

Remuneration and Performance of Academic Staff in Selected Private Secondary Schools in Kamwenge District, Uganda

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Abstract - The study investigated the relationship between remuneration and performance of academic staff of private Secondary school in Kamwenge District. The general purpose of the study was to investigate the relationship between remuneration and performance of academic staff of private Secondary school in Kamwenge District. The study examined salary, pay incentives and benefit packages as the independent variables while performance was the dependent variable. Salary was examined using two dimensions of pay structures and pay systems. Pay incentives had three dimensions which included: allowances, bonuses and wages. Benefit packages had three dimensions: tuition fees assistance, health insurance and retirement benefits. Performance had three dimensions, attendance, compliance with academic standards and innovation in pedagogy.

The study looked at salary, pay incentives and benefit packages and how they affect performance of academic staff of private Secondary school in Kamwenge District. The case study design using both qualitative and quantitative techniques was used to collect the data. Data collection was done using self-administered questionnaires and interviews. The questionnaire was designed with statements that required respondents to state their views of either agreement or disagreement using a five-point Likert scale ranging from strongly disagree to strongly agree. The interview guide was used to have a direct interaction with the respondents to probe and get in-depth information about the variable understudy in private Secondary school in Kamwenge District. For purpose of analyzing quantitative data, descriptive statistics (frequencies and percentages) was used to determine the distribution of the respondents on personal information and on the questions under each of the variables. Inferential statistics (correlation coefficient of determination and regression) were used to test the hypotheses. Qualitative data was analyzed using content analysis. Specifically the study findings revealed that there is a positive significant relationship between salary and

performance ($\rho = .630, p=.000$). There is a positive significant relationship between pay incentives and performance ($\rho = .622, p=.000$) It was further revealed that there is a positive significant relationship between work benefits and performance ($\rho = .727, p=.000$). It was concluded that salary pay structure based on skills and competencies as well as salary payment to staff based on roles and responsibilities lead to improved employee performance. In addition, to that monetary incentives have a great effect on employee performance and work benefit packages motivate staff members to improve performance. The study revealed discontentment among the academic staff regarding the salary, inadequate pay incentives and work benefit packages compared to their qualifications and efforts. It was therefore recommended that management in private Secondary school in Kamwenge District should increase staff salary within the existing payment structures. There should be a uniform salary increment made across all salary scales, allowances and wages which staff members receive per extra hour worked be increased. Furthermore, the private secondary schools should provide health insurance benefits to all academic staff members in order to improve overall performance.

Keywords: Remuneration, performance, incentives, and benefits.

I. INTRODUCTION

The study investigated the relationship between remuneration and performance of academic staff in selected private secondary Schools for the study. Remuneration in the study will be construed as the independent variable while performance was the dependent variable. Remuneration was measured in form of salary, pay incentives and benefit packages, while performance was measured in form of quality of reports made, compliance with academic standards and innovations in academic output.

Globally, remuneration is an important element that organizations use for motivating employees to contribute their

best efforts to make innovations, ideas which contribute towards better organizational functionality as well as improve performance of the company. Many organizations in Europe, Latin America and Asia reward their employees through praise from the manager, the chance to undertake an important task or project as well as attention of leadership. Employees usually offer their maximum efforts when they trust that management will reward their efforts. Over