TEACHERS, REMUNERATION AND PERFORMANCE OF SCHOOLS UNDER UNIVERSAL PRIMARY EDUCATION (UPE) SYSTEM IN UGANDA. A CASE STUDY OF WAKISO DISTRICT

BY

BABIRYE BARBARA

REG NO. 05/U/8778/EXT

SUPERVISED BY

Ms. MBATUDDE SHEILA

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DECLARATION

I, Babirye Barbara declare that this research report is my original work. It has not been submitted to any other University or higher institution for any award and where it is indebted to work of others, due acknowledgement has been made.

Signature ……………………… Date…………………………

BABIRYE BARBARA

REG. NO. 05/U/8778/EXT
APROVAL

This work entitled “Teachers’ Remuneration and Performance of schools under Universal Primary Education (UPE) system in Uganda. A case study of Wakiso district” has been under my supervision.

Signature ……………………………… Date……………………

Ms. MBATUDDE SHEILA

SUPERVISOR
DEDICATION

I dedicate this piece of work to my dear parents, Salongo Ssenfuma Gerald and Nalongo Ssenfuma Prossy who foresaw the treasure in education, supported and inspired me in my academic pursuits. I also dedicate this piece of work to my Big Sister Ms. Nakamya Florence who has missed a lot for my sake.
First and foremost, I want to thank the almighty God for sailing me through all that I have gone through during my course.

I acknowledge my supervisor Ms. Mbatudde Sheila for tirelessly scrutinizing and proof reading this text and for the support offered during my report writing.

I would further like to thank my friends for the support and encouraging words in all that we went through.

I also thank my respondents for allowing me to carry out this research with minimal obstacles mainly during data collection.

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ABSTRACT
The study was about teachers’ remuneration and performance of schools under UPE system in Uganda. The purpose of the study was to establish the relationship between the variables. The objectives of the study were to establish the relationship between teachers’ remuneration and performance, to examine the relationship between teachers’ level of motivation and performance, and to examine the effect of teachers’ fringe benefits and nature of working conditions on performance of schools under UPE system.

Analytical and correlation designs were used in the course of the study. Quantitative data was gathered in order to establish the relationship between the independent and dependent variables. The data was collected from a total population of 100 respondents including teachers, deputy head teachers and head teachers. Data was presented in a tabular form with frequencies and percentages for singular classifications of responses. A statistical package for social sciences (SPSS) was used to establish the relationship between remuneration and performance.

Findings on establishing the relationship between teachers’ remuneration and performance of schools under UPE system revealed a strong and positive relationship between teachers’ remuneration and performance of schools under UPE system. Similarly, findings on examining the relationship between teachers’ level of motivation and performance of schools under UPE system revealed a strong and positive relationship. Study findings also revealed that teachers’ fringe benefits and nature of working conditions greatly affects performance of schools under UPE system.

The government or management should put up strategies to ensure that teachers’ salaries, wages and other allowances are adequate and satisfactory so that teachers can be able to provide individualized attention to their students, avoid absenteeism and strictly follow the policies and regulations of MoES for improved performance to be achieved in schools under UPE system. Finally the government or management should appreciate the significant relationship between the variables to ensure continued success and survival.
CHAPTER ONE

1.0 Introduction
This chapter presents background to the study, problem statement, purpose, objectives, research questions, scope and significance of the study.

1.1 Background to the study
UPE has been implemented as a major strategy for poverty reduction and economic benefits in the long run (MoES, 2000). It was aimed at providing basic education for all children aged between 6-12 years (MoES, 1998). Since 1997, UPE has made remarkable developments like increased teacher enrolment, increment in teacher salaries as a result of scrapping off of PTA, increase in number of government aided schools and increased student enrolment whereby in some places like in rural areas pupil to teacher ratio exceeded 100-one (Ministry of Education and statistics, 2002).

However despite of all the above mentioned achievements, performance of schools under UPE system has remained very poor and this could be attributed to poor teacher remuneration. Remuneration was defined by Maicibi (2005) as pay or reward to individuals’ work done. He quoted that remuneration was an important factor especially affecting performance in most organizations. On the other hand, Nkata (2004) defines performance as levels at which organizations through an aggregation of performance of individuals are able to accomplish a mission in respect of effectiveness and efficiency in service delivery so as to attain stakeholders’ objectives. UNESCO (2006) adds that poor performance of schools in Uganda in general was documented to be the outcome of poor remuneration of teachers.

Silvie Lambert (2004) observed that low and irregular wages for teachers especially in rural areas was a common problem in remuneration of teachers in schools under the UPE system. In addition, the primary teachers’ payroll was poorly managed causing delayed access to it by the teachers. Allegretto, Corcoran and Mishel (2008) compared weakly wages of fulltime public teachers with those of the people working in occupations
requiring comparable education and skills such as accountants, reporters, registered nurses and computer programmers and concluded that teachers’ pay fell behind that of many professionals with similar and comparable education backgrounds and the gap widened substantially in the recent years. Teachers’ salaries can be understood in the context of (PDL), meaning that it’s not enough for them to meet their needs. David Tash Lumu (2010) noted that teachers’ salary scale of about (shs 200,000) has remained constant for so long despite the ever increasing cost of living and lack of teachers’ houses was singled out as across cutting challenge which was reported every where.

Teachers under the UPE system are demoralized by the poor pay and hence teaching being considered the profession of the last resort while teacher absenteeism is a common practice (Silvie Lambert, 2004 and ANNAPCAN, 2008). Teacher turnover in schools under UPE system is high. According to Diane Trim (2010) teacher turnover is higher in schools with low salaries and poor working conditions. The poor UPE national result is also another outcome of poor remuneration of teachers. Moreover, there is double difference in estimates for the examination figures between public (UPE) schools and private schools. The results in public (UPE) schools are poor as compared to private schools (Ministry of Education and Statistics, 2002).

In conclusion the government, managers and administrators in institutions should always appreciate, evaluate positively and allocate rewards and incentives more appropriately to their staff for maximum performance and to achieve the desired or set goals and objectives.
1.2 Problem statement.
Despite of all the efforts, achievements and remarkable developments that the Ugandan government claims like the increase in government aided primary schools, increased student enrolment and increase in teachers’ salaries (MoES, 2000), the performance of schools under UPE system is still poor and this could be due to poor remuneration of teachers, fact being that teachers’ salary scale of shs 200,000 has remained constant for so long despite of the increasing cost of living in the country (David Tash Lumu, 2010). And this has also demoralized teachers leading to poor performance of schools under the UPE system which in the end can result into lack or loss of credibility of the government.

1.3 Purpose of the study
The study is intended to establish the relationship between teachers’ remuneration and performance of schools under the UPE system.

1.4 Objectives of the study
To establish the relationship between teachers’ remuneration and performance of schools under UPE system.

To examine the relationship between teachers’ level of motivation and performance of schools of schools under UPE system.

To examine the effect of teachers’ fringe benefits and nature of working conditions on performance of schools under UPE system.

1.5 Research questions
What is the relationship between teachers’ remuneration and performance of schools under UPE system?

What is the relationship between teachers’ level of motivation and performance of schools under UPE system?

