub-region was Christ School Bundibugyo which was ranked number 196 compared to the best performing secondary school in Kasese St. John's Evangelist Seminary which was ranked number 291 in the whole country. Even though the two districts have similar geographical and economic challenges, Bundibugyo still performed better than Kasese. The report attributed the poor performance to limited supervision by the Ministry of Education and Sports (MOES) officials. Limited supervision led to teacher absenteeism which in turn resulted in poor teacher performance and finally negatively affected the academic standards in the Kasese

District. The CSBAG recommended that the MOES should empower the lower local governments, political leaders, and technocrats so that they monitor and supervise schools and the performance of teachers (CSBAG, 2017).

In a bid to improve teacher performance in Kasese District, organizations like Forum for African Women Educationalists (FAWE) have stepped up measures to have the predicament solved. In early 2018, head teachers as immediate supervisors were trained and equipped with knowledge and skills of pedagogy that included lesson planning, teaching methodologies, learning materials, and language (FAWE, 2018). With this training, teachers' output remain low as manifested in the 2019 UACE results where the best performing government aided school had an average of 8.54 points. The researcher was therefore prompted to find out what could be the cause of the poor performance of teachers in secondary schools aided by the government in Kasese District.

Statement of the Problem

Teacher performance is a key determinant of the quality of education as it leads to attaining the set goals and objectives. This can be judged on the rate of teachers' effective teaching and management skills (Sifuna & Sawamura, 2010). For the last two decades, the Uganda government has invested in secondary schools with the sole intention of improving their performance (MOES, 2017). Though these initiatives have been put in place, the performance of secondary school particularly in upcountry (semi-rural) areas in areas of preparation, delivery, and students' assessments are still wanting and this has greatly compromised the quality of education in government-aided secondary schools (Barbara, 2018). The situation is not any different in the Kasese District of western Uganda, where teachers' performance in governmentaided secondary schools has for many years lagged (Baluku & Kasujja, 2020). It is acknowledged that despite several attempts and initiatives by the government of Uganda through the Ministry of Education

and sports to improve the education system, teacher performance in government-aided secondary schools in Kasese District has remained poor (Barbra, 2018).

Ministry of Education and Sports Annual Evaluation Report (2012), UWEZO Report (2016), and Kasese District Annual Performance Report, Education Extract (2017) show that teachers' performance in the district is low as manifested in teacher absenteeism, missing scheduled lessons, poor time management, low staff attendance, late coming, and lack of teamwork. In addition, 12% of the teachers do not report on duty and 36% of the teachers report late at work (Kasese District Education Office Report, 2019). Stakeholders say this could be due to remuneration issues considering the numerous strikes by teachers over low pay (Barbra, 2018). Though these studies have tried to give some light on this challenge, it is not adequately explained to ascertain whether it is remuneration factors such as salary, training, allowances, accommodation, or other socio-demographic factors that cause poor teachers' performance. This study sought to test these study variables with a specific focus on government-aided secondary schools in Kasese District, Western Uganda

Purpose of the Study

The purpose of this study was to examine the effect of remuneration on teachers' performance in government-aided secondary schools in Kasese District, Western Uganda.

Objectives of the Study

The specific objectives of this study were;

1. To examine the remuneration of teachers in government aided secondary schools in Kasese District.
2. To assess the level of teachers' performance in government-aided secondary schools in Kasese District.

3. To examine the relationship between remuneration and teacher performance in government-aided secondary schools in Kasese District.

Research Questions

1. What is the level of remuneration of teachers in government aided secondary schools in Kasese District?
2. What is the level of teachers' performance in government-aided secondary schools in the Kasese District?

Hypothesis

H₀ There is no statistically significant relationship between remuneration and teachers' performance in government-aided secondary schools in Kasese District.

Scope of the Study

By scope, this study was limited to content, geographical, and time scope as presented herein.

Content Scope

The study looked at remuneration in terms of salary, incentives; marking allowance, overtime allowance, food allowance, and benefits; recognition, accommodation, and training opportunities. The performance of teachers was measured in terms of schemes of work, lesson planning, teaching methods, teaching aids, and routine assessment of students.

Geographical Scope

The study was conducted in the Kasese District of Western Uganda. The area is located at a distance of 366km by road from Uganda's capital Kampala. It is bordered by Bunyangabu District to the North, Kamwenge District to the East, Rubirizi District to the South, and the Democratic Republic of the Congo to the West. Kasese District is currently one of the biggest Districts in Uganda with four counties, one municipality of three divisions, 10 town councils, and

27 sub-counties making a total of 40 administrative units above the sub-county level. The district currently has 25 government-aided secondary schools. The area has been chosen because, statistics from the Ministry of Education and Sports show that it is the least performing in education in western Uganda (MOES, 2016).

Time Scope

This study utilized a period of three years i.e., from 2019 up to 2021. This period was utilized for proposal development, data collection, data analysis, and dissertation writing.

Significance of the Study

The findings of the study could be significantly useful in the following ways;

School Managers: The information gathered in this study will be utilized to alert the different head teachers, on the different variants of performance of teachers in government-aided secondary schools that affect their work and how to deal with some of the variants for the better performance of teachers in these schools.

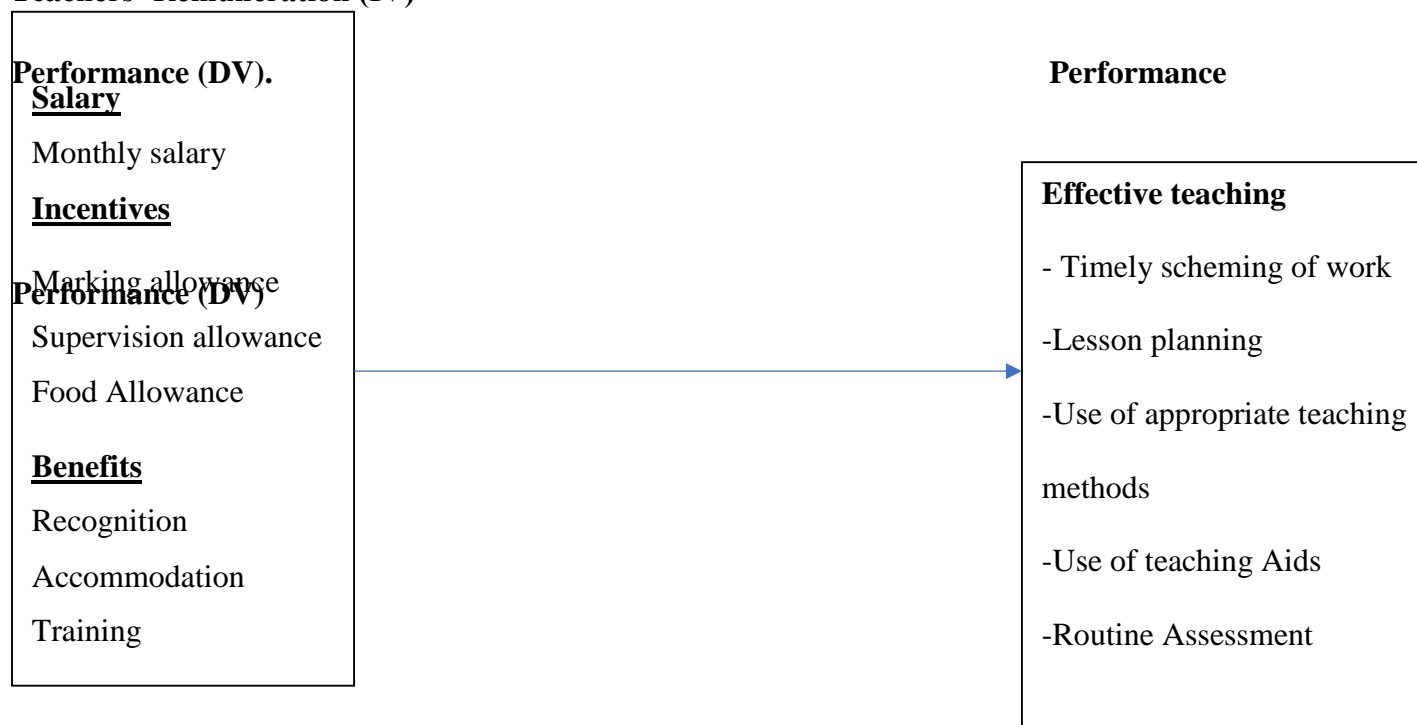
Policymakers: As individuals charged with formulating policies, their understanding of the various variant factors of performance of teachers remains very vital in the education management process. Findings from this study may help them in formulating better strategic policies to have better ways that can influence teachers to have their performance improved as well as the removal of the discrepancies in teachers' performance among government-aided schools in case they are found.

Teachers: The study may give teachers a platform to air out their views on the extent to which they think remuneration affects their performance. This may bring to light the underlying remuneration-related factors that compromise teachers' performance. In effect, policymakers may use these findings to benchmark policy restructuring of teachers' remuneration practices.

Conceptual Framework

This conceptual framework gives an understanding of how the particular variables in the study connect with each other and in this case remuneration and teacher performance.

Teachers' Remuneration (IV)



Source: Formulated by the researcher 2019 Conceptual framework for remuneration and performance of teachers in government aided secondary schools in Kasese District.

Figure 1 above shows the relationship between the independent variable and the dependent variable. The independent variable in this case is remuneration and the dependent variable is performance of teachers. Remuneration is measured in form of salary, benefits; recognition, accommodation, training and incentives; marking allowance, overtime and food allowances. The dependent variable which is performance of teachers is measured in form of effective teaching; scheming, lesson planning, teaching aids, teaching methods and assessment of students. This rhymes well with Expectancy theory that was the basis for examining the relationship between employee remuneration and employee job performance.

Chapter Two: Literature Review

Introduction

This chapter presents a review of related literature on remuneration and performance of teachers in government aided secondary schools in Kasese District. It will include theoretical review and review of literature in relation to the study objectives.

Theoretical Review

Expectancy Theory

Both remuneration and teacher performance are underpinned by the expectancy theory which is all about motivating one's team by linking effort with the outcomes. If employees target a positive and desirable outcome, they should work hard to perform to the level expected (Armstrong & Taylor, 2020). This theory states that people will be motivated because they believe that their decision will lead to their desired outcome (Redmond, 2013). The expectancy theory emphasizes three main variables which are effort, performance and outcome (Miner, 2015). This translates into the understanding that there is need for more effort to improve employee/organizational performance which will in turn bring about good compensation or attractive reward (Cole & Kelly, 2011). The theory holds a notion that where there is remuneration, there is a high likelihood that employees will perform to the expectations of the supervisors and the reverse is true.

The expectancy theory was first proposed by Victor Vroom of the Yale School of Management in 1964 (Vroom, 1964) and focused much on outcome that can best be achieved when employee compensation is well realized. The theory further says employees tend to work harder and produce results depending on the level of motivation which is basically remuneration (Waring, 2016). Therefore, for any organization to thrive and realize better results out of its employees,

remuneration must be highly considered (Cole & Kelly, 2011). In the case of schools, teachers will likely prepare, deliver and assess students efficiently if the remunerations systems in place meet their desired expectations (Darling-Hammond, 2010). In an event that their desired expectations are not met by remunerations, negative implications emerge out of their performance.

The Expectancy theory can sometimes be called valence – instrumentality – Expectancy theory or VIE theory (Parijat, 2014). Where by Expectancy has an assumption in the belief that higher or increased effort will yield better performance (Parijat P, 2014). Instrumentality can be described as the thought that if an employee performs well, a valued outcome will come to him/her and valence refers to the beliefs about outcome desirability (Redmond, 2010; Greenberg, 2011; Hellriegel & Slocum, 2011; McShane & Von Glinow, 2011).

The expectancy theory of motivation is not all about self-interest in remuneration but the association employees make with expected outcomes. Therefore, in order to enhance the performance outcome bond, managers should use systems that tie rewards very closely to performance. More so, in order to improve the effort performance tie, managers should engage in training to improve their capabilities and belief that added effort will in essence lead to better performance (Scholl, 2002). In the context of school, head teachers and principals ought to make it clear to teachers that once high performance is exhibited, a reward will follow this good performance. This is highly likely to ignite performance as their mindset is directed towards gaining from the good performance they offer. This minimizes the possibility of laissez fair at work since there is what to gain when one performs better as opposed to when there is nothing to gain whether one performs or not.

The Expectancy theory further illustrates that in any given situation, the greater the number and variety of rewards available to the employees in this case teachers, the bigger the probability that extra effort will be exerted in attaining the set goals or targets to get the desired rewards. In

the same way, Cole and Kelly (2004) agree with this and explain that Vroom focused especially on the factors involved in stimulating an individual to put an effort in doing something since this is the basis of motivation. The outcomes are the consequence of behavior which now end in superior performance. Vroom defines the anticipated satisfaction an individual hopes to get from the outcome or reward. Therefore, the three factors; Expectancy, Instrumentality and Valence combine to create a driving force motivating an individual to put in effort and achieve a level of performance to be rewarded in the end.

In the expectancy theory, employees will be more motivated if they believe that the more efforts expended, the better performance and this will in turn lead to good remuneration packages or rewards. Organizations should therefore relate rewards directly to performance and ensure that they are deserved and targeted by the employees (Mountana & Bruce, 2008). In this regard, teachers' expectations affect learners' achievements and outcomes indirectly. Teachers' treatment of students shapes their attitudes, expectations and behavior at early stages of the school years. This is an indication that expectation goes beyond motivating teachers to perform and enables them to prepare students towards positive learning. The whole cycle is planned and premised on a positive foundation to achieve performance all round.

A study conducted by Finnigan and Gross (2007) examined how Vroom's (1964) expectancy theory influenced teacher's basic motivation to perform. This study identified how teachers' expectations of how their remuneration would be and this would influence how motivated they were to see the school be removed from low-performing status. After conducting a mixed method study that included surveys and interviews, researchers found out that teachers who expected high remunerations well were less likely to underperform for fear of losing their jobs. These teachers expected their efforts to be rewarded in form of remunerations and therefore worked hard in order to meet the expectations of their supervisors. Ultimately, the researchers noted that

teachers who continued to expect no remunerations posed lower morale than teachers who had higher expectations. In the same vein, Finnigan and Gross (2007) added that teachers' low morale was apparent in their interviews and survey results. Fifty-two percent of these teachers reported they felt discouraged that they could not improve their performance any further. These findings confirm that expectation of remunerations and rewards by teachers is highly linked with the way they perform in line with their duties.

According to Cole (2004), expectancy theory explains that in any given situation, the greater the number and variety of rewards that are available to the employees in this case teachers, the greater the probability that extra effort will be exerted in attaining the set goals or targets in the hope of getting the desired rewards. He further explains that Vroom focused especially on the factors that are involved in stimulating an individual to put an effort in doing something since this is the basis of motivation. Further to this, Savaneviciene and Stankeviciute (2010) assert that expectancy theory of motivation explains the link between motivation and performance. The theory proposes that performance at individual level depends on high motivation, possession of the necessary skills and abilities and an appropriate role and understanding of that role. Therefore, if teachers are expecting that their performance will come with overtime allowances, promotion and marking allowances, this will likely influence the morale they put in to achieve the set goals in line with their duties.

