

Finding Out the Relationship between Employee Income Security Schemes and Performance of Teachers in Primary Schools in Uganda- Ibanda District

Nuwatuhaire Benard (PhD)¹ and Assumpta Tushabirane²

¹Kampala International University, Uganda

²Ibanda University, Uganda

Abstract: - This study investigated the relationship between employee income security Schemes 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 employee income security Schemes poor. Inferential results revealed that basic pay had a positive and significant relationship with performance of teachers. The study concluded that employee income security Schemes are the most probable remuneration for the performance of teachers. It was thus recommended that the government and school authorities should establish income security schemes for all teachers.

Key words: Performance, Remuneration and employee income schemes.

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 income security Schemes are important (Mugizi and Nuwatuhaire 2019). In this study it was conceived that income security schemes 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

Employee Income Security Schemes and Performance of Teachers

Different scholars (e.g. Chirumbolo & Areni, 2005; Chukwunye & Amgbare, 2010; Hameed et al., 2014; Luchak & Gellatly, 2002; Lucky, Minai & Rahman, 2013; 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 and absenteeism. Regression analysis indicated job insecurity was negatively correlated with job performance and positively with absenteeism. On the contrary, Chukwunye and Amgbare (2010) examined staff welfare and organization's productivity, using Patani Local Government Council in Delta State, Nigeria. Staff welfare was considered in terms of free medical treatment, protection against occupational hazards, provision of recreational facilities and convenience. The findings revealed that staff welfare was grossly neglected at the council with working environment in terms of office accommodation and furniture, working materials, monetary incentives and reliable health and safety facilities poor leading to low morale or job satisfaction was low among the employees leading to low job performance. Nevertheless, both studies showed that employee income security schemes related to employee performance. However, the contexts of the studies were

outside Uganda and not in primary schools and this study sought to close this gap.

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 had a positive significant impact on 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, unionized 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. Similarly, Lucky et al. (2013) examined how job security affected the organisational performance in a Multiethnic Environment. The study revealed that particularly in a multiethnic environment where different ethnic groups were a majority in some organisations resulting to low job security among the minority groups, job security had a significant effect organisational performance. However, the study by Hameed et al. (2014) was done in banks, the study by Luchak and Gellatly (2002) in unionised public utility company while the study by Lucky et al. (2013) was done a multiethnic environment. This current study was carried out in the context of primary schools in Uganda.

In relation to the above, Ma et al. (2016) investigated the effects of job security on work performance in Chinese employees using supervisor-subordinate dyads from a Chinese air transportation group. A multi-group analysis also showed 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 was thus carried out in the Uganda context to establish whether the employee security arrangements related to teachers job performance.

Generally, the literature above showed that scholars made significant effort to relate protection programmes and employee performance. However, gaps emerged at contextual and methodological levels. At contextual level, all studies were biased outside Uganda with the 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. Chukwunonye & Amgbare, 2010; Muogbo, 2013) in the rest of Africa. At methodological level, all the

studies adopted the quantitative approach. These gaps called for this study using both the mixed research approaches to investigate the relationship between Employee Income Security Schemes 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).

IV. 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.

V. RESULTS AND DISCUSSION

Employee Income Security Schemes

The section presents results on employee income security schemes and performance of teachers in primary schools in

Uganda - Ibanda District. Employee income security schemes were measured using six items. The results are presented in Table 1. below

Table 1: Frequencies, Percentages and Means for Income Security Schemes

Income Security Schemes	F/%	SD	D	U	A	SA	Mean
I am assured of my job in this school as long as I continue performing	F	7	18	12	72	43	3.83
	%	4.6	11.8	7.9	47.4	28.3	
On retirement I will receive my gratuity easily	F	2	41	40	55	14	3.25
	%	1.3	27.0	26.3	36.2	9.2	
When I retire I will receive monthly pension	F	13	35		87	17	3.39
	%	8.6	23.0		57.2	11.2	
The pension I expect is satisfying	F	31	99		18	4	2.11
	%	20.4	65.1		11.8	2.6	
I am guaranteed of medical treatment	F	11	127		9	5	2.14
	%	7.2	83.6		5.9	3.3	
I continue to receive my pay when on any form of leave such as sick leave	F	3	18		109	22	3.81
	%	2.0	11.8		71.7	14.5	

The data in Table 1 on whether teachers were assured of their jobs in the schools as long as they continued performing revealed that the larger percentage (47.4%) of the respondents agreed and 28.3% strongly agreed. Those who disagreed were 11.8% while 4.6% strongly disagreed and 27.9% were undecided. The mean 3.83 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 assured of their jobs in the schools as long as they continued performing.

