

**Remuneration and Teachers' Performance in Universal Primary Schools in Kashari South
County, Mbarara District.**

MUHANGUZI DAVID KANIGA

22/BSU/MEAP/0604.

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

August, 2024.

Declaration

I Muhanguzi David Kaniga, hereby declare that the work in this dissertation is my own and has never been submitted to any University for examination.

Signed

Muhanguzi David Kaniga

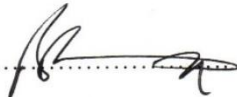
22/BSU/MEAP/0604

Student

Date 31/9/2024

Approval

This dissertation has been done under our supervision and is ready for submission.

Signed.....

Dr. Sudi Balimutajjo (PhD)

University Supervisor.

Date.....08/05/2024

Signed.....

Rev. Judith Arinaitwe

Supervisor

Date.....4/9/2024

Dedication

This dissertation is dedicated to my wife Kellen Muhanguzi and children; Ahereza, Blair, Brighton, Nimurungi and Trophy for their support, sacrifice and endurance during the time I was pursuing this course.

Acknowledgement

My sincere thanks go to my supervisors Dr.Suudi Balimutajjo and Rev. Arinaitwe Judith for their advice and guidance which enabled me to complete this study in time. I also owe thanks to the lecturers of Bishop Stuart University for mentoring me academically. My sincere thanks go to the respondents in the selected primary schools in Kashari South County for responding to the study instruments in time. My gratitude also goes to my wife Kellen Muhanguzi and my children; Nuwe,Blair, Brighton, Nimurungi and Trophy for their social and moral support during this study. Sincere thanks also go to my classmates in particular Mr. Musimenta Fred for their academic and intellectual discussions that enabled me to complete this study.

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List of Acronyms

CVI	Content Validity Index
DES	Directorate of Education Standards
DFID	Department for International Development
DV	Dependent Variable
GoU	Government of Uganda
IV	Independent Variable
UNATU	Uganda National Teachers' Union
UPE	Universal Primary Education

Abstract

The study was about remuneration and teachers' performance in Universal Primary Schools in Kashari South County, Mbarara district. The purpose of the study was to establish the relationship between the variables. The objectives of the study were to examine the impact of remuneration of teachers, to assess the level of teachers' performance and to establish the relationship between remuneration and teachers' performance in Kashari South County, Mbarara District. Qualitative and quantitative data was gathered in order to establish the relationship between the independent and dependent variables. The data was collected from a total population of 81 respondents including teachers, head teachers and district education officials. Data was presented in tabular form with mean scores and percentages. The study findings agreed that Remuneration affects the teachers' performance in that the feelings and learning of pupils consequently relies on the quality of remuneration. The study recommended that; Government should put in place strategies like improving teachers' salaries periodically, promotion and recognition of teachers in order to improve on their performance.

Furthermore, Government should put up strategies to ensure that teachers' accommodation is conducive and adequate. Government should also look into payment of allowances to teachers such as; duty allowances and overload allowances. It should also be noted that; teachers should be paid according to their qualifications.

Chapter One

Introduction

Background to the Study

The background to the study was looked at from four perspectives and these are; historical, theoretical, conceptual and contextual perspectives.

Historical background

Globally, in the 1830s, the United States of America started remunerating her teachers. The effectiveness of this remuneration system depended crucially on efficient management, especially at the school level, where various systems and structures were established to manage and support teachers' professional responsibilities and commitment (Adkins, 2004). Recent research conducted in UPE Schools in California revealed that providing bonuses, incentives, and allowances to teachers at the school level has a significant impact on teachers' career decisions and encourages them to stay in the teaching profession for an extended period. (Gerhart, 2015).

Similarly, in Nigeria, stakeholders in the education sector emphasized the need for the implementation of a specialized salary structure for the teaching profession, aiming to enhance its appeal and provide better incentives (Ochwo, 2013). These concerns were raised by stakeholders primarily from the South East region during separate interviews with the News Agency of Nigeria (NAN), highlighting the dire conditions of primary schools and the inadequate compensation for teachers in the country (Ojeleye & Okoro, 2016). Research conducted by Sajuyigbe (2013) indicated that competitive labor markets rely on salaries and working conditions to attract, nurture, and retain skilled and effective educators. Furthermore, the remuneration offered to various types of teachers reflects the supply and demand dynamics within the teaching profession.

Malcolm's (2015) findings in Zimbabwe, education emerges as a formidable tool for catalyzing transformative change in society. To enhance educational standards, it is crucial to consider the remuneration of teachers. However, in the context of motivating teachers towards optimal performance, it is noteworthy that factors such as growth opportunities and challenges, recognition, and non-monetary rewards hold greater efficacy as motivators compared to monetary incentives like fringe benefits, salaries, bonuses, pensions, profit sharing, and performance-based pay. Nevertheless, there remains a research gap in understanding the specific ways in which these alternative motivators impact teacher performance and their potential for fostering educational excellence. Further investigation into this area could provide valuable insights into optimizing teacher motivation strategies.

The Ministry of Education and Vocational Training in Tanzania faced a significant challenge in achieving its goals of expanding and enhancing education due to a looming crisis within the teaching profession. Specifically, the teaching force in public primary schools was plagued by demoralization and division. Teachers experienced frequent delays and inadequate payment, their educational and training needs were overlooked, and they were trapped in bureaucratic systems that hindered their performance and career advancement (Bennell & Akyeampong, 2014). Previously respected and fairly compensated, teachers now perceive a decline in their status. Consequently, the teaching profession in Tanzania suffers from high attrition rates, constant turnover, diminished confidence, and varying levels of professional commitment. This situation highlights a critical research gap in understanding the underlying causes and potential solutions to address the crisis within the teaching profession.

The research conducted by Summer Matter and Siegel (2015) identified several common dimensions of performance, including outcome, output, efficiency, requirements, input, effectiveness, and quality. However, despite these findings, there is no universally applicable definition of performance within the field of management. In a related study, Katarasibwa (2006) focused on teacher performance, defining it as the degree to which teachers in a school fulfill the requirements of their job to achieve school objectives. In this context, teacher performance should be oriented towards enhancing the teaching and teachers' performance for the benefit of the students. Nonetheless, the lack of a universally accepted definition of performance in management further emphasizes the need for additional research to bridge this gap and establish a coherent understanding of performance across various domains and professions.

According to Sirisha (2015), the success or failure of organizations hinges upon the caliber and efficiency of their workforce. Consequently, the quality and effectiveness of teachers directly influence the educational outcomes. The vital role of primary teachers holds true across the globe, demanding a set of essential skills, profound knowledge, capabilities, and a positive attitude from educators (Njoku, 2011; UNESCO, 2015). However, despite acknowledging the significance of teachers' contributions, there exists a research gap concerning the specific areas or strategies that can enhance the quality and effectiveness of teachers in primary education.

The teachers' performance remains a crucial factor in the successful implementation of universal primary education in many developing countries. The quality of an education system is highly dependent on the effectiveness and dedication of its teachers (Muthoni & Wafula, 2016). According to a report by Kagolo (New Vision, 26th March 2015), teacher absenteeism in rural areas of Uganda is alarmingly high, reaching 35% and ranking as the highest in the world. This

absenteeism leads to a significant financial loss for the government and its development partners, as teachers are paid on a monthly basis and are absent for an average of two days per week. Moreover, the failure of Districts to promote teachers who seek further education and professional development adds to their demotivation. Given these circumstances, there is a research gap regarding how remuneration impacts the performance of Universal Primary Education (UPE) schools, specifically focusing on Kashari South County. Further investigation is needed to explore the relationship between teacher compensation and their effectiveness in UPE schools, providing valuable insights for improving the education system in the area.

Theoretical background.

The study adopted the Equity Theory which was first developed in the 1960s by J. Stacy Adams, a workplace and behavioral psychologist, who asserted that employees seek to maintain equity between the inputs that they bring to a job and the outcomes that they receive from it against the perceived inputs and outcomes of others (Adams, 1963). The Equity theory essentially refers to an employee's subjective judgment about the fairness of the reward she/he gets in comparison with the inputs (efforts, time, education, and experience) when compared with others in the organization. The Equity theory of motivation concerns of the people's perception and feelings on how they are treated as compared with others (Armstrong, 2001). The Equity theory focuses on determining whether the distribution of resources is fair to both relational partners.

Equity theory was relevant to this study because its main principles like the need to balance between our work inputs (effort) and outputs (reward) and workers need to feel fairly treated in comparison with their colleagues (Guerrero et al., 2014). Therefore, when teachers are remunerated well in terms of salaries, allowances and other fringe benefits, teachers' performance

is enhanced. Equity theory looks at the more an employee is remunerated, the more the performance.

Conceptual background.

The independent variable of the study is remuneration. Remuneration is defined as a pay or reward given to individuals for work done or it is referred to as monetary or financial benefits in form of salaries, wages, bonuses, incentives, allowances and benefits that is accrued or given to an employee or group of employees by the employer (firm) as a result of services rendered by the employee(s), commitment to the organization or reward for employment Maicibi (2015). This study will therefore define remuneration as the basic salary, advance salary, arrears salary, housing allowance, transport allowances, overtime allowances, medical insurance and provision of meals.

Basic salary is a fixed periodical payment for non-manual employees usually expressed in annual terms, paid per month with generally no additions for productivity (Bratton and Gold, 2013). Transport allowance is defined as the grant to an employee to meet his expenditure for purpose of Commuting between place of his residence & place of duty (Abhishek Raja, 2010). Accommodation or housing allowance as the amount of money paid in compensation for basic living expenses for employment situations (Knyszewska Elżbieta, 2010). Overtime allowance as the additional amounts paid to hourly employees who work more than 40 hours in a week (Jean Murray, 2010). Fringe benefits is the additional compensation provided to employees above and beyond an agreed upon salary.

The dependent variable of the study was teachers' performance. Teachers' performance refers to the job-related activities expected of a teacher and how well those activities were executed on an annual or quarterly basis (Herath & Rosli, 2013). Feng (2010) also defines teachers'

performance as the behavioral aspect on how teams and individual employees get work done. Armstrong, (2013) revealed that teachers' performance is the output record of a specific job function or activity at a given time. This study will therefore look at teachers' performance as making schemes of work, lesson planning, lesson delivery and routine assessment of the learners.

Contextual background.

