

# Establishing the Relationship between Basic Pay and Performance of Teachers in Primary Schools in Uganda - Ibanda District

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**Abstract:**-This study investigated the relationship between basic pay and performance of teachers in primary schools in Uganda - Ibanda District. The study adopted cross-sectional and correlational research designs on a sample of 155 using a self-administered and an interview guide. Data were analysed using both quantitative and qualitative data methods. The quantitative data analysis methods were descriptive statistics that included frequencies, percentages and means. Inferential analyses were correlation and regression. The descriptive results revealed that performance of teachers was good while basic pay was poor. Inferential results revealed that basic pay had a positive and significant relationship with performance of teachers. The study concluded basic pay is an imperative remuneration necessary for the performance of teachers. It was thus recommended that the government and school authorities should ensure that all teachers have basic pay regularly, equitably and timely.

## I. INTRODUCTION

Education is a social process of transforming socioeconomic conditions of society. Therefore, education is a weapon for equipping society members with skills, relevant knowledge and habits for survival in the ever changing world (Amuche & Kukwi, 2013). Education is a dynamic instrument of change, as such developed countries and those aspiring to develop have adopted it as an instrument for national development (Nakabugo, 2008). Therefore, effective performance of teachers is important for education to play its transformative role. Performance of teachers does not only depend on education levels but also on their working conditions basic pay being paramount (Mugizi and Nuwatuhaire 2019). In this study it was conceived that remuneration influenced performance of teachers.

### *Theoretical Review*

The theory that underpinned this study was the Expectancy Theory by Victor Vroom (1964). The Expectancy Theory postulates that an individual tends to act in a certain way based on the expectation that the act will be followed by a given out come and on the attractiveness of that outcome to the individual (Robbins, Bergman, Stagg & Coulter 2014). Expectancy theory is a theory of the process of motivation explaining what will motivate an employee and how motivation comes about. The theory shows what individuals go through in order to determine whether they will pursue a

certain activity and sustain a certain level of performance. The theory describes and explains how behaviour is directed, energised and sustained. Expectancy theory provides a general framework for assessing, interpreting, and evaluating employee behaviour in learning, decision-making, attitude formation, and motivation (Chiang, Jang, Canter & Prince, 2008).

## II. REVIEW OF RELATED LITERATURE

### *Basic Pay and Performance of Teachers*

Studies (e.g. Afful-Broni, 2012; Hameed, Ramzan, Zubair, Ali & Arslan, 2014; Ibrar & Khan, 2015; Kwak & Lee, 2009; Odunlami & Asabi, 2014; Onu, Akinlabi & Fakunmoju, 2013; Saani, 2013; Subroto, 2013; Tornikoski, 2011; Waga & Simatwa, 2014; Wekesa & Nyaroo, 2014) have investigate basic pay and employee performance. For instance, Afful-Broni (2012) related motivation and job performance using 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 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 revealed that rewards related to employee job performance. However, contextually, all the studies above were carried out side the Ugandan context and using quantitative approaches. This study using mixed research approaches investigated the relationship between basic pay and performance of teachers.

On their part, Kwak and Lee (2009) examined the effects of fringe benefits in the compensation package on performance of the Korean firms. The findings of the study revealed that fringe benefits were significantly associated with performance. Relatedly, Odunlami and Asabi (2014) examined the effect of compensation management on

employees' performance of 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. Onu, Akinlabi and Fakunmoju (2013) in a study exploring 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 that there existed a strong positive and significant relationship between incentives and remuneration with job performance. However, none of the studies above were carried out in the context of primary schools. Besides, all the studies were carried outside Uganda which made investigations of this study imperative.

In relation to the above, Saani (2013) investigated the influence of compensation and teacher supervision on teacher work performance with head teachers 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. On their part, Subroto (2013) studied the influence of teacher's income on their performance in Surabaya City in Indonesia. The findings indicated that teachers' salaries not only influenced 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. However, whereas all the studies above showed that rewards influenced performance, Saani (2013) revealed that non-financial compensations contributed more to teachers work performance than financial compensations. This gap thus made it necessary for this study to investigate whether in the Ugandan context this was also true.

