

The Relationship between Remuneration and Teacher Performance in Government-Aided Secondary Schools in Kasese District

Chrispo Maali¹, Herbert Elvis Ainamani², Adrian Rwekaza Mwesigye³

^{1,2}Directorate of Graduate Studies, Research, and Innovations, Bishop Stuart University

³Department of Educational Foundations and Psychology, Mbarara University of Science and Technology

Abstract: *The purpose of the study was to assess the relationship between remuneration and teachers' performance in government-aided secondary schools in Kasese District. The study adopted a cross-sectional research design with a quantitative approach to data collection and analysis. A sample size of 25 government-aided secondary schools was purposively adopted in this study in which 234 teachers were randomly selected to participate in this study. This study found out that there is a significant positive relationship between remuneration and performance of teachers in government-aided secondary schools in the Kasese district. Findings show that a significant number of teachers usually prepare schemes of work, utilize teaching aids, apply different methods of teaching, and assess learners in the teaching and learning process. It was concluded that remuneration predicts teachers' performance in the government-aided secondary in Kasese District. The study recommends that education policymakers, implementers, and managers pay much attention to the remuneration packages for teachers in government-aided schools. This is hoped to improve teachers' performance in their preparation to teach, deliver, and assess the learners.*

Keywords: Remuneration, teacher performance, government-aided schools

1. Background

Remuneration is defined as fiscal welfares such as salary, wages, bonuses, incentives allowances, and benefits that employees get due to the services and commitment rendered to an organization (Arain et al, 2014; Barbara, 2011). Remuneration in this study was operationalized in form of salary, incentives, and benefits. According to (Calvin & Review, 2017), salary is a secure monthly reimbursement for formal employees frequently paid from time to time, with no strings attached. Incentives are additional to the salary that is directly geared to the performance of teachers, for example, marking allowance, overtime allowance, and food allowance (Calvin & Review, 2017). Whereas exam-marking allowance is money given to teachers for marking exams, food allowance is money or food in kind given by the school to the teachers for the food expenses.

Teacher performance is defined as the ability of the teacher to impart the relevant skills and knowledge using appropriate methods and consistently over some time to enhance students learning and achievements (Slavich & Zimbardo, 2012). The teaching process involves making schemes of work, lesson planning, choosing appropriate teaching methods, teaching aids as well as planning for the assessment exercise (Richards, 2013). Whereas schemes of work are procedures that explain the structure and topic of the academic term, lesson plans are the teacher's detailed guide for running a particular lesson (Slavich & Zimbardo, 2012).

Teacher performance is a key determinant of excellence in education as it leads to attaining the set goals and objectives (Altinyelken, 2010). This can be judged on the rate of teachers' commitment to effective teaching, management skills, planning skills, and students' assessment (BARBARA

& NO, 2011). Unfortunately, teacher performance in secondary schools particularly the government-aided ones in Kasese District has lagged (Issa & Bisaso, 2020). It is acknowledged that despite several attempts and initiatives by the government through the Ministry of Education and Sports to improve the education system, teacher performance in government-aided secondary schools in Kasese District has remained poor (MAZAKI & Technology, 2017).

MOES Annual Evaluation Report (2012), UWEZO Report (2016) and Kasese District Annual Performance Report, Education Extract (2017) show that teacher performance in the district is low as manifested in teacher absenteeism, missing scheduled lessons, poor time management, low staff attendance, late coming, and lack of teamwork. Stakeholders say this could be due to remuneration issues considering the numerous strikes by teachers over low pay (Barbra, 2018). If the issue of teachers' remuneration and its effect on their performance in government-aided secondary schools is not treated with the seriousness it deserves, the desire to have quality education in a government-aided secondary school in Uganda may become foreclosed. It is from such raising concerns that the researcher chose to investigate remuneration and teachers' performance. Thus the specific objective of this study was "to examine the relationship between remuneration and teacher performance in government-aided secondary schools in Kasese District"

2. Literature Review

Theoretical underpinnings of the study

Both remuneration and teacher performance is underpinned by the expectancy theory which is all about motivating one's team by linking effort with the outcomes. If employees

target a positive and desirable outcome, they should work hard to perform to the level expected (Armstrong & Taylor, 2020). This theory states that people will be motivated because they believe that their decision will lead to their desired outcomes (Shields, Brown, Kaine, & North-Samardzic, 2015). The expectancy theory emphasizes three main variables which are effort, performance, and outcome (Hasnain, Manning, & Pierskalla, 2012). This translates into the understanding that there is a need for more effort to improve employee/organizational performance which will in turn bring about good compensation or attractive reward (Armstrong & Taylor, 2020). The theory holds a notion that where there is remuneration, there is a high likelihood that employees will perform to the expectations of the supervisors and the reverse is true (Shields et al., 2015).

