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Remuneration and Job Performance of Teachers in Government Aided Secondary Schools in Western Uganda

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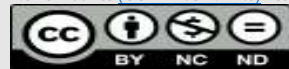
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Abstract: *The study investigated the relationship between remuneration and job performance of teachers in government-aided secondary schools in Western Uganda. Remuneration was studied in terms of basic pay, income security schemes, and bonuses and allowances. Teachers' job performance was considered in terms of classroom teaching, management of students, discipline and regularity and interpersonal relations. The study adopted a cross-sectional research design using the quantitative approach on a sample of 333 teachers. Data were collected using both a questionnaire. Descriptive results revealed that job performance of teachers high and remuneration moderate. Inferential analysis showed that while income security schemes had a positive and significant influence on teachers' job performance, basic pay had a positive but insignificant influence on teachers' job performance, and bonuses and allowances had a negative insignificant influence on teachers' job performance. It was concluded that low remuneration to teachers impedes high job performance, especially when basic pay is low and there is a lack of bonuses and allowances. Existence of income security schemes increases the job performance of teachers. Therefore, it was recommended that stakeholders involved in the management of schools such as Government, headteachers, and Boards of governors, devise means of enhancing the remuneration of*

teachers. Teachers should be given bonuses for exceeding performance and allowances when they do extra work. The pension plan and social welfare benefits should also be made attractive to increase the job performance of teachers.

Keywords: Allowances, basic pay, Bonuses, Income security schemes, Job performance

1. Introduction

Teachers are the most important resource in schools because the quality of an education system depends on the quality of its teachers (Chong & Ho, 2009). The key to improving public education is placing high performing teachers in all classrooms (Darling-Hammond, 2010). Job performance of teachers has been a matter of concern throughout history. For instance, the clergy in the 1700s in towns in the USA evaluated the effectiveness of teachers. The clergy were considered logical choices for this role because of their extensive education and presumed ability to guide religious instruction in schools. Individual supervisors or supervisory committees were charged with monitoring the quality of instruction (Marzano, Frontier & Livingston, 2011). In 1837, in the United Kingdom, the Government appointed the first school inspectors to monitor the performance of teachers (Jeong, 2009). The Foster Education Act in 1870 in the UK set up School Boards for effective supervision of the performance of teachers (Doherty, 2012). In the latter part of the 19th century and the early part of the 20th century, Frederick Taylor's scientific management penetrated into schools to ensure teachers job performance (Marzano et al., 2011). In 1929, in his book Public School Administration, Cubberley indicated that schools were, in a sense factory in which the raw products (children) had to be shaped and fashioned into products to meet the various demands of life (Mathison & Ross, 2008). Cubberley laid out a set of principles for school administrators that emphasised measurement and analysis of data to ensure that teachers in schools were productive (Marzano et al., 2011).

Since the 1940s, when UNESCO was established, it has monitored the performance of teachers assessing trends and developments in education and educational policies affecting their

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performance (Mayor, 2008). However, according to Hanushek and Ettema (2017), teachers productivity has declined since 1970, indicated by a decline in scores of students. Symeonidis (2015) indicates that the trend of decline in teachers' performance has been a global phenomenon in a number of countries in the western world, Asia and most of Sub-Saharan Africa, especially in public schools. Taking the example of the USA, teacher performance has recently come under great scrutiny and has triggered a hot political debate in many states. To enhance teacher job performance, policymakers have advocated for abolishing teacher tenure to base job security on performance. States including Colorado, Florida and others have thus passed Bills to abolish teacher tenure. Others have lengthened the number of years teachers have to wait before becoming eligible for tenure (King-McKenzie, Bantwini & Bogan, 2013). In the UK, in the 2000s, teacher morale was reported to be at a low ebb (Torrington, Earnshaw & Ritchie, 2003). As a measure to fight poor teacher job performance, since 2002, all schools and local authorities for centrally attached staff have been required to review the performance of teachers (Ward, Penny & Read, 2006) annually.