Wekesa and Nyaroo (2014) examined the effect of compensation on performance of public secondary school teachers in Eldoret Municipality Uasin Gishu County, Kenya. Their descriptive results indicated that compensation had an effect on performance of teachers in public secondary school teachers with the poor the compensation policy in place demoralising the teachers leading to poor task performance and negatively affecting the productivity of the teachers in the schools. However, overall the studies reveal that there is a relationship between compensation and employee job commitment. However, as the studies suggest, none of studies was 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. 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 Uganda.

### III. METHODOLOGY

The study adopted the cross-sectional and correlational research designs to examine the situation as it existed in its environment. The cross-section design allowed collection of data using different modes of data collection such as self-administered questionnaires and face-to-face interviews (Williams, 2011). In addition, the study being cross-sectional, data gathered represents what is going on at a particular point in time thus helping to obtain useful data in a relatively short period saving time and costs of data collection (Bordens & Abbott, 2011). With respect to the correlational design, this involved exploration of the correlation between the remuneration and performance of teachers (Williams, 2011). The study used both quantitative and qualitative approaches of data collection. Quantitative data was the basis for drawing statistical inferences by relating the independent and dependent variables. Qualitative data supplemented the quantitative data by providing detailed information in form of statements from interviews for in-depth analysis.

#### *Sample size determination and sampling method*

Using Krejcie and Morgan (1970) the sample size was 207 respondents drawn from a population of 470. Simple random sampling and purposive sampling methods were used for the study because simple random sampling ensured that each individual is chosen randomly and entirely by chance, thus giving each individual in the population the same probability of being chosen for the study (Onen, 2005) and Purposive sampling was used to select particular people to provide in-depth views since the study was both quantitative and qualitative (Patton, 2003).

#### *Data Analysis:*

Quantitative data was analysed using descriptive and inferential statistics. Descriptive statistics involved percentages from the frequency tables and descriptive statistics specifically the mean were presented. Inferential statistics involved correlation and multiple regression analyses. Correlation and regression analyses were carried out to establish association between the independent variables on the dependent variable. The statistical package for social scientists (SPSS 22.0) was used in the analysing of data. While qualitative data analysis was done out through discursive and thematic methods. The discursive method considered detail of the text, interpreting the analysed text and attributing meaning. On the other hand, thematic analysis ensured that clusters of text with similar meaning were presented together (O'Neil & Koekemoer, 2016). Qualitative

data supplemented quantitative data and helped in providing explanations.

#### IV. RESULTS AND DISCUSSION

##### *Performance of Teachers Descriptive Statistics*

The self-administered questionnaire shows that the dependent variable (DV) namely, performance of teachers was measured

using 12 items. The items were scaled using the five-point Likert scale where code 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree. For each of the above items, descriptive statistics that included frequencies, percentages and means are presented. The results are presented in Table 1.

Table 1: Frequencies, Percentages and Means for Job Performance Teachers

Job Performance Teachers	F/%	SD	D	U	A	SA	Mean
I carry out effective scheming	F	2	12	2	109	27	3.97
	%	1.3	7.9	1.3	71.7	17.7	
I carry out effective lesson planning	F	8	25	9	86	24	3.61
	%	5.3	16.4	5.9	56.6	15.8	
I effectively deliver lesson plans	F	6	3	-	128	15	3.94
	%	3.9	2.0	-	84.2	9.9	
I effectively I assess students activities	F	13	22	-	95	22	3.60
	%	8.6	14.5	-	62.5	14.5	
I always provide feedback to students after evaluation	F	17	19	-	94	22	3.56
	%	11.2	12.5	-	61.8	14.5	
I ensure that the goals of the schools are accomplished	F	18	26	5	79	24	3.43
	%	11.8	17.1	3.3	52.2	15.8	
I wilfully perform activities of the school	F	10	58	-	68	16	3.14
	%	6.6	38.2	-	44.7	10.5	
I am committed to my work	F	16	34	17	57	28	3.31
	%	10.5	22.4	11.2	37.5	18.4	
I am always punctual for work	F	6	13	-	128	5	3.74
	%	3.9	8.6	-	84.2	3.3	
I put in more work effort	F	10	24	-	92	26	3.66
	%	6.6	15.8	-	60.5	17.1	
I involve myself in providing guidance and counselling to my pupils.	F	9	8	-	122	13	3.80
	%	5.9	5.3	-	80.3	8.6	
I offer full cooperation in all activities of the school	F	20	40	-	77	15	3.18
	%	13.2	26.3	-	50.7	9.9	
I carry out research in preparation for lessons	F	20	49	-	58	25	3.13
	%	13.2	32.2	-	38.2	16.4	

