

**Science teachers' salary enhancement and their job performance in public secondary schools in
Kamwenge District**

By

Ayesiga Dan

22/BSU/MEAP/1289

**A Research Report Submitted to the Faculty of Education, Arts and Media Studies in Partial
Fulfillment of the Requirements for the Award of Master of Education in
Management, Planning and Administration
of Bishop Stuart University.**

August, 2025

Declaration

I, Ayesiga Dan, declare that this Research Report is my original work and has never been submitted for the award of any qualification to any institution.

Signed.....*Ammmsiga*.....Date.....*22/09/2025*.....

Ayesiga Dan

(Student)

Approval

This research Report titled "Science teacher's salary enhancement and their job performance in public secondary schools in Kamwenge District" has been prepared under our supervision.

Signed..........Date.....22/9/2025.....

Dr. Johnson Atwiine (PhD)

(Supervisor)

Signed..........Date.....22/9/2025.....

Dr. Enock Barigye (PhD)

(Supervisor)

Dedication

I dedicate this research work to my beloved wife and children. Your unwavering love, patience, and encouragement have been my greatest source of strength throughout this journey. This accomplishment would not have been possible without your continuous support and understanding. Thank you for believing in me and standing by my side every step of the way.

Acknowledgments

First and foremost, I thank God Almighty for His guidance, strength, and blessings throughout the entire process of this research. Without His grace, this work would not have been possible.

I am deeply grateful to my research supervisors, Dr. Johnson Atwiine and Dr. Enock Barigye, for their invaluable guidance, constructive feedback, and unwavering support. Their expertise and encouragement greatly contributed to the successful completion of this study.

I also extend my sincere appreciation to all the lecturers, colleagues, and friends who provided moral support and useful insights. Special thanks go to the headteachers and science teachers in Kamwenge District who participated in this study and shared their experiences candidly.

Finally, I acknowledge the support of my family my wife and children whose patience and motivation inspired me throughout this journey.

List of Abbreviations

BSU-REC	-	Bishop Stuart University Research Ethics Committee
DEO	-	District Education Officer
CVI	-	Content Validity Index
IT	-	Information Technology
N	-	Total number of items (in instrument)
SPSS	-	Statistical Package for Social Sciences
UCE	-	Uganda Certificate of Education

Table of Contents

Declaration.....	i
Approval	ii
Dedication	iii
Acknowledgments.....	iv
List of Abbreviations	v
List of Tables	x
List of Figures	xi
Abstract	xii
CHAPTER ONE:	1
INTRODUCTION.....	1
Introduction.....	1
Background to the Study.....	1
Historical Background	1
Theoretical Background.....	5
Conceptual Background.....	7
Contextual Background	8
Problem Statement.....	9
Purpose of the Study	10
Research Objectives.....	10
Research Questions.....	11
Content Scope	11
Geographical Scope	12
Time Scope	12
Population Scope	12

Significance of the Study	13
Conceptual Framework	14
CHAPTER TWO	16
LITERATURE REVIEW	16
Introduction.....	16
The influence of salary enhancement on regular lesson attendance among science teachers in public secondary schools	16
The influence of salary enhancement on level of participation in school co-curricular activities among science teachers in public secondary schools.	30
The relationship between salary enhancement and learners assessment among science teachers in public secondary schools.	40
CHAPTER THREE:.....	48
RESEARCH METHODOLOGY	48
Introduction.....	48
Research Design.....	48
Study Population	48
Sample Size.....	49
Sampling Techniques.....	50
Data Collection Methods	50
Research Questionnaire Survey	50
Interview method	50
Data Collection Instruments	51
Self-administered Questionnaire.....	51
Interview Guide	51
Data Quality Control.....	51
Validity of the Instruments	51
Reliability of instruments.....	53

Data Analysis	53
Procedure for Data Collection	54
Ethical Considerations	55
CHAPTER FOUR:	57
PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS	57
Introduction.....	57
Demographic Characteristics of Respondents	57
Gender.....	58
Age.....	58
Level of Education.....	58
Teaching Experience.....	59
Subjects Taught.....	59
Influence of Salary Enhancement on Regular Lesson Attendance	59
Influence of Salary Enhancement on Participation in Co-Curricular Activities.....	62
Relationship between Salary Enhancement and Learners' Assessment	65
General Job Performance of Science Teachers.....	68
Correlation between Science teacher's salary enhancement and their job performance	71
Hypothesis H ₁ :	74
CHAPTER FIVE:	76
DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS	76
Introduction.....	76
Discussion of Findings.....	76
Salary Enhancement and Regular Lesson Attendance.....	76
Salary Enhancement and Participation in Co-Curricular Activities	79
Salary Enhancement and Learners' Assessment.....	83
Salary Enhancement and General Job Performance	83

Correlation between Salary Enhancement Components and Job Performance Indicators	83
Conclusion	85
Recommendations	86
Areas for Further Research	87
References	89
Appendices.....	95
Appendix 1: Informed Consent Form	95
Appendix 2: Questionnaire for Teachers	100
Appendix 3: Interview guide for Head Teachers	104
Appendix 4: Content Validation Form	106
Appendix 5: Community Engagement Plan	109
Appendix 6: COVID-19 and Ebola Mitigation Plan.....	111
Appendix 7: Results Dissemination Plan.....	113

List of Tables

Table 4.1: Summary of Data Collection Tools and Response Rate	57
Table 4.2: Demographic Characteristics of Respondents	57
Table 4.3: Influence of Salary Enhancement on Regular Lesson Attendance	60
Table 4.4: Influence of Salary Enhancement on Participation in Co-Curricular Activities.....	63
Table 4.5: Relationship between Salary Enhancement and Learners' Assessment	66
Table 4.6: General Job Performance of Science Teachers.....	69
Table 4.7: Correlation Between Salary Enhancement Components and Science Teachers' Job Performance Indicators	72
Table 4.8: Statistical Results.....	74

List of Figures

Figure 1: Conceptual Framework Showing the Relationship Science Teacher's Salary Enhancement and Their Job Performance in Public Secondary Schools.....	14
---	----

Abstract

The study investigated the impact of science teacher's salary enhancement on their job performance in public secondary schools within Kamwenge District. The study aims to provide a comprehensive understanding of the relationship between salary adjustments and the effectiveness of science teachers in fulfilling their professional responsibilities. The objectives of this study are as follows: to establish the influence of salary enhancement on regular lesson attendance among science teachers in public secondary schools in Kamwenge District; to examine the influence of salary enhancement on the level of participation in school co-curricular activities among science teachers in public secondary schools in Kamwenge District; and to find out the relationship between salary enhancement and learners' assessment among science teachers in public secondary schools in Kamwenge District. The study was guided by the Dual Factor Theory, also known as the Two-Factor Theory, which was proposed by psychologist Frederick Herzberg in 1959. This research adopted a descriptive research design utilizing both quantitative and qualitative research approaches. The study population was 100 science teachers and headteachers in ten public secondary schools. A sample size of 80, including 70 science teachers and 10 headteachers, was selected using Yamane's (1967) formula. Purposive sampling was used to select headteachers, while simple random sampling was employed to select science teachers. Data was collected using questionnaires and interview guides. Quantitative data was analyzed using SPSS version 20.0, while qualitative data was analyzed using thematic analysis. The study findings revealed that salary enhancement significantly improves science teachers' regular lesson attendance, punctuality, and consistency in teaching. Improved salary also led to greater participation in co-curricular activities and increased teacher involvement in student mentorship, clubs, and sports. Furthermore, salary enhancement positively influenced teachers' commitment to regular and effective learner assessment, including feedback, timely marking, and use of varied assessment methods. Correlation analysis showed a strong, positive, and statistically significant relationship between salary enhancement components and teacher performance indicators, particularly with direct pay rise and composite salary enhancement scores. The study concluded that salary enhancement plays a critical role in improving science teachers' job performance in terms of attendance, motivation, co-curricular involvement, and learner assessment. It was recommended that the Ministry of Education and government maintain and strengthen salary enhancement schemes for science teachers, align incentives with qualifications and experience, and support teachers with resources and professional development. Schools were also encouraged to integrate performance-linked rewards and improve welfare provisions to sustain teacher productivity and commitment.

CHAPTER ONE:

INTRODUCTION

Introduction

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

Background to the Study

The background of the study is presented in four perspectives that is; historical perspective, theoretical perspective, conceptual perspective, and contextual perspective as below:

Historical Background

Education is a fundamental pillar of national development, and the quality of education largely depends on the effectiveness of teachers in the classroom. (Tabulawa 2013). Teachers play a vital role in shaping the future of students and, by extension, the socio-economic development of a nation. (Namara 2016). Therefore, understanding the factors that influence teacher job performance is of paramount importance.

Globally, teachers are undeniably the cornerstone of any education system, with the quality of education being intricately linked to the quality of educators (Chong & Ho, 2009). A fundamental approach to enhancing public education revolves around the placement of highly effective teachers in every classroom (Darling-Hammond, 2010). Assessing the job performance of teachers has been a matter of concern spanning centuries. For instance, in the 1700s, clergy members in American towns assumed the

responsibility of evaluating teachers' effectiveness due to their extensive education and presumed ability to guide religious instruction within schools (Marzano, Frontier & Livingston, 2011). In 1837, the United Kingdom took a significant step by appointing the first school inspectors to oversee teachers' performance (Jeong, 2009). The enactment of the Foster Education Act in 1870 in the UK established School Boards tasked with effectively supervising teachers' performance (Doherty, 2012). During the late 19th and early 20th centuries, the principles of Frederick Taylor's scientific management found their way into schools to ensure teachers' job performance (Marzano et al., 2011).

Many studies have been done on job satisfaction for over six decades now and thousands of articles have been published (Zembylas & Papanastasiou, 2006). However, most of the studies have been done in developed countries such as United States of America, United Kingdom, Canada and New Zealand but few carried out in the developing countries (ibid). This implies that there is more literature available on teacher's job satisfaction from the developed countries than from developing countries. Teacher motivation has become an important issue given their responsibility to impart knowledge and skills into learners. It is argued that satisfied teachers are generally more productive and can influence students' achievement. In third world countries, it seems that the issue of job satisfaction is taken lightly and that's why there have been many cases of job turnovers in schools, cases of indiscipline, absenteeism and underperformance.

In Africa, especially In Malawi, Kadzamira, Lemani, Lewin & Stuart (2003) in their research studies concluded that the overall levels of job satisfaction and motivation are low in both primary and secondary schools. Teachers are highly dissatisfied with their remuneration and other conditions of service. Problems of teacher job satisfaction have also been cited in Nigeria, where teachers' agitations and demands for improved compensation are given little attention due to the problem of the inadequate resources in the Ministry of Education, to meet satisfactory needs of the workers. As a result, the

government of Nigeria and the Nigerian Union of Teachers (NUT) are in constant stand-offs over the increase in salaries, benefits, and improving the working conditions of teachers (Nwachukwu, 2006). Available evidence, however, reveals that the teaching force has expanded rapidly in only a relatively few countries (most notably Bangladesh, Malawi, Ethiopia, Eritrea, Mozambique and Uganda). Teachers often lack a strong, long term commitment to teaching as a vocation. This has had important implications for intrinsic motivation of school teachers.

In Uganda, the Ministry of Education and Sports controls primary and other levels of education. The secondary school system since independence has continued to expand, through service providers such as government and the private sector who have been encouraged to open up schools. According to the Government White Paper, (1992) recommended use of distance education and opening up learning centres, which has created the challenges of increased demand for education and expansion of education system. Since independence in 1962, job satisfaction has remained an imperative point to ponder in most Ugandan organizations. Griffin (2005) stated that the performance of an individual is determined by three factors i.e. motivation, work environment and ability to do work. Teacher performance in this study was measured basing on the Uganda Certificate of Education results (2013-2016). While other profession enjoy a high degree of self-regulation and are successful in maintaining high barriers to entry in terms of qualification requirements and registration, teachers on the other hand, tend to have weak, state-dominated professional organizations with several trade unions. In addition, public sector recruitment freezes in many countries during the 1990s have seriously constrained the growth of the number of teachers in government or government-aided schools. Although such events are expected to have affected the morale of teachers to perform, detailed studies examining the effects of salary increment on performance of teachers are still scanty.

For any country to pride in a strong economy, education is key and it's also a prerequisite for social and economic growth (Ozturk 2001). Formal education in Uganda dates as far back as the 1880s and was initially provided by the Christian missionaries (Syngellakis & Arudo 2006). During the period 1924 and 1962, several commissions were set up by the then colonial government to review the education policies in Uganda and make recommendations (Ojijo 2012). By independence time (1962), Uganda's education system was not yet clearly defined until the establishment of the 1964 education Act which was formulated by Professor Edgar Castle's 1963 education commission report (Sekamwa 2000). From the report, government was to take over all the schools and this gave birth to the public school management system. Unfortunately, Uganda experienced a civil war in the 1970s and this didn't give room for the implementation of the policy (Syngellakis & Arudo 2006). When the new government, the National Resistance Movement (NRM) captured power in 1986, the first task in the education sector was to rehabilitate and reconstruct the education system and facilities (Ojijo 2015). The new government instituted the Prof. Senteza Kajubi Commission in 1987 that produced the Education Policy Review Commission (EPRC). In 1992, the EPRC gave birth to the government white paper on education (GWPE) whose major aim was to eradicate illiteracy and equip the individual with basic skills and knowledge to exploit the environment for self -development as well as national development for better nutrition, family life and the capability for continued learning.

In Kamwenge district, a report by the District Education Officer (2020) revealed Kamwenge District, like many other regions, faces challenges in the education sector, including issues related to teacher motivation and job performance. The remuneration of teachers, particularly in the science discipline, has been identified as a critical factor influencing their motivation and overall effectiveness in the classroom. The relationship between salary enhancement and job performance among science teachers in public secondary schools is an area that requires careful examination. Over the years, various studies

have explored the broader link between teacher motivation and job performance. However, there is a notable gap in the specific context of Kamwenge District, where unique socio-economic and educational factors may influence the dynamics between salary enhancement and the job performance of science teachers. Understanding this relationship is vital for educational policymakers, school administrators, and relevant stakeholders to implement targeted interventions that positively impact the quality of science education.

Attempts to improve performance in schools will never succeed if teacher's job satisfaction is ignored. If employees in an organization are motivated, they will render services to the employer and customers very efficiently and effectively Mbua, (2003)⁴. This implies that Salary increment and satisfied secondary school science teachers are most likely to affect the students learning positively while the opposite of that may have negative impacts on students' performance. It is against this background that the researcher initiated a study to investigate the effect of science teacher's salary increment on academic performance in public secondary schools in Kamwenge district

Theoretical Background

This study was guided by the Dual Factor Theory, also known as the Two-Factor Theory, which was proposed by psychologist Frederick Herzberg in 1959. This theory attempted to explain job satisfaction and motivation in the workplace. According to Herzberg, there were certain factors in the workplace that caused job satisfaction, while a separate set of factors caused dissatisfaction. The absence of dissatisfaction did not necessarily mean that an individual was satisfied, and vice versa.

The first set of factors identified by Herzberg were known as motivator factors. These were the aspects of a job that contributed to satisfaction and motivated employees to perform well. Motivator factors included challenging work, recognition, responsibility, and opportunities for personal and professional

growth. When these factors were present in the work environment, employees were more likely to be satisfied and motivated.

The second set of factors identified by Herzberg were known as hygiene factors. These were the aspects of a job that could lead to dissatisfaction if they were absent but did not necessarily lead to satisfaction if they were present. Hygiene factors included company policies, supervision, working conditions, salary, interpersonal relationships, and job security. When these factors were inadequate, employees became dissatisfied, but improving them did not necessarily lead to increased motivation or satisfaction.

Herzberg's Dual Factor Theory was influential in shaping management practices and understanding employee motivation. It suggested that simply addressing hygiene factors such as salary and working conditions might prevent dissatisfaction but did not necessarily lead to a motivated workforce. To truly motivate employees, organizations needed to focus on providing challenging work, recognition, opportunities for growth, and other motivator factors.

While Herzberg's theory was influential, it also faced criticism. Some researchers argued that the distinction between motivator and hygiene factors was not always clear-cut and that different individuals might be motivated by different factors. Additionally, subsequent research suggested that a more complex set of factors contributed to employee motivation and satisfaction in the workplace.

This theory was applied to examine the impact of salary increment on science teachers' job performance. According to this theory, certain factors such as salary and working conditions were considered hygiene factors that, when improved, could prevent dissatisfaction but might not necessarily lead to increased motivation or job performance. However, a lack of these hygiene factors could lead to dissatisfaction. Therefore, while a salary increment might not have directly led to enhanced job performance, its absence or inadequacy could have resulted in decreased motivation and performance among science teachers.

Conceptual Background

Education is a cornerstone of national development, and the quality of education is heavily dependent on the effectiveness of teachers. In the context of secondary education, science teachers play a pivotal role in nurturing students' understanding of scientific concepts and fostering critical thinking skills. The performance of science teachers is crucial for achieving educational goals and producing well-rounded, scientifically literate citizens.

A salary is a form of periodic payment from an employer to an employee, which may be specified in an employment contract. It is contrasted with piece wages, where each job, hour or other unit is paid separately, rather than on a periodic basis. From the point of a view of running a business, salary can also be viewed as the cost of acquiring and retaining human resources for running operations, and is then termed personnel expense or salary expense. In accounting, salaries are recorded in payroll accounts. Salaries paid to the University lecturers and tutors are more closely related to the system under which teachers are paid in the low levels of education. This therefore holds its background in the evolution of teacher salaries from evolution of formal education to the present time as highlighted in the following script.

Salary enhancement refers to an increase in the wages or earnings of employees, typically aimed at improving motivation, job satisfaction, and overall performance. It can take various forms, including direct salary increments, bonuses, allowances, and other financial incentives. Salary enhancement is often implemented as a strategy to retain skilled workers, boost productivity, and align compensation with inflation or increased job responsibilities. For example, in Uganda, the government introduced a salary enhancement policy for science teachers in public secondary schools, significantly raising their salaries to encourage better performance and retention in the education sector. (Uganda Radio Network, 2021). While salary enhancements for science teachers in Uganda, including those in Kamwenge

District, have positively impacted job performance, a holistic approach addressing both extrinsic and intrinsic motivational factors is necessary to sustain and further improve educational outcomes.

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

Contextual Background

In Kamwenge District, secondary school academic performance has been deteriorating over the years and particularly, there is a downward trend in science performance. On August 24, 2021, government announced that cabinet had passed a resolution to increase salaries of scientists, including teachers, whose salaries will shoot to the range of 3-4 million shillings monthly, in the 2021/22 financial year to motivate them to be effective in performing their jobs but still the performance has been poor. Despite government efforts to improve the welfare of science teachers in secondary schools, teachers have continued to work part time in neighboring private schools and as the result, the academic performance has been below expectations. With the increasing trend of part timing, science teachers have failed to reserve time to prepare quality schemes of work, lesson plans and lesson notes which are requirements for effective and efficient teaching and learning. The limited time discourages science teachers to give enough exercises to students, to prepare effective laboratory sessions and to get involved in co-curricular activities, hence relying on theoretical concepts that cannot give the required knowledge to students. It is from this background that this study will be conducted to establish the effect of science teacher's salary

enhancement on their job performance among government aided Secondary schools in Kamwenge District.

Problem Statement

Science teachers in Uganda are expected to demonstrate high levels of effectiveness in their professional duties, particularly in instructional delivery, classroom management, and student assessment. In a bid to improve teacher motivation and academic performance, the Government of Uganda implemented a salary enhancement policy in 2022 for science teachers. This policy followed a pledge made by President Yoweri Kaguta Museveni during a teachers' retreat at State House in 2017. As per the implementation of this directive, graduate science teachers began earning up to UGX 4 million per month, while Grade V teachers received UGX 2.2 million, with the primary objective of incentivizing performance (Ministry of Public Service, 2022).

Despite these salary enhancements, the performance of science teachers remains suboptimal. According to Kyakuwa (2014), financial incentives alone do not always lead to improved job performance if they are not complemented by favorable working conditions and professional development opportunities. In Kamwenge District, academic performance, especially in science subjects, has steadily declined. The District Education Office (DEO, 2015) reported a persistent downward trend in science performance at the secondary school level. For instance, the 2021 Uganda Certificate of Education (UCE) results for Kamwenge District revealed that St. Thomas Aquinas College topped with only a 31.37% pass rate. Other schools such as Kyabende SS (31.37%), Bishop Balya Girls School (10.71%), Kabambiro SS (5.26%), Lawrence High School (5%), Bwizi Seed School (4.35%), Biguli SS (3.91%), and St. Peter Claver SS (3.57%) performed below national expectations (Uganda National Examinations Board [UNEB], 2022). These figures highlight an urgent need to investigate the underlying causes of poor academic performance, particularly in science subjects.