In Africa, the challenge of decline in the performance of teachers is higher. For instance, in South Africa, the country is grappling with large numbers of dysfunctional schools because of dispirited, demoralised and underperforming teachers (Pretorius, 2014). According to Vermooten, Malan and Boonzaier (2020), in 2012 in South Africa, the Ministry of Education reported that teachers had the highest absenteeism rate in the Southern African Development Community. On average, every teacher was absent for 19.7 days in 2012, and the absenteeism rate in 2017 was equally disconcerting. In addition, there teacher late-coming and attrition were also a cause for concern. Within the East African region, teachers' performance of teachers is also low. For instance, there are reports of rampant absenteeism in Kenya, late coming, failing to assess students' work in time, and engaging in examination malpractices (Olurotimi, Asad & Abdulrauf, 2015). In Tanzania, there are widespread reports of professional misconduct in almost all institutions of education, from primary schools to higher learning institutions. Especially in rural schools, there is absenteeism, drunkenness, sexual abuse, examination fraud, use abusive language, drug abuse, and unethical dressing. Around 200 to 300 teachers are dismissed each year on the grounds of professional misconduct (Mabagala, 2016).

In Uganda, like other East African countries, the situation is not any better. Mugizi, Dafiewhare, Manyange and Zikanga (2020) indicate that teachers highly show a lack of motivation to carry out their teaching job and fail to execute all their professional duties such as effective classroom teaching management to students, and ensuring discipline and regularity. About 15 per cent of teachers have not been turning up to teach their classes. Consistently teachers report late and have not been effectively executing all their professional duties like making schemes of work, lesson plans and performing weekly duty. Over the years, the poor performance of teachers has been reflected in the dismal performance of students in Uganda National Examinations Board (Mugizi, Mujuni & Dafiewhare, 2019). Concerned with the poor job performance of teachers, the Government has given attention to uplifting the welfare of teachers believing that their morale will improve, enhancing their job performance. For instance, the Government has tried to improve the remuneration of teachers, and overtime salaries of teachers have been improving, and there has been support to teachers Savings and Credit Cooperatives (SACCOs) (Talemwa, 2016). There have also been attempts to construct houses for them to provide decent accommodations (Auma, 2015). Teachers are also guaranteed of retirement benefits, including a monthly pension commensurate with a teachers rank, salary and length of service, and a gratuity paid at the beginning of the retirement (Namara & Kasaija, 2016).

Despite the effort to enhance remuneration for teachers, their performance remains low. In Government aided in the southwestern region where the study was carried out, teaching did not conform to the standards set by the National Curriculum Development Centre [NCDC] and the Directorate of Education Standards [DES] (Uganda National Examination Board [UNEBC], 2015). Teachers showed disinterest in their jobs, with a number of them involved in over-consumption of alcohol negatively affecting their jobs and careers in ways that include poor performance, neglect and loss of job (Rukundo & Magambo, 2013). Teachers consistently reported late for duty; some teachers hardly appeared at schools and had poor relations with fellow teachers, among others.

Many teachers in secondary schools in Uganda hardly prepared schemes of work and lesson plans, and neither conducted sufficient practical lessons or gave time for remedial classes for academically weak students (Malunda, Onen & Musaaazi & Oonyu, 2016). These kinds of pedagogical practices led to poor performance of many students in the national examinations - year after year (Uganda National Examination Board [UNEB], 2015). The persistent poor job performance of teachers despite efforts aimed at improving their remuneration attracted this study. Remuneration was studied considering basic pay, income security schemes, and bonuses and allowances. In response to the above problem, the following research hypotheses were tested;

- i. There is a relationship between income security schemes and job performance of teachers.
- ii. There is a relationship between bonuses and allowances and job performance of teachers.