Accordingly, Miner (2015) argues that expectancy theory has a number of weaknesses identified through testing and analysis. They reveal complexities in cognitive processes not fully captured, difficulty in measuring constructs of the theory, and disagreement regarding appropriateness of measures used to test the theory (Miner, 2015). Mahmoud and House (1974); Van Eerde and Thierry (1996) report that one of the main critiques of expectancy theory is its lack of complexity in that many decision-making processes and choices have implications beyond the

direct benefit or the outcome. In a complex work environment that does not depend on clearly defined productivity measurements to determine goal achievement, performance or goals can be more challenging to define. For example, in complex processes, such as teaching and learning, performance is dependent on both the actions and behaviours of the educator and the student in addition to the many external factors that can impact this process. Additionally, Heneman and Milanowski (1999) report that not all reward-based systems are processed in real time in that there may be a temporal lag between action, performance, and reward. In these situations, proximal distance between choice and outcome may result in a lack of understanding or failure to recognize the connection between the two.

In this aspect, the expectancy theory doesn't account for the contribution of other factors that influence teachers' performance such as the availability of teaching aids, school infrastructure, students' discipline, qualifications and head teachers' administrative styles (Parijat & Bagga, 2014). All its assumptions and tenets give an opaque picture that makes one to believe that in an event that all remunerations systems are in place, teachers' performance is a done deal (Bouwmeester, 2012). This assumption does not provide an explanation for instances of individual teachers who under perform at the same site with those who perform highly while they are getting equal rewards (Bouwmeester, 2012). This leaves a gap that need to be interrogated further in order to provide a valid standpoint on this subject matter.

It is a fact that expectancy includes effort, instrumentality involves performance and valence is based on remuneration, thus, teachers' remuneration should cut across all these components that form a motivational force which will make them work to the best of their abilities in order to realize the instructional as well as national educational objectives (Renko, Kroeck, & Bullough, 2012). The fundamental question remains on what is it that compromises teachers' performance in an event that these remuneration components are in place?

The theory was relevant to the study because it stipulated how teacher performance is boosted by rewards and incentives. When school administrators have a solid understanding of expectancy theory principles, they can employ the concepts to assemble more effective work teams to improve teacher performance. The theory further revealed how teachers can willingly and happily participate in school programs.

The remuneration of teachers in government aided secondary schools

In institutions, not all employees are adequately remunerated by money rather a number of other factors in the whole realm of an organization (Singh, Negin, Otim, Orach & Cumming, 2015). In schools, teachers have varied needs and reasons for being in the institution and these opened on each one's level of occupation, personality, background and situation (Otaala, Maani, & Bakaira, 2013, Lavoie & Stockhammer, 2013). The needs of women, men, single disabled and senior teachers differ; hence, deserve different treatments (De Boer, Pijl, & Minnaert, 2011). In both private and government schools, efficiency and monetary pays are poorly linked and are more often determined by non-efficiency factors like experience seniority, level of education and cooperation with the boss no matter how poorly one performs (Barnett & Salomon., 2012). More efforts by the management are necessary in establishing the possible efficiency indicators as a benchmark for the teachers' efficiency (Barnett & Salomon., 2012).

In research carried out by Kimball, Heneman, Worth, Arrigoni and Marlin (2016) about teacher compensation: Standard practices and changes in Wisconsin in USA, they revealed that America once adopted a single salary schedule which was also referred to as steps and lanes. The schedule had 30 steps on the left side and seven lanes across the top whereby each step represented a year of service/seniority and lanes represented increasing levels of educational attainment in the form of qualification. The report further revealed that there were salary supplements and these are stipends or bonuses given to teachers in accordance with their involvement in extracurricular

activities and other administrative roles. However, the report cited better compensation dimensions considering that America is a highly developed country which might not be the case with developing countries like Uganda hence methodological, content and geographical gap.

In a study by Fatima and Ali (2016) about the impact of teachers' financial remuneration on their job satisfaction at higher secondary level in Pakistan, it was found out that the government school teachers have a fixed salary package and pay scale and it usually starts from the grades ninth up to fifteenth in government sector. The government of Pakistan does not show any interest in the practical implementation of valid remuneration practices for teachers (Thietart, 2007). Conversely, this condition is very severe in non-governmental sectors where there is no concept of any fund and no security after retirement. With this situation at hand in Pakistan, it is evident that performance of teachers is not up to the desired expectations for improved educational standards of any country. This on one hand predicts that there is a loophole which is highly emerging from poor remuneration systems offered to teachers by the government. The study in Pakistan cannot be used as a generalization of teachers' performance in Kasere District hence geographical gap that this study intends to fill.

In Ghana, for example, over 80% of teachers said that they prefer to teach in urban schools because they believe that there is a better pay in such schools (Buckler, 2011). This is attributed to the fact that such schools are located in communities with high socioeconomic status compared to rural and remote located schools in poverty-stricken area (Buckler, 2011). They therefore anticipate rewards and benefits on top of their monthly salary generated from other sources by the school administrators (Barbra, 2018). The schools and teachers in Ghana are in a different geographical location and the results cannot be used in generalizing the performance of teachers in Kasere District hence a geographical gap.

Whitaker (2009) also found out that employees' initial satisfaction is enhanced with a pay rise or cash bonus, but the effect is short-lived compared to the satisfaction from the nonfinancial rewards such as condensed working hours, subsidized meals or services, additional holidays and team events. From a survey of teachers in Sierra Leon, Harding and Mansaray (2006) studied teacher retention in refugee and emergency settings found out that only "only 10 percent of teacher respondents agreed with the general statement that teachers at this school are well paid" compared to 85 percent among urban teachers. The results are from a different setting in Sierra Leon which cannot be used for generalization in schools of Kasese District hence geographical gap.

According to Charity and Timinefere (2011), monetary rewards lead to teachers' superior performance since most teachers expect to meet their basic through earning money while at work. In this case, better allowances and high salary payment for teachers impact positively on their satisfactions that result into effective performance at work place (Tehseen & Hadi, 2015). Majority of the employers consider financial rewards as the best tool to inspire their employees (Tehseen & Hadi, 2015). However, some of the employers consider other special types of nonfinancial rewards to change the contentment and increase the level of their employees' commitment (Zaraket & Saber, 2017). Some of these non-financial rewards have their advantages in creating an extremely committed workforce (Zaraket & Saber, 2017). These merits come as a result of job autonomy, ability to participate in decision making, recognition, job involvement, and the significance of the job (Tehseen & Hadi, 2015). These rewards and benefits are a source of intrinsic motivation and offer a strong compliment towards enhancing employees' performance (Zaraket & Saber, 2017).

Mulkeen (2005) also reports that some teachers in small rural schools in Uganda commit fewer hours to class room teaching in favor of their private work, possibly as a means of complementing their inadequate salaries. Salaries also have been found to have a significant impact on teachers' decisions to leave the profession (Buchanan, 2010). On average, new teachers who

earn higher salaries are less likely to leave than new teachers who earn lower salaries (Buchanan, 2010). Hanushek, Kaun and Rivkin (2004), reported that salaries seem to be more important to new teachers' decisions to settle in one school and do their duties. Borrowing from these views, it is clear that there is more to give teachers than just salary if they are to perform to the expectations of the stakeholders. It is from this perspective that this study embarked to examine remuneration and teachers' performance in government aided secondary schools in Kasese District.

In 2011, the Uganda government through Ministry of Education and Sports introduced a hard-to-reach areas' allowance to teachers who work in hilly, swampy, island and other remotely located areas. The allowance was 30% of the base pay or monthly salary set by the Public Service (Sempungu, 2013). The allowance was meant to improve the motivational levels of teachers, make them satisfied with their jobs, encourage them to remain at school, stay at school and teach in the long run, leading to good teacher performance. The hardship allowance is the most appealing among teachers and other professionals working in the hard-to-reach areas of Uganda. It is targeted to staff working in 96 "hard to reach" districts, defined as "hard to stay and hard to work in", and characterized by "remoteness, insecurity and poor infrastructure". It was meant to attract and retain public officers in those zones. It has been implemented since the 1st July 2010 (FY 2010/11), with two interventions: top-up allowance of 30 percent of the basic monthly salary and improvement of schools' infrastructures through provision of more funds for the construction of teacher houses. Whether this kind of arrangement has contributed anything towards its intended goals and objectives, little investigation has been conducted in this area to give a substantive insight.

In a study carried out by Nairuba (2011) on motivational practices and teachers' performance in Jinja Municipality secondary schools, it was revealed that incentives and benefits are given depending on the availability of resources in secondary schools. It has as well been noted that the culture of the school also determines the additions to salary. In most secondary schools,

teachers receive Parent Teachers' Association (PTA) allowances depending on the duties performed, responsibilities held and academic qualifications. Schools give out leadership, responsibility, duty, overload and overtime allowances to teachers accordingly. In addition, recognitions and promotions in accordance with the work done, nature of activity, demand and competence which differ from individual to individual and school to school are also done. It is therefore to the discretion of the school to determine some allowances of teachers depending on the PTA funds. The findings from this study expressed that there is a significant positive association between motivational and teachers' performance in Jinja Municipality secondary school. The present study set out to find out the association between remuneration and teachers' performance in government aided secondary schools in Kasese District.

Level of teachers' performance in government aided secondary schools

In Uganda, information about the teachers' job performance is not well documented, yet job performance of teachers is important in areas like classroom management, participation in sports, guidance and counseling, conducting fieldwork among other activities (Liakopoulou, 2011). Cheptock (2000) carried out a study to establish whether job satisfaction influences job performance among non-academic staff at Islamic University in Uganda. However, the study was not directly related to the teachers' role of teaching (job performance). The current research established the influence of motivation on teachers' morale to perform. In the same vein, Nambassa (2003) investigated the impact of classroom supervision on the quality of teaching and learning in primary schools of Wakiso District Uganda.

Erat, Kitapçı, and Akçin (2020) examined the effect of the perception of organizational trust and organizational support (environment) on intention to quit and individual performance in Turkish state universities. The researchers found out that the perceptions of support and trust were significant variables in explaining intention to quit individual performances. Organizational

support was found to have a significant effect on individual performance. The researchers recommended a similar study in private universities. This study was limited to Turkish state universities and was more concerned with the effect of organizational trust and support. The present study is concerned with the effect of remuneration on teachers' performance in government aided secondary schools in Kasese District.

According to Harris and Sass, (2006) in their study on teachers' performance in India, it revealed that performance of a teacher is best identified by their level of education attained not by their background or experiences. He further showed that, despite common perceptions, teachers' performance cannot reliably be identified based on where they went to school, registered or how long they are taught but the best way to assess teachers' performance, is to look at their job performance including what they do in the classroom and how much progress their pupils make on achievement tests.

Alexander, (2000) found out that teachers' performance in schools is based on student's score which has become prominent compared to psychometric difficulties where teachers' performance was assessed by their logical normative attributes, psychological and ethical across cultures. Zuzovsky, (2009) also seconded that the tendency to evaluate teachers' performance on the basis of student mark/score in tests and examinations is given a greater emphasis (With the growing demand for evidence-based policy making, learners achievement is considered an accurate measure of teachers' performance and has become a basis for value-added teacher assessment systems (Braun, 2005; McCaffrey, Lockwood, Koretz, Louis, & Hamilton, 2004; Sanders, 2000; Sanders & Rivers, 1996; Zuzovsky, 2003). However, this study assessed teachers' performance in relation to teachers' qualifications since researchers have not published it.

Another study in Ghana also concluded that teacher morale is ‘reasonably high’ (Acheampong & Bennel, 2003). Only 13 percent of teacher respondents indicated that they ‘did not enjoy teaching’ although nearly one-third stated that they did not intend to remain in the teaching profession. Conversely, over 80 percent of primary school teachers interviewed in Sierra Leone said they did not want to be teachers. Nonetheless, in another study of primary schools in Sierra Leone, primary school head teachers indicated that, if they could, they would replace less than 20 percent of teachers because they are poorly motivated (Bennell, 2004). In the same vein, this study investigated the association between remuneration and teachers’ performance in government aided secondary schools in Kasese District.

Situma and Iravo (2015) assert that low teacher performance is reflected in deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centred practices (Mbwana, 2015). Teachers are devoting less and less time to extra-curricular activities, teaching preparation, and marking (Ashiedu & Scott-Ladd, 2012).

Teacher turnover is higher in schools with lower salaries and poor working conditions (Namara & Kasaija, 2016). This implies that low teacher turnover will only exist where there are higher teacher salaries and better working conditions. Findings went ahead to note that happy teachers are better teachers and their performance will be higher and their turnover will be low (Zaraket & Saber, 2017).

Performance driven pay for teachers’ sounds like a good idea and it is one of the fundamental aspects that influence teachers’ performance (Mbwana, 2015). Teachers would be given more incentives to improve their teaching and students would be likely to receive better results (Vickyayugi, 2018). According to the ministry of education and sports (2004) private

schools perform better than government aided schools because teachers in private schools are adequately remunerated. Babagana and Dungus (2015) report says poor performance in schools has been documented to be the result of poor teacher remuneration. Increasing teacher salaries is frequently cited as the best mechanism for reaching this goal (Baluku & Kasujja, 2020). However, in contrast to the prevailing sentiment, teacher salaries have steadily declined relative to salaries in the non-teacher labor market since the early 1980s (Mbwana, 2015). Although the relationship may not be causal, Situma and Iravo, (2015) found that teacher quality, as measured by teachers' scores on standardized tests and the selectivity of their undergraduate institutions, also declined during the same time period. Consequently, the renewed emphasis on teacher quality forces policymakers, researchers, and school administrators to focus on whether increasing teacher wages improves teacher quality and student performance (Vickyayugi, 2018).

It can also be summarised that level of teachers performance is different based on the geographical and time scope of the study. Based on the literature reviewed, it found out that the levels of performance were scheming, lesson planning, use of teaching aids, teaching methods and assesment but it's not clear if these also apply among government secondary schools in Kasese district hence aneed to carry out the study.

Remuneration and Teachers' Performance in Government Aided Secondary Schools

Adedeji and Olanyan (2011) in a study on improving the conditions of teachers and teaching in rural schools across African countries, it was found out that teachers are working in very challenging situations characterized by low and delayed payment of salaries and allowances. This was in support of Lauwerier and Akkari (2015) on basic education south of the Sahara showing that teachers in sub-Saharan Africa worked in tough conditions with poor salaries and this definitely led them to perform poorly. Chamundeswari (2013) in research carried out about job satisfaction and performance of school teachers in Chenndi, it was found out that teachers in central

board schools performed better compared to teachers in board schools. The paper attributed this to the fact that teachers in central board schools enjoyed better infrastructure facilities and good working environment than those in state board schools.

Basic pay is the amount of pay (the fixed salary or wage) that constitutes the rate for the job. It may be varied according to the grade of the job or the level of skill required (Armstrong, 2007). Basic pay or salary is the most obvious reward employees receive at work. Basic pay is as the pay in terms of hourly wage, a rate of wage for each unit produced, known as piece work rate or rate of wage per month or year is called a salary (Xinping, Shafi, Hua & Nazeer, 2015).