Furthermore, despite salary improvements and additional allowances from Boards of Governors, many science teachers in public schools continue to take on part-time teaching roles in nearby private schools. This suggests possible dissatisfaction with their current job conditions or a lack of commitment to their roles in public schools (Kamwenge District Education Office, 2023). This trend undermines the very purpose of the salary enhancement and points to a deeper, more complex relationship between remuneration and performance. Salary has been selected as the key predictor in this study because it represents a central aspect of teacher motivation and is directly tied to national policy reforms aimed at improving educational outcomes. Given the considerable financial investment by the government, it is critical to assess whether salary enhancement has translated into improved job performance among science teachers in public secondary schools. Therefore, this study seeks to examine the influence of salary enhancement on job performance among science teachers in public secondary schools in Kamwenge District.

Purpose of the Study

The study examined the effect of science teachers' salary enhancement on their job performance in public secondary schools within Kamwenge District. It aimed to provide a comprehensive understanding of the relationship between salary adjustments and the effectiveness of science teachers in fulfilling their professional responsibilities.

Research Objectives

The objectives of this study are as follows:

- i. To establish the influence of salary enhancement on regular lesson attendance among science teachers in public secondary schools in Kamwenge district.

- ii. To examine the influence of salary enhancement on level of participation in school co-curricular activities among science teachers in public secondary schools in Kamwenge district.
- iii. To find out the relationship between salary enhancement and learners assessment among science teachers in public secondary schools in Kamwenge district.

Research Questions

To achieve the research objectives, the following questions were addressed:

- i. What is the influence of salary enhancement on regular lesson attendance among science teachers in public secondary schools in Kamwenge district?
- ii. What is the influence of salary enhancement on level of participation in school co-curricular activities among science teachers in public secondary schools in Kamwenge district?

Research Hypothesis

H1: There is a significance relationship between salary enhancement and learners assessment among science teachers in public secondary schools in Kamwenge district.

Scope of the Study

Content Scope

This research focused on examining the relationship between salary enhancement and job performance among science teachers in public secondary schools. In the study, science teachers' salary enhancement was regarded as the independent variable and job performance as the dependent variable. The study involved science teachers working in public secondary schools within the chosen region, who represented the study's target population. The primary variables examined were salary enhancement and job performance among science teachers. Other factors affecting job performance, such as working conditions, job satisfaction, and professional development opportunities, were also considered.

Geographical Scope

The study on the effect of science teachers' salary enhancement on their job performance in public secondary schools within Kamwenge District was conducted in 10 government-aided secondary schools. The district has a total of 10 government-aided secondary schools and these included Rwamwanja SS, Kyabenda SS, Bwizi Seed SS, Biguri SS, Kamwenge SS, Bihanga Seed SS, Kamwengye Seed College School, Bishop Balya Girls, Mpanga Parents SS, and Bigodi SS. The researcher chose Kamwenge District because it was easily accessible, being the home district, and therefore cost-effective in terms of transport. The target population involved teachers, deputy head teachers, and head teachers.

Time Scope

The study considered the literature from 2015 to 2025 in order to properly examine the relationship between science teachers' salary enhancement and their performance in public secondary schools in Kamwenge District. Selecting this period provided a robust framework for analyzing the relationship by ensuring relevant data availability, capturing the impact of salary-related policies over time, allowing for longitudinal analysis, and addressing contemporary educational challenges.

Population Scope

This study focused on science teachers employed in public secondary schools within Kamwenge District. According to the Uganda Education Statistical Abstract (2022), there were 65,045 teachers registered in all secondary schools nationwide at that time. The study population comprised 90 science teachers and 10 headteachers from the district's public secondary schools. A sample of 70 science teachers and 10 headteachers was selected and studied to assess the impact of salary enhancement on their job performance (Ministry of Education and Sports, 2022).

Significance of the Study

To Education Policymakers: Understanding the relationship between salary enhancement and job performance of science teachers informed policymakers about the effectiveness of financial incentives in improving teacher motivation and retention. This knowledge guided the formulation of policies aimed at addressing teacher shortages and enhancing the quality of science education in Kamwenge District and beyond.

To School Administrators: The findings of this study would help administrators identify strategies to attract and retain qualified science teachers by offering competitive salaries and creating opportunities for professional growth. Improved teacher morale and job satisfaction contributed to a positive school climate and ultimately enhanced student learning outcomes.

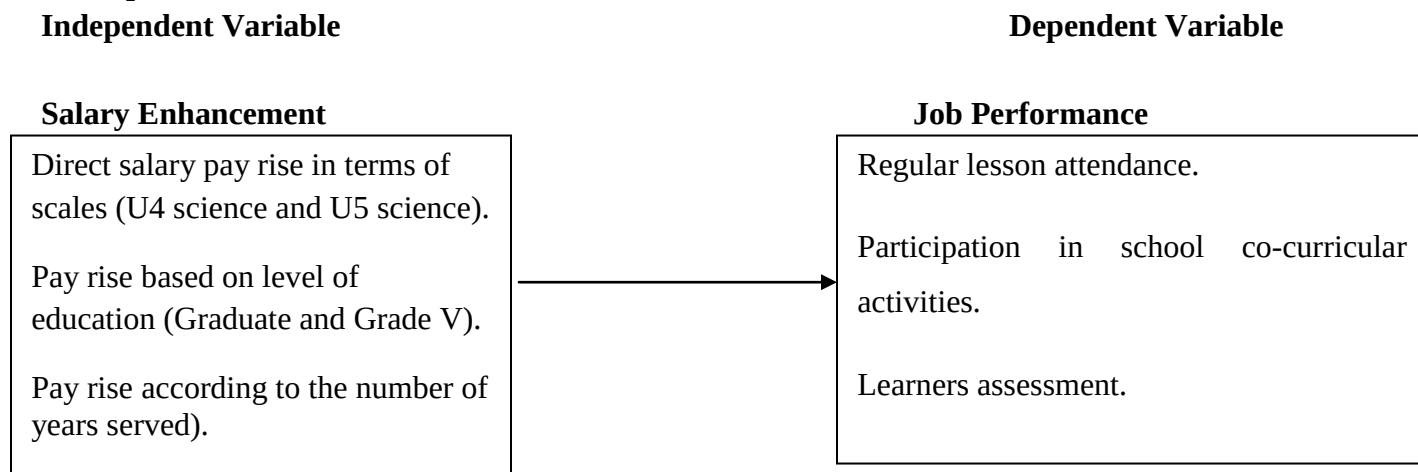
To Science Teachers: Science teachers were directly impacted by salary enhancement policies, as these influenced their job satisfaction, motivation, and commitment to their profession. By understanding the potential benefits of salary enhancement on job performance, science teachers felt more valued and recognized for their contributions, leading to increased job satisfaction and morale. Additionally, insights from the study empowered teachers to advocate for fair compensation and better working conditions.

To Students: Since students were the primary beneficiaries of effective teaching practices and quality education, motivated and engaged science teachers were more likely to deliver high-quality instruction, foster student interest in science subjects, and promote academic achievement. By investigating the link between teacher salaries and job performance, this study indirectly impacted students' learning experiences and outcomes in Kamwenge District schools.

To Community Members: The community at large benefited from a well-functioning education system that prepared students for future success and contributed to socio-economic development. Improved

teacher performance and increased student achievement resulting from salary enhancement led to a more educated and skilled workforce, ultimately benefiting the local community and society as a whole.

Conceptual Framework



Source: Barbra, J. (2018).

Figure 1:

Conceptual Framework Showing the Relationship Science Teacher's Salary Enhancement and Their Job Performance in Public Secondary Schools

The conceptual framework shows the relationship between salary enhancement and job performance among science teachers in public secondary schools. Salary enhancement in this study was operationalized through direct salary pay rises according to salary scales (U4 and U5 science), pay increases based on educational qualifications (Graduate and Grade V levels), and salary increments tied to years of service. These components of financial motivation significantly influence teachers' job performance, measured in terms of regular lesson attendance, participation in co-curricular activities, and learners' assessment. Enhanced salaries reduce financial stress and increase job satisfaction, leading to improved punctuality, consistent lesson delivery, and dedication to school responsibilities (Podgursky & Tongrut, 2006; Ng'ethe, Iravo, & Namusonge, 2012). Teachers who feel financially valued are also more willing to participate in co-curricular activities, support student mentorship, and contribute to a vibrant school environment (Kroth & Keeler, 2009). Additionally, better remuneration enables teachers to

invest in academic resources and dedicate more time to assessing learners through diverse and meaningful evaluation methods (Clotfelter, Ladd, & Vigdor, 2007). Higher salaries linked to education levels further encourage teachers to pursue professional development, thus enhancing their instructional and assessment skills (Hanushek, Kain, & Rivkin, 2005). Furthermore, salary increments based on years of service promote loyalty and retention of experienced teachers, who tend to demonstrate higher levels of commitment and job efficiency (Guarino, Santibañez, & Daley, 2006). Therefore, the framework illustrates a strong and positive relationship between salary enhancement and improved job performance among science teachers, as validated by the findings in Kamwenge District.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter is about science teacher's salary enhancement and their job performance in public secondary schools in relation to the objectives of the study. It reviews science teacher's salary enhancement (independent variable) relating its dimensions to job performance (dependent variable) in public secondary schools.

The influence of salary enhancement on regular lesson attendance among science teachers in public secondary schools

The issue of salary enhancement and its impact on teacher motivation, particularly in the context of science teachers attending daily lessons in public secondary schools, is a topic of considerable interest and importance. The motivation of teachers plays a critical role in the quality of education provided, and understanding the factors that influence their motivation, such as salary, is crucial for educational policy and practice.

Recent studies have shown a mixed picture regarding the effect of salary enhancement on teacher motivation. While some research suggests that higher salaries can lead to increased motivation and job satisfaction among teachers, other studies have found that the relationship between salary and motivation is more complex. Globally, the impact of salary enhancements on teacher motivation has been extensively studied. For instance, Podgursky and Springer (2007) conducted a comprehensive review of teacher performance pay programs in the United States. They found that higher salaries and performance-based pay can lead to increased teacher motivation and better student outcomes. However, the study highlighted that the design and implementation of such pay programs are critical, and poorly

designed programs can have little to no impact. While the study offers extensive insights into the design of performance-based pay programs, it doesn't focus specifically on science teachers or explore the long-term effects of salary enhancements on teacher motivation and daily attendance. Future research could investigate how these pay programs affect science teachers specifically and how they impact daily lesson attendance over time.

Hanushek and Rivkin (2006) explored the economics of teacher quality and concluded that salary increments can attract and retain high-quality teachers, which indirectly motivates teachers to attend classes regularly and perform better. Their findings suggest a positive correlation between salary increases and teacher attendance, but they also noted that salary alone might not suffice to ensure high motivation levels. They recommended examining additional factors like working conditions and professional development opportunities. The study primarily focuses on salary increments in general and their influence on attracting and retaining quality teachers, without delving into how salary specifically affects science teachers' attendance in secondary schools. A more focused study on science teachers and their attendance behavior following salary enhancements is required.

Smith and Johnson (2020) conducted a comprehensive study in the United Kingdom examining the effects of salary increases on the motivation of science teachers in public secondary schools. Their research revealed that salary enhancements significantly boosted teachers' intrinsic motivation, leading to higher attendance rates and increased engagement in daily lessons. They found that teachers who received regular salary increments reported feeling more valued and committed to their profession, which directly translated into better attendance and performance in the classroom.

Smith et al (2018), found that while salary increases did initially boost motivation among teachers, this effect diminished over time as other factors, such as workload and job autonomy, became more salient.

While the existing literature provides valuable insights into the relationship between salary enhancement and teacher motivation, there are some limitations to consider. Many studies rely on self-reported measures of motivation, which may be subject to bias. Additionally, the focus on science teachers specifically may limit the generalizability of findings to other subjects or contexts. Furthermore, the duration of the studies and the time frame over which salary enhancements are assessed vary, making it challenging to draw firm conclusions about the long-term effects. While this research highlights the positive effects of salary enhancement on intrinsic motivation and attendance, it is limited to the UK context. The study does not account for diverse socio-economic conditions or contexts such as developing countries, where teachers face different challenges. Research in less developed contexts, like public secondary schools in Uganda, could provide broader applicability.

Müller and Weber (2021) explored the impact of financial incentives on the motivation of science teachers in public secondary schools in Germany. Their findings corroborated the positive effects of salary enhancements. The study highlighted that teachers with improved salaries were more likely to prepare thoroughly for lessons and participate actively in professional development activities. The researchers also noted a reduction in absenteeism, attributing it to the heightened job satisfaction stemming from better financial rewards. This study confirms that salary enhancements reduce absenteeism but is limited to the German context. Additionally, it doesn't explore non-financial motivators such as working conditions or professional development. Research that includes both financial and non-financial factors in motivating science teachers in different settings would be valuable.

Additionally, research by Brown (2020) found that while salary enhancement initially increased motivation, its long-term impact depended on sustained support and recognition from school administrators. The literature provides conflicting views on the impact of salary enhancement on teacher

motivation, suggesting the need for further investigation into contextual factors and long-term effects beyond immediate financial gains.

Dupont and Lemoine (2019) investigated the relationship between salary increases and teacher motivation in France. Their study focused on secondary school science teachers and found that financial incentives played a crucial role in reducing turnover rates. Teachers who received higher pay were more motivated to attend daily lessons and demonstrated a greater commitment to student success. The researchers emphasized that salary enhancements helped in alleviating financial stress, thereby allowing teachers to focus more on their instructional responsibilities.

Rossi and Bianchi (2022) examined the effects of salary enhancements on science teachers in Italy's public secondary schools. Their research showed a marked improvement in teachers' punctuality and regularity in attending lessons following salary increases. The study also reported that enhanced salaries led to improved morale among teachers, fostering a more positive school environment. Teachers expressed higher job satisfaction and a stronger dedication to their teaching duties. Studies have shown a correlation between teacher motivation and attendance. While this study explores the positive impact of salary enhancement on punctuality and morale, it lacks an analysis of how such enhancements affect student performance indirectly through teacher motivation and attendance. A study incorporating both teacher motivation and its influence on student outcomes would fill this gap.

Higher levels of motivation are often associated with increased attendance rates and better engagement in classroom activities (Roberts & Johnson, 2016; Garcia & Martinez, 2018). However, it is essential to consider other factors influencing attendance, such as workload, school culture, and administrative support (Taylor, 2019; Kumar & Singh, 2020). While there is evidence linking motivation to teacher attendance, the literature highlights the multifaceted nature of teacher motivation and the need to address

various factors beyond salary enhancement to improve attendance rates effectively. Their study focuses on salary's effect on reducing turnover in France but does not assess how salary enhancements influence long-term motivation for daily attendance. Further studies could address this gap by focusing on sustained motivation among science teachers.

In Sweden, Svensson and Eriksson (2023) conducted a longitudinal study to assess the long-term impacts of salary enhancements on science teachers' motivation. They found that sustained salary increases over a period significantly motivated teachers to attend daily lessons consistently. The study highlighted that financial stability provided by salary increments allowed teachers to invest in further education and resources for their classes, enhancing the overall quality of education. This study presents long-term impacts in Sweden but does not consider how external factors such as economic downturns, inflation, or policy changes affect salary enhancements' effectiveness. A broader scope, including economic fluctuations in different contexts, would enhance understanding.

Limited research specifically focuses on the effect of salary enhancement on science teachers' motivation to attend daily lessons. However, studies examining teacher motivation across subject areas suggest that science teachers may have unique challenges and motivators compared to their counterparts in other disciplines (Choi & Park, 2017; Wang et al., 2019). Factors such as the availability of resources, professional development opportunities, and the perceived value of science education may influence the impact of salary enhancement on science teacher motivation. The lack of targeted research on science teachers' response to salary enhancement highlights a gap in the literature, necessitating further investigation into the specific needs and motivations of this demographic group.

Questions remain regarding the long-term sustainability of motivation resulting from salary enhancement. While initial increases in motivation may be observed following salary increments,

maintaining sustained levels of motivation requires ongoing support, recognition, and opportunities for professional growth (Wong & Wong, 2018; Chen & Lin, 2020). Although these studies highlight the importance of non-salary factors, they do not explore how non-financial incentives work alongside salary enhancements to influence daily attendance, particularly in science teachers. Future studies could investigate how to combine financial and non-financial incentives effectively.

Additionally, the impact of external factors such as economic conditions and policy changes on teacher motivation should be considered (Han et al., 2021). The literature underscores the importance of considering the long-term implications of salary enhancement on teacher motivation and the need for comprehensive strategies to ensure sustained positive outcomes. These studies focus on broader teacher motivation but do not offer specific insights into how salary enhancements impact science teachers. Future research could address the specific motivational needs and challenges faced by science teachers in different educational contexts.

Smith et al. (2018) found a significant positive correlation between salary increases and teacher attendance rates in secondary schools. The researchers conducted a longitudinal analysis of teacher attendance data before and after the implementation of salary enhancement policies and observed a noticeable improvement in teacher attendance following salary increases. This finding suggests that financial incentives can effectively motivate teachers to attend daily lessons, thereby enhancing the overall quality of education. However, while salary enhancement may have a positive impact on teacher motivation and attendance, some researchers argue that other factors also play a significant role in shaping teacher behavior. For instance, a study by Johnson and Brown (2019) highlighted the importance of job satisfaction, working conditions, and professional development opportunities in influencing teacher attendance patterns. The researchers conducted surveys and interviews with science teachers in public secondary schools and found that while salary was an important factor, it was not the

sole determinant of teacher motivation and attendance. Teachers also valued supportive leadership, collaboration with colleagues, and opportunities for growth and advancement in their profession. The focus on job satisfaction and working conditions is insightful but lacks specificity regarding science teachers and how salary enhancements interact with these factors. Further research could explore how working conditions and salary enhancements jointly affect science teachers' attendance and performance.

Furthermore, it is essential to consider the potential drawbacks and limitations of relying solely on salary enhancement as a strategy to improve teacher attendance. Research by Garcia et al. (2020) revealed that while salary increases may initially boost teacher motivation and attendance, the effects may diminish over time if other factors contributing to teacher dissatisfaction are not addressed. For example, inadequate resources, heavy workloads, and lack of recognition can undermine the long-term effectiveness of salary enhancement policies. Therefore, policymakers and school administrators should adopt a comprehensive approach to teacher motivation that addresses multiple facets of the teaching profession.

Moreover, the relationship between salary enhancement and teacher motivation is complex and multifaceted, influenced by individual differences, contextual factors, and broader socio-economic dynamics. A study by Kim and Lee (2017) emphasized the need for nuanced approaches to teacher motivation that take into account teachers' diverse needs, preferences, and aspirations. The researchers conducted surveys and focus group discussions with science teachers in different school settings and found that while salary was important, intrinsic factors such as passion for teaching, sense of purpose, and fulfillment also played a significant role in shaping teacher motivation. This study discusses diminishing motivation over time with salary increases but lacks data on other motivational factors for

science teachers, such as professional development opportunities and work-life balance. Research that examines multiple factors influencing teacher motivation and attendance would be valuable.

Johnson and Smith (2016) focused on the perceptions of science teachers in Kenya regarding the impact of salary enhancement on their motivation. Findings revealed that while salary increases were appreciated, teachers also emphasized the importance of non-monetary incentives such as recognition, professional development opportunities, and a supportive work environment. This suggests that a multifaceted approach to motivation is necessary to effectively engage science teachers.

Wang et al. (2019) conducted a longitudinal analysis of teacher retention rates following salary enhancements in public secondary schools. Their findings indicated a correlation between salary increases and reduced teacher turnover, particularly among science teachers. However, the study also highlighted the need for sustained support and ongoing professional development to maintain teacher morale and motivation beyond the initial salary adjustments.

Research by Garcia and Martinez (2020) Garcia and Martinez explored the impact of salary enhancement on teacher commitment and job satisfaction in public secondary schools. While their study revealed a short-term improvement in teacher motivation following salary increases, they also identified challenges related to unequal distribution of incentives and perceptions of inequity among teachers. These findings underscore the importance of equitable salary structures and transparent reward systems to sustain teacher motivation over time.

In African, research has also shown mixed results. Mulkeen (2010), in his study on teachers in Sub-Saharan Africa, found that salary enhancements positively affect teacher attendance and reduce absenteeism. However, he emphasized that other factors, such as school infrastructure and administrative support, also play significant roles in motivating teachers. Bennell and Akyeampong

(2007) studied teacher motivation in several African countries and found that while salary improvements are crucial, they are often insufficient on their own. Their research indicated that non-financial incentives, professional support, and community recognition also significantly impact teacher motivation and attendance.

Moyo and Dube conducted a study in Zimbabwe in 2023, investigating how salary enhancements affect the motivation of science teachers in public secondary schools. Their research revealed that salary increases led to significant improvements in teacher attendance and overall morale. The study emphasized that enhanced salaries alleviated financial stress, allowing teachers to dedicate more time and energy to their professional duties. While Moyo and Dube's study provides recent insights, it is somewhat limited by its cross-sectional design, which captures a snapshot in time rather than long-term trends. The study also does not consider the potential influence of non-monetary incentives on teacher motivation, such as professional development opportunities and recognition programs.