2. Theoretical Review

Herzberg's (1959) Two Factor Theory is also known as the Dual Factor Theory, or Hygiene/Maintenance Theory of Motivation, proposes that certain factors are known as motivators or satisfiers in the workplace that cause job satisfaction, and a separate set of factors known as dissatisfiers cause dissatisfaction (Dartey-Baah & Amoako, 2011). The hygiene factors meet man's needs to avoid unpleasantness but do not motivate them to take more interest in the work or get engaged in their work (Tan & Waheed, 2011). Hygiene factors are related to the conditions under which a job is performed. When an employer is unable to provide enough of these factors to his employees, there will be job dissatisfaction (Burton, 2012). Such hygiene factors are; company's policies and administration, supervision, working conditions, interpersonal relations with supervisors and other subordinates, salary, job security, status, personal life, and employee benefits (Dartey-Baah & Amoako, 2011). On the other hand, motivating factors or satisfiers are intrinsic factors in the job and act as forces of job satisfaction. These factors are achievement, recognition for accomplishment, increased responsibility, opportunity for growth and development, and creative and challenging work (Lee, 2017). Motivating factors motivate subordinates to take more interest in the work (Nabi, Islam & Dip & Hossain, 2017). This theory shows that remuneration as hygiene factor might lead to employee performance. Therefore, Herzberg's Two Factor Theory was the basis for examining the relationship between employee remuneration and employee job performance.

2.1 Basic Pay and Performance of Teachers

Basic pay is the amount of pay (the fixed salary or wage) that constitutes the rate for the job. It may be varied according to the grade of the job or the level of skill required (Armstrong, 2007). Basic pay or salary is the most obvious reward employees receive at work. Basic pay is as the pay in terms of hourly wage, a rate of wage for each unit produced, known as piece work rate or rate of wage per month or year is called a salary (Xinping, Shafi, Hua & Nazeer, 2015). Studies (e.g. Afful-Broni, 2012; Hameed, Ramzan, Zubair, Ali & Arslan, 2014; Ibrar & Khan, 2015; Kwak & Lee, 2009; Odunlami & Asabi, 2014; Onu, Akinlabi & Fakunmoju, 2014; Saani, 2013; Subroto, 2013; Tornikoski, 2011; Waga & Simatwa, 2014; Wekesa & Nyaroo, 2014) investigated basic pay and employee performance. Afful-Broni (2012) related motivation and job performance using the staff of University of Mines and Technology, Tarkwa, Ghana. Using descriptive statistics, the findings revealed that low monthly salary or income and the general lack of motivation reduced morale for high performance at the University. In relation to the above, Hameed et al. (2014) investigated the impact of compensation on employee performance using employees from different banks of Pakistan. Regression results showed that salary had a positive significant impact on employee performance.

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

In relation to the above, Kwak and Lee (2009) examined the effects of compensation package on performance of the Korean firms. The findings of the study revealed that compensation was significantly associated with performance. Relatedly, Odunlami and Asabi (2014) examined the effect of compensation management on employees' performance of the entire staff of an organisation in the food and beverage sub-sector of the manufacturing industry in Nigeria. Their findings ANOVA findings revealed that compensation was a significant determinant of employee performance. In their study, Onu, Akinlabi and Fakunmoju (2014) explored the influence of some part of motivational factors (remuneration, recognition and incentives) on employees' performance in Nigeria using staff of Babcock University as units of analysis made findings in agreement with the findings of the above authors. The findings of the study revealed the existence of a strong positive and significant relationship between incentives and remuneration with job performance. Further, Saani (2013) investigated the influence of compensation and teacher supervision on teacher work performance with headteachers and teachers in private basic schools in the Ashaiman community of Tema, Ghana, as units of analysis. Regression results indicated that compensation had a positive significant effect on work performance. However, non-financial compensations contributed more to teachers work performance than financial compensations.

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

Analysis of the literature above indicated that there was a significant effort by scholars to examine the relationship between basic pay and performance of employees. The literature showed that there was a relationship between basic pay and performance of employees. Nevertheless, contextual gaps emerged with the fact that none of the studies carried out in the Ugandan context. Besides, only a few of the studies were carried out in primary schools (e.g. Saani, 2013; Waga & Simatwa, 2014), with a number of studies carried in universities and secondary schools (e.g. Afful-Broni, 2012; Onu et al. 2013; Tornikoski, 2011; Wekesa & Nyaroo, 2014) with others in sectors such as the manufacturing sector and banking yet basic pay was ultimately not should have been different. These gaps called for this study to find out whether there was a relationship between basic pay and job performance of teachers in primary schools in Uganda.