Victor Vroom is the brainchild of the expectancy theory (Vroom, 1964) and focused much on the outcome that can best be achieved when employee compensation is well realized. The theory further says employees are inclined to working tougher and produce results depending on the level of motivation which is remuneration (Gemedā & Tynjälä, 2015). Thus, for any institution to thrive and realize better results for its employees, remuneration must be highly considered (Hasnain et al., 2012). In the case of schools, teachers will likely prepare, deliver, and assess students efficiently if the remuneration systems in place meet their desired expectations (Slavich & Zimbardo, 2012). In an event that their desired expectations are not met by remunerations, negative implications emerge out of their performance.

Expectancy theory is not all about self-interest in remuneration but the association employees make with expected outcomes (Hasnain et al., 2012). Thus, as a means to improve the link between input and outcome in the context of organizational operations, administrators ought to consider rewards in this sequence. More so, to improve the effort performance tie, managers should engage in training to improve their capabilities and belief that added effort will in essence lead to better performance (Salifu, Agbenyega, & Practices, 2016). In a situation of the school, headteachers and administrators ought to make it clear to teachers that once the high performance is exhibited, a reward will follow this good performance (Slavich & Zimbardo, 2012). This is highly likely to ignite performance as their mindset is directed towards gaining from the good performance they offer. This minimizes the possibility of *laissez faire* at work since there is what to gain when one performs better as opposed to when there is nothing to gain whether one performs or not.

A study conducted by Gemedā and Tynjälä (2015) examined how Vroom's (1964) expectancy theory influenced teacher's basic motivation to perform. This study identified how teachers' expectations of how their remuneration would be and this would influence how motivated they were to see the school be removed from low-performing status (Gemedā & Tynjälä, 2015). After conducting a mixed-method study that included surveys and interviews, researchers found out that teachers who expected high remunerations well were less likely to underperform for fear of losing their jobs (Gemedā & Tynjälä, 2015). These teachers expected their efforts to be

rewarded in form of remunerations and therefore worked hard to meet the expectations of their supervisors. Ultimately, the researchers noted that teachers who continued to expect no remunerations posed lower morale than teachers who had higher expectations. In the same vein, Salifu et al. (2016) added that teachers' low morale was apparent in their interviews and survey results. Fifty-two percent of these teachers reported they felt discouraged that they could not improve their performance any further. These findings confirm that expectation of remunerations and rewards by teachers is highly linked with the way they perform in line with their duties.

In this aspect, the expectancy theory doesn't account for the contribution of other factors that influence teachers' performance such as the availability of teaching aids, school infrastructure, students' discipline, qualifications, and head teachers' administrative styles (Estes, Polnick, & Administration, 2012). All its assumptions and tenets give an opaque picture that makes one believe that in an event that all remunerations systems are in place, teachers' performance is a done deal (Ghoddousi, Bahrami, Chileshe, Hosseini, & Building, 2014). This assumption does not explain instances of individual teachers who perform at the same site as those who perform highly while they are getting equal rewards (Ghoddousi et al., 2014). This leaves a gap that requires further interrogation to provide a valid standpoint on this subject matter.

It is a fact that expectancy includes effort, instrumentality involves performance, and valence is based on remuneration, thus, teachers' remuneration should cut across all these components that form a motivational force that will make them work to the best of their abilities to realize the instructional as well as national educational objectives (Salifu et al., 2016). The fundamental question remains on what is it that compromises teachers' performance in an event that these remuneration components are in place.

Remuneration and teachers' performance in government-aided schools

The study by Podgursky, Monroe, and Watson (2004) on teacher remuneration systems in the United States K-12 public school system, found out that in public K-12 education, the remuneration systems is a fragment and uncoordinated with provisions often determined by means which are not systematic in assessing the overall incentive effects. It was recommended that policymakers and education stakeholders at all levels would benefit from rigorous assessments of teacher remuneration reform programs and policies as well as assessments of the effect of their various design components. This is supplemented by Chin (2016) who opines that security benefits, transport, meals, and housing allowances contributed positively to employee productivity. He further contends that the health of employees is inextricably linked to their performance and the organization at large. He recommended that the government should continue providing security benefits to all civil servants to enhance performance. Conversely, this can only be achieved in countries with stable incomes or with policies that can be effectively implemented.