Studies (e.g. Afful- Broni, 2012; Hameed, Ramzan, Zubair, Ali & Arslan, 2014; Ibrar & Khan, 2015; Kwak & Lee, 2009; Odunlami & Asabi, 2014; Onu, Akinlabi & Fakunmoju, 2014; Saani, 2013; Subroto, 2013; Tornikoski, 2011; Waga & Simatwa, 2014; Wekesa & Nyaroo, 2014) investigated basic pay and employee performance. Afful-Broni (2012) related motivation and job performance using the staff of University of Mines and Technology, Tarkwa, Ghana. Using descriptive statistics, the findings revealed that low monthly salary or income and the general lack of motivation reduced morale for high performance at the University. In relation to the above, Hameed et al. (2014) investigated the impact of compensation on employee performance using employees from different banks of Pakistan. Regression results showed that salary had a positive significant impact on employee performance.

The study by Subroto (2013) in Kenya on remuneration and teachers' performance in public secondary schools found out that there is need for teachers' salary to be increased in order for teachers' performance to grow up. Therefore, schools need to improve and increase teachers' salaries in expectation of better performance. In a related development, there is need for better pay to build the morale of employees. These findings are shared by yet another study carried out in Uganda by Okoth (2018) on motivation and performance of health workers and found that nurses

in Uganda have been agitating for increased salaries in order to be motivated to work hard and perhaps reduce cases of maternal mortality. In the earlier findings by Dane (2010) in the study conducted in Malawi, he postulates that there will be higher teacher turn over in schools where there are low salaries. Fortunately, he goes further to say that, happy teachers are better teachers and their performance is higher because their turn over is low. This is supported by Idress et al (2015) who stated that salary, training and motivation have positive relationship with job performance, but salary has a stronger relationship with job performance than training and performance. Therefore, job performance of employees can be increased to higher levels by increasing salaries of the workers.

In Tanzania, the study by Bana and Kessy (2017) on performance-based rewards and employees' performance; findings revealed that employees are motivated by rewards. Therefore, there is a need for organizations to reward their employees for creating a successful competitive environment. This is one of the essentials for the organizations to achieve high work performance. Some employees are highly motivated by extrinsic rewards such as increase in pay, promotions and bonus whereas others are motivated by intrinsic rewards such as appreciation, praise and recognition on their performance. However, the rewards that motivate teachers and lead to higher organizational performance are not well understood, thus most of the organizations in the country to date still face challenges with respect to getting better use of their employees due to sub-standard remuneration thereby resulting into poor performance of many organizations and ultimately low productivity.

Pepra-Mensah et al (2017) in a study about the effect of compensation on basic school teachers job satisfaction in the northern zone, Ghana, found out that remuneration dimension like base pay, incentives and benefits significantly correlated with the teachers' job and management put in place and effective compensation policies that include teachers in major compensation

decisions that affect them. The paper adopted Pearson correlation and regression analysis in testing for the hypothesis. This is in line with Wasposito (2013) in research on income and implications of teacher performance to improve the quality of education in the elementary school of Surabaya, Indonesia found out that salary influenced teachers' performance. The research used a sample of 372 teachers out of stratified cluster sampling technique with analysis of moment structure (AMOS) version 4:01 for analysis.

The study by Podgursky, Mathew and Springer (2011) on teacher remuneration systems in the United States K-12 public school system, found out that in public K-12 education, the remuneration systems is fragment and uncoordinated with provisions often determined by means which are not systematic in assessing the overall incentive effects. It was recommended that policy makers and education stakeholders at all levels would benefit from rigorous assessments of teacher remuneration reform programmes and policies as well as assessments of the effect of their various design components. This is supplemented by Kamau (2011) who opines that security benefit, transport, meals and housing allowances contributed positively to employee productivity. He further contends that the health of employees is inextricably linked to their performance and the organization at large. He recommended that the government should continue providing security benefits to all civil servants in order to enhance performance. Conversely, this can only be achieved in countries with stable incomes or with policies that can be effectively implemented.

In a study on improving teacher performance competency through effective human resource practices in Ekiti state secondary schools of Nigeria, it was realized that attractive remunerations enhance performance of teachers and in the long run they improve the performance of students. The study revealed that there is an alignment for self-development and salaries. Though teachers by then were regularly negotiating for salary increase, the study showed that the then current salary scale was a motivating factor for teachers' performance competency. The paper

recommended making salary and compensation of teachers very attractive in order to enhance performance of teachers. The research could have given good findings if it had handled one single variable of salary, but it handled many variables of human resource against teacher performance competency (Oluremi, 2013). This was also opined by Nadeem, Ranal, Lone, Magbool, Naz and Ali (2011) in research about teachers' competence and factors affecting the performance of female teachers in Bahawalpur. The result was that that low salaries and stress at work among other factors have a strong impact on female teacher performance. It was realized that the greater the salary, the higher the teacher job-performance will be. Teachers' motivational levels reduced due to poor social and economic condition in places where schools were located.

On their part, Ibrar and Khan (2015) studied the impact of reward on employee performance of the academic staff of Malakand private school. Their findings revealed a positive significant relationship between rewards (extrinsic and intrinsic) and employees' job performance. The literature above reveals that rewards relate to employee job performance. However, contextually, all the studies above were carried outside the Ugandan context and using quantitative approaches. This study using mixed research approaches will thus investigate the relationship between basic pay and the performance of teachers.

In relation to the above, Kwak and Lee (2009) examined the effects of compensation package on performance of the Korean firms. The findings of the study revealed that compensation was significantly associated with performance. Relatedly, Odunlami and Asabi (2014) examined the effect of compensation management on employees' performance of the entire staff of an organisation in the food and beverage sub-sector of the manufacturing industry in Nigeria. Their findings ANOVA findings revealed that compensation was a significant determinant of employee performance. In their study, Onu, Akinlabi and Fakunmoju (2014) explored the influence of some part of motivational factors (remuneration, recognition and incentives) on employees' performance

in Nigeria using staff of Babcock University as units of analysis made findings in agreement with the findings of the above authors. The findings of the study revealed the existence of a strong positive and significant relationship between incentives and remuneration with job performance. Further, Saani (2013) investigated the influence of compensation and teacher supervision on teacher work performance with headteachers and teachers in private basic schools in the Ashaiman community of Tema, Ghana, as units of analysis. Regression results indicated that compensation had a positive significant effect on work performance. However, non-financial compensations contributed more to teachers work performance than financial compensations.

Using teachers, Subroto (2013) studied the influence of income on their performance in Surabaya City in Indonesia. The findings indicated that teachers' salaries influenced not only their performance but also the quality of education. Similarly, Tornikoski (2012) analysed the role of a total reward package on fostering expatriate affective commitment of the Finnish Association of Business School Graduates working abroad at the time. The descriptive statistics and correlation results showed a positive and strongly significant relationship between total reward package and expatriate employee commitment hence job performance. Further, Wekesa and Nyaroo (2014) examined the effect of compensation on performance of public secondary school teachers in Eldoret Municipality UasinGishu County, Kenya. Their descriptive results indicated that compensation had an effect on performance of teachers in public secondary schools. Teachers with poor compensation policy in place were demoralising, leading to poor task performance and negatively affecting the productivity of teachers in schools.

Abdullah and Wan (2013) investigated the relationships between non-monetary incentives and job satisfaction in influencing job performance. Their regression results revealed that non-monetary incentives significantly and positively influenced job performance. On their part, Alam et al. (2012) analysed the impact of employees' recognition on their contribution to the organisation

with employees in the service industry in Bangladesh as units of analysis. Their regression results revealed that monetary reward had a positive significant effect on employee outcomes such as performance. In a study in Kenya, Njanja et al. (2013) sought to determine the effect of cash bonus on employee performance using staff of Kenya Power and Lighting Company. The findings of the study showed that cash bonus has no effect on employee performance.

Similarly, Olubusayo et al. (2014) examined the effect of incentives packages on employees' attitudes towards work with staff of four government parastatals in Ogun State, South-West Nigeria, as units of analysis. The results showed that strong relationship existed between incentives packages and employees' job performance. In a related study, Osibanjo et al. (2014) examined the effect of compensation packages on employees' job performance and retention in a selected private University in Ogun State, South-West Nigeria. The results showed a strong relationship between compensation packages, namely bonuses, incentives, allowances, and fringe benefits and employees' performance.

In their study, Park and Sturman (2016) investigated the effect of merit pay, bonuses, and long-term incentives on future job performance using longitudinal data from US employees in a service related organisation. Their regression results revealed that merit pay, bonuses, and longterm incentives significantly positively affected employee job performance. Similarly, Waga and Simatwa (2014) studied hygiene and motivational factors that influence job performance among teachers of public primary schools in Kisumu East and West Sub counties, Kenya. The findings of the study revealed that lack of fringe benefits and inadequate physical facilities caused job dissatisfaction hence poor job performance. Wasiu and Adebajo (2014) examined the place of reward systems on employee's performance in Lagos state using data collected from selected secondary schools in the state to draw a nexus between employee reward system and job

performance. The findings revealed that there is a significant relationship between employee's allowances and job performance.

Overall, the literature above showed that scholars had expended significant effort to relate bonuses and allowances and employee performance. However, empirical gaps emerged with some studies producing controversial results. For instance, while all the studies found a relationship between bonus pay and job performance, Njanja et al. (2013) did not. This suggested a lack of a harmonised position on the relationship between bonuses and allowances and job performance. This gap thus called the need for this study to further examine the relationship between the variables using teachers in Government aided secondary schools in Uganda.

The Education and Sports sector Annual Performance Report [ESAPR] of 2015/16 (MoES, 2016) revealed that the few instructional materials provided by government to secondary schools, such as textbooks, chemicals/reagents and science kits were not well utilized. According to the report, teachers did not engage learners in hands-on activities that enhance cognitive and manipulative skills to interpret scientific and mathematical concepts. The earlier report of the Directorate of Education Standards of 2015 (MoES, 2015) attributed the failure of teachers to utilize available instructional materials in Uganda's secondary schools to poor lesson planning for the teaching and learning process as well poor choice of teaching aids. Malunda and Atwebembeire (2018) advise that instructional materials can only be properly used, when teachers through good lesson planning; identify, prepare the necessary teaching and learning materials, and determine the order in which these materials will be used. According to Smith et al (2009), when teachers skillfully use instructional materials, it will not only facilitate interaction among learners, but it will equally engage higher order cognitive strategies of analysis, synthesis and evaluation.

Byaruhanga (2017) in research on influence of teachers' remuneration on job performance in public primary schools in Kitagwenda, Kamwenge District, it was found out that teachers'

remunerations were not enough to enable them meet most of their basic and family needs. The little salary teachers received was referred to as consolidated pay because it included transport, accommodation, feeding, medical care and taxes. This led to dissatisfaction of teachers and in turn reduced their commitment to their duties. The low salaries not enough to meet their demands forced them to resort to other income generating activities like shop keeping, which in turn reduced teachers time at school and finally failure to complete the syllabus. 55.7% of teachers were not satisfied with their salaries. This reduced their devotion to work, giving little time to teaching and definitely low performance. The study recommended that government should review salaries for teachers and make sure they are motivated enough to perform better. The study recommended aligning this to the cost of living. However, aligning salaries to the living standards is very tricky since the living standards in this country are never the same.

Aacha (2010) on motivation and performance of primary school teachers in Masaka District, Uganda, found out that the performance of teachers was low because of low remunerations that are not commensurate with the high costs of living. It was realized that teachers struggled to meet expenses like transport, house rent, food, medical care and school fees for their children because of the low salaries they get. This therefore reduced the commitment of teachers to their duties and finally leading to low teachers' performance. It was recommended in this study that measures need to be put in place to increase remunerations of teachers in relation to the market prices which will make salaries have value and satisfy teachers hence leading to commitment and better performance. However, this study took place in an urban area where social amenities and living standards are higher. Results could perhaps be different if this research was carried in rural areas like Kasese District.

In a study carried out by Barbara (2011), on teachers' remuneration and performance of schools under Universal Primary Education (UPE) systems in Uganda, it was revealed that there

is a strong notable relationship between teachers' remunerations and performance of schools under the UPE systems. The study used analytical and correlation designs adopting a quantitative approach. A total of 100 respondents were used and the relationship between remuneration and performance was determined using SPSS. The study recommended government to put up strategies to ensure that salaries, wages and other allowances were adequate and satisfactory and this could attract teachers to have individualized attention to studies, reduce on absenteeism thereby improving teacher performance.

Quresh, Zaman and Shah (2010) in their study in Pakistan in cement industry (cited in Kikoiko, 2014) found that there is a direct relationship between extrinsic rewards, intrinsic rewards and the employees' performance. The study also found that recognition techniques (approaches) used in cement factories are good for the maximum performance of employees. This study is relevant but different from the current study as the latter is dealing with target population of white-collar jobs, while the former examined factory workers. Relatedly, Aktar, Sachu and Ali (2012) examined the impact of intrinsic rewards (recognition), Learning opportunities, challenging work and career advancement, and extrinsic rewards (basic salary and performance bonus) on employee performance in twelve commercial banks of Bangladesh. The study found that each factor within both extrinsic and intrinsic reward was a highly significant factor which affects employees' performance. In contrast, the study conducted by Yasmeen, Farooq and Asghar (2013) on the impact of rewards on organizational performance in Pakistan revealed that there exists insignificant and weak relationship between salary, bonus and organization performance. However, it found that there existed moderate to strong relationship between promotion and organization performance. Although these two studies are similar to the current study, they were conducted outside Uganda and because of cultural difference and psycho-social factors; the impact of rewards on organisational performance could yield different outcomes in Uganda.

RibaunKorm (2011) carried out a study on the relationship between pay and performance in the Cambodian civil service (CCS). He held interviews with a range of stakeholders in the Cambodian government, including central government personnel, educational administrators, and school teachers and principals revealed that pay was either the most important, or at least a highly significant factor influencing performance, and it either adversely affected job performance or led to dissatisfaction with civil service jobs. However, pay played little or no role in motivating people to seek civil service jobs nor did it encourage good performance for those employed. Rather, interviewees pointed to such factors as job security or lifelong employment, social status and prestige, future personal growth and other opportunities, and professionalism as performance motivating factors. Pay was the most important demotivational factor, discouraging civil servants from performing their jobs well. This link between pay and performance was also investigated through the application of motivation theories which, with the exception of expectancy theory, provided relatively poor fit with the Cambodian case. Performance was also investigated in terms of organizational culture and politics in the CCS and both were found to be significant influences on behaviour.

Related findings have been got in the studies carried out in Uganda. For instance, in the survey conducted by Maicibi (2003) on the teaching staff in universities and schools from the districts of Kampala, Mukono, Mubende, Mpigi, Kiboga, Masaka, Jinja, Mbarara, Wakiso and Luwero, the findings indicated that external incentives like yearly salary increments and allowances (PTA) induced workers to improve on performance. Therefore, motivation is an aspect of every management as it produces desirable behaviors and good performances in the organization. This does not differ from Turinawe (2011) who studied reward systems, job satisfaction, organizational commitment and employee performance in public higher institutions of learning in Uganda. The study investigated the relationship between reward systems, job

satisfaction, organizational commitment and employee performance among academic and administrative staff of public higher institutions of learning in Uganda. The study involved 300 respondents selected from two institutions in Uganda that is Kyambogo University and Makerere University Business School. The results of Pearson correlation showed a significant positive relationship between the variables (reward systems, job satisfaction, organizational commitment and employee performance). The regression analysis showed that almost 38% of the variance in employee performance can be accounted for by reward systems, job satisfaction and organizational commitment with reward systems as the significant predictor of employee performance.

