REMUNERATION AND TEACHERS' PERFORMANCE IN PRIVATE SECONDARY SCHOOLS IN BUIKWE DISTRICT, UGANDA

BY

MUSOBA ISAAC
1153-07096-03599

A DISSERTATION SUBMITTED TO THE COLLEGE OF EDUCATION, DISTANCE AND e-LEARNING IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL MANAGEMENT AND ADMINISTRATION OF KAMPALA INTERNATIONAL UNIVERSITY

FEBRUARY, 2020
DECLARATION

I declare that this report is my own work and has never been submitted to any university for academic award.

MUSOBA ISAAC

Signature ……………………………………………………………

Date………………………………………………………………
APPROVAL
This is to certify that this work has been done under my supervision and has been submitted with my approval.

SUPERVISOR

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

DR. KAYINDU VINCENT

DATE.........................
DEDICATION

This dissertation is dedicated to my Parents, my family members and friends whose prayers have enabled me reach heights that I would never have reached.
ACKNOWLEDGEMENT

I do extend my sincere gratitude to my lecturers in the College of Higher Degrees and Research Kampala International University, Kampala – Uganda for their efforts to make me through my course with flying colors.

Great thanks go to Mr. Womuzumbu Moses, Mr. Okiswa Geoffrey, Mr. Kakaire Abdul, Mrs. Osuna Lucy and Mr. Wataka Willies among others for their wonderful instructions throughout the course. More importantly, I thank Dr. Kayindu Vincent my research supervisor who provided me with enthusiastic, motivation, criticisms and guidance which made me to take the study where it is now.

God bless you all
# TABLE OF CONTENTS

**DECLARATION** ........................................................................................................... i

**APPROVAL** .................................................................................................................. ii

**DEDICATION** .............................................................................................................. iii

**ACKNOWLEDGEMENT** ............................................................................................... iv

**TABLE OF CONTENTS** ............................................................................................... v

**LIST OF TABLES** ......................................................................................................... viii

**ABSTRACT** .................................................................................................................... ix

**CHAPTER ONE** ............................................................................................................. 1

**INTRODUCTION** .......................................................................................................... 1

1.0 Introduction .................................................................................................................. 1

1.1 Background of the Study ............................................................................................ 1

1.1.1 Historical Perspective ............................................................................................ 1

1.1.2 Conceptual Perspective ......................................................................................... 2

1.1.3 Contextual perspective .......................................................................................... 3

1.1.4 Theoretical Perspective ......................................................................................... 6

1.2 Statement of the Problem .......................................................................................... 8

1.3 Purpose of the Study .................................................................................................. 8

1.4 Objectives of the Study .............................................................................................. 8

1.5 Research questions .................................................................................................... 9

1.6 Research hypothesis ................................................................................................. 9

1.7 Scope of the study ..................................................................................................... 9

1.8 Significance of the study .......................................................................................... 9

**CHAPTER TWO** .......................................................................................................... 11

**LITERATURE REVIEW** ............................................................................................... 11

2.0 Introduction ................................................................................................................ 11
2.1 Theoretical Review

2.2 Conceptual Framework

2.3 Review of Related Literature

2.3.1 Remuneration

2.3.2 Performance

2.3.3 Relationship between Remuneration and Performance

CHAPTER THREE

METHODOLOGY

3.0 Introduction

3.1 Research Design

3.2 Study Population

3.3 Sample Size

3.3.1 Sample size

3.4 Data collection methods

3.5 Validity and Reliability of Research instruments

3.6 Data Analysis

3.6 Study limitations

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

4.1 Findings

4.2 Remuneration of teachers in Private secondary schools in Buikwe District

4.3 Level of Teachers’ performance in Private secondary schools in Buikwe District

4.4 Relationships between Remuneration and teachers’ performance in Private secondary schools in Buikwe district
CHAPTER FIVE ......................................................................................................................... 54
DISCUSSION, CONCLUSION AND RECOMMENDATIONS .............................................. 54

5.0 Introduction .................................................................................................................. 54
5.1 Discussion ................................................................................................................... 54
5.2 Conclusions ............................................................................................................... 56
5.3 Recommendations .................................................................................................... 57

REFERENCES .................................................................................................................... 58

APPENDICES ..................................................................................................................... 61

APPENDIX 1: ..................................................................................................................... 61

QUESTIONNAIRE ON TEACHERS’ PERFORMANCE ......................................................... 61
Table 3.3.1.1: Showing sample size selection ................................................................. 38
Table 4.1.1: Profile of Respondents (Students) ................................................................. 41
Table 4.1.2: Profile of Respondents (Teachers) ................................................................. 42
Table 4.2 showing the level of remuneration of secondary school teachers in Buikwe district ..... 43
Table 4.3 showing teachers’ performance in Buikwe district ........................................... 46
Table 4.3.1 showing summary of qualitative responses of 50 teachers on their performance .... 49
Table 4.4 showing the relationship between remuneration and teachers performance in private secondary schools in Buikwe district .................................................................................. 52
Table 4.4.1 showing summary of oral responses on how remuneration impacts on teachers’ performance in private secondary schools, Buikwe district ......................................................... 53
ABSTRACT

Based on several motivation theories, such as Maslow’s hierarchy of needs theory, Alderfer’s ERG theory, Victor Vroom’s Expectancy theory, as well as the Equity theory, the current study was carried in private secondary schools in Buikwe district of Uganda to provide answers to the following questions: 1. What is the level of teachers’ remuneration in private secondary schools in Buikwe district, Uganda?; 2. What is the level of teachers’ performance in private secondary schools in Buikwe district, Uganda?; 3. what is the influence of remuneration on teachers’ performance in private secondary schools in Buikwe district, Uganda? In order to get answers to those questions, a total of 900 respondents participated in the study. Of these, 650 were students who assessed their teachers’ performance, while 250 were teachers, who gave responses on their own remuneration. In addition to filling questionnaires, 50 teachers were subjected to oral interviews. Using a cross-sectional survey design, the respondents were got from 13 schools out of the 21 private secondary schools in the district. Whereas teachers’ remuneration was measured basing on the financial and non-financial benefits given to teachers by their respective employers, their performance was measured basing on the core roles of a teacher, namely teaching, guiding and counselling learners; assessing/marketing learners’ work; as well as engaging learners in extracurricular activities. The data were analysed using arithmetic mean and Pearson product moment correlation. The findings were that the level of teachers’ remuneration in private secondary schools in Buikwe district, Uganda was high; the level of teachers’ performance in private secondary schools in Buikwe district, Uganda was high; and there is a significant influence of remuneration on teachers’ performance in private secondary schools in Buikwe district, Uganda. The findings revealed that although teachers’ remuneration and performance were high, they were not excellent (not very high), hence recommendations were made that school administrators and founders should, from time to time raise the financial and non-financial rewards they give to teachers; teachers should put in more effort to perform better their core duties of teaching, guiding learners, assessing them, as well as engaging them in extracurricular activities. Also, since remuneration positively influences performance, there is need for school founders to appreciate more the efforts of their teachers by attaching more allowances to what their teachers do. Recommendations were directed towards school founders because in private schools the founders, not managers, in most cases are the ones who determine how to remunerate employees, and the policies in their schools.
CHAPTER ONE

INTRODUCTION

1.0 Introduction
This chapter discusses the background of the study (historical perspective, theoretical perspective, conceptual perspective, and contextual perspective), statement of the problem, purpose of the study, research objectives, research questions, hypothesis, scope and significance of the study.

1.1 Background of the Study
Teachers as public servants are expected to give services to members of the general public as a duty. They are expected to perform their duties with dedication, diligence, integrity and justice. They are expected to maintain a high standard of personal conduct both in carrying out their duties and in their private lives (Education Act, 2008). Therefore, the remuneration of teachers is important.

1.1.1 Historical Perspective
Early explanations of motivation to perform focused on instincts. Psychologists writing in the late 19th and early twentieth centuries suggested that human beings were basically programmed to behave in certain ways, depending upon the behavioral cues to which they were exposed. Sigmund Freud, for example, argued that the most powerful determinants of individual behavior were those of which the individual was not consciously aware.

In the early twentieth century researchers began to examine other possible explanations for differences in individual motivation. Some researchers focused on internal drives as an explanation for motivated behavior. Others studied the effect of learning and how individuals base current behavior on the consequences of past behavior. Still others examined the influence of individuals' cognitive processes, such as the beliefs they have about future events. Over time, these major
theoretical streams of research in motivation were classified into two major schools: the content theories of motivation and the process theories of motivation.

At first, education was in the hands of the Christian missionaries who established schools, the first ones being for the sons and daughters of chiefs. Not until 1914 did the Government get involved in education, set up the Department education to oversee education in the country and to ensure that all educational institutions abide by the Government educational policies. From 1945 private secondary schools came in existence starting with Aggrey Memorial School. Since then, many agencies and people started investing in schools. Though different Education Acts have come in place, for example the Education Act of 1970, the Education act, 2008 came in place and all of them indirectly emphasized teachers’ performance. However, none of the Education Acts stated the minimum wage for teachers, a loophole the school founders used to pay teachers very little salary (Ssekamwa, 1999).

1.1.2 Conceptual Perspective
In this study, the independent variable is remuneration. The dependent variable is performance of teachers.

Remuneration refers to the financial and non-financial means of paying workers for the services they render in the organisation. The overall objective is to reward people fairly, equitably and consistently in accordance with their value to the organization in order to further the achievement of the organization’s strategic goals (Armstrong, 2007). In this study, the financial rewards are the salary and allowances such as transport allowance, allowance for marking scripts, as well as allowance for extra work done. The non-financial rewards are those ways employed by headteachers and school founders to motivate workers, not in form of money, such as giving workers and probably their immediate relatives free treatment when they fall sick, giving them food and breakfast at the place of work, giving them evening tea at work, giving them raw foods
like rice, matooke, flour, sugar or meat, to take at home and consume them with their family members.

Performance means doing tasks effectively as per the organisation’s expectations. As for secondary schools, the performance of teachers is measured basing on their basic roles, namely, teaching, guiding students, as well as engaging learners in extra-curricular activities. Guiding learners means directing students or showing them the right things they should do in their social, academic, and all aspects of life. Teaching means delivering the subject matter in the different subjects to the learners or students. Extra-curricula activities are the activities learners engage in within the school outside classroom teaching, such as singing, dancing, playing football, netball, volleyball, etc.

1.1.3 Contextual perspective

In Uganda’s institutions, most people who work or join institutions have varied reasons which are already shaped and reshaped by their agents at school, families, peer groups and other religious organizations (Maicibi, 2003). Therefore, what motivates workers differs from individuals to individuals, from time to time and according to situations and the success of each motivational technique; it also depends upon the individual personality, occupation and cultural background. In most institutions, administrations have a tendency of incorrectly assuming that all employees want the same things and rewards thus, overlook the motivational effects of differentiating these rewards or incentives. Some employs work hard in hope of getting promotions but end up getting a pay rise instead, while others receive only words of praise and where rewards are inadequate, this makes the distribution difficult (Robbins, 2003:173). Therefore, the researcher feels that school administrators need to understand that not all employees respond to similar needs and rewards. The needs of women, men, single workers and immigrants, the physically handicapped, and senior works differ
from individual to individual and from time to time hence, deserve different treatments (Robbins, 2003, as cited in Nairuba, 2011).