In their open responses to the open ended question item, the respondents provided responses with to the type of the school they taught in, that either government aided or private schools. Most of the teachers in the government aided schools indicated that they were assured of their jobs in the schools as long as they continued performing. However, for teachers in private schools they indicated that whether with a contract or not, the security of their jobs depended on how the owners were pleased with their performance. For instance, one teacher from a government aided school stated, *“I continue working because I am sure that my job is secure because I am employed on permanent and pensionable basis.”* One other respondent stated, *“My job is guaranteed by my appointment and confirmation. I am confirmed as a permanent and pensionable teacher.”* However, one teacher from a private school stated, *“My job security depends on how the director is satisfied with my performance because I even do not have a contract.”* Another respondent stated, *“My job security is dependent on the owner, in case I fail to*

performance according to his expectations I can be easily chased unlike teachers in government aided schools.” The views above concur with the descriptive statistics which revealed that teachers were assured of their jobs in the schools as long as they continued performing. This was because even in private schools, as long as the directors were pleased with the performance of the teachers, they were assured of their jobs.

As to whether on retirement the teachers would receive their gratuity easily, the larger percentage (36.2%) disagreed with 9.2% strongly agreeing. Of those who remained, 27.0% agreed while 9.2% strongly agreed and 26.3% were undecided. The mean = 3.25 was almost equal to three implying that the respondents were undecided. Therefore, the teachers indicated that on retirement they hoped that they would fairly easily receive their gratuity. In relation to the above, the respondents were asked whether on retiring the teachers would receive monthly pension, the larger percentage (57.2%) of the respondents agreed with 11.2% strongly agreeing. Those who disagreed were 23.0% and 8.6% 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.

In the responses of the teachers from government aided schools, some agreed while others were not sure that they would easily get their gratuity and be paid pension. For instance one teacher stated, *“The process is clear, I believe once I clock 60 years will be paid my gratuity and pension thereafter. I have seen a number of retired teachers who have received theirs.”* However, another respondent stated, *“I*

have not been briefed about the situation of getting my gratuity and my pension on retiring. However, I hope when I retire I will easily get my gratuity.” For the teachers in the private schools, only three teachers indicated that they expected to get gratuity from National Social Security Fund with others indicating that their schools they expected not gratuity because their schools were not making contributions for them to National Social Security Fund. Therefore, gratuity depended on the type of school that is either government aided or private.

The results on the question item inquiring whether the pension teachers expected will be satisfying showed that the larger percentage (65.1%) of the respondents disagreed while 20.4% strongly disagreed. The lesser percentage of the respondents that is 11.8% and 2.6% agreed and strongly agreed respectively. The mean = 2.11 was close to two which suggested that the respondents disagreed. Therefore, the pension teachers expected was not satisfying. This was confirmed during the qualitative responses. For instance one respondent stated, *“Pension is dependent on the amount of salary one gets. Therefore, since my salary is very low, I do not expect much after retiring.”* Similarly, another respondent remarked, *“I expect very miserable pension because my salary is small.”* These views concur with the descriptive statistics which revealed that the pension teachers expected was not satisfying.

The data on the question item asking the respondents whether they were guaranteed of medical treatment revealed that the majority percentage (83.6%) of the respondents disagreed and 7.2% strongly disagreed. The remaining 5.9% agreed and 3.3% strongly disagreed. The mean = 2.14 was almost equal to two which indicated disagreed. This meant that teachers were not guaranteed of medical treatment. As to whether the teachers continued to receive their pay when on any form of leave such as sick leave, the majority percentage (71.7%) of the respondents agreed, 14.5% strongly agreed while 11.8% disagreed and 2.0% were undecided. The mean = 3.81 was almost equal to the median score of four which meant that the respondents agreed. Therefore, the respondents suggested that they continued to receive their pay when on any form of leave such as sick leave.