Relatedly, Nairuba (2011) studied motivational practices and teachers' performance in Jinja municipality secondary schools, Jinja district, Uganda. Specifically, the study was carried out to establish the effect of provision of fringe benefits and the nature of working conditions under motivational practices on teachers' performance in secondary schools. Pearson Correlation Coefficient was used to establish the relationship between motivational practices and teachers' performance in secondary schools. The findings from the study showed that the payment of salaries and wages have no direct bearing on teachers' performance. The study findings indicated that 70.9% of respondents with a high mean of 3.56 reported that fringe benefits like allowances, recognition, promotion and praises still depends on availability of funds and management's perception. These benefits had an effect on teachers' performance when paid after completion of the task. The nature of working conditions was still favourable in some institutions and this affected the actual performances in schools. Good working conditions were therefore, pertinent for all employees' performance in any institutions. The study findings also indicated a weak correlation between motivational practices and teachers' performance as Pearson correlation was $-.106$ and the coefficient of determination was 0.0112 , which is 1.12% level of determination; and this implies that there are other many factors that contribute to teachers' performance.

A recent study carried out in 2017 by Asiimwe in Kampala district private primary schools, found out that teachers' performance, as measured by the national Primary Leaving Examination results for four consecutive years, 2013, 2014, 2015 and 2016 was high. The cause was attributed to good teachers' remuneration, as well as other factors like school management, physical resources and school culture (Asiimwe, 2017).

Similarly, Paarlberg and Hondeghem (2008) reviewed diverse literature and financial incentives significantly for improvement of performance and effectiveness is dependent on organizational conditions. This means that better salaries and wages availability and provision of adequate fringe benefits will attract better performance, whereas, poor organizational conditions like poor salaries and wages, inadequate provision of fringe benefits always attract poor performance in an organization (Paarlberg & Hondeghem, 2008). Ybema, Smulders and Bongers, (2010) observed that employees who are unsatisfied with their jobs had many absenteeism rates than those with job satisfaction and with many attendance levels. They concluded that employee satisfaction and performance are connected with absenteeism.

Hughes, (2012) found that increasing wages reduce the dropout rate among employees in organisations. They asserted that when wages are increased, employees gain satisfaction and double their efforts while working in an organisation. In addition, Hughes (2012) hypothesize that higher pay may improve student achievement by encouraging teachers to exert more effort in an attempt to compensate for their higher salaries. Despite the evidence that higher salaries have a positive impact on student achievement, some researchers contend that increasing teacher salaries may not be worth the investment (Singh, et al., 2015). For example, there is some evidence that the impact of salary changes is nominal compared to the impact of non-pecuniary factors—e.g., teacher working conditions or the percentage of students who receive free or reduced-price lunches (Zaraket & Saber, 2017).

Buddin and Zamarro (2009) suggest that higher wages may positively affect the quality of both novice and experienced teachers. However, there is also evidence that other factors for example a principal's ability to identify quality teachers or the effect of poor working conditions, may prevent state and local education agencies from fully capturing the benefits of increasing teacher wages (Buddin & Zamarro, 2009). With this research in mind, when states and/or districts implement pay-for-performance systems, the evidence indicates that they should not rely solely on higher salaries to improve teacher quality or performance (Buddin & Zamarro, 2009). They should also be cognizant of the non-pecuniary factors that influence teacher quality and integrate measures to address these factors into their pay-for-performance systems.

In terms of skill levels, Abel, Burnham and Corder (2016) indicated that smaller remuneration gaps are required for higher-skilled employees if labor productivity is to be enhanced. Babagana and Dungus., (2015), however, concluded that the relationship between remuneration gaps and labor productivity (performance) is stronger when employees are more skilled. According to them, the reason is that the remuneration regime for higher-skilled employees is linked to firm performance and that more dispersed employee-remuneration gaps induce these employees to act in an optimal manner (with higher levels of productivity) (Aguenza & Som, 2012).

Uncertainty in the business or economic environment impacts on the sign and magnitude of the link between employee-remuneration gaps and labor productivity (Van Zyl, 2014). In the same instance, Maloa and Rajah (2015), confirmed the existence of a positive relation between uncertainty and the dispersion of employee-remuneration gaps. The basic argument is that performance-linked remuneration regimes (which entail more dispersed remuneration gaps) are more prominent when business or economic uncertainty is high (Zaraket & Saber, 2017). Liu, Hosain, and Li (2019), however, argued that, in a highly uncertain business or economic environment, the link between employee-remuneration gaps and labor productivity should be

weaker simply because employees regard performance-linked remuneration regimes as unfair (since they have less control over their own labor-output relation).

Barbra (2018) noted that poor performance of schools in Uganda in general was documented to be the outcome of poor remuneration of teachers. In the same vein, Buchanan, (2010) concludes that managers and administrators in institutions should always appreciate, evaluate positively and allocate rewards and incentives more appropriately to their staff for maximum performance. This shows that there is a close link between teachers' remuneration and performance of teachers.

Kasaija (1991) in a study about effects of monetary and non-monetary rewards on motivation among teachers in post primary institutions in Hoima and Masindi Districts, empirically found out that in 1970s teachers' remunerations remained low in monetary terms (Barbra, 2018). It was found out that many teachers left the teaching service owing to poor remuneration (Situma & Iravo, 2015). In addition, it was found out that "A" level leavers did not opt for teacher training courses due to poor standards of living exhibited by teachers in various schools (Situma & Iravo, 2015). This caused a very serious shortage of teachers in the country. However, Kasaija did not suggest possible ways of how financial rewards should be used to ensure secondary teachers job commitment.

Bennell (2004) observed that, teaching has become employment of the last resort among university graduates and secondary school leavers in many countries, consequently teachers often lack a strong long-term commitment to teaching as a vocation (Simon & Johnson, 2015). Finally, teachers are paid considerably less than the mainstream professions. Bennel further noted that, "pay on its own does not increase motivation", however pecuniary motives are likely to be dominant among teachers in LDCs where pay and other material benefits are too low for individuals and household survival needs to be met (Heinz, 2015). Tehseen and Hadi, (2015) also

decried that; very low pay forces large proportions of teachers to earn secondary income from private tutoring and other activities. Poor human resource management also seriously demotivates employees and hence compromising their commitment.

Gaps in Literature

Overall, the literature above showed that scholars had expended significant effort to relate remuneration and performance of teachers' world over. However, empirical gaps emerged with some studies producing controversial results. For instance, while all the studies found a relationship between incentives and teachers' performance, Njanja et al. (2013) did not find it in his study. This suggested a lack of a harmonized position on the relationship between remuneration and performance of teachers in government aided secondary schools. This gap thus called the need for this study to further examine the relationship between the variables using teachers in Government aided secondary schools in Uganda.

Chapter Three: Research Methodology

Introduction

This chapter covers various forms of the methodology that were used in the study. It includes the research design, philosophical foundation, area of study, target population, sample size, sampling techniques, data collection methods, data collection instruments, quality control/error control, validity, reliability, data management and analysis, measurement of variables and ethical considerations (Mujuni & Kasiisa, 2016; Frankline, 2012).

Research Design

In this study, a cross-sectional study design adopting both quantitative and qualitative approaches of data collection method was used. The design enabled the collection of data in its natural setting and depicted an overall picture of the phenomenon at the time of study (Kumar, 2011; Koul, 2005). The design enabled the use of correlation approach to determine the relationship between predictor variables of remuneration such as salary, incentives, benefits and the outcome variables of teacher performance (timely scheming, lesson planning, use of appropriate teaching methods, use of teaching aids and routine students' assessment). Quantitative methods of data collection were used to enable the collection of numerical data in order to explain, describe, understand, predict, or control the phenomena of interest and to quantify the views of respondents about different variables and draw statistical conclusions. Qualitative approach was incorporated to bring in more insights about remuneration and teachers' performance in government aided secondary schools.

Philosophical Foundation

This study was anchored on post-positivist research paradigm. This philosophical underpinning was premised on objectivism's claim that there is an independent external reality that can be verified through hypothesis testing, and also that this can be a problem because it is not

possible that one explanation of reality can be taken to be better than any other. This supports the constructivist view that the truth about reality cannot be determined by the use of one approach. To counteract this disagreement, both phenomena of objectivism and constructivism can be adopted in one study (Teddlie & Tashakkori, 2009), which was done in this study. In this aspect, the quantitative approach took precedence and was backed by qualitative approach. This implies that the gaps left by quantitative approach were filled by views from the qualitative findings.

Integrating the results of these two methods, proves a more complete picture of a research topic that can address a range of research questions and by so doing can provide a more complete knowledge that can enhance theory development and practice (Johnson & Onwuegbuzie, 2004). The approach helped in drawing a new reality by the very fact that it is not so ontologically dogmatic. It gives more advantages of internalizing the emerging realities about the problem under investigation.

Area of Study

The study was conducted in Kasese District of Western Uganda. Kasese District has 25 government aided secondary schools, one District Education Officer (DEO), one District Inspector of Schools (DIS), four area inspector of schools (AIS), 25 Board of Governors, 25 prefectorial bodies and 601 teachers. A maximum variation approach was used in the selection of the schools for the study. The maximum variation sample is preferred because it is more representative of the population than a random sample (Trotter, 2012).

Target Population

The target population comprised of the Education Stakeholders (DEO, DIS, AIS), teachers, representative of student leaders and representative of board of governors from government aided secondary schools in Kasese District. The study included one DEO, one DIS, four AIS, 601 teachers, and 25 representatives of board of governors and 25 students leader's representatives.

Education stakeholders were considered in this study because they are the overall supervisors of schools in the district and therefore, have much information on the performance of teachers. Finally, teachers were considered because the study was looking at their performance in the context of their remuneration in government aided secondary schools. They are also believed to have reliable information on teacher performance due to their direct involvement in teaching (Sekaran & Bougie, 2013; Cohen, Manion & Morris, 2011).

Sample Size

The sample size in this study was one DEO, one DIS, 4 AIS, 234 teachers, 7 Head prefects, 5 chairpersons of PTA and 5 chairpersons of board of governors from 25 government aided secondary schools in Kasese District. The sample size based on Krejcie and Morgan (1970) as expressed in Table 3.1.

Table 3.1 shows that the study adopted a sample size of 252 respondents including one DEO, one DIS, four AIS, 5 BOG representatives, 7 representatives of students' leaders and 234 teachers drawn basing on Krejcie and Morgan (1970) sample size determination model.

Table 1: Respondents' number by category

Category	Target Population	Sample size	Sampling Technique
DEO, IS, AIS and chairperson PTA	31	6	Purposive
Teachers	601	234	Stratified Sampling
Chairperson board of governors	25	5	Purposive
Head prefect	25	7	Purposive
	676	252	

Source: Krejcie and Morgan (1970)

Inclusion Criteria

Participants, who were 18 years and above were considered in this study, were presented with an informed consent form and those who accepted to participate were enrolled. For the case of teachers, those who were on a government payroll and had been on that station for the last one full year before the commencement of the study were considered legible for this study. In the case of members of Board of Governors, any member on the board who was accessible at the time of the study and consented was considered legible for the study. Also, the study considered students' leaders whose term of leadership was still on and had clocked 18 years since it is against the children protection laws of Uganda to involve respondents below 18 years in the study.

Exclusion Criteria

In this research, teachers who were not on payroll especially student teachers on school practice and those on contract basis were excluded. Also, those who had been newly transferred to new working places and had spent there a period less than one year and those who declined to consent for the participation in the study.

Sampling Techniques

In this study both purposive and stratified random sampling techniques were used to obtain respondents in this study as explained below.

Purposive Sampling

In this study, purposive sampling was used to identify the Education Stakeholders, BOG representatives and students' leaders' representatives because they are deemed knowledgeable and experienced in the area of remuneration and teachers' performance in government aided secondary schools. The study applied judgmental analysis to select the respondents in this case. Respondents selected using purposive sampling were subjected to interviews to capture the qualitative findings in this study. Purposive sampling is a non-probability sampling approach that was utilized by this

study on this category of respondents by the virtue of their positions and experience in supervision of teachers in schools to ensure performance (Sekarani & Bourgie, 2009).

Stratified Random Sampling

The study applied stratified random sampling technique in order to select the most appropriate sample of respondents from among the teachers. In this regard, the target population from the schools and teachers were divided into exclusive strata and then selected units from each stratum that called for adequate representation. This was done by group members from each school in similar subgroups and applying simple random sampling on each group and this was done to avoid selection bias. This was due to variations in the size of schools and number of teachers (Mujuni & Kasisa, 2016). In this regard, the gender variable was mainly considered during this stratified sampling. By default, the higher the enrolment the higher the number of teachers a school has and the diversity in terms of gender. Kasese District has 25 government aided schools and these have varying enrolments. Schools with the highest number of teachers were considered to give high number of respondents followed by those with moderate number and lastly those with a lower enrolment. The already selected number of participants again grouped in terms of gender, that is, males and females in order to get balanced opinions from both genders. Stratified sampling of viable was important in this study because it guarantees better coverage of the population. The subgroups that were included in the sample were controlled, whereas simple random sampling does not guarantee that any one type of person was included in the final sample (Cohen, Marion & Morrison, 2011).

Data Collection Methods

The study employed two methods of data collection including questionnaire survey and interview method. This was attributed to the fact that the study adopted a mixed method approach that could only be achieved through multiple methods of data collection (Creswell & Plano, 2011; Ponce, 2011; Caruth, 2013).

Questionnaire Survey

The study used questionnaire survey as the data collection method. In this study, 234 respondents from among the teachers were subjected to questionnaires. Questionnaires are preferred in this study because they helped in gathering a large volume of data in a shortest time possible. The Principal Investigator with the help of research assistant administered questionnaires through interviews to participants. Data was gathered through interviews conducted between the research team and the participants. The participants were given a chance to ask for clarification in case they failed to understand the question. The interview lasted between 30 and 40 minutes. A questionnaire survey method was used in this study because it gathers a large volume of data in shortest time possible.

Interviews

The study used open-ended interviews. As Maree (2015) emphasizes, evidence in cases studies is generally gathered by means of interviews, which are a vital source of data. In an attempt to conduct a purposeful dialogue with the study participants (Briggs et al., 2012; Yin, 2014) and to grasp their point of view and their personal accounts as actors in their unique localities, resulting from their positions and roles (Creswell, 2013; Maruster & Gijzenburg, 2013; Turner, 2010), open-ended interviews were deemed an appropriate method of generating data. Interviews are also an appropriate method for use in the field of educational leadership and

management because of their leverage to a natural flow of the interview in a cordial but purposeful manner. This enhances dialogue between the investigator and the participant (Maree, 2015).