The data in Table 1. about teachers carrying out scheming effectively revealed that the majority percentage (71.7) of the respondents agreed and 17.7% strongly agreed. Those who disagreed were 7.9% while 1.3% disagreed and another 1.3% was undecided. The mean 3.97 was almost equal to four that is agreed basing on the five-point Likert scale on which the question items in the instrument were based. The results therefore indicated that the respondents agreed that teachers carried out scheming effectively. In relation to the above, as to whether the teachers carried out effective lesson planning, the larger percentage (56.6%) agreed with 15.8% strongly

agreeing. Of those who remained, 16.4% disagreed while 5.3% strongly disagreed and 5.9% were undecided. The mean = 3.61 was almost equal to four which implied that the respondents agreed. Therefore, the teachers carried out effective lesson planning. The results above suggested that the teachers carried their performance requirements of making schemes of work and lessons.

In their qualitative responses about making schemes of work and lesson plans, the teachers gave views which suggested they carried they made schemes of work and lesson plans. The respondents revealed that making schemes of work and lesson

plans were mandatory. For instance one teacher stated, ***“Every teacher must submit schemes of work and lesson plans to the school administrators in the school. Each teacher also has to give assignments, tests and examinations, assess them and give feedback to the pupils.”*** One other respondent stated, ***“At the beginning of the term each teacher must submit schemes of work for the whole term to the school administration. Also at regular intervals a teacher has to be submitting lesson plans to the school administration. Every lesson must be pre-planned.”*** Another respondent remarked, ***“Schemes of work and lesson plans are a must. In this school we do joint scheming and lesson planning during the holidays.”*** The views above suggested that the teachers in the schools performed their duty of making schemes of work and lesson plans.

To the question item inquiring whether the teachers effectively delivered lessons, the majority percentage (84.2%) of the respondents agreed with 9.9% strongly agreeing. Those who strongly disagreed were 3.9% and 2.0% disagreed. The mean = 3.94 was almost equal to four which indicated that the respondents agreed. Therefore, the teachers effectively delivered lessons. The results on the question item inquiring whether the teachers effectively assessed students’ activities showed that the majority percentage (62.5%) of the respondents agreed while 14.5% strongly agreed. The lesser percentage of the respondents that is 14.5% and 8.6% disagreed and strongly disagreed respectively. The mean = 3.60 was close to four which suggested that the respondents agreed. Therefore, teachers effectively assessed students’ activities. In relation to the above, as to whether the teachers always provided feedback to students after evaluation, the majority percentage (61.8%) of the respondents agreed with 14.5% strongly agreeing. The remaining 12.5% disagreed and 11.2% strongly disagreed. The mean = 3.56 implied that the respondents agreed that they always provided feedback to students after evaluation. Therefore, the teachers taught their lessons, assessed pupils and provided feedback to the pupils after evaluation.

In their qualitative responses of the teachers, they revealed that they taught their lessons and evaluated pupils’ activities. One teacher stated, ***“I teach my lessons as planned with instructional materials and at the end of every lesson I give an exercise which I have to mark and give feedback to the pupils before the next lesson for the same subject.”*** One other teacher stated, ***“Of course I effectively deliver my lessons using textbooks and teaching aids. I rarely miss a lesson and whenever I give an exercise or a test, I mark and return my evaluation to the pupils.”*** Similarly, another respondent stated, ***“It is mandatory in this school to give weekly exercises after every lesson and a weekly test for candidate classes. I do all this and give the pupils their results.”*** The results above mean that the teachers carried out the job performance requirement of teaching lessons and evaluating pupils’ activities.