In the 21\textsuperscript{ST} century, some people have invested heavily in schools so as to supplement government efforts in providing education to the masses. However, it is unfortunate that some private secondary schools’ performance does not commensurate the input devoted to them. Out-put in any educational industry like in any other industry should exceed the input. By implication, good performance should be realized to commensurate the resources used in education. Available records at education headquarters indicate that schools especially in rural areas continue to perform poorly in both local and national examinations. Apart from this, some schools are known to take very few students to universities while others from the same locality flood university admissions (Bunjo, 2016). In situations where students fail national examinations, the implication is that teachers’ performance is low.

Some children end their formal education at secondary school level. This could be interpreted as stagnation in life. It is usually caused by unserious schools where teachers report late at work, leave early, dodge, don’t guide students. This is usually caused by recruiting frustrated people, very young inexperienced teachers, as well as teachers being poorly remunerated (Bunjo, 2016). Low performance in some secondary schools has generated to confrontation and counter-accusation between teachers and the parents. Teachers are accused of unwillingness to put their best and laxity. Buikwe district is one of the areas where a great deal of resources has been devoted both human and financial, yet academic performance in some secondary schools has not been encouraging. Annual list of ranking released by the District education board attest to this. This is interpreted as teachers’ poor performance. The researcher is aware that the government has increased teachers’ salaries over the years. But still, teachers, do not seem to be satisfied and are on
strike, (2011). The researcher therefore, wants to further investigate whether there are other factors that motivate teachers other than salary payments.

In Uganda, motivation is an indispensable factor in all institutions as a basis for good performance. This is in line with the survey conducted by Maicibi, (2003) on the teaching staff, in universities and schools from the districts of Kampala, Mukono, Mubende, Mpigi, Kiboga, Masaka, Jinja, Mbarara, Wakiso and Luwero schools where external incentives like yearly salary increments and allowances (PTA) induced workers to improve on performance (Maicibi, 2003:52). Therefore, the researcher feels that motivation as an aspect of every management, lies within individuals and when properly manipulated, produces desirable behaviors as good performances in the organization. Teachers are not adequately motivated and even the working conditions are still appealing, fringe benefits like allowances, recognitions, promotions and praises rarely exist despite the commitment exhibited by the workers. Most of the teachers still work under strict supervisions and work over loaded without appointment letters (job security), hence, affecting their work. In most of the schools, the school administrators and board of governors are the chief determinants of the teachers’ survival. The methods of rewarding employees differ from institution to institution, for various reasons and at particular situations.

Motivation depends on adequacy of funds, perception by the management and the culture of the institution. In institutions, the success of each practice is determined by the efforts exerted by the management in relation to the reward and outputs received. Therefore, equity of rewards and inputs drive attraction, motivation and retention of employees, a primary source of job satisfaction and good performance in schools (Nairuba, 2011).
Still, teachers are allegedly not performing well and in some schools, working conditions are appealing. These have resulted into variations in performance between teachers and institutions. Hence, the previous strategies to improve on teachers’ performance have not succeeded.

Motivation is vital and makes teachers positive about their own learning, creating a drive in them to acquire their targets. By realizing their improvement and achievement, teachers always gain the feeling of success. The researcher therefore, investigated whether there are other factors that motivate teachers other than payments.

1.1.4 Theoretical Perspective

The current study was based on several motivational theories, such as Maslow's hierarchy of needs. The theory states that individual needs exist in a hierarchy consisting of physiological needs, security needs, belongingness needs, esteem needs, and self-actualization needs. Unsatisfied needs motivate behavior; thus, lower-level needs such as the physiological and security needs must be met before upper-level needs such as belongingness, esteem, and self-actualization can be motivational. Applications of the hierarchy of needs to management and the workplace are obvious. According to the implications of the hierarchy, individuals must have their lower level needs met by, for example, safe working conditions, adequate pay to take care of one's self and one's family, and job security before they will be motivated by increased job responsibilities, status, and challenging work assignments.

Alderfer's ERG theory. The ERG theory is an extension of Maslow's hierarchy of needs. Alderfer suggested that needs could be classified into three categories, rather than five. These three types of needs are existence, relatedness, and growth. Existence needs are similar to Maslow's physiological and safety need categories. Relatedness needs involve interpersonal relationships and are comparable to aspects of Maslow's belongingness and esteem needs. Growth needs are those related to the attainment of one's potential and are associated with Maslow's esteem and self-actualization needs. Thus, managers should focus on meeting employees' existence, relatedness,
and growth needs, though without necessarily applying the proviso that, say, job-safety concerns necessarily take precedence over challenging and fulfilling job requirements.

Motivator-hygiene theory. Frederick Herzberg developed the motivator-hygiene theory. This theory argued that meeting the lower-level needs (hygiene factors) of individuals would not motivate them to exert effort, but would only prevent them from being dissatisfied. Only if higher-level needs (motivators) were met would individuals be motivated. Thus, meeting employees lower-level needs by improving pay, benefits, safety, and other job-contextual factors will prevent employees from becoming actively dissatisfied but will not motivate them to exert additional effort toward better performance. To motivate workers, according to the theory, managers must focus on changing the intrinsic nature and content of jobs themselves by "enriching" them to increase employees' autonomy and their opportunities to take on additional responsibility, gain recognition, and develop their skills and careers.

McClelland's learned needs theory. McClelland's theory suggests that individuals learn needs from their culture. Three of the primary needs in this theory are the need for affiliation, the need for power, and the need for achievement. The need for affiliation is a desire to establish social relationships with others. The need for power reflects a desire to control one's environment and influence others. The need for achievement is a desire to take responsibility, set challenging goals, and obtain performance. Therefore, when one of these needs is strong in a person, it has the potential to motivate behavior that leads to its satisfaction.

Expectancy theory. In the early 1960s, Victor Vroom suggested that individuals choose work behaviors that they believe lead to outcomes they value. In other words, the effort an employee puts in work is dependent upon what they expect to earn or receive after working. As applied to teachers, the remuneration they expect to get after working, can influence them to work hard or less.
**Equity theory.** Equity theory suggests that individuals engage in social comparison by comparing their efforts and rewards with those of relevant others. The perception of individuals about the fairness of their rewards relative to others influences their level of motivation. As applied to teachers, the way they perceive their remuneration is likely to influence them to perform in a certain way.

1.2 Statement of the Problem
As a result of the National Resistance Movement (NRM) Government’s liberalization of the economy and the Education sector from the time it came to power in 1986, many people have invested heavily in schools. Since some of these are semi-illiterate business people whose major concern is to get money, they don’t care to pay teachers adequate salary. The salary is usually very low and to make matters worse, it is not paid in time. In some schools, teachers spend several months without being paid salary. Teachers’ performance is sometimes not good for example some teachers dodge lessons, they teach students just to pass the national examinations without minding about other aspects of life such as discipline (Bunjo, 2016). Is this what is obtaining in Buikwe district? If so, what could be the cause of this? Thus, a study was carried out to assess the level of remuneration and its impact on teachers’ performance in Buikwe district of Uganda.

1.3 Purpose of the Study
The study was carried out to assess how remuneration influences the performance of teachers in private secondary schools in Buikwe district, Uganda.

1.4 Objectives of the Study
1. To establish the level of remuneration of teachers in private secondary schools, Buikwe district, Uganda.
2. To establish the level of performance of teachers in private secondary schools, Buikwe district, Uganda.
3. To establish the influence of remuneration on the performance of teachers in private
secondary schools, Buikwe district, Uganda.

1.5 Research questions

1. What is the level of remuneration of teachers in private secondary schools, Buikwe district, Uganda?
2. What is the level of performance of teachers in private secondary schools, Buikwe district, Uganda?
3. What is the influence of remuneration on the performance of teachers in private secondary schools, Buikwe district, Uganda?

1.6 Research hypothesis

1. There is no significant influence of remuneration on the performance of teachers in private secondary schools, Buikwe district, Uganda.

1.7 Scope of the study
Geographically, the study was conducted in Buikwe district of Uganda. The district was chosen since according to media reports and the researcher’s casual observations, some of the private secondary schools in this district have limited facilities, lousy teachers and the performance of learners in the national examinations is poor. The researcher therefore wanted to investigate this.

Content wise, the study looks at the financial and non-financial rewards given to the secondary school teachers in private schools in Buikwe district, to assess the extent to which they motivate them to perform (to do their work as stipulated in the Education Act, 2008, as well as in the teachers’ code of conduct).

Regarding the time, the remuneration and performance of teachers was that as it existed as per the respondents’ perception at the time the study was carried out, from July 2018 to May 2019.

1.8 Significance of the study
This study has several significances. First, the research findings could provide insight into the extent of teachers’ remuneration in secondary schools in Buikwe a view of suggesting how better
things can be made. Otherwise one cannot suggest a solution before understanding the nature of the problem.

Secondly, this research outcome will help the secondary school administrators as well as the planners in government to identify critical factors that can help teachers perform very well. This is necessary since all the stakeholders in education inject a lot of money in education. Since academic excellence is desired by all the stakeholders, this study will shade light on that, to all the concerned parties.

Thirdly, the successful completion of this study will enable the researcher to get a Masters degree of Education in Educational management and administration.

To the future researchers, the findings of this study as well as the reviewed literature will be used as a point of reference to make an evaluation of how their findings are either similar to or different from those of this study, and why.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction
This chapter presents the conceptual framework, theoretical review, as well as the review of the literature related to the variables of the study.

2.1 Theoretical Review
The following theories have been reviewed since they are relevant to the study:

Maslow's hierarchy of needs. Abraham Maslow developed the hierarchy of needs, which suggests that individual needs exist in a hierarchy consisting of physiological needs, security needs, belongingness needs, esteem needs, and self-actualization needs. Physiological needs are the most basic needs for food, water, and other factors necessary for survival. Security needs include needs for safety in one's physical environment, stability, and freedom from emotional distress. Belongingness needs relate to desires for friendship, love, and acceptance within a given community of individuals. Esteem needs are those associated with obtaining the respect of one's self and others. Finally, self-actualization needs are those corresponding to the achievement one's own potential, the exercising and testing of one's creative capacities, and, in general, to becoming the best person one can possibly be. Unsatisfied needs motivate behavior; thus, lower-level needs such as the physiological and security needs must be met before upper-level needs such as belongingness, esteem, and self-actualization can be motivational.

Applications of the hierarchy of needs to management and the workplace are obvious. According to the implications of the hierarchy, individuals must have their lower level needs met by, for example, safe working conditions, adequate pay to take care of one's self and one's family, and job security before they will be motivated by increased job responsibilities, status, and challenging work assignments. Despite the ease of application of this theory to a work setting, this theory has received little research support and therefore is not very useful in practice.
Alderfer's ERG theory. The ERG theory is an extension of Maslow's hierarchy of needs. Alderfer suggested that needs could be classified into three categories, rather than five. These three types of needs are existence, relatedness, and growth. Existence needs are similar to Maslow's physiological and safety need categories. Relatedness needs involve interpersonal relationships and are comparable to aspects of Maslow's belongingness and esteem needs. Growth needs are those related to the attainment of one's potential and are associated with Maslow's esteem and self-actualization needs.

The ERG theory differs from the hierarchy of needs in that it does not suggest that lower-level needs must be completely satisfied before upper-level needs become motivational. ERG theory also suggests that if an individual is continually unable to meet upper-level needs that the person will regress and lower-level needs become the major determinants of their motivation. ERG theory's implications for managers are similar to those for the needs hierarchy: managers should focus on meeting employees' existence, relatedness, and growth needs, though without necessarily applying the proviso that, say, job-safety concerns necessarily take precedence over challenging and fulfilling job requirements.