Interviews were conducted with purposively selected education stakeholders; DEO, DIS, AIS, BOG representatives and students' leaders' representatives for this study in order to obtain a more detailed understanding of issues identified in the questionnaire under quantitative analysis (Joubish et al., 2011). With the informed consent of the respondents, data collection was audio taped and later transcribed. Cohen and Morrison (2011) assert that through interviews, participants' life experiences are gathered, which help to enrich the study. In this study, priority was given to the ability of the interviewer and the interviewee to interact and to produce data that was relevant to the study (Yin, 2003). Interviews provided detailed qualitative data, with probing and close observation of non-verbal behavior thereby enriching the study findings. The interviewer probed not only for complete answers but also to obtain more detailed data that was deemed necessary for the study (Yin, 2003). The study engaged education stakeholders in the district including DEO, DIS and AIS' at their places of convenience mainly offices and requested for interviews from them.

For this qualitative study, a highly flexible interview guide was used (Edwards & Holland, 2013) with the flow of the questions not strictly following a predetermined structure during the interviewing process. Throughout the interview, focus was put on the performance of teachers in school. Face-to-face interviews were used because they allowed the interviewer to make judgments about interactive signs and interpret the meanings of such signs (Briggs et al., 2012). In addition, interviews helped generate detailed data, especially as probing was done. Probing also helped guarantee the generation of immediate feedback. The use of open-ended interviews helped the researcher gain relatively speedy insight into a particular problem or issue (Briggs et al., 2012). As the research collection exercise progressed, the researcher kept on understanding more from the interactions with the participants.

While conducting the interviews the researcher followed Kvale's (2007) suggestions regarding the qualities of a successful interviewer. The researcher tried to be sensitive and gentle. As an investigator, I did a lot of listening with the primary purpose of focusing and substantiating the flow of information to maintain coherence through critical judgment.

Furthermore, the researcher carefully considered the timing and location of the interviews (Briggs et al., 2012) to avoid interruptions. All interviews took place on the school premises. Interviews with the stakeholders were conducted in their offices, while for BOG representatives and representative of students' leaders a quiet room was sought. This was aimed at avoiding interruptions like that one that happened in the second interview I held with one of the teachers, and was interrupted by fellow teachers and pupils. In-depth interviews were conducted and taperecorded with their consent which lasted between 40 minutes to one hour for each interview.

Data Collection Instruments

This study used a semi-structured questionnaire with mainly closed-ended questions, which was used to collect quantitative data. The study used questionnaires as the main data collection instruments that were developed in reference to the objectives and the conceptual framework of the study. It further used interview schedules for qualitative data collection (Kumar, 2011, Creswell, 2002, 2003; Creswell, Plano, Guttman & Hanson, 2003).

Questionnaire

According to Abawi (2013), a questionnaire is a data collection instrument consisting of series of questions and other prompts for the process of gathering information from respondents. Data was gathered using self-administered questionnaires to teachers for data collection with close-ended questions whereby respondents got a chance to tick appropriately

Interview guide

The interview guide with open ended questions was used to collect views and opinions from respondents. While interviewing, a recorder was used to record all the necessary information that is useful in the study. The interviews supplemented questionnaire responses and was kept simple to save time and ensure good response rate. The interviews were used on stakeholders, representative of board of governors and representative of students' leaders to enable the study benefit from probing to get detailed responses. The interview guide consisted of questions that were in line with research questions.

Data Quality Control

Data quality control in this was achieved through ensuring reliability and validity of the instruments.

Reliability of Instruments

The questionnaire was pre-tested on a group of 35 participants who were not be part of the targeted population of this study. The tools administered to these participants were subjected to a Cronbach alpha test that is particularly carried out to establish the reliability by establishing the internal consistence, once the Cronbach's Alpha coefficient turns or gets 0.70, and above, then the instrument was considered reliable (Cooper & Schindler, 2003). Reliability of these questions was established by calculating Cronbach's Reliability Coefficient Alpha (α) as per the formula below:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Where α – is the statistical tool, Cronbach's alpha

N - Number of items,

C-bar is the average inter-item covariance among the items and

V-bar equals the average variance

Table 2: Cronbach's Alpha of variables

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized N of Items	
	Items	
.810	.812	16

Reliability of qualitative data was ensured by conformability, which in quantitative research means the degree to which the outcomes could be confirmed or corroborated by other people. This was achieved by auditing the findings by an outside expert to confirm that no inappropriate biases affected the data analysis (Onwuegbuzie & Leech, 2007).

Validity of Instruments

In this regard, Content Validity Index (CVI) was calculated using a formula as advanced by Amin (2005);

CVI = Average number of items rated as valid by all respondents

Total number of items in the instrument
As indicated in the Table 3.

Table 3: Content validity index of the instruments

Research instruments	Total number of items	Number of items rated as valid	Content valid index
Questionnaire	102	91	0.89

Table 3 shows that the content validity index of the questionnaires was 0.89 and the interview guide was 0.9. Since the content validity index was above 0.7 according to Amin (2005),

it implies that instruments are valid. The instrument was taken to be valid when the score of CVI obtained will be 0.7 and above (Polit & Beck, 2006).

Data Management

Data was coded and a database was created using the Statistical Package for Social Scientists (SPSS version 24) a computer program used to customize data entry process and analysis. The codes were designed based on a pretested standardized questionnaire. At the end of every day of data collection and before the data entry process, research assistant was tasked to edit data/fill questionnaires to check for possible errors, incompleteness, misclassification and gaps in the information obtained.

Data Analysis Plan

To achieve the first objective of this study, which sought to establish the remuneration of teachers in government aided secondary schools in Kasese District, mixed methods of data analysis were used. In this aspect, descriptive statistics such as mean, standard deviations, minimum and maximum scores were used to determine the extent of the use remuneration practices among teachers in government aided secondary schools in Kasese District. On the other hand, qualitative approach of data analysis particularly thematic content analysis was applied to present the findings on the existing remuneration packages for teachers in government aided secondary schools in Kasese District. In this objective, quantitative approach took precedent as qualitative approach came in to give back up and fill the gaps left by quantitative approach. The use of mixed approach in this objective was intended to obtain balanced findings on forms of remuneration for teachers in government aided secondary schools in Kasese District and this was achieved.

To achieve the second objective which sought to establish the level of teachers' performance in government aided secondary schools in Kasese District, both quantitative and qualitative approaches of data collection and analysis were applied. Quantitatively, descriptive

statistics in form of mean standard deviation; minimum and maximum scores were utilized to ascertain the magnitude of teachers' performance in government aided secondary schools in the area. On the other hand, qualitative data gathered through interviews with education stakeholders were thematically analyzed and presented using verbatim quotations.

To achieve the third objective, which sought to examine the relationship between remuneration and teachers' performance in government aided secondary schools in Kasese District, Pearson correlation and hierarchical linear regression were used to determine the relationship between the predictor variable (remuneration) and the outcome variable (Performance).

Gender, age and level of education were also factored in the model as covariates.

It was noted that during analysis incentives was considered as high and low, benefits as high and low, salaries as high and low for teachers

Quantitative Data Analysis

The quantitative data analysis consisted of numerical values from which description such as mean and standard deviations were made (Kombo & Tromp, 2006). The quantitative data collected were organized, numbered, coded and then entered using SPSS. Results from Linkert were coded from 1=Strongly Disagree, 2=Disagree, 3= Not Sure, 4= Agree and 5=Strongly Agree. Data from socio demographic characteristics was analyzed using descriptive statistics i.e., frequencies and percentages. Data on objective one and two, the former looking at remuneration and performance was also presented using descriptive statistics i.e., Mean, Standard Deviations, Minimum and Maximum scores. The third objective on the relationship between remuneration and performance of teachers in government aided secondary schools was analyzed and presented using inferential statistics in form of paired correlation and linear regression.

Qualitative Data Analysis

Analysis of qualitative data in the objectives of the study used content analysis where each piece of work answered in the interview schedule was thoroughly read to identify themes and where they belonged. Thematic content analysis involved condensing individual responses into similar themes and integrating them into interview schedule for easy analysis. In verbatim, the statements, comments or remarks of the respondents were recorded. This involved direct quotation of the words, statements or comments of the respondents. Interesting and relevant stories were captured and placed in a box or frame. The findings were summarized by getting and jotting down the frequency of responses of the respondents during the interviews on issues concerning remuneration and its effect on performance of teachers in government aided secondary schools in Kasese District. Qualitative Data Analysis saves time and is cheaper compared to other methods (Kombo & Tromp, 2006).

Parametric Analysis

We ran the normality tests on performance and remuneration using the Skewness/Kurtosis tests for normality test, it turned out not to be normal. We conducted tests for possible outliers in Performance and removed 24 observations that were 2 standard deviations from the mean performance, leaving us with 202 observations that we used for the analysis.

Ethical Consideration

Clearance

Permission and an ethical clearance to conduct the study were obtained from the Research Ethics Committee and Uganda National Council of Science and Technology (UNSCT), which is the body mandated to issue ethical clearance letters in Uganda. To go to the study area, an introductory letter from the University and other relevant offices was secured.

Informed Consent

An informed consent of the respondents was sought and made it known to them that their participation was voluntary and they were free to withdraw from the study at any time or free not to answer questions that they were not comfortable with. They were also informed of the main elements of the research project so that they could make autonomous decisions as to whether or not to participate. The best approach was to contact respondents directly and obtain their consent to participate. Each respondent was provided with a copy of an informed consent detailing the purpose, methods and intended possible uses of the research, what their participation in the research entailed and what risks, if any, are involved. After reading this copy of an informed consent, they were given a chance to ask questions to gain much insight on what the study was all about. It is from this background that they decided on whether to participate or not. Those who declined to consent were not taken negatively by the researcher. Those that accepted to participate would sign two copies of consent and remain with one as evidence for their participation in this study.

Confidentiality

In this study, participants' identity was protected and their integrity was respected. Information gathered during this study was kept strictly confidential. Findings from this study may be published provided the identity of the respondents will not be revealed.

Anonymity

In this study, participants were informed of their rights to participate in this study. They were assured that information given in this study was going to remain anonymous. During data collection, respondents' names were not written anywhere on their questionnaires. Instead, questionnaires were assigned codes for identification.

Respect for Privacy

Participants' privacy was accorded due respect whereby no name and school were written on the questionnaire and responses.

Balancing Benefits and Risks

Participants were informed of the aims, benefits and potential risks of their involvement in the research project. The study was not bringing direct benefits to respondents but it acted as an advocacy strategy to air out the gaps existing in remuneration in government aided schools. The participants were assured that their participation or information that they might provide was not be used against them or expose them to a risk of losing their jobs.

Honesty in Reporting

Research findings were reported in a complete and honest way, without misrepresenting any responses given or intentionally misleading readers and researchers interested in this study. For instance, all the secondary data included in this study was cited and referenced in acknowledgment of the authors.

Protecting Rights of the Participants

To build trust and confidence in the respondents, all the rights and the dignity of the study participants were observed. The respondents were informed that participation was voluntary and that they had the right to withdraw from the study at any time. The researcher made an undertaking to respect the rights of the respondents and participants, and the document remained the guiding principle in this respect during the research process.

Chapter Four: Presentation of Findings

Introduction

This chapter presents findings on the effect of remuneration on teachers' performance in Kasese District, Western Uganda. Having collected data from among teachers and education stakeholders in 25 government aided secondary schools of Kasese District. The study's first section dispenses the demographic findings in regard to the study participants, specifically those teachers who were subjected to questionnaire survey. While the second section presents findings on the forms of remuneration in government aided secondary schools, the third presents findings on the level of teachers' performance in government-aided secondary schools. The fourth then presents

findings on the relationship between remuneration and teacher performance in government aided secondary schools.

Characteristics of Participants

This presents a description of participants that include the education stakeholders; Teachers, prefects, Board of Governors, PTA, DEO and Inspectors of Schools, demographic characteristics.

Table 4.1: Characteristics of respondents (N=234)

Characteristic	Frequency	Percent
Gender		
Female	26	11.1
Male	208	88.9
Age		
18-30	24	10.3
31-40	110	47.0
41-50	63	26.9
50 and above	37	15.8

Marital status

Single	45	19.2
Married	186	79.5
Divorced	01	0.43
Widowed	02	0.87

Years of service less than 5 years

less than 5 years	24	10.3
5-10 years	86	36.8
11-15 years	66	28.2
16-20 years	27	11.5
above 20 years	31	13.2

Qualifications

Grade V	64	27.4
Bachelors	144	61.5
Post graduate	26	11.1

This study included 234 participants who included teachers from government aided secondary schools and education stakeholders in Kasese District. Result indicates that majority of the participants 208 (88.9%) were males whereas the minority 26 (11.1%) were females.

Results as well indicate that majority of the participants: 186 (79.5%) were married, 45 (19.2%) were single, 2 (0.87%) were widowed and 1 (0.43%) was divorced.

Additionally, the findings unveiled majority of the respondents: 86 (36.8%) as having spent a period between 5 to 10 years in the teaching profession, followed by 66 (28.2%) who had spent a period between 11-15 years in teaching whereas the minority 24 (10.3%) had spent less than five years in teaching profession.

Finally, on the characteristics, majority of the participants; 144 (61.5%) held bachelors' degrees in education, followed by 64 (27.4%) who were grade V (Diploma in Education

Secondary) whereas the least 26 (11.1%) had a master's level of education qualifications. For more information refer to findings as presented on Table 7.

Demographic Characteristics of Education Stakeholders

Characteristics of stakeholders indicate that out of three participants, two were males and one was female, all of whom were married, one with bachelor's degree, and another with a post graduate diploma and the other with a Master's degree. They have all been executing their duties for a time interval of not less than 15 years. For more information refer to Table 4.2.

Table 4.2: Demographic characteristics of educational stakeholders (N=3)

Participants' category	Sex	Age	Marital status	Education Level	Years of service
Area inspector of schools (1)	Male	54	Married	Post graduate diploma	34
District inspector of schools (2)	Male	49	Married	Master's degree	25
Area inspector of schools (3)	Female	38	Married	Bachelor's degree	17
Board of governors' member	Male	45	Married	Diploma	5
Board of governors' member	Female	49	Married	Bachelors	2
Board of governors' member	Male	58	Married	UACE	3
Board of governors' member	Female	41	Married	Bachelors	2

Board of governors' member	Male	60	Married	Certificate	66
PTA (1)	Male	44	Married	Bachelor's	6
PTA (2)	Male	52	Married	Diploma	2
PTA (3)	Female	47	Married	A'level	5
PTA (4)	Male	55	Married	Certificate	4
PTA (5)	Female	41	Married	Masters	10
Student leader (1)	Female	19	Single	Advanced level	4
Student leader (2)	Male	20	Single	Advanced level	
Student leader (3)	Male	21	Single	Ordinary level	
Student leader (4)	Male	18	Single	Ordinary level	
Student leader (5)	Female	18	Single	Ordinary level	
Student leader (6)	Female	18	Single	Advanced level	
Student leader (7)	Male	20	Single	Ordinary level	

The Remuneration of Teachers in Government Aided Secondary Schools in Kasese District
Table 4.3: Descriptive Statistics of remuneration

Variable	N	Mean	Std. Dev.	Min	Max
Remuneration Total Score	234	3	0.7	1.5	4

On a scale of 1 to 4, the mean remuneration score was approximately 3 with standard deviation of 0.7. The results from Table 4.3 show that the remuneration of teachers is relatively high as indicated by the mean of 3 which is close to the highest score of 5.