2.2 Employee Income Security Schemes and Performance of Teachers

Income security is the perceived stability and continuance of one's income while on the job and after leaving the job. Within the classic Maslow's hierarchy of needs, the notion of security occupies the second tier of the model, suggesting that it is even a more sophisticated need than the fundamental physiological concerns such as pay (Mugizi, Bakkabulindi & Bisaso, 2015). Income security fears can lead to several negative consequences, including decreased satisfaction and a greater propensity to leave one's job. By perceiving insecurity about the job on the part of the employee, the psychological contract, that is, the agreement between the organisation and an employee about their beliefs regarding the terms of employment is violated (Peene, 2009). If employees lose faith in the dependability of the organisation, there will be a low level of job performance (Mugizi et al., 2015). Different scholars (e.g. Chirumbolo & Areni, 2005; Chukwunenye & Amgbare, 2010; Hameed et al., 2014; Luchak & Gellatly, 2002; Lucky, Minai & Hamzah, 2014; Ma, Liu, Liu & Wang, 2016) have examined the relationship between employee income security schemes and performance of employees. For instance, Chirumbolo and Areni (2005) investigated the influence of job insecurity on job performance. Regression analysis

indicated job insecurity was negatively correlated with job performance and positively with absenteeism.

In relation to the above, Chukwunenye and Amgbare (2010) examined staff welfare and organisation's productivity using local government employees in Delta State in Nigeria. The findings revealed that staff welfare was grossly neglected, leading to low morale hence poor job performance. On their part, Hameed et al. (2014) measured the impact of compensation on employee performance with employees from different banks of Pakistan as units of analysis. Their regression results indicated that indirect rewards such as social security, health insurance, retirement plan, and other benefits such as wide range purchases discount positively impacted employee performance. Likewise, Luchak and Gellatly (2002) examined the incentive effects of a final-earnings pension plan on employees' job satisfaction using employees in a large, unionised public utility company in Canada. The findings revealed that satisfaction was also lower among those who perceived a higher likelihood of being declared redundant, while conversely, employees who perceived greater support were more effective. Further, Lucky et al. (2014) examined how job security affected organisational performance in a Multi-ethnic environment. The study revealed that particularly in a multi-ethnic environment where different ethnic groups were a majority in some organisations resulting in low job security among the minority groups, job security had a significant effect on organisational performance.

Using Chinese employees, Ma et al. (2016) investigated the effects of job security on work performance in an air transportation group. A multi-level analysis revealed that there was a positive significant relationship between job security and employee work performance. On the other hand, Muogbo (2013) investigated the impact of employee motivation on organisational performance of selected manufacturing firms in Anambra state in Nigeria. The results showed that there existed a positive significant relationship between employee motivation in terms of good working conditions, fringe benefits, promotion and security and organisational performance. However, both studies showed that job security influenced employee job performance. Nonetheless, the studies were carried out in the Chinese and Nigerian contexts. Therefore, this study will be thus carried out in the Uganda context to establish whether the employee security arrangements relate to teachers job performance. However, the related literature above showed that scholars had made a significant effort to relate income security and employee performance. Nonetheless, contextual gaps emerged with all studies (e.g. Luchak and Gellatly, 2002; Lucky et al., 2013) carried out in the Western World, studies (Hameed et al., 2014; Ma et al., 2016) in Asia and studies (e.g. Chukwunenye & Amgbare, 2010; Muogbo, 2013) in the rest of Africa. These contextual gaps called for this study in the context of Uganda to investigate the relationship between income security and job performance of teachers in Government aided secondary schools in Uganda.