Motivator-hygiene theory. Frederick Herzberg developed the motivator-hygiene theory. This theory is closely related to Maslow's hierarchy of needs but relates more specifically to how individuals are motivated in the workplace. Based on his research, Herzberg argued that meeting the lower-level needs (hygiene factors) of individuals would not motivate them to exert effort, but would only prevent them from being dissatisfied. Only if higher-level needs (motivators) were met would individuals be motivated.

The implication for managers of the motivator-hygiene theory is that meeting employees lower-level needs by improving pay, benefits, safety, and other job-contextual factors will prevent employees from becoming actively dissatisfied but will not motivate them to exert additional effort.
toward better performance. To motivate workers, according to the theory, managers must focus on 
changing the intrinsic nature and content of jobs themselves by "enriching" them to increase 
employees' autonomy and their opportunities to take on additional responsibility, gain recognition, 
and develop their skills and careers.

**McClelland's theory of Needs.** McClelland's theory suggests that individuals learn needs from 
their culture. Three of the primary needs in this theory are the need for affiliation (n Aff), the need 
for power (n Pow), and the need for achievement (n Ach). The need for affiliation is a desire to 
establish social relationships with others. The need for power reflects a desire to control one's 
environment and influence others. The need for achievement is a desire to take responsibility, set 
challenging goals, and obtain performance feedback. The main point of the learned needs theory is 
that when one of these needs is strong in a person, it has the potential to motivate behavior that 
leads to its satisfaction. Thus, managers should attempt to develop an understanding of whether 
and to what degree their employees have one or more of these needs, and the extent to which their 
jobs can be structured to satisfy them.

**Expectancy theory.** In the early 1960s, Victor Vroom applied concepts of behavioral research 
conducted in the 1930s by Kurt Lewin and Edward Tolman directly to work motivation. Basically, 
Vroom suggested that individuals choose work behaviors that they believe lead to outcomes they 
value. In deciding how much effort to put into a work behavior, individuals are likely to consider:

- Their expectancy, meaning the degree to which they believe that putting forth effort will 
  lead to a given level of performance.
- Their instrumentality, or the degree to which they believe that a given level of performance 
  will result in certain outcomes or rewards.
- Their valence, which is the extent to which the expected outcomes are attractive or 
  unattractive.
All three of these factors are expected to influence motivation in a multiplicative fashion, so that for an individual to be highly motivated, all three of the components of the expectancy model must be high. And, if even one of these is zero (e.g., instrumentality and valence are high, but expectancy is completely absent), the person will have no motivation for the task. Thus, managers should attempt, to the extent possible, to ensure that their employees believe that increased effort will improve performance and that performance will lead to valued rewards.

In the late 1960s, Porter and Lawler published an extension of the Vroom expectancy model, which is known as the Porter-Lawler expectancy model or simply the Porter-Lawler model. Although the basic premise of the Porter-Lawler model is the same as for Vroom's model, the Porter-Lawler model is more complex in a number of ways. It suggests that increased effort does not automatically lead to improved performance because individuals may not possess the necessary abilities needed to achieve high levels of performance, or because they may have an inadequate or vague perception of how to perform necessary tasks. Without an understanding of how to direct effort effectively, individuals may exert considerable effort without a corresponding increase in performance.

**Equity theory.** Equity theory suggests that individuals engage in social comparison by comparing their efforts and rewards with those of relevant others. The perception of individuals about the fairness of their rewards relative to others influences their level of motivation. Equity exists when individuals perceive that the ratio of efforts to rewards is the same for them as it is for others to whom they compare themselves. Inequity exists when individuals perceive that the ratio of efforts to rewards is different (usually negatively so) for them than it is for others to whom they compare themselves. There are two types of inequity—under-reward and over-reward. Under-reward occurs when a person believes that she is either puts in more efforts than another, yet receives the same reward, or puts in the same effort as another for a lesser reward. For instance, if an employee works longer hours than her co-worker, yet they receive the same salary, the employee would
perceive inequity in the form of under-reward. Conversely, with over-reward, a person will feel that his efforts to rewards ratio is higher than another person's, such that he is getting more for putting in the same effort, or getting the same reward even with less effort. While research suggests that under-reward motivates individuals to resolve the inequity, research also indicates that the same is not true for over-reward. Individuals who are over-rewarded often engage in cognitive dissonance, convincing themselves that their efforts and rewards are equal to another's.

According to the equity theory, individuals are motivated to reduce perceived inequity. Individuals may attempt to reduce inequity in various ways. A person may change his or her level of effort; an employee who feels under-rewarded is likely to work less hard. A person may also try to change his or her rewards, such as by asking for a raise. Another option is to change the behavior of the reference person, perhaps by encouraging that person to put forth more effort. Finally, a person experiencing inequity may change the reference person and compare him or herself to a different person to assess equity. For managers, equity theory emphasizes the importance of a reward system that is perceived as fair by employees (Coles 2001).

**Reinforcement theory.** This theory can be traced to the work of the pioneering behaviorist B.F. Skinner. It is considered a motivation theory as well as a learning theory. Reinforcement theory posits that motivated behavior occurs as a result of reinforcers, which are outcomes resulting from the behavior that makes it more likely the behavior will occur again. This theory suggests that it is not necessary to study needs or cognitive processes to understand motivation, but that it is only necessary to examine the consequences of behavior. Behavior that is reinforced is likely to continue, but behavior that is not rewarded or behavior that is punished is not likely to be repeated. Reinforcement theory suggests to managers that they can improve employees' performance by a process of behavior modification in which they reinforce desired behaviors and punish undesired behaviors (Coles 2001).
2.2 Conceptual Framework

The relationship between the variables of the study is illustrated in figure 2.2

Figure 2.2 showing the relationship between the variables

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Dependent Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remuneration</td>
<td>Performance of Teachers</td>
</tr>
<tr>
<td>1. Financial</td>
<td>1. Teaching</td>
</tr>
<tr>
<td>2. Non financial</td>
<td>2. Guidance and counseling students</td>
</tr>
<tr>
<td></td>
<td>3. Engaging learners in extra-curricular activities</td>
</tr>
</tbody>
</table>

Extraneous variables

1. Political factors
2. Influence of founders


The conceptual framework illustrates that variables like remuneration of the teaching staff can influence the performance of teachers. The way the teachers are remunerated in terms of salary, benefits, incentives and recognition, can have an impact on the way teachers perform their roles. The roles of teachers are teaching students, guiding and counseling students, as well as engaging them in extracurricular activities. The extraneous variables namely, political factors and the influence of the university founders can also influence the performance of these teachers though
the proposed study will not address them.

Reward management is practiced in various aspects to help improve on employee performance and some include financial as well as non-financial rewards. Compensation and Benefits are part of the reward management practices in small businesses that can help to improve on the performance of such businesses. Compensation is the form of pay or incentive given to an employee for performing services for an employer. It is often based on wages, salaries, incentives, or bonuses (Arthur, 2007). Benefits are additional rewards that an employer may use to attract and maintain employees. An employee is compensated based on their skills, knowledge, experience, and education (Auster, 1992).

A wage and salary administration program is composed of a salary structure according to an employee’s pay grade that is based on job descriptions, position evaluations, and salary surveys. These help to encourage employees to work towards achieving business objectives to achieve the required business performance levels. This is centrally to most small scale enterprises in Uganda as most do not have salary structures, but give salary according to the earnings of the enterprise or even the bargaining capacity of the personnel. This however fails them in attracting the best personnel that would rather be important improving the performance of the business (Auster, 1992).

2.3 Review of Related Literature

Though a lot has been written on universities in Uganda, little is specific on the universities’ study centres. This has motivated the researcher to carry out a study on them. The literature on the variables of the proposed study is presented and much of it is about organizations in general. Private secondary schools sometimes perform their functions differently from the way other organizations do. This gap has motivated the researcher to research on it.
2.3.1 Remuneration

Remuneration is one of the key aspects at work. Musaazi (2005) observes that when employees are rewarded adequately through pay, their motivation and achievement can be stimulated. A well designed, and managed "pay for performance" policy can help to offer: (1) a powerful mechanism to reinforce successful behavior; (2) a clear focus on what is really important to the organization; (3) a key vehicle to the organization for cultural change; and (4) a mechanism for managing costs. The organization's pay systems are also very important to serve several principal purposes such as to: (1) get sufficient and suitable employees; (2) retain employees who are performing well; (3) reward employees for effort, loyalty, experience and achievement; (4) recognize the value of jobs in relation to each other; and (5) optimum productivity and ensure a high quality level of output.

All these views seem to be supported by Harder (1992) who opined that pay constitutes an important means of motivating higher performance. It is also led by some authors that a dispersed wage structure usually attracts talented employees and provides incentives for high performance (Lazear and Rosen, 1981; and, Plasma and Ryex, 2004). Because workers compare their wages with those of their colleagues, it is argued that wage dispersion within a firm influences employees' morale, individual productivity and firm performance (Coles 2001).

Carl Marx (1944), cited in Auster (1992), locates the workers' dissatisfaction in capitalism. Marx argues that when the bourgeoisie own the means of production reap all the benefits of the work of the proletariat or laborers, dissatisfaction (table. The bourgeoisie encourage the proletariat to work harder and become productive, but the proletariat realize that the profits of the addition efforts to the bourgeoisie. As the proletariat work harder and longer, the bourgeoisie accumulate more wealth from their exploitation of the workers, desertification is hence inevitable.

Reasonable pay to employees is important, otherwise employees can be dissatisfied on the job especially if there is: 1) a discrepancy between what employees want and what they are actually receiving; 2) a discrepancy
between a comparison out-come and what they get; 3) past expectations of receiving more rewards; 4) low expectations for the future; 5) a feeling of deserving or being entitled to more than they are getting; and 6) a feeling that they are not personally responsible for poor results (Ivancevich, 2000). The author thus seems to be emphasizing the need for reasonable pay to all categories of staff in organizations, otherwise dissatisfaction can follow as Manyasa (2006) contends that poor pay and in some cases undue preoccupation with petty monetary pursuits have made some university lecturers to spend most of their non-teaching time running kiosks instead of generating new knowledge. Could this be applicable to secondary school teachers in Buikwe district? This could only be answered after carrying out the study.

Henry L. Gantt (1861-1919), a classical theorist emphasized among other, financial incentives to stimulate productivity. He even advised a bonus ' which guaranteed the worker a given rate for meeting the day's standard then a bonus for exceeding that standard. Therefore, pay is one of the foremost considerations in work. If one's earnings are at an acceptable level based on the evaluation of one's worth, the other factors become less important. If earnings are inadequate, employees are likely to be dissatisfied. Dissatisfaction can be expressed late resumption at duty post and decreased productivity (Koontz and Weihrich, 1998).

However, though decreased productivity can partly be attributed to inadequate pay, it does not necessarily follow that if pay becomes adequate activity will increase. Guillebaud, a Cambridge economist while commenting sisal plantation workers in Tanzania as cited in Livingstone and Ord (1991) stated.