What effect does teachers’ fringe benefits and nature of working conditions have on performance of schools under UPE system.
1.6 Scope of the study
The study on teachers’ remuneration and performance of schools under UPE system was conducted in five schools under UPE system in Wakiso district and these were; St Aloysius Primary school Kyengera, St Josephs’ Primary school Nabbingo, Nsangi Mixed Primary school, Kyengera Muslim Primary school and Muggongo Primary school. The target population involved teachers, deputy head teachers and head teachers. Questionnaires were used to collect data. The study was specifically to establish the relationship between teachers’ remuneration and performance of schools under UPE system.

1.7 Significance of the study
The findings of the study may have the following implications;

To researchers, findings would contribute to the existing literature for academicians who may serve to unearth new areas of research and provide much needed reference materials at higher levels of learning.

To policy makers and implementers, the study will assist to focus on their action to remunerate teachers towards improved performance of schools.

The study is also hoped to inspire other researchers to carryout similar studies in respect to other institutions.

It is aimed at enabling the government to realize the importance of teachers’ remuneration and the stabilization it creates on performance of schools under UPE system.
CHAPTER TWO

LITERATURE REVIEW

2.1 Indicators of Remuneration

According to Maicibi (2005) remuneration is referred to as pay or reward given to individuals work done. He quoted that remuneration was an important factor especially in affecting performance in most organizations. The indicators of remuneration include; basic salary, wages, healthy schemes, pension schemes, transport allowances, overtime allowances and responsibility allowances.

Basic salary: According to Bratton and Gold (2003:292) a salary is a fixed periodical payment for non-manual employees usually expressed in annual terms, paid per month with generally no additions for productivity. Salary is a fixed amount of money or compensation paid to an employee by an employer in return for work performed. Salary is paid, most frequently, in a bi-weekly pay check to an exempt or professional employee. In most years, an employee’s salary is paid in 26 even pay checks over the course of the year.

Wage: Refers to payment for labor or services to a worker, especially remuneration on an hourly, daily, or weekly basis or by the piece. Is also a payment to manual workers, always calculated on hourly or price rates (Bratton and Gold, 2003:292). According to the Wages Act 1986, a wage is any sum payable to the employee by an employer in connection with that employment. Therefore it includes fees, bonuses, commissions, holiday pay or other emolument relevant to the employment whether specified in the contract of employment or not. Wages include company sick pay and any other statutory payments for example payment for time off for trade union duties and jury service. According to Farazmand (2007) employees who receive the same wages regularly are more likely to perform poorly than employees who receive some incentives. Increasing wages motivates employees in the organization and makes it easy for them to perform well.

Pension scheme: This is one in which an employer promises a specified monthly benefit on retirement that is predetermined by a formula based on the employee's earnings
history, tenure of service and age, rather than depending on investment returns (Lee Ann Obringer, 2011).

Health scheme: Another indicator of remuneration is health insurance scheme, which is not offered by all companies and varies as to quality and cost. Companies typically pay part of the insurance premium. Health insurance may or may not extend to immediate family members like spouses and minor children. Dental and life insurance could also be offered as part of a remuneration package (Lee Ann Obringer, 2011).

Transport allowance: This is granted to an employee to meet his expenditure for purpose of Commuting between place of his residence & place of duty (Abhishek Raja, 2010). In the context of the study, transport allowance is given to teachers to commute between place of residence and school of work.

Accommodation or housing allowance: This is the amount of money paid in compensation for basic living expenses for employment situations. Amount of money given to teachers to cater for their living expenses for employment situation (Knyszewska Elżbieta, 2010).

Overtime allowance: is the additional amounts paid to hourly employees who work more than 40 hours in a week (Jean Murray, 2010). According to the context of the study this implies that if teachers work beyond stipulated time, they are entitled to this additional pay or over time allowance.

2.2 Motivation and performance.
Jakolya (2006) defines motivation as incentives that induce an individual to perform. They are identified as incentives that sharpen the employee’s drive to satisfy their wants. For example, people in a business which has developed a reputation for excellence and high quality tend to be motivated to contribute to this reputation. He further explains motivation as intrinsic and extrinsic motivation;

Intrinsic motivation refers to self motivated factors that influence people to behave in a particular manner or to move to a particular direction. Its seen as a behavior for its own sake in order to experience pleasure and satisfaction such as joy of doing a particular
activity or satisfying one’s curiosity (Dornyei, 2001b:49). Ryan and Deci (2000b:71) adds that extrinsic motivation is concerned with performance of an activity to succeed in getting separable outcomes, which contracts sharply with intrinsic motivation. He quoted that positive performance feedback increases intrinsic motivation while negative performance feedback decreases it. This implies that motivation greatly affects performance of an organisation.

Motivation according to Harmer (2001:51) pushes some one to do something in order to achieve something. It is also thought to be responsible for why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it (Dornyei, 2001:8). Additionally, Ryan and Deci (2000:54) states that to be motivated moves some one to do something. Unlike unmotivated people who have lost impetus and inspiration to act, motivated employees are energized and activated to the end of the task which ensures better performance in the organization. Farazmand (2007) postulates that motivation in an organization determines employee performance. He notes that most organizations have hard poor productivity because they do not motivate their employees. This implies that motivation affects performance.

In Victor Vroom’s expectancy theory (1964) people are motivated depending on their perceived job expectancy. They are also motivated if they feel that performance will lead to certain outcomes such as praise, pay and promotion. Therefore an employee’s belief regarding what is expected out of his job determines his motivational level. J. Stacy Adams (1965) in his equity theory of motivation adds that motivation of employees is influenced by the extent to which they perceive that they are treated fairly. They evaluate their in puts with someone in a comparable organizational situation. For example David Tash Lumu (2010) points out that teachers are the least motivated civil servants. He quotes that compared to other civil servants, teachers remain the least motivated. Their salary scale (about Shs 200,000) has remained constant for so long despite the ever increasing costs of living. Lack of teacher’s houses was singled out as a cross-cutting challenge.

Perry et al (2006) reviewed diverse literature on motivation and concluded that motivation incentives significantly improve employee performance, but effectiveness is
dependent upon organizational conditions. This is especially pertinent for service organizations when financial reinforcements tend to produce a stronger result as seen with a composite approach. Jakolya (2006) argued that a person might have job satisfaction but with a low level of motivation or the reverse is true. Understandably, the probability exists that highly motivated persons with low job satisfaction will look for other positions. Likewise people who find their positions rewarding but being paid considerably less than they desire or think they desire will search for other jobs. According to the context of the study some teachers have lost love for their profession because they are poorly motivated.

Farazmand (2007) postulates that performance is higher in those organizations where employees are adequately motivated. Therefore poor performance in schools under the UPE system could be due to low level of teacher motivation. Managers are supposed to create good working environment so as to motivate employees towards improved performance of the organization. Dornyei (2001c:135) discovered that undesirable demands of administrators, discouraging team spirit, neglecting rewards, financial problems are factors related to demotivation. It should be noted that every teacher is not motivated by entirely by the same demands and needs. Job satisfaction of each employee is often different from one another and without having intrinsic motivation; lack of success and poor performance is inevitable. If there are no other factors motivating teachers, the productivity and performance will decease dramatically.