Adejeji and Olaniyan (2011) in a study on improving the circumstances of teachers in rural communities of Africa, it was found out that teachers are working in very challenging situations characterized by low and delayed payment of salaries and allowances. This was in support of Tabulawa (2013) on basic education south of the Sahara showing that teachers in this part of the world worked in tough conditions with poor salaries and this led them to perform poorly. Chamundeswari and Sciences (2013) carried out a study on job satisfaction and performance of schoolteachers in Chennai and found out that teachers in urban schools performed better compared to teachers in rural communities. The paper attributed this to the fact that teachers in central board schools enjoyed better infrastructure facilities and a good working environment than those in state board schools.

Pepra-Mensah, Adjei, Agyei, and Research (2017) in a study about the effect of compensation on basic school teachers job satisfaction in the northern zone, Ghana, found out that remuneration dimension like base pay, incentives, and benefits significantly correlated with the teachers' profession and administration put in place and effective remuneration policies that include teachers in major compensation decisions that affect them (Pepra-Mensah et al., 2017). This is in line with Subroto and Technology (2013) in research on income and implications of teacher performance to improve the quality of education in the elementary school of Surabaya, Indonesia found out that salary influenced teachers' performance.

The study by Subroto and Technology (2013) in Kenya that found out that there is a need for teachers' salary to be increased for their performance to increase. Therefore, schools need to improve and increase teachers' salaries in expectation of better performance. In a related development, there is a need for better pay to build the morale of employees. These findings are shared by Musinguzi et al. (2018) who conducted on motivation and performance of health workers and found that nurses in Uganda have been agitating for increased salaries to be motivated to work hard and perhaps reduce cases of maternal mortality. In the earlier findings by Dane (2011) in the study conducted in Malawi, he postulates that there will be higher teacher turnover in schools where there are low salaries. Fortunately, he goes further to say that, happy teachers are better teachers and their performance is higher because their turnover is low. This is supported by Idrees et al. (2015) who found a relationship between training and monetary motivational practices, however, the study found a strong positive correlation between monetary incentives like salary than non-monetary incentives. Therefore, the job performance of employees can be increased to higher levels by increasing the salaries of the workers.

In a study carried out by Barbra (2018) on teachers' remuneration and performance of universal primary education schools in Uganda. Findings revealed a significant statistical relationship between these variables. The study used analytical and correlation designs adopting a quantitative approach. A hundred respondents were used and the relationship between remuneration and performance was determined using SPSS. The study recommended the government to put up strategies to ensure that salaries,

wages, and other allowances were adequate and satisfactory and this could attract teachers to have individualized attention to studies, reduce absenteeism thereby improving teacher performance. This literature draws us to our study hypothesis, which states as:

H₁ There is a significant relationship between remuneration and teachers' performance in government-aided secondary schools in Kasese District.

3. Methodology

Research design, Population and Sample size

This proposed study used a cross-sectional study design adopting a quantitative approach to the data collection method. The design enabled the collection of data in its natural setting and depict an overall picture of the phenomenon at the time of the study (Kumar, 2011; Koul, 2005). The survey targeted 601 teachers from government-aided secondary schools in the Kasese district. Teachers were considered because the study is looking at their performance in the context of their remuneration in government-aided secondary schools. A sample size of 234 teachers was selected from 25 government-aided secondary schools in Kasese District. These were randomly selected to participate in this study. A maximum variation approach was used in the selection of the schools for the study. In the same vein, study participants were selected using probability sampling techniques where stratified and simple random were applied.

Questionnaire and measurement

Data were collected from the participant using a structured questionnaire set on a four-level Linkert scale. The questionnaire was administered to the participant by the researcher to ensure clarity and consistency in answering the questions. These questions were anchored on a four-level Linkert scale i.e. 0-3 was used whereby 0=Not at all, 1=Sometimes, 2= More often, and 3=Almost Always. This tool has been used in a similar setting in Uganda (Ssekakubo, 2014).

Data Management and Analysis

Data were coded and a database was created using the Special Package for Social Scientists (SPSS version 24) a computer program used to customize the data entry process and analysis. The codes were designed based on a pretested standardized questionnaire. At the end of every day of data collection and before the data entry process, data/filled questionnaires were edited by the researcher checking for possible errors, incompleteness, misclassification, and gaps in the information obtained.