In their qualitative responses, all the teachers indicated that they were they were not guaranteed of medical treatment. The teachers revealed that their appointments did not guarantee them any kind of treatment. One respondent stated, *“No, I am not guaranteed of medical treatment and in case I get sick or any member of my family I have to pay the treatment.”* With respect to whether teachers continued to receive their pay when on any form of leave such as sick leave, the teachers from government aided schools agreed while those from private schools disagreed. For instance, respondent stated, *“As a government worker my salary is comes from the central government. So it is guaranteed.”* One other respondent stated, *“My job as a teacher in government services guarantees my pay whether when I am on any form of leave*

such as sick leave.” However, for the teachers in private schools, they indicated that pay was not guaranteed when on sick leave. For instance one teacher stated, *“If one takes long leave from work a temporary teacher is hired and is paid using salary of the one on leave.”* Another teacher stated, *“There are no guarantees of leave pay and if lucky, it one can get it only for one month.”* These views suggest that leave pay was largely guaranteed in government aided schools and not in private schools.

To find out the overall assessment of the teachers about their income security schemes, an average index of income security schemes was computed for the six items measuring income security schemes for teachers. The summary of the statistics on the same, specifically the mean and standard deviation are presented in Figure 1.

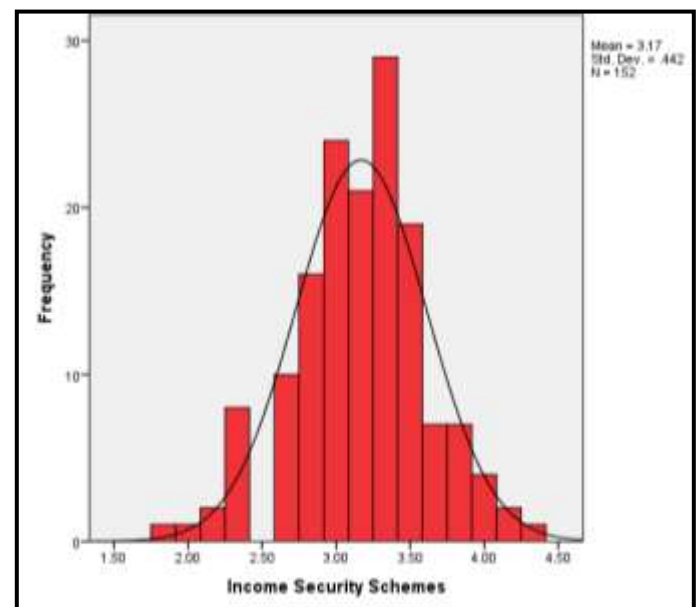


Figure 1: Histogram Income Security Schemes

Figure 1 shows that the overall mean = 3.17 and standard deviation = 0.422 for the six items presented in Table 1. The mean close three indicated that the teachers were undecided. Hence, income security schemes were fair. However, the low standard deviation suggested limited dispersion in the results. The curve in Figure 1 indicates normal distribution of the average index for basis. This meant that the data obtained on income security schemes could be used to carry out linear correlation and regression and appropriate results obtained.

In the interviews with the district education officials, they gave views that reiterated the view of the teachers presented in the descriptive statistics and qualitative responses. They indicated that the jobs for those employed by government were guaranteed even if the teachers had a problem in one school. They could easily transfer to other schools. The inspector of schools stated, *“Teachers in government aided schools are guaranteed of job security because their jobs are permanent and pensionable unlike those in private schools*

are whose jobs guaranteed are by the contracts they have with the owners which puts them at the mercy of the owners." The DES stated, "Jobs of teachers in government aided schools are guaranteed because they are employee on permanent basis and liable to transfer. These teachers are also guaranteed of gratuity and monthly pension after retirement." However, they indicated that for teachers in the private schools the teachers' stability of tenure was not guaranteed and even a few expected gratuity because many schools had not obliged with the requirement of subscribing to the National Social Security fund. Therefore, the views of the

district officials reflected those of the teachers. The results were thus consistent with the descriptive statistics results which revealed that teachers' income security systems were fair.