According to Farazmand (2007) motivation of employees is affected by the wage system. Employees who receive the same wages regularly are more likely to perform poorly than employees who receive some incentives. Increasing wages motivates employees in the organization and makes it easy for them to perform well. Employee motivation is also affected by rewards. Managers are supposed to appreciate the performance of different employees in an organization so as to motivate them towards improved performance.

Similarly, Mark Bing (2010) low motivation stems from poor organizational and behavioral skills. Most of the employees feel less motivated to perform their task and refrain from using their productive skills to good use. Top management books recommend that goal setting, regular feedback and an effective reward setup in an
organization are very important factors for motivation. If an organization does not keep up to the expectations of the employees, low employee motivation is inevitable which greatly affects performance.

In addition, employee motivation is affected by working environment. Poor working environment affects employee motivation and leads to poor performance among employees and the organization as well. Promotion helps employee motivation in an organization which leads to improved performance. Also job security and royalty to employees helps to motivate employees to perform better. For example employees are more likely to perform better if they are assured of their jobs (Farazmand, 2007).

In institutions like schools, where employees (teachers) have already satisfied their physiological needs like land shelter clothing education and medical care salary is no longer a motivator but anything that can help them to meet their other needs (Robbins 2003).

Other scholars like Victor Vroom observed that money becomes a motivator only when it satisfies individual personal goals and this is dependent on performance criteria (Robbins, 2003:80). This means that workers (teachers) are satisfied with their jobs when salaries and wages given to them can satisfy their needs.

Research studies by Amstrong (2003), observed that external motivational practices like salaries and wages have a powerful effect on employees performance but do not necessarily last long. Maicibi (2003) postulates that salary increment is no longer a motivator to some employees because every time or moment employees adjust a new style. This perception makes them feel that the next quantity of money would be appropriate to meet their needs hence administrators should never expect their staff to openly say ‘we are satisfied and we no longer need a salary increment’. This is in line with the research findings by Robbins (2003) that additional amounts of money offered for performance, are not always perceived as significant by employees and teachers are no exception.
Therefore managers and administrators in institutions should always appreciate, evaluate positively and allocate rewards and incentives more appropriately to their staff for maximum performance (Robbins, 2003).

2.3 Fringe benefits and performance
Fringe benefits are extra benefits given to the employees in addition to salary and wages. Bratton and Gold (2003:292), referred to these allowances (fringe benefits) as the non financial rewards added to the basic pay, related to work behaviors, performance, learning and experience. The characteristics of fringe benefits include; promotion, advancement and job stability, leadership allowance, overload allowance, responsibility and recognition allowance.

Hanushek (2009) observed that teachers’ fringe benefits in developing countries include promotion, advancement, and job stability. However a problem with some third world countries is that there is poor school quality because little attention is paid to non-monetary amenities as with monetary amenities. The non-monetary in the study are the same as fringe benefits and according to Hanushek’s observation poor provision of teacher fringe benefits is the result for poor school performance.

Fringe benefits may be in form of leadership allowances, responsibility allowances, overload and overtime allowances, recognition and promotions. Fringe benefits in institutions provide a basis on which employees work towards the achievement of set goals. Therefore schools administrators and managers in institutions often use fringe benefits as means of improving performance (Dessler2003:204). And this can only mean that provision of fringe benefits has an effect on performance.

According to Mingat (2002) if teachers’ compensation becomes too low, it can be feared that teachers’ commitment to their jobs will be affected. However in schools where fringe benefits are on equitable grounds based on performance indicators of individuals, derive attraction, participation, commitment and improved performance. In schools under the UPE system, fringe benefits rarely exist and their inadequacy are the reason for increased teacher absenteeism, corruption, job dissatisfaction, little or no love for the
profession, reluctance in teaching and marking and late syllabus coverage hence leading to poor performance.

More to this, fringe benefits in schools under UPE system only exist in theories, meaning that teachers do not practically receive them, and where they exist they are not paid or availed within stipulated time which demoralizes them and little efforts have been put in place by the government to analyze the situation thus leaving a gap between them hence affecting performance of schools under UPE system.

Robbins (2003) indicated that employees who are unsatisfied with their jobs had many absenteeism rates than those with job satisfaction and with many attendance levels. He concluded that employee satisfaction and performance are connected with absenteeism. However findings have no significant difference with the study as the majority of teachers in schools under UPE system absent themselves to conduct private businesses for a living and collude with others not to perform which greatly affects performance.

It is therefore important to note that the attainment of results in any institution like schools, lies within the hands of the workers (teachers) therefore how they are remunerated will enhance achievement of set goals and continued better performance. Regardless of fringe benefits being financial or non-financial rewards, their existence and provision in time gives a more concrete reason for employees (teachers) to stay longer in institutions (schools) and basing on this issue, the government should avail teachers with adequate fringe benefits to retain the and improve performance of schools under UPE system.

2.4 Nature of working conditions and performance
Maicibi (2003) adds that the working conditions are hygiene factors which and when properly manipulated by the management and leadership has the potential of creating job satisfaction in employees. He also adds that the working conditions are governed by factors like adequate accommodation for staff, terms of payment, environment itself, provision and assurance of leave pays, retirement packages, empowerment and interpersonal relationships. The research findings reveal that favorable working conditions are associated with higher performance and poor working conditions are the
result for poor performance. Therefore the government should improve teachers’ working conditions for improved performance of schools under UPE system. The working conditions that matter the most to teachers’ include administrative leadership at their school, working relationships among their colleagues, level of parental support, teaching load and students discipline problems (Guarino, Satibanez and Daley, 2006).

The nature of working conditions in any organization lays a basis for good performance. Poor working conditions can cause stress and dissatisfaction which may lead to teachers to leave the teaching profession altogether (Hanushek and Rivkin, 2007). Perry et al (2006) reviewed diverse literature and financial incentives significantly improve performance and effectiveness is dependent upon organizational conditions.

According to Herzberg (2003), good working conditions create job satisfaction and where such conditions are inadequate, yield job dissatisfaction of employees; others leave the organization and develop negative attitudes towards work thus affecting performance. Hanushek (2009) acknowledges that a pleasant work environment in the third world context means better provision of amenities for teachers so as to retain them in their present job. He also observed rightly that the strategy of creating a pleasant work environment for all teachers is mostly seen in private schools, but there is no reason why the public sector could not employ it as well because all schools deal with human beings. This implies that pleasant working environment for teachers will make them satisfied with their jobs and retain them.

Richard Kent (2010) observed that although Universal Education is largely recognized as important, in Uganda the literacy development of the average child is immensely wretched in rural places. Children and teachers in rural places have a huge load of carrying out the day today implementation of Universal Education. Their working conditions are in a sorrowful state, yet this can be changed. The ill teaching/learning conditions mainly cause low performance of Universal Primary Education Schools.-and a blow to literacy development in these areas. A poor attitude is seen amongst communities, and UPE school teachers are now ill-treated or held responsible for the poor performances of children. So, the government of Uganda has
been called upon to put more resources in improving the life and working conditions of teachers (UNATU, 2010).

The Uganda National Teachers Union (UNATU) expresses concern that in Uganda, being a teacher means being paid a low salary, sometimes being treated unfairly, and working in poor conditions.