The data on the question item asking the respondents whether they ensured that the goals of the schools were accomplished revealed that the larger percentage (52.2%) of the respondents agreed while 15.8% strongly agreed. The remaining 17.1% disagreed while 11.8% strongly disagreed and 3.3% were undecided. The mean = 3.43 was almost equal to the median score of three which meant undecided. Three being the average, the respondents implied that they made fair effort to ensure that the goals of the schools were accomplished. In relation to the above, the teachers were asked to indicate whether they wilfully performed activities of the school, the larger percentage (44.7%) of the respondents agreed, 10.5% strongly agreed while 38.2% disagreed and 6.6% were undecided. The mean = 3.14 was almost equal to the median score of three which meant undecided. Therefore, the respondents suggested that fairly, wilfully performed activities of the school.

In their qualitative responses, the teachers gave views which showed that largely they ensured that the goals of the schools were accomplished and that they wilfully performed activities of the school. One teacher stated, ***“The goal of this school is to bring up well disciplined children who are religious and hardworking. I thus help in maintaining discipline in the school by ensuring that the pupils observe school rules and regulations.”*** One other teacher stated, ***“I am always at school by 7.30 am to control late coming, supervise assembly and carry out general cleaning whenever I am on weekly duty.”*** Similarly, another teacher indicated, ***“I make effort to do all my job requirements as stipulated in the rules and regulations of the school and fulfil schools goal of ensuring excellent performance. I therefore, give tests, mark examinations and do remedial teaching among others.”*** The views above suggest that the teachers made effort to ensure that the goals of the schools were accomplished because it was required of them.

The results on the question item seeking to establish whether teachers were committed to their work showed that the larger percentage (37.5%) of the respondents agreed and 18.4% strongly agreed. Those who disagreed were 22.4%, those strongly disagreeing were 10.5% and 11.2% were undecided. The mean = 3.31 meant that the teachers had fair commitment to their jobs. In the qualitative responses of the teachers, one teacher stated, ***“I have passionate feelings to teaching since I chose thee teaching career myself. I love teaching.”*** Another teacher stated, ***“Despite the poor treatment I receive, I feel I am part and parcel of this school because of the little I have benefited from it in terms of work experience and if given an opportunity I will continue to serve.”*** One other teacher stated, ***“I am committed to teaching, after all it is my source of my livelihood/ survival.”*** However, one other teacher stated, ***“The government and school authorities do not treasure teachers, for that reason, I feel I am not committed to remain a teacher. There is little this profession offers to me.”*** Similarly, another teacher stated, ***“I have no other job lined up. I therefore have to continue to teach.”***

The views above suggest that whereas there were teachers who were committed, some were not. These results thus concur with the descriptive statistics which indicated that commitment of teachers was fair.

To the item seeking to find out whether the teachers were always punctual for work, the majority percentage (84.2%) of the respondents agreed with 3.3% strongly agreeing. Only 8.6% and 3.9% disagreed and strongly disagreed respectively. The mean = 3.74 close to four suggested that the respondents agreed. Therefore, the results indicated that the teachers were always punctual for work. Regarding whether the teachers put in more work effort, the majority percentage (60.5%) of the respondents agreed with 17.1% strongly agreeing. Those who disagreed were 15.5% and 6.6% strongly agreed. The mean = 3.66 suggested that the respondents agreed that they put in more work effort.

The teachers in their qualitative responses as to whether they were always punctual for work and put in more effort, they gave responses supporting the same. One teacher remarked, *“I always make effort to be punctual and put in more effort at my work because I love teaching and that is what is necessary for me to keep my job.”* One other teacher stated, *“I am required to be at school by 7.30 am when I am on weekly duty and by 8.00 am every morning when I am not on duty. I largely make sure that I am at school at the required time”* However, another respondent stated, *“Whereas I always make effort to be at school on time, sometimes I fail because I have to find how to survive by doing other activities outside teaching.”* The responses above showed that made effort to be punctual for work and put in more effort as required by their jobs.

The data on whether the teachers offered full cooperation in all activities of the schools indicated that the larger percentage (50.7%) of the respondents agreed, 9.9% strongly agreed, 26.3% disagreed and 13.2% strongly disagreed. The mean = 3.38 suggested that the teachers offered fair cooperation in all activities of the school. The results on the item inquiring whether the teachers carried out research in preparation for lessons showed that the larger percentage (38.2%) of the respondents agreed, 16.4% strongly agreed, 32.2% disagreed and 13.2% strongly disagreed. The mean = 3.13 suggested that fairly, teachers carried out research in preparation for lessons.