Level of Teachers Performance in Governance Aided Schools in Kasese District
Table 4.4: Descriptive Statistics of Performance

Variable	N	Mean	Std. Dev.	Min	Max
Performance, Total Score	234	4	0.2	3.5	4.7

On a scale of 1 to 5, the mean performance score was 4 with standard deviation of 0.2. The result on Table 4.4 indicates that the performance of teachers in Kasese district is relatively high as manifested by the mean of 4 which is close to the highest score of 5.

The relationship between remuneration and performance of teachers in government aided secondary schools in Kasese District

Table 4.5: Pair wise correlation Matrix

Variables	(1)	(2)
(1) Performance, Total Score	1.000	
(2) Remuneration, Total Score	0.706 (0.000)	1.000

Note: Values in brackets are the p-values

Remuneration had a statistically significant positive relationship with Performance ($r=0.706$, $p<0.001$).

Regression Model

Table 4.6: Association between Performance and Remuneration

	Performance Score					Sig
	b	S. E	p-value	95%		
				LCI	UCI	
Remuneration, Total Score	0.84	0.06	<0.001	0.724	0.96	***
Constant	12.14	1.7	<0.001	8.792	15.496	***

Note: b =Unstandardized coefficient, $S. E$ =standard Error, CI = Confidence Interval *** $p<.01$, ** $p<.05$, * $p<.1$.

The model is of good fit [$F(1,200) = 198.574$, $p<0.001$], Remuneration explains 50% of the variations in performance (Adjusted R squared = 0.50). For every unit increase in remuneration score, a participant's performance on average increases by 0.84 units. ($b=0.84$: 95%CI, 0.72 to 0.96, $p<0.001$). On average, a participant's performance was 12.14.

Qualitative Findings

Qualitative data was gathered from education stakeholders. In this regard, BOG representatives, students' leaders' representatives, Inspectors of Schools, the District Education Officer, BOGs and students' representatives were interviewed through in-depth interviews. From our interviews; salary, incentives, benefits, preparation, content delivery and assessment emerged as the major sub themes. The summary of findings from educational stakeholders' interviews is presented on Table 4.7.

Table 4.7: Summary of findings from educational stakeholders' interviews

Themes	Sub themes	Categories
Remunerations	Salary	Monthly basic salary
	Incentives	Marking allowances
		Remedial teaching allowances
		Supervision allowances
Benefits	Training	
	Accommodation	
Performance	Preparation	Timely scheming of work
		Lesson planning
	Content delivery	Use of appropriate teaching methods
		Use of teaching aids

Theme I: Remuneration

Results under this theme describe participants' views regarding different remuneration packages given to teachers in government aided secondary schools in Kasese District. From our interviews we found out that salary, incentives and benefits are the main remuneration packages given to teachers in these schools.

Sub Theme I: Salary

Like any other group of employees under Public Service of Uganda, teachers in government aided secondary schools in Kasese District schools are entitled to monthly salary.

Monthly Basic Salary

We found out that monthly salary is promptly paid on time to teachers and it is reasonable. However, Kasese District is among the hard-to-reach areas of Uganda and the worstcase scenario is that it was not gazetted by the Ministry of Public Service for their teachers to receive benefits for teachers of hard-to-reach areas. This implies that even when these teachers are paid promptly, their conditions of work make it hard for them to be motivated at work place:

These days, everything was streamlined, teachers' salaries are paid right on time. We only have a challenge that most areas in this district are hard to reach. It is unfortunate that our district and its workers were not considered in the hard-to-reach benefit scheme. (From a 54-year-old male Area Inspector of Schools).

In the same vein, one of the participants from among the members supplemented these views and was quoted verbatim herein:

The truth is that the government streamlined teachers' salary payments. Apparently, teachers receive their payments promptly and in real time. The challenge remains on adequacy but we hope, we will reach there (From a 45-year-old Male member of the board of governors).

Another view was from one of the PTA members who had this to say;

Unlike in the past where salaries used to delay, these days, the government improved its systems and teachers are paid on time. Irrespective of being a low pay compared to other professionals, teachers get their salaries on time. (From a 55-year-old male PTA member).

Theme II: Incentives

From the interviews, we found that there are incentives given to teachers during the course of their service as part of remuneration packages to enhance their performance. Results show that in some school teachers receive remedial teaching allowances, marking allowances and supervision allowances as presented herein.

Remedial Teaching Allowances

It was found that overtime allowances are not policy bound; however, different schools make different arrangements depending on their status to cater for their teachers. This was confirmed by one of the participants' who had this to say:

Actually, the government policy doesn't include overtime allowances for teachers. As you know these issues of working, schools choose to make special arrangements according to their sources. Apparently, schools arrange and collect money to supplement remedial teaching. In most cases, these funds are collected separately from the normal funds. They assign a teacher who is responsible for this kind of collection to ensure transparency. (From a 49-year-old male DIS, Kasese District).

The concern of overtime was also re-echoed by one of the representatives from the board of governors who had this to say:

We would wish to offer teachers overtime allowances, especially those who are engaged in remedial teaching because they exhibit a lot of sacrifice. However, we are constrained by lack of money to cater for this. The government doesn't have this arrangement in its plans and our parents are economically constrained. Even sending their children to school is a problem on its own. (From a 49-female member of Board of Governors).

Marking Allowance

We found that having collected some of the PTA funds, some schools use them to pay marking allowance and offer forms of incentives to teachers. This was raised by one of the educational stakeholders who was quoted in the following verbatim;

There are no standard allowances given to teachers apart from the normal monthly salary. However, different schools have different arrangements according to the PTA fee they collect from students.....depending on the socio-economic background of the school. For instance, Bwera Secondary school has the capacity to give marking allowances to teachers which is unlikely to schools in rural areas like Kyabarungira.

(From a 54-year-old male Area Inspector of Schools)

Supervision Allowances

Having collected PTA funds, some of these funds are allocated to supervision of teaching learning process by teachers. This was explained by one of the educational stakeholders who had this to say:

Much as these funds are meagre, but they are distributed equally to the key result areas, for instance supervision of examinations. However, it should be noted that these arrangements are limited to well off schools in urban setting. (From a 54-year-old male Area Inspector of Schools).

Sub-Theme II: Benefits

From the field, the researcher found that teachers in government aided secondary schools in Kasese District receive two kinds of benefits in some schools. These included trainings and accommodation as presented herein.

Training

Training was raised among the benefits got by teachers in government aided secondary schools in Kasese District. Different kinds of trainings are extended to teachers as emphasized by one of the stakeholders in the following verbatim:

For continuous CPDs, these have always been internally organized at school level, individual schools arrange their trainings internally. Nevertheless, on the national level, the policy does not provide for specific trainings, except for sciences which have regional arrangements by head teachers, whereby we have had programmes like FEM, ASSHU and SESEMAT. These have been specific for people such as Directors of Studies, head teachers, deputies and science teachers. In these arrangements, arts teachers have not benefited at all. (From a 54-year-old, male Area Inspector of Schools).

On the same issue of training, another educational stakeholder emphasized that trainings are organized in line with someone's line of specialization:

Trainings are organized in line with one's area of specialization. For instance, SESEMAT specifically targets science teachers. However, it remains the only programme we have in the region (From a 38-year-old, Area Inspector of Schools).

This finding was supplemented by one of the students' leaders who emphasized that they normally do SESEMAT examinations within the course of the term. This is an indication that there is an ongoing teachers' training in government aided secondary schools in Kasese District.

When our science teachers go for training, they return with exams called SESEMAT. We have been doing this, ever since I joined this school (From a 19-year-old male students' leader).

Accommodation

It was found out that most schools do not offer accommodation to teachers as most of them do not have sufficient infrastructure. A few of them, who try, provide cost sharing for some of these teachers. These findings are clearly explained in the following verbatim:

Most of the schools in Kasese District have no accommodation for teachers. For instance, we have schools in the remote mountainous areas of Mahango and Kyabarungira. When a teacher is posted in these areas, they have to survive on their own because even there are no trading centres around these schools. (From a 49-year-old, male DIS, Kasese District).

Regarding accommodation, one of the students' leaders revealed that most of their teachers do not reside at school and most of them rent in the nearby trading centres.

Its only three teachers who stay within the school premises. The rest are accommodated in the nearby trading centres. I am not sure whether the school management pays for this accommodation or not (From an 18-year-old students' leader).

To the contrary, from a PTA member at a certain school, we found out that they had sufficient accommodation for teachers. In his words, he had this to say;

We are among the few lucky schools in Kasese with accommodation in school. I know you found the staff room full of teachers marking midterm exams. This is not common in most schools here in Kasese, most have no accommodation. This explains why we are among the most performing schools in the district and the region. Because teachers reside near and they have no excuse relating to absenteeism. (From a 52-yearold male PTA member).

Theme II: Performance

Results under this theme found out that teachers' performance in government aided secondary schools is determined in three dimensions of preparation, content delivery and assessment as presented herein.

Sub-Theme I: Preparation

From the interviews, the researcher found out that timely scheming of work and lesson planning are the most important features for preparation in the teaching and learning process as presented herein;

Timely Scheming of Work

It was found out that most teachers do not prepare schemes of work, even the few who try, prepare one set and use it continuously for many years. On this issue, one of the educational stakeholders had this to say:

From our observation, we have come to understand that most teachers in secondary schools do not prepare schemes of work. The few who try, just prepare one set and use it for three to five years. (From a 38-year-old, female Area Inspector of Schools).

On the issue of schemes, one of the PTA members shared her view as presented herein;

These days, we are in a computer world, these teachers go to Kasese town and get already made schemes of work and presented them to either head teacher or Director of Studies depending on the school arrangement. This was not the case in previous years.

I am not sure whether the current schemes of work, which are obtained from these computerized stationaries still serve the same purpose as the ones of our years. (From a 47-year-old female PTA member).

Lesson Planning

It was found that there is hardly any willingness to lesson plan among secondary school teachers. Most teachers prefer to use lesson notes as opposed to lesson plans. This view was emphasized by one of the educational stakeholders who had this to say:

Most teachers, if not all, do not carry out lesson planning. They have what we call lesson notes which have turned into “yellow notes.” This is because, someone who prepared notes in 2015, is still referring to the same material up to the present. Me I call them yellow notes because the book, changed the colour from white to yellow...they don't make research to adjust with the changing trends. (From a 38year-old female, Area Inspector of Schools).

On the same point, one of the students' leaders was quoted emphasizing the use of lesson notes during the teaching learning process:

I am not aware about the issues of lesson plans and how our teachers use them. What I know and I have always seen, our teachers have lesson notes and it where they teach us from. For instance, a teacher of geography or history mainly depend on this book as the only source of information for the time I have been in school. (From a 20-year-old female students' leader).

Sub-Theme II: Content Delivery

From the findings, the researcher found that content delivery is an important dimension for teachers' performance in secondary schools. Content delivery was found to be manifested through the use of appropriate teaching methods and the use of teaching aids as presented herein;

It is in science subjects like chemistry, biology, physics and agriculture where teachers emphasize the use of teaching aids. We are normally taught from the laboratory setting. We may have other issues of passing these subjects but the teaching-learning process is always unique compared to arts subjects (From A 21year-old students' leader).

Use of Appropriate Teaching Methods

The research out that most teachers try to use various teaching methods while executing lessons since its necessary and they cannot do away with them. This was emphasized by one of the stakeholders who had this to say:

Most teachers try to use various teaching methods while executing lessons. This is because a lesson is one of the aspects that these teachers tend to respect, they can't dodge it, even if they would so wish.... (From a 49-year-old male, District Inspector of Schools).

The Use of Teaching Aids

It was found out that the use of teaching aids varies from one subject to another and most of them do adequately use them. This was expressed by one of the educational stakeholders who was quoted in the following verbatim.

When it comes to the use of teaching aids, a teacher comes with one or two apparatuses, stands before the class and you find others fidgeting to observe what he/she is trying to explain. Really, on the use of teaching aids, I find it problematic in most of our government aided secondary schools. (From a 49-year-old male, District Inspector of Schools).

On the same view, another participant was quoted expressing the following views on teachers' use of teaching aids in government aided secondary.

What I have observed is that science teachers and those of languages have tried to use teaching aids but those of arts are better in the use of teaching aids. (From a 38-yearold female, Area Inspector of Schools).

Sub-Theme III: Assessment

In this study, assessment was another key indicator of teachers' performance in government aided secondary schools of Kasese District. It was recorded in terms of routine assessment and keeping of students' records.

Routine assessment

It was found out that assessment of students varies from subject to subject. Teachers who teach science subjects and languages were found to do routine assessment compared with those of arts subjects. This was confirmed by views from one of the participants who was quoted in the following verbatim:

There are specific subjects where assessment is optimum such as mathematics, English and a few of other science subjects. Most of other arts teachers, only dictate notes and wait for examinations for example history. (From a 54 year old male, Area Inspector of Schools).

On the same issue, one of the students' leaders supplemented the above findings expressing the following views:

Apart from mathematics and English language, the rest of the subjects are not routinely assessed. Teachers come and teach as we wait for mid and end of term examinations to be assessed. (From a 19-year-old female student)

Keeping of Students' Records

Findings show that students' marks are some of the most important records kept after assessment. This is consisted with views raised by one of the educational stakeholders who had this to say:

Those who do routine assessment and those that do not do routine assessment, at the end of the day, students will do examinations. All teachers are obliged to keep records and make end of term report for every student. It is from such records that the performance of both teachers and students is determined. (From a 49-year-old male, District Inspector of Schools).

On keeping students' records, one PTA member revealed that the change in curriculum has necessitated the efficient record keeping in schools. On this issue she was quoted verbatim as presented herein;

The current curriculum where a learner is supposed to undergo continuous assessment from Form 1 up to Form 4, keeping of records is now compulsory. Previously, UNEB would only consider the final exams done at the end of Ordinary or Advanced Level. Today, things have changed, every class activity from Form 1 to Form 4 is compulsory. This has opened the eyes of the teachers to put much focus on keeping records but also improve on continuous assessment. (From a 41-year-old female PTA member).

Chapter Five: Discussion

Introduction

This chapter presents a discussion of findings on the remuneration and performance of teachers in government-aided secondary schools in the Kasese District. The discussion draws inferences regarding the present findings and the previous research conducted by other scholars about objectives studied such as the remuneration of teachers in government aided secondary schools, exploring the extent to which teachers are satisfied with remuneration in governmentaided secondary schools, level of performance and examining the relationship between remuneration and teacher performance in government-aided secondary schools in Kasese District. The chapter highlights the main conclusions; the researcher's contribution to the body of knowledge, recommendations, and areas for furthers research. The section includes major thematic areas of the remuneration of teachers, level of teachers' performance, and the relationship between remuneration and teachers' performance in government-aided secondary schools.