UNATU says despite the low pay and poor working conditions, teachers continue giving to society by teaching and improving the life chances of millions of learners. It also adds that if the country and the world in general is to recover from the economic crisis; conflicts & wars, school drop outs, natural disasters, low completion levels for girls, Gender Based Violence, Low learning results; Health and Safety, HIV & AIDS, Child Labor, Teacher Attrition and Bullying, among other ills, the starting point of any form of recovery has to begin with the teachers (UNATU, 2010).

A teacher's working conditions directly affect our ability to properly educate our children. These working conditions also affect the future of our country. Working conditions are generally defined as the physical environment in which an employee is expected to complete his or her job. For teachers, this is just the tip of the iceberg. Teachers are often underpaid and under-supported in their need for educational resources for their students. Poor working conditions can lead to many negative issues for teachers and the students they educate, including depression, anger and lack of interest (Angella Atkinson, 2010).

There are several common complaints from teachers about their work environments. Many don't have their own classroom or even their own desk to store materials. Those who do have their own classrooms often find that the facilities aren't adequate to handle their students' needs. Some don't have computers or Internet access in the classroom. Others don't receive sufficient benefit packages or training hours per year. Some schools don't even have libraries or playgrounds (Angella Atkinson, 2010). According to the researcher, this can greatly affect performance of schools.

Gladys Kalibbala (2007) while celebrating the International Teachers Day recently at Penile Beach in Entebbe, the teachers complained of inadequate facilities like classrooms, furniture and under stocked libraries, which makes their work difficult. Kampala — ENTEBBE Municipality teachers have asked the Government for good
working conditions in order for their pupils to get better education and improved school performance (Angella Atkinson, 2010).

Johnson and Susan Moore (2006) describe workplace conditions that support effective instruction and professional growth according to recent research. Key workplace conditions include: fair teaching assignments; opportunities for teachers to collaborate with colleagues; extra induction support, ongoing professional development, and expanded career opportunities; support for working with students, curricular support for high standards, adequate and safe facilities, and a supportive school leadership.

A report by Johnson and Susan Moore (2006) emphasizes the influence of substandard workplace conditions on the high rates at which teachers--especially new teachers--leave their schools or quit the profession altogether. It suggests greater numbers of talented teachers can be retained through improvements in workplace conditions, particularly at hard-to-staff schools.

Schneider, Mark (2003) adds that school facilities directly affect teaching and learning. Poor conditions make it more difficult for teachers to deliver adequate education to their students, adversely affect teachers' health, and increase the likelihood that teachers will leave their school. This study documented how teachers in Chicago and Washington, DC rated their working conditions and perceived the affect of those conditions on their job performance and teaching effectiveness. Similarly Perry et al (2006), reviewed diverse literature and financial incentives significantly improve performance and effectiveness is dependent on organizational conditions.

The quality of teaching is further compromised by teachers’ poor working conditions. Teachers in UPE schools complain of poor and late pay. Only recently, the teachers went on strike, demanding a minimum pay of Shs 200,000, and now they still want more (Richard Kavuma, 2006). This is also another indicator of poor remuneration of teachers so the researcher feels that the government should improve teachers’ working conditions for improved performance of schools under UPE system.
2.5 Performance

Nkata (2004) performance is defined as levels at which an organization through an aggregation of performance of individuals is able to accomplish its mission in respect to line for effectiveness and the efficiency in service delivery so as to attain stake holders’ needs. Grassing (2002) adds that performance entails effectiveness which refers to the firm’s ability to serve and produce what the market requires at a particular time and efficiency which means that meeting the objectives at the lowest possible benefits.

Similarly Perry et al (2006), reviewed diverse literature and financial incentives significantly improve performance and effectiveness is dependent on organizational conditions. This means that better salaries and wages availability and provision of adequate fringe benefits will attract better performance, whereas, poor organizational conditions like poor salaries and wages, inadequate provision of fringe benefits always attract poor performance in an organization. Robbins (2003) observed that employees who are unsatisfied with their jobs had many absenteeism rates than those with job satisfaction and with many attendance levels. He concluded that employee satisfaction and performance are connected with absenteeism.

2.5.1 Performance measurements

Performance measurement is seen as a means of achieving improvements in the public sector (Helden, 2006 and Wilson, 2004). Performance measurement is necessary since government has an obligation to keep track of state funded services (Morris, 2000). Pressure to measure performance is being placed by a range of stake holders including government and non-government funders, donors, volunteers, employees, users and beneficiaries (Wain Wright, 2003).

There is a belief that what an organization should measure depends on what it is trying to achieve (Johnston and Pongatichat, 2008; Neely and Kennerly, 2002). Nothing is known about whether performance measures actually achieve the aims of the government agency (Propper and Wilson, 2003). Measurement clarifies and focuses on long term goals and strategic objectives. Internal public sector reforms have resulted into pressure for many public organizations to demonstrate that there have been improvements in performance.
and that goals and objectives are being achieved (Boyne, 2002; McAdam et al; 2005 and Pollit, 2000).

Performance measurement involves comparing actual performance against expectations and setting up targets in which progress objectives can be measured. For nearly 30 years the performance measurement literature has focused on developing relevant, integrated, balanced, strategic and improvement-oriented performance measurement systems (Brititci et al, 2005).

Like the private sector, measuring performance in the public sector has received much academic and practitioner attention (Andrew et al, Johnsen and kennerly, 2005).

According to Diane Tim (2010) academic performance measures like student national results are the most direct way to measure performance of different schools and by facts and by facts and statistics of student percentage performance grades (Joanna, 2007). Student national results can be measured to determine performance of different schools. For example based on academic performance Ellior Joseph (2004) observed that private schools perform better than public schools as evidenced by the national examination results.

Assessing economy, efficiency and effectiveness through performance is control to the public sector measurement (Bringnalt and Modell, 2000; Wilson, 2004 and Macpherson, 2001). Grassing (2002) observed that performance entails effectiveness, which refer to firm’s ability to serve and produce what the market requires at a particular time and efficiency which means meeting the objectives at the lowest possible cost with highest possible benefits. He emphasizes that organizational performance should be looked at in terms of economy, efficiency and effectiveness which are usually measured in financial terms.

Teacher turnover. All else being equal teacher turnover is higher in schools with lower salaries and poor working conditions (Diane Tim, 2010). This implies that low teacher turnover will only exist where there are higher teacher salaries and better working conditions. Diane goes on to note that happy teachers are better teachers are happy performance will be higher and their turnover will be low.
Performance driven pay for teachers sounds like a good idea. Teachers would be given more incentives to improve their teaching and students would be likely to receive better results (Angella, 2007). According to the ministry of education and statistics (2004) private schools perform better than government aided schools because teachers in private schools are adequately remunerated. UNESCO (2006) Poor performance in schools has been documented to be the result of poor teacher remuneration. Teacher commitment can be used to measure performance

Absenteeism: Robbins (2003) observed that employees who are unsatisfied with their jobs had many absenteeism rates than those with job satisfaction and with many attendance levels. He concluded that employee satisfaction and performance are connected with absenteeism.