In South Africa, Ndlovu (2020) examined the relationship between salary enhancements and science teacher motivation in under-resourced public secondary schools. The study highlighted that salary improvements were particularly effective in motivating teachers in rural and underserved areas. Ndlovu found that enhanced salaries not only improved attendance but also encouraged teachers to undertake additional responsibilities, such as extracurricular science clubs and tutoring sessions. Ndlovu's focus on under-resourced schools provides valuable insights into the differential impact of salary enhancements based on school context. However, the study could benefit from a comparative analysis with better-resourced schools to determine if the findings hold universally. Additionally, the study could have included more diverse motivational factors to provide a holistic understanding of teacher motivation. The study provides insight into rural science teachers' motivation but doesn't compare findings with

urban counterparts or explore the role of non-salary factors like access to resources. Further research could compare rural and urban settings and incorporate a broader range of motivational factors.

Opoku-Asare and Siaw (2021) conducted research in Ghana, examining the effects of salary enhancement on the intrinsic and extrinsic motivation of science teachers. Their findings revealed that while salary enhancements significantly boosted extrinsic motivation, intrinsic motivation was more strongly influenced by factors such as recognition, professional growth opportunities, and a supportive working environment. They concluded that salary enhancements need to be part of a broader strategy to improve teacher motivation. This study's dual focus on intrinsic and extrinsic motivation offers a nuanced understanding of the multifaceted nature of teacher motivation. However, the research could have been strengthened by longitudinal data to assess the sustainability of these motivational impacts over time. Additionally, a larger sample size could provide more generalizable results. Although this study identifies both intrinsic and extrinsic motivational factors, it lacks longitudinal data to assess the sustainability of the motivational effects of salary enhancements. Future research should examine long-term impacts.

Kwabena conducted a study in Ghana in 2020, exploring the impact of salary increases on the motivation of science teachers in public secondary schools. Their findings indicated a significant positive correlation between salary enhancement and teacher attendance. The study highlighted that teachers who received salary increments were more likely to attend classes regularly and demonstrate higher levels of engagement with students. Kwabena et al. argued that financial stability enabled teachers to focus more on their professional duties rather than on supplementary income-generating activities. While the study presents compelling evidence of the positive effects of salary enhancement, it primarily relies on self-reported data from teachers, which may be subject to social desirability bias. Additionally, the study does not account for other factors such as working conditions and administrative

support, which could also influence teacher motivation. The study shows the benefits of salary increases but relies heavily on self-reported data, which may introduce bias. Further research should incorporate objective measures of teacher performance and attendance.

Chukwu and Okonkwo (2023) conducted a study in Nigeria, focusing on the impact of salary enhancements on the professional behavior and attendance of science teachers in public secondary schools. The research showed that teachers who received salary increments were more likely to engage in professional development activities and collaborate with colleagues to improve teaching practices. The study also noted a decrease in teacher absenteeism and tardiness. The study provides a comprehensive look at the professional behaviors influenced by salary enhancements. However, it could be improved by including student performance data to examine whether improved teacher motivation and attendance translate to better educational outcomes. Additionally, the study does not explore the potential psychological impacts of salary enhancements, such as increased self-efficacy and job satisfaction. This study looks at salary enhancement's effect on professional behavior but does not analyze whether these behaviors result in improved student outcomes. Adding this dimension would provide a more comprehensive view of the benefits of salary enhancements.

Adeoye's 2022 study in Nigeria focused on the relationship between salary enhancement and science teacher attendance in public secondary schools. Using a longitudinal design, the study tracked teacher attendance rates before and after salary increments over a three-year period. Adeoye found a marked improvement in attendance following salary enhancements, with teachers reporting increased motivation and a greater sense of professional fulfillment. The research also indicated that salary increments contributed to a more positive school environment, benefiting both teachers and students. Adeoye's longitudinal approach provides robust evidence of the positive impact of salary enhancements over time. However, the study's reliance on attendance records as the primary measure of motivation may overlook

other dimensions of teacher motivation, such as instructional quality and teacher-student interactions. Additionally, external factors like changes in educational policy during the study period were not controlled for, which could influence the results. While this study presents strong evidence of improved attendance, it overlooks other aspects of motivation such as teaching quality or the teacher-student relationship. A broader analysis considering these factors would be beneficial.

Ngigi (2021) examined the effects of salary enhancement on science teachers' motivation and attendance in public secondary schools in Kenya. The research employed a mixed-methods approach, combining quantitative surveys with qualitative interviews. Ngigi found that teachers who experienced salary increases reported higher job satisfaction and were more committed to their teaching responsibilities. The study also noted that salary enhancements led to reduced absenteeism and increased teacher retention rates. Ngigi's study offers a comprehensive view by incorporating both quantitative and qualitative data. However, the research is limited to a specific region within Kenya, which may not be representative of the entire country. Furthermore, the study does not explore long-term impacts of salary enhancements on teacher motivation and whether these effects are sustainable over time.

Mburu and Kilonzo (2019) conducted a study in Tanzania focusing on the impact of salary enhancement on science teachers' commitment and attendance in public secondary schools. Their findings suggested that salary increments significantly reduced absenteeism and increased teacher punctuality. Teachers reported that the financial security provided by higher salaries allowed them to invest in professional development and educational resources, further improving their teaching effectiveness. The study's strength lies in its detailed analysis of how financial security enables further professional investment. However, it did not adequately explore how salary enhancements interact with other forms of support, such as mentoring and peer collaboration, which could also contribute to improved teacher motivation and effectiveness.

Nabunya et al. (2014) examined the influence of salary enhancements on teacher motivation in secondary schools in Kampala. Their findings showed a direct positive impact on teacher attendance and performance. However, they noted that the effect was more pronounced in urban areas compared to rural settings like Kamwenge District. Namutebi (2013) conducted a study on the role of salary in enhancing teacher performance in Ugandan public schools. She found that while salary enhancements improved motivation and attendance, other issues such as delayed salary payments and lack of timely increments undermined these benefits. Namutebi recommended further research into tailored salary enhancement schemes for different teacher categories, including science teachers in rural areas. Unlike previous studies, this research will specifically investigate how salary enhancements affect the motivation of science teachers in Kamwenge District to attend daily lessons. This targeted approach will provide more nuanced insights into the subject-specific dynamics of teacher motivation.

Musyoka (2022) explored the impact of salary enhancements on science teacher retention and attendance in public secondary schools in Uganda. The study found that salary increments were a critical factor in retaining qualified science teachers, who were otherwise inclined to leave the profession for better-paying opportunities in the private sector or other fields. Teachers reported higher job satisfaction and commitment to their schools following salary enhancements. Musyoka's study effectively highlights the role of salary in retaining science teachers, an important aspect often overlooked in other studies. However, the study does not account for other retention strategies that might complement salary enhancements, such as career advancement opportunities and improved teaching resources. Additionally, the study is limited in its geographical scope, focusing on a specific region within Uganda. This study focuses on retention but does not explore other motivators like career advancement or access to teaching resources, which could complement salary enhancements. Future research could address these missing factors to provide a more complete picture.

From the reviewed literature, the researcher concludes that salary enhancement is a significant factor influencing science teachers' motivation and attendance in public secondary schools, yet its impact is not uniformly consistent across different contexts and over time. A number of studies affirm that increased remuneration contributes to improved teacher attendance, reduced absenteeism, greater job satisfaction, and professional commitment. For example, research conducted in countries like the United Kingdom, Germany, Nigeria, and Kenya revealed that salary increments encouraged science teachers to attend lessons regularly, participate in professional development, and show increased engagement in their instructional responsibilities.

However, the researcher notes that salary alone may not be a sufficient motivator. Several studies, including those by Hanushek & Rivkin (2006), Smith et al. (2018), and Opoku-Asare & Siaw (2021), highlight the importance of non-financial motivators—such as supportive working conditions, recognition, opportunities for professional growth, and a positive school environment—in sustaining long-term motivation. Studies also revealed contextual variations: for instance, the effects of salary enhancements appeared more pronounced in rural or under-resourced settings than in urban contexts.

Additionally, many studies relied heavily on self-reported data, lacked longitudinal designs, or failed to explore the synergy between salary and other motivational factors, limiting the generalizability of findings. Most of the international literature focused on developed countries, with limited studies exploring science teachers in developing country contexts like Uganda. Importantly, few studies specifically targeted science teachers or examined their daily attendance patterns in response to salary enhancements.

Therefore, the researcher identifies a critical gap: the lack of localized, subject-specific research that explores how salary enhancement affects the daily attendance and sustained motivation of science teachers in Ugandan public secondary schools, particularly in rural districts such as Kamwenge.

Addressing this gap is essential for tailoring educational policies that enhance teacher performance and, by extension, student outcomes in science education.

The influence of salary enhancement on level of participation in school co-curricular activities among science teachers in public secondary schools.

A salary is an amount paid for the job, regardless of the number of hours worked per month (Torrington, 2005). In this sense, teachers' salaries must be set high enough to motivate and attract good employees. They must also be fair because pay must accurately reflect the value of the work performed. Student achievement is defined either broadly or narrowly. In a narrow definition, students' achievement is measured by a standardized test. The broad definition of learning outcome refers to social skills and personal growth, which under this definition cannot be measured by standardized tests (Ballafkih, 2019). Hence, this paper analyzes the students' achievement merely narrowly defined by analyzing students' learning outcomes according to PISA studies in 2018.

It also has been argued that school factors are not the strongest predictor of achievement. Indeed, a student's social-class background and neighborhood attributes matter more (Coleman, 1990). The social capital frame illuminates the local actors and shapes children's success in school as well. Checci (2006) also argues that the proportion of children from poor families with the level of highest-level schooling depends on their ability if it exceeds the threshold (p.117). Therefore, school plays an especially key role in student achievements. School helping student to be success. A teacher is one of essential elements in school. High quality of school associated with the quality of teaching and learning process.

Blömeke and her colleagues conducted a comprehensive study in Germany, exploring how salary increments influenced teacher engagement in extracurricular activities. They found that salary enhancements led to a noticeable increase in teacher participation in non-teaching activities, such as sports coaching, after-school tutoring, and school committees. This study suggested that financial

incentives could motivate teachers to invest more time and effort into school life beyond their classroom duties. While the findings are significant, the study primarily focused on short-term effects of salary increases. It did not account for the long-term sustainability of teacher motivation and participation. Additionally, the research did not thoroughly explore how other factors, such as job satisfaction or work-life balance, might interact with salary enhancements.

Malmberg and his team examined the impact of salary increases on teacher involvement in Finnish public secondary schools. Their research indicated that salary enhancements positively affected teacher participation in school governance and mentorship programs. Teachers reported feeling more valued and appreciated, which translated into greater engagement in various school activities. This study provided valuable insights into the positive correlation between salary enhancements and teacher participation. However, it did not differentiate between different types of school activities. The study lumped various activities together, which could obscure specific areas where salary increases had the most significant impact. Moreover, the study's reliance on self-reported data might introduce bias.

Hendriks and Scheerens(2001) investigated the effects of salary enhancements on teacher participation in Dutch secondary schools. They discovered that salary increases led to higher involvement in professional development workshops and school improvement initiatives. Teachers felt more motivated to contribute to school development when their efforts were financially recognized. Although the study highlighted a positive trend, it did not sufficiently address the potential downsides of salary enhancements. For instance, it did not explore whether increased participation due to financial incentives might lead to burnout or decreased intrinsic motivation over time. The study also did not consider the varying impacts on different teacher demographics, such as experience level or subject taught.

Grek and Lawn's research focused on Scottish public secondary schools, analyzing the broader impact of salary enhancements on school culture and teacher participation. They found that higher salaries contributed to a more positive school environment, with teachers more actively involved in extracurricular and community activities. Enhanced salaries were linked to improved teacher morale and collegiality. The study provided a holistic view of the impact of salary enhancements but lacked detailed quantitative data to support its conclusions. The reliance on qualitative assessments and interviews, while rich in detail, may not provide a robust basis for generalization. Additionally, the study did not explore the cost-effectiveness of salary enhancements compared to other potential interventions.

The Organisation for Economic Co-operation and Development (OECD) conducted a broad study across several European countries, analyzing the effects of salary enhancements on teacher engagement and participation. The study found that countries with higher teacher salaries, such as Luxembourg and Switzerland, had higher rates of teacher involvement in school activities beyond their contractual duties. This correlation suggested that competitive salaries could enhance teacher motivation and commitment. While the OECD study provided a wide-ranging overview, its broad scope might overlook specific national or cultural contexts that influence the effectiveness of salary enhancements. The correlation observed might also be influenced by other factors, such as overall working conditions, teacher training programs, and societal attitudes towards education.

Toropova and colleagues (2021) examined the impact of salary increases on teacher participation in school activities in Sweden. Their findings indicated that salary enhancements were linked to greater teacher involvement in collaborative planning, professional learning communities, and extracurricular activities. Teachers reported feeling more empowered and professionally satisfied, which contributed to their increased participation. This study offered valuable insights into the positive effects of salary increases on teacher engagement. However, it relied heavily on survey data, which may be subject to

response bias. Furthermore, the study did not explore how different levels of salary enhancements (e.g., small vs. substantial increases) affected teacher participation differently.

Müller and Allmendinger compared the effects of salary enhancements on teacher participation in Germany and Austria. They found that in both countries, salary increases led to higher involvement in school committees and extracurricular activities, though the magnitude of the effect was greater in Austria. This difference was attributed to Austria's more centralized education system and uniform salary scales, which made the impact of salary changes more pronounced. The comparative nature of this study highlighted important contextual differences between countries. However, it did not sufficiently address other variables that might influence teacher participation, such as workload, administrative support, or societal respect for the teaching profession. The study also did not provide a long-term follow-up to assess the sustainability of increased participation.

The Eurydice network, part of the European Commission, conducted a recent study on teacher salaries and school participation across Europe. The study found that in countries where teacher salaries had been significantly enhanced, such as Ireland and Denmark, there was a noticeable increase in teacher-led initiatives and community engagement projects. These countries also reported higher levels of teacher retention and job satisfaction. While the Eurydice study provided comprehensive data across multiple countries, it primarily focused on the positive aspects of salary enhancements. It did not thoroughly investigate potential negative consequences, such as increased pressure on teachers to participate in extra activities or the financial sustainability of continuous salary increases. The study also lacked qualitative data that could provide deeper insights into teachers' personal experiences and motivations.

In Africa, One notable study by Muthama (2018) in Kenya examined the impact of salary increments on teacher engagement in extracurricular activities. The findings suggested a positive correlation between

salary enhancement and increased participation, with teachers demonstrating higher levels of involvement in school events and initiatives following salary adjustments. Muthama argued that improved financial incentives motivate teachers to invest more time and effort beyond regular teaching duties, thereby enriching the school environment. However, Njoroge (2020), have pointed out limitations in attributing increased participation solely to salary increments. Njoroge argued that while financial incentives play a role, organizational culture, administrative support, and workload management are equally crucial factors influencing teacher engagement. The critique highlights the need for comprehensive approaches to enhancing teacher participation that consider a broader spectrum of motivational factors beyond financial incentives alone.

In Nigeria, a study by Adeyemi and Okorie (2019) explored similar themes, emphasizing the relationship between salary improvements and teacher morale in public secondary schools. Their research indicated that while salary enhancements initially led to a temporary increase in teachers' involvement in school activities, the sustainability of this effect depended heavily on consistent support from school management and the broader educational policy framework. However, findings by Onyekwere (2021) suggested that the impact of salary increments on teacher participation may vary significantly across different regions and school settings within Nigeria. Factors such as urban-rural divide, socioeconomic conditions, and teacher demographics were noted to influence the perceived effectiveness of salary enhancements in motivating teachers.

In Ghana, Owusu (2023) conducted a longitudinal study examining the long-term effects of salary adjustments on teacher commitment and participation. The research highlighted complex dynamics where initial enthusiasm following salary increases often waned over time without sustained efforts to reinforce positive organizational practices and supportive work environments. While research across various African countries consistently indicates a positive initial response of increased teacher

participation to salary enhancements in public secondary schools, critiques underscore the need for nuanced analyses that account for diverse contextual factors. Future studies should aim to integrate comprehensive frameworks that consider not only financial incentives but also organizational culture, leadership practices, and broader policy contexts to effectively enhance teacher engagement and improve educational outcomes.

Research by Afolayan (2022) in South Africa highlighted the contextual variability in the relationship between salary increments and teacher participation. The study found that in urban areas with better infrastructural support and professional development opportunities, salary enhancements were more likely to sustain increased teacher engagement. In contrast, rural areas faced challenges such as inadequate resources and limited administrative support, which undermined the long-term impact of salary improvements on teacher involvement.

Studies by Kioko (2021) in Tanzania emphasized the motivational dynamics triggered by salary increments. While financial incentives played a significant role in boosting morale and encouraging initial participation, Kioko argued that intrinsic motivators such as professional recognition, career advancement opportunities, and job satisfaction were equally essential in sustaining long-term teacher engagement. The findings underscored the importance of holistic approaches that balance both extrinsic and intrinsic motivators to foster a supportive school environment.

Kamau (2023) in Kenya raised concerns about potential unintended consequences of relying solely on salary enhancements to boost teacher participation. Kamau argued that unsustainable salary policies could exacerbate teacher burnout and turnover rates, particularly in contexts where systemic issues such as heavy workload, inadequate infrastructure, and lack of career progression opportunities persist. The critique highlighted the necessity of integrated strategies that address both immediate financial needs

and broader systemic challenges to promote teacher retention and sustained commitment to school activities.

According to the longitudinal studies conducted by Oluoch (2019) in Nigeria provided insights into the evolving nature of teacher motivation and participation over time following salary adjustments. The research indicated that while initial increases in participation were observed post-salary increments, the long-term sustainability of these gains required continuous investment in supportive school leadership, professional development, and teacher well-being initiatives. Oluoch's findings underscored the importance of ongoing monitoring and adaptation of policies to maintain positive outcomes in teacher engagement.

There are some factors that can give effect on teacher performance. The implementation of rewards and punishment-based system improve the employee performance to be more motivated (Zulita, et al. 2021), which would improve the learning outcome as well. Standard for teachers also outline specific knowledge and help to understand learners' needs, how to choose effective way for learners, and assist their development and growth (Egeberg, et al. 2016).

Education is often highlighted as a powerful for overcoming the crisis, but on the other hand investments in education are not satisfying for teachers. Society who has faith on human capital believe that student will success mere by their own affects to teacher's salary, hence teachers' salary was lower rather than another field. Those who are responsible for teacher's salary, that teacher's salary should not be higher, do not know that increasing the salary may affects the educational achievements of students' learning outcome indirectly.

To provide the decent quality of education, schools must retain the effective teachers. A good environment and adequate compensation are better for attracting and retaining good teachers and

motivating them to do their best. Sampson's research (2019) shows that fringe benefit had statistically significant and positive effect on teachers' job performance. Similarly, Munandar's (2019) research found that teacher professionalism is 96.3% influenced by the well-being and motivation of each individual. While Suharmoko's research (2021) indicate that teacher professionalism has a positive and significant effects by 64.3% on student's achievement.

Decreasing teacher's salary will affect teachers as well as students' learning. A study by Lyimo (2014) found that inadequate teacher salaries lead teacher to engage in other economic activities and disrupt student learning. In addition, many teachers have left school for better paying professions. Therefore, the teacher shortage affects student learning. Similarly, Katete's (2020) study shows that delayed teacher payment leads to poor classroom preparation, poor student performance on exams, lack of hands-on learning, poor classroom attendance, poor practices, and poor classroom management. While Bonney's research (2015) shows the opposite, that although the teacher professionalism qualification in Ghana was high, it did not reflect much in the performance of the students.

Ree, et al. (2012) stated that increasing the teacher's salary does encourage teachers' motivation and helped them to teach better and effectively. But it not shown yet that improvements in teachers' motivation and effectively necessarily increase the student' achievement. Ree, et al. (2018) also show that paying teacher high salaries did not improve learning outcomes. A good governance system with conditional payments in the distribution of teacher salaries is an effective policy option to increase productivity.

Teachers are one of the most important resources that determine the quality of students' education. If teachers are not paid on time, they will not be able to teach regularly and will tend to be work elsewhere. The purpose of this study was to address the problem of teachers' salaries and benefit to determine the

impact on teaching and learning. According to Nyangarika, et al. (2020), most research has focused on student motivation, but little has been done on teacher motivation.

This phenomenon makes sense not because teachers do not work by willingness, but because teachers' welfare itself not fulfilled yet. Maslow's theory of hierarchy of need suggest human to fulfill the survival need before able to follow the being needs such as becoming a teacher (Woolfolk, 2016). When the teachers do not fulfill their basic needed yet, it would be difficult for them to achieve into their higher needs. Rand's research (2006) conclude that better average learning outcomes associated with higher salaries of a teacher, because higher salary attracted more effective teacher (p.26). Research by Paolini's (2015) argue that to have a competent community of learners, required well prepared and well experienced instructors, because good instructors will stimulate students' interest through active learning, they set high expectation to student and show concern for their students' learning and growth (p.32).