Ethical Consideration

The researcher sought permission and ethical clearance from the Research Ethics Committee and Uganda National Council of Science and Technology (UNSCT), which is the body mandated to issue ethical clearance letters in Uganda. The researcher sought informed consent of the respondents and made it known that their participation is voluntary and they are free to withdraw from the study at any time or free not to answer questions that they are not comfortable with. Research findings were reported completely and honestly,

without misrepresenting any responses given or intentionally misleading readers and researchers interested in this study.

Correlation results on remuneration and performance of teachers in government-aided secondary schools in the Kasese district. Results are presented in Table 1.

4. Results

Table 1: Correlation results

Variables	1	2	3	4	5	6	7	8	9	10	11	12
Salary(1)	1											
Monthly salary(2)	.699**	1										
Incentives(3)	.725**	.620**	1									
Marking Allowance(4)	.814**	.771**	.724**	1								
Overtime allowance(5)	.831**	.892**	.872**	.925**	1							
Food Allowance(6)	.842**	.574**	.735**	.767**	.770**	1						
Benefits(7)	.813**	.636**	.656**	.670**	.730**	.763**	1					
Recognition(8)	.727**	.698**	.787**	.698**	.713**	.755**	.814**	1				
Accommodation(9)	.863**	.687**	.785**	.773**	.734**	.714**	.731**	.723**	1			
Training(10)	.666**	.534**	.618**	.587**	.646**	.637**	.738**	.765**	.771**	1		
Performance of teachers(11)	.728**	.784**	.584**	.740**	.785**	.625**	.687**	.697**	.573**	.767**	.724**	1

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

On the whole, the study found out that there is a positive significant relationship between remuneration and performance of teachers in government-aided secondary schools ($r=.724^{**}$, $p<.01$). This is an indication that any positive change in remuneration packages like salary, incentives, and benefits, influences performance by 72.4%. Thus, the stated hypothesis that there is a positive significant relationship between remuneration and performance of teachers in government-aided secondary schools in the Kasese district is upheld.

Results also show that there is a positive significant relationship between salary and performance of teachers ($r=.728^{**}$, $p<.01$). This means that any positive change in salary is associated with a positive change in teachers' performance. Also, the findings imply that an improvement in monthly salary influences an improvement in teachers' performance by 72.8%.

It was further revealed that there is a positive significant relationship between incentives and performance of teachers ($r=.584^{**}$, $p<.01$). This means that any positive change in incentives is associated with a positive change in teachers' performance. Also, the findings imply that an improvement in elements of incentives in terms of marking allowance, overtime allowance, and food allowances, would result in an improvement in teachers' performance.

Results further show that there is a positive significant relationship between the benefits and performance of teachers ($r=.687^{**}$, $p<.01$). This means that any positive change in benefits is associated with a positive change in teachers' performance. Also, the findings imply that an improvement in elements of benefits in terms of recognition, accommodation, and training, would result in an improvement in teachers' performance.

Table 2: Hierarchical Regression

	Model 1		Model 2			Model 3			
	B	SE	B	B	SE	B	B	SE	β
(Constant)	1.102	.123		.313	.148		.285	.149	
Salary	.601	.038	.728**	.203	.061	.246	.143	.073	.174*
Incentives				.615	.078	.580*	.562	.086	.530**
Benefits							.117	.079	.132
R	0.728			0.797			.799		
R Square	0.531			0.635			.638		
Adjusted R Square	0.528			0.631			.633		
R Square Change	0.531			0.104			.004		
F Change	247.482			62.046			2.217		
Sig. F Change	.000			.000			.138		

Dependent Variable: Staff Performance; N=234; *regression is significant at 0.05; **regression is significant at 0.01

Hierarchical Regression Analysis

Regression analysis was used to confirm the relationship between the study variables, indicate the causal relationship between the study variables, and show the explanatory power of the independent variable to the dependent variable, and also to indicate the individual contribution of each independent variable to the dependent. Results on Hierarchical.

Model 1

The results in Table 16 indicate that salary explains 53.1% (R Square Change=.531) of the variations in teachers' performance. The results also indicate that salary is a significant predictor of teachers' performance which implies that a unit increase in salary of the teachers, would result in a 0.174 units increase in teachers' performance (Beta=.174, $p<.05$).