In their qualitative responses with respect to whether the teachers offered full cooperation in all activities of the schools and carried out research in preparation for lessons, the respondents gave views which were in agreement. One teacher stated, *“I participate in all activities of the school such as managing disciplining, supervising co-curricular activities and training pupils among others. Of course I also carry out research while I make notes preparations.”* One other respondent remarked, *“I offer full cooperation by attending meetings, organise students when engaged in an activity outside classes and make lesson plans among*

*others.”* The views above show that teachers offered full cooperation and carried out research as they planned lessons. These results were close to descriptive results which revealed that teachers fairly offered full cooperation and carried out research as they planned lessons. This means that the teachers carried out their performance requirement of offering full cooperation and research as they planned lessons.

To establish the overall perspective of the teachers rated their performance, an average index of performance of teachers was computed for the 12 items measuring performance of teachers. The summary of the statistics on the same, specifically the mean and standard deviation are presented in Figure 1.

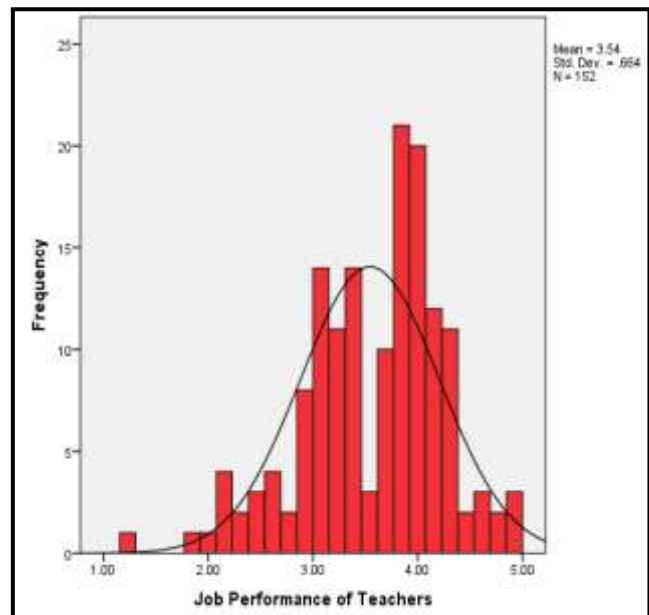


Figure 1: Histogram on Job Performance of Teachers

Figure 1 shows the overall mean = 3.54 and standard deviation = 0.664 for the 12 items. The mean close to 3 showed that the teachers indicated that their performance was good while the low standard deviation suggested limited dispersion in the results. This meant that the teachers rated their performance as good. The curve in Figure 1 suggests normal distribution of the average index for performance of teachers. This meant that the data obtained on performance of teachers could be used to carry out linear correlation and regression and appropriate results obtained.

In addition to the descriptive data and qualitative data from teachers, the researcher also collected interviews data from the district officials. In the interviews with the education officials, it was revealed that the head teachers were responsible for supervising teaching in the schools supported by inspectors of schools and Directorate of Educational Standards (DES) staff and coordinating centres. One Inspector of schools stated, *“Inspection of schools is low because of limited facilitation, however, teachers largely perform their jobs because on the few occasions I have inspected schools I*

*have found the majority of teachers at schools, evaluated their schemes of work and lesson plans. The teachers make schemes of work and lesson plans.”* The District Senior Inspector of schools stated, *“Whereas performance of teachers is largely not reflected in primary leaving examinations, teachers perform their duties. They are present in the schools, punctual, make schemes of work, lesson plans and teach their lessons. In my regular visits to the schools I have always found the majority of the teachers*

*in the schools. In the interviews with DES, it was revealed that in primary schools, teachers were always present and teaching the learners”.* It was revealed that teachers signed arrival books and the books showed that punctuality in the schools was high. The views showed that teachers performed their duties. This finding concurs with the results of descriptive statistics which showed that performance of teachers was good.