“It still appears to be the case with a great majority of African workers that they prefer leisure to money earnings and that they are in that primitive condition ("primitive" from the point of view of a modern monetary economy based on the division of labour) that, at least in the first instance, an increase in money earnings is more likely to lead to a decrease in the amount of work done than an increase in, or even maintenance of, their supply or effort, p.456”.
The author however, in the researcher's view, seems to have had an oversight of the possibility of the sisal plantation workers to have been target workers, who could have reduced effort because they had attained their targets. Other scholars however maintain that an increase in wage rate usually satisfies employees, at least in the short run (Armstrong, 2001; Armstrong, 2000; Kreitner, 2004).

To Davis, Taylor and Savery (2001), remuneration and benefits to staff are a strong tool in managing human resources as it can contribute to their commitment, flexibility and quality of work in the organization. Pay can contribute to job satisfaction especially if it is related to performance. For example, profit related pay schemes could be a source of job satisfaction for employees. Profit related pay implies that if the company makes profits, the employees' salary or wage also increases. This arrangement is r to performance related pay, whereby increased or improved performance in higher pay and lowered performance leads to low pay. Financial rewards salary or wage, bonus, Profit sharing schemes, payment by results, pay honorarium, overtime pay, and other profit related payment (Maicibi, 2003). Since the performance of teachers is at times not immediately evaluated (as many times its proper evaluation is made after the release of the national examinations), the relevance of this claim among teachers in secondary schools is two-fold, thus this study was not accidental.

Maicibi (2005) observes that in addition to salary, there are other rewards which can be accorded to employees as they perform their assigned tasks. These are:

1) Indirect (non-financial) rewards such as food basket, insurance and for workers as well as their welfare services. It also includes comp time, that time off given to an employee instead of money for having worked extra.

2. Affiliation with an admirable organization, that is, the organization to copy practices from a reputable firm in terms of the reward system, human policies and practices; 3) long term career opportunities, that is, s would feel properly rewarded if managers design related work activities ide continuity, order, and meaning in their
life. To Maicibi (2005), employees can be rewarded in the following ways; 1) basic/base pay or time rate pay which is expressed as an annual, weekly or hourly. It is calculated on time worked rather than on results achieved. In some organizations, base pay is the basis on which earnings are built by addition of one more of the other types of rewards; 2) Performance or merit pay. It is a Skill- based or competence related pay. It is based on contingency or at risk determined performance assessment and rating pay. Performance pay include overtime pay, commission, bonuses pay, organizational performance pay and incentives (payment linked to achievement of the previously anticipated targets which are designed to enable employees to achieve higher levels of performance). This is in agreement Randall and Youngblood (1989). The authors do not mention about secondary schools, hence the applicability of these claims couldn’t be ascertained unless a study was carried out, hence the current study.

According to Graham and Bernett (1998), there are six main reward structures, is, the arrangement in which an organization can pay its employees namely:

1. Graded structure. Which consists of a number of pay ranges or grades, each a specific maximum and minimum and through which an individual post holder will progress on the basis of performance, experience and seniority;

2. Individual job range structure, which entails the payment of different pay rates to each individual job rather than jobs of similar size being grouped

3. gather and paid within a common range;

4. Progression or pay curve structures, whereby different pay rates are applied to different levels of competence and to the market rate for that job. The (assumption here is that individuals will not progress to new pay level until they Nice reached a predetermined level of competence;

5. job family system, whereby distinct groups of staff, each with different ant pay markets, are treated as jobs families and given different pay rates as the administrators, accountants and others;

6. Spot rates, that is, the pay structure which uses a single rate for a particular or considers one common amount to be the appropriate pay for particular jobs.
Kikoiko (2014) carried out a study on the impact of reward systems on the organizations performance in Tanzanian banking industry: a case of commercial banks in Mwanza city, Tanzania. The study was guided by the following specific objectives: (i) to determine the reward systems currently used in commercial banks in Mwanza city, (ii) to determine employees’ view of reward system used by commercial banks in Mwanza city, (ii) to assess the effect of extrinsic rewards (remuneration, bonus, salary and promotion) in organization performance and (iv) to assess the effect of intrinsic rewards (praise and recognition) on organization performance in commercial banks of Mwanza city. The study used descriptive research design which incorporated both quantitative and qualitative approaches. The study surveyed 65 employees from three commercial banks (CRDB, NBC and NMB) in Mwanza City, using self-administered questionnaire. It also interviewed selected employees. The data was analyzed with use of descriptive statistics (SPSS and excel) and data presented as frequency distribution tables and histograms. The findings of this study showed that the three commercial banks in Mwanza city offer both extrinsic (salary, bonus and promotion) and intrinsic (praise, recognition and genuine appreciation) rewards to their employees. However, the results found that employees were not satisfied with the current reward packages and salary level was viewed to be too low and did not reflect cost of living in Mwanza city. The study further indicated the intrinsic (non-financial) rewards were not satisfactory to employees. This study was however not carried out in Uganda, hence a justification of the current study.

Several studies have been done on the impact of reward system on organization performance in different parts of the world. For example: Quresh, Zaman and Shah (2010) in their study in Pakistan in cement industry found that there is a direct relationship between extrinsic rewards, intrinsic rewards and the employees’ performance. The study also found that recognition techniques (approaches) used in cement factories are good for the maximum performance of employee’s. This study is relevant but different from the current study as the latter is dealing with
target population of white collar jobs, while the former examined factory workers. Furthermore, this research examined the relationship between extrinsic rewards, intrinsic rewards, financial rewards and social recognition rewards and organisation performance, while the new study specifically examines the effect of intrinsic rewards (social recognition and appreciation) and extrinsic rewards (salary, bonus and performance promotion) on job and organisation performance (cited in Kikoiko, 2014). Relatedly, Aktar, Sachu & Ali (2012) examined the impact of intrinsic rewards (recognition, Learning opportunities, challenging work and career advancement, and extrinsic rewards (basic salary and performance bonus) on employee performance in twelve commercial banks of Bangladesh as is in this study. The study found that each factor within both extrinsic and intrinsic reward was a highly significant factor which affects employees’ performance. In contrast, the study conducted by Yasmeen, Farooq and Asghar (2013) on the impact of rewards on organizational performance in Pakistan revealed that there exists insignificant and weak relationship between salary, bonus and organization performance. However, it found that there exists moderate to strong relationship between promotion and organization performance. Although these two studies are similar to the current study, they were conducted outside Tanzania and because of cultural difference and other idiosyncrasies, the impact of rewards on organisation performance could yield different outcomes in Tanzania.

The study conducted by Ong and Teh (2012) on reward system and performance within Malaysian commercial banks found that most of the commercial banks provide both monetary and non-monetary rewards; adoption of reward system is not influenced by age and size of the organization. The study however, found a negative relationship to exist between extrinsic rewards and financial performance of organizations and intrinsic rewards are positively related to financial performance of organizations (cited in Kikoiko, 2014).

Organisational culture also affects job performance via the espoused values and beliefs of an organisation because these representations of culture influence organisational behaviour. These
elements of culture exercise “a major influence on how actors will perceive the rest of the environment and how organizations and managers will operate” for the achievement of organisational goals (Turner & Hulme, 1997, p. 34). Organisational culture can be manifested in different ways from one organisation to another and from one country to another.

Politics also has significant influence over individual and organisational performance, especially through political and bureaucratic leaders. Politics is power in action and has significant effects on organisational behaviour and influence over relations between the organisation’s members and between them and external stakeholders (Robbins et al., 2010, p. 251; Wagner III & Hollenbeck, 2010). Politicians use power which is “the ability to influence the behaviours of others and persuade them to do things they would not otherwise do... and to resist unwanted influence in return” (Wagner III & Hollenbeck, 2010). One common form of political influence in developing countries is the practice of patron-client relationships, informal structural relationships of exchange that have permeated bureaucracies and which can have a profound effect on organisational performance (Khan, 2005) clusters (cited in RibaunKorm (2011).

Perry and Wise (as cited in Mann, 2006, p. 34) gave three types of motives which encourage people to work. These are rational, norm-based and affective motives (Mann, 2006, p. 34). Rational motives are concerned with self-interest, norm-based motives encourage behaviours oriented to the public interest, while affective motives concern willingness to help other people. Milkovich et al. (2005) offered an alternative way to understand motivation: “(1) what is important to a person, and (2) offering it in exchange for some (3) desired behaviour”.

Other writers have indicated two clusters of motivational elements: intrinsic and extrinsic rewards (Agarwal, 1998; Daft &Pirola-Merlo, 2009; Mann, 2006). Intrinsic rewards are the feelings of achievement, self-esteem, growth experience and satisfaction by the employee from performing the

Armstrong and Murlis (2004) have provided a more complex classification of motivational factors that affect performance, and have grouped them into six clusters. These clusters consist of inspiration and value, future growth and opportunity, tangible rewards, quality of work, work and life balance, and enabling environment. Inspiration and value consists of quality of leadership, organisational values and behaviours, reputation of the organisation, risk sharing, recognition and communication. Future growth and opportunity includes learning and development beyond the current job, career advancement opportunities, performance improvement and feedback. Tangible rewards include competitive pay, benefits, incentives for higher performance, ownership sharing, recognition rewards and fairness of reward. Quality of work includes perception of the value of work, interest, achievement, freedom and autonomy, workload and quality of work relationships. Work and life balance includes supportive environment, recognition of lifecycle needs and flexibility, security of income and social environment. Enabling environment includes physical environment, tools and equipment, job training, information and processes, and safety. (Coles 2001).

Armstrong and Murlis (2004)’s study found that the inspiration and value cluster stood at number one, followed by the future growth and opportunity cluster while the tangible rewards cluster came in third or fourth in priority (Armstrong & Murlis, 2004, p. 13). However, the researchers argued that tangible rewards become the first in employees’ minds in organisations which employ people with low salaries compared with other organisations (Armstrong & Murlis, 2004, p. 13). It is evident that not all factors are important for all individuals, organisations and countries. Therefore,
it may thought that in Cambodia, for instance, where civil servants have been paid salaries below those required to maintain a family at subsistence level (World Bank & Asian Development Bank, 2003, p. 91), pay, tangible rewards or financial rewards are likely to be the most important motivator for civil servants to commit to job performance (cited in RibaunKorm (2011)).

Because of the prevalence of low pay, an assumption is made that pay, reward or compensation affects how public servants in developing countries such as Cambodia behave at work. This position is backed up by the research work of Armstrong and Murlis (2004), Milkovich et al. (2005), Chew (1997), and Klitgaard (1997). It means, for example, that while inspiration, value and opportunity for job advancement may be major factors to motivate public servants to perform well in some rich countries such as Australia, the UK and the USA where salaries are paid at least at a country’s subsistence level, these factors may not be applicable for some developing countries, like Cambodia, where civil servants are paid sums that cannot support a decent standard of living. For Cambodian civil servants, securing adequate income may the first priority because the income is needed for meeting the cost of living. As Milkovich et al. (2005) claimed, the amount people are paid affects the quality of their work and their attitude towards customers in both public and private sectors.

Chew (1997) made much the same point, emphasising that if civil servants were well paid in relation to the cost of living, performance would be good because they could concentrate on their work. Being paid reasonably, employees would be happy and would perform to the required standard without being constantly concerned with finding the money to support their standard of living. However, in many developing countries, where their pay is very low in relation to the cost of living, public servants’ productivity and quality of performance are disappointing. Or, as indicated by Klitgaard (1997, p. 492), “countries with lower civil service wages have significantly and importantly worse performance”. If pay is too low to support a reasonable life style, then civil servants would lack the motivation to perform well in their jobs and this situation could be
exacerbated by low levels of skills and knowledge and lack of organisational support (cited in RibaunKorm (2011)).