Report cards. District routinely issue report cards highlighting test score outcomes and other key indicators of educational performance. These have become center pieces of attention among not only educators but many other stakeholders. Measurement provides performance information to many stake holders. Performance measures are the most effective methods of communicating to legislatures and citizens about the success of Programmes and services. For example public education, states and schools.

2.6 Relationship between remuneration and performance.

School performance is directly linked to quality and quantity of teachers’ remuneration. This means that there is a close link between teachers’ remuneration and performance. The most provided incentives by schools include housing, transport allowances and salaries. In order to improve performance, school administrators try to motivate teachers using job amenities like wage increment, housing allowances, transport allowances and promotions (UNESCO, 2006). However in schools where remuneration is on equitable grounds based on performance indicators of individuals, derive attraction, participation, commitment and improved performance (Mingat 2002).

Hanushek (2009) postulated that people join organizations like schools to satisfy their varied needs. Teachers for example join the teaching profession to meet their financial and social needs because in turn they are paid salaries and given other incentives to
improve their livelihoods. However due to poor remuneration in schools under the UPE system, teachers have not been able to satisfy their needs and this directly affects performance.

Increasing teacher salaries is frequently cited as the best mechanism for reaching this goal. However, in contrast to the prevailing sentiment, teacher salaries have steadily declined relative to salaries in the non-teacher labor market since the early 1980s (see Bacolod, 2007; Goldhaber, 2001; Loeb and Page, 2000).

Although the relationship may not be causal, Hanushek and Rivkin (2007) found that teacher quality, as measured by teachers’ scores on standardized tests and the selectivity of their undergraduate institutions, also declined during the same time period. Thus, the renewed emphasis on teacher quality forces policymakers, researchers, and school administrators to focus on whether increasing teacher wages improves teacher quality and student performance.

Some research suggests that increasing teacher pay, whether it is through salary increases, performance bonuses, or recruitment incentives, results in better student achievement on end-of-grade tests (Ferguson and Gilpin, 2009; Hanushek, Kain, and Rivkin, 1999; Lazear, 2003).

In addition, Loeb and Page (2000) found that increasing wages reduces the dropout rate. Hanushek, Kain, and Rivkin (1999) hypothesize that higher pay may improve student achievement by encouraging teachers to exert more effort in an attempt to compensate for their higher salaries. Despite the evidence that higher salaries have a positive impact on student achievement, some researchers contend that increasing teacher salaries may not be worth the investment. For example, there is some evidence that the impact of salary changes is nominal compared to the impact of non-pecuniary factors—e.g., teacher working conditions or the percentage of students who receive free or reduced-price lunches (see Ferguson and Gilpin, 2009; Hanushek, Kain, and Rivkin, 1999).

Goldhaber (2001) argues that, since teachers sort themselves based on non-pecuniary factors, increasing salaries will not have an effect on the distribution of teachers and,
therefore, will leave some students without access to high quality teachers, hence affecting the performance of the school.

Using this research as a basis, some contend that it may be better for policymakers, state officials, and school administrators to concentrate on changing non-pecuniary factors rather than increasing teacher salaries. According to Maicibi (2003) performance and expectations are high and remuneration is very low, this reduces morale in workers as well as performance.

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

Ifinedo (2003) demonstrated that a motivated worker is easy to spot by his or her agility, dedication, enthusiasm, focus, zeal, and general performance and contribution to organizational objectives and goals. Erdill and Yetkiner (2001) indicated that employee characteristics had to be taken into consideration and that the link between employee-remuneration gaps and labor productivity depends on an employee’s position in the remuneration structure.

Jirjahn and Kraft (2007) reported that the labor-relations regime and the type of incentive schemes play an important role in determining the sign and magnitude of the link between employee-remuneration gaps and labor productivity.

It has furthermore been argued that difference in (1) the size and kind of ownership of organizations (Beaumont & Harris, 2003) and (2) the kind of management regime
(Belfield & Marsden, 2003) also impact on the relation between employee-remuneration gaps and labor productivity. Lazear (1995) came to a very interesting conclusion: he argued that (1) the remuneration regimes of employers should be tailored to take the characteristics of their workforce into account and (2) less-dispersed employee-remuneration gaps were preferable at management level.

In terms of skill levels, Genre et al. (2005) and Lallermond (2007) indicated that smaller remuneration gaps are required for higher-skilled employees if labor productivity is to be enhanced. Heyman (2005), Prendergast (2002) and Turner and Jackson (2009), however, concluded that the relationship between remuneration gaps and labor productivity (performance) is stronger when employees are more skilled. According to them, the reason is that the remuneration regime for higher-skilled employees is linked to firm performance and that more dispersed employee-remuneration gaps induce these employees to act in an optimal manner (with higher levels of productivity).

Foss and Laursen (2005) and Mahy et al. (2009) indicated that employee-remuneration gaps for less-skilled workers should be smaller, as limited performance-linked regimes are needed to enhance labor productivity.

Uncertainty in the business or economic environment impacts on the sign and magnitude of the link between employee-remuneration gaps and labor productivity. Brown and Medoff (1989), Prendergast (2002) and Mahy et al. (2009) confirmed the existence of a positive relation between uncertainty and the dispersion of employee-remuneration gaps. The basic argument is that performance-linked remuneration regimes (which entail more dispersed remuneration gaps) are more prominent when business or economic uncertainty is high.

Fagio, Salvaness and Van Reenen (2007), however, argued that, in a highly uncertain business or economic environment, the link between employee-remuneration gaps and labor productivity should be weaker simply because employees regard performance-linked remuneration regimes as unfair (since they have less control over their own labor-output relation).

Companies must also tackle the contentious question of ‘pay-for-performance’. Robbins (2003) observed that employees who are unsatisfied with their jobs had many
absenteeism rates than those with job satisfaction and with many attendance levels. He concluded that employee satisfaction and performance are connected with absenteeism.

Seegers says there is cynicism among shareholders that companies pay executives regardless of performance, exercising their discretion to pay out even when the formula does not yield the desired result. “There is a clear need to ensure that the relationship between pay and performance is robust. Key to this is that companies must demonstrate when the financial success of a business is as a result of the skills of the senior executive team - and conversely, where luck played a role. A pay-for-performance approach requires differentiation of these two and caution should be taken that such a remuneration policy does not encourage excessive risk-taking to boost performance.” (Gerald Seegers, 2009)

Reward packages must also be considered in their totality. Executive reward is multifaceted, typically including fixed short-term pay in the form of salary and benefits; fixed long-term pay in the form of pension; variable short-term pay in the form of annual bonus; and variable long-term pay in the form of deferred bonus and long-term incentive awards. With the exception of salary and benefits, all of the other components of reward introduce uncertainty. However the remuneration committee must place a value on these different elements, which can move significantly in value over time, when making decisions on incentive awards. They must give thought not just to the value of reward today, but to the potential payouts and the impact on future retention value. Robust valuation methodologies involving specialist advice may be required to do this effectively (Gerald Seegers, 2009).

David Tash Lumu (2010) adds that teachers are the least motivated civil servants. “Compared to other civil servants, teachers remain the least motivated. Their salary scale (about Shs 200,000) has remained constant for so long despite the ever increasing costs of living. Lack of teacher’s houses was singled out as a cross-cutting challenge which was reported everywhere.