#### *Basic Pay and Performance of Teachers*

Table 2. Frequencies, Percentages and Means for Basic pay

Basic pay	F/%	SD	D	A	SA	Mean
I am paid a regular monthly basic salary	F	2	16	104	30	3.95
	%	1.3	10.5	68.4	19.7	
Payment of my salary is done in time	F	4	16	122	10	3.78
	%	2.6	10.5	80.3	6.6	
My salary is proportionate to my work effort	F	30	105	14	3	2.05
	%	19.7	69.1	9.2	2.0	
My salary affords me basic needs	F	46	79	19	8	2.11
	%	30.3	52.0	12.5	5.3	
My salary is equitable with those of colleagues	F	3	21	102	26	3.84
	%	2.0	13.8	67.1	17.1	
Payments to me are related to my performance effort	F	29	89	25	9	2.32
	%	19.1	58.6	16.4	5.9	
I am paid adequately for the work I do in this school	F	22	100	26	4	2.28
	%	14.5	65.8	17.1	2.6	
The salary I receive matches market conditions	F	12	119	13	8	2.25
	%	7.9	78.3	8.6	5.3	

The data in Table 2. On whether teachers were paid regular monthly basic salaries, results revealed that the majority percentage (68.4) of the respondents agreed and 19.7% strongly agreed. Those who disagreed were 10.5% and 1.3% strongly disagreed. The mean 3.95 was almost equal to four that is agreed basing on the five-point Likert scale on which the question items in the instrument were based. The results therefore indicated that the respondents agreed that teachers were paid regular monthly basic salaries. As to whether payments of salaries to teachers were paid in time, the majority percentage (80.3%) of the respondents agreed, 6.6% strongly agreed while 10.5% disagreed and 2.6% strongly disagreed. The mean = 3.78 was almost equal to four which meant that the respondents agreed. Therefore, the respondents suggested that payments of salaries to teachers were done in time.

In the open responses of the teachers with respect to whether the teachers were offered a regular monthly basic salary and paid in time, the larger number of the respondents revealed that they largely received regular monthly salary and were paid in time. For instance one teacher as were many others stated, *“I receive a regular salary which is paid in time but*

*my salary is very low to afford me basic needs. I am always in dire need for money to afford basic needs to my family.”*

Another teacher indicated, *“The salaries are normally paid in time at the end of every month but are dismally low to enable afford the basic needs for my family.”* There were also teachers from some private schools who revealed that salaries were irregular. For instance one teacher indicated, *“Sometimes we receive salary for one month in a term. Our salaries are not paid regularly and in time. This makes life very hard”* Another respondent stated, *“The regularity of salaries here is not certain because sometimes salaries are paid regularly and sometimes over delay yet they are low to afford one basic needs.”* The views above from the teachers show that besides salaries being low, in some schools they were not regular. These views concur to the descriptive statistics which indicated that salaries were not proportionate to their work effort and did not afford the teachers basic needs.

As to whether the salaries of the teachers were proportionate to their work effort, the majority percentage (69.1%) disagreed with 19.7% strongly agreeing. Of those who remained, 9.2% agreed and 2.0% strongly agreed. The mean =

2.05 was almost equal to two implying that the respondents disagreed. Therefore, the teachers indicated that their salaries were not proportionate to my work effort. In the same vein, another item inquired whether the teachers' salaries afforded teachers basic needs. The results showed that the larger percentage (52.0%) of the respondents disagreed while 30.3% strongly disagreed. The lesser percentage of the respondents that is 12.5% and 5.3% agreed and strongly agreed respectively. The mean = 2.11 was close to two which suggested that the respondents disagreed. Therefore, the teachers' salaries did not afford them basic needs.

In the qualitative of responses of teachers with respect to whether the salaries were proportionate to their work effort and afforded them basic needs, all the teachers were in disagreement. The teachers revealed that the salaries were very low and could not afford them basic needs. In their qualitative responses, all the teachers revealed that payments were not related their performance effort. For instance, one respondent stated, *"I am required to do more activities including being present at school, making schemes of work, preparing lesson plans, managing discipline and co-curricular activities among others but all for a very low pay. I continue to work while suffering because I have no better alternative."* Another respondent stated, *"I am expected to put in more work effort irrespective of the low salary. The pay is in no way related to my work effort which makes me unable to afford nearly all my basic needs."* The views above concur with the descriptive statistics results which revealed that payments were not related their performance effort.