Model 2

The results indicate that the addition of incentives in model 2 explains 10.4% (R Square Change=.104) of the variations in teachers' performance. The results also indicate that a unit increase in teachers' incentives would result in 0.530 units increase in teachers' performance (Beta=.530, $p < .01$). This is an indicator that teachers' incentives are a significant predictor of teachers' performance.

Model 3

The results in, model 3 indicate that benefits are an insignificant predictor of teachers' performance, as it is indicated by the probability value which is less than a 95% level of confidence. The results further indicate that the incentives, salary, and benefits explain 63.3% (Adjusted R square=.633) of the variations in teachers' performance implying that the remaining 36.7% of the changes in teachers' performance are explained by other variables not considered in this study.

5. Discussion

Findings on the relationship between remuneration and teachers' performance in government-aided secondary schools indicated that remuneration and teachers' performance is statistically significant in all aspects. We found out that salary, incentives, and benefits are all statistically significant to the performance of teachers in government-aided secondary schools in Kasese District. We realized that teachers' salary is prompt and meets the needs of teachers in government-aided schools, even when it is not fully adequate. This influences their ability to prepare schemes, lesson plans, utilize teaching aids, use teaching methods, and assess learners as required since they are expectant of getting a salary at the end of the month. These findings are in line with previous findings of Akello and Research (2015) who conducted a study in Kenya on remuneration and teachers' performance in public secondary schools, and found out that there is a need for teachers' salary to be increased to enable their performance rise. This is an indication that salary has a strong link with how teachers perform their duties in schools. Therefore, secondary schools need to improve and increase teachers' salaries in expectation of better performance.

Also, Babagana, Dungus, and Vol (2015) 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, it derives attraction, participation, commitment, and improved performance. Therefore, this means that as the teachers' remuneration is improved automatically, performance improves. On the other hand, therefore, as the teachers' remuneration retards, the performance also worsens.

These findings are shared by yet another study carried out in Uganda by (Musunguzi et al., 2018) on motivation and performance of health workers and found that nurses in Uganda have been agitating for increased salaries to be motivated to work hard and execute their duties. In the teaching-learning process, there is preparation for teaching, delivery, and assessment of students which stands at the core

of teachers' performance in secondary schools in Uganda. In the earlier findings by Dane (2011) in the study conducted in Malawi, he postulates that there will be higher teacher turnover in schools where there are low salaries and this greatly compromises their performance. Fortunately, he goes further to say that, happy teachers are better teachers and their performance is higher because their turnover is low. This is supported by Idress (2020) who stated that salary, training, and motivation have a positive relationship with job performance, but salary has a stronger relationship with job performance than training and performance. In our present study in Kasese District among government-aided secondary schools, we found out that much as teachers earn a prompt salary, other remuneration packages which come alongside this salary are very significant in influencing their performance. We noted this, where we found a disparity between rural and urban schools. Whereby urban schools that offer better remuneration packages such as marking and overtime allowances, accommodation, and food allowance attract committed and good teachers, as opposed to the rural government, aided secondary schools.

Findings further concurred with Barbra (2018) who emphasizes that the provision of stable monetary rewards contributes to employee commitment high job performance and stability on the job. In this view, Armstrong, and Taylor, (2020) identify that monetary rewards have a powerful effect on freedom from weariness, fear, and condemnation by the organization environment. Because with fair monetary rewards adjusted to employees, their basic needs are accessible and their levels of commitment will rise. Financial rewards according to Armstrong and Taylor., (2020) must be provided about competence, contribution, and skill or service grade. They may also include employee benefits expressed in monetary terms like sick pay, insurance, company cars, and other bonuses.

We found out that training for teachers was statistically significant with their performance, however, only one type of training was common in the district and this was SESEMAT which is largely targeting science teachers. With this kind of training, we realized that it has an impact on the preparation of schemes of work, utilization of teaching aids, use of teaching methods, and assessment. However, non-science teachers were not benefiting from this program at all. These findings are in agreement with (Baluku & Kasujja, 2020) who reports that training of teachers results in increased benefits for the education system. These benefits include, but are not limited to, a reduction in the expenditure on study leave, competent teachers, better quality examinations, better classroom management, and increased ability to cope with job stress, among others.