In Kashari South County, the issue of frequent absenteeism among teachers is prevalent, particularly during the time when their salaries are paid. Many teachers prioritize collecting their salaries from banks over attending to their duties at school. This absenteeism leads to a failure in covering the syllabus, ultimately indicating poor teacher performance. Consequently, the academic achievement of pupils at the primary level is adversely affected. A report published in the New Vision on March 26th, 2015, by Kagolo revealed that teacher absenteeism in rural areas of Uganda was recorded at 35%, making it the highest in the world. Ugandan teachers were found to be missing an average of two days of work per week, resulting in financial losses for the government and its development partners since teachers are paid on a monthly basis. However, in Kashari South County, the rate of teacher absenteeism stands at a relatively lower percentage of 1.4%, as reported by the District Council in November 2017. Furthermore, in addition to absenteeism, there are additional challenges such as inadequate teacher lesson preparation, low syllabus coverage, and late coming. Some education stakeholders, including the Uganda National Teachers' Union, have linked the declining quality of primary education and poor teacher performance in public schools in Uganda to low teacher incentives, as highlighted by Ssesamba in 2014. Despite the available information on teacher absenteeism and its impact on education in Kashari South County,

there is a need for further research to explore potential solutions and interventions to address the issue effectively.

Several systems of external quality assurance have been implemented to ensure the effectiveness of education in Kashari South County, Uganda. These systems include the Directorate of Education Standards (DES) and the National Assessment of Progress in Education (NAPE), which operate under the Uganda National Examinations Board (UNEB). Additionally, various initiatives have been introduced, such as the implementation of thematic curricula to enhance the teaching and learning of literacy and numeracy in lower primary levels. Other measures encompass teacher training, salary increments, regular monitoring and assessment of students' learning achievements, as well as the construction of additional classrooms and the procurement and delivery of instructional materials (Nsubuga, 2018). However, existing research on the correlation between remuneration and teachers' performance in Universal Primary Education (UPE) schools is insufficient. Therefore, in light of this knowledge gap, the study aimed to evaluate the association between remuneration and teacher performance specifically within UPE schools in Kashari South County.

Statement of the Problem

Poor performance of teachers in UPE schools has been the order of the day in Kashari south county. Teachers are expected to prepare schemes of work, Lesson plans, attend to all lessons, control the class environment, implement school projects and possess record of work (MoES, 2021). However, this has been not the case. Teachers in UPE schools of Mbarara district are characterized with poor performance (Mbarara District council education report,2018) which included; poor time management, delays in the beginning time of the instructional process, poor

content coverage, and lack of teaching aids (Mbarara District Education Officer, 2019). Different education stakeholders have intervened to promote performance of these teachers for example routine inspection by area inspectors of schools, support supervision by head teachers, and Centre Coordinating Tutors (CCTs). Additionally, government has tried to construct staff quarters and enhance teachers' salaries over time, Government enhanced primary teachers' salaries from 150,400 to 200,000 in the financial year 2007/2008 and 15% salary increment in the financial year 2016/17 (UNATU Achievements 2006-2019), but still teachers have not done their best to produce schemes of work and prepare lesson plans. If the above situation went unchecked, the area will produce half-baked people which will impact negatively on the quality of education at higher levels because primary education is the foundation of all other levels of education (Kagolo in the New Vision 26th March (2015)).

Table 1.1 Summary of PLE results 2023-kashari north county.

SUB-COUNTY	Div.1	DIV.11	DIV.111	DIV.IV	DIV.U	ABS	TOTAL	%PASSED IN DIV.I
BUBAARE	58	273	66	17	1	3	421	13.9%
RUBAYA	83	212	7	1	0	5	308	27.4%
RWANYAMAHembe	169	391	63	16	11	3	653	26.0%
BUKIRO	48	188	31	5	0	3	275	17.6%
TOTAL	358	1,064	167	39	12	14	1,655	

Source: Adopted from Mbarara District PLE results 2023.

Table 1.2 Summary of PLE results 2022-kashari north county.

SUB-COUNTY	Div.1	DIV.11	DIV.111	DIV.IV	DIV.U	ABS	TOTAL	%PASSED IN DIV.I
BUBAARE	101	294	59	12	2	8	485	21.2%
RUBAYA	103	205	23	9	6	9	351	30.1%
RWANYAMAHEMBE	210	389	70	28	6	9	712	29.9%
BUKIRO	44	181	33	6	3	6	276	16.3%
TOTAL	458	1,069	185	55	17	32	1,821	

Source: Adopted from Mbarara District PLE results 2022.

. Table 1.3 Summary of PLE-Mock results 2016-kashari north county.

SUB-COUNTY	Div.1	DIV.11	DIV.111	DIV.IV	DIV.U	ABS	TOTAL	%PASSED IN DIV.I
BUBAARE	40	166	54	96	95	9	460	8.7%
RUBAYA	9	103	34	75	117	15	353	2.0%
RWANYAMAHEMBE	74	188	65	156	115	12	610	12.10%
BUKIRO	7	52	37	71	82	5	254	2.8%
TOTAL	130	509	190	398	408	41	1,677	

Source: Extracted from Mbarara District PLE-Mock results 2016

Purpose of the study

The purpose of the study was to establish the relationship between remuneration and teachers' performance of UPE schools in Kashari South County, Mbarara District.

Specific Objectives of the Study

- i. To examine the amount of remuneration of teachers in UPE Schools of Kashari South County, Mbarara District.
- ii. To assess the level of teachers' performance of UPE schools in Kashari South County, Mbarara District.
- iii. To determine the relationship between remuneration and teachers' performance in Kashari South County, Mbarara District.

Research Questions

- i. How much amount of remuneration do teachers in universal primary schools of Kashari South County, Mbarara District get?
- ii. What is the level of teachers' performance of universal primary schools in Kashari South County, Mbarara District?

Hypothesis

Ho: There was no significant relationship between remuneration and teachers' performance in Kashari South County, Mbarara District.

Scope of the Study

The scope of the study provides for the boundary of the research in terms of content, geographical and time scope.

Content Scope

This study was limited to an assessment on how monetary and non-monetary remunerations affect the teachers' performance in UPE schools in Kashari South County while guided by the objectives including; the impact of remuneration of teachers of teachers in UPE schools, the relationship between remuneration and teachers' performance in UPE schools and how remuneration influences the teachers' performance of UPE schools in Kashari South County.

Geographical scope

The study was carried out in UPE schools of Kashari South County, Mbarara District. Kashari south county is bordered by Kashari North county in the north, Kiruhura District to the east, Mbarara City to the south and Sheema municipality and Buhweju District to the West.

Time Scope

The time scope of the study was the years between 2014 and November, 2024.

Population scope

This study was conducted on; teachers, headteachers and District Education officials.

Significance of the study

It is hoped that the findings, recommendations and conclusions may be useful to education policy makers by identifying gaps in the existing teachers' remuneration packages in Uganda. The findings of this study may provide gaps in the performance of primary school teachers in UPE schools which is important to education training institutions when training the teachers in areas of educational administration, management and planning, consequently improving quality of education among the UPE schools.

Other organizations may use the findings of this study to improve on the welfare package of their employees in order to enhance their performance and productivity. The findings of this study may contribute to the body of knowledge regarding remuneration and teacher performance among UPE schools in Kashari South County. Therefore, the study may have wide reaching implications not only for academicians but also for the government, policy makers, managers and the private sector to improving quality education.

Justification of the study

The rationale for undertaking this study is premised on the desire by the researcher to see good quality public education and good teacher performance in public primary schools in Kashari South County since it has been reported that the quality of education is declining (Mbarara Education progress Report 2017). While a significant amount of research on education in Uganda exists (Kasiisa and Tamale, 2013; Kirunda, 2012), teachers' performance in public primary schools is comparatively thin and the effect of remuneration on teachers' performance in public primary schools in Kashari South County is smaller and scanty; hence the need for the present study. This study goes some way towards filling the gap through; assessing how basic salary affects the performance of teachers in UPE schools, the effect of providing allowances on the performance of teachers in UPE schools and the relationship between remuneration and teachers' performance in UPE schools in Kashari South County.

The issue of remuneration and its effect on the teacher' performance in public primary schools is a pertinent one for education scholars, policy makers, education practitioners, poverty eradication, economic development experts and employers. If the issue of remuneration and its effect on the performance of public primary school teachers is not treated with the seriousness it

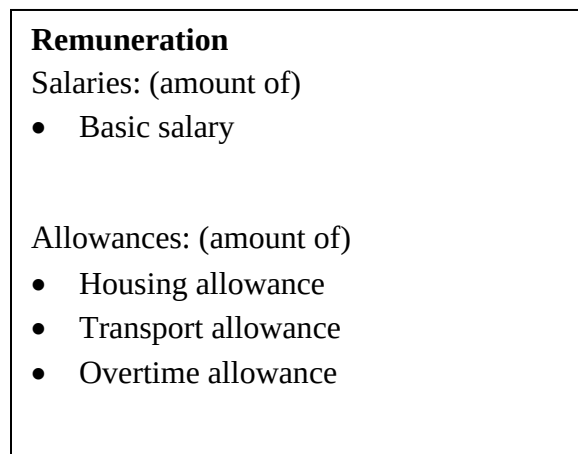
deserves through research in order to inform policy, then the desire to have quality public education and economic development in Uganda may become foreclosed (GoU, 1992).

Conceptual Framework

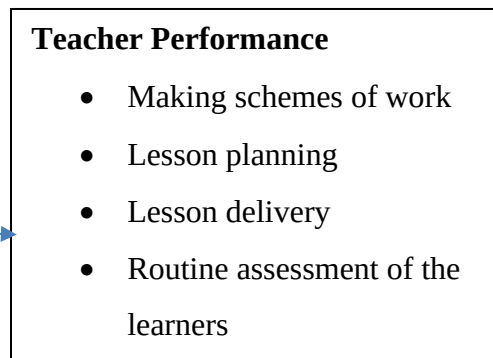
A conceptual framework serves as a valuable instrument for researchers, facilitating the development and presentation of the research problem's context. It functions as a map that illuminates the connections and interplay between variables in the study, thereby enabling effective communication of these relationships (Kombo & Tromp, 2006). The study was based on the conceptual framework below.

Figure 1: Conceptual framework on remuneration and teachers' performance in UPE schools

Independent Variable



Dependent Variable



Extraneous variables

- School administration
- Government Policy

Source: Nassazi (2013) and modified by the Researcher.

In the conceptual framework as displayed above, remuneration, the independent variable (IV) is hypothesized to influence teachers' performance. On the other hand, teachers' performance is conceptualized as a dependent variable (DV). Performance is measured in terms of timely making schemes of work, timely lesson planning, lesson delivery (actual teaching) routine assessment of the learners and management of learners' records. If all these are handled very well by teachers, then academic standards of these schools will be uplifted which will promote the quality of public education in Uganda. The intervening variables was government policy and school administration.