2.3.2 Performance
According to Bouckaert and Halligan (2008) there is no agreement on a single definition of performance and in many studies the meaning remains only implicit. The authors emphasised that there are different meanings given to performance and these may vary according to discipline and other factors. For example, Meyer (2002) defined performance as “what people and machines do: it is their functioning and accomplishments”. But when Berman (2006) defined performance, he emphasised both “effective and efficient use of resources to achieve results”. Bouckaert and Halligan followed the thinking of Berman arguing that “performance is a tangible operationalisation of results” (Bouckaert&Halligan, 2008). Despite the definitional disagreements, there is some common ground, and in general definitions of performance commonly relate to managing, operationalising and achieving results. Thus, performance derives from the ways in which organisations utilise individuals and other resources to achieve organisational goals.

Definitions of performance seem to be more about high levels of performance rather than low levels of performance. The focus is on achieving targeted and good results. For instance, and specifically in relation to this thesis, a teacher is employed to teach well. If he/she does not teach well compared with a teaching standard, there will be some factors that account for this (the factors that influence this performance will be investigated later in this chapter). In this case, the use of resources can be effective and efficient producing good results, or it can be ineffective and inefficient with unsatisfactory results, and it can also be ineffective but efficient, and effective but inefficient. Thus, the level of performance determines whether good or poor outputs are produced and whether this production is done efficiently. Campbell et al. (as cited in Sonntag&Frese, 2001) emphasised that “performance is what the organisation hires one to do, and do well”. But,
performance needs to be managed in order to secure good performance and increase productivity, and attain the desired quality of products and services.

Post World War II, performance measurement was generally concerned with productivity rather than outputs (Bouckaert & Halligan, 2008). However, recently, measuring performance has been much more concerned with dimensions of performance which are not only of value for the organisation but also are easily measured (Clark, 2005). These dimensions of performance are measured through indicators of performance outputs. Even though indicators of performance outputs are measured, in fact, performance measurement’s main objective is productivity or the technical efficiency of processing from input to output. If indicators of outputs are good compared to the standards set, it means that productivity or efficiency is high. Some writers focus on results when they measure performance: “the measurement must be on results and not on methods or performance [as] the results are measurable” (Ridley, as cited in Bouckaert & Halligan, 2008, p. 73).

Results and expenditures can be compared from year to year and from unit to unit to find out efficiencies or the achievement of objectives (Meyer, 2002).

The level of performance is required for temporal comparisons of indicators of accomplishments or functioning (Meyer, 2002 but it “must be inferred from measurable indicators of accomplishments or functioning” (Meyer, 2002). For example, one way of measuring school performance would be results per dollar spent, perhaps in terms of student exam success or other measures of attainment over a number of years. However, there are many variables that could reasonably account for the levels of performance. To know how performance is progressing, it is necessary to see current indicators of accomplishments or functioning and set targets, taking into account past achievements or functioning. Meyer (2002) recommended four measures of performance. These are: market valuation, financial measures, non-financial measures and cost measures. Market valuation is about total shareholder returns and market value added. Financial measures look at
accounting measures like profit margins and cash flow. Non-financial measures investigate such indicators as innovation, operating efficiency, conformance quality, customer/citizen satisfaction and loyalty. Cost measures are calculated by examining the comparisons of revenue or results with the cost or inputs. This approach compares to the past accomplishments or functioning but in identifying these four measures, Meyers was concerned particularly with the private sector.

Performance measurement in the public sector would have to extend the scope of Meyer’s items and measure such things as inputs/resources, activities, products/services delivered and outcomes/effects (Berman, 2006, pp. 23-37; Bouckaert & Halligan, 2008, pp. 78-83; Clark, 2005, pp. 323-34). To accomplish this, Andrews et al. (2006, p. 16) and Boyne et al. (2006, p. 5) focus on two ways of measuring performance: objective measures/archive data and subjective measures/conceptual data. Similarly, Clark (2005, pp. 323-24) distinguished between quantitative measures and subjective measures. Archive data or quantitative measures which derive from performance results are important in public management research; they are considered to be reliable indicators of public sector performance (Andrews et al., 2006, p. 16; Boyne et al., 2006, p. 5). For example, school exam results (good or bad) reflect elements of the effectiveness and efficiency of schools and students’ achievements on set targets. Conceptual data or qualitative measures derive from the perceptions of members of an organisation or the public; that is from the stakeholders, citizens, clients, audit agencies, members of parliament, public servants or expert researchers (Andrews et al., 2006, pp. 17, 37; McCourt & Eldridge, 2003, p. 218). Thus, the conceptual data or qualitative measures are feedback from stakeholders. Staff performance in the Cambodian civil service (CCS), which is the focus of this thesis, is measured on the basis of stakeholders’ perceptions (conceptual data or qualitative measures).

Performance standards are frequently used as benchmarks for measuring performance. They are often set by formal organisations to evaluate individual performance (Vroom, 1964). By definition, a standard is “a descriptions of a desired state of the world that is then used to calibrate the actual
state of the world” (OECD, 1994, p. 10). The description can be made using both quantitative and qualitative methods. Standards can be classified into minimum standards, average standards and best practice standards (OECD, 1994, pp. 10-11). For example, a patient, according to the Cambodian Patient’s Charter, should not wait for more than an hour to be seen by a doctor at a clinic or hospital. If the patient is seen by a doctor within this period, then a doctor’s performance meets a minimum standard of performance. Best practice standards are benchmarks set by potential stakeholders or a superior level of government. For example, a central government sets benchmarks or best practice standards for local governments to meet (OECD, 1994). Thus, in practice, benchmarks are not only used for measuring performance but they can also be inspirational factors and used to motivate civil servants to achieve the standard. Conversely, if standards are set too low, civil servants may underperform.

There is much literature on organisational behaviour that emphasises three key factors that determine individual performance. They are motivation, ability/capacity (including skills and knowledge), and organisational support (including knowledge of facts, rules, principles and procedures of the organisation) (Lawler III, 1973; Milkovich et al., 2005; Vroom, 1964; Wood et al., 2006). This is expressed in the following equation: Performance = f (motivation x ability x organisational support)

It follows from this equation that performance is the result of multiplying the effects of the three factors: motivation, ability and organisational support. In an earlier formula, it was argued that performance was formed by multiplication of motivation and ability (Lawler III, 1973; Vroom, 1964), but recent writers have added organisational support to the earlier formula (Milkovich et al., 2005; Wood et al., 2006). One question remains regarding the formula – namely, which factor is the most important determiner of performance compared to the others? This question is not answered in this thesis. Rather, the assumption is made that motivation is the key to understanding the level of individual performance. The validity of this assumption is tested in the next section.
2.3.3 Relationship between Remuneration and Performance
RibaunKorm (2011) carried out a study on the relationship between pay and performance in the Cambodian civil service (CCS). He held interviews with a range of stakeholders in the Cambodian government, including central government personnel, educational administrators, and school teachers and principals revealed that pay was either the most important, or at least a highly significant factor influencing performance, and it either adversely affected job performance or led to dissatisfaction with civil service jobs. However, pay played little or no role in motivating people to seek civil service jobs nor did it encourage good performance for those employed. Rather, interviewees pointed to such factors as job security or lifelong employment, social status and prestige, future personal growth and other opportunities, and professionalism as performance motivating factors. Pay was the most important demotivational factor discouraging civil servants from performing their jobs well. This link between pay and performance was also investigated through the application of motivation theories which, with the exception of expectancy theory, provided relatively poor fit with the Cambodian case. Performance was also investigated in terms of organisational culture and politics in the CCS and both were found to be significant influences on behaviour.

Researchers and practitioners have provided a variety of explanations about the relationship between pay and performance. What has been done can be broadly divided into two approaches – those based on factors and those based on theory. The first approach seeks to identify factors or motives which inspire individuals in the performance of their jobs. For example, Mann (2006) emphasised rational, norm-based and affective motives while others have indicated clusters of motivational elements, particularly intrinsic and extrinsic rewards (Agarwal, 1998; Daft &Pirola-Merlo, 2009; Mann, 2006). Armstrong and Murlis (2004) provided a more complex classification of motivational factors that affect performance, grouping them into six clusters (cited in RibaunKorm (2011)).
Those who use the factor approach follow an assumption that pay, reward or compensation affects how public servants behave at work in developing countries such as Cambodia, and because of the prevalence of low pay, performance is poor. This argument has been backed up by the academic work of Armstrong and Murlis (2004), Milkovich et al. (2005), Chew (1997), and Klitgaard (1997). In Cambodia, civil servants are paid sums that cannot support a decent standard of living. Securing adequate income may then become the first priority in their minds as they need to meet their necessary costs of living. Chew (1997) emphasised that if civil servants were well paid in relation to the cost of living, their performance would be good because they could concentrate on their work. When they are paid reasonably, they are happy and they perform to the required standard without being constantly concerned about finding more money to support their living. However, where public servants’ pay is very low in relation to the cost of living, their productivity and quality of performance are similarly low. As indicated by Klitgaard (1997, p. 492), “countries with lower civil service wages have significantly and importantly worse performance”. If pay was too low to support a reasonable lifestyle, then civil servants would lack the motivation to perform well in their jobs. This situation has been occurring in many developing countries, exacerbated by low levels of skills and knowledge and the lack of organisational support. Thus, in places such as Cambodia, where public service performance is a key element in accelerating development, reducing poverty and achieving the MDGs, understanding the low performance levels of public servants and the connection between pay and performance is particularly important clusters (cited in Ribaun Korm (2011).

Nunberg and Nellis (1995) wrote that in many developing countries, low pay had actually demotivated public servants in performing their work. However, it is not necessarily the case that high pay has been a good motivator for job performance. One of the main effects of alleged demotivation because of low level of pay in the public sector has been inadequate public services
for citizens. Low pay, according to McCourt (2003), produces adverse consequences, particularly corruption, as public servants look for other sources of income to support them and their families. It affects public servants’ commitment to their jobs as they divert from primary duties to other jobs (McCourt, 2003). Thus, in many developing countries, civil servants adopt the view that “you pretend to pay us, and we pretend to work” (McCourt, 2003). Public servants still work but have only limited commitment to their roles and responsibilities to serve the public as they devote time and effort to alternative ways of making extra income. This is a major problem in situations where public service performance is a key element in accelerating development, reducing poverty and achieving the MDGs.