To the question item inquiring whether the teachers' salaries were equitable with those of colleagues, the majority percentage (67.1%) of the respondents agreed with 17.1% strongly agreeing. Those who disagreed were 13.8% and 2.0% strongly disagreed. The mean = 3.84 was almost equal to four which indicated that the respondents agreed. Therefore, the teachers' salaries were equitable with those of colleagues. On this item, all the teachers from government aided schools indicated that their salaries were equitable. However, for some teachers from private schools indicated that salaries were not equitable. For instance, one stated, *"In this school, one receives salary according to his/ her bargaining capacity. There is no formal salary structure and those teachers who are presumed to be needed most are paid more than others."* Another teacher stated, *"In this school, pay is unequal. Teachers like those who teach candidate classes are paid more sometimes tripling what those of us who teach in lower classes get."* These qualitative views suggested that whereas teachers from government aided schools received equitable salary, those from private schools did not. Therefore, there were differences in equality of pay in government aided schools and private schools.

The results on the question item seeking to establish whether teachers were paid adequately for the work they did in the schools showed that the majority percentage (65.8%) of the respondents disagreed and 14.5% strongly disagreed. Those

who agreed were 17.1% and 2.6% strongly agreed. The mean = 2.28 meant that the teachers disagreed which indicated that they were not paid adequately for the work they did in the schools. With respect to whether the salaries teachers received matched market conditions, the majority percentage (61.8%) of the respondents disagreed with 7.9% strongly disagreeing. The remaining 8.6% agreed and 5.3% strongly agreed. The mean = 2.25 implied that the respondents disagreed suggesting that the salaries teachers received did not match market conditions.

In the qualitative responses of the teachers with regard to whether they were paid adequately for the work they did in the schools and whether salaries teachers received matched market conditions the teachers gave views which were in disagreement. For instance, one teacher remarked, *"Commodities like bread and rice for me and my family have become a luxury because of the miserable salary I am paid as a teacher. My salaries are dimly low despite the fact that prices of commodities are very high. I am always under stress thinking about how to take care of my family."* Similarly another teacher stated, *"My salary is very, very, very poor. It cannot afford me the things my family needs. I continue to work because I have no better alternative."* These views as with the descriptive statistics results indicate that teachers they were not paid adequately for the work they did in the schools and salaries teachers received did not match market conditions.

To establish the overall perspective of the teachers rated their basic, an average index of basic pay was computed for the eight items measuring basic pay for teachers. The summary of the statistics on the same, specifically the mean and standard deviation are presented in Figure 2.

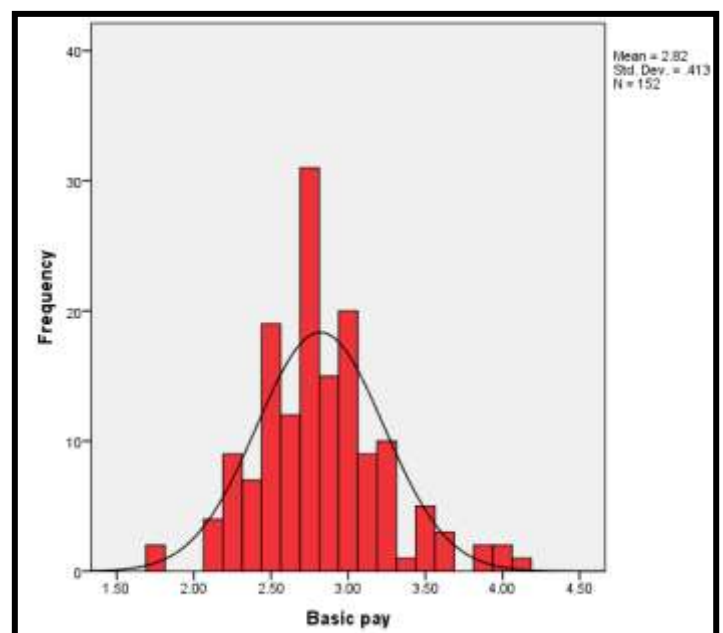


Figure 2: Histogram on Basic Pay

Figure 2 presents the overall mean = 2.82 and standard deviation = 0.413 for the eight items presented in Table 4.4. The mean closely below three indicated that the teachers to a lesser extent were undecided. Nevertheless, the low standard deviation suggested limited dispersion in the results. This meant that the teachers rated their basic pay as fair but to a lesser extent. The curve in Figure 4.2 indicates normal distribution of the average index for basis. This meant that the data obtained on teachers basic pay could be used to carry out linear correlation and regression and appropriate results obtained.