2.3 Bonuses and Allowances and Performance of Teachers

Bonuses is compensation over and above the amount of pay specified as a base salary or hourly rate of pay offered to employees, positive reinforcement mechanisms giving additional utility to motivate a greater level of effort (Ojeleye, 2017). Bonuses are an additional payment an employee receives for exerting greater effort and exceeding standardised production (Amah et al., 2013). On the other hand, allowances are additions to basic pay for special circumstances or features of employment such as working during unsocial hours. The main types of allowances are location allowances, overtime payments, shift payments, working conditions allowances and stand-by or call-out allowances made to those who have to be available to come into work when required (Armstrong, 2007). There are a number of scholars (e.g. Abdullah & Wan, 2013; Alam, Saeed, Sahabuddin & Akter 2013; Khan, Zarif & Khan, 2011; Njanja, Maina, Kibet & Njagi, 2013; Olubusayo, Ibidunni & Olokundun, 2014; Osibanjo, Adeniji, Falola & Heirsmac, 2014; Park & Sturman, 2016; Wasiu & Adebajo, 2014) that have studied bonuses and allowances and performance of teachers.

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

employees in the service industry in Bangladesh as units of analysis. Their regression results revealed that monetary reward had a positive significant effect on employee outcomes such as performance. In a study in Kenya, Njanja et al. (2013) sought to determine the effect of cash bonus on employee performance using staff of Kenya Power and Lighting Company. The findings of the study showed that cash bonus has no effect on employee performance. Similarly, Olubusayo et al. (2014) examined the effect of incentives packages on employees' attitudes towards work with staff of four government parastatals in Ogun State, South-West Nigeria, as units of analysis. The results showed that strong relationship existed between incentives packages and employees' job performance. In a related study, Osibanjo et al. (2014) examined the effect of compensation packages on employees' job performance and retention in a selected private University in Ogun State, South-West Nigeria. The results showed a strong relationship between compensation packages, namely bonuses, incentives, allowances, and fringe benefits and employees' performance.

In their study, Park and Sturman (2016) investigated the effect of merit pay, bonuses, and long-term incentives on future job performance using longitudinal data from US employees in a service-related organisation. Their regression results revealed that merit pay, bonuses, and long-term incentives significantly positively affected employee job performance. Similarly, Waga and Simatwa (2014) studied hygiene and motivational factors that influence job performance among teachers of public primary schools in Kisumu East and West Sub counties, Kenya. The findings of the study revealed that lack of fringe benefits and inadequate physical facilities caused job dissatisfaction hence poor job performance. Wasiu and Adebajo (2014) examined the place of reward systems on employee's performance in Lagos state using data collected from selected secondary schools in the state to draw a nexus between employee reward system and job performance. The findings revealed that there is a significant relationship between employee's allowances and job performance. Overall, the literature above showed that scholars had expended significant effort to relate bonuses and allowances and employee performance. However, empirical gaps emerged with some studies producing controversial results. For instance, while all the studies found a relationship between bonus pay and job performance, Njanja et al. (2013) did not. This suggested a lack of a harmonised position on the relationship between bonuses and allowances and job performance. This gap thus called the need for this study to further examine the relationship between the variables using teachers in Government aided secondary schools in Uganda.

3. Methodology

The following methodological process was used to implement the study while the results and analyses were presented thereafter.

3.1 Research Design and Sample

The study adopted the cross-sectional research design involving seeking information on the entire population or a subset of the population selected to help answer research questions of interest. The information collected about the study problem represented what is going on at the time. Using the cross-sectional research design, data were collected about the research problem in a large area and captured what was going on in the areas of the study. The sample comprised 333 teachers selected using the Table for determining sample size for a population of a given size by Krejcie and Morgan (1970). The sample was selected using simple random sampling and purposive sampling. Using simple random sampling, each individual was chosen by chance basing on the sampling frame containing names of the respondents. The sample was selected using the Excel Simple Random Software after the names of the teachers that were entered into it.