Correlation of Income Security Schemes and Performance of Teachers

To establish the relationship between income security schemes and performance of teachers' correlation analysis was carried out between the two variables. The results were as given in Table 2 below.

Table 2: Correlation of Performance of Teachers on Income Security Schemes

		Job Performance of Teachers	Income Security Schemes
Job Performance of Teachers	Pearson Correlation	1	0.626**
	Sig. (2-tailed)		0.000
	N	152	152
Income Security Schemes	Pearson Correlation	0.626**	1
	Sig. (2-tailed)	0.000	
	N	152	152

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

The results in Table 2 revealed that income security schemes had a positive significant relationship with performance of teachers ($r = 0.626$, $p = 0.000$). Therefore, there is a significant positive relationship between income security schemes and performance of teachers. This means that second hypothesis (H2) to the effect that there is a relationship between income security schemes and performance of teachers was accepted.

VI. CONCLUSION AND RECOMMENDATION

The study concluded Income security schemes are the most probable remuneration for the performance of teachers. This is so when teachers are assured of their jobs in the schools as long as they continue performing, expect to receive their gratuity easily on retirement, hope to receive monthly pension when they retire and continue to receive their pay when on any form of leave such as sick leave. The study recommended that the government and schools authorities should ensure income security schemes for all teachers. The schemes should ensure that teachers are assured of their jobs as long as they continue performing, get their gratuity easily on retirement, a monthly pension when they retire and continue to receive their pay when on any form of leave.

REFERENCES

- [1]. Aacha, M. (2010). *Motivation and the performance of primary school teachers in Uganda: A case of Kimaanya-Kyabakuza division, Masaka District*. Unpublished Master's dissertation Makerere University, Kampala, Uganda.
- [2]. Aacha, M. (2010). *Motivation and the performance of primary school teachers in Uganda: A case of Kimaanya-Kyabakuza division, Masaka District*. Unpublished Master's dissertation Makerere University, Kampala, Uganda.
- [3]. Abd Hamid, S. R., Hassan, S., Sariah, S., & Ismail, N. A. H. (2012). Teaching quality and performance among experienced teachers in Malaysia. *Australian Journal of Teacher Education*, 37(11), 85-103.
- [4]. Abdullah, A. A., & Wan, H. L. (2013). Relationships of non-monetary incentives, job satisfaction and employee job performance. *International Review of Management and Business Research*, 2(4), 1085-1091.
- [5]. Afful-Broni, A. (2012). Relationship between motivation and job performance at the University of Mines and Technology, Tarkwa, Ghana: Leadership lessons. *Creative Education*, 3(03), 309-314.
- [6]. Aguti, J. N. (2002). Facing up to the challenge of Universal Primary Education (UPE) in Uganda through distance teacher education programmes. *A paper presented at Pan Commonwealth Forum on open Learning, Durban, South Africa 29th July*.
- [7]. Amuche, C. I. & Kukwi, I. J. (2013). An assessment of stakeholders' perception of the implementation of universal basic education in North-Central Geo-Political Zone of Nigeria. *Journal of Education and Practice*, 4(3), 158-167.
- [8]. Anderson, C. (2010). Presenting and evaluating qualitative research. *American Journal of Pharmaceutical Education*, 74(8), 141-148.
- [9]. Araali, G. M. (2013, April 23). Unatu warns of semi-literate Ugandans in 10 years. *The observer*. Available at: webmail.observer.ug/index.php?..
- [10]. Auma. D. (2015, September 23). Education in Uganda. Alliance for African Assistance. Retrieved from: alliance-for-africa.org/blog/?p=449
- [11]. Blau, P. M. (1964). *Exchange and power in social life*. New York, USA: Wiley Publishers.
- [12]. Britton, J., & Propper, C. (2016). Teacher pay and school productivity: Exploiting wage regulation. *Journal of Public Economics*, 133, 75-89.
- [13]. Buchan, J., Thompson, M., & O'May, F. (2000). *Health workforce incentive and remuneration strategies: a research review*. Geneva, Switzerland: World Health Organisation.
- [14]. Burton, R. (1967). *The earning power of teachers*. Illinois, USA: The American Federation of Teachers.
- [15]. Calhoun, C., Gerteis, J., Moody, J., Pfaff, S., & Virrk, I. (2012). *Contemporary sociological theory* (Eds). Oxford, UK: Wiley