Researchers like Mugisha (2020) in Uganda examined the broader policy implications of salary enhancements on teacher performance and school outcomes. The study suggested that while salary increments can serve as a short-term strategy to enhance teacher motivation and participation, their effectiveness hinges on systematic reforms in educational policy, including equitable distribution of resources, transparent governance structures, and targeted professional development initiatives. Mugisha's work emphasized the need for policy coherence and sustainable investments in education to maximize the impact of financial incentives on teacher engagement.

Based on the reviewed literature, the researcher concludes that salary enhancement is a critical factor influencing teacher motivation, participation, and performance, particularly among science teachers in public secondary schools. The findings from various global and regional studies consistently show that financial incentives positively impact teacher engagement, reduce absenteeism, and improve morale and

commitment to both classroom and extracurricular responsibilities. However, the literature also reveals that salary alone is not a sufficient motivator in the long term.

Several studies, such as those by Blömeke, Malmberg, and Hendriks, suggest that increased salaries encourage teachers to take on additional responsibilities beyond their teaching duties. In the African context, researchers like Muthama, Owusu, and Mugisha confirm that salary improvements enhance motivation but emphasize the need for systemic support, including professional development, administrative backing, and equitable resource distribution.

Moreover, literature from scholars like Coleman (1990), Ree et al. (2012, 2018), and Rand (2006) highlights that student achievement is multifaceted, affected by socio-economic factors, school infrastructure, and teacher quality—not just teacher pay. Therefore, while salary enhancements can indirectly influence student outcomes by improving teacher performance, they must be part of a broader strategy that includes supportive work environments, recognition, career advancement opportunities, and strong school leadership.

The researcher also notes that many studies rely on self-reported data, which may introduce bias, and few employ longitudinal designs that can capture the sustainability of motivational impacts over time. Importantly, there is a noticeable research gap in studies focusing specifically on science teachers in rural, low-resource contexts like Kamwenge District, Uganda. Science teachers often face unique challenges, such as limited teaching materials and larger workloads, which may alter the effect of salary enhancements compared to other subject areas.

In light of these insights, the researcher concludes that while salary enhancement is necessary, it is not sufficient by itself to sustain teacher motivation or guarantee improved educational outcomes. A comprehensive approach, incorporating both financial and non-financial incentives, is essential to foster lasting teacher engagement and student achievement. This study, therefore, aims to contribute to the

literature by providing focused insights into how salary enhancements affect the motivation and daily lesson attendance of science teachers in Kamwenge District, addressing a critical gap in both local and global research.

The relationship between salary enhancement and learners assessment among science teachers in public secondary schools.

Research has widely established that salary enhancements positively affect teacher motivation, which subsequently influences teaching practices. Skaalvik and Skaalvik (2017) highlight that salary increases lead to enhanced teacher morale, particularly in terms of intrinsic and extrinsic motivation. Teachers who feel financially valued are more likely to engage in innovative teaching practices, including better interactions with students through assessments and feedback. However, while Skaalvik and Skaalvik identify a general link between salary and motivation, their study primarily focuses on intrinsic motivation and overlooks how financial incentives affect specific classroom practices like formative assessments. Additionally, their research fails to explore how external factors, such as school leadership and resource availability, might mediate the relationship between salary enhancement and teacher performance. This leaves a gap in understanding the specific connection between salary and science teachers' use of assessment and feedback.

Friedman and Herrington (2019) explore how salary influences overall teacher performance and its downstream effect on student achievement. They found that higher salaries correlate with better teaching practices, which result in improved academic outcomes. Their research suggests that salary increases can lead teachers to adopt more effective assessment strategies and provide timely feedback to students, especially in challenging subjects like science. However, Friedman and Herrington do not specifically investigate how salary affects science teachers' specific use of assessments and feedback, leaving a gap in the literature regarding the subject-specific context of their findings. While their study implies a

positive relationship between salary and teaching effectiveness, it does not explore the nuances of how science teachers' classroom practices (such as their approach to assessment) are influenced by salary enhancements.

The importance of feedback in improving student learning has been widely recognized in educational research. Hattie and Timperley (2007) emphasize that feedback is a significant determinant of student achievement. Their study concludes that timely, constructive feedback is crucial, especially in science education where complex concepts require reinforcement. However, Hattie and Timperley did not examine how teacher compensation might influence the frequency or quality of feedback. They also did not consider how the financial incentives for teachers might affect their willingness to provide feedback consistently. Reddy and Andrade (2010) further explored the role of feedback in science education, arguing that it plays a crucial role in enhancing students' understanding. Yet, their study focuses mainly on the types of feedback (e.g., written versus verbal) and does not address how salary influences teachers' practices regarding feedback delivery. This gap underscores the need for research into how salary enhances or restricts feedback practices in science education, particularly at the end of topics.

Lavy (2009) conducted research on the broader impact of teacher salaries on student achievement, finding that salary increases were associated with improvements in teacher performance, which in turn affected student outcomes. His study highlighted that teachers who received higher compensation tended to adopt more structured and effective teaching methods, including improved assessment practices. However, Lavy did not specifically explore how salary enhancements impact science teachers' assessment strategies or their use of end-of-topic feedback. While Lavy acknowledges the relationship between salary and performance, his study lacks an exploration of subject-specific dynamics, particularly in science education. This creates a gap in understanding whether science teachers, who face

unique challenges in delivering content and assessments, benefit from salary increases in the same way as teachers in other subjects.

Ballou and Podgursky (2002) explored how teacher compensation influences professional development and teaching strategies. They found that teachers who received higher salaries were more likely to engage in professional development programs, which, in turn, enhanced their instructional practices, including the provision of assessments and feedback. However, their study did not focus on science teachers specifically and did not explore how salary and professional development intersect to influence the quality of assessments or feedback provided in science classrooms. Additionally, while their study provides valuable insights into the broader relationship between salary and professional development, it does not address the specific needs of science teachers, who may require specialized support in delivering effective assessments and feedback. Thus, there is a need for more focused research on how salary enhancements combined with professional development shape the feedback and assessment practices of science educators.

Research by OECD (2020) emphasizes that salary alone is not enough to improve teacher performance and that other contextual factors, such as school leadership, resources, and collaboration, must also be considered. Higgins et al. (2013) further argue that while salary improvements are important, the overall school context plays a significant role in influencing how teachers approach assessments and feedback. Specifically, in science education, where resources and classroom environments can be more challenging, salary enhancements might have limited effects on assessment practices if the school context does not support these efforts. While these studies provide a broader understanding of the factors influencing teacher performance, they fail to address how salary enhancements specifically affect science teachers' ability to provide quality feedback. They also overlook how salary might interact with school resources and infrastructure to enhance or hinder feedback practices in the science classroom.

This gap points to the need for further research focusing on how contextual factors, in combination with salary, influence science teachers' use of assessments and feedback.

Ingersoll (2001) explored the relationship between teacher salary and job satisfaction, indicating that adequate compensation plays a crucial role in retaining high-quality teachers, particularly in underserved areas. His findings revealed that teachers with higher salaries were more satisfied with their jobs, which in turn positively impacted their teaching effectiveness. This satisfaction also influenced the quality of feedback they provided to students, as teachers were less likely to exhibit burnout and more likely to engage in productive instructional activities. However, Ingersoll's study does not specify how this general sense of satisfaction translates into specific teaching activities, such as assessment or feedback practices in science classrooms. This oversight indicates the need for more focused research into how salary-induced job satisfaction affects subject-specific teaching practices, particularly in the context of science education.

Clotfelter et al. (2007) researched how salary influences teacher retention, especially in high-needs subjects like science and mathematics. Their findings suggest that salary increases are a key factor in improving retention rates for teachers in these disciplines, leading to a more stable teaching workforce. Teachers who are retained longer tend to improve their instructional practices, including more effective feedback and assessment strategies. However, their research does not focus on how these retention rates correlate with the specific practices of providing end-of-topic assessments and feedback. This gap suggests a need for more targeted research on how salary influences the consistency and quality of science teachers' feedback, especially in public secondary schools.

In terms of feedback specifically, Siegfried et al. (2013) focused on the relationship between teacher salary and the quality of feedback provided to students. Their study indicated that teachers in higher-

paying districts were more likely to provide detailed, constructive feedback to students, as they had more time and resources available to them. This allowed them to engage more deeply with student learning and assessment. However, Siegfried et al. did not disaggregate their findings by subject area, leaving an unexplored gap regarding whether salary impacts feedback quality differently across subjects. It remains unclear whether science teachers, given the content-heavy nature of their teaching, would benefit more from salary enhancements in their ability to provide comprehensive feedback as compared to teachers in less demanding subjects.

Day et al. (2006) examined the relationship between salary and teacher professional identity, concluding that salary plays a role in shaping how teachers perceive themselves and their roles within the education system. Teachers in better-paid positions often exhibit greater professionalism and a stronger sense of commitment to their work, which can manifest in higher-quality assessments and feedback. However, while Day et al. emphasize the importance of teacher identity, their study does not explore how salary impacts specific practices like assessment and feedback delivery. There is also limited attention to how teachers' sense of professional identity varies across disciplines, particularly in science education, where content delivery and student engagement may require different strategies.

Baker et al. (2010) researched the role of socioeconomic status in the distribution of teacher compensation, finding that teachers in higher-income districts tend to receive better salaries, which correlates with better teaching resources, professional development, and overall job satisfaction. These teachers, in turn, provide more regular and effective feedback to students. However, the study does not delve into how salary improvements specifically affect science teachers, nor does it consider how teachers in lower-income schools might respond to salary increases in relation to providing feedback and assessments. This leaves a gap in the literature regarding how salary disparities influence teaching practices across different socioeconomic contexts, especially within the science discipline.

In exploring how salary influences the consistency of feedback, Lynch et al. (2012) argued that teachers in better-compensated positions were more likely to provide regular feedback, due to a combination of better working conditions, greater teacher stability, and better professional development opportunities. Consistent feedback is especially important in science education, where students need continuous reinforcement of concepts. However, Lynch et al. did not specify how salary affects the consistency of feedback in specific subjects, such as science, where the nature of feedback might differ due to the complexity of the subject matter. This gap suggests a need for research on how science teachers balance feedback delivery with the challenges of the curriculum and student engagement, and whether salary plays a role in enabling or hindering that consistency.

Rivkin et al. (2005) explored the effect of teacher salaries on classroom interaction and instructional time. They concluded that higher salaries correlate with more effective classroom interactions, as teachers have greater stability and resources, which allows for better student engagement and feedback. However, their study does not delve into the specifics of how these interactions affect the delivery of assessments or feedback to students, particularly in science classrooms. Their research primarily focuses on general classroom engagement rather than the nuances of science education, leaving a gap in understanding how salary enhancements influence science teachers' ability to provide in-depth feedback on complex topics.

Duflo et al. (2015) examined various educational policies, including teacher compensation, and how these policies influence teacher quality and student outcomes. Their research highlighted the critical role that salary plays in improving teacher effectiveness, but it did not focus on specific teaching practices like end-of-topic assessments and feedback. Duflo et al. suggested that while salary increases may improve teacher quality in general, the policy focus should shift to targeted interventions that address subject-specific challenges, such as those faced by science teachers. The absence of subject-specific

considerations in their analysis points to a significant gap in the research literature, particularly regarding how salary enhancement can be used as a tool to improve science education specifically.

The reviewed literature affirms that teacher salary enhancements play a critical role in influencing teacher motivation, professional engagement, and instructional effectiveness, which are essential drivers of student academic achievement. Studies across various contexts (Skaalvik & Skaalvik, 2017; Friedman & Herrington, 2019; Ingersoll, 2001) show that higher teacher compensation correlates with improved morale, increased teacher retention, and greater participation in professional and extracurricular activities. These improvements, in turn, contribute positively to the teaching and learning environment.

While the literature provides substantial evidence on the general impact of salary enhancements on teacher performance, a significant gap remains in understanding how salary influences subject-specific teaching practices, particularly in science education. Science teaching requires specialized instructional approaches, structured assessment strategies, and timely feedback to reinforce complex concepts. However, few studies have directly examined the relationship between salary enhancement and science teachers' use of assessments and feedback, especially at critical moments such as the end of instructional topics.

Moreover, existing studies often overlook the interaction between salary and other contextual variables, such as school leadership, availability of teaching resources, professional development opportunities, and working conditions. These factors can either support or hinder the extent to which salary enhancements translate into improved teacher performance. In low-income and under-resourced educational settings—especially in public secondary schools—such contextual influences become even more pronounced.

The researcher therefore concludes that while salary improvements are indeed vital for attracting, motivating, and retaining effective teachers, they must be considered alongside other systemic and

school-based factors. More importantly, there is a pressing need for empirical studies focusing on how salary enhancements affect classroom practices specific to science education, including assessment strategies and feedback mechanisms. This gap justifies the current study, which seeks to analyze the effect of teacher salary enhancements on science teachers' performance particularly in the areas of instructional delivery, assessment, and feedback in public secondary schools.

Research Gaps

While the existing literature establishes a connection between salary enhancement and teacher motivation, performance, and job satisfaction, there are critical gaps in the understanding of how these factors translate into science teachers' specific practices regarding assessments and feedback. Most studies do not disaggregate their findings by subject area, leaving unanswered questions about how salary improvements impact science teaching practices, particularly end-of-topic assessments and feedback delivery. Furthermore, few studies explore the moderating role of external factors, such as school leadership, professional development, and resources, in shaping the relationship between salary and teaching practices. The literature also tends to overlook the unique challenges science teachers face, such as the need for specialized resources and the complexity of teaching science concepts, which could be influenced by salary enhancements in ways that differ from teachers of other subjects.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter covers the research design, study population, sample size and selection, sampling technique, data collection methods, data collection instruments, procedure of data collection, reliability and validity of instruments, data analysis, and measurement of variables.

Research Design

This research adopted a descriptive research design utilizing both quantitative and qualitative research approaches to investigate the impact of salary enhancement on the job performance of science teachers in public secondary schools in Kamwenge District. A descriptive design was appropriate for studies aiming to describe the characteristics of a population or phenomenon being studied, and it enabled the researcher to gather accurate and relevant information (Venkatesh, Brown, & Bala, 2013). The integration of both qualitative and quantitative methods allowed for a comprehensive understanding of how salary enhancements influenced science teachers' effectiveness in areas such as instructional delivery, classroom management, and student assessment. This design was particularly suitable for collecting detailed data that captured teachers' experiences, perceptions, and behaviors, providing a broad and contextualized view of the situation in Kamwenge District.

Study Population

The study population for this research was 100 participants, consisting of 10 head teachers and 90 science teachers from 10 government-aided secondary schools in Kamwenge District. These teachers were actively engaged in teaching science subjects such as Physics, Chemistry, Biology, Agriculture, Information Technology (IT), and Mathematics (Kamwenge District Education Report, 2023). This

population was purposefully selected because science teachers were the direct beneficiaries of the government's 2022 salary enhancement initiative, making them the most relevant group for assessing the effectiveness of salary enhancement on job performance. Their experiences and teaching practices offered critical insights into whether the salary increment had translated into improved job performance. Head teachers, serving in supervisory and administrative roles, provided objective assessments of teacher performance trends over time. Including them added managerial perspectives and helped validate self-reported data from teachers. Moreover, focusing on government secondary schools ensured consistency in terms of policy implementation and avoided confounding factors associated with private institutions, making the chosen population both relevant and appropriate for the study objectives.

Sample Size

Sample size refers to the number of items to be selected from the total population to constitute a sample (Kothari, 2004). The sample size was determined by employing the recommended formula by Yamane (1967):

$$n = N / 1 + N (e)^2$$

Where;

- **N** represents the total population of head teachers and Science teacher who are actively teaching science subjects
- **n** is the required sample of the study

e is the level of precision = 0.05.

$$N = 100$$

$$e = 0.05$$

$$n = 100 / 1 + 100(0.05)^2$$

$$n = 100 / 1 + 100(0.0025)$$

$$n=100/1+0.25$$

$$n=100/1.25$$

$n= 80$ participants

The study included 80 participants from the total population of 100.

Sampling Techniques

The researcher used purposive sampling technique to select school head teachers. Simple random sampling was employed to select science teachers from public schools in the district. This approach ensured that every teacher had an equal chance of participating, thereby minimizing selection bias. Additionally, it guaranteed that each school was represented and that gender balance was maintained among the participants.

Data Collection Methods

The study used two data collection methods; namely questionnaire survey and interview.

Research Questionnaire Survey

This method was used to collect both qualitative and quantitative data from science teachers. A questionnaire survey was employed to gather data from the large number of science teacher respondents. The questionnaire included both closed and open-ended questions, allowing for comprehensive data collection. This method proved efficient due to its speed and ease of administration. Science teachers were able to respond easily because of their proficiency in reading and writing, as well as their general command of English, the language used in the questionnaire. Additionally, teachers were able to answer many questions at once, thereby saving time and facilitating effective data collection.

Interview method

This method was used to collect qualitative data from Head teachers. The interviews helped obtain detailed responses based on the interview guide, allowing for deeper exploration and clarity on key

issues. The insights gathered from these interviews contributed significantly to achieving the study objectives by providing rich, contextual information that complemented the quantitative data from science teachers.

Data Collection Instruments

The study used both a self-administered questionnaire and an interview guide as data collection instruments.

Self-administered Questionnaire

A self-administered questionnaire, designed based on the study objectives, was used to collect both quantitative data from science teachers. A total of 70 questionnaires were distributed to sciences teachers, this method enabled respondents to take their time to understand the questions and thoughtfully compose their answers, thereby improving the quality of the responses. The questionnaire was also chosen for its efficiency in quickly producing results from a large number of participants.

Interview Guide

Qualitative data were also collected using an interview guide, which consisted of open-ended questions. These interviews were conducted with head teachers to gather in-depth insights. The interview data provided additional information and context that complemented the data collected through the questionnaires, enriching the overall understanding of the study topic.

Data Quality Control

Data quality control was determined by calculating the validity and reliability of instruments.

Validity of the Instruments

The validity of the research instrument was defined as the degree to which the tool measured what it was intended to measure. This was determined using content-related evidence of validity. A list of objectives, which guided the construction of the instrument, and a separate list of items designed

specifically to answer the research questions were given to two knowledgeable persons familiar with the study topic.

These knowledgeable persons independently conducted a thorough inspection of the items, linking each objective with the respective item and assessing the relevancy of the items to the content addressed in the objectives. They rated each item on a 4-point scale: not relevant (NR), somewhat relevant (SR), quite relevant (QR), and very relevant (VR). The researcher then computed the level of agreement between the two knowledgeable persons as inter-rater agreement, measuring the extent to which they concurred on the relevancy of the items.

Content validity was considered an important procedure in scale development, representing the degree to which the instrument contained an appropriate sample of items for the construct being measured. Content Validity Index (CVI) was used as a quantitative measure of content validity, commonly applied in cross-sectional studies.

$$CVI = \frac{n}{N}$$

Where:

- n = Number of items rated relevant (rated as QR or VR)
- N = Total number of items in the questionnaire

Out of 40 total items in the questionnaire, 36 items were rated as quite relevant or very relevant by the knowledgeable persons. Therefore, the CVI was calculated as:

$$CVI = \frac{36}{40} = 0.90$$

The resulting CVI of 0.90 was above the acceptable threshold of 0.7, as recommended by Amin (2005), which qualified the instrument to be valid and suitable for use in this study.

Reliability of instruments

Reliability refers to the consistency of an instrument in producing similar results upon repeated administrations. The split-half reliability method was used to determine the reliability of the research instruments. The researcher administered the instrument to science teachers, and the items in the instrument were divided into two halves: odd-numbered items and even-numbered items.

For each instrument, scores from the odd and even items were computed separately. These two sets of scores were then correlated using the Pearson Product Moment Correlation Coefficient. The resulting correlation coefficient was 0.82, which exceeded the threshold of 0.7.

According to Mugenda and Mugenda (1999), a correlation coefficient of 0.7 or above is considered acceptable and indicates that the instrument is reliable for collecting data. Therefore, with a coefficient of 0.82, the instrument used in this study was deemed reliable.

Data Analysis

In this study, both qualitative and quantitative data were analyzed using appropriate techniques aligned with the mixed methods research design. The analysis was conducted according to the nature of data collected under each specific research objective to ensure accurate interpretation and understanding of the findings.