3.2 Data Collection Instrument

Data were collected using a self-administered questionnaire (SAQ). The question items in section A were nominal questions on background characteristics. Sections B through E question items were ordinal questions on the dependent variable (job performance of teachers) and independent variable (remuneration). The items on job performance of teachers (section B) covered four aspects, namely classroom teaching, management of students, discipline and regularity and interpersonal relations performance (Amin et al., 2013). The question items on remuneration were basic pay

(Heneman & Schwab, 1985), income security schemes (Moorthy et al., 2012) and bonuses and allowances (Chinyio, Suresh & Salisu, 2018). The question items on job performance of teachers and remuneration were scaled using the five-point Likert scale from a minimum of 1 for the worst case scenario (strongly disagree) to a maximum of 5 which is the best case scenario (Strongly agree).

After data collection, there was a computation of Factor Analysis using the Statistical Package for Social Scientists to establish construct validity of the instruments to ensure data quality. Any item that loaded highly that is above 0.50 was considered valid. However, any item indicating low loading or loading highly more than once was discarded. For reliability, after the collection of data, the reliabilities of the constructs for both the independent and dependent variable were tested using Cronbach's alpha. The Cronbach's alpha results were as follows: job performance of teachers ($\alpha = 0.901$), basic pay ($\alpha = 0.880$), income security schemes ($\alpha = 0.884$) and bonuses and allowances ($\alpha = 0.887$). With Cronbach's alphas above the benchmark of 0.70, the question items in the instrument were considered reliable measures.

3.3 Data Management and Analysis

Data processing involved summarising the data using frequency tables to identify errors and editing them to remove errors. The data were then organised, summarised and presented using tables and graphs, so that logical and statistical conclusion could be derived from the collected measurements. After the presentation, the data were screened to identify any potential violation of the basic assumptions related to the application of univariate, bivariate and multivariate techniques. Data analysis was done at descriptive and inferential levels. At descriptive level, means were calculated. To establish the relationship between the independent variable and dependent variable, at preliminary level correlation analysis and at confirmatory level, regression analysis was done.

4. Results

The results from the data collection process were presented below, and the discussion of the analysis was presented thereafter.

4.1 Demographic Characteristics of the Respondents

The results in Table 1 revealed that the modal percentage of the respondents was of males (67.9%), of up to 29 years (43.8%), had a teaching experience of less than five years (58.6%), and were subject teachers only (44.7%).

Item	Categories	Frequency	Percent
Gender	Male	226	67.9
	Female	107	32.1
	Total	333	100.0
Age Groups	Up to 29 years	146	43.8
	30-39 years	114	34.2
	40-49 years	54	16.2
	50 years and above	19	5.7
	Total	333	100.0
Education level	Diploma	112	33.6
	Bachelor's degree	195	58.6
	Post graduate diploma	12	3.6
	Master's degree	14	4.2
	Total	333	100.0
Experience	Less than 5 years	197	59.2
	5 - 10 years	96	28.8
	11 years and above	40	12.0
	Total	333	100.0

Responsibility	Subject teacher	149	44.7
	Class teacher	83	24.9
	Head of department	69	20.7
	Senior administrator	32	9.6
	Total	333	100.0

Table 1: Respondents' Background Characteristics

4.2 Job Performance of Teachers

Teachers' job performance was studied as a multidimensional concept describing classroom teaching, management of students, discipline and regularity, and interpersonal relations. The results on the same were as presented in Table 2.

Table 2: Job Performance of Teachers

Constructs	Mean	Interpretation	Rank
Classroom Teaching	4.34	High	4
Management of Students	4.33	High	4
Discipline and Regularity	4.38	High	4
Interpersonal Relations	4.31	High	4

The results in Table 2 showed that teachers indicated that their levels of job performance were high, that is, classroom teaching (mean = 4.34), management of students (mean = 4.33), discipline and regularity (mean = 4.38) and interpersonal relations (mean = 4.31). With all the means high close to code 4 corresponding with agree (high) on the five-point Likert scale used to measure the question items, the results suggested that the teachers rated their performance on the respective aspects of the concept as high.