- Blackwell Holthausen, J. (2013, June). *Scientific review of the social exchange theory and its contribution to solving purchasers' decision making issues*. 1stIBA Bachelor Thesis Conference, Enschede, The Netherlands.
- [16]. Carrière, J., & Bourque, C. (2009). The effects of organizational communication on job satisfaction and organizational commitment in a land ambulance service and the mediating role of communication satisfaction. *Career Development International*, 14(1), 29-49.
- [17]. Caudill, H. L., & Porter, C. D. (2014). An historical perspective of reward systems: Lessons learned from the scientific management era. *International Journal of Human Resource Studies*, 4(4), 127-142.
- [18]. Chirumbolo, A., & Areni, A. (2005). The influence of job insecurity on job performance and absenteeism: The moderating effects of work attitudes. *SA Journal of Industrial Psychology*, 31(4), 65-71.
- [19]. Chiu, W. Y. B., & Ng, F. F. (2013). Improvement of job satisfaction and organisational commitment through work group identification: an examination of the quantity surveyors in Hong Kong. *Construction Economics and Building*, 13(3), 80-95.
- [20]. Chukwunye I. O., & Amgbare, D. (2010). Staff welfare and productivity in Patani local government council, Delta State Nigeria. *Journal of Economics and International Finance*, 2(12), 313-320.
- [21]. Cook, K. S., Cheshire, C., Rice, E. R., & Nakagawa, S. (2013). Social exchange theory. In *Handbook of social psychology* (pp. 61-88). Springer Netherlands.
- [22]. Cooke, F. L. (2000). Human resource strategy to improve organizational performance: A route for British firms. *Working Paper No 9 EWERC*, Manchester School of Management.
- [23]. Cosgrove, D. J. (1959). Diagnostic rating of teacher performance. *Journal of Educational Psychology*, 50(5), 200-20.
- [24]. Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. *Journal of management*, 31(6), 874-900.
- [25]. Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. *Journal of management*, 31(6), 874-900.
- [26]. Darling-Hammond, L. (2010). *Evaluating teacher effectiveness: How teacher performance assessments can measure and improve teaching*. Center for American Progress.
- [27]. Dolton, P., & Marcenaro-Gutierrez, O. (2011). If you pay peanuts do you get monkeys? A cross-country comparison of teacher pay and pupil performance. *Economic Policy*, 5-55.
- [28]. Eberts, R., Hollenbeck, K., & Stone, J. (2002). Teacher performance incentives and student outcomes. *Journal of human resources*, 37, 913-927.
- [29]. Estes, B., & Polnick, B. (2012). Examining motivation theory in higher education: An expectancy theory analysis of tenured faculty productivity. *International Journal of Management, Business, and Administration*, 15(1), 1-7.
- [30]. Foldy, E. G., Goldman, L., & Ospina, S. (2008). Sense giving and the role of cognitive shifts in the work of leadership. *The Leadership Quarterly* 19, 514-529.
- [31]. Gaborone, B. (2006). The use of documentary research methods in social research. *African Sociological Review*, 10(1), 221-230.
- [32]. Galimaka, L. (2008). Policy gaps in Universal Primary Education that contribute to school dropout in Uganda. Unpublished Masters Dissertation of Erasmus University, Hague, Netherlands.
- [33]. Hameed, A. H., Ramzan, M., Zubair, H. M. K., Ali, G. A., & Arslan, M. A. (2014). Impact of compensation on employee performance (Empirical evidence from banking sector of Pakistan). *International Journal of Business and Social Science*, 5(2), 302-309.
- [34]. Hameed, A., Ramzan, M., Zubair, H. M. K., Ali, G. & Arslan, M. (2014). Impact of compensation on employee performance (Empirical evidence from banking sector of Pakistan). *International Journal of Business and Social Science*, 5(2), 302-309.