The remuneration of teachers in government aided secondary schools

From the findings, we established that the remuneration of teachers in government aided secondary schools in Kasese district is relatively high. This is explained by the mean score above 50% from all the participants in this study. Some of these remuneration practices included salary, overtime allowances, accommodation, and appreciation among others. The findings from this study are in agreement with the study by Zikanga et al (2021) who conducted a study on remuneration and job performance of teachers in government aided secondary schools in western Uganda and found that remuneration was moderate. In their study, some of the remuneration looked at included monthly salary, remedial teaching allowances, accommodation, training opportunities, and recognition among others. These were highlighted among the supportive elements that motivate teachers to perform their jobs.

To the contrary, the study by Didit and Nikmah (2020) and Putra et al. (2017) all the other studies reported that pay had an insignificant relationship with employee work engagement. Such studies seem to suggest that there is more to remuneration than payment and extrinsic motivation. In our study, we bundled remuneration to include both monetary and none monetary incentives. The research gap herein lies in the fact that we did not move along to measure the two dimensions from a separate angle.

Level of teachers' performance in government-aided secondary schools in Kasese District

This section of the study sought to assess the levels of performance among the teachers in government aided secondary schools. From the study, we found out that curriculum, lesson review, lesson objective, methods aids, assessment, exam performance, cooperation, following policies and improving knowledge measure performance well since on average, the respondents agreed with these statements as good measure of performance.

These findings are in line with Armstrong and Cummins (2009) who relay that to provide a quality learning experience for learners, teachers must prepare to teach, utilize teaching aids and methods and perform excellent assessment strategies. Armstrong and Cummins (2009) further delineate the responsibilities and characteristics of the 21st century committed teachers as matching instructions and programmes to learner's characteristics, conducting task analysis to identify an appropriate beginning point, and a logical sequence for instruction, specifying learning intentions. Lessons should be well prepared to suit the learners' capabilities and interests and they must stimulate learners to want to learn the new information. Preparation to teach is a pre-requisite for any professional teacher at all costs and it is done ever and always. In the same vein, Bennell (2004) contends that teacher performance connotes the teacher's role of teaching students in class and outside the class, spelling out the key aspects of teaching like the use of instructional materials, teaching methods, regular assessment of students, making lesson plans, assessment of pupils, conducting of fieldwork, teachers' participation in sports, attending school assembly and guidance and counseling.

In this regard, the performance of teachers in government-aided secondary schools in the Kasese District was found to be compromised by inadequate remuneration such as limited accommodation, feeding, and inadequate overtime allowances. A significant number of schools never accommodated teachers while others never had any teachers' quarters at all. It was found out that the few schools which had accommodation were the same schools which give allowances and are the same schools which provide feeding to the teachers and they rank high in terms of teachers' performance and their overall performance. The rural schools which have no accommodation for teachers and food allowances for teachers were found to have low levels of teachers' performance characterized by absenteeism and overall poor performance in terms of school rankings in the district. These schools were mainly in the rural highlands of Kasese District which are hard to

reach. The teachers there find the working conditions unbearable and difficult to manage, which makes it almost impossible for them to prepare schemes of work, lesson plans, use teaching aids and vary methods as well as effective assessment of learners.

The study found that the level at which teachers do schemes of work and lesson planning is still low and this was raised by educational stakeholders through in-depth interviews. Most teachers were found to be dependent on lesson notes in the teaching and learning process. This casts balance on whether teachers' performance is up to the required standard as set by the Directorate of Educational Standards in the Ministry of Education and Sports. Most teachers who participated in this study revealed that they only prepare schemes of work during the whole holidays and do not do lesson planning during teaching as the term is going on. In addition, they asserted that assessment is not routine in most subjects particularly arts subjects. A few teachers who do routine assessments were found to be those teaching Languages and some science subjects. This waters down the fundamental principle of integrating teaching methods as teachers now focus on assessing learners to attain good grades as opposed to understanding the subject matter. These findings are in agreement with Neema-Abooki (2016) who puts that when learning objectives and assessments are misaligned, many students will focus their efforts on activities that will lead to good grades on assessments rather than focusing their efforts on learning what we believe is significant. The relationships of these variables (teaching, learning, and assessment) largely depend not only on the teacher's knowledge, skills, and values but equally greatly on many other factors as observed in the preceding model.

It is worth noting that the awards were offered on merit, hence the most performing teachers had the most awards forming the grounds for stiff competition among teachers which ultimately improved the general teachers' performance. Cases were cited especially on awarding remedial teaching allowances, which is the most common form of remuneration given to teachers in

government-aided secondary schools in the Kasese District. Other instances were cited in assessment bonuses particularly marking of the end of term examinations where teachers received some allowances. This points to the fact that in an event that allowances for teachers are increased and given on merit, there is a high likelihood that performance will increase in these schools. These findings are in line with Horner (2009) reveals that remunerations are an important tool for encouraging appropriate behavior as well as preventing the encouragement of behavior that is not appropriate. Most schools reported various categories of monetary gains including remedial teaching allowances, marking allowances, supervision allowances among others. This implies that there is no homogenous policy regarding the remuneration of teachers in government-aided secondary schools in Uganda.

The study found out that there was a discrepancy in the performance of teachers from school to school. The situation was visible especially when it came to the rural-urban divide in the district. For instance, schools in urban centers like Kasese Municipality and Bwera town council where parents have improved socioeconomic backgrounds were better off in terms of teachers' performance compared to teachers in government-aided secondary schools of Kyabarungira, Buhuhira, and Maliba Sub Counties which are in hilly remote areas of Kasese. The parents in those areas are economically disfranchised to the extent that they cannot support these schools. Ironically, Kasese District is not considered among hard-to-reach areas of Uganda where teachers are given special considerations. Such schools have no teachers' houses and the general infrastructure of the schools is in a "sorry state." This greatly contributes to the discrepancy in the performance of teachers in government-aided secondary schools in Kasese District between the urban and rural settings.

In regard to schemes of work, we found out that majority of the teachers were no longer doing schemes of work and or use them during the teaching learning process. These findings were

collaborated by the study by Zikanga et al (2021) who conducted a study in Southwestern Uganda on remuneration and job performance of teachers in government aided secondary schools. The findings expressed low interest in doing schemes of work in this region, many teachers in secondary schools in Uganda hardly prepared schemes of work and lesson plans; and neither conducted sufficient practical lessons or gave time for remedial classes to academically weak students (Malunda, Onen, Musaazi & Oonyu, 2016). These kinds of pedagogical practices led to poor performance of many students in the national examinations year after year (Zikanga et al., 2021). The teachers were found to have adopted the none professional standard of using lesson notice and teaching directly from the textbooks. Future studies need to focus on the extent to which this approach affect the learners' competence and overall performance in various subjects.

The relationship between remuneration and teachers' performance in government-aided secondary schools in Kasese District

From the findings, we found that there is a significant positive correlation between remuneration and performance of teachers in government aided secondary schools in Kasese District. The findings show that any positive change in remuneration results into improved performance of teachers from different aspects.

These findings are in agreement with previous findings by Waspodo (2013), who conducted a study in Kenya on remuneration and teachers' performance in public secondary schools, and found out that there is a need for teachers' salaries to be increased to enable their performance to rise. This is an indication that salary has a strong link with how teachers perform their duties in schools. Therefore, secondary schools need to improve and increase teachers' salaries in expectation of better performance.

Babagana and Dungus (2015) share the same opinion by noting that poor performance of schools in Uganda, in general, has been documented to be the result of poor teacher remuneration.

However, in schools where remuneration is on equitable grounds based on performance indicators of individuals, it derives attraction, participation, commitment, and improved performance, meaning therefore that as the teachers' remuneration is improved automatically, performance improves; it is obvious therefore that as the teachers' remuneration retards, the performance also worsens.

These findings are shared by yet another study carried out in Uganda by Okoth (2018) on motivation and performance of health workers in which it was found that nurses in Uganda have been agitating for increased salaries to be motivated to work hard and execute their duties. In the teaching-learning process, there is preparation for teaching, delivery, and assessment of students which stands at the core of teachers' performance in secondary schools in Uganda. In the earlier findings by Dane (2010) in the study conducted in Malawi, he postulates that there will be higher teacher turnover in schools where there are low salaries and this greatly compromises their performance. Fortunately, he goes further to say that, happy teachers are better teachers and their performance is higher because their turnover is low. This is supported by Idress (2020) who stated that salary, training, and motivation have a positive relationship with job performance, but salary has a stronger relationship with job performance than training and performance. In the present study in Kasese District among government-aided secondary schools, it was found out that much as teachers earn a prompt salary, other remuneration packages which come alongside this salary are still very significant in influencing their performance. This was noted, where it found a disparity between rural and urban schools where the latter offer better remuneration packages such as marking and overtime allowances, accommodation, and food allowance which attract committed and good teachers as opposed to rural government-aided secondary schools.

Findings further concurred with Cole (1997) who emphasizes that the provision of stable monetary rewards contributes to employee commitment high job performance and stability on the

job. On this view, Armstrong, and Taylor, (2020) identify those monetary rewards have a powerful effect on freedom from worry, fear, and condemnation by the organization environment because with fair monetary rewards adjusted to employees, their basic needs are accessible and their levels of commitment will rise. Financial rewards according to Armstrong and Taylor (2020) may also include employee benefits expressed in monetary terms like sick pay, insurance, company cars, and other "perks". They comprise elements of remuneration additional to the various forms of cash payment.

Incentives such as overtime allowances, marking allowances, and food allowances were found out to be inadequately given to teachers in government-aided secondary schools in Kasese District even when they were statistically significant with teachers' performance in these schools. It was found out that schools which tried to have such incentives in place experienced higher performance compared to schools that had no such incentives. This is an indication that the provision of incentives to teachers in government-aided secondary schools is closely linked with their performance. These findings concur with Hoxby and Leigh (2004) who stated that one potential method to increase students' achievement and improve the quality of individuals selecting teaching as a profession is to provide teachers with financial incentives based on students' achievement. In the same stance, Mbwana (2015) described yet another kind of incentive, and perhaps the most common, being salary differentials and other monetary benefits. Differences in salary and overall compensation exist between teachers and non-teachers, and among teachers themselves.

The study found out that there is an association between remuneration and performance of teachers in government-aided secondary schools in Kasese District. This goes hand in hand with prior findings by Singh, et al., (2015) who expressed that teaching is probably one of the few professions where most of what is taught during formal schooling are applicable on the job. Despite

this, teachers like other employees are not always prepared for the changing demands of work. This presents an important justification for ongoing teacher training during their professional practice. Gone are the "chalk and talk" newly replaced by teaching with the use of technology. Subroto (2013) in resemblance reported that most teachers in the classroom who are considered experienced would have completed formal teacher training at least ten years ago.

Research has shown that these teachers are more productive as a result of years of experience (Barbra, 2018). However, technology is constantly changing and effectiveness depends on being up to date with changes in the demands of the job (Polk, 2006). It may well be the case that while these more "productive teachers" are knowledgeable of the content and methodologies, the new learner demands a teaching methodology that is steeped in technology.

In incoherence to the preference of technological update, Heinz (2015) attests that the teacher of ten years ago would not have been exposed to or taught the application of the content or method to current technology. A cursory glance at the curriculum in teachers' colleges and universities may disclose that using the latest technology is not currently being taught either. The acquisition of the skill would then not be left up to individual teacher initiative; neither would the benefit be limited to classes taught by the individual teacher, but by the entire school and teaching staff. Though training was found to have a lot of influence on teachers' performance in government-aided secondary schools in Kasese District, only science teachers were receiving formal and well-known kind of training referred to as SESEMAT.

Not only did the findings reveal that overtime allowances, recognition, supervision, and food allowances are inadequate and unsatisfactory, but also that Teachers' accommodations are either uncondusive if available or inadequate and, teachers are not recognized for exceptional performance in government-aided secondary schools in Kasese District. In full support of this is Barbara (2018) who found out that non-monetary remuneration packages have a significant

relationship with teachers' performance in secondary schools; attesting those poor conditions in accommodation make it more difficult for teachers to deliver an adequate education to their students. On the same view, Namara and Kasaija (2016) indicate that employees who are unsatisfied with their jobs had many absenteeism rates according to their study findings. This is possible because when teachers are unsatisfied in terms of earning, they will likely engage in other economic activities to close the economic gap left by meager salaries earned from teaching. They will give little time to teaching and develop the vices of absenteeism and classroom dodging. This affects their performance in terms of teaching since they will give little time to school as well as students.

Findings show that characteristics of teachers such as gender, age, and education levels were insignificant predictors of their performance in government-aided secondary schools in Kasese District, however, they were positively associated according to the regression model herein. These constructs were found to influence teachers' performance in one way or the other but their contribution was insignificant. These findings are consistent with Iheanacho (2002) who argued that teachers with higher education qualifications are more effective than those with lower qualifications and that skilled teachers with some additional skills are more productive than the unskilled. He further reports that when an individual opts to obtain an additional qualification, his rate of return at a particular level is raised. He proved this by comparing the performance of secondary school learners and University graduates. Therefore, teachers with higher qualifications are expected to be more productive, all things being equal, especially as they earn more. They also see themselves as experts in their areas of specialization.

Conclusions

The findings in this study are presented in sections purposely to justify the study objectives as presented herein:

The remuneration of teachers in government-aided secondary schools in Kasese District

It can also be concluded that the remuneration of teachers such as salary, overtime allowances, accommodation, food allowance and appreciation was above the average as reported by the respondents from this study. However, the remuneration of teachers varied from school to school, save for monthly salary which is uniformly paid by the Government of Uganda.

Level of teachers' performance in government-aided secondary schools in Kasese District

This study found out that the performance of teachers in government aided secondary schools in Kasese district was above the average. From the qualitative aspect, it was found teachers were performing well in lesson planning and students' assessment, however, teachers were no longer interested in doing schemes of work.

The relationship between remuneration and teachers' performance in government-aided secondary schools in Kasese District

From the findings, we found that there is a significant positive relationship between the use of remuneration practices and performance of teachers in government aided secondary schools in Kasese District. It was established the use of remuneration practices positively influences teachers' performance by 50%, indicating that another 50% is attributed to other factors beyond remuneration.

The present study perfectly aligns with the expectancy theory which rides on a notion that remuneration influences performance of teachers and other employees in that category. Expectancy theory is supported by a myriad of research studies done on remuneration and performance of teachers and other employees in that category. To this effect, remuneration seems to have a grip on performance of teachers in government aided secondary schools in Kasese contribution an influence of to 50%.

The findings from both quantitative and qualitative approaches are rhyming with each other, explaining the significant contribution that remuneration play in the performance of teachers in government aided secondary. The study further rhymes with other studies done in Uganda, the region and the rest of the world.

Recommendations

The study found disparities in benefits and incentives in reflection of the socio-economic backgrounds of the schools. In this regard, most rural secondary schools in Kasese District are situated in economically deprived, hard-to-reach mountainous areas, yet Kasese District is not considered among hard-to-reach areas as per the public service standards. This raises concern that there is a need for district categorization to be rectified by the people responsible at the Ministry of Education and Sports as well as the Ministry of Public Service.