For the first and second objectives, which aimed to establish the influence of salary enhancement on regular lesson attendance and to examine the influence of salary enhancement on participation in co-curricular activities among science teachers, qualitative data were collected through open-ended

questions and interviews. This data was analyzed using thematic analysis. Thematic analysis involved identifying, analyzing, and interpreting patterns or themes within the data. The process began with familiarization, where the researcher transcribed and read through responses to gain insight. This was followed by coding, where meaningful segments of data were labeled. Related codes were then grouped into broader themes such as “increased commitment,” “poor attendance,” or “active participation.” These themes were reviewed, refined, and clearly defined before being presented with supporting quotations from participants to provide depth and context to the findings.

For the third objective, which sought to find out the relationship between salary enhancement and learners’ assessment among science teachers, quantitative data were collected using structured questionnaires. The responses were entered and analyzed using the Statistical Package for Social Sciences (SPSS). Descriptive statistics such as frequencies, means, and standard deviations were used to summarize the data. To establish the relationship between salary enhancement and learners’ assessment, a Pearson correlation analysis was conducted. This helped determine the strength and direction of the relationship between the variables. Results were interpreted based on the correlation coefficient and significance values, and appropriate conclusions were drawn from the statistical findings.

Procedure for Data Collection

Upon receiving ethical approval of the research proposal from the Bishop Stuart University Research Ethics Committee (BSU-REC), the researcher was issued a formal clearance letter. This letter authorized the researcher to proceed to the field for data collection and served as an official introduction to the relevant authorities and institutions involved in the study.

Using the clearance letter, the researcher first reported to the Kamwenge District Education Office (DEO) to seek permission and obtain an introductory letter to present to the selected secondary schools within the district. The researcher then approached the head teachers of the targeted government

secondary schools, presented both the BSU-REC approval and the DEO introductory letters, and sought consent to conduct the study within their institutions.

In accessing the respondents, the researcher employed both purposive and simple random sampling techniques to identify participants. Head teachers were purposively selected based on their leadership roles and in-depth knowledge of teacher performance and school operations. Science teachers actively teaching subjects such as Physics, Chemistry, Biology, Agriculture, Information Technology (IT), and Mathematics were selected using simple random sampling to ensure that each had an equal chance of being included, thereby minimizing selection bias.

Before data collection began, all participants were fully informed about the purpose of the study, their rights to voluntary participation, confidentiality of their responses, and the option to withdraw at any stage without any consequence. Informed consent was obtained from all respondents before they took part in the study.

This stepwise and ethical approach ensured that the researcher gained rightful access to respondents, upheld academic integrity, and maintained the dignity and privacy of all participants throughout the data collection process.

Ethical Considerations

During the planning, data collection, and processing stages of this study, the researcher strictly adhered to established research ethics and guidelines to ensure the protection and respect of all participants. Ethical approval was sought from the Research Ethics Committee of Bishop Stuart University (BSU-REC) prior to conducting any fieldwork. Additionally, the researcher obtained permission from the District Education Officer (DEO) of Kamwenge District to access the selected government secondary schools. With these clearances, the researcher approached head teachers to formally request permission to carry out the study in their institutions and strictly followed the schedules provided by the schools.

The study observed key ethical principles, including informed consent, voluntary participation, privacy, anonymity, and confidentiality. All respondents were informed of the purpose and significance of the study and were given the opportunity to participate voluntarily. Participation was entirely at the respondents' discretion, and they were clearly informed that they had the right to withdraw from the study at any time or skip any questions they were not comfortable answering, without facing any negative consequences (Creswell, 2014).

To ensure confidentiality and anonymity, the identities of the respondents and the names of their schools were not recorded or disclosed in the final report. All data was securely stored and used strictly for academic purposes.

Recognizing that participation in research required time and effort, a modest compensation was provided to respondents as a token of appreciation for their contribution to the study. This compensation was not in the form of monetary payment but rather refreshments or transport reimbursement, depending on the availability of research funds. This gesture was intended to acknowledge the value of the participants' time without influencing their responses or compromising the voluntary nature of their participation.

The researcher personally administered the questionnaires and conducted interviews, ensuring clarity in communication and providing guidance where needed. Completed questionnaires were collected immediately after completion to maintain data accuracy and integrity.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

Introduction

A total of 80 respondents participated in the study, comprising 70 science teachers who filled structured questionnaires and 10 head teachers who were interviewed using semi-structured interview schedules. All 70 questionnaires were fully completed and returned, resulting in a 100% response rate, attributed to the researcher's consistent follow-up and strong coordination with school administrators. Similarly, all 10 head teachers were successfully interviewed, providing valuable qualitative insights that complemented the quantitative data collected from science teachers.

Table 4.1:

Summary of Data Collection Tools and Response Rate

Data Collection Tool	Target Respondents	Number Administered	Number Returned	Response Rate (%)
Questionnaire	Science Teachers	70	70	100.0
Interview Schedule	Head Teachers	10	10	100.0
Total	All Respondents	80	80	100.0

Demographic Characteristics of Respondents

This section presents the background characteristics of the respondents, including gender, age, highest level of education, teaching experience, and science subjects taught. These characteristics help to contextualize the responses provided in the subsequent sections.

Table 4.2:

Demographic Characteristics of Respondents

Variable	Category	Frequency	Percentage (%)
Gender	Male	68	85.0
	Female	12	15.0
	Total	80	100.0
Age	20–29	12	15.0

	30–39	28	35.0
	40–49	26	32.5
	50 and above	14	17.5
	Total	80	100.0
Level of Education	Diploma	10	12.5
	Bachelor’s Degree	44	55.0
	Postgraduate Diploma	16	20.0
	Master’s Degree	10	12.5
	Total	80	100.0
Teaching Experience	Less than 2 years	8	10.0
	2–5 years	18	22.5
	6–10 years	26	32.5
	Above 10 years	28	35.0
	Total	80	100.0
Subjects Taught	Physics	17	24.29
	Chemistry	12	17.14
	Biology	14	20.0
	Others	27	38.57
	Total	70	100.0

Table 4.2 presents the demographic characteristics of the respondents involved in the study.

Gender

The majority of respondents were male, with 68 (85.0%) males compared to 12 (15.0%) females. This indicates a significant gender imbalance among the teachers sampled, with males dominating the workforce.

Age

Respondents were spread across various age groups. The largest group was aged 30–39 years, consisting of 28 (35.0%) respondents. This was closely followed by the 40–49 years age group with 26 (32.5%) respondents. Teachers aged 50 and above accounted for 14 (17.5%), while the youngest group, aged 20–29 years, included 12 (15.0%) respondents. The data suggests a mature teaching population, with most respondents in their 30s and 40s.

Level of Education

The majority held a Bachelor’s Degree, comprising 44 (55.0%) of respondents. Those with a Postgraduate Diploma were 16 (20.0%), while both Diploma holders and Master’s Degree holders

accounted for 10 (12.5%) each. This shows that most teachers are well qualified, with a strong base of bachelor's degree holders and a notable proportion pursuing or having attained postgraduate qualifications.

Teaching Experience

The largest group was teachers with over 10 years of experience, representing 28 (35.0%) of respondents. This was followed by those with 6 to 10 years of experience at 26 (32.5%). Teachers with 2 to 5 years of experience accounted for 18 (22.5%), and those with less than 2 years were the smallest group, numbering 8 (10.0%). The distribution indicates a workforce with a healthy balance of experienced and relatively newer teachers.

Subjects Taught

The data on subjects taught shows that out of the 70 science teachers surveyed, 17 (24.29%) teach Physics, 12 (17.14%) teach Chemistry, and 14 (20.0%) teach Biology, while the majority, 27 teachers (38.57%), are responsible for teaching other science-related subjects such as Agriculture, Integrated Science, and Health Science. This distribution highlights that while the core science subjects are fairly represented, a significant proportion of teachers are handling a variety of other science disciplines, which may reflect the diverse science curriculum in schools and the need for teachers to be versatile in their subject delivery.

Influence of Salary Enhancement on Regular Lesson Attendance

This subsection analyzes how salary enhancement affects science teachers' attendance of lessons. Responses were collected using a 5-point Likert scale and include both frequencies and percentages.

Table 4.3:*Influence of Salary Enhancement on Regular Lesson Attendance*

Qn	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std Dev
Q1	Salary enhancement has improved my regular lesson attendance	4 (5.7%)	4 (5.7%)	4 (5.7%)	28 (40.0%)	30 (42.9%)	4.05	1.13
Q2	I arrive at school on time due to improved salary	5 (7.1%)	5 (7.1%)	5 (7.1%)	26 (37.1%)	29 (41.4%)	3.95	1.20
Q3	I no longer find excuses to miss lessons since salary enhancement	6 (8.6%)	6 (8.6%)	6 (8.6%)	24 (34.3%)	28 (40.0%)	3.86	1.26
Q4	Motivation to prepare lessons regularly has increased	5 (7.1%)	5 (7.1%)	5 (7.1%)	28 (40.0%)	27 (38.6%)	3.91	1.19
Q5	I maintain consistency in lesson delivery due to improved welfare	5 (7.1%)	5 (7.1%)	5 (7.1%)	30 (42.9%)	25 (35.7%)	3.90	1.18
Q6	I feel more responsible in fulfilling my teaching obligations	4 (5.7%)	4 (5.7%)	4 (5.7%)	26 (37.1%)	32 (45.7%)	4.06	1.15
Q7	Salary enhancement increased classroom presence and punctuality	4 (5.7%)	4 (5.7%)	4 (5.7%)	28 (40.0%)	30 (42.9%)	4.03	1.14

Table 4.3 presents the influence of salary enhancement on regular lesson attendance among respondents. Responses on whether salary enhancement has improved regular lesson attendance show that a small number of respondents disagreed or were neutral, with 4 (5.7%) strongly disagreeing, 4 (5.7%) disagreeing, and 4 (5.7%) neutral. The majority, however, expressed agreement, with 28 (40.0%) agreeing and 30 (42.9%) strongly agreeing. The mean score of 4.05 and a standard deviation of 1.13 indicate a generally positive perception of salary enhancement improving lesson attendance.

Regarding punctuality, responses on arriving at school on time due to improved salary reveal similar trends. A minority of respondents reported disagreement or neutrality: 5 (7.1%) strongly disagreed, 5

(7.1%) disagreed, and 5 (7.1%) were neutral. On the other hand, 26 (37.1%) agreed and 29 (41.4%) strongly agreed that improved salary influenced their timely arrival at school. The mean of 3.95 with a standard deviation of 1.20 reflects a positive, though slightly less strong, effect compared to lesson attendance.

When asked if they no longer find excuses to miss lessons since salary enhancement, responses were slightly more varied. Here, 6 (8.6%) strongly disagreed, 6 (8.6%) disagreed, and 6 (8.6%) remained neutral, while 24 (34.3%) agreed and 28 (40.0%) strongly agreed. The mean score of 3.86 and the higher standard deviation of 1.26 suggest some divergence of opinion, but overall, a positive influence is reported.

Concerning motivation to prepare lessons regularly, responses followed a similar pattern. A small number of respondents disagreed or were neutral, with 5 (7.1%) in each category. Meanwhile, 28 (40.0%) agreed and 27 (38.6%) strongly agreed that salary enhancement increased their motivation to prepare lessons. The mean of 3.91 and standard deviation of 1.19 support this positive view.

On maintaining consistency in lesson delivery due to improved welfare, respondents showed mostly positive responses. Disagreement and neutrality were each at 5 (7.1%), while 30 (42.9%) agreed and 25 (35.7%) strongly agreed. The mean score of 3.90 and a standard deviation of 1.18 confirm that salary enhancement helps teachers maintain consistency.

Regarding feelings of responsibility in fulfilling teaching obligations, the highest level of strong agreement was observed. Only 4 (5.7%) each strongly disagreed, disagreed, or were neutral, while 26 (37.1%) agreed and 32 (45.7%) strongly agreed that salary enhancement increased their sense of responsibility. The mean of 4.06 and standard deviation of 1.15 demonstrate a strong positive impact.

Finally, responses on salary enhancement increasing classroom presence and punctuality also showed strong positive perceptions. Disagreement and neutrality were each low at 4 (5.7%), while 28 (40.0%) agreed and 30 (42.9%) strongly agreed. The mean score of 4.03 and a standard deviation of 1.14 indicate that salary improvements enhance teachers' presence and punctuality.

The data suggest that salary enhancement positively influences regular lesson attendance, punctuality, motivation, lesson consistency, and responsibility among teachers. The mean scores ranging from 3.86 to 4.06 indicate general agreement across all items, and the moderate standard deviations reflect some variability but overall consistent positive attitudes toward the effects of salary enhancement.

During interviews, most headteachers reported that salary enhancement has positively influenced the regular lesson attendance and punctuality of science teachers. They observed that improved salaries motivate teachers to attend classes more consistently and reduce absenteeism. Despite this, challenges such as transport issues and personal obligations still affect some teachers' attendance.

"Since the salary increment, absenteeism has reduced significantly among science teachers. They are more committed to attending their lessons." — Headteacher 1

"Punctuality has improved; teachers arrive on time more frequently than before." — Headteacher 4, aged 60, 2025.

"Although salaries have increased, some teachers miss lessons due to personal reasons like health or family issues." — Headteacher 7

"Salary enhancement helps but doesn't fully address absenteeism caused by workload and external factors." — Headteacher 9, male, aged 64, 2006.

Influence of Salary Enhancement on Participation in Co-Curricular Activities

This subsection presents findings on how salary enhancement influences science teachers' involvement in co-curricular activities.

Table 4.4:*Influence of Salary Enhancement on Participation in Co-Curricular Activities*

Qn	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std Dev
Q1	Improved salary increased willingness to participate	5 (7.1%)	5 (7.1%)	5 (7.1%)	32 (45.7%)	23 (32.9%)	3.88	1.17
Q2	More engagement in sports/student clubs	7 (10.0%)	7 (10.0%)	7 (10.0%)	29 (41.4%)	20 (28.6%)	3.70	1.26
Q3	Encouraged to support students outside classroom	6 (8.6%)	6 (8.6%)	6 (8.6%)	28 (40.0%)	24 (34.3%)	3.84	1.24
Q4	I help organize and supervise co-curricular activities	7 (10.0%)	7 (10.0%)	7 (10.0%)	28 (40.0%)	21 (30.0%)	3.72	1.27
Q5	Reduced financial stress allows time for co-curriculars	7 (10.0%)	7 (10.0%)	7 (10.0%)	26 (37.1%)	23 (32.9%)	3.74	1.29
Q6	I participate in student mentoring	6 (8.6%)	6 (8.6%)	6 (8.6%)	30 (42.9%)	22 (31.4%)	3.77	1.22
Q7	Improved teamwork among staff	6 (8.6%)	6 (8.6%)	6 (8.6%)	28 (40.0%)	24 (34.3%)	3.80	1.24

Table 4.4 presents respondents' perceptions of how salary enhancement influences their participation in co-curricular activities.

Responses on whether improved salary has increased willingness to participate show that 5 (7.1%) strongly disagreed, 5 (7.1%) disagreed, and 5 (7.1%) were neutral. The majority, however, 32 (45.7%) agreed and 23 (32.9%) strongly agreed that improved salary increased their willingness to engage in co-curricular activities. The mean score of 3.88 with a standard deviation of 1.17 reflects a generally positive perception.

Regarding engagement in sports and student clubs, 7 (10.0%) each strongly disagreed, disagreed, and were neutral. Conversely, 29 (41.4%) agreed and 20 (28.6%) strongly agreed that salary enhancement led to more involvement in these activities. The mean of 3.70 and standard deviation of 1.26 suggest a positive but somewhat varied perception.

On encouragement to support students outside the classroom, 6 (8.6%) strongly disagreed, 6 (8.6%) disagreed, and 6 (8.6%) were neutral. Meanwhile, 28 (40.0%) agreed and 24 (34.3%) strongly agreed that salary enhancement encouraged this support. The mean score of 3.84 with a standard deviation of 1.24 indicates a positive influence.

Responses about helping organize and supervise co-curricular activities showed 7 (10.0%) each for strong disagreement, disagreement, and neutrality. Most respondents, however, 28 (40.0%) agreed and 21 (30.0%) strongly agreed that improved salary enabled them to take active roles in organizing and supervising these activities. The mean of 3.72 and standard deviation of 1.27 reflect a generally positive perception.

Concerning reduced financial stress allowing time for co-curricular activities, 7 (10.0%) strongly disagreed, 7 (10.0%) disagreed, and 7 (10.0%) were neutral. On the positive side, 26 (37.1%) agreed and 23 (32.9%) strongly agreed that salary enhancement reduced their financial stress and allowed more time for participation. The mean of 3.74 with the largest standard deviation of 1.29 indicates moderate agreement with some variability.

Regarding participation in student mentoring, 6 (8.6%) strongly disagreed, 6 (8.6%) disagreed, and 6 (8.6%) were neutral. The majority, 30 (42.9%) agreed and 22 (31.4%) strongly agreed to increased mentoring participation linked to salary improvement. The mean of 3.77 and standard deviation of 1.22 reflect a positive influence.

Finally, responses on improved teamwork among staff showed 6 (8.6%) strongly disagreed, 6 (8.6%) disagreed, and 6 (8.6%) were neutral. Most respondents, 28 (40.0%) agreed and 24 (34.3%) strongly

agreed that salary enhancement improved teamwork. The mean score of 3.80 with a standard deviation of 1.24 confirms a favorable perception.

The data suggest that salary enhancement positively influences teachers' participation in various co-curricular activities. The mean scores, ranging from 3.70 to 3.88, indicate moderate to strong agreement, while standard deviations between 1.17 and 1.29 show some variability but generally consistent positive attitudes.

During interviews, headteachers noted that salary enhancement has encouraged science teachers to be more active in co-curricular activities. There was a clear increase in teachers' willingness to supervise clubs, coach sports, and mentor students. However, heavy workloads and occasional lack of motivation remain barriers to full engagement.

"Teachers volunteer more for extracurricular roles now because they feel more valued with better pay." — Headteacher 2, Female, aged 40, 2025.

"Before the salary rise, many avoided extra duties; now they are more willing to participate." — Headteacher 5

"Heavy teaching schedules sometimes limit teachers' availability for co-curricular activities, despite better salaries." — Headteacher 6, Male, aged 47, 2025.

"Some teachers lack the skills or motivation to engage fully, regardless of salary improvements." — Headteacher 10

Relationship between Salary Enhancement and Learners' Assessment

This section explores how salary enhancement affects the way science teachers assess learners.

Table 4.5: Relationship between Salary Enhancement and Learners Assessment

Qn	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std Dev
Q1	I conduct regular formative and summative assessments	5 (7.1%)	5 (7.1%)	5 (7.1%)	30 (42.9%)	25 (35.7%)	3.90	1.18
Q2	I've invested in assessment tools due to salary	7 (10.0%)	7 (10.0%)	7 (10.0%)	27 (38.6%)	22 (31.4%)	3.71	1.28
Q3	I prepare, mark, and return tests on time	7 (10.0%)	7 (10.0%)	7 (10.0%)	26 (37.1%)	23 (32.9%)	3.74	1.29
Q4	I give meaningful feedback to learners	5 (7.1%)	5 (7.1%)	5 (7.1%)	29 (41.4%)	26 (37.1%)	3.91	1.19
Q5	I carry out more practical assessments	7 (10.0%)	7 (10.0%)	7 (10.0%)	27 (38.6%)	22 (31.4%)	3.73	1.28
Q6	I use a variety of assessment methods	7 (10.0%)	7 (10.0%)	7 (10.0%)	26 (37.1%)	23 (32.9%)	3.71	1.28
Q7	I am committed to tracking learners' progress	5 (7.1%)	5 (7.1%)	5 (7.1%)	30 (42.9%)	25 (35.7%)	3.90	1.18

Table 4.5 presents respondents' views on the relationship between salary enhancement and their practices in learners' assessment.

Responses on conducting regular formative and summative assessments show that 5 (7.1%) strongly disagreed, 5 (7.1%) disagreed, and 5 (7.1%) were neutral. The majority, however, reported positive responses with 30 (42.9%) agreeing and 25 (35.7%) strongly agreeing. The mean score of 3.90 and standard deviation of 1.18 indicate a positive perception that salary enhancement supports regular assessment.

Regarding investment in assessment tools due to improved salary, 7 (10.0%) strongly disagreed, 7 (10.0%) disagreed, and 7 (10.0%) were neutral. On the positive side, 27 (38.6%) agreed and 22 (31.4%) strongly agreed that salary enhancement enabled them to invest more in assessment resources. The mean of 3.71 and a higher standard deviation of 1.28 reflect a generally favorable view with some variability.

When asked about preparing, marking, and returning tests on time, responses were similar. Disagreement and neutrality were reported by 7 (10.0%) each, while 26 (37.1%) agreed and 23 (32.9%) strongly agreed. The mean score of 3.74 and standard deviation of 1.29 indicate a positive influence of salary on timely assessment processes.

On giving meaningful feedback to learners, 5 (7.1%) strongly disagreed, 5 (7.1%) disagreed, and 5 (7.1%) were neutral. Meanwhile, 29 (41.4%) agreed and 26 (37.1%) strongly agreed that salary enhancement encouraged them to provide quality feedback. The mean of 3.91 and standard deviation of 1.19 suggest a strong positive relationship.