- [35]. Herkenhoff, L. M. (2002). *National remuneration (pay) preferences: Cultural analysis within the Hofstede Model using cultural values to untangle the web of global pay*. Boca Raton, Florida, USA: Universal-Publishers.
- [36]. Herkenhoff, L. M. (2002). *National remuneration (pay) preferences: Cultural analysis within the Hofstede Model using cultural values to untangle the web of global pay*. Boca Raton, Florida, USA: Universal-Publishers.
- [37]. Holthausen, J. (2013, June). *Scientific review of the social exchange theory and its contribution to solving purchasers' decision-making issues*. 1stIBA Bachelor Thesis Conference, Enschede, The Netherlands.
- [38]. Homans, G. C. (1958). Social behaviour as exchange. *American Journal of Sociology*, 63(6), 597-606.
- [39]. Hsiung, T. L. (2014). The relationships among salary, altruistic behaviour and job performance in the National Basketball Association. *International Journal of Business and Social Science*, 5(9), 193-198.
- [40]. Hsiung, T. L. (2014). The relationships among salary, altruistic behaviour and job performance in the National Basketball Association. *International Journal of Business and Social Science*, 5(9), 193-198.
- [41]. Ibanda District Local Government, IDLG. (2014). Higher local government statistical abstract. Ibanda, Uganda: Ibanda District Local Government.
- [42]. Ibanda District Local Government, IDLG. (2014). Higher local government statistical abstract. Ibanda, Uganda: Ibanda District Local Government.
- [43]. Ibanda District Local Government. (2015). UPE performance report. Ibanda, Uganda: Ibanda District Local Government.
- [44]. Ibrar, M., & Khan O. (2015). The impact of reward on employee performance: A case study of Malakand Private School. *International Letters of Social and Humanistic Sciences*, 52, 95-103.
- [45]. Idrees, Z., Xinping, X., Shafi, K., Hua, L., & Nazeem, A. (2015). Effect of salary, training and motivation on job performance of employees. *American Journal of Business, Economics and Management*, 3(2), 55-58.
- [46]. Jaramogi, P. (2016, April 21). Poor teacher motivation hurting learning in Ugandan schools, Stir education comes in to tackle the vice. *The investigator*. Available at: theinvestigatornews.com > Local
- [47]. Kagoda, A. M. (2012). *Access to quality primary education in rural societies of Uganda*. Kampala, Uganda: Global Thematic Consultation.
- [48]. Kagoda, A. M. (2012). Access to quality primary education in rural societies of Uganda. *UNCIEF Publication*.
- [49]. Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and psychological measurement*, 30(3), 607-610.
- [50]. Kwak, J., & Lee, E. (2009). An Empirical Study of "Fringe Benefits" and Performance of the Korean Firms. *International Journal of Business and Management*, 4(2), 3-9.
- [51]. Luchak, A. A., & Gellatly, I. R. (2002). How pension accrual affects job satisfaction. *Journal of Labor Research*, 23(1), 145-162.
- [52]. Lucky, E. O., Minai, M. S., & Rahman, H. A. (2013). Impact of job security on the organizational performance in a multiethnic environment. *Research Journal of Business Management*, 7(1), 64-70.
- [53]. Ma, B., Liu, S., Liu, D., & Wang, H. (2016). Job security and work performance in Chinese employees: The mediating role of organisational identification. *International Journal of Psychology*, 51(2), 123-129.
- [54]. Mayor, F. (2008). *Teachers and teaching in a changing world education*. Paris, France: United Nations Educational, Scientific and Cultural Organisation.
- [55]. Mazaki, K. E. (2014). *Welfare and performance of public primary school teachers in Bugisu Sub Region in Uganda*. Unpublished PhD Proposal Mbarara University of Science And Technology, Mbarara Uganda.