Turinawe (2011) studied reward systems, job satisfaction, organizational commitment and employee performance in public higher institutions of learning in Uganda. The study investigated the relationship between reward systems, job satisfaction, organizational commitment and employee performance among academic and administrative staff of public higher institutions of learning in Uganda. The study involved 300 respondents selected from two institutions in Uganda that is Kyambogo University and Makerere University Business School. Data was collected using self administered questionnaires. In order to answer the research questions, the research used SPSS 19 version for data operation and analysis. Cross tabulation was used to describe the demographic sample used in the study. The results of Pearson correlation showed a significant positive relationship between the variables (reward systems, job satisfaction, organizational commitment and employee performance). The regression analysis showed that almost 38% of the variance in employee performance can be accounted for by reward systems, job satisfaction and organizational commitment with reward systems as the significant predictor of employee performance. Therefore the researcher concluded that in addressing employee performance among academic and administrative staff in these institutions it’s important to first manage the reward systems given, understand how to build job satisfaction and address the levels of organizational Employee
performance is influenced by a number of factors and these include reward systems commitment job satisfaction and organizational commitment (Sims 2002)(Cited in Turinawe, 2011). In most organizations poor reward systems lead to lower satisfaction and in turn produces very low organizational commitment (Caruth &Handlogten, 2001). Employees who experience job satisfaction are more likely to be productive, effective performers and committed to the organization. Research has shown that increased job satisfaction improves employees’ organizational commitment, performance and creativeness, and reduces absenteeism and turnover (Oshagbemi, 2010). Reward systems are made up of compensation, incentives and benefits provided for the employee as a reward for their contribution to the organization (Sims 2002). Poor reward packages are seen by employees as a source of unfairness in the system which causes the employees to become dissatisfied with their jobs resulting into lack of commitment thus affecting their overall performance (Bratton & Gold, 2007), Cited in Turinawe, 2011.

Nairuba (2011) studied motivational practices and teachers’ performance in Jinja municipality secondary schools, Jinja district, Uganda. Specifically, the study was carried out to establish the effect of provision of fringe benefits and the nature of working conditions under motivational practices on teachers’ performance in secondary schools. The study was qualitative and quantitative; and descriptive-correlation research design was used in the study. The researcher used purposive and simple random sampling techniques to select the research participants respectively from selected secondary schools. The target population was 225 and the sample size of the participants was 166. Data was collected using questionnaire as research instrument and analyzed by means of descriptive statistics, namely; frequencies, percentage, and mean. Pearson Correlation Coefficient was used to establish the relationship between motivational practices and teachers’ performance in secondary schools. The findings from the study indicated that 59.2% of the respondents with a high mean of 3.5464 reported that the nature of working conditions were still favorable to some employees and this reflected undesirable behaviors among the employees. Good
working conditions were necessary for all employees for their effective performance in institutions. The study showed that the payment of salaries and wages have no direct bearing on teachers” performance. The study findings indicated that 70.9% of respondents with a high mean of 3.5631 reported that fringe benefits like allowances, recognition, promotion and praises still depends on availability of funds and management’s perception. These benefits had an effect on teachers” performance when paid after completion of the task. The nature of working conditions was still favorable in some institutions and this affected the actual performances in schools. Good working conditions were therefore, pertinent for all employees’ performance in any institutions.

The study findings also indicated a weak correlation between motivational practices and teachers” performance as Pearson correlation was -.106 and the coefficient of determination was 0.0112, which is 1.12% level of determination; and this implies that there are other many factors that contribute to teachers” performance. In conclusion, the results of the study indicated that there is a very weak relationship between motivational practices and teachers” performance in urban secondary schools in Jinja.

Reward management is practiced in various aspects to help improve on employee performance and some include financial as well as non-financial rewards. Compensation and Benefits are part of the reward management practices in small businesses that can help to improve on the performance of such businesses. Compensation is the form of pay or incentive given to an employee for performing services for an employer. It is often based on wages, salaries, incentives, or bonuses (Arthur, 2007). Benefits are additional rewards that an employer may use to attract and maintain employees. An employee is compensated based on their skills, knowledge, experience, and education.

A wage and salary administration program is composed of a salary structure according to an employee’s pay grade that is based on job descriptions, position evaluations, and salary surveys.
These help to encourage employees to work towards achieving business objectives to achieve the required business performance levels. This is centrally to most small scale enterprises in Uganda as most do not have salary structures, but give salary according to the earnings of the enterprise or even the bargaining capacity of the personnel. This however fails them in attracting the best personnel that would rather be important improving the performance of the business.

Small businesses face a big challenge in the reward process since they typically do not have the monetary funds to hire employees with exceptional working skills, training, experience, and education to help improve on their performance (Dupray, 2001; Brown, Hamilton, and Medoff, 2000). Thus, it is challenging to compete with large businesses that may be willing and capable of paying higher wages for employees. As a result, workers in large firms usually have more education and work experience than those in small firms like those in Kawempe, which deny them to attract competent staff members from the reward management perspective.

As opposed to small businesses large firms are willing to pay employees more due to organizational working conditions such as the work schedule and environment that may influence the performance of such firms in one way or another. A large business portrays the image of long working hours, corporate appearance, rules, close supervision, less decision-making, and an impersonal and formal atmosphere (Brown, Hamilton, and Medoff, 2000). On the other hand, small firms may offer lower wages, but they portray a relaxed and informal environment, employee and employer relationship, and personal atmosphere where employees have the opportunity to make decisions and take responsibility (Dundon et al, 2009) and all such factors may influence the performance small businesses like those in Kawempe Division.

Compared to small firms, large firms are often able to offer a wider variety of benefits. Large firms tend to offer non-financial benefits to employees (Sack, 2001) that may include; health
insurance; paid vacations, holidays, funeral, and sick leave; retirement and savings plans; personal days off; overtime; discounts with local merchants, company product, or services; pay advancements; bonuses and merit raises; profit-sharing plans and stock options and flexible benefit plans. These are largely absent in small businesses like those in Uganda which would have been a big source of motivation for employees to achieve high performance levels.

CHAPTER THREE

METHODOLOGY

3.0 Introduction
This chapter presents the research design, research population, sampling methods, sample size, data collection tools, validity and reliability of research instruments, data analysis, ethical considerations, as well as the study limitations.

3.1 Research Design
The study employed a cross-sectional survey design using quantitative and qualitative approaches. It was cross sectional in the sense that the data was collected once at a time. The qualitative approach was used to collect detailed responses from the oral informants so as to supplement quantitative data collected from the questionnaires, specifically from the close ended items of the questionnaires.

3.2 Study Population
The target population of the study were 5,850. These included 520 teachers and 5300 students. Teachers gave responses on their remuneration. The justification for including students was to use them to assess their teachers’ performance, otherwise using teachers to assess themselves would lead to biased results. To get detailed information, some other 50 teachers, in addition to filling questionnaires, were subjected to oral interviews.
3.3 Sample Size

3.3.1 Sample size

<table>
<thead>
<tr>
<th>Category</th>
<th>Population (N)</th>
<th>Sample size (S)</th>
<th>Sampling Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>520</td>
<td>250</td>
<td>Morgan &amp; Krejcie table</td>
</tr>
<tr>
<td>Students</td>
<td>5300</td>
<td>650</td>
<td>Random sampling</td>
</tr>
<tr>
<td>Total</td>
<td>5850</td>
<td>900</td>
<td></td>
</tr>
</tbody>
</table>

Source: District Education Officer’s Office, Buikwe

Sampling Procedure
Schools were first clustered based on their locality, namely those in Lugazi, Njeru, Nyenga and Najjembe. This was done so as to ensure that all private secondary schools in the district are represented. After that, purposive sampling was used to select the schools from those localities. Specifically, very old and new schools were selected to participate in the study, as well as the seemingly rich and poor schools. The economic status of the schools was measured by their physical structures at their respective premises. Teachers were selected randomly. These were the ones who participated in the study.
3.4 Data collection methods
Questionnaires were used for the teachers and students since all the respondents were literate. The questionnaires contained close ended items. A total of 650 students were given questionnaires to report about their teachers’ performance. An average of 50 students from each school was taken, in addition to teachers filling questionnaires, 50 of them participated in oral interviews to give detailed responses. Relatedly, documentary review was done with regard to those particular secondary schools’ performance, specifically in the performance in the national examinations and in extra curricular activities, such as competing with other schools in games and sports.

3.5 Validity and Reliability of Research instruments
Before going to the field, the research instruments were pre-tested to prove their validity and reliability. They were pre-tested among 25 teachers who did not participate in the actual study. These helped to identify some weaknesses in the questionnaire, and were hence rectified before going to the field. After being rectified, a validity and reliability index calculation was made which produced results as 0.85 and 0.89 respectively, hence the instruments were proved to be valid and reliable.

3.6 Data Analysis
The quantitative data on the research objectives one and two were analysed using the arithmetic mean. The quantitative data on the third research objective was analysed using Pearson product moment correlation. Qualitative data was analyzed thematically using cumulative frequency after which it was triangulated with quantitative data.

3.6 Study limitations
First, honesty in filling questionnaires cannot be guaranteed. Since students were the ones reporting about their teachers’ performance, some could have exaggerated the state of affairs, probably because of having personal vendetta against some individual teachers. Having anticipated this, students were requested to be honest while filling the questionnaires. Secondly, the researcher
did not base teachers’ performance on the results of students in the national examinations of S.4 and S.6. This could have led to over-stating the findings. Future studies should address that area, after all the core roles of a teacher are not limited to students’ passing of national exams.
CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction
This chapter makes a presentation of the bio data of the respondents, presentation of the findings, their analysis and interpretation as per the study objectives.

In this study, 2000 respondents who participated in the study are described according to age and gender. In each case, respondents were asked to declare their respective profile information in order to enable the researcher classify them accordingly. Close ended questionnaires were employed by the researcher in ascertaining information about their personal profiles and their responses were analyzed using frequencies and percentage distributions as summarized in table 4.1.1 and 4.1.2 below.

Table 4.1.1: Profile of Respondents (Students)

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-14</td>
<td>174</td>
<td>26.9</td>
</tr>
<tr>
<td>15-17</td>
<td>460</td>
<td>70.8</td>
</tr>
<tr>
<td>18 and above</td>
<td>15</td>
<td>2.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>650</td>
<td>100</td>
</tr>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>398</td>
<td>61.2</td>
</tr>
<tr>
<td>Female</td>
<td>252</td>
<td>38.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>650</td>
<td>100</td>
</tr>
</tbody>
</table>
Results from Table 4.1 indicate that, most of the respondents were male (61.2%); and girls were 38.8%. This shows that though there is still gender imbalance in students’ access to secondary school education in Buikwe district. However, the gender disparity is not very big. Seemingly, parents have been highly sensitized on the importance of educating both boys and girls,

Regarding age, most of the respondents (70.8%) were in the age bracket of 15-17. Other students, 26.9% were in the age bracket of 12-14, and very few, 2.3% were aged 18 years and above. This implies that many of the learners in secondary schools in Buikwe district are adolescents.

**Table 4.1.2: Profile of Respondents (Teachers)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-23</td>
<td>31</td>
<td>12</td>
</tr>
<tr>
<td>24-30</td>
<td>140</td>
<td>56</td>
</tr>
<tr>
<td>31 and above</td>
<td>79</td>
<td>31</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>250</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td>Sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>142</td>
<td>57</td>
</tr>
<tr>
<td>Female</td>
<td>108</td>
<td>43</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>250</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Results from Table 4.1.2 indicate that, most of the respondents were male (57%); and female teachers were 43%. This shows that though there is still gender imbalance in the recruitment or staffing of teachers as there are more male than the female teachers.
Regarding age, most of the respondents (56%) were in the age bracket of 24-30. Other teachers, 31% were in the age bracket of 31 and above. This implies that the majority of the teachers in Buikwe district are youth.

4.1 Findings
The findings on each research objective are presented below.

4.2 Remuneration of teachers in Private secondary schools in Buikwe District
On this research objective, the findings, as per the teachers’ assessment, indicated that teachers’ remuneration was high, given the grand mean 2.56. This is shown in table 4.2.