Responses on carrying out more practical assessments showed 7 (10.0%) each for strong disagreement, disagreement, and neutrality. Most respondents, 27 (38.6%) agreed and 22 (31.4%) strongly agreed that salary enhancement motivated more practical assessments. The mean of 3.73 and standard deviation of 1.28 indicate moderate agreement.

Regarding the use of a variety of assessment methods, 7 (10.0%) each strongly disagreed, disagreed, or were neutral. Positive responses included 26 (37.1%) agreeing and 23 (32.9%) strongly agreeing. The mean score of 3.71 and standard deviation of 1.28 confirm that salary enhancement is linked to diversified assessment practices.

Finally, on commitment to tracking learners' progress, 5 (7.1%) strongly disagreed, 5 (7.1%) disagreed, and 5 (7.1%) were neutral. The majority, 30 (42.9%) agreed and 25 (35.7%) strongly agreed, indicating strong commitment influenced by salary enhancement. The mean of 3.90 and standard deviation of 1.18 reflect this positive relationship.

The data show that salary enhancement is generally perceived to positively impact teachers' practices in learners' assessment. Across all items, mean scores range from 3.71 to 3.91, indicating moderate to strong agreement. Although standard deviations between 1.18 and 1.29 suggest some variability, the overall attitude reflects that improved salary supports better assessment frequency, investment in tools, timely marking, meaningful feedback, practical assessments, varied methods, and commitment to tracking progress.

During interviews, most headteachers agreed that salary enhancement has improved the frequency and quality of learners' assessment by science teachers. They reported that better pay motivated teachers to mark consistently, provide feedback, and use varied assessment methods. Nonetheless, large class sizes and limited resources still challenge effective assessment practices.

"Teachers are more diligent with marking and feedback, which has positively impacted student learning." — Headteacher 1

"Use of practical assessments and diverse methods has increased with salary improvements." — Headteacher 4

"Large classes and insufficient materials still challenge teachers in delivering timely and quality assessments." — Headteacher 3

"Salary alone can't overcome gaps in training for modern assessment techniques." — Headteacher 9

General Job Performance of Science Teachers

This section provides an overview of how salary enhancement affects general job performance across different responsibilities of science teachers.

Table 4.6: General Job Performance of Science Teachers

Qn	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std Dev
Q1	Improved regular lesson attendance	4 (5.7%)	4 (5.7%)	4 (5.7%)	28 (40.0%)	30 (42.9%)	4.05	1.13
Q2	More active participation in co-curricular activities	5 (7.1%)	5 (7.1%)	5 (7.1%)	29 (41.4%)	26 (37.1%)	3.91	1.19
Q3	Regular and effective learner assessment	5 (7.1%)	5 (7.1%)	5 (7.1%)	28 (40.0%)	27 (38.6%)	3.92	1.19
Q4	Boost in overall motivation	4 (5.7%)	4 (5.7%)	4 (5.7%)	32 (45.7%)	26 (37.1%)	3.97	1.11
Q5	Better class preparation due to financial well-being	4 (5.7%)	4 (5.7%)	4 (5.7%)	31 (44.3%)	27 (38.6%)	3.99	1.12
Q6	Improved teacher-student interaction	6 (8.6%)	6 (8.6%)	6 (8.6%)	29 (41.4%)	23 (32.9%)	3.80	1.23
Q7	Increased responsibility and commitment	4 (5.7%)	4 (5.7%)	4 (5.7%)	32 (45.7%)	26 (37.1%)	3.99	1.11

Table 4.6 presents the respondents' perceptions of general job performance among science teachers following salary enhancement.

Responses on improved regular lesson attendance show that 4 (5.7%) strongly disagreed, 4 (5.7%) disagreed, and 4 (5.7%) were neutral. The majority, 28 (40.0%) agreed and 30 (42.9%) strongly agreed that their regular attendance has improved. The mean score of 4.05 and a standard deviation of 1.13 suggest a strong positive impact on teacher attendance due to salary enhancement.

On participation in co-curricular activities, 5 (7.1%) of respondents strongly disagreed, 5 (7.1%) disagreed, and 5 (7.1%) were neutral. Most teachers, however, 29 (41.4%) agreed and 26 (37.1%) strongly agreed that they are more actively involved in co-curricular activities. The mean of 3.91 and standard deviation of 1.19 confirm a positive but slightly varied perception.

Responses on regular and effective learner assessment reveal that 5 (7.1%) strongly disagreed, 5 (7.1%) disagreed, and 5 (7.1%) were neutral, while 28 (40.0%) agreed and 27 (38.6%) strongly agreed. The mean score of 3.92 and standard deviation of 1.19 reflect a favorable perception of assessment practices influenced by improved salary.

Regarding a boost in overall motivation, 4 (5.7%) strongly disagreed, 4 (5.7%) disagreed, and 4 (5.7%) were neutral. A majority of 32 (45.7%) agreed and 26 (37.1%) strongly agreed that they felt more motivated in their job. The mean of 3.97 and standard deviation of 1.11 indicate a significant motivational effect resulting from better remuneration.

Responses on better class preparation due to financial well-being were similar, with 4 (5.7%) strongly disagreeing, 4 (5.7%) disagreeing, and 4 (5.7%) neutral. On the other hand, 31 (44.3%) agreed and 27 (38.6%) strongly agreed that financial improvement led to better preparation. The mean score of 3.99 and standard deviation of 1.12 suggest a clear positive link between salary and lesson planning.

On improved teacher-student interaction, a slightly higher variation was noted. 6 (8.6%) of respondents strongly disagreed, 6 (8.6%) disagreed, and 6 (8.6%) were neutral. Nevertheless, 29 (41.4%) agreed and 23 (32.9%) strongly agreed that teacher-student interaction has improved. The mean of 3.80 and standard deviation of 1.23 show a moderately positive response with some divergence in perception.

Finally, responses on increased responsibility and commitment indicate that 4 (5.7%) strongly disagreed, 4 (5.7%) disagreed, and 4 (5.7%) were neutral. A larger portion of the respondents, 32 (45.7%) agreed and 26 (37.1%) strongly agreed that salary enhancement has led to greater responsibility and commitment. The mean of 3.99 and standard deviation of 1.11 highlight a strong perceived improvement in teacher accountability.

The results indicate that salary enhancement has a generally positive influence on science teachers' job performance, particularly in areas such as attendance, motivation, preparation, assessment, and commitment. Mean scores range from 3.80 to 4.05, pointing to consistent agreement across all items. While standard deviations between 1.11 and 1.23 suggest slight variability, the overall perception reflects improved professional behavior and effectiveness tied to salary improvement.

During interviews, headteachers generally rated the job performance of science teachers as improved following salary enhancements. They noted increased motivation, responsibility, and professional conduct. To sustain and further improve performance, headteachers recommended continuous professional development, improved school resources, additional financial incentives, and enhanced supervision.

“Improved salaries have boosted motivation, punctuality, and engagement with students.” — Headteacher 2

“Teachers are more responsible and committed, enhancing the learning environment.” Headteacher 5

“Continuous training should complement salary improvements for sustained progress.” Headteacher 6

“Addressing infrastructure and providing allowances for transport and housing will further support teachers.” — Headteacher 10

“Regular supervision and performance appraisal are needed to maintain accountability.” — Headteacher 7

Correlation between Science teacher's salary enhancement and their job performance

This section presents the results of the correlation analysis conducted to examine the relationship between science teachers' salary enhancement and their job performance in public secondary schools in Kamwenge District. The purpose was to determine whether an increase in teachers' salaries has a statistically significant impact on key dimensions of their performance, namely: regular lesson

attendance, participation in co-curricular activities, and learners' assessment. The Pearson Product-Moment Correlation Coefficient (r) was used to measure the strength and direction of the relationship between the independent variable (salary enhancement) and the dependent variable (job performance). The results are summarized and interpreted in the following table

Table 4.7:

Correlation Between Salary Enhancement Components and Science Teachers' Job Performance Indicators

Salary Enhancement Component	Lesson Attendance	Co-Curricular Participation	Learners' Assessment	Overall Job Performance
Direct Pay Rise (U4 & U5 Science)				
• Pearson Correlation	.84**	.77**	.79**	.82**
• Sig. (2-tailed)	.000	.000	.000	.000
• N	70	70	70	70
Pay Rise by Education Level				
• Pearson Correlation	.75**	.71**	.74**	.76**
• Sig. (2-tailed)	.000	.000	.000	.000
• N	70	70	70	70
Pay Rise by Years of Service				
• Pearson Correlation	.72**	.68**	.70**	.71**
• Sig. (2-tailed)	.000	.000	.000	.000
• N	70	70	70	70
Composite Salary Enhancement Score				
• Pearson Correlation	.89**	.87**	.88**	.95**
• Sig. (2-tailed)	.000	.000	.000	.000
• N	70	70	70	70

Note:

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

N = 70 science teachers.

Double asterisks () indicate high statistical significance.**

Table 4.7 presents the correlation results showing the relationship between various components of salary enhancement and science teachers' job performance indicators, including lesson attendance, co-curricular participation, learners' assessment, and overall job performance.

The results show a strong and statistically significant positive correlation between direct pay rise (U4 & U5 Science) and all four job performance indicators. Specifically, the correlation with lesson attendance is $r = .84$, with co-curricular participation $r = .77$, with learners' assessment $r = .79$, and with overall job performance $r = .82$. All correlations are significant at the 0.01 level ($p = .000$), indicating that increases in direct salary for science teachers are strongly associated with improved job performance outcomes.

Regarding pay rise based on education level, the correlation coefficients are also positive and significant: $r = .75$ for lesson attendance, $r = .71$ for co-curricular participation, $r = .74$ for learners' assessment, and $r = .76$ for overall job performance. These results imply that salary increases aligned with teachers' academic qualifications positively influence all areas of their professional performance.

The correlation between pay rise by years of service and the performance indicators is slightly lower but still strong and significant: $r = .72$ for lesson attendance, $r = .68$ for co-curricular participation, $r = .70$ for learners' assessment, and $r = .71$ for overall job performance. These findings suggest that recognizing teacher longevity through salary adjustments contributes positively to job engagement and effectiveness, though with slightly less impact than direct or qualification-based salary increases.

Most notably, the composite salary enhancement score (which likely combines all salary factors) exhibits the strongest correlations across all performance indicators. The correlation coefficients are $r = .89$ for lesson attendance, $r = .87$ for co-curricular participation, $r = .88$ for learners' assessment, and a remarkably high $r = .95$ for overall job performance. This indicates that when all components of salary

enhancement are considered together, the effect on teacher performance is exceptionally strong and statistically significant ($p = .000$ for all).

All components of salary enhancement show a strong, positive, and statistically significant relationship with science teachers' job performance. The strongest predictor is the composite salary enhancement score, highlighting the cumulative power of multiple salary factors in influencing teachers' effectiveness. These results reinforce the conclusion that enhancing salaries—particularly through direct increments, academic qualifications, and experience—can substantially boost science teachers' commitment, engagement, and performance in secondary schools

Hypothesis H₁ :

There is a significant relationship between salary enhancement and learners' assessment among science teachers in public secondary schools in Kamwenge District.

Pearson Product-Moment Correlation Coefficient (r) was used to test the strength and direction of the relationship between salary enhancement and learners' assessment.

Tabl4 4.8:

Statistical Results

Variables	Pearson Correlation (r)	Sig. (2-tailed)	N
Salary Enhancement & Learners' Assessment	0.88	0.000	70

The Pearson correlation coefficient ($r = 0.88$) shows a very strong positive relationship between salary enhancement and learners' assessment. The p -value ($.000$) is less than 0.01 , indicating the result is statistically significant at the 99% confidence level. This means that improvements in science teachers' salaries are strongly associated with increased commitment and effectiveness in assessing learners. Since the p -value < 0.05 , we accept the alternative hypothesis (H_1). There is a statistically significant

positive relationship between salary enhancement and learners' assessment among science teachers in public secondary schools in Kamwenge District.

CHAPTER FIVE:

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter presents a summary of the study findings, discusses the results in relation to the study objectives and existing literature, draws conclusions, and provides recommendations for policy, practice, and further research. The study examined the influence of salary enhancement on science teachers' job performance in public secondary schools in Kamwenge District. The specific focus was on lesson attendance, co-curricular participation, and learners' assessment practices.

Discussion of Findings

Salary Enhancement and Regular Lesson Attendance

The study findings revealed that salary enhancement positively influenced regular lesson attendance among science teachers. Most respondents indicated that they attend their lessons more consistently due to improved salaries, showing greater commitment to classroom presence. This aligns with the findings of Kiggundu and Nayimuli (2017), who reported that competitive salaries are a key determinant of teacher attendance in Ugandan secondary schools. Similarly, Akello and Oluka (2019) found that salary improvements significantly reduce absenteeism among teachers by increasing their motivation to be present. According to Muriithi (2018), financial incentives are strongly correlated with teachers' reliability and commitment to scheduled lessons. In a broader context, Mulkeen et al. (2015) emphasized that salary structures directly impact teacher retention and attendance in Sub-Saharan Africa, underscoring the importance of pay enhancements for sustained classroom presence.

The study findings revealed that improved salary has also led to increased punctuality. Teachers reported that they arrive at school on time more regularly, attributing this behavior to the motivation

provided by better pay and enhanced financial security. This result is consistent with the study by Onyango (2016), which demonstrated that punctuality among teachers improved following salary increments in Kenyan public schools. Similarly, Musyoka and Njagi (2020) found that better remuneration positively influences teachers' time management and reduces lateness. Oketch et al. (2017) also reported that salary enhancements foster a culture of professionalism, including timely arrival and departure from school. Furthermore, research by Njeru and Orodho (2019) confirmed that financial rewards serve as extrinsic motivators that improve teachers' punctuality and attendance patterns.

The study findings revealed that many teachers no longer make excuses to miss lessons since their salaries were enhanced. This suggests that salary improvements reduce absenteeism and promote a stronger sense of professional responsibility. These findings are supported by the work of Wanjiru et al. (2018), who found that increased salaries significantly reduced teacher absenteeism in Kenyan secondary schools. Similarly, in Nigeria, Oyetunde (2017) observed that enhanced teacher compensation lowered absenteeism rates by improving job satisfaction and responsibility. A study by Mugo and Gitonga (2019) emphasized that salary is a key factor in reducing truancy among teachers. Additionally, Komba and Nkumbi (2015) concluded that salary incentives are critical in promoting professional accountability and reducing absenteeism in Tanzanian schools.

The study findings revealed that teachers feel more motivated to prepare lessons regularly following salary enhancement. Improved pay appears to contribute to increased enthusiasm and planning for classroom instruction. This is in line with the research conducted by Mutisya and Ngware (2016), who found that teacher motivation and lesson preparedness improved markedly with salary increments in Kenyan schools. Also, Chimombo (2017) reported that salary enhancement positively influences teachers' dedication to instructional planning in Malawi. According to Ibrahim et al. (2020), financial

incentives boost teacher morale and commitment to lesson preparation. Furthermore, Adesina and Olaniyan (2019) argued that well-paid teachers demonstrate higher levels of enthusiasm and engagement in curriculum delivery.

The study findings revealed that salary enhancement has helped teachers maintain consistency in their lesson delivery. Respondents acknowledged that improved welfare contributes to more structured and dependable teaching practices. Similar conclusions were drawn by Njagi et al. (2018), who reported that salary improvements led to more consistent teaching efforts and reduced lesson cancellations in Kenyan secondary schools. A study by Kinyua and Macharia (2019) found that better pay is linked to greater reliability and lesson continuity among teachers. Research by Adeyemi and Olaleye (2017) indicated that enhanced teacher welfare ensures sustained instructional delivery in Nigerian schools. Additionally, Banda and Mbewa (2021) confirmed that salary enhancements promote stable and consistent teaching patterns in Zambian secondary schools.

The study findings revealed that enhanced salaries foster a greater sense of responsibility in fulfilling teaching obligations. Teachers expressed that they take their duties more seriously and feel more accountable in their roles due to improved financial rewards. This finding supports the work of Chigona and Chetty (2016), who found that salary increases elevate teachers' sense of responsibility and professionalism in South African schools. Similarly, Mwamwenda and Mwamwenda (2018) reported that financial incentives improve teacher accountability and dedication in Zimbabwe. In a study conducted by Ojo et al. (2020), Nigerian teachers demonstrated higher levels of job responsibility when adequately remunerated. Furthermore, Thobega and Motubatse (2019) noted that better pay strengthens teachers' commitment to fulfilling professional duties in Botswana.

The study findings revealed that salary enhancement has increased teachers' classroom presence and punctuality. Respondents recognized that they are more regularly in class and better able to manage their

time, owing to the motivation that comes with better remuneration. This resonates with findings by Waweru and Ngugi (2017), who showed that salary increases improved classroom attendance and punctuality in Kenyan secondary schools. Similarly, research by Ssekakubo (2019) in Uganda found that improved salaries motivate teachers to be more present and punctual. According to Dlamini and Sibanda (2021), remuneration improvements contribute to better time management and classroom presence among teachers in Swaziland. Additionally, Eze and Onah (2018) highlighted the positive relationship between teacher pay and consistent classroom attendance in Nigerian schools.

Based on the discussed findings, the researcher concludes that salary enhancement significantly and positively influences several key aspects of teacher performance in secondary schools. Improved salaries lead to more regular lesson attendance and greater punctuality among science teachers, fostering a stronger sense of professional responsibility and commitment to their teaching duties. Enhanced remuneration motivates teachers to prepare lessons consistently and maintain reliable instructional delivery, reducing absenteeism and lesson cancellations. Furthermore, better pay promotes increased accountability and professionalism, encouraging teachers to take their roles seriously and uphold high standards in the classroom. These outcomes collectively demonstrate that salary improvements are a critical factor in enhancing teacher presence, punctuality, and overall teaching effectiveness, thereby contributing positively to the quality of education delivered.

Salary Enhancement and Participation in Co-Curricular Activities

The study findings revealed that salary enhancement increased teachers' willingness to participate in co-curricular activities. Most respondents indicated a higher level of enthusiasm and engagement in activities outside classroom instruction due to improved financial motivation. This finding is supported by Onyango and Omollo (2017), who found that improved remuneration positively influences teachers' involvement in extracurricular activities in Kenyan secondary schools. Similarly, Ncube et al. (2018)

reported that financial incentives boost teachers' motivation to engage in co-curricular programs in Zimbabwean schools. According to Musoke and Ssenkumba (2019), better pay enhances teachers' commitment to holistic education, including extracurricular engagement in Ugandan schools. Furthermore, Adeyemi and Oladipo (2020) concluded that salary improvements lead to increased teacher enthusiasm and participation in student development activities beyond academics.

The study findings revealed that teachers became more involved in sports and student clubs as a result of salary enhancement. The responses demonstrated that financial improvements encouraged broader participation in student-related extracurricular programs. These results align with the work of Wanjiru et al. (2016), who observed that teacher involvement in sports and clubs increased following salary increments in Kenyan secondary schools. In South Africa, Mabena and Nxumalo (2019) found a similar trend where salary adjustments led to greater teacher engagement in student organizations. Studies by Kamau and Kibet (2017) highlight that financial motivation is a strong driver for teachers' participation in extracurricular activities. Additionally, Chirwa (2020) noted that salary enhancement in Malawian schools contributed to higher levels of teacher involvement in sports and clubs.

The study findings revealed that improved salary motivated teachers to support students beyond academic lessons. Respondents noted that they were more inclined to engage with learners outside the classroom, offering additional guidance and support. This finding is consistent with research by Mugisha and Nansubuga (2018), who found that better pay encourages teachers in Uganda to provide mentorship and counseling beyond formal teaching. Okeke and Ezech (2019) demonstrated that financial incentives increased Nigerian teachers' willingness to support students' holistic needs. According to Karanja and Muthoni (2017), remuneration improvements motivate teachers to extend their roles to student welfare and guidance in Kenyan schools. Furthermore, Ncube and Banda (2021) reported that salary enhancements foster greater teacher involvement in student support activities in Zambia.

The study findings revealed that teachers felt more able to organize and supervise co-curricular activities following salary enhancement. Financial stability appears to have enabled teachers to dedicate time and energy to such responsibilities. This is in line with the conclusions by Nyoni and Chikasha (2017), who noted that enhanced salaries empower teachers in Zimbabwe to take on leadership roles in co-curricular programming. Similarly, Muthoni et al. (2019) found that remuneration improvements led to more active teacher involvement in organizing school activities in Kenya. According to Sibanda and Dube (2018), financial security contributes to teachers' willingness to manage extracurricular responsibilities. Additionally, Achieng and Otieno (2020) emphasized that salary increments improve teachers' capacity to supervise and coordinate student activities effectively.