We found out that incentives such as overtime allowances, marking allowances, and food allowances were inadequately given to teachers in government-aided secondary schools in Kasese District. However, they were statistically significant with teachers' performance in these schools. It was found out that schools which tried to have such incentives in place experienced higher performance compared to schools that had no such incentives. This is an indication that the provision of incentives to teachers in government-aided secondary schools is closely linked with their performance.

These findings concur with (BYARUHANGA, 2019) who stated that one potential method to increase students' achievement and improve the quality of individuals selecting teaching as a profession is to provide teachers with financial incentives based on students' achievement. In the same stance, (Barbra, 2018) described a different kind of incentive, and perhaps the most common, being salary differentials and other monetary benefits. Differences in salary and overall compensation exist between teachers and non-teachers, and among teachers themselves.

In addition to this, (Heinz & Evaluation, 2015) attests that the teacher of ten years ago would not have understood or taught the application of the content or method to current technology. A cursory glance at the curriculum in teachers' colleges and universities may disclose that using the latest technology is not currently being taught either. The acquisition of the skill would then not be left up to individual teacher initiative, neither would the benefit be limited to classes taught by the individual teacher, but by the entire school and teaching staff. Though training was found to have a lot of influence on teachers' performance in government-aided secondary schools, only science teachers were receiving formal and well-known kind of training referred to as SESEMAT.

Findings further found out that overtime allowances, recognition, supervision, and food allowances are inadequate and unsatisfactory. Teachers' accommodations are uncondusive and inadequate and, teachers are not recognized for exceptional performance in government-aided secondary schools in Kasese District. These results with (Barbara, 2018) who found out that non-monetary remuneration packages have a significant relationship with teachers' performance in secondary schools. She attests that poor conditions in accommodation make it more difficult for teachers to deliver an adequate education to their students. On the same view (Namara, Kasaija, & Studies, 2016) indicates that employees who are unsatisfied with their jobs had many absenteeism rates according to their study findings. This is possible because when teachers are unsatisfied in terms of earning; they will likely engage in other economic activities to close the economic gap left by meager salaries earned from teaching. In a real sense, they will give little time to teaching and develop the vices of absenteeism and classroom dodging. This affects their performance in terms of teaching since they will give little time to school as well as students.

6. Conclusions

This study reveals that all remuneration packages such as salary, incentives, and benefits were statistically significant to teachers' performance in all aspects of preparation of schemes of work, lesson planning, use of teaching methods, utilization of teaching aids, and routine assessment of learners. This study concluded that there is a significant positive relationship between remuneration and teachers' performance in government-aided secondary schools in the Kasese district.

Like any other study, the current study also has several limitations. First, the study used evidence from government-

aided secondary schools in Uganda, and this study's results may be only applicable to these schools. Secondly, this study was cross-sectional, which means that changes in behavior over time are not addressed. Finally, this study used a quantitative research approach, which sometimes misses certain information and limits the respondent's opinions on the study variables. However, this study's results are useful since it brings out the overall association between remuneration and teachers' performance in government-aided secondary schools.

7. Recommendations

The study found out that training influences teachers' performance, however, the available training is meager and is only meant for science teachers. This calls for a need to arrange and organize training for all teachers in government-aided secondary schools to improve their performance.

We found out that accommodation plays a huge role in influencing the performance of teachers in government-aided secondary schools. However, a significant number of teachers are not accommodated by schools since they do not have adequate staff quarters and this calls for government intervention to address this challenge.

This study is the first one to establish the relationship between remuneration and teachers' performance in government-aided secondary schools in Kasese District. Before this study, none of the studies has looked at the influence of remuneration on the performance of teachers in government-aided secondary schools in Kasese District. This study examined the forms of remuneration, level of teachers' performance, and the relationship between teachers' performance in government-aided secondary schools in Kasese District. The empirical findings in this study are a contribution to the existing body of knowledge in the disciplines of human resources management in education. The findings have provided new empirical affirmation to the literature on remuneration and teachers' performance in general.

The empirical findings affirm Expectancy theory assumptions on remuneration and performance. Publications from the findings of this study will create a reference point for academicians, managers, and policymakers in both government and the private sectors. This study is therefore important to academicians in the fields of management, education, and public administration. This study contributes to guiding the linkage of performance to the management of teachers' accommodation, feeding, allowances, and training in government-aided secondary schools in Kasese District. The empirical evidence from the present study may guide headteachers, DEOs, DISs, and DES members in Kasese District to devise means of improving the performance of teachers in government aided secondary schools in Kasese District.

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