- [56]. McDaid, D., Knapp, M., & Medieros, H. (2008). Employment and mental health: Assessing the economic impact. London, UK: MHEEN network.
- [57]. Milkovich, G. T., Newman, J. M., & Gerhart, B. (2011). *Compensation* (10th Ed.). New York, USA: McGraw-Hill.
- [58]. Ministry of Education and Sports. (1999). *The Ugandan experience of universal primary (UPE)*. Kampala, Uganda: Ministry of Education and Sports.
- [59]. Moore, H. L., & Moore, T. W. (2014). The effect of ethical climate on the organisational commitment of faculty members. *Journal of Academic and Business Ethics*, 9. Available at: www.aabri.com/manuscripts/142107.pdf
- [60]. Mugizi, W., & Nuwatuhaire, B. (2019). Recruitment, selection and employee commitment of academic
- [61]. staff in the context of a private university in Uganda. *Discovery*, 5(278), 49-56.
- [62]. Muogbo, U. S. (2013). The Impact of employee motivation on organisational performance: A study of some selected firms in Anambra State Nigeria. *The International Journal of Engineering and Science*, 2(7), 70-80.
- [63]. Muwanga, N. K. (2000). The politics of primary education in Uganda: Parent participation and national reforms. Doctoral dissertation, University of Toronto.
- [64]. Mwesigwa, A. (2015, April 23). Uganda's success in universal primary education falling apart. *The Guardian*. Available at: <https://www.theguardian.com/World/Development/Uganda>
- [65]. Nakabugo, M. G. (2008). Universal primary education for equal growth? The paradox of large classes in Uganda. CICE Hiroshima University, *Journal of International Cooperation in Education*, 11(1), 1-14.
- [66]. Namara, R. B., & Kasaija, J. (2016). Teachers' protest movements and prospects for teachers improved welfare in Uganda. *Journal of Education and Training Studies*, 4(5), 149-159.
- [67]. Namara, R. B., & Kasaija, J. (2016). Teachers' protest movements and prospects for teachers improved welfare in Uganda. *Journal of Education and Training Studies*, 4(5), 149-159.
- [68]. Nguyen, L. D. (2011). Organisational characteristics and employee overall satisfaction: A comparison of state-owned and non-state – owned enterprises in Vietnam. *The south East Asian journal management*, 5(2), 135-153.
- [69]. Njanja, W. L., Maina, R. N., Kibet, L. K., & Njagi, K. (2013). Effect of reward on employee performance: A case of Kenya Power and Lighting Company Ltd., Nakuru, Kenya. *International Journal of Business and Management*, 8(21), 41-49.
- [70]. Nulty, D. D. (2008). The adequacy of response rates to online and paper surveys: What can be done? *Assessment & evaluation in higher education*, 33(3), 301-314.
- [71]. Odunlami, I. B., & Asabi, A. M. (2014). Compensation management and employees performance in the manufacturing sector: A case study of a reputable organization in the food and beverage industry. *International Journal of Managerial Studies and Research (IJMSR)*, 2(9), 108-117.
- [72]. Olubusayo, F. H., Stephen, I. A., & Maxwell, O. (2014). Incentives Packages and Employees' Attitudes to Work: A Study Of Selected Government Parastatals In Ogun State, South-West, Nigeria. *International Journal of Research in Business and Social Science*, 3(1), 63-74.
- [73]. O'Neil, S., & Koekemoer, E. (2016). Two decades of qualitative research in Psychology, Industrial and organisational psychology and human resource management within South Africa: A critical review. *SA Journal of Industrial Psychology*, 42(1), 1-16.
- [74]. Onu, C. A., Akinlabi, B. H., & Fakinmoju, S. K. (2014). Motivation and job performance of non-academic staff in Private Universities in Nigeria (Babcock University as a case study). *Global Advanced Research Journal of Management and Business Studies*, 3(2), 039-054.
- [75]. Osibanjo, A. O., Adeniji, A. A., Falola, H. O., & Heirsmac, P. T. (2014). Compensation packages: a strategic tool for employees' performance and retention. *Leonardo Journal of Sciences*, 25, 65-84.
- [76]. Osibanjo, A. O., Adeniji, A. A., Falola, H. O., & Heirsmac, P. T. (2014). Compensation packages: a strategic tool for employees' performance and retention. *Leonardo Journal of Sciences*, 25, 65-84.