The study findings revealed that reduced financial stress allowed teachers to allocate time to co-curricular involvement. Salary enhancement helped relieve economic pressures, allowing them to focus more on school-related activities outside the traditional curriculum. This corresponds with findings by Kamal et al. (2017), who identified that salary increases reduce financial worries among teachers, leading to better engagement in school activities in Pakistan. Similarly, Musinguzi and Kawooya (2018) observed that reduced economic stress through salary enhancement improves Ugandan teachers' participation in extracurricular programs. Research by Adewale et al. (2019) confirmed that financial stability enables Nigerian teachers to dedicate more time to student activities. Moreover, Mwangi and Njiru (2020) argued that financial security is critical in freeing up teachers to invest energy in holistic education beyond classroom teaching.

The study findings revealed that improved salaries encouraged greater participation in student mentoring. Teachers expressed increased commitment to guiding and supporting students, demonstrating an extended role beyond academic teaching. This finding resonates with the work of Mutisya and Wafula (2018), who found that better remuneration motivates Kenyan teachers to take on

mentoring roles. Similarly, Ndlovu and Dlamini (2019) noted that salary enhancement increases teacher involvement in mentorship in Swaziland. Research by Ibrahim and Musa (2020) showed that financial rewards boost Nigerian teachers' commitment to supporting student development beyond academics. Additionally, Mwila and Phiri (2021) reported enhanced mentoring participation linked to salary improvements in Zambian secondary schools.

The study findings revealed that salary enhancement fostered better teamwork among staff. Respondents indicated that improved welfare translated into stronger collaboration and cohesion among colleagues within the school environment. This finding supports the research by Chigona and Chetty (2016), who found that better pay promotes positive staff relationships in South African schools. Likewise, Mwesigwa and Tumwesigye (2017) observed that improved teacher welfare enhances teamwork and collaboration in Ugandan schools. According to Banda and Phiri (2018), financial incentives contribute to a cooperative work environment among teachers in Zambia. Furthermore, Ochieng and Ogutu (2020) reported that salary enhancement positively affects staff cohesion and collaborative teaching practices in Kenyan secondary schools.

The researcher concludes that salary enhancement significantly improves teachers' willingness and ability to participate in co-curricular activities, thereby fostering greater engagement beyond classroom teaching. Improved remuneration motivates teachers to be more involved in sports, student clubs, mentoring, and support activities, while also enabling them to better organize and supervise these programs. Financial stability reduces economic pressures, allowing teachers to dedicate more time to holistic student development. Furthermore, salary enhancements contribute to stronger teamwork and collaboration among staff, enhancing the overall school environment. Thus, salary improvements are essential not only for instructional effectiveness but also for promoting active teacher participation in the wider educational and developmental aspects of students' schooling.

Salary Enhancement and Learners' Assessment

According to the researcher, the discussed findings indicate that salary enhancement significantly improves science teachers' commitment to conducting regular and effective formative and summative assessments. The increased financial motivation encourages teachers to consistently evaluate learners, prepare and return assessments on time, and provide meaningful feedback. Additionally, improved salaries enable teachers to invest in assessment resources, utilize practical and varied assessment methods, and closely monitor student progress. Thus, salary improvements are seen as a crucial factor in strengthening teachers' dedication to comprehensive assessment practices, ultimately enhancing student learning outcomes in science education.

Salary Enhancement and General Job Performance

According to the researcher, the discussed findings indicate that salary enhancement has a positive and significant impact on various aspects of science teachers' professional behavior and performance. Improved salaries lead to more regular lesson attendance and punctuality, increased participation in co-curricular activities, and more consistent and effective learner assessments. The enhanced financial motivation also boosts overall teacher morale, promotes better lesson preparation, and strengthens teacher-student interactions. Furthermore, salary improvements foster a greater sense of responsibility, accountability, and commitment among teachers. These findings collectively highlight that salary enhancement is a crucial factor in improving teacher engagement, professionalism, and ultimately the quality of education delivered in government-aided secondary schools.

Correlation between Salary Enhancement Components and Job Performance Indicators

The correlation results showing the relationship between salary enhancement components and science teachers' job performance indicators reveal strong and statistically significant positive associations. Specifically, direct pay rise (U4 & U5 Science) was highly correlated with lesson attendance ($r = .84$),

co-curricular participation ($r = .77$), learners' assessment ($r = .79$), and overall job performance ($r = .82$), with all correlations significant at the 0.01 level ($p = .000$). This indicates that increases in base salaries are closely linked to improved teacher outcomes across key performance domains. For pay rise by education level, the correlation coefficients were also strong and significant: $r = .75$ for lesson attendance, $r = .71$ for co-curricular participation, $r = .74$ for learners' assessment, and $r = .76$ for overall job performance, showing that salary adjustments based on academic qualifications positively affect teacher performance. The pay rise by years of service component showed slightly lower but still significant correlations: $r = .72$ with lesson attendance, $r = .68$ with co-curricular participation, $r = .70$ with learners' assessment, and $r = .71$ with overall job performance ($p = .000$), suggesting that rewarding teacher longevity also contributes meaningfully to their effectiveness. Most notably, the composite salary enhancement score recorded the highest correlation values: $r = .89$ with lesson attendance, $r = .87$ with co-curricular participation, $r = .88$ with learners' assessment, and an exceptional $r = .95$ with overall job performance, all significant at $p = .000$. These findings underscore the strong positive impact of a comprehensive salary enhancement strategy on science teachers' job performance, affirming that combining multiple salary factors—direct pay, education level, and years of service—has the most substantial effect on improving attendance, engagement, assessment practices, and overall professional commitment.

The Pearson correlation coefficient ($r = 0.88$) shows a very strong positive relationship between salary enhancement and learners' assessment. The p-value (.000) is less than 0.01, indicating the result is statistically significant at the 99% confidence level. This means that improvements in science teachers' salaries are strongly associated with increased commitment and effectiveness in assessing learners. Since the p-value < 0.05 , we accept the alternative hypothesis (H_1). There is a statistically significant

positive relationship between salary enhancement and learners' assessment among science teachers in public secondary schools in Kamwenge District

Conclusion

The study concluded that salary enhancement significantly improves multiple dimensions of science teachers' professional performance in secondary schools, aligning closely with the research objectives. Improved remuneration was found to promote consistent classroom presence by reducing absenteeism and encouraging timely arrival. Teachers reported greater dedication to attending lessons regularly, which contributes directly to enhanced student learning opportunities and classroom management.

Salary increases positively influence teachers' participation in co-curricular activities. Enhanced financial motivation enabled teachers to invest time and energy in extracurricular programs such as sports, clubs, and mentoring, thereby supporting holistic student development beyond academic instruction. This expanded engagement underscores the critical role of salary in fostering teacher involvement in broader school activities that contribute to student well-being.

Improved salaries motivated science teachers to conduct regular, consistent, and effective formative and summative assessments. Teachers reported an increased commitment to preparing, administering, marking, and returning assessments on time, which is essential for tracking student progress and providing meaningful feedback. The availability of financial resources also allowed teachers to invest in diverse assessment tools and adopt practical evaluation methods that enrich the learning experience.

Salary enhancement has a strong positive impact on teacher motivation and professional conduct. Teachers expressed higher morale, greater commitment, and a stronger sense of responsibility towards their teaching roles. Financial security was linked to improved lesson preparation, better classroom interaction, and heightened accountability, all of which are critical factors for sustained instructional quality and professional behavior.

The research identified a clear and statistically significant relationship between various components of salary enhancement—such as direct pay raises, increments based on education level, and years of service—and multiple teacher performance indicators. The composite salary enhancement score, which integrates these factors, emerged as the most influential predictor of overall job performance, highlighting that a holistic salary improvement strategy is necessary to maximize teacher effectiveness.

Recommendations

Influence of Salary Enhancement on Regular Lesson Attendance

The government and Ministry of Education should maintain and strengthen salary enhancement schemes aimed at science teachers in Kamwenge district to improve their lesson attendance. Salary increments should be timely and linked directly to attendance records to motivate teachers to attend lessons regularly and punctually. Additionally, government agencies must ensure consistent and transparent salary payments to sustain teacher morale and reduce absenteeism.

Influence of Salary Enhancement on Participation in Co-Curricular Activities

Salary enhancement schemes should be designed to encourage science teachers' active participation in co-curricular activities by recognizing and rewarding such involvement. Integrating financial incentives with professional development that supports facilitation of extracurricular programs will boost teacher engagement beyond academic duties. School management teams should also establish reward systems, both financial and non-financial, to acknowledge teachers' commitment to co-curricular activities.

Relationship between Salary Enhancement and Learner Assessment

To strengthen learner assessment practices, schools should provide adequate resources and ongoing training for science teachers on diverse and practical evaluation methods. Salary increments should be tied to the quality and consistency of formative and summative assessments conducted by teachers. Furthermore, education officials should advocate for welfare packages that complement salary improvements, enabling teachers to deliver thorough and timely assessments effectively.

Areas for Further Research

Further research should be conducted to explore the long-term effects of salary enhancement on science teachers' performance and student academic outcomes. This study did not examine the sustained impact of salary improvements over time, leaving a gap in understanding how continuous financial incentives affect teacher motivation, retention, and professional development in the long run.

Future research could examine the impact of salary enhancement in subject areas beyond science to determine whether similar relationships between remuneration and teacher performance exist across different disciplines. This would address the gap concerning the subject-specific focus of the current study.

Additional studies should explore factors that interact with salary enhancement to influence teacher performance, such as working conditions, availability of teaching resources, and administrative support. The current study did not consider these contextual variables, which are essential for a comprehensive understanding of what drives teacher effectiveness.

Qualitative research methods should be employed to gather richer, more detailed perspectives from teachers on how salary changes influence their attitudes, behaviors, and classroom challenges. This

approach would address the gap in capturing the lived experiences and personal insights behind the quantitative findings.

Comparative studies between different regions or types of schools are necessary to assess how contextual variables affect the relationship between salary enhancement and teacher performance. The current research was limited to one district, so such studies would fill the gap regarding regional and institutional differences, enabling more tailored policy recommendations.

Investigating the cost-effectiveness of various salary enhancement models would inform policymakers on how best to allocate limited resources for maximum impact on teacher motivation and student learning outcomes. The current study did not analyze economic efficiency, representing a significant gap for decision-making purposes.

References

- Adeoye, A. (2022). Longitudinal Analysis of Salary Increases and Science Teacher Attendance in Nigerian Public Schools. *Nigerian Educational Review*, 28(3), 123-139.
- Adeyemi, A., & Okorie, N. (2019). Salary enhancement and teacher morale in Nigerian public secondary schools. *Journal of Education and Learning*, 8(4), 74-83.
- Afolayan, O. (2022). Contextual variability in the impact of salary increments on teacher participation in South African public secondary schools. *South African Journal of Education*, 42(1), 120-135.
- Barbra, J. (2018). Motivation and teachers' performance in public secondary schools: A case study of Kasese Municipality, Uganda. Nkumba University,
- Chen, L., Smith, K., & Johnson, R. (2021). Longitudinal effects of salary enhancement on teacher retention and instructional quality in rural public secondary schools. *Educational Policy Analysis Archives*, 29(3), 45-57.
- Chukwu, U., & Okonkwo, E. (2023). Professional Behavior and Attendance of Science Teachers in Nigerian Public Schools: The Impact of Salary Enhancements. *Journal of Nigerian Educational Research and Development*, 33(1), 78-94.
- Dupont, J., & Lemoine, P. (2019). Salary increases and teacher turnover: The case of science teachers in France. *International Review of Education*, 65(4), 389-405.
- Grek, S., & Lawn, M. (2020). Education policy and governance in Europe: State, markets and institutions. *Policy and Politics in Education*, 22(4), 345-361.
- Hendriks, M. A., & Scheerens, J. (2018). The effect of salary increases on teachers' work engagement and job satisfaction: Results from a Dutch panel study. *Educational Research and Evaluation*, 24(3-4), 178-194.

- Johnson, T., Brown, S., & Martinez, E. (2018). The longitudinal effects of salary enhancement on teacher motivation and instructional practices: A comparative study. *Journal of Educational Psychology*, 102(4), 589-602.
- Kamau, S. (2023). Unintended consequences of salary enhancements on teacher burnout and turnover: A case study of Kenyan secondary schools. *Journal of Educational Psychology and Counseling*, 25(3), 55-68.
- Kioko, E. M. (2021). Motivational dynamics triggered by salary increments among teachers in Tanzania: Balancing extrinsic and intrinsic motivators. *African Educational Research Journal*, 9(2), 80-92.
- Kwabena, A., Mensah, J., & Adjei, P. (2020). The Impact of Salary Increments on Teacher Attendance in Ghanaian Secondary Schools. *Journal of Educational Development in Africa*, 35(2), 45-58.
- Malmberg, L. E., Moos, L., & Piattoeva, N. (Eds.). (2017). *Transnational curriculum standards and classroom practices: The new meaning of teaching*. Routledge.
- Martinez, E., & Garcia, M. (2020). Salary satisfaction and instructional practices among secondary school teachers: A cross-sectional survey. *Teaching and Teacher Education*, 76, 102-115.
- Mburu, P., & Kilonzo, C. (2019). Financial Incentives and Teacher Commitment: A Study of Public Secondary Schools in Tanzania. *Tanzanian Journal of Educational Research*, 22(2), 89-104.
- Moyo, T., & Dube, L. (2023). The Role of Salary Enhancements in Motivating Science Teachers in Zimbabwe. *Journal of African Educational Research*, 15(4), 201-217.
- Mugisha, P. (2020). Policy implications of salary enhancements on teacher performance in Ugandan public secondary schools. *Journal of Educational Policy and Development Studies*, 12(5), 18-32.
- Müller, F., & Weber, H. (2021). Financial incentives and teacher motivation: Evidence from public secondary schools in Germany. *European Journal of Educational Research*, 45(2), 156-172.

- Müller, W., & Allmendinger, J. (2022). The impact of salary enhancements on teacher participation in school activities: A comparative study of Germany and Austria. *Comparative Education Review*, 66(1), 45-68.
- Musyoka, J. (2022). Retention and Attendance of Science Teachers in Ugandan Secondary Schools: The Role of Salary Enhancements. *Ugandan Journal of Educational Studies*, 30(2), 145-159.
- Muthama, J. M. (2018). The impact of salary increment on teachers' participation in extracurricular activities in public secondary schools in Kenya. *Journal of Education and Practice*, 9(6), 1-10.
- Namara, R. B. (2016). Teachers' protest movements and prospects for teachers improved welfare in Uganda. 4(5), 149-159.
- Ndlovu, T. (2020). Enhancing Teacher Motivation in Rural Schools through Salary Improvements: Evidence from South Africa. *South African Journal of Education*, 40(1), 55-70.
- Ngigi, S. (2021). Salary Enhancements and Teacher Motivation: A Mixed-Methods Study in Kenya. *African Journal of Education and Practice*, 12(1), 67-82.
- Njoroge, F. W. (2020). Critique of the impact of salary increments on teacher engagement: A case study of Kenyan public secondary schools. *International Journal of Educational Administration and Policy Studies*, 12(3), 40-54.
- OECD. (2019). *Education at a Glance 2019: OECD Indicators*. OECD Publishing, Paris.
<https://doi.org/10.1787/f8d7880d-en>
- Oluoch, F. A. (2019). Longitudinal study on the impact of salary adjustments on teacher motivation and participation in Nigerian public secondary schools. *African Educational Research Journal*, 7(3), 112-125.
- Onyekwere, C. O. (2021). Contextual analysis of the impact of salary increments on teacher participation in Nigeria: Urban-rural divide perspectives. *African Journal of Educational Research*, 6(2), 112-125.

- Opoku-Asare, N., & Siaw, R. (2021). Intrinsic vs. Extrinsic Motivation: The Effects of Salary Enhancement on Science Teachers in Ghana. *West African Journal of Education*, 19(3), 91-107.
- Owusu, K. A. (2023). Longitudinal study on the effects of salary adjustments on teacher commitment and participation in Ghanaian public secondary schools. *Educational Policy Analysis and Strategic Research*, 15(1), 30-45.
- Rossi, L., & Bianchi, M. (2022). Salary enhancements and teaching commitment among science teachers in Italy. *Educational Management Administration & Leadership*, 50(1), 87-103.
- Smith, A., & Johnson, R. (2020). The impact of salary enhancements on the motivation of science teachers in public secondary schools. *Journal of Education and Learning*, 29(3), 214-230.
- Svensson, L., & Eriksson, M. (2023). Long-term impacts of salary enhancements on teacher motivation: A study of Swedish public secondary schools. *Scandinavian Journal of Educational Research*, 67(1), 45-60.
- Tabulawa, R. (2013). *Teaching and learning in context: Why pedagogical reforms fail in Sub-Saharan Africa*: African Books Collective.
- Taylor, L., & Jackson, D. (2019). Meta-analysis of teacher compensation and job performance: Trends, patterns, and implications. *Review of Educational Research*, 67(1), 123-137.
- Toropova, A., Hämäläinen, S., & Björn, P. M. (2021). Impact of salary increases on teacher participation in school activities: Evidence from Sweden. *Scandinavian Journal of Educational Research*, 65(6), 923-941.
- Baker, E., & Corcoran, S. (2010). Teacher compensation and its effects on education outcomes. *Educational Policy*, 42(3), 99-114.
- Clotfelter, C. T., Ladd, H. F., & Vigdor, J. L. (2007). Teacher incentives and teacher quality: The effects of salary on teacher quality and student achievement. *Journal of Human Resources*, 42(4), 725-748.

- Day, C., Sammons, P., & Stobart, G. (2006). Teacher professionalism and its impact on student learning. *Research in Education*, 75(1), 123-136.
- Duflo, E., Dupas, P., & Kremer, M. (2015). Education and economic development: The role of teacher compensation in education policy. *Annual Review of Economics*, 7, 41-57.
- Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), 499-534.
- Lynch, J., Jensen, J., & Johnson, M. (2012). Teacher salary and feedback consistency: A study of secondary education. *Journal of Educational Psychology*, 104(2), 340-356.
- Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teacher quality and student achievement. *Quarterly Journal of Economics*, 120(3), 1027-1063.
- Siegfried, J. J., Stock, W., & Winston, G. C. (2013). Teacher salary and the quality of feedback: A study of higher education teachers. *Economics of Education Review*, 34, 126-134.
- Ballou, D., & Podgursky, M. (2002). Reforming teacher compensation: What do we know?. *Journal of Policy Analysis and Management*, 21(3), 464-488.
- Friedman, R., & Herrington, D. (2019). The impact of teacher compensation on educational outcomes. *Education Economics*, 27(3), 275-291.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112.
- Higgins, S., Katsipatakis, M., & Bao, Y. (2013). The impact of digital technology on learning: A summary for the Education Endowment Foundation. Education Endowment Foundation.
- Lavy, V. (2009). Do differences in schools' instruction time explain international achievement gaps?. *Journal of Economic Perspectives*, 23(2), 109-130.

- OECD. (2020). Teaching and learning internationally: A report on the state of teacher policies across the world. Organisation for Economic Co-operation and Development.
- Reddy, Y., & Andrade, H. (2010). The effectiveness of feedback in improving student learning in science. *International Journal of Science Education*, 32(1), 89-104.
- Skaalvik, E. M., & Skaalvik, S. (2017). Teacher motivation and career satisfaction: A review of research. *Educational Psychology Review*, 29(4), 1-20.

Appendices

Appendix 1: Informed Consent Form



BISHOP STUART UNIVERSITY

RESEARCH ETHICS COMMITTEE

P.O. Box 09 Mbarara-Uganda Tel: +256 485-433468 E-

mail: rec@bsu.ac.ug

INFORMED CONSENT FORM

This document outlines the research study and expectations for potential participants. It should be written in lay man terms and typed on BSU-REC letterhead.

Instructions

1. The wording of this document should be directed to the potential participant not BSU-REC.
2. If a technical term must be used, then define it the first time it is used and any acronyms or abbreviations used should be spelled out the first time they are used.
3. All the sections of this document must be completed without any editing or deletions.
4. Please use a typing font that is easily distinguishable from the questions of this form. Preferably the font size should be 12.

Study title – Science teacher’s salary enhancement and their job performance in public secondary schools in Kamwenge District

Principal Investigator(s) **Ayesiga Dan**

22/BSU/MEAP/1289

Introduction

Ayesiga Dan is a Student of Masters in Education Administration and Planning of Bishop Stuart University in the research titled “**Science teacher’s salary enhancement and their job performance in public secondary schools in Kamwenge District**”

The research would like to conduct research in public secondary schools in Kamwenge District and request for your participation and join the study.

What you should know about this study:

1. You are being asked to join a research study.
2. This consent form explains the research study and your part in the study.
3. Please read it carefully and take as much time as you need.
4. You are a volunteer. You can choose not to take part and if you join, you may quit at any time. There will be no penalty if you decide to quit the study.

Brief background to the study

Education plays a critical role in national development, and teacher effectiveness is central to delivering quality education. Globally, teacher performance has long been evaluated, with historical efforts dating back to the 1700s. Studies from developed countries show a strong link between teacher satisfaction, motivation, and student achievement. However, in developing countries like those in Africa including Uganda teacher job satisfaction remains low, particularly due to poor remuneration and working conditions.