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-financial (indirect) remuneration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food baskets</td>
<td>1.8</td>
<td>Low</td>
</tr>
<tr>
<td>We get lunch at school</td>
<td>3.74</td>
<td>Very high</td>
</tr>
<tr>
<td>We get break tea at school</td>
<td>3.0</td>
<td>Very high</td>
</tr>
<tr>
<td>We get evening tea at school</td>
<td>2.34</td>
<td>Very low</td>
</tr>
<tr>
<td>We get medication at school</td>
<td>2.50</td>
<td>Low</td>
</tr>
<tr>
<td>Our children receive treatment, paid fees by our school</td>
<td>1.56</td>
<td>Very low</td>
</tr>
<tr>
<td>End of year parties</td>
<td>2.52</td>
<td>High</td>
</tr>
<tr>
<td>Average mean</td>
<td>2.59</td>
<td>High</td>
</tr>
<tr>
<td><strong>Financial rewards</strong></td>
<td>Mean</td>
<td>Interpretation</td>
</tr>
<tr>
<td>We get adequate salary</td>
<td>2.48</td>
<td>low</td>
</tr>
</tbody>
</table>
Table 4.2 reveals that the remuneration of teachers in Buikwe district is perceived by the teachers to be good (mean 2.52). For both the financial rewards or indirect rewards and the non-financial rewards teachers indicated that they were receiving them highly (mean 2.59 and 2.52) respectively.

As for the non-financial rewards, respondents (teachers) ranked very highly namely, getting lunch at school and getting break tea at school (mean 3.4 and 3.70 respectively). This shows that almost all secondary schools in the district appreciate the value of feeding teachers while they are at school to motivate them to perform.

Very few schools however give food baskets to teachers, as well as offering free medication to the teachers’ sick children.

As for financial remuneration, many teachers indicated that their salary is paid on time and that they earn bonus payment attached to good performance.
Some teachers from some schools like Lugazi Mixed S. S revealed during oral interviews that their head teachers give bonus payment to teachers in whose subjects students score A (for S.6) and D1 (for S.4) in the national examinations. They said that it really encourages a spirit of good competition among teachers so that their students can perform highly and then get that money. One teacher said

“our head teacher told us that in future we shall be like St Lawrence schools and colleges in Wakiso district where the founder, Lawrence Mukiibi (RIP) used to give cars to the best performing students and teachers“

As for extra curricula activities, teachers reported that teachers who take students for their activities outside school, such as taking them for football, net, volley ball competitions with other schools, are usually given financial incentives

Regarding salary, the majority of teachers revealed that it was low (mean 2.48), the good news was that they were getting it on time (mean 3.18). However, the fact that the mean was not 4.00 maximum implies that in some schools it was not paid on time. This was lamented by several interviewed teachers especially in the new schools founded by individuals. One teacher said,

“Our boss is a businessman. He collects fees from students and injects it in his businesses. When he gets profit the he thinks of paying us. We usually demand salary of three months.”

Better remuneration of teachers as per the oral interviews was reported more in the Catholic Church founded schools and government aided schools than other categories of private schools.
4.3 Level of Teachers’ performance in Private secondary schools in Buikwe District

On this research objective, the study sought to establish the level of teachers’ performance with regard to teaching, assessment, as well as guiding and counseling students. The findings indicated that their performance was high given the grand mean 2.57, as shown in the table 4.3.

Table 4.3 showing teachers’ performance in Buikwe district

<table>
<thead>
<tr>
<th>1</th>
<th><strong>Teaching</strong></th>
<th>Mean</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>All our teachers:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i</td>
<td>Prepare scheme of work</td>
<td>2.48</td>
<td>Low</td>
</tr>
<tr>
<td>ii</td>
<td>Prepare lesson plans</td>
<td>2.35</td>
<td>Low</td>
</tr>
<tr>
<td>iii</td>
<td>Use teaching/learning aids</td>
<td>2.41</td>
<td>Low</td>
</tr>
<tr>
<td>iv</td>
<td>Make regular roll calls in class</td>
<td>2.31</td>
<td>Low</td>
</tr>
<tr>
<td>v</td>
<td>Review previous lessons before new ones</td>
<td>3.21</td>
<td>High</td>
</tr>
<tr>
<td>vi</td>
<td>Encourage learners participation in teaching</td>
<td>2.89</td>
<td>High</td>
</tr>
<tr>
<td>vii</td>
<td>Have very good knowledge of subject matters</td>
<td>2.85</td>
<td>High</td>
</tr>
<tr>
<td>viii</td>
<td>Explain clearly while teaching</td>
<td>2.45</td>
<td>Low</td>
</tr>
<tr>
<td>ix</td>
<td>Have good class control</td>
<td>2.86</td>
<td>High</td>
</tr>
<tr>
<td>x</td>
<td>Know us individually</td>
<td>1.71</td>
<td>Very low</td>
</tr>
<tr>
<td>Average mean</td>
<td>2.55</td>
<td>High</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th><strong>Assessment</strong></th>
<th>Mean</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our teachers:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i</td>
<td>Give daily exercises/assignment</td>
<td>2.40</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>Mark our assignment immediately after doing them</td>
<td>2.34</td>
<td>Low</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>iii</td>
<td>Sometimes cause us to exchange books and we mark ourselves under their guidance</td>
<td>3.15</td>
<td>High</td>
</tr>
<tr>
<td>iv</td>
<td>Record our scores in assignment</td>
<td>2.38</td>
<td>Low</td>
</tr>
<tr>
<td>v</td>
<td>Write appropriate comments in our books</td>
<td>2.50</td>
<td>Low</td>
</tr>
<tr>
<td>vi</td>
<td>Write abusive comments like “stupid, foolish”</td>
<td>2.41</td>
<td>Low</td>
</tr>
<tr>
<td>vii</td>
<td>Check our note books regularly</td>
<td>1.65</td>
<td>Very low</td>
</tr>
<tr>
<td>viii</td>
<td>Make follow up of our academic progress</td>
<td>2.31</td>
<td>Low</td>
</tr>
<tr>
<td>ix</td>
<td>Give us mid-term tests</td>
<td>3.08</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Average mean</td>
<td>2.47</td>
<td>Low</td>
</tr>
</tbody>
</table>

### 3 Guiding and counseling students

**Our teachers:**

<table>
<thead>
<tr>
<th></th>
<th>Advise us to concentrate on studies</th>
<th>3.10</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>Advise us to avoid bad peer groups</td>
<td>2.72</td>
<td>High</td>
</tr>
<tr>
<td>ii</td>
<td>Advise us to avoid sexual intercourse</td>
<td>2.79</td>
<td>High</td>
</tr>
<tr>
<td>iii</td>
<td>Talk to us about HIV/AIDS</td>
<td>2.68</td>
<td>High</td>
</tr>
<tr>
<td>iv</td>
<td>Advise us to avoid drugs like marijuana</td>
<td>2.53</td>
<td>High</td>
</tr>
<tr>
<td>v</td>
<td>Advise us to avoid alcohol</td>
<td>2.51</td>
<td>High</td>
</tr>
<tr>
<td>vi</td>
<td>Tell us the dangers of dropping out of school</td>
<td>2.63</td>
<td>High</td>
</tr>
<tr>
<td>vii</td>
<td>Tell us the dangers of early pregnancy</td>
<td>3.10</td>
<td>High</td>
</tr>
<tr>
<td>viii</td>
<td>Encourages students with personal problems to go and talk to them</td>
<td>2.45</td>
<td>Low</td>
</tr>
</tbody>
</table>
Quantitative data on teachers’ performance in the dimension of teaching, assessment of students’ work as well as guiding and counseling students revealed that it was generally high. This means that teachers in Buikwe district do, on average, perform their duties well. This was based on the way their students assess them.

Regarding teaching, one of the key activities of teachers out of the ten aspects teachers scored high on three aspects namely, reviewing a new topic taught (mean 3.21) encourages learner’s participation during teaching (mean 2.89) hence making the lessons more student-centred than teacher – centred having good class control mean (2.86) as well as having very good knowledge of the subject matter (mean 2.85). The implication is that teachers in Buikwe district are not mediocre. They love their job and do it diligently.

Surprisingly, many teachers do not prepare schemes of work and lesson plans, and do not use teaching/learning aids while teaching, as shown by the low means of 2.48, 2.35 and 2.41 respectively. This is absurd. A teacher teaching without a scheme of work and lesson plan is like a hunter who goes to hunt when he does not have a spear. More surprisingly in that way few teachers know their students individually as shown by the very low arithmetic mean of 1.76.

Using triangulation method, this quantitative data was triangulated with quantitative data on their aspect of teaching, teachers who were subjected to oral interviews claimed that they teach well
and the evidence they adduced to support their claim was based on the responses summarized in table 4.3.1.

Table 4.3.1 showing summary of qualitative responses of 50 teachers on their performance.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many students admitted in S.1 with poor grades get relatively fair grades in S.4 &amp; S.6</td>
<td>36</td>
<td>72</td>
</tr>
<tr>
<td>Some of our students join universities</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>We cover the syllabus in time</td>
<td>28</td>
<td>56</td>
</tr>
<tr>
<td>We are UNEB examiners</td>
<td>08</td>
<td>16</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A week can’t pass before we mark</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>We give mid-term and end of term exams</td>
<td>35</td>
<td>70</td>
</tr>
<tr>
<td><strong>Guidance and counseling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We talk about importance of studying</td>
<td>35</td>
<td>70</td>
</tr>
<tr>
<td>We punish those who go a stray</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>We tell students the dangers of early sex, pregnancy, abortion, HIV</td>
<td>38</td>
<td>76</td>
</tr>
<tr>
<td>We encourage students to be open with us</td>
<td>32</td>
<td>64</td>
</tr>
</tbody>
</table>
As table 4.3.1 shows, many oral informers agreed with the students. As the students indicated that teaching was good (mean 2.550) even the oral informers said they teach well as evidenced from the way they transfer students who enter S.1 with poor grades and they pass S.4 and S.6 with relatively fair grades, some of their students qualify for university admission, and that they cover the syllabus in time, as mentioned by 72%, 60% and 56% respectively, of the respondents (oral informers) a few oral informer (16%) reported that they were UNEB examiners which gives them added advantages in teaching and assessment.

One female teacher in Lugazi mixed S.S said, “we the UNEB examiner are the light of this school...even if you have a first class degree yet you do not know the technicalities of marking as per the UNEB standards, your students can hardly pass the national examinations. As an examiner, I am proud that I teach those technicalities to my students and they pass national examinations well”. In this, the element of a good teacher performance is implied.

As for assessing students’ work, it is unfortunate that the students indicated that it is done to a low scale or to a small extent (mean 2.4).

The low scores on giving daily exercises, marking assignments immediately after doing them recording of scores, write appropriate comments in students’ books and fellow up of students’ academic progress imply that many teachers do not do the fore mentioned aspects well. Though they do them, the extent to which they do them is low.

It is surprising that some teachers write abusive comments in students’ books, such as “stupid, wake up, foolish” (mean 2.41). Though those who do it are few, it is not necessary since it usually demotivates students.
Triangulating this quantitative data with quantitative data, 70% of the teachers reported that they give mid-term and end of term exams and mark them in time and that a week cannot pass without them giving to students assignments, as mentioned by 60% of the respondents.