4.3 Remuneration

Remuneration was studied in terms of basic pay, income security schemes, and bonuses and allowances. The results on the same were as presented in Table 3.

Table 3: Remuneration

Constructs	Mean	Interpretation	Rank
Basic Pay	2.59	Moderate	3
Income Security Schemes	3.00	Moderate	3
Bonuses and Allowances	3.04	Moderate	3

The results in Table 3 showed that teachers rated their remuneration as moderate, that is, basic pay (mean = 2.59), income security schemes (mean = 3.00), and bonuses and allowances (mean = 3.04). With all the means high close to code 3 corresponding with undecided (moderate or fair) on the five points Likert scale used to measure the question items, the results suggested that the remuneration for teachers was moderate.

4.4 Correlation of Remuneration and Job Performance of Teachers

To establish the extent of the relationship between remuneration and job performance of teachers, a correlation analysis test was carried out at a preliminary level. The results were as presented in Table 4.

Table 4: Correlation of Remuneration on Job Performance of Teachers

	Job Performance of Teachers	Basic pay	Income Security Schemes	Bonuses and allowances
Job Performance of Teachers	1	0.176**	0.297**	0.052
Basic pay		1	0.562**	0.539**
Income Security Schemes			1	0.397**
Bonuses and allowances				1

Table suggest that remuneration aspects namely; basic pay ($r = 0.176$, $p = 0.003 < 0.05$), and income security schemes ($r = 0.297$, $p = 0.000 < 0.05$) had a positive and significant relationship with job performance of teachers but bonuses and allowances ($r = 0.052$, $p = 0.374 > 0.05$) had an insignificant correlation. However, even for the aspects with a positive and significant relationship, the relationship was weak.

4.5 Regression of Job Performance of Teachers on Remuneration

At the confirmatory level, to establish whether remuneration aspects, namely; basic pay, income security schemes, bonuses and allowances, influenced teachers' job performance, a regression analysis was carried out. The results were as in Table 5.

Table 5: Regression of Job Performance of Teachers on Remuneration

Remuneration	Standardised Coefficients (β)	Significance (p)
Basic pay	0.053	0.507
Income Security Schemes	0.277	0.000
Bonuses and allowances	-0.030	0.669

$R^2 = 0.89$

Adjusted $R^2 = 0.078$

$F = 8.697$, $p = 0.000$

a. Dependent Variable: Job Performance of Teachers

The results in Table 5 show that remuneration aspects, namely; basic pay, income security schemes, bonuses and allowances, explained 8.9% of the variation in job performance of teachers ($R^2 = 0.089$). This means that 91.1% of the variation in job performance of teachers was accounted for by other factors not considered under this model. However, only one remuneration aspect namely; income security schemes ($\beta = 0.277$, $p = 0.000 < 0.05$) had a positive and significant influence on job performance of teachers. The significant remuneration aspect of income security schemes explained 7.8% of the variation in job performance of teachers (Adjusted $R^2 = 0.078$). On the other hand, basic pay ($\beta = 0.053$, $p = 0.507 > 0.05$) had a positive but insignificant influence on job performance of teachers while bonuses and allowances ($\beta = -0.030$, $p = 0.669 > 0.05$) had a negative insignificant influence on job performance of teachers.

5. Discussion

The findings indicated that basic pay a positive but insignificant relationship with job performance of teachers. This finding was inconsistent with the findings of previous scholars. For instance, Afful-Broni (2012) revealed that low monthly salary or income and the general lack of motivation reduced morale for high performance. Similarly, Hameed et al. (2014) showed that salary positively impacted employee performance. However, the finding was inconsistent with the finding most previous scholars. For instance, Ibrar and Khan (2015) revealed a positive significant relationship between rewards (extrinsic and intrinsic) and employees' job performance. Also, inconsistent with the finding of this study, Kwak and Lee (2009) found out that fringe benefits were significantly associated with performance. On their part, Odunlami and Asabi (2014), Saani (2013) and Wekesa and Nyaroo (2014) reported that compensation was a significant determinant of employee performance. Onu et al. (2013) showed that there existed a strong positive and significant relationship between incentives and remuneration with job performance. Also, Subroto (2013) revealed that teachers' salaries influenced not only their performance but also the quality of education. Similarly, Tornikoski (2012) showed a positive and strongly significant relationship between total reward package and expatriate employee commitment hence job performance. Therefore, with the findings of previous scholars being inconsistent with the findings of this study, this means that in the context of the schools in Uganda studied, basic pay did not significantly influence performance of teachers.