Rural schools in hard to reach districts are the worst affected. In that case, teachers are left with no choice but to rent from far off places which oftentimes breeds perpetual absenteeism and hence poor performance for those schools,”
Eric Hanushek and Steven Rivkin examine how salary and working conditions affect the quality of instruction in the classroom. The wages of teachers relative to those of other college graduates have fallen steadily since 1940. Today, average wages differ little, however, between urban and suburban districts. In some metropolitan areas urban districts pay more, while in others, suburban districts pay more. But working conditions in urban and suburban districts differ substantially, with urban teachers reporting far less administrator and parental support, worse materials, and greater student problems.

Difficult working conditions may drive much of the difference in turnover of teachers and the transfer of teachers across schools and this greatly affects performance (Hanushek and Rivkin, 2007).

Steven Garry, Erick Alan (2007) Using rich data from Texas public schools, the authors describe in detail what happens when teachers move from school to school. They examine how salaries and student characteristics change when teachers move and also whether turnover affects teacher quality and student achievement. They note that both wages and student characteristics affect teachers' choices and result in a sorting of teachers across schools, but they find little evidence that teacher transitions are detrimental to student learning.

The extent to which variations in salaries and working conditions translate into differences in the quality of instruction depends importantly on the effectiveness of school personnel policies in hiring and retaining the most effective teachers and on constraints on both entry into the profession and the firing of low performers (Hanushek, Rivkin, 2007).

They conclude that overall salary increases for teachers would be both expensive and ineffective. The best way to improve the quality of instruction would be to lower barriers to becoming a teacher, such as certification, and to link compensation and career advancement more closely with teachers' ability to raise student performance.

UNESCO (2006) noted that poor performance of schools in Uganda in general was documented to be the outcome of poor remuneration of teachers. Robbins (2003) concludes that managers and administrators in institutions should always appreciate, evaluate positively and allocate rewards and incentives more appropriately to their staff.
for maximum performance. This shows that there is a close link between teachers’ remuneration and performance.

2.7 Conclusion
The research reveals that proper remuneration of teachers is associated with higher performance and poor remuneration of teachers is the reason for poor performance of schools under UPE system. Therefore it is safe to say that teachers’ remuneration is the core for effective performance in schools, implying that the government should improve on teachers’ remuneration in order to improve performance of schools under the UPE system.
CHAPTER THREE
METHODOLOGY

3.1 Introduction.
This chapter covers research design, measurement of variables, study population, sampling technique, sample size, sources of data, data collection methods, data processing, data presentation and analysis, and finally winds up with the limitations of the study.

3.2 Research design.
Analytical and correlation and regression research designs were employed in the study.

Quantitative data was gathered to establish the relationship between teachers’ remuneration and performance of schools under UPE system.

3.3 Study population.
The study was conducted in five (5) schools under UPE system in Wakiso district. Data was collected from teachers, head teachers, and deputy head masters from the selected schools. The study population was chosen because was expected to be reasonable enough to give a fair presentation and to reflect a fair view of the relationship between teachers’ remuneration and performance of schools under UPE system.

Teachers were involved in the study because they are directly concerned with the teaching and therefore, expected to give reliable information about their schools.

Head teachers and deputy head masters were involved in the study because they are directly concerned with the implementation of the teaching and remuneration of teachers thus, being in the centre of all school activities.

3.4.1 Sample size.
The study encompassed a representation of sample of 100 respondents from the selected UPE schools in Wakiso district including both male and female teachers, deputy head teachers, and head teachers.
3.4.2 Sampling technique.
Simple random sampling and purposive sampling were used to select the sample basically intending to minimize bias so as to attain the purpose of the study and to save time and money.

3.5 Sources of data
Data was collected from two sources; both primary and secondary sources of data.

Primary data was collected from 100 respondents which included teachers, deputy head teachers and head teachers from the selected UPE schools in Wakiso district.

Secondary data was obtained from recognized journals, report publications, news letters, annual reports and text books, documents and written literature on teachers’ remuneration and performance of schools.

3.6 Data collection methods.
The method of data collection was questionnaires. Questionnaires were designed according to five (5) likert scale (strongly agree, agree, not sure, disagree and strongly disagree) consisting of a set of items which respondents are expected to react to in writing.

Questionnaires were used because the study was concerned mainly with variables which could not be directly observed such as views, opinions, perceptions and feelings of respondents. Given the time constraint, questionnaires were the ideal tool for collecting reasonable amount of data within a very short period of time and, the study population being largely literate was unlikely to have difficulties responding to questionnaire items.

3.7 Measurement of variables
The major variables in the study were teachers’ remuneration and performance of schools under UPE. Teachers’ remuneration was measured in terms of adequacy and satisfactory of wages, salaries, allowances and how it contributes to performance of schools. Performance was measured in terms of quantity, quality of performance indicators like teacher commitment, absenteeism, turnover, productivity, and the students’ national examination results.
3.8 Data processing, presentation and analysis
After collecting data, well answered questionnaires were organized, data carefully edited to remove errors, coded, analyzed and sorted for the next stage.

Data was presented in a tabular form with frequencies and percentages for singular classification of responses, easier analysis and visual impression.

A statistical package for social sciences was used to establish the relationship between teachers’ remuneration and performance of schools under UPE system.

Descriptive analysis was used so that findings are not generalized beyond the sample and inferential analysis was used to draw conclusions concerning the relationship and differences found in the research results and enabled the researcher to use the sample to draw conclusions about the population from which the sample was drawn.

3.9 Limitations of the study.
Time constraint was encountered during the accomplishment of the study. However, a timetable was drawn for the research and strictly followed so as to attain the purpose of the study.

Financial constraint was also another major challenge for the study as research is believed to be an expensive venture.

Ideally, this study would have been conducted in all schools under UPE system in Uganda but, time and financial constraints dedicate a smaller sample.
CHAPTER FOUR
PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction
This Chapter presents findings of the study on the relationship between teachers’ remuneration and performance of schools under Universal Primary Education (UPE) system in Uganda according to the data collected. The findings are analyzed, interpreted and presented according to the important variables, objectives of the study and the research question.

4.1 Response rate
There was a positive response from the respondents.

4.2 Findings on general information
Personal Data
The researcher identified the respondents’ bio data in respect of gender, age, level of education and the length of service or period of stay in UPE schools in order to appreciate the reliability and the accuracy of the research findings.

Table 1: Gender of the respondents

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>37</td>
<td>35.9</td>
<td>35.9</td>
<td>37.0</td>
</tr>
<tr>
<td>Female</td>
<td>63</td>
<td>61.2</td>
<td>61.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Source: primary data
Table 1, indicates that 35.9% of the respondents were male, and 61.2% were female. This implies that, there was gender bias in the study meaning that men are not all that interested in teaching in UPE schools as compared to women.