Regarding guidance and counseling students, this is done highly or well as shown the mean of 2.70. It was reported that teachers highly advise students to concentrate on their studies, to avoid bad peer groups, to avoid sexual intercourse, to avoid alcohol and talk to them about HIV/AIDS, the dangers of dropping out school. This is collaborated with quantitative data where the majority of teachers reported that they talk with students’ issues related to studies, health and discipline so as to make them get out of the education system healthy and successful. This was affirmed by an oral informant from Nyenga Seminary, who said,

“In this school, we are training seminarians. Though some of them will, in future aspire for priesthood, others will not. Whichever the case will be, we have to mould them well to grow up with a responsible attitude towards life, in all aspects: social, political and economic. Since they are adolescents, they need a lot of guidance …. Actually they need more guidance than counseling”

This implies that many teachers fulfill their duty of guiding students, hence the conclusion that they perform well their duties.

4.4 Relationships between Remuneration and teachers’ performance in Private secondary schools in Buikwe district

This research objective sought to establish whether or not a relationship exists between remuneration and teachers’ performance in secondary schools in Buikwe district. The results as shown in table 4.4 reveal that a significant relationship exists between remuneration and
teachers’ performance in secondary schools in Buikwe district, as shown by the value of 0.003 in table 4.4

**Table 4.4 showing the relationship between remuneration and teachers performance in private secondary schools in Buikwe district**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>r.value</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remuneration</td>
<td>2.56</td>
<td>206</td>
<td>0.003</td>
</tr>
<tr>
<td>Performance</td>
<td>2.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results presented in table 4.4 indicate that remuneration predicts teachers’ performance. The positive r-value indicate that the more the remuneration, the higher the performance of teachers. This is corroborated with qualitative data from 50 oral informants, all of whom were teachers. Asked how remuneration can affect their performance of work, their responses are summarized in table 4.4.1.
Table 4.4.1 showing summary of oral responses on how remuneration impacts on teachers’ performance in private secondary schools, Buikwe district

<table>
<thead>
<tr>
<th>Responses</th>
<th>No. Of those who raised it</th>
<th>% of those who raised it</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) High remuneration causes teachers to feel happy</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>ii) High remuneration causes teachers to take their children to school</td>
<td>38</td>
<td>76</td>
</tr>
<tr>
<td>iii) High remuneration causes teachers to feel that their services are appropriated</td>
<td>35</td>
<td>70</td>
</tr>
<tr>
<td>iv) High remuneration causes teachers to feel that they are valued</td>
<td>30</td>
<td>60</td>
</tr>
</tbody>
</table>

From table 4.4.1 it is clear from the oral informants, all of whom were teachers that if remuneration is good or high, it motivates them to feel happy, to be able to take their children to school, to feel that their efforts are appreciated and that they are valued, and the end result is good performance of their work. On this, one male teacher in a private secondary with students under Universal Secondary Education (USE) said, “we are teaching many students but on average, we do not feel the pain because we are paid on time and our payment is assured, so we do our work with peace of mind.
5.0 Introduction
In this chapter, a thorough discussion of the findings of the study is made after which conclusion and recommendations are made. In the discussion of the findings, emphasis is on accounting for the findings of chapter four, cross referencing, as well as accounting for the similarities and differences between the findings of the present study and previous findings or earlier studies.

5.1 Discussion
5.1.1 Remuneration

The findings of the study indicated that teachers in Buikwe district are well remunerated in terms of noon-financial remuneration, as well as financial remuneration. Based on quantitative data, such good remuneration was attributed to the schools having many students who pay fees which are above 300,000 per term. Teachers through oral interviews argued that many schools collect a lot of money from students as school fees so since money is there, they do not find difficulties in remunerating teachers. This finding contradicts Bunjo (2016) who reiterated that teachers in private schools are poorly remunerated. The difference could be attributed to who perceives the payment to be low or high. The fact is that two different people can perceive the same payment differently, whereby one can perceive it to be low, yet another one can perceive it to be high. This rhymes well with the Makerere University academic staff frequent strikes over what they usually call low pay. Their salary is over Uganda shillings three million but they call it little, yet the secondary school teachers in Buikwe district who earn less than one million Uganda shillings
consider theirs good/high. Academic qualifications can be, among other things, a determining factor in the perception of the adequacy or inadequacy of the salary.

Surprisingly, in some schools like Nyenga Seminary the students are few. One teacher, a priest, said that the total number of students from S.1 to S.6 is about 270. Despite this, teachers are paid salary promptly though the salary is not high. He attributed this to the school culture as well as the Catholic Church’s desire to protect its image, plus the church not being materialistic.

5.1.2 Teachers’ performance in secondary schools in Buikwe district

The finding revealed that secondary school teachers in Buikwe district perform their duties well (high), especially teaching and guiding students. Though their assessing of the work of the students they teach is not done very well (mean 2.47), the general picture is that they perform their worker well. Based on qualitative data from the oral informants, good performance of their work was attributed to being qualified, that teaching is their bread earner, and that they are motivated well. This is collaborated with the assertion of teachers from some schools who said that teaching is a vocation, a call from God, you do it poorly and face God’s wrath on the day of judgment, or do it well and get God’s blessings… whatever we do we shall answer on that day.

The findings of the current study are in line with those of Mwebuge (2015) who carried out a research on primary school teachers in Masaka district and found out that they were working hard and that they loved their job.

Though the current study was carried out in secondary schools moreover in a different district (Buikwe) yet the previous study was carried out in Masaka, similar results were got, an indicator that teaching is loved by many of those who are in that very field (of teaching). Buikwe and
Masaka districts are found in central Uganda (Buganda region) where people’s standards of living are generally good (Nairuba, 2011). This can account for the similarity in the findings.

5.1.3 Relationship between Remuneration and teachers’ performance in Buikwe district

The finding on this research objective indicated that there is a significant relationship between remuneration and teachers’ performance in Buikwe district. However, though the positive r-value as per the study findings indicated that the higher the remuneration, the higher the performance and vice versa, some previous researches reject this view. For example, Guillebaud, a Cambridge Economist while commenting about Sisal plantation workers in Tanzania said claimed that an increases in money earnings is more likely to lead to a decreases in the amount of work done than an increase in, or even maintenance of their supply of effort” (Livingstone and Ord, 1991)

Relatedly, of late, Makerere University academic staff went on strike even their remuneration that the benefit for a long period of time though they were receiving salary which is far higher than that of secondary school teachers (Musiime, 2018). The dons refused to perform their duties despite the high salary they earn, yet the secondary school teachers who receive far less salary perform their duties. This implies that high remuneration does not necessarily predict good employee performance.

5.2 Conclusions
The conclusions drawn from the findings of the study as per the three research objectives are that:
1. Teachers in private secondary schools of Buikwe district perceive their remuneration to be good.

2. Students perceive their teachers in private secondary schools in Buikwe district, to be performing their duties well.

3. Remuneration of teachers positively correlates with their performance.

**5.3 Recommendations**

From the findings of the study it is realized that teachers’ remuneration and performance in private secondary schools were good, and the relationship between teachers’ remuneration and their performance was significant. Though teachers’ remuneration and performance were good, they were not excellent. Therefore, the following are suggested.

1. School founders should, from time to time raise the financial and non-financial remuneration they give to their teachers.

2. Teachers should put in more effort to perform better in their core duties of teaching, assessing students’ work, as well as guiding and counseling students.

3. Since performance is a function of remuneration, there is need for the school founders to appreciate more the efforts of their teachers by attaching more allowances to what their teachers do.
REFERENCES


Delery J., Shaw J. (2001). The strategic management of people in work organizations:


APPENDICES

APPENDIX 1:

QUESTIONNAIRE ON TEACHERS’ PERFORMANCE

(To be filled by students).

Kindly participate in this study by answering this questionnaire

Section A: Demographic Characteristics

1. Your gender...........

2. Your age............... 

Section B

Kindly provide information about your teachers by ticking either 4,3,2 or 1, whereby 4 means strongly agree; 3 means Agree; 2 means disagree; and 1 means strongly disagree.

<table>
<thead>
<tr>
<th></th>
<th>Teaching</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All our teachers:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i</td>
<td>Prepare schemes of work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii</td>
<td>Prepare lesson plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii</td>
<td>Use teaching/learning aids</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv</td>
<td>Make regular roll calls in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v</td>
<td>Review previous lessons before new ones</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi</td>
<td>Encourage learners participation in teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vii</td>
<td>Have very good knowledge of subject matters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>viii</td>
<td>Explain clearly while teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ix</td>
<td>Have good class control</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>x</td>
<td>Know us individually</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 2. Assessment

**Our teachers:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>Give daily exercises/assignment</td>
</tr>
<tr>
<td>ii</td>
<td>Mark our assignment immediately after doing them</td>
</tr>
<tr>
<td>iii</td>
<td>Sometimes cause us to exchange books and we mark ourselves under their guidance</td>
</tr>
<tr>
<td>iv</td>
<td>Record our scores in assignment</td>
</tr>
<tr>
<td>v</td>
<td>Write appropriate comments in our books</td>
</tr>
<tr>
<td>vi</td>
<td>Write abusive comments like “stupid, foolish”</td>
</tr>
<tr>
<td>vii</td>
<td>Check our note books regularly</td>
</tr>
<tr>
<td>viii</td>
<td>Make follow up of our academic progress</td>
</tr>
<tr>
<td>ix</td>
<td>Give us midterm tests</td>
</tr>
</tbody>
</table>

### 3. Guiding and counseling students

**Our teachers:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>Advise us to concentrate on studies</td>
</tr>
<tr>
<td>ii</td>
<td>Advise us to avoid bad peer groups</td>
</tr>
<tr>
<td>iii</td>
<td>Advise us to avoid sexual intercourse</td>
</tr>
<tr>
<td>iv</td>
<td>Talk to us about HIV/AIDS</td>
</tr>
<tr>
<td>v</td>
<td>Advise us to avoid drugs like marijuana</td>
</tr>
<tr>
<td>vi</td>
<td>Advise us to avoid alcohol</td>
</tr>
<tr>
<td>vii</td>
<td>Tell us the dangers of dropping out of school</td>
</tr>
<tr>
<td>viii</td>
<td>Tell us the dangers of early pregnancy</td>
</tr>
<tr>
<td>ix</td>
<td>Encourages students with personal problems to go and talk to them</td>
</tr>
<tr>
<td>x</td>
<td>Keep confidentiality of the personal information we tell them</td>
</tr>
</tbody>
</table>
QUESTIONNAIRE ON TEACHERS’ REMUNERATION (To be filled by teachers).

Kindly participate in this study by answering this questionnaire

Section A: Demographic Characteristics

3. Your gender………..
4. Your age………………
5. Your highest academic qualifications…………
6. Your marital status……………………

Section B

Kindly tick either 4,3,2 or 1, w hereby 4 means strongly agree; 3 means Agree; 2 means disagree; and 1 means strongly disagree.

As a teachers in this school we:

<table>
<thead>
<tr>
<th>Item</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Non-financial (indirect) remuneration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i Are offered food baskets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii We get lunch at school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii We get break tea at school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv We get evening tea at school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v We get medication at school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi Our children receive treatment, paid fees by our school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vii We get end of year parties</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### INTERVIEW GUIDE FOR TEACHERS

1. How do you rate the financial and non-financial remuneration you get as a teacher of this school? ........................................................................................................................................................................
.................................................................................................................................................................................................................................

2. Is it enough? .......................................................................................................................................................................................

   Why do you say

   so? .................................................................................................................................................................................................

3. How does your remuneration cause you to perform? ..........................................................................................................................