Chapter Two

Literature Review

Introduction

This chapter presents the view of other scholars in relation to the study problem with major emphasis on how remuneration influences the teachers' performance in UPE schools. It also examines relevant literature on; it's arranged according to the study objectives;

Theoretical Review

The equity theory suggests that employees in organizations anticipate receiving similar rewards to their peers for comparable levels of effort, thus emphasizing the significance of reward distribution (Buchan et al., 2000). The crucial factor determining employees' motivation lies in their perception of fairness regarding the balance between their input and the rewards they receive. As stated by Aswathappa (2017), the theory underscores the importance of equity within the pay structure and how employees perceive their treatment by their respective companies. The notion of "a fair day's work for fair pay" reflects the employees' desire for equity. When employees perceive inequity, it can lead to reduced productivity, increased absenteeism, or higher turnover rates.

The ministry has initiated a program to improve the capacity of primary teachers' colleges in order to accommodate a larger number of student teachers. Additionally, efforts are being made to enhance the qualifications of tutors and hire more highly qualified teachers. These measures aim to ensure optimal teachers' performance and ensure that public funds invested in public primary education yield valuable outcomes (Oonyu, 2012; Education International & Oxfam Novib, 2011).

The remuneration of teachers in UPE Schools

According to Braton and Gold (2013), basic earnings refer to a fixed amount of payment provided to non-manual workers on a periodic basis, typically expressed in annual terms and paid monthly, without additional incentives for productivity. Surbhi (2015) further supports this notion, explaining that basic salary denotes a predetermined sum disbursed to employees at regular intervals, reflecting their performance and productivity. In contrast, wages represent hourly payments based on the completion of labor-intensive tasks. Surbhi adds that salaried individuals are commonly associated with "white-collar office jobs," indicating their higher education, skills, employment with a reputable organization, and esteemed position in society. Conversely, waged individuals are often engaged in "blue-collar labor jobs," implying their involvement in unskilled or semi-skilled work and receiving daily wages. Consequently, this disparity in payment methods highlights a notable study gap concerning the differing remuneration systems and societal classifications associated with salaried and waged workers.

Agburu (2012) emphasized the significance of salaries and underscored the importance of both adequacy and equity in wage distribution, particularly from the perspective of the workers. In any organization, a lack of fairness and equity regarding salaries can swiftly trigger discontent among employees. This is particularly evident among numerous Nigerian workers, for whom salaries constitute a critical concern. The importance of salaries lies in their ability to provide a sufficient quantity of financial resources, as their absence or insufficiency can create extreme precarity for employees and their families. As a primary form of monetary compensation, salaries hold a central position in the context of rewarding employee performance within an organization. However, despite the existing body of research on salaries and their impact on employee

motivation and satisfaction, there remains a research gap in understanding the specific factors that contribute to equitable salary structures and their effects on organizational outcomes. Further research is needed to address this gap and provide valuable insights for organizations seeking to enhance employee well-being and overall performance.

According to Investopedia (2016), a bonus refers to an additional form of compensation granted to employees in addition to their regular salary. It serves as a reward for accomplishing specific objectives established by the organization. Additionally, Heathfield (2016) defines bonus pay as supplementary compensation provided on top of the base earnings or hourly rate of pay. The specific amount of bonus pay can be determined through the worker's offer letter, personnel file, or contractual agreement. Employers may choose to allocate bonus pay at their discretion, based on the company's financial capability or as stipulated in the contract. However, there exists a research gap in understanding the effectiveness of bonus structures in motivating employees and driving organizational performance. Further research is needed to explore the optimal design and implementation of bonus systems that align with employee preferences and contribute to enhanced productivity and job satisfaction.

According to Bardot (2014), a bonus can be described as a retrospective and typically discretionary payment, or at least not anticipated by employees. Management establishes criteria to reward past accomplishments, such as meeting specific profit targets or significant organizational milestones, often employing a completely discretionary approach but defining the incentive as a conceptual concept. Payment is contingent upon the achievement of predetermined objectives, which are communicated to the employees involved. The motivation program aims to influence behavior and encourage employees to work towards these goals by providing incentives.

These incentives can take the form of monetary compensation or non-monetary rewards, such as gifts or travel, particularly in the case of sales. However, a research gap exists in terms of the discretionary nature of the motivation plan: if the agreed-upon objectives are met, payment or awards are given, but further investigation is needed to understand how the discretionary nature impacts employee motivation and performance.

Romanoff (2018), bonuses are payments given on top of the performance amount, typically on an annual basis, as a means to acknowledge exceptional effort or achievement. In contrast, incentives encompass both tangible and intangible rewards, aiming to motivate individuals or groups to behave in specific ways. Romanoff emphasizes that incentives differ from bonuses as they clearly outline the objectives to be accomplished and the corresponding rewards for achieving them. Consequently, incentives have a more significant impact on both the behavioral and cognitive aspects of employee performance within an organization. However, there is a research gap in understanding the specific factors that contribute to the effectiveness of incentives in driving employee achievement and motivation.

In their study conducted between 1995 and 2011 in Borno state, Babagana and Dungus (2015) investigated the impact of employees' remuneration on the performance of students at Ramat technical school city. The results revealed a noteworthy correlation between the remuneration received by employees and the performance of students. However, despite these findings, there remains a research gap in understanding the specific mechanisms through which remuneration influences student performance, warranting further exploration in future studies.

In the respective studies by Edirisooriya (2014), Sajuyigbe, Olaoye, and Adeyemi (2013) investigated the influence of extrinsic rewards, intrinsic rewards, and reward dimensions on

worker performance. Edirisooriya's research conducted in Electric Co., Sri Lanka revealed a positive relationship between extrinsic and intrinsic rewards and worker performance. Similarly, Sajuyigbe, Olaoye, and Adeyemi's study focused on hand-picked manufacturing companies in urban center and found that reward dimensions significantly predicted employees' performance, explaining a substantial 71% variance. However, despite these findings, a research gap exists in understanding the specific mechanisms through which rewards impact worker performance in different organizational and cultural contexts, necessitating further investigation.

In previous research conducted by Hameed et al. (2014) regarding the impact of compensation on worker performance in the banking sector of the Islamic Republic of Pakistan, it was found that remuneration has a positive influence on worker performance, indicating a strong correlation between compensation levels and employee performance. However, the studies conducted by Hameed et al. (2014), Sajuyigbe, Olaoye & Adeyemi (2013), and Babagana & Dungus (2015) fail to clearly demonstrate how remuneration specifically affects organizational performance. This research aims to address this research gap by evaluating the impact of remuneration on the performance of UPE primary schools in Kashari South County, thereby shedding light on the relationship between compensation and organizational performance.

The Level of teachers' performance of UPE schools in Kashari South County

According to Abhishek Raja's (2010) research, health insurance allowances may or may not cover immediate family members such as spouses and minor children. Additionally, transport allowances are provided to employees to cover their travel expenses between their residence and workplace. In particular, teachers often receive transport allowances to facilitate their commute between their place of residence and their place of duty. However, despite this existing knowledge,

there is a research gap concerning the effectiveness and impact of these allowances on employee satisfaction and overall well-being, which warrants further investigation.

Housing allowance and overtime allowance are financial compensations provided to employees for their basic living expenses and extra work hours, respectively. Housing allowance refers to the monetary support given to workers to cover their living costs, while overtime allowance pertains to the additional payment granted to hourly workers for exceeding the specified time in their job descriptions (Knyszewska, 2010). In the specific context of this study, it implies that if teachers surpass their designated work hours, they should receive this additional compensation or overtime allowance. However, it is noteworthy that such practices are infrequent within the Ugandan setting, highlighting a research gap in the exploration of equitable compensation policies for teachers in the country.

In their study conducted in Omoku rivers states, Nigeria, Ikenyiri and Ihua-Maduenyi (2011) examined how teachers' assessment of desire satisfiers influenced their effectiveness. They found that the provision of medical and recreation allowances played a significant role in enhancing teachers' effectiveness in UPE Schools. However, despite this important finding, there remains a research gap in understanding the broader range of desire satisfiers and their impact on teacher motivation and effectiveness, warranting further investigation.

Afenyadu et al. (2015) investigated the enhancement of early malaria treatment access, employing school teachers as care providers in Ghana. The findings demonstrated the feasibility of a collaborative approach between the health and education sectors to improve early detection and proper management of acute malaria cases. The researchers put forth recommendations for policy implementation, including the provision of pre-packaged anti-malarial medications for

schools and the general public, as well as establishing a partnership with the Ghana Education Service to facilitate early diagnosis and treatment of malaria in schools and the wider community. However, a research gap remains in examining the effectiveness and scalability of these proposed interventions in different educational settings and regions to further strengthen access to early malaria treatment.

The relationship between remuneration and teachers' performance

Mulkeen (2015) investigated the challenges faced by rural school teachers in Africa. The research revealed that poor remuneration was a common reason cited by teachers for requesting early transfers, as they sought to relocate to urban areas for better access to medical services. After food, housing is considered the second most crucial human necessity, surpassing shelter alone. In various Districts of Uganda, many teachers reside in squatter settlements or slums due to the unaffordability of accommodation (Akinmoladun and Oluwoye, 2017). It is important to recognize that providing suitable housing for teachers is intended to facilitate their work, creating a more conducive and enjoyable environment for them to effectively fulfill their roles as educators. Ideally, teachers should not have to travel long distances to reach their schools, as this would reduce absences and tardiness while also enhancing the quality of their instruction, leading to improved academic performance. However, a research gap exists in understanding the specific factors and interventions necessary to address the remuneration of teachers in African rural areas effectively.

Effective performance by teachers is crucial for organizations. Job performance entails meeting the expected requirements and is influenced by the rewards offered. When teachers fulfill their job responsibilities, they can be considered as having performed. The individual job teachers'

performance is vital for the survival and overall success of educational institutions (Sonnentag, Volmer & Spychala, 2010). However, despite the recognized importance of teacher performance, there remains a research gap in understanding the specific factors that contribute to enhancing and sustaining their job performance.

According to Armstrong (2010), managers play a crucial role in ensuring the achievement of high-performance levels among members of organizations. The author emphasizes that a company's performance is closely intertwined with the performance of its employees, implying that better individual performance leads to improved organizational performance and vice versa. Consequently, it becomes imperative for both government entities and other organizations to implement suitable reward mechanisms that adequately compensate employees for their contributions and motivate them to strive for higher performance. However, despite the recognition of the importance of such reward mechanisms, there remains a research gap in understanding the most effective strategies for implementing and optimizing these mechanisms to maximize employee performance and organizational outcomes.