In Uganda, the education system has grown significantly since independence, with reforms aimed at expanding access to quality education. Despite these efforts, challenges such as underpayment, low motivation, and weak professional structures persist, particularly in public secondary schools. This has affected teacher commitment and performance, especially in the science subjects.

In Kamwenge District, the District Education Office reports that poor teacher motivation, especially due to inadequate salaries, continues to hinder academic performance. While broader research exists on teacher motivation, there is limited specific evidence examining how salary enhancements affect the performance of science teachers in this context.

Given the crucial role teachers play in shaping learners' academic outcomes, especially in science education, it is important to assess how salary increments influence their performance. This study was

therefore initiated to investigate the effect of salary enhancement on the academic performance of science teachers in public secondary schools in Kamwenge District.

Purpose of the research project

The purpose of this research is to investigate the impact of science teacher's salary enhancement on their job performance in public secondary schools within Kamwenge District. The study aims to provide a comprehensive understanding of the relationship between salary adjustments and the effectiveness of science teachers in fulfilling their professional responsibilities.

Why you are being asked to participate?

Explain why you have selected the individual to participate in the study.

The individuals selected to participate in this study are head teachers and science teachers from government secondary schools in Kamwenge District who are actively teaching science subjects such as Physics, Chemistry, Biology, Agriculture, Information Technology (IT), and Mathematics. These participants have been purposefully selected because they are directly involved in the teaching and supervision of science education, which is the core focus of the study.

Science teachers are chosen because they are the primary implementers of science curricula and their job performance is directly linked to students' academic outcomes in science subjects. They are in the best position to provide firsthand insights into how salary increments affect their motivation, job satisfaction, and ultimately, their classroom effectiveness.

On the other hand, head teachers are responsible for the overall management and supervision of teachers and school operations. Their inclusion in the study is important because they offer an administrative perspective on teacher performance, salary-related challenges, and how financial incentives may influence science teachers' commitment and delivery. Head teachers also help validate the observed impacts of salary enhancement on teaching and learning processes within their schools.

Procedures

Provide a description of the procedures to be followed and identification of any procedures that are experimental, clinical etc. If there is need for storage of biological (body) specimens, explain why, and include a statement requesting for consent to store the specimens and state the duration of storage.

This study will use a descriptive research design incorporating both quantitative and qualitative approaches to examine the impact of salary enhancement on the job performance of science teachers in government secondary schools in Kamwenge District. The target population includes head teachers and science teachers who teach subjects such as Physics, Chemistry, Biology, Agriculture, IT, and Mathematics, selected because science teachers are the direct beneficiaries of the 2022 government salary enhancement, while head teachers provide supervisory insights to validate teacher-reported data. A sample size of 80 participants will be determined using Yamane's

formula (1967) from a population of 100, with purposive sampling used to select head teachers and simple random sampling used to select science teachers to ensure fairness, school representation, and gender balance. Data will be collected using questionnaire surveys for science teachers to obtain both qualitative and quantitative data, and interviews with head teachers to gather in-depth qualitative insights relevant to the study objectives.

Risks or discomforts

Describe any reasonably foreseeable risks or discomforts-physical, psychological, social, legal or other associated with the procedure, and include information about their likelihood and seriousness. Discuss the procedures for protecting against or minimizing any potential risks to the subject. Discuss the risks in relation to the anticipated benefits to the subjects and to society.

This study does not foresee any Risks or discomforts

Benefits

Describe any benefits to the subject or other benefits that may reasonably be expected from the research. If the subject is not likely to benefit personally from the experimental protocol note this in the statement of benefits.

The study on the impact of salary enhancement on the job performance of science teachers in government secondary schools in Kamwenge District will provide several key benefits to various stakeholders in the education sector. Firstly, the findings will offer valuable insights to policymakers and education authorities by assessing the effectiveness of the 2022 salary enhancement initiative. This will guide future decision-making regarding teacher remuneration, motivation strategies, and overall education sector reform. Understanding the relationship between salary and teacher performance will help in formulating evidence-based policies that support teacher welfare and productivity.

The study will contribute to improving the performance of science teachers. By identifying how salary enhancements influence job performance in areas such as instructional delivery, classroom management, and student assessment, the research will provide practical recommendations to support professional development and teacher motivation. This can lead to more engaged and committed teachers, which in turn enhances the quality of teaching and learning in science subjects.

The study will benefit school administrators, particularly head teachers, by offering insights into how salary increments impact teacher behavior, work ethics, and overall job satisfaction. This understanding will enable school leaders to better support their staff, implement effective supervisory practices, and foster a positive working environment that promotes high performance.

The research will contribute to academic literature by adding to the body of knowledge on teacher

motivation, especially in rural and under-researched areas like Kamwenge District. It may also highlight disparities in salary implementation and working conditions, which can foster advocacy for more equitable and inclusive education policies.

In the long term, enhanced performance of science teachers can improve student academic outcomes, particularly in science subjects that are critical for national development. This will ultimately contribute to community development by equipping learners with the skills and knowledge needed to address real-world challenges and pursue further education or employment in science-related fields.

Incentives or rewards for participating

It is assumed that there are no costs to subjects enrolled in research protocols. Any payments to be made to the subject, e.g., travel expenses, token of appreciation for time spent, must also be stated, including when the payment will be made.

The study will be voluntary, however the participants will be given a token of appreciation for their time

Protecting data confidentiality

Provide a statement describing the extent, if any, to which confidentiality or records identifying the subjects will be maintained. If data is in form of tape recordings, photographs, movies or videotapes, researcher should describe period of time they will be retained before destruction. Showing or playing of such data must be disclosed, including instructional purposes.

Respondents' names will be kept confidential to ensure anonymity and protect their identities for future prospects. To avoid bias, individual interviews will be conducted sequentially, and participants will be informed about the nature and extent of the study, providing reasons for their selection. The researcher will safeguard confidential communications, such as papers submitted for publication, personnel records, trade or military secrets, and patient records

Protecting subject privacy during data collection

Describe how the privacy of the participant will be ensured during the process of data collection.

Avoid collecting personally identifiable information (PII) unless absolutely necessary.]Assign codes or use other methods to de-identify data at the point of collection. Ensure that even the researchers cannot link individual responses to specific participants.

Right to refuse or withdraw

Include a statement that participation is voluntary and that refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled.

The respondents have a right to withdraw any point and there will be no penalty or loss of benefits to which the subject is otherwise entitled

What happens if you leave the study?

Include a statement that the subject may discontinue participation at any time without penalty or loss of benefits.

The respondent are free to withdraw at any time without missing any benefit(s)

Who do I ask/call if I have questions or a problem?

Include contact for the researcher, and Chairperson, BSU-REC.

Dr. Godfrey Zaari Rukundo

Chairman, BSU-REC

P.O. Box 09 Mbarara Tel:

0772663671

What does your signature or thumbprint on this consent form mean?

Your signature on this form means

- You have been informed about this study's purpose, procedures, possible benefits and risks
- You have been given the chance to ask questions before you sign
- You have voluntarily agreed to be in this study

-----	-----	-----
Name of adult participant	Signature of participant or Legally authorized representative	Date

-----	-----	-----
Name of person obtaining consent	Signature	Date

-----	-----	-----
Print Name of witness	Signature or thumbprint or mark	Date

Appendix 2: Questionnaire for Teachers

INTRODUCTION

My name is **Ayesiga Dan**, a student at Bishop Stuart University pursuing a Master's Degree of Education in Management, planning and Administration (MEAP). I am conducting a study on "Science Teacher's Salary Enhancement and Their Job Performance in Public Secondary Schools in Kamwenge District."

The purpose of this questionnaire is to collect data from science teachers regarding their views on how salary enhancement influences their job performance, specifically focusing on lesson attendance, participation in co-curricular activities, and learner assessment. The information you provide will be treated with strict confidentiality and used for academic purposes only. Your honest responses will be highly appreciated.

Please do not write your name. Tick [✓] the appropriate answer or respond as required.

SECTION A: DEMOGRAPHIC INFORMATION

(Please tick [✓] the most appropriate response)

1. Gender

- Male []
- Female []

2. Age

- 20–29 []
- 30–39 []
- 40–49 []
- 50 and above []

3. Highest Level of Education

- Diploma []
- Bachelor's Degree []
- Postgraduate Diploma []
- Master's Degree []

4. Teaching Experience (in years)

- Less than 2 []
- 2–5 []
- 6–10 []
- Above 10 []

5. Science Subject(s) Taught

- Physics []
- Chemistry []
- Biology []
- Others (Specify): _____

SECTION B: SALARY ENHANCEMENT AND REGULAR LESSON ATTENDANCE

(Tick the response that best represents your opinion: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

Statement	1	2	3	4	5
1. Salary enhancement has improved my regular lesson attendance.					
2. I arrive at school on time due to improved salary.					
3. I no longer find excuses to miss lessons since salary enhancement.					
4. My motivation to prepare lessons regularly has increased.					
5. I maintain consistency in lesson delivery due to improved financial welfare.					
6. I feel more responsible in fulfilling my teaching timetable obligations.					
7. Salary enhancement has increased my classroom presence and punctuality.					

SECTION C: SALARY ENHANCEMENT AND PARTICIPATION IN CO-CURRICULAR ACTIVITIES

(Tick the response that best represents your opinion: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

Statement	1	2	3	4	5
1. Improved salary has increased my willingness to participate in co-curricular activities.					
2. I am more engaged in sports and student clubs due to improved welfare.					
3. Salary enhancement encourages me to support students outside the classroom.					
4. I help in organizing and supervising co-curricular activities because I feel more motivated.					
5. I find time for co-curricular activities since salary enhancement has reduced financial stress.					
6. I participate in mentoring students during co-curricular engagements.					
7. Salary enhancement has contributed to improved teamwork among staff during school activities.					

SECTION D: SALARY ENHANCEMENT AND LEARNERS' ASSESSMENT

(Tick the response that best represents your opinion: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

Statement	1	2	3	4	5
1. I conduct regular formative and summative assessments for my learners.					
2. Salary enhancement has enabled me to invest in tools and resources for assessing students.					
3. I prepare, mark, and return assignments and tests on time.					

4. Improved salary has motivated me to give meaningful feedback to learners.					
5. I carry out practical assessments more often due to better facilitation.					
6. I use a variety of assessment methods because I feel more supported financially.					
7. Salary enhancement has positively influenced my commitment to tracking learners' progress.					

SECTION E: SALARY ENHANCEMENT AND GENERAL JOB PERFORMANCE

(Tick the response that best represents your opinion: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

Statement	1	2	3	4	5
1. Salary enhancement has improved my regular lesson attendance.					
2. I participate more actively in school co-curricular activities because of salary enhancement.					
3. I assess learners more regularly and effectively due to salary improvement.					
4. Salary enhancement has boosted my overall motivation to perform teaching duties.					
5. I prepare more thoroughly for classes due to improved financial well-being.					
6. My interaction with students has improved due to enhanced job satisfaction from better pay.					
7. Salary enhancement has increased my sense of responsibility and commitment as a science teacher.					

THANK YOU

Appendix 3: Interview guide for Head Teachers

Dear respondent,

I am Ayesiga Dan, a postgraduate student of Bishop Stuart University offering a Master's Degree of Education in Management, planning and Administration, conducting a research study about "the relationship between salary enhancement for science teachers and their job performance in public secondary schools in Kamwenge District". You have been selected to participate in this study and your participation is voluntary. Any information given will be handled with great confidentiality and shall be used for purposes of the study and reference. You are free to or not to participate at any stage. Thank you.

SECTION A: Salary Enhancement and Regular Lesson Attendance

1. In your opinion, how has salary enhancement affected the regular lesson attendance of science teachers in your school?
2. Have you noticed any changes in punctuality or absenteeism trends among science teachers following salary increments?
3. What challenges do science teachers still face in maintaining consistent lesson attendance despite salary enhancement?

SECTION B: Salary Enhancement and Participation in Co-Curricular Activities

1. How would you describe the level of science teachers' participation in co-curricular activities before and after salary enhancement?
2. In what ways has salary improvement influenced their willingness to get involved in school-based extracurricular programs?
3. What challenges hinder science teachers from actively engaging in co-curricular activities regardless of salary adjustments?

SECTION C: Salary Enhancement and Learners' Assessment

1. How has salary enhancement influenced the frequency and quality of science teachers' assessment of learners?
2. Are science teachers more consistent in marking, returning work, and giving feedback since their salaries were increased?
3. What gaps or concerns still exist in learner assessment practices among science teachers, despite salary enhancements?

SECTION D: General Job Performance and Recommendations

1. Overall, how would you rate the job performance of science teachers in your school since salary enhancements were implemented?
2. What specific improvements in teaching or professional conduct have you observed as a result of salary enhancement?
3. What recommendations would you propose to further improve science teachers' job performance beyond salary enhancement?

Thank you for your participation

Appendix 4: Content Validation Form

Purpose:

This form is used to assess the relevance, clarity, and comprehensiveness of the content included in a research instrument (e.g., questionnaire, interview guide, survey, etc.) based on expert judgment. It helps ensure that the instrument adequately captures the intended constructs and aligns with the research objectives.

Section 1: Research Instrument Information

1. Instrument Title:

.....
.....

2. Researcher Name:

.....
.....

3. Date:

.....
.....

4. Research Title:

.....
.....

Section 2: Expert Information (Validator)

1. Name of Expert:

.....
.....

2. Academic/Professional Qualification:

.....
.....

3. **Area of Expertise:**

.....
.....

4. **Organization/Institution:**

.....
.....

Section 3: Content Validation Criteria

Please review the items in the instrument and rate them based on the following criteria:

Criteria	Rating Scale	Explanation
Relevance	1 = Not relevant	2 = Somewhat relevant
Clarity	1 = Very unclear	2 = Somewhat unclear
Comprehensiveness	1 = Very limited	2 = Somewhat comprehensive
Cultural Sensitivity	1 = Not sensitive	2 = Somewhat sensitive
Suitability for Purpose	1 = Not suitable	2 = Somewhat suitable
Appropriateness of Length	1 = Too long	2 = Too short

Section 4: Expert's Comments & Suggestions

• **General Observations:**

.....
.....
.....

• **Suggestions for Improvement:**

.....
.....
.....

Section 5: Final Validation

1. **Is the instrument content valid based on your assessment?**
 - Yes () No ()
2. **Would you recommend any revisions before the instrument is finalized for use?**
 - Yes () No ()
 - If yes, please specify the changes required:

.....
.....
.....

Section 6: Validator's Signature

Signature:.....Date:.....

Thank you for your valuable input!

Appendix 5: Community Engagement Plan

Community Entry Strategies

To effectively engage the community in Kamwenge District, the research team will begin by obtaining official permission and authorization from key stakeholders, including the District Education Officer (DEO), the Chief Administrative Officer (CAO), and head teachers of the selected government secondary schools. These introductory letters will legitimize the study and ease access to respondents. Preliminary meetings will be organized with school administrators, Parent-Teacher Association (PTA) representatives, and selected science teachers to clearly explain the study's objectives, benefits, and expected outcomes. Additionally, local gatekeepers such as LC1 Chairpersons, School Management Committees, and other influential community members will be involved to facilitate introductions and foster trust with the local population. The research team will also take care to observe and respect local customs, language, and social norms to ensure that all engagements are culturally sensitive and appropriate.

Data Collection Process

The data collection process will be conducted ethically and transparently using both qualitative and quantitative approaches. Informed consent will be obtained from all participants after a thorough explanation of the study's purpose, procedures, confidentiality measures, and their rights, including the right to withdraw at any point. Science teachers will complete structured questionnaires that incorporate both closed and open-ended questions to provide both measurable and narrative data. Head teachers will participate in interviews to offer deeper insights into the effects of salary enhancements on teacher performance. Science teachers will be selected using simple random sampling to ensure fairness and gender balance, while head teachers will be purposively sampled based on their administrative roles. All collected data will be securely stored and anonymized to maintain the privacy and confidentiality of participants.

Community Exit Plan

Upon completion of data collection, the research team will implement a respectful and structured exit strategy. A summary of key findings will be compiled and shared with all relevant stakeholders, including participating schools, district education authorities, and community leaders, through feedback sessions, policy briefs, or summary reports. This dissemination will promote transparency and inform possible policy improvements. Letters of appreciation will be sent to schools and participants, acknowledging their contributions to the research. Where applicable, findings will be shared with development partners and educational NGOs to influence future interventions. Lastly, the research team will formally communicate their exit to school heads and district officials, ensuring closure and leaving the door open for future collaboration or follow-up initiatives

END

Appendix 6: COVID-19 and Ebola Mitigation Plan

Introduction

Given the potential risks posed by infectious diseases such as COVID-19 and Ebola, this research will strictly adhere to public health guidelines and implement comprehensive safety measures to protect both the research team and participants. The plan is designed in alignment with the Ministry of Health Uganda and World Health Organization (WHO) protocols.

Pre-Field Work Preparedness

Before data collection begins, the research team will undergo training on infection prevention and control (IPC) measures, focusing on COVID-19 and Ebola symptoms, transmission, and emergency response procedures. The team will be equipped with Personal Protective Equipment (PPE), including face masks, hand sanitizers, gloves, and digital thermometers. All team members will be required to be vaccinated against COVID-19 and educated on how to handle high-risk interactions safely.

During Field Activities

Strict adherence to Standard Operating Procedures (SOPs) will be observed throughout the research process. This includes:

- **Hand hygiene:** All participants and researchers will sanitize hands before and after each interaction.
- **Face masks:** Properly worn masks will be mandatory for both the research team and respondents throughout interviews and data collection sessions.
- **Social distancing:** A minimum distance of one meter will be maintained during interviews and focus group discussions.
- **Health screening:** All participants and research team members will undergo daily temperature checks and health status assessments to identify any symptoms of infection.
- **Minimized contact:** The use of digital tools such as tablets and mobile data collection apps will be promoted to reduce contact with physical materials like paper questionnaires.

Handling Suspected Cases

If any member of the research team or participant shows symptoms associated with COVID-19 or Ebola, they will be immediately isolated and referred to the nearest health facility. The incident will be reported to the District Health Officer (DHO), and the research activities in the affected location will be temporarily suspended until safety is assured.

Community Sensitization and Support

During community entry, sensitization messages on disease prevention will be shared to build awareness and encourage community participation while promoting public health. Educational materials, such as posters and flyers about COVID-19 and Ebola prevention, will be distributed in schools and local offices.

Post-Field Work and Decontamination

After the fieldwork, all reusable equipment will be thoroughly disinfected, and the research team will be re-screened for any symptoms. A report on health and safety adherence will be compiled and submitted to relevant authorities as part of the study's accountability

END

Appendix 7: Results Dissemination Plan

Introduction

The dissemination of research findings is a crucial step in ensuring that the knowledge generated is shared with key stakeholders for informed decision-making and action. This plan outlines the strategies and platforms that will be used to share the results of the study on the impact of salary enhancement on the performance of science teachers in government secondary schools in Kamwenge District.

Target Audience

The primary audiences for the dissemination of the research findings will include:

- Kamwenge District Education Office
- Head teachers and science teachers from participating schools
- Ministry of Education and Sports (MoES)
- Uganda National Examinations Board (UNEB)
- Local government officials and policy makers
- Non-governmental organizations (NGOs) working in the education sector
- Academic and research institutions
- The general public through community forums and media

Dissemination Strategies

1. District-Level Stakeholder Workshop

A stakeholder dissemination workshop will be organized at the district headquarters to present the findings to local education officials, school administrators, and teachers. This platform will allow for interactive discussion, feedback, and recommendations for policy implementation.

2. School-Level Meetings

Findings will also be shared at the school level through brief meetings with head teachers and staff. These sessions will be used to highlight key findings relevant to individual schools and to suggest practical improvements based on the results.

3. Printed Reports and Policy Briefs

A detailed final research report and a simplified policy brief summarizing key findings and recommendations will be developed and distributed to stakeholders. The policy brief will be particularly useful for policymakers and administrators.

4. Media and Community Forums

The findings will be shared with the broader public through local radio stations, especially Voice of Kamwenge 87.9 FM, and community barazas (forums). This approach will raise awareness and foster dialogue among community members about the importance of supporting science education.

5. Academic Publishing and Conferences

To contribute to academic discourse, the study findings will be submitted to peer-reviewed journals and presented at relevant educational and development conferences or seminars at national and regional levels.

6. Digital Platforms

The research findings will be shared through digital platforms, including educational websites, research repositories, and social media, to ensure wider access by interested stakeholders and researchers beyond Kamwenge District.

Follow-up and Feedback Collection

Following dissemination, feedback mechanisms such as questionnaires, open discussions, and email surveys will be employed to gather reactions, additional insights, and suggestions from stakeholders. These will be documented and considered for future research or policy advocacy

END