**Table 2: Age range of respondents**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>20-24</td>
<td>6</td>
<td>5.8</td>
<td>5.8</td>
</tr>
<tr>
<td></td>
<td>25-30</td>
<td>14</td>
<td>13.6</td>
<td>20.0</td>
</tr>
<tr>
<td></td>
<td>31-34</td>
<td>39</td>
<td>37.9</td>
<td>59.0</td>
</tr>
<tr>
<td></td>
<td>35-50</td>
<td>28</td>
<td>27.2</td>
<td>87.0</td>
</tr>
<tr>
<td></td>
<td>above 50</td>
<td>13</td>
<td>12.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Source: primary data*

Table 2 above, findings indicated that 5.8% of the respondents were aged between 20-24 years, 13.6% between 25-30 years, 37.9% between 31-34 years, 27.2% between 35-50 years and 12.6% were above 50 years of age. This showed that the respondents that were approached were mature enough to answer the questions in the questionnaires.
Table 3: Marital status of the respondents

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Single</td>
<td>18</td>
<td>17.5</td>
<td>17.5</td>
</tr>
<tr>
<td></td>
<td>Married</td>
<td>74</td>
<td>71.8</td>
<td>71.8</td>
</tr>
<tr>
<td></td>
<td>Separated</td>
<td>3</td>
<td>2.9</td>
<td>2.9</td>
</tr>
<tr>
<td></td>
<td>Widowed</td>
<td>5</td>
<td>4.9</td>
<td>4.9</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: primary data*

Table 3 findings showed that 17.5% of the respondents were single, 71.8% were married, 2.9% were separated and 4.9% were widowed. This shows that respondents of different marital status working in different UPE schools were freely willing to contribute towards completing my study.

Table 4: Level of respondents’ qualification

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Certificate</td>
<td>17</td>
<td>16.5</td>
<td>16.5</td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
<td>79</td>
<td>76.7</td>
<td>76.7</td>
</tr>
<tr>
<td></td>
<td>Degree</td>
<td>4</td>
<td>3.9</td>
<td>3.9</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: primary data*

Table 4 indicated that, 16.5% of the respondents had certificates 76.7% had diplomas, 3.9% had degrees and there was no one who had attained a PhD. This implies that people
teaching in UPE schools have at least attained the minimum level of education to participate in the attainment better performances.

**Table 5: Length of service teaching in primary schools**

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>5</td>
<td>4.9</td>
<td>4.9</td>
<td>5.0</td>
</tr>
<tr>
<td>1-3 years</td>
<td>18</td>
<td>17.5</td>
<td>17.5</td>
<td>23.0</td>
</tr>
<tr>
<td>4-6 years</td>
<td>57</td>
<td>55.3</td>
<td>55.3</td>
<td>80.0</td>
</tr>
<tr>
<td>Above 6 years</td>
<td>20</td>
<td>19.4</td>
<td>19.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

*Source: primary data*

Table 5: findings indicated that 4.9% of the respondents had served for less than one year, 17.9% for 1-3 years, 55.3% for 4-6 years, and the rest 19.4% have served for more than 6 years. This implies that respondents were knowledgeable enough about UPE schools to provide relevant and reliable information on the variables of the study.
4.3: To establish the relationship teachers’ Remuneration and performance of schools under UPE system.

Findings on the relationship between teachers’ remuneration and performance of schools under UPE system.

Table 6: Correlations between teachers’ remuneration and performance of schools under universal primary education (UPE) system in Uganda

<table>
<thead>
<tr>
<th></th>
<th>TEACHERS’ REMUNERATION</th>
<th>PERFORMANCE OF SCHOOLS UNDER UPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHERS’ REMUNERATION</td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.956**</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>100</td>
</tr>
<tr>
<td>PERFORMANCE OF SCHOOLS</td>
<td>Pearson Correlation</td>
<td>.956**</td>
</tr>
<tr>
<td>UNDER UPE</td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>100</td>
</tr>
</tbody>
</table>

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

Table 4.5 above, findings revealed that there is a strong positive relationship between teachers’ remuneration and performance of schools under Universal Primary Education (UPE) system in Uganda at Pearson correlation coefficient r=0.956**, p=0.00. And therefore this means that as the teachers’ remuneration are improved automatically performance improves. On the other hand therefore, as the teachers’ remuneration retards performance also worsens.

4.4 To examine the relationship between Teachers’ level of Motivation and Performance of Schools under UPE system.

Findings on examining the relationship between Teachers’ level of Motivation and Performance of Schools under UPE system.
Table 7: Correlations between teachers’ level of motivation and performance of schools under UPE system

<table>
<thead>
<tr>
<th></th>
<th>Teachers’ level of Motivation</th>
<th>Performance of Schools Under UPE System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers’ level of Motivation</td>
<td>Pearson Correlation</td>
<td>.760**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>100</td>
</tr>
<tr>
<td>Performance of Schools Under UPE System</td>
<td>Pearson Correlation</td>
<td>.760**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>100</td>
</tr>
</tbody>
</table>

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

From the Table above, findings revealed that there is a strong positive relationship between teachers’ level of motivation and performance of schools under Universal Primary Education (UPE) system at Pearson correlation coefficient $r=0.76**$, $p=0.000$. This implies that teachers’ level of motivation affects performance of schools under Universal Primary Education (UPE) system by 76% and 24% by other factors. Therefore if the level of motivation is improved, performance will also improve and if motivation is poor performance will also be poor.

4.5 To examine the effect of Teachers’ fringe benefits and nature of working conditions on performance of schools under UPE system

Findings on examining the effect of Teachers’ fringe benefits and nature of working conditions on performance of schools under UPE system
Table 8: Showing the effect of teachers’ fringe benefits, nature of working conditions on performance of schools under UPE system.

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized coefficients</th>
<th>Standardized coefficients</th>
<th>t</th>
<th>Sig. F Change</th>
<th>Adjusted R Square</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Constant)</td>
<td>.648</td>
<td>.180</td>
<td>.170</td>
<td>3.610</td>
<td>.000</td>
<td>.641</td>
</tr>
<tr>
<td>Teachers’ fringe benefits</td>
<td>.173</td>
<td>.171</td>
<td>.170</td>
<td>1.014</td>
<td>.313</td>
<td>.000</td>
</tr>
<tr>
<td>Nature of working conditions</td>
<td>.659</td>
<td>.172</td>
<td>.644</td>
<td>3.840</td>
<td>.000</td>
<td>.641</td>
</tr>
</tbody>
</table>

a. Dependent variable: Performance of schools under UPE system.

Using regression analysis, it was found out that teachers’ fringe benefits and nature of working conditions predicts performance at significance 0.313 and 0.00 respectively. Therefore, this implies that teachers’ nature of working conditions are the strongest predictor of performance of schools under UPE system.

R square is 0.648 and adjusted R square is 0.641 meaning that teachers’ fringe benefits and nature of working conditions affect performance of schools under UPE system by 64.1% and 35.9% by other factors. Therefore if teacher’s fringe benefits and nature of working conditions are well catered for, performance of schools under UPE system can also improve automatically.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE FINDINGS

5.0 Introduction
This chapter covers summary, conclusions, recommendations of the findings and ends with areas for further study. The purpose of the study was to establish the relationship between teachers’ remuneration and performance of schools under UPE system Uganda, a case study of Wakiso district.

5.1 Summary of findings
The study was carried out to establish the relationship between teachers’ remuneration and performance of schools under UPE system in Uganda. The research was based on the objectives of the study

Findings on establishing the relationship between teachers’ remuneration and performance of schools under UPE system revealed a strong and positive relationship between teachers’ remuneration and performance of schools under UPE system (r=0.956**, p=0.00). UNESCO (2006) notes that poor performance of schools in Uganda in general has been documented to be the result of poor teacher remuneration. However in schools where remuneration is on equitable grounds based on performance indicators of individuals, derive attraction, participation, commitment and improved performance (Mingat 2002).