Monetary rewards play a crucial role in driving individuals towards desired outcomes, encompassing various cost-based incentives that contribute to overall remuneration, such as basic pay, performance-based bonuses, recognition schemes, pensions, salaries, and health insurance (Armstrong, 2010). The significance of financial rewards cannot be overstated, as Guajardo (2011) discovered their vital role as incentives in Africa, particularly through salary enhancements and performance-based rewards. Armstrong (2010) further emphasized the prominence of financial rewards within the broader framework of total reward systems. Similarly, a study conducted by Narsee (2012) in South Africa identified financial rewards as a pivotal component of the reward

system. These findings underscore the undeniable reality that individuals work to fulfill their diverse needs and desires through the rewards they receive. Consequently, an attractive financial reward package not only attracts and retains competent staff, but also fosters their commitment and positive attitudes towards work—an aspect that holds true for teachers in Kashari South County as well. Given the paramount importance of teachers' performance, any underperformance by educators could significantly jeopardize the quality of education, learning outcomes, and overall societal development (Bennell & Akyeampong, 2017). However, despite the existing research on financial rewards, there remains a research gap in understanding the specific factors and mechanisms through which monetary incentives impact teachers' motivation and performance in Kashari South County.

According to Akiri and Ugborugbo (2015), the quality of education is intricately linked to the effectiveness of teachers in carrying out their responsibilities. Better remunerated teachers carry out their professional duties perfectly. This sentiment is supported by Salman et al. (2012), whose research demonstrated a widespread consensus among both educators and students that the inadequate compensation received by teachers, in the form of low salaries and insufficient allowances, significantly impacts their performance, thereby leading to a substantial increase in students' overall failure rates in Ondo State, Nigeria. However, despite these insights, there remains a research gap concerning the specific strategies or interventions that can address the issue of poor remuneration and its negative influence on teacher performance and student outcomes.

Summary

Based on the literature reviewed, the relationship between remuneration and teachers' job performance yields mixed conclusions. Engellandt and Riphahn (2004) conducted a study in

Switzerland which found that unexpected bonus payments serve as effective incentives for increased worker effort. Similarly, Ahn and Vigdor (2010) concluded that financial incentives, such as bonuses, lead to higher achievements among school workers in the United States. In Nigeria, Charity and Timinefere (2011) conducted a similar study and discovered that remuneration has a significant positive impact on employees' performance. Additionally, Gungor (2011) conducted a study in Turkey, revealing that basic rewards have beneficial effects on worker performance.

Yamoah (2013) conducted a study in Ghana, which revealed a strong correlation between teachers' rewards and job performance. Conversely, in Ethiopia, Negussie (2014) found that the absence of motivating factors such as salary, rent allowances, and transport allowances had a detrimental impact on teachers' work performance. Furthermore, the researchers noted a lack of empirical evidence regarding the direct influence of salary, allowances, and benefits as monetary rewards on teachers' performance and subsequently on schools' overall performance. This highlights the importance of evaluating the relationship between remuneration and the performance of Universal Primary Education (UPE) schools.

Chapter Three

Methodology

Introduction

This chapter contains the methods that was used in the collection of data. This chapter presents a description of the research design, study population, sample size, sampling techniques, data collection sources, data collection methods, validity and reliability of instruments and data analysis.

Research Design

This study was directed by cross-sectional design. Cross sectional design is concerned with analyzing data from a population or a representative subset at a specific point in time. It is the simplest and least cost alternative compared to longitudinal (Neumann, 2013). According to Fowler, Floyd and Cosenza (2018), cross-sectional research can be explanatory, descriptive or exploratory. Babbie (2017) shares the same views by stating that there are three purposes of social research, exploration, description and explanation each of them with different purposes for the research design. This study used both approaches (Qualitative and quantitative methods).

Study Population

The population of the study included teachers and Head teachers within the Universal primary education schools in Kashari South County, Mbarara District. Others include; District Education Officer and Inspector of schools. The population is therefore good enough to give ground for generalization of the findings on the whole study problem that is remuneration and teacher's performance of UPE schools in Kashari South County.

Sample Size

According to Amin 2015, the sample size was determined from the sample size table determination as suggested by Kregcie and Morgan 1976. The table represented how the researcher came up with the total population based on the different categories of respondents and helped the researcher to come up with the sample size. In Kashari South County, where the study was conducted, there are a total number of 11 UPE schools with 85 classroom teachers and 11 Head teachers and one District Education Officer. Therefore, the sample size of 83 respondents was selected for this study as determined by Morgan and Krejcie table, (1970).

Table 2.0: Sample size

Population Category	Population	Sample Size	Sampling procedure
District Education Officer	1	1	Purposive sampling
Head Teachers	45	40	Purposive Sampling
Teachers	185	123	Simple random sampling
Inspector of schools	1	1	Purposive Sampling
Total	232	165	

Source: Adopted from Krejci and Morgan (1970)

Sampling Techniques

The study employed both purposive sampling and simple random sampling techniques.

Purposive Sampling

This technique was subjected to District Education Officer, Inspector of Schools and head teachers because they are key informants with critical information about the objective of the study. Purposive sampling helped to reach the targeted sample very quickly.

Simple Random Sampling

This technique was subjected to teachers. Every member in this technique had an equal chance of being selected because the population was homogenous. Teachers who were present at school during the time of data collection were sampled basing on sex, age and experience. This saved time because the respondents were many.

Data Collection Methods

This included face to face interview with key informants interviewed using questionnaires.

Interviews

Interviewing was employed to collect information from District Education Officials and headteachers. This method was preferred because it is used to explore the views, experiences, beliefs and motivations of individual participants (Mugenda and Mugenda 1999). This method was used on key informants. This method of data collection was also important since it was flexible in terms of changing and probing for more information from the respondents as research proceeded. It also has high response rate because of the rapport made by the researcher during data collection process.

Questionnaires

As a method of data collection, this study used questionnaires with closed ended questions. Closed ended questions helped to save time and where possible specific answers were required. This was used on Teachers from the schools under study in Kashari South County.

Data Collection Instruments

Interview guide

To get qualitative and precise information, the researcher conducted interviews among District education officials of Mbarara District. Respondents were free to give their own opinion. The use of interviews helped in gathering valid and reliable data that was relevant to research questions and objectives that qualitative interviews are essentially important where it was necessary to understand the reasons for certain attitudes and opinions regarding the study problem. This was used on District Education officials and Headteachers of Universal Primary Education schools under study.

Questionnaires

The study used closed ended questionnaires having three sections. Section A, composed of personal bio-data which includes name, sex, marital status, age, qualifications and teaching experience. Section B: Remuneration of teachers in UPE Schools and section C: the level of Teachers' performance of UPE schools. This was subjected to teachers from schools under study in Kashari South County.

Pre-testing (Validity and Reliability)

Quality control was ensured using two methods that is; validating and testing for reliability of the research tools to be used in data collection of this study. To ensure validity, the researcher objectively constructed instruments that were used to solicit data from the sample of respondents. The instruments were pretested on potential respondents and Content Validity Index (CVI) was determined.

To ensure reliability, the instruments were scrutinized for validity and reliability by way of sorting, editing and coding in order to eliminate or at least minimize errors, omissions, as well as other discrepancies capable of compromising sound judgment.

Procedure Of Data Collection

After the presentation of the proposal, approval was sought from the chairperson research and ethics committee (REC) through the head of department, educational foundations, distance and lifelong learning, dean faculty and director of graduate studies. The researcher obtained an introductory letter to allow him visit the selected schools and offices under the study with data collection instruments. In schools, questionnaires were given to respondents to fill and afterwards withdrawn from them. In the education office, the researcher collected data by using interview guide and face the respondents on one-on-one basis.

Data Analysis

The analysis of interview responses was edited according to the themes developed in the objectives of the study. The information from open-ended questions and interview responses were analyzed by listing down all respondent's views under each question or category. The tally mark method was used to group similar views expressed by more than one respondent. The total number of tally marks was used to construct tables for interpretation. Where necessary, quotes were used to strengthen the interpretation.

Quantitative data was collected mainly from the close-ended type of questions. The researcher ensured that data was coded and categorized into useful and relevant data. The data collected from questionnaires was entered in a computer and analyzed using the Statistical Package

for Social Sciences because it is the most recommended package for analyzing social science research data.

Ethical Considerations.

The researcher sought approval to conduct the study from Research Ethics Committee of Bishop Stuart University which introduced him to schools and education office. The principles of research ethics, informed consent, privacy, confidentiality and accuracy were adhered to. Full disclosure of the nature of the study and benefits was accorded to the participants; and created an opportunity for them to ask any pertinent questions regarding the study.

The researcher explained the aims, objectives and benefits of the study to the respondents and sought their consent to participate. And it was made clear that, participants had rights to withdraw from the study at any stage if they wish to do so. The researcher required verbal consent from the respondents before engaging them in the study.

Community engagement plan

Firstly, the researcher identified key community stakeholders who may be impacted by or have an interest in the research project by including the local residents, community organizations, businesses, and local government representatives.

The researcher scheduled initial meetings with stakeholders to introduce the research project, its goals, and its potential impact on the community by providing an overview of the research objectives and methods.

Furthermore, the researcher worked collaboratively with the community stakeholders to define the scope of the research and its relevance to their needs and concerns. Solicited input on research questions and methods.

Community involvement in the research process was encouraged by recruiting community members as research participants or volunteers, where appropriate.

Finally, the researcher ensured that research materials, presentations, and reports were accessible to the community, including those with disabilities, and were available in multiple languages.

COVID-19 Risk Management Plan

The researcher developed and communicated clear health and safety protocols for all research activities. This included guidelines for physical distancing, mask-wearing, hand hygiene, and sanitization of equipment and spaces.

Secondly, the researcher developed contingency plans for various COVID-19 scenarios, such as outbreaks or changes in local regulations. This necessitated that research activities be adapted or postponed as needed.

Furthermore, the researcher made sure he staid up-to-date with local and national COVID-19 regulations and guidelines by ensuring that all research activities comply with these regulations.

An open and transparent communication with research participants and community was maintained regarding COVID-19 safety measures and any changes to the research plan due to the pandemic.

Finally, the researcher reviewed and update research ethics protocols to account for COVID-19-related considerations, including informed consent processes for remote interactions.

Chapter Four

Presentation, Analysis and Interpretation

Overview

The study was set out to examine the relationship between Remuneration and Teachers' performance in UPE schools in Kashari South County, Mbarara District.

This chapter presented research findings, analysis and interpretation based on the specific objectives stated earlier as thus; to examine the amount of remuneration of teachers in UPE Schools of Kashari South County, Mbarara District, the level of teachers' performance of UPE schools in Kashari South County, Mbarara District and the relationship between remuneration and teachers' performance in Kashari South County, Mbarara District.