In the interviews with the district education officials, concerns related to those of teachers were raised. One official stated, *“Teachers salaries are very low as is with other civil servants. There is need for the government to do something about their salaries.”* Another respondent stated, *“The liberalised economy has caused a problem because salaries in private schools are not regulated. Some schools pay their teachers as low as 90,000= shillings which makes life for teachers very hard.”* Other officials remarked, *“There is need for setting a minimum wage for teachers in private schools. Some owners of these schools exploit the teachers because they know there many unemployed teachers who are ready to work for whatever they are paid.”* The views above show that the situation of teachers’ basic pay was bad. These views concur with the descriptive statistics results which revealed that basic pay for teachers was low.

*Correlation of Basic Pay and Performance of Teachers*

To establish the relationship between basic pay and performance of teachers’ correlation analysis was carried out between the two variables. The results were as given in Table 3.

Table 3: Correlation of Performance of Teachers on Remuneration

		Job Performance Teachers	Basic pay
Job Performance Teachers	Pearson Correlation	1	0.341**
	Sig. (2-tailed)		0.000
	N	152	152
Basic pay	Pearson Correlation	0.341**	1
	Sig. (2-tailed)	0.000	
	N	152	152

\*\* . Correlation is significant at the 0.05 level (2-tailed).

The results in table 3. revealed that basic pay had a positive significant relationship with performance of teachers (r = 0.341, p = 0.000). Therefore, there is a significant positive relationship between basic pay and performance of teachers. This means that first hypothesis (H1) to the effect that there is a relationship between basic pay and performance of teachers was accepted.

*Discussion*

The first hypothesis (H<sub>1</sub>) to the effect that there is a relationship between basic pay and performance of teachers in primary schools was supported. This finding is consistent with the theory that underpinned the study and the findings of previous scholars. According to Estes and Polnick (2012), the Expectancy Theory by Vroom conjectured that the potential outcome or reward achieved on the job interact psychologically within an individual’s beliefs to create a motivational force that in turn influences behaviour such as performance. Therefore, basic pay was related to performance because of motivational forces resulting from teachers being paid regular monthly basic salaries, payment of salaries being done in time and salaries being equitable with those of colleagues. This was also confirmed by Afful-Broni (2012) who revealed that a high monthly salary or income increased morale for high performance. Similarly, Hameed et al. (2014) showed that salary had a positive significant impact on employee performance. Consistently, Ibrar and Khan (2015) revealed a positive significant relationship between rewards (extrinsic and intrinsic) and employees’ job performance. Likewise, Kwak and Lee (2009) found out that fringe benefits were significantly associated with performance. On their part, Odunlami and Asabi (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.

Consistent with other scholars, Saani (2013) indicated that compensation had a positive significant effect on work performance. Subroto (2013) indicated that teachers’ salaries not only influenced 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. Wekesa and Nyaroo (2014) indicated that compensation had an effect on performance of teachers in public secondary school teachers with the poor the compensation policy in place demoralising the teachers leading to poor task performance and negatively affecting the productivity of the teachers in the schools. With the findings of previous in agreement with those of previous scholars, this means that basic pay has a positive and significant relationship with job performance. For teachers this was especially so because they were paid regular monthly basic salaries, payment of salaries was done in time and salaries were equitable with those of colleagues.

V. CONCLUSION AND RECOMMENDATION

The study concluded that basic pay is an imperative remuneration necessary for the performance of teachers. This is especially so when teachers are paid a regular monthly basic salary, the salaries are equitable with those of colleagues and payment of salary is done in time. Therefore the study recommended that the government and schools authorities



should ensure that all teachers have a basic pay. The pay should be regular, equitable and timely.

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