Findings on examining the relationship between teachers’ level of motivation and performance of schools under UPE system revealed a strong and positive relationship at Pearson correlation coefficient r=0.76**, p=0.000. Teachers are the least motivated civil servants and if improved, performance of schools under UPE system can automatically improve (David Tash Lumu, 2010). Similarly Farazmand (2007) postulates that performance is higher in those organizations where employees are adequately motivated. Findings also indicated that an increment in teachers’ salaries can motivate them towards improved performance this is in line with research studies by Amstrong (2003), who
observed that external motivational practices like salaries and wages have a powerful effect on employee performance.

Findings on examining the effect of teachers’ fringe benefits and nature of working conditions on performance of schools under UPE system were that: Overload allowances, recognition allowances and leadership allowances are inadequate and unsatisfactory, Teachers’ accommodation are uncondusive and inadequate and, teachers are not provided with adequate facilities to handle student needs. Schneider, Mark (2003) adds that school facilities directly affect teaching and learning. Poor conditions make it more difficult for teachers to deliver adequate education to their students. Robbins (2003) indicated that employees who are unsatisfied with their jobs had many absenteeism rates.

5.2 Conclusions
A significant positive relationship between teachers’ remuneration and performance of schools under UPE system was established.

The study findings also indicated that low level of teachers’ motivation leads to poor performance of schools under UPE system. Findings also revealed a strong and positive relationship between teachers’ level of motivation and performance of schools under UPE system.

Findings revealed that, teachers’ fringe benefits and nature of working conditions greatly affects the performance of schools under UPE system.

5.3 Recommendations
From the findings, the government should appreciate the significant positive relationship which exists between teachers’ remuneration and performance of schools to ensure continued survival and success of schools in a competitive nation like Uganda.

The government should also put up strategies like increasing teachers’ salaries, promotion and recognition of teachers in order to improve performance of schools under UPE system.
There is also need for the government to put up strategies to ensure that teachers’ accommodation are conducive and adequate, adequate facilities are put in place for teachers to handle student needs and overload, recognition and leadership allowances for teachers are satisfactory for improved performance of schools under UPE system.

5.4 Areas for further research
The study did exhaust all the dependent variables that influence school performance thus the need for the researchers to conduct an exhaustive study on the variables listed under.

5.4.1 Supervision and performance of UPE schools.

5.4.2 Motivation of teachers and performance of pupils in UPE schools.

5.4.3 Management and performance of schools under UPE system.
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APPENDIX I: QUESTIONNAIRE
MAKERERE UNIVERSITY

FEMA

QUESTIONNAIRE FOR THE TOPIC: TEACHERS’ REMUNERATION AND PERFORMANCE OF SCHOOLS UNDER UNIVERSAL PRIMARY EDUCATION (UPE) SYSTEM IN UGANDA:
A CASE STUDY OF WAKISO DISTRICT

You are humbly requested to objectively respond to this questionnaire by answering the few questions below.
It is purely academic research and answers will be treated with utmost secrecy and used for academic purposes only.

SECTION ONE (GENERAL INFORMATION)

Please tick your appropriate choice in the boxes provided.

Name of School: ..........................

1. Gender
   Male  Female

2. Age (years)
   20-24  25-30  31-34  35-50  Above 50

3. Marital status
   Single  Married  Separated  Widowed

4. Educational level
   Certificate  Diploma  Degree  Post graduate

5. Period of stay or length of service in UPE schools
   Less than 1  4-6 years
   1-3 years  Above 6 years
**SECTION TWO: REMUNERATION**

Please tick your appropriate choice in answer box

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

<table>
<thead>
<tr>
<th>No.</th>
<th><strong>Statement</strong></th>
<th>SD</th>
<th>D</th>
<th>NS</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teachers’ salaries in schools under UPE system are paid promptly</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>Teacher’s basic salary can cater for all their needs</td>
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<td>3.</td>
<td>Teachers’ wages in schools under UPE schools are satisfactory</td>
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<td>4.</td>
<td>Housing and transport allowance is satisfactory among all teachers at all levels in UPE schools</td>
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<td>5.</td>
<td>Teacher salary differences have no effect on performance of school under UPE</td>
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<td>6.</td>
<td>Teachers in schools under UPE receive adequate recognition allowances.</td>
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<td>7.</td>
<td>Overtime allowances given to teachers in schools under UPE are satisfactory.</td>
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<td>8.</td>
<td>Teachers get health insurance schemes in schools under UPE.</td>
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<td>9.</td>
<td>Wages and salaries can act as an incentive for good performance.</td>
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<td>10.</td>
<td>There is no doubt all teachers in schools under UPE get promotion at all levels.</td>
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**MOTIVATION**

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</thead>
<tbody>
<tr>
<td>1.</td>
<td>An increment in teachers’ salaries can motivate them towards improved performance</td>
<td></td>
<td></td>
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<td>2.</td>
<td>Provision of training and development opportunities to teachers motivates them</td>
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<td>3.</td>
<td>Assurance of healthy schemes motivates teachers towards improved performance</td>
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<td>4.</td>
<td>Promotion of teachers motivates them towards improved performance</td>
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<td>5.</td>
<td>Recognition of teachers motivates them towards improved performance</td>
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**FRINGE BENEFITS**

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<tbody>
<tr>
<td>1.</td>
<td>Promotion of teachers can greatly affect performance</td>
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<tr>
<td>2.</td>
<td>Teachers adequately receive recognition and responsibility allowances</td>
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<td>3.</td>
<td>Overload allowances and leadership allowances in schools under UPE are satisfactory</td>
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<td>4.</td>
<td>Teachers are assured of job stability</td>
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<td>5.</td>
<td>Job advancements can improve performance of schools under UPE.</td>
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## NATURE OF WORKING CONDITIONS

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<th>SA</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teachers are given opportunities to collaborate with their colleagues</td>
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<td></td>
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<tr>
<td>2.</td>
<td>Teachers are provided with adequate and conducive accommodation</td>
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<tr>
<td>3.</td>
<td>Teachers are availed with expanded career opportunities in schools under UPE</td>
<td></td>
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<td>4.</td>
<td>There are better terms of teacher payment in schools under UPE</td>
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<td>5.</td>
<td>Teachers are provided with adequate facilities to handle student needs</td>
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## PERFORMANCE

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<tbody>
<tr>
<td>1.</td>
<td>Student national results in schools under UPE is high</td>
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<td>2.</td>
<td>There are no cases of teacher absenteeism in schools under UPE</td>
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<td>3.</td>
<td>Teachers provide individualized attention to their students in schools under UPE system.</td>
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<td>4.</td>
<td>Teacher turnover is low in schools under UPE system</td>
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<td>5.</td>
<td>Schools under UPE strictly follow the policies and regulations of the Ministry of Education and Sports</td>
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Thanks for your participation
APPENDIX II : PROPOSED BUDGET

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<td><strong>Subtotal</strong></td>
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