Response Rate

The response rate is the ratio of the actual number of respondents vis-a-vis the target population. Out of 83 respondents, 81 responded positively to the study. The response rate was thus computed as; $81/83 \times 100 = 98\%$. The researcher based on Amin's (2004) recommendations that in a survey, where a response rate is over 70% should yield valid findings. Accordingly, the researcher's response rate was 98% which was above what Amin recommended and hence yielded valid responses. The response rate from interviews was 100% as all the targeted informants were met and they provided the data as per questions asked.

Presentation of Demographic Information

The questionnaires were administered to the sample size of 70 Teachers. While interviews were conducted on 13 key informants who were DEO, Inspector of schools and head teachers. The researcher, from the demographic information, sought to investigate on gender, age distribution of

respondents, highest level of education and years in service deemed important and pertinent to the study.

Table 3.1: Demographic Information

Aspects	Frequency	Percentage
Gender		
Males	52	64
Females	29	36
Total	81	100
Age (Years)		
30-40	20	25
40-50	31	38
50 and above	30	37
Total	81	100
Highest Education level		
Grade III	08	10
Grade V	20	25
Graduate	51	63
Masters' Degree	02	02
Total	81	100
Marital Status		
Single	12	15
Married	69	85
Total	81	100

Source: Primary Data, 2023

According to Table 3.1, majority of the respondents 52 (64%) were males while the remaining 29 (36%) were females. This implied that more males participated in the study than females in each of the different categories of the respondents. This pointed out to the fact that most male teachers

participated since they constituted a bigger number than any other category of respondents. Further, males are more as they attain higher positions for example DEO and most head teachers. According to the findings from Table 4.1, majority 31 (38%) of the respondents were aged between 40 and 50 years. This is because it is in this age bracket with most teachers who constituted the highest number.

The other category of respondents 20(25%) were aged 30-40 years. These were mostly young teachers who have just joined the Teaching Profession. 30 (37%) respondents belonged to the age bracket of 50 years and above. This implied that those in the age bracket of 20-30 years and 30-40 years were mainly teachers who are still energetic to handle classes with many learners as it is the case with Schools. DEO, DIS and head teachers mainly came in the age bracket of 40-50 years and above 50 years respectively because these positions require adequate experience which can only be possessed by mature people who have been in service for some time.

According to the findings from Table 4.1, the respondents had gone as far as their highest education levels as follows: 08 (10%) were for Grade III and these were Teachers, 20 (25%) were for Grade V and these were also Teachers, 51 (26%) were Graduates (especially some Teachers and head teachers; while the remaining 02 (02%) were for masters and these were the DIS and DEO.

From the findings of the study, it was found out that the, majority of the respondents were married since most participants had reached mature age. So, these were 69 respondents constituting 85%. The remaining 12 (15%) respondents were single. These mainly constituted only a few teachers.

Amount of remuneration of teachers in UPE Schools of Kashari South County

In the first objective, respondents were subjected to Likert scale questionnaire to capture responses on the amount of remuneration of teachers in UPE Schools and the results that emerged were presented in Table 3.1;

Table 3.2: Descriptive statistics on impact of remuneration of teachers in UPE Schools

STATEMENT	SA	A	NS	D	SD	MEAN SCORE
Teachers' salaries in schools are paid promptly.	37 (45.7)	27(33.3)	03(3.7)	04(4.9)	10(12.4)	3.95
Teacher's basic salary can cater for all their needs.	01(01.2)	01(01.2)	05(06.2)	10(12.4)	64(79)	1.33
Teachers' salary is commensurate to qualifications in schools.	02(02.5)	10(12.3)	04(04.9)	22(27.2)	43(53.1)	1.84
Teachers get salary advances at times.	01(01.2)	10(12.3)	14(17.3)	18(22.3)	38(46.9)	1.99
Teachers usually get their arrears salaries.	03(03.7)	30(37.1)	23(28.4)	12(14.8)	13(16)	2.98
Teachers always get their annual increment on their salaries.	02(02.5)	12(14.8)	04(04.9)	22(27.2)	41(50.6)	1.91
There are overload allowances in this school.	02(02.5)	28(34.6)	07(08.6)	15(18.5)	29(35.8)	2.49
Teachers get transport allowance.	01(01.2)	06(07.4)	04(04.9)	15(18.6)	55(67.9)	1.56
Teachers get housing allowance in this school.	01(1.2)	13(16.1)	06(07.4)	15(18.5)	46(56.8)	1.86

Teachers receive responsibility allowances.	02(02.5)	19(23.4)	08(09.9)	24(29.6)	28(34.6)	2.30
Teachers are always paid recognition allowance in this school.	01(01.2)	0(0)	15(18.5)	24 (29.6)	41 (50.6)	1.72
Allowances are paid promptly.	01(01.2)	0(0)	15(18.5)	53 (65.4)	12(14.8)	2.07
There is provision of duty allowance in this school	01(01.2)	27(33.3)	11(13.6)	19 (23.5)	23(28.4)	2.56
Allowances are commensurate what teachers do	01 (01.2)	20(24.7)	10(12.3)	16 (19.8)	34(38.3)	2.23
provision of medical insurance in this school.	02 (02.5)	03(03.7)	03(03.7)	16(19.8)	57(70.4)	1.48
Teachers are given scholarships by the government	04 (04.9)	07(08.6)	11(13.6)	08(09.9)	51(63.0)	1.83
Teachers are given study leave to go for further studies.	03(03.7)	20(24.7)	10(12.3)	07(08.6)	41(50.6)	2.22

Scale: SA = 5, A = 4, NS=3, D=2, SD=1

Mean scores above 3 = Agree; Mean scores less than 3 = Disagree

Source: Primary Data, 2023

Table 3.2 shows the responses on the impact of remuneration of teachers in UPE schools and the respective percentage responses. For more meaningful analysis, agree (A) was combined with strongly agree (SA) to come up with an agreement side and strongly disagree (SD)

with disagree (D) and Not Sure (NS) to constitute the disagreement side and this was the case for all variables. And then their mean calculations were computed to give a clear analysis.

From the findings, it was established that teachers' salaries in schools are paid promptly as agreed by the respondents with a mean of 3.95. Therefore, with the prompt payment of salaries, the teachers can work on their daily chores as early as possible to enable them continue with their teaching without any disturbances.

Secondly, the majority of the respondents disagreed to the fact that teachers' basic salary can cater for all their needs and these constituted a 1.33 mean. This implies that teachers struggle to get what to take care of themselves because of a small salary. Therefore, they try to opt for another source of livelihood and this ends up in a poor performance.

A considerate majority number of respondents constituting a mean of 1.84 disagreed that teachers' salary is commensurate to qualifications in schools. This implies that teachers who are highly educated are not paid according to their qualifications and the reverse is true and this demotivates teachers with their performance.

Respondents with a mean of 1.99 agreed that teachers get salary advances at times especially teachers on private/ school payment scheme. Since this mean score is less than 3.0, then it implies that teachers do not easily fulfil their heavy burdens in the middle of months so that they are able to push teaching without any hardships. This is not the case with teachers employed by the government. Teachers on government payroll don't get salary advance at all. This implies that teachers always go to mushrooming financial intuitions with high interest rates which cheat them right, left and Centre.

Respondents with a mean of 2.98 agreed that teachers usually get their arrears salaries. This implies that teachers cannot easily continue to teach because of the delay of their salaries because they are not always sure that they will be paid their arrears. This affects their performance as well.

There are overload allowances in this school. And such overload tasks normally assist teachers to cover syllabuses in time thereby improving learners' performance as well as teachers' performance. And this was disagreed because the mean score from the respondents was 2.49, a score which is less than 3.0

Respondents also disagreed to the fact that Teachers get leadership allowances in schools most of the allowances as indicated by the mean score of 2.44. This implies that there is no motivation and with no motivation, teachers' performance is limited.

Respondents also disagreed to the fact that Teachers are always paid transport allowance in this school, with a mean value of 1.56. This implies that teachers normally reach the school late and so it means that curriculum cannot be completed in time. Therefore, performance cannot be expected in such circumstances.

The statement that teachers get housing allowance in this school was disagreed by the respondents during this study. Respondents constituted a mean score of 1.86. This implies that there cannot be better performance amongst teachers because they cannot have enough time to prepare for classes when they do not stay at school or are staying in poor housing conditions and to trek every day to their work stations.

From the study still, the fact that teachers receive responsibility allowances was disagreed upon by the respondents as indicated by the mean score of 2.30. It implies that teachers do not value any further responsibilities to perform for fear of lack of responsibility allowances.

Still during the study, respondents were subjected to the statement, “Teachers are always paid recognition allowance”. However, respondents disagreed to this statement as indicated by the overall mean score of 1.72

Respondents also disagreed to the fact that allowances are paid promptly, this was responded with a mean of 2.07. This implies that even where allowances are paid, teachers don’t get it in time and affects their performance of duties/ teaching. And these allowances are paid by parents.

Furthermore, respondents also disagreed with the fact that there is provision of duty allowance in this school 2.56. Very few get duty allowance which is inadequate. This implies that teachers are demotivated on duty which affects their performance negatively.

The study also subjected to the respondents a statement that, “Allowances are commensurate to what teachers do”. This statement was disagreed upon by the respondents as indicated by the mean score of 2.23. The few that get allowance are not satisfied hence poor performance.

Furthermore, respondents disagreed that Provision of medical insurance in this school, with a mean score 1.48. This implies that; teachers are always absent whenever they fall sick to look for funds to foot their medical bills.

During the study, the majority of the respondents disagreed with the statement that teachers are given scholarships by the government, with a mean score of 1.83. This means that whenever a teacher was to progress professionally, he/she has to squeeze from his/her pocket. The salary is meagre and this hampers teachers to go for further studies.

Finally, respondents disagreed with the fact that teachers are given study leave to go for further studies 2.22.

Table: 4.1. Salary structure for primary school teachers the last 4 financial years.

	FYs 2020/2021,2021/2022,2022/2023 and 2023/2024	
Post/Salary scale	Monthly Pay	Annual Pay
Senior education assistant	613,486	7,361,832
	611065	7,332,780
	608538	7,302,456
	605100	7,261,200
Education Assistant (Grade 111 Teacher-U7 (Upper)	568,166	6,817,992
	558,839	6,706,068
	550,413	6,604,956
	542,188	6,506,256
	534,166	6,409,992
	526,335	6,316,020
	518,707	6,224,484

	511,255	6,135,060
	502,412	6064944
	499,684	5,996,208
Head Teacher Primary (U4)	980,211	11,762,532
	777,512	9,330,144
Deputy Head Teacher Primary (U5)	773,952	9,287,424
	662,165	7,945,980

Source: Ministry of Public Service.