The study found that accommodation plays a huge role in influencing the performance of teachers in government-aided secondary schools. However, a significant number of teachers are not accommodated by schools since they do not have adequate staff quarters, and this calls for government intervention to address this challenge.

Another challenge was cited on the failure of teachers to do lesson planning and schemes of work as part of teachers' preparation to teach. This calls for strict supervision on the side of head teachers and inspectors of schools if this habit is to be curbed.

Policy Recommendations

It can also be recommended that there is need by government of Uganda under Ministry of Education and Sports together with the Public Service Ministry need to consider Kasese district as a hard to reach since more than 70% of its area is hard to reach. This will help to increase the remuneration packages of the teachers in the area and sort the discrepancies therein.

In addition, the school management can improve on the welfare of the teachers by giving them break tea and lunch plus where to sleep since this can enable them stay longer at work and be in position to extend the service to students and answer their different questions and this will improve the welfare of the staff and the overall performance of the teachers among Kasese secondary schools and the entire country of Uganda.

Policies in line with increasing the budget of welfare of the teachers can be passed by the parliament of Uganda which can increase the teachers' remuneration and this will increase the overall performance of the teacher

Researcher's Contribution to the Body of Knowledge

This study is to establish the relationship between remuneration and teachers' performance in government-aided secondary schools in Kasese District. Before this study, none of the studies had looked at the influence of remuneration on the performance of teachers in government-aided secondary schools in the Kasese District. This study examined the level of remuneration of teachers, the level of teachers' performance, and the relationship between teachers' performance in government-aided secondary schools in the Kasese District. The empirical findings in this study are a contribution to the existing body of knowledge in the disciplines of human resources management in education. The findings have provided new empirical affirmation to the literature on remuneration and teachers' performance in general. The empirical findings affirm the expectancy theory assumptions on remuneration and performance. Publications from the findings of this study will create a reference point for academicians, managers, and policymakers in both government and the private sectors. This study is therefore important to academicians in the fields of management, education, and public administration. This study also makes a generous contribution in guiding the linkage of performance to the management of teachers' accommodation, feeding, allowances, and training in government-aided secondary schools in the Kasese District.

The empirical findings of this study may, and is meant to guide head teachers, DEOs, DISs, and DES members in Kasese District to devise means of improving the performance of teachers in government-aided secondary schools in Kasese District.

Limitations of the study and areas for further research

This study used small data from secondary school teachers in government-aided secondary schools in a single district of western Uganda that is, Kasese District. Even though this data set helped to generate findings of remuneration and performance of teachers in government-aided secondary schools in Kasese District, this limits the chances of generalizability on the entire population of teachers in the whole country. Future researchers may have to focus on improving these weaknesses in pursuing similar research agenda.

Also, this study used a cross-sectional research design; hence, one may not be entirely convinced by the proposed interpretation of the results. For instance, the hypothesis is interpreted that there is a positive significant relationship between benefits and performance of teachers. However, this interpretation may be treated as speculative to some extent even when the model upholds it. To investigate with more rigor, a longitudinal study must be conducted. Or, one may have to do the same analysis to the two different groups: those units rated highly at previous term and those rated lowly at previous term.

Further to this, this study used the whole data set generated from different schools with diverse socio-economic factors. Of course, analyzing this aggregate data will provide the conclusion applicable regardless of differences that may be influenced by diversity. However, on the flip side, it also precludes examining how the school-level differences influence the effect of remuneration on teachers' performance. Hence, the author recommends that future researchers

collect the data about school-level characteristics and examine how these factors affect the remuneration and performance of teachers in government-aided secondary schools.

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Appendix A: Questionnaire for teachers

Dear Respondent, my name is Chrispo Maali, a student at the Bishop Stuart University. I am carrying out research on **Remuneration and Performance of teachers in Government Aided Secondary Schools in Kasese District** in Fulfillment of the requirements for the award of the of Doctor of Philosophy in Development Management. The tool used (questionnaire) is divided into sections which are of interest to the study. In case of any clarification, you are free to contact the researcher. I'm therefore seeking your assistance to fill the questionnaires attached. The information obtained will be kept with a high level of confidentiality and is for academic purposes. Anonymity will be highly observed and only aggregate results will be presented.

Thank you in advance for your participation.

Section A: Demographic Data

Tick what is applicable (√).

1. Please indicate your gender (a) Female (b) Male

2. What is your age bracket?

a. 18-30 years b. 31-40 years c. 41-50 years d. Above 50 years

3. What is your period of service in teaching?

- (a) Less than 5years (b) 5-10 (c) 11-15 years
 (d) 16-20 years (e) more than 20years

4. Which subjects do you teach?

- (a) Science (b) Arts

Section B: Remuneration in government aided secondary schools

Tick what is applicable (√)

Key: 5= Strongly Agree, 4= Agree, 3= undecided, 2= Disagree and 1=Strongly Disagree **Section B: The Use of Remuneration**

S/N	Statement	1	2	3	4	5
RM01	I feel appreciated when I think about the remuneration that I get for my job					
RM02	I am assured of remuneration increment with time					
RM03	The remuneration I get reflects my experience					
RM04	I am remunerated promptly at the end of every month					
RM05	The remuneration I get is equitable compared to my fellow teachers					
RM 06	The remuneration I get is competitive compared to what other teachers get in other schools					
RM 07	I receive overtime allowances to supplement my salary					
RM 08	We are provided with accommodation as part of remuneration					

Section C: Performance of teachers in government aided secondary schools

S/NO	Statement	1	2	3	4	5
TP01	I make schemes of work at the beginning of the term					

TP02	I follow the prescribed curriculum while teaching					
TP03	I make review of the previous lessons at the start of every lesson					
TP04	I make the lesson objectives clear to the students					
TP05	I use appropriate teaching methods					
TP06	I use appropriate teaching aids in class					
TP07	I monitor students learning through provision of assessment					
TP08	Students score highly in my subject					
TP09	I use collaborative teaching methods					
TP10	I use teaching aids where applicable					
TP11	I provide feedback to students every after an assessment					

Appendix B: Interview guide for Education Stakeholders

Dear Respondent, my name is Chrispo Maali, a student at the Bishop Stuart University. I am carrying out research on **Remuneration and Teachers' Performance in Government Aided Secondary Schools in Kasese District** in Fulfillment of the requirements for the award of the of Doctor of Philosophy in Development Management. The tool used (Interview Guide) seeks to obtain information about remuneration and performance of teachers in government aided secondary schools in Kasese District. The information obtained will be kept with a higher level of confidentiality and is for academic purposes. Anonymity will be highly observed and only aggregate results will be presented.

1. How old are you?
2. What is your period of service in teaching?
3. What is your level of qualification?
4. How many governments aided secondary schools are in Kasese District?
5. What do you have to say about teachers' remuneration systems in Kasese District?
6. In your opinion, do teachers' remunerations in this district have any influence on teachers' performance in government aided secondary schools?
7. How do you rate the level of teachers' performance in Kasese District?
8. What do you think can be done to improve remuneration practices as a means to improve teachers' performance in secondary schools?

Thank you for your time and cooperation

Appendix C: Introductory Letter

BISHOP STUART UNIVERSITY

P.O.BOX 9 MBARARA

Tel: 0701477444

Mob: 0772-320618

pgd@bsu.ac.ug/info@bsu.ac.ugWebsite: www.bsu.ac.ug

DIRECTORATE OF GRADUATE STUDIES, RESERCH & INNOVATIONS

10th Feb 2020

To Whom It May Concern,

Dear Sir/ Madam,

INTRODUCTORY LETTER FOR MR. MAALI CHRISPO

This is to introduce to you Mr. Maali Chrispo a Student of Bishop Stuart University doing PhD in Development Management under Reg. No; 16/BSU/PhD-DM/002 who is conducting his PhD in kasese District.

His research topic is; Remuneration and performance of teacher in Government Aided Secondary School in Kasese District, Western Uganda.

Any assistance rendered to him is highly appreciated.

Yours faithfully,

Assoc. Prof. Atukunda Gershon
 Director, Graduate Studies, Research & Innovations
 BISHOP STUART UNIVERSITY



Appendix D: REC Approval


MBARARA UNIVERSITY OF SCIENCE AND TECHNOLOGY

P.O. Box 1410, Mbarara Uganda. Tel: +256 485433795; Fax: +256 4854 20782

RESEARCH ETHICS COMMITTEE

 E-mail: sec.rec@must.ac.ug

Ref: MUREC 1/7

Date: January 3, 2020

 Mr. Maali Chrispo
 Postgraduate student

Re: Submitted proposal on "Remuneration and performance in government Aided Secondary Schools in Kasese District"13/11-19

 Type: Initial Application
 Protocol Amendment
 Letter of Amendment (LOA)
 Continuing Review
 Material Transfer Agreement
 Other, specify: _____


Reference is made to the above protocol which was resubmitted to the Research Ethics Committee for reconsideration and approval.

It is noted that you have addressed all the concerns earlier raised by the Committee.

 I am pleased to inform you that your study has been approved for a period of one year from **January 3, 2020 up to January 2, 2021.**

As Principal Investigators of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the REC for review and approval **prior** to the activation of the changes. The REC application number assigned to the research should be cited in any correspondence.
3. Reports of unanticipated problems involving risks to participants or other must be submitted to the REC. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for REC review.
4. Only approved consent forms are used in enrolment of participants. All consent forms signed by subjects and/or witness should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Regulations require review of an approved study not less than once per 12-month period. **Therefore, a continuing review application must be submitted to REC eight weeks prior to the above expiration date of January 2, 2021 in order to continue the study beyond the approved period.** Failure to submit a continuing review application in timely fashion may result in suspension or termination of the study, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.

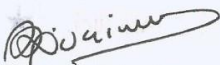
 e-mail: sec.rec@must.ac.ug, website: <http://www.must.ac.ug>

6. You are required to register the research protocol with the Uganda National Council for Science and Technology (UNCST) for final clearance to undertake the study in Uganda.

The following is the list of documents approved in the application:

Document	Language	Version
Proposal	English	2
Data Collection Tool	English	January 2020
Consent form	English	January 2020

I wish you all the best.


Dr. Francis Bajunirwe
CHAIR,
MUST RESEARCH ETHICS COMMITTEE



Appendix E: Authority letter from Chief Administrative Officer, Kasese District

Telephone Contacts

General Office...+256 392 888974
 CAO +256 772 330877
 D/CAO +256 586 116
 ICT Officer.....+256 776 003 248
 Website.....www.kasese.go.ug
 Email..... cao@kasese.go.ug
 CAO..... maggreyk@gmail.com
 D/CAO..... samsenku@yahoo.com



**KASESE DISTRICT LOCAL GOVERNMENT
 OFFICE OF THE CHIEF ADMINISTRATIVE OFFICER
 P. O. BOX 250
 KASESE
 UGANDA**

Date: 3rd March 2020

In any correspondence on this subject please quote... CR/105/6

The District Education Officer

The District Inspector of Schools

The Area Inspector of Schools

All Secondary school head teachers

All Secondary school teachers

Dear Sir,

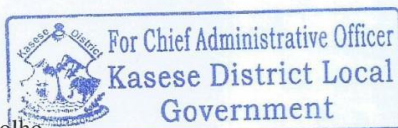
PERMISSION TO CONDUCT RESEARCH IN KASESE DISTRICT

I am writing to notify you that Mr. Maali Chrispo, has been allowed to carry out research in Kasese District. He is a PhD student of Bishop Stuart University researching on **Remuneration and teacher performance in government aided secondary schools in Kasese District**. Kindly provide him with the necessary information required.

Hoping for considerations

Yours,

Bwambale Alice Thabulhakyolho



For. CHIEF ADMINISTRATIVE OFFICER

Appendix F: UNCST approval



Uganda National Council for Science and Technology
(Established by Act of Parliament of the Republic of Uganda)

Our Ref: SS512ES

21 December 2020

Chrispo Maali
Bishop Stuart University
Mbarara

Re: Research Approval: Remuneration and Performance of Teachers in Government Aided Secondary Schools in Kasese District, Western Uganda

I am pleased to inform you that on **21/12/2020**, the Uganda National Council for Science and Technology (UNCST) approved the above referenced research project. The Approval of the research project is for the period of **21/12/2020** to **21/12/2021**.

Your research registration number with the UNCST is **SS512ES**. Please, cite this number in all your future correspondences with UNCST in respect of the above research project. As the Principal Investigator of the research project, you are responsible for fulfilling the following requirements of approval:

1. Keeping all co-investigators informed of the status of the research.
2. Submitting all changes, amendments, and addenda to the research protocol or the consent form (where applicable) to the designated Research Ethics Committee (REC) or Lead Agency for re-review and approval **prior** to the activation of the changes. UNCST must be notified of the approved changes within five working days.
3. For clinical trials, all serious adverse events must be reported promptly to the designated local REC for review with copies to the National Drug Authority and a notification to the UNCST.
4. Unanticipated problems involving risks to research participants or other must be reported promptly to the UNCST. New information that becomes available which could change the risk/benefit ratio must be submitted promptly for UNCST notification after review by the REC.
5. Only approved study procedures are to be implemented. The UNCST may conduct impromptu audits of all study records.
6. An annual progress report and approval letter of continuation from the REC must be submitted electronically to UNCST. Failure to do so may result in termination of the research project.

Please note that this approval includes all study related tools submitted as part of the application as shown below:

No.	Document Title	Language	Version Number	Version Date
1	Informed Consent Forms	English	1	02 January 2020
2	Copy of tools	English	1	03 March 2020
3	Project Proposal	English	1	
4	Approval Letter	English	1	2020-01-02
5	Administrative Clearance	English	1	2020-01-02
5	Curriculum vitea for Assoc. Prof. Adrian Mwesigye	ENGLISH	VERSION 1	06 November 2020
6	Curriculum vitea for Dr. Herbert Elvis Ainamani	ENGLISH	VERSION 1	06 November 2020
7	APPLICATION FORM FOR RESEARCHERS WISHING TO CARRY OUT RESEARCH IN UGANDA AND TO USE GOVERNMENT ARCHIVES	ENGLISH	RS.6	06 November 2020
8	APPLICATION FORM FOR RESEARCHERS WISHING TO CARRY OUT RESEARCH IN UGANDA AND TO USE GOVERNMENT ARCHIVES	ENGLISH	RS.6	06 November 2020
9	Passport Photo For Dr. Herbert Elvis Ainamani	ENGLISH	VERSION 1	
10	Passport Photo For Ass. Prof. Adrian Mwesigye	ENGLISH	VERSION 1	06 November 2020
11	Response to queries raised	ENGLISH	VERSION 1	06 November 2020

Yours sincerely,



Hellen Opolot

For: Executive Secretary

UGANDA NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

LOCATION/CORRESPONDENCE

Plot 6 Kimera Road, Ninda
P.O. Box 6884
KAMPALA, UGANDA

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WEBSITE: <http://www.uncst.go.ug>

Appendix G :Krejcie and Morgan’s Sampling Formulae

Table for Determining Sample Size from a Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	10000	384

Note: “N” is population size “S”

is sample size.

Krejcie, R. V. and Morgan, D. W. (1970) “Determining Sample Size for Research Activities”, Educational and Psychological Measurement,