The findings of the study also established that income security schemes had a positive and significant influence on job performance of teachers. This finding was consistent with the findings of previous scholars. For instance, reporting from the opposite, Chirumbolo and Areni (2005) indicated job insecurity was negatively correlated with job performance and positively with absenteeism. Similarly, Chukwunenye and Amgbare (2010) revealed that staff welfare was grossly neglected in terms of reliable health and safety facilities leading to low morale or job satisfaction was low among the employees leading to low job performance. Also, Hameed et al. (2014) reported that indirect rewards such as social security, health insurance, retirement plan and other benefits such as wide range purchases discount had a positive significant impact on employee performance. Likewise, Luchak and Gellatly (2002) found out that satisfaction was also lower among those who perceived a higher likelihood of being declared redundant, while conversely, employees who perceived greater support were more effective. Similarly, Lucky et al. (2013) established that job security had a significant effect on organisational performance. Also, Ma et al. (2016) indicated that there was a positive significant relationship between job security and employee work performance. Further, Muogbo (2013) reported that there existed a positive significant relationship between employee motivation in terms of security and organisational performance. With the findings of this study in agreement with the findings of previous studies, this suggests that employee income security schemes related to job performance of teachers.

With respect to bonuses and allowances, the study found that they had a negative and insignificant influence on job performance of teachers. However, this finding does not concur with the findings of previous scholars. For example, Alam et al. (2012) revealed that monetary reward had a positive significant effect on employee outcomes such as performance. Similarly, Njanja et al. (2013) showed that cash bonus has no effect on employee performance. Equally, Olubusayo et al. (2014) showed that strong relationship existed between incentives packages and employees' job performance. Consistently, Osibanjo et al. (2014) confirmed the existence of the relationship between compensation packages namely bonuses, incentives, allowances, and fringe benefits and employees' performance. Further, Park and Sturman (2016) revealed that merit pay, bonuses and long-term incentives had a significant positive effect on employee job performance. Also, Waga and Simatwa (2014) reported that lack of fringe benefits and inadequate physical facilities caused job dissatisfaction hence poor job performance. Similarly, Wasiu and Adebajo (2014) revealed that there was a significant relationship between employer's employee job allowances and performance. With the finding of this study not concurring with the findings of previous scholars, this means that in the context of Ugandan, bonuses and allowances for teachers did not relate to job performance of teachers. Substantially, this was because bonuses and allowances were almost non-existent for teachers.

6. Conclusion

The study concluded that low remuneration to teachers impedes high job performance of teachers. This is especially when basic pay is low, and there is a lack of bonuses and allowances in terms of contingent rewards, overtime pay, extra work pay and administration allowances. Existence of attractive remuneration such as good pension plans and social welfare benefits will increase job performance of teachers. Therefore, it recommended that stakeholders involved in the management of schools such as the Government, headteachers and Boards of Governors should devise means of enhancing the remuneration of teachers. Thus, teachers should be given bonuses for exceeding performance and allowances when they do extra work. The pension plan and social welfare benefits should also be made attractive to increase job performance of teachers. The limitation of this study was that the findings of the study on remuneration contradicted the findings made by most previous scholars by indicating that it not a significant predictor of job performance of teachers. This finding calls for further research to clarify the importance of the same variables in predicting job performance of teachers in secondary schools at a nationwide level, including private schools. Also, the study used the quantitative paradigm, which might have limited in-depth analysis with respect to school management and job performance of teachers in secondary schools. This suggests that future studies should take a qualitative approach as the dominant one for in-depth analysis using qualitative research designs.

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