From the table 4 above, senior education assistants are paid 613,486= on the upper limit while the beginners are paid 605,100=. The Education Assistants are paid 568,166= on the upper limit while the beginners are paid 499,684=.

The head teachers are paid 980,211= on the upper limit while the beginners are paid 77,512 on the lower limit. The deputy head teachers are paid 773,952= on the upper limit and beginners are paid 662,165=. All these figures are paid on monthly basis.

Level of teachers' performance of UPE schools

In the second objective, respondents were subjected to Likert Scale Questionnaires to capture responses on the different aspects and indicators of Teachers' performance in UPE schools and the results that emerged were presented in Table 4.3;

Table 4.2: Descriptive statistics on Level of teachers' performance of UPE schools

Statement	SA	A	NS	D	SD	MS
Teachers scheme two weeks before term begins	18 (22%)	34(42%)	5(06%)	14(17%)	0(0%)	3.7
Teachers submit their schemes of work and lesson plans to the academic office for approval	27(33%)	46(57%)	0(0%)	2(2%)	0(0%)	4.3
There is supervision of teaching/learning process.	29(36%)	43(53%)	0(0%)	4(5%)	0(0%)	4.2
Teachers are always present at school supervising all school activities.	28(35%)	46(57%)	0(0%)	1(1%)	0(0%)	4.3
There is active teacher involvement in co-curricular activities in school.	21(26%)	48(59%)	1(01%)	5(6%)	0(0%)	4.1
There is efficient teacher management of pupil's discipline at school.	29(36%)	39(48%)	4(5%)	4(5%)	0(0%)	4.2
I regularly attend to me classes as scheduled on the time table	52 (64%)	23(28%)	0(0%)	0(0%)	0(0%)	4.6
There is regular assessment of pupils through tests	43(53%)	31(38%)	0(0%)	0(0%)	0(0%)	4.5

Source: Primary Data, 2023

From the findings of the study, the Table 4.3 describes the statistics on Level of teachers' performance of UPE schools in Kashari South County. And accordingly, it was found out that:

64% of the respondents agreed while 23% disagreed that Teachers scheme two weeks before term begins so that they are guided as the term begins and as it progresses.

Secondly, it was found that 79% agreed and 2% of the respondents disagreed that teachers submit their schemes of work and lesson plans to the academic office for approval.

Thirdly, 89% of the respondents agreed while 5% disagreed that there is supervision of teaching/ learning process to assess whether teachers are delivering enough content and whether learners are receiving the rightful content and absorbing it well and to ascertain the challenges faced.

Furthermore, 92% of the respondents agreed while 1% disagreed that teachers are always present at school supervising all school activities. This implies that most school activities take place since teachers are always available to do all the supervision.

From the field of study, it was also found that 74% of the respondents agreed and 6% disagreed that there is active teacher involvement in co-curricular activities in school since it was found that most teachers especially the males are co-curricular lovers.

From the study, still the majority respondents 84% agreed while the minority 10% disagreed that

From the study, it was found that the majority 92% agreed and 00% disagreed that **learners** regularly attend to my classes as scheduled on the time table.

The majority 91% of the respondents agreed and 00% disagreed that there is regular assessment of pupils through tests.

In an interview with the respondent I, about the Level of teachers' performance of UPE schools, he expressed that,

“First of all, we ensure that all pupils have reported to their classes as early as 7:30am in the morning to ensure effective teaching and learning. Their teachers also have to be in classes very early. Meanwhile in this process, there is effective use of the school timetable by the teachers while following the schemes of work that are approved by the school director of studies (DOS), only that we still have a challenge in time management by some teachers who come late, and fail to manage class time, otherwise we are progressing to have an effective teachers' performance”. (Interview, Respondent I, 12th November, 2023).

This can be interpreted that in UPE Schools in Kashari South County, Mbarara district, teachers' performance is high as evidenced by the effective use of the timetable, schemes of work and time management in the level of teachers' performance in classrooms.

In an interview with respondent II about the level of teachers' performance, he expressed that,

“Obviously, as the district, we have always encouraged schools and their administrators especially whenever we invite them for workshops to ensure quality teachers' performance. We emphasize issues such as following their well-prepared schemes of work, introduce new methods of teaching basing on the category of learners they have because village

schools cannot have the same teaching methods like the urban schools” (Interview, Respondent II, November, 2023).

Also, in an interview with the respondent III on Level of teachers’ performance of UPE schools, he said that,

“Whenever we are assessing teachers and administrators and when we are organizing educational trainings workshops, we normally target to equip teachers with teachers’ performance skills in the aspects of time management, class management and effective use of teaching methods and schemes of work which are basic skills which every professional teacher must have” (Interview, Respondent III, November, 2023).

This can be interpreted that in Kashari South County, Mbarara district, teachers have been offered a chance to undertake and engage in different programs for the development of an effective teachers’ performance.

Relationship between remuneration and teachers' performance in UPE schools of Kashari South County, Mbarara District.

Table 4.1: Relationship between remuneration and teachers' performance in UPE schools

		Remuneration of Teachers	Level of Teachers' Performance
Remuneration of Teachers	Pearson Correlation	1	.675**
	Sig. (2-tailed)		.000
	N	81	81
Level of Teachers' Performance	Pearson Correlation	.675**	1
	Sig. (2-tailed)	.000	
	N	81	81

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

The Pearson correlation coefficient between remuneration of teachers and their performance in UPE schools of Kashari South County, Mbarara District, is $r = 0.675$, which indicates a strong positive relationship between the two variables. The significance (p) value is 0.000, which is less than 0.05, suggesting that the correlation is statistically significant at the 0.05 level. This means that as the remuneration of teachers increases, their performance also tends to

improve significantly. The data strongly suggests that better remuneration is associated with higher levels of teachers' performance in the studied schools.

In an interview with the respondent IV, about the relationship between remuneration and teachers' performance in UPE schools of Kashari South County, Mbarara District, he expressed that truly there are programs running in the district, he had divergent views, he indicated that,

“Actually, as you very well aware since you are a teacher, remuneration helps in creating much more opportunity on teacher collaboration as well as creating opportunities for teachers to share best practices with their colleagues. we have always had workshops for teachers to enlighten them on various key areas, such as creating a favorable learning environment, we have allowed teachers to do in-service training programs for teachers to have degrees, we have had seminars for senior women and senior men on gender and discipline issues, we have also conducted trainings at schools to teachers and their head teachers”. (Interview, Respondent IV, November, 2023).

In an interview with respondent V about the relationship between remuneration and teachers' performance in UPE schools of Kashari South County, Mbarara District. He also expressed that truly there are programs running in the district, he had divergent views, he indicated that,

“Obviously Kashari South County, Mbarara district, teachers show improvements in their own teaching repertoires and teachers renew, review and extend their commitment as change agents to the moral purpose of teaching”. (Interview, Respondent V, November, 2023).

Also, in an interview with the respondent VI on the relationship between remuneration and teachers' performance in UPE schools of Kashari South County, Mbarara District, he strongly agreed to this because its implications greatly affect the Teachers' performance and general performance of learners in school, he said that,

“Teachers acquire and develop critically all the inputs for good planning and practice with beneficiaries, there is improvement in teachers' actions of taking account of their life and career phases and the contexts in which they work, Teachers are more likely provide an increased range of learning opportunities for learners” (Interview, Respondent VI, November, 2023).

Chapter Five

Discussion Conclusions and Recommendations

Overview

The study examined the relationship between Remuneration and Teachers' performance in UPE schools in Kashari South County, Mbarara District.

Therefore, this chapter presents discussion of findings, Conclusions, Recommendations and Areas for further research based on the study findings.

Discussion of the Findings

Discussion was made in accordance with the study objectives using the findings and interpretations from data obtained during the field study as follows;

Amount of remuneration on teachers' performance in UPE Schools in Kashari South County

The findings indicate that many factors influence teachers' performance in universal primary schools and they included the following: provision of teachers' accommodation at their work stations, provision of meals to teachers, annual salary increment, periodic salary enhancement, payment of teachers according to their qualifications, responsibility allowances, duty allowances, promotions according to experience and hard work and prompt payment of salaries (Agburu: 2012).

Further, Table 4.2 shows the responses on the impact of remuneration of teachers and the respective percentage responses.

Inactive learners tend to sit at the back of the class. This affects their teachers' performance in that they do not concentrate as they are far from the teacher's sight especially when the class is big. This finding agrees with that of Jennings and Greenberg (2019) who asserted that as the classroom sitting environment deteriorates, supervision and concentration of learners weakens, triggering in the teacher what has been referred to as a burnout cascade under these conditions, teachers' response to learners' behavior may become hostile and disciplinary reactions that may disrupt pupils' motivation and contribute to a self-sustaining cycle of classroom disruption. Over time high levels of distress may lead to burnout and a downloading spiral of deteriorating teachers' performance behavior and achievement, also found by Osher et al. (2017). Further, the finding agrees with Peng *et al* (2018) who stated that learners tended to perform better academically, demonstrated greater levels of effort and persistence in classrooms, and exhibited superior fluency, flexibility, and creativity in classrooms where teachers were perceived to emphasize learning and improving.

Pupils of same sex prefer sitting together and this affects their teachers' performance especially when you find that both learners of the same sex are academically dull and they cannot help one another. These findings agree with Suleman and Hussain (2017) who reported that studies on the remuneration revealed that physical environment plays a vital role in the teaching-teachers' performance. It can affect the performance of both teachers and learners. The remuneration includes many different facets. The environment can include the placement of tables and chairs, lighting and temperature, classroom management, discipline techniques, and engaging lesson plans.

Pupils are positioned where they can read and copy from the chalkboard to assist them in their teachers' performance in class. Further, pupils' seats in the classroom affect their ability to contribute to or participate in class discussion; Classroom with adequate seats makes pupils relaxed and focused. These findings are in agreement with Swati Kekare (2020) in her study titled as "Classroom seats and Academic Motivation" explored the relationship between classroom seats and academic achievement of the subjects. The respondents were 11th class learners. The sample of 80 learners was selected from various colleges of Aurangabad city. The study showed that there is significant difference between classroom physical seats and academic achievement of subjects.

Sitting arrangement helps pupils to bring their own ideas and experiences in to the classroom; Classroom facilities help learners to demonstrate and perform to their full potentials when taught using real objects. Swati H. Kekare (2020) in her study titled as "Remuneration and Academic Motivation" explored the relationship between remuneration and academic achievement of the subjects. The respondents were 11th class learners. The sample of 80 learners was selected from various colleges of Aurangabad city. Simple random sampling method was used for selecting subjects. The study was experimental "pre-test post-test equivalent group design" was used for this study. Statistical data was collected from pre-test post-test. Mean, standard deviation and t test were used for statistical procedure. In this study results are significant at 0.05 levels. The study showed that there is significant difference between academic achievement of subjects in different classroom physical environments

Teacher-Pupil ratio affects the extent of offering individualized attention to learners. This finding agrees with Keri Stewart (2016) in his study Examining Learner and Teacher Perceptions of the Classroom Social Environmental across School Context: Effects of Individual Factors"

stated that although teachers and learners are the primary actors in the remuneration, they often have different perceptions of the instructional and relational aspects of the classroom. Despite these differences, research indicates perceptions of the quality of the classroom social environment have implications for both student and teacher outcomes.

This is summarized that since all the responses were subjected to a mean value above 3.0, then they were agreed as the factors responsible for the remuneration in UPE Schools in Kashari South County. And these are as summarized as: Inactive learners tend to sit at the back of the class, Teacher-Pupil ratio affects the extent of offering individualized attention to learners, Pupils of same sex prefer sitting together, Teacher-Pupil ratio ensures that all exercises given are marked on time, Pupils are positioned where they can read and copy from the chalkboard, Teacher-Pupil ratio helps monitor the progress of pupils in class always, Pupils' seats in the classroom affect their ability to contribute to or participate in class discussion, classroom with adequate seats makes pupils relaxed and focused, Sitting arrangement helps pupils to bring their own ideas and experiences in to the classroom, Teacher -Pupil ratio helps teachers conduct formative evaluation on a regular basis, Classroom facilities help learners to demonstrate and perform to their full potentials when taught using real objects and Teacher -Pupil ratio affects the frequency of marking class assignments.

Further, the findings were interpreted that the number of seats and their availability, the sitting arrangement and classroom facilities all belong to the factors influencing the remuneration.

Level of teachers' performance of UPE schools of primary schools

From the findings of the study in the previous chapter, it was found that the teachers' performance takes place under different situations as described hereunder:

From the findings of the study, it was found that pupils actively participate in question answering which implies that in the teachers' performance, pupils' participation in answering questions is very key. This finding agrees with that of Arend (2017) who revealed that the teachers' performance cannot take place without putting classroom size, teaching methods and time management. In formal education settings, it occurs as a result of interaction among members of the classroom. In classroom settings, elements of teachers' performance aids include: chalk boards, charts, pictures, graphs and instructional materials. The learning environment means the conditions in which learning takes place. Each classroom has unique teaching - learning conditions.

From the study, it was found that Pupils always obtain feedback from the teacher, and this implies that in the teachers' performance, pupils obtain teachers' feedback. This agrees with that Sang (2017) who said that while innovation of technology as an instructional aid provides a significant relief for oversaturated classrooms, it does not automatically fix the problem (Sang, 2017). Even if 35 pupils are equipped with personal devices in order to learn at their own pace, often a lone teacher bears the responsibility of ensuring everyone is on track and engaged. The same study further revealed that when a teacher is able to check in with individual pupil, he or she usually will not have the bandwidth to stay very long.

Further still, pupils actively interact with the learning aids. It was further found out that Pupils' good handwriting promotes self confidence in the teachers' performance. This agrees with Mafabi and Higwira (2017) who asserted that Personalized learning aids such as both physical and online learning aids are well positioned to make productive use of pupil's time, allowing teachers to utilize their time for meetings with small groups and individuals. Online tools can foster mastery of basic skills; for instance, a refresher lesson in algebra. More complex issues, such as a pupil's

lack of confidence in their learning ability, are better suited to face-to-face interactions with a teacher.

This study as well found out that Learners' guidance in the classroom reduces mistakes made by learners in class thereby improving the teachers' performance. On this same note, Buby (2021) pointed out that frustration amongst learners can result out of the failure and or lack of guidance and counselling sessions. Personality of the teacher can also be a major source of pupils' indiscipline. Teachers should manifest acceptable personalities if learners are to confide in them. This is also supported by Mafabi and Higwira (2018) who said that the teacher's characteristics such as lack of facts, lack of sense of humor, quality of voice, idiosyncrasy are major causes of pupil' indiscipline in UPE Schools.

Finally, in the teachers' performance, learners' discipline in the classroom promotes attention during classroom lessons as asserted by the majority respondents. This finding also agrees with Arend (2017) who asserted that the teachers' performance cannot take place without putting learners' discipline which is key in ensuring learners' active participation in classroom. In formal education settings, it occurs as a result of interaction among members of the classroom. In classroom settings, elements of teachers' performance aids include: chalk boards, charts and pictures, graphs. The learning environment means the conditions in which learning take place. Each classroom has unique teaching - learning conditions.

Therefore, the findings imply that the teachers' performance is always running on smoothly in UPE Schools when pupils are actively participating in question answering, when pupils are obtaining feedback from the teacher, when pupils actively interact with the learning aids, Pupils' good handwriting promotes self-confidence, Learners' guidance reduces mistakes and Learners'

discipline promotes attention. Still, in UPE Schools in Kashari South County, Mbarara district, there is effective use of the timetable, schemes of work and time management in the level of teachers' performance in classrooms. Furthermore, in Kashari South County, Mbarara district, teachers have been offered a chance to undertake and engage in different programs for the development of an effective teachers' performance.

Relationship between Remuneration and Teachers' performance in Schools

The findings of this study show that remuneration affects the teachers' performance in Schools, and accordingly they include the following and their respective discussions:

The positive relationship between teacher remuneration and performance observed in Kashari South County, Mbarara District, aligns with findings by Bennell and Akyeampong (2007) across Sub-Saharan Africa who found that low teacher pay is a major factor contributing to poor teacher motivation and performance, corroborating the significant positive correlation found in this study.

The current study findings were also consistent with a study by Oketch and Rolleston (2007) who found that in Kenya, teacher pay positively impacts teacher effort and student achievement, further supporting the notion that better remuneration enhances performance.

The study findings agreed that Remuneration affects the teachers' performance in that the feelings and learning of pupils relies on the quality of remuneration. This study findings agreed with Bierman (2011) who asserted that Remuneration comprised of social, physical and emotional factors help in facilitating teaching and teachers' performance for achieving educational objectives. It is the responsibility of education stakeholders to enhance remuneration for enriching students' learning, as it promotes teaching and teachers' performances (Bierman, 2011). It refers to educational concepts, social

and physical contexts, cognitive domains, instructional tools, teaching methods, teachers' students' interaction as agreed by Patrick, Ryan and Kaplan (2007). It helps teachers to draw students' attention to take interest in studies by their active participation in classroom activities, hopefully in developing teachers-pupils' interrelationship and solves students' academic problems (Bandello, 2015). Socio economic condition of parents, infrastructure of school, education of parents, classroom setting, positive attitude of teachers, supporting attitude of management, students' motivation, students' willingness to learn are the major factors affect students' learning.

The study agreed that Remuneration helps teachers to teach with ease and perform better on their job. Classrooms play active role in improving students' achievement. Whereas, un-conducive school funding consists of small classroom size, in-appropriate ventilations, high classroom temperature, lack of instructional teaching aids, in-appropriate desks, improper seating arrangements, lack of fresh air and overcrowded classrooms prove negative impact on students' performance (Umar, 2017). Provision of sufficient physical and instructional facilities in classrooms are the major factors found to have positive impact on improving students' learning (Kilel, 2012), as it is necessary for uplifting students' learning outcomes. Use of teachers' better communication skills and a variety of teaching methods in classrooms are major factors to improve students' learning.

Relaxed and friendly learning environment is important for enhancing students' learning. This agrees with Khalid (2008) who asserted that relaxed and Conducive learning environment is that environment, allow students to learn more easily. It is an environment that provides conditions, that make it easy for the students to work. Furthermore, it has been defined that conducive learning environment is; "The environment that satisfies the needs of its participants, not only in the acquisition

of numeracy and literacy skills, but is also able to link the economic and occupational needs of the group to literacy with their learning activities” (Khalid, 2008).

Still from the study, conducive remuneration helps both teachers to teach effectively and students to learn with ease and perform better academically. This concurs, with Qamar *et al.* (2018) who said that the use of proper available teaching and learning resources in classrooms enhances learning outcomes of students. It has positive impacts on improving students’ learning. It is comprised of various components like room size, lighting, temperature, walls, ventilation, whiteboards, mats, seats, floor, and other material provide fruitful effects on students’ learning (Suleman & Hussain, 2014). School facilities like school buildings, electricity, natural/artificial lighting and ventilation in classrooms, drinking water, wash rooms and playground were the main attributes to improve students’ learning (Awan, 2018).

When educators foster a positive remuneration that inspires and energizes teachers; learners are more likely to consequently acquire higher motivation that leads to wonderful learning outcomes. Further still, the findings agreed that in congested learning environment, pupils feel unsupported and confused. This concurs with Suleman, Aslam & Hussain (2014), who asserted that Conducive remuneration has positive effects on teachers’ effective teaching and better students’ learning outcomes. It includes floor, walls decorated with charts, maps, windows, chairs or desks, white boards, LCD or computers, dices and cupboards. If students are satisfied and feeling comfortable in classrooms, then they produce excellent academic performance as compared to uncomfortable classrooms, which can demoralize students and they show poor learning outcomes (Fisher, 2008).

The findings of the study agreed that Teacher-Pupil ratio affects the extent of offering individualized attention to learners. This is in line with the report from UNESCO (2017) which

states that the teacher-pupil ratio in most developing countries is in a worrying state. It further estimated that over 84 per cent of classrooms had over 40 pupils per teacher. Majority of the countries that have teacher-pupil ratio exceeding 40:1 is in Sub-Saharan Africa and Asia. Sub Saharan Africa has the largest teacher-pupil ratio with Congo having a teacher-pupil ratio of 1:54, Mali 1:55, Mozambique 1:67, Rwanda 1:65, Ethiopia and Malawi hovering around 1:70, South Asian countries such as Afghanistan with 1:83, Cambodia 1:50, and Bangladesh 1:50. (UNESCO, Institute of statistics, 2018).

Finally, a good remuneration supports teachers to provide emotional and behavioral regulation of pupils, and finally a positive remuneration for the teachers reduces anxiety, generally, the result implies that the impact of remuneration implementation on the learning environment of the primary schools of Kashari South County, Mbarara district was moderate. This finding was slightly different from the interview result. All the interviewees shared that enhancement of remuneration in the schools for years may greater opportunity to share ideas freely with other colleagues, share best practices done by others, increased learner achievement, increased their skill of interactively using different active learning methods, increased their skill of lesson planning, help them to be more committed to their job than before.

Conclusion

Conclusions were based on the study findings in accordance to the study objectives as shown hereunder;

Amount of remuneration on teachers' performance in UPE Schools

From the discussion of findings, it was concluded that various factors were influencing the teachers' performance in primary schools and accordingly they included the following: conducive

accommodation, salary enhancement, promotions, annual salary increment, scholarships for further studies, payment according to one's qualification and other fringe benefits, to mention but a few. Further,

Table 4.2 shows the responses on the amount of remuneration on teachers' performance and the respective mean scores and percentages.

Inactive learners tend to sit at the back of the class. This affects their teachers' performance in that they do not concentrate as they are far from the teacher's sight especially when the class is big.

Pupils of same sex prefer sitting together and this affects their teachers' performance especially when you find that both learners of the same sex are academically dull and they cannot help one another. The environment can include the placement of tables and chairs, lighting and temperature, classroom management, discipline techniques, and engaging lesson plans.

Pupils are positioned where they can read and copy from the chalkboard to assist them in their teachers' performance in class. Further, pupils' seats in the classroom affect their ability to contribute to or participate in class discussion; Classroom with adequate seats makes pupils relaxed and focused.

Sitting arrangement helps pupils to bring their own ideas and experiences in to the classroom; Classroom facilities help learners to demonstrate and perform to their full potentials when taught using real objects.

Teacher-Pupil ratio affects the extent of offering individualized attention to learners.

Level of teachers' performance of teachers in UPE schools of Kashari south county.

From the discussion of findings, it was concluded that the teachers' performance takes place under different situations as described hereunder:

From the findings of the study, it was found that pupils actively participate in question answering which implies that in the teachers' performance, pupils' participation in answering questions is very key.

From the study, it was found that Pupils always obtain feedback from the teacher, and this implies that in the teachers' performance, pupils obtain teachers' feedback. Where classroom technology can shine, however, is making a teacher's time more malleable.

Further still, pupils actively interact with the learning aids. Further still from the field, it was found that Pupils' good handwriting promotes self confidence in the teachers' performance.

This study as well found that Learners' guidance in the classroom reduces mistakes made by learners in class thereby improving the teachers' performance.

Finally, in the teachers' performance, learners' discipline in the classroom promotes attention during classroom lessons as asserted by the majority respondents. The learning environment means the conditions in which learning take place. Each classroom has unique teaching - learning conditions.

Relationship between Remuneration and Teachers' performance in Schools

From the discussion of findings, it was concluded that remuneration affects the teachers' performance in Schools, and accordingly they include the following and their respective discussions:

Based on the findings, it was concluded that there was a positive relationship between teacher remuneration and performance observed in Kashari South County, Mbarara District

The study findings agreed that Remuneration affects the teachers' performance in that the feelings and learning of pupils consequently relies on the quality of remuneration.

It helps teachers to draw students' attention to take interest in studies by their active participation in classroom activities, hopefully in developing teachers-pupils' interrelationship and solves students' academic problems. Socio-economic condition of parents, infrastructure of school, education of parents, classroom setting, positive attitude of teachers, supporting attitude of management attitude, students' motivation, students' willingness to learn are the major factors affect students' learning.

The study agreed that Remuneration encourages teacher to help learners to learn with ease and perform better academically. Whereas, un-conducive remuneration coupled with small classroom size, in-appropriate ventilations, high classroom temperature, lack of ICT instructional teaching aids, in-appropriate desks, improper seating arrangements, lack of fresh air and overcrowded classrooms prove negative impact on students' performance. Provision of sufficient physical and instructional facilities in classrooms are the major factors found to have positive impact on improving students' learning, as it is necessary for uplifting students' learning outcomes. Use of teachers' better communication skills and a variety of teaching methods in classrooms are major factors to improve students' learning. Relaxed and friendly learning environment is important for enhancing students' learning.

Still, from this study, it was concluded that a positive teachers' attitude due to conducive remuneration helps improve learners' attention. Still from the study, conducive remuneration helps both teachers to teach effectively and students to learn with ease and perform better academically.

When educators foster a positive remuneration; learners are more likely to acquire higher motivation that leads to wonderful learning outcomes. Further still, the findings agreed that in congested learning environment, pupils feel unsupported and confused.

The findings of the study agreed that Teacher-Pupil ratio affects the extent of offering individualized attention to learners. Finally, a good remuneration for the teachers eventually supports emotional and behavioral regulation of pupils, and finally a positive remuneration reduces anxiety, generally, the result implies that the impact of remuneration implementation on learning environment of the primary schools of Kashari South County, Mbarara district was moderate.

Recommendations

On the basis of the major findings and conclusions made thereof, the researcher has suggested the following recommendations:

The researcher recommends that schools need to identify the factors responsible for affecting remuneration such as classroom facilities, teacher-pupil ratio, classroom seats, sitting arrangements, thereby help to regulate them accordingly to improve the teachers' performance of learners and the consequent academic performance.

Secondly, in line with Level of teachers' performance of UPE schools, the researcher recommends that school administrators should put in extra efforts to improve the teachers' weak areas, through availing effective instructional materials, ensuring time management among teachers by regular sensitization on time usage, introducing workshop sessions for teachers on

class management and introductions of trainings and sensitization on the change of teaching methods that go with the changing contemporary society.

The Government should also put in place strategies like improving teachers' salaries periodically, promotion and recognition of teachers in order to improve on their performance.

Furthermore, Government should put up strategies to ensure that teachers' accommodation is conducive and adequate. Government should also look into payment of allowances to teachers such as; duty allowances and overload allowances. It should also be noted that; teachers should be paid according to their qualifications.

Finally on the effect of Remuneration on the Teachers' performance, the researcher recommends that teamwork should be maintained for the education system to move on smoothly since it helps teachers to accomplish their tasks in time and hence the learner will get what they are supposed to learn which brings about a better performance in the long run.

Areas for further Research

The researcher feels that further research should be done on the following aspects in relation to the improvement of the Remuneration;

Instructional materials and Teachers' performance of Pupils in UPE Schools.

An assessment of the effect of teachers' professional development programs and the teachers' performance on learners in UPE Schools.

Supervision and performance of UPE schools

Motivation of teachers and performance of pupils in UPE schools

Management and performance of schools under UPE

The influence of head teachers' supervision practices on the learning of primary school pupils.

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Appendices

Appendix 1: Questionnaire for Teachers

I am Muhanguzi David Kaniga a Student at Bishop Stuart University pursuing a Degree in Master of Education Administration and planning carrying out a on Remuneration and Teachers' performance in UPE Schools in Kashari South County, Mbarara District. I kindly request you to objectively respond to this questionnaire by answering the following questions below;

It is purely academic research and answers will be treated with utmost secrecy and used specifically for academic purposes only.

Section A: Personal Information

This section appreciates the background information of the respondent.

1) Gender of the respondent?

a. Male ☐ b. Female ☐

2. Educational level

(a) Diploma ☐

(b) Degree ☐

(c) Professional qualification ☐

(d). Others Please Specify;

.....

3). How long have you taught in the school?

i) Less than 1 year ii) 2-3 years ☐ iii) 4 years and above

Section B: Remuneration of teachers in UPE schools

Please tick your appropriate choice in the boxes provided.

1. SD–Strongly Disagree 2. D-Disagree 3.NS–Not Sure 4. A-Agree 5. SA-Strongly Agree

Statement	SA	A	NS	D	SD
Teachers' salaries in schools are paid promptly					
Teacher's basic salary can cater for all their needs					
Teachers' salary is commensurate to qualifications in schools					
Teachers get salary advances at times					
Teachers usually get their arrears salaries					
Teachers always get their annual increment on their salaries					
There are overload allowances in this school					
Teachers get transport allowance					
Teachers get housing allowance in this school					
Teachers receive responsibility allowances					
Teachers are always paid recognition allowance in this school					
Allowances are paid promptly					
There is provision of duty allowance in this school					
Allowances are commensurate what teachers do					
Provision of medical insurance in this school.					
Teachers are given scholar ships by the government					
Teachers are given study leave to go for further studies.					

Section C: The level of teachers' performance

Please tick your appropriate choice in the boxes provided.

1. SD–Strongly Disagree 2. D-Disagree 3.NS–Not Sure 4. A-Agree 5. SA-Strongly Agree

Statement	SA	A	NS	D	SD
Teachers scheme two weeks before term begins					
Teachers submit their schemes of work and lesson plans to the academic office for approval					
There is supervision of teaching/teachers' performance.					
Teachers are always present at school supervising all school activities.					
There is active teacher involvement in co-curricular activities in school.					
There is efficient teacher management of pupil's discipline at school.					
I regularly attend to my classes as scheduled on the time table					
There is regular assessment of pupils through tests					

Thank You

Appendix 1I: Interview Guide for Inspector of schools and District Education Officer.

Do all the teachers in Universal Primary schools on the government pay roll?

When do they usually get their salary?

Are teachers paid according to their qualifications and responsibilities?

Share with me the adequacy of the salary compared to their needs.

What about accessing pay roll especially the newly recruited teachers? How long does it take averagely?

How often are these schools inspected?

What about deletions? Are teachers affected by deletions at times?

How many schools have staff quarters in your district?

What measures have you put in place to help those that do not have?

Do teachers get responsibility allowances at school e.g., overtime allowance duty allowance?

What is your opinion on how teachers' performance can be improved in Universal Primary Schools?

Thank you

Appendix 1II: Interview Guide for headteachers.

Do all the teachers in this schools on the government pay roll?

When do they usually get their salary?

Are teachers paid according to their qualifications and responsibilities?

Share with me the adequacy of the salary compared to their needs.

What about accessing pay roll especially the newly recruited teachers? How long does it take averagely?

What about deletions? Are they affected by deletions at times?

Does this school have staff quarters?

If yes, how has this helped in performance?

Do teachers get responsibility allowances at school e.g., overtime allowance duty allowance?

Do teachers in your school under any medical insurance scheme? If any who provides it?

How often do you supervise teachers?

What is your opinion on how teachers' performance can be improved in your school?

Thank you

Appendix IV: Research Budget

Particulars	Unit	Unit cost (Ugx)	Total cost (Ugx)
Reams of paper	4	20,000	80,000
Clipboard file	1	10,000	10,000
Pens	5	500	2,500
Pencils	2	250	500
Bag	1	50,000	50,000
Box file	1	10,000	10,000
Printing	200pgs	1,000	200,000
Photocopying	600pgs	100	60,000
Internet	General	General	100,000
Binding	4 books	10,000	40,000
Transport			200,000
Airtime			100,000
Publication			400,000
Incentives and rewards			498,000
TOTAL			1,751,000

Appendix VI: Sample Size Determination

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970