- [77]. Panayides, P. (2013). Coefficient alpha: Interpret with caution. *Europe's Journal of Psychology*, 9(4), 687-696.
- [78]. Park, S., & Sturman, M. C. (2016). Evaluating form and functionality of pay-for-performance plans: The relative incentive and sorting effects of merit pay, bonuses, and long-term incentives. *Human Resource Management*, 55(4), 697-719.
- [79]. Podgursky, M., & Springer, M. (2011). Teacher compensation systems in the United States K-12 public school system. *National Tax Journal*, 64(1), 165-192.
- [80]. Podgursky, M., & Springer, M. G. (2007). Credentials versus performance: Review of the teacher performance pay research. *Peabody Journal of Education*, 82(4), 551-573.
- [81]. Robbins, S. P., Bergman, R., Stagg, I., & Coulter, M. (2014). *Management*. Melbourne, Australia: Pearson Australia.
- [82]. Saani, A. J. (2013). Influence of compensation and supervision on private basic school teachers work performance in Ashaiman Municipality. *International Journal of Business and Social Science*, 4(17), 64-69.
- [83]. Schraeder, M., & Becton, J. B. (2003). An overview of recent trends in incentive pay programs. *Coastal Business Journal*, 2(1), 18-27.
- [84]. Stander, M. W., & Rothmann, S. (2010). Psychological empowerment, job insecurity and employee engagement. *Southern Africa Journal of Industrial Psychology*, 36(1), 1-8.
- [85]. Sultana, R. G. (2005). The initial education of high school teachers: A critical review of major issues and trends. *Studying Teacher Education*, 1(2), 225-243.
- [86]. Symeonidis, V. (2015). *The status of teachers and the teaching profession*. Stockholm, Sweden: Education International Research Institute.
- [87]. Talemwa, M. (2015, May 18). Uganda's pupils still can't read, write – Uwezo report. *The Observer*. Retrieved from www.observer.ug/.../37880-uganda-s-pupils-still-can-t-read...
- [88]. Talemwa, M. (2016, June 20). Uganda: Why teachers are lukewarm about their recent pay increase. *The Observer*. Available at: allafrica.com/stories/201606201219.html
- [89]. Talemwa, M. (2016, June 20). Why teachers are lukewarm about their recent pay increase. *The Observer*. Retrieved from: www.observer.ug/.../44879-why-teachers-are-lukewarm-about-their-rec...
- [90]. Tinofirei, C. (2011). *The unique factors affecting employee performance in non-profit organisations*. Unpublished dissertation for the award of Magister Technologiae in Public Management of the University of South Africa
- [91]. Tornikoski, C. (2012). *Expatriate compensation: A total reward perspective*. Unpublished Doctoral dissertation, Carnegie Mellon University, USA.
- [92]. UBS. (2016). *Uganda Bureau of Statistics abstract*. Kampala, Uganda: Uganda Bureau of Statistics.
- [93]. UWEZO. (2016, December). Are our children learning. *Uwezo Uganda Sixth Learning Assessment Report*.
- [94]. Uwezo. (2016, June 1). *Learning outcomes in Uganda remain low, static and inequitable*. Uwezo Press Release.
- [95]. Verkerk, M. J. (2004). *Trust and power on the shop floor: An ethnographical, ethical and philosophical study on responsible behaviour in industrial organisations*. Delft, Netherlands: Eburon Uitgeverij B.V.
- [96]. Vlassoff, C. (2007). Gender differences in determinants and consequences of health and illness. *Journal of health, population, and nutrition*, 25(1), 47-61.
- [97]. Waga, R. A., & Simatwa, E. M.W. (2014). Hygiene and motivational factors that influence job performance among teachers of public primary Schools in Kisumu East and West Sub counties, Kenya: An analytical study. *Educational Research*, 5(8), 296-314.
- [98]. Wasiu, B. O., & Adebajo, A. A. (2014). Reward system and employees performance in lagos state (A study of selected public

- secondary schools). *Kuwait Chapter of the Arabian Journal of Business and Management Review*, 3(8), 14-28.
- [99]. Wekesa, J. N., & Nyaroo, S. (2013). Effect of Compensation on Performance of Public Secondary School Teachers in Eldoret Municipality Kenya. *International Journal of Scientific and Research Publications*, 3(6), 2250-3153.
- [100]. Wikhamn, W., & Hall, A. T. (2012). Social exchange in a Swedish work environment. *International Journal of Business and Social Science*, 3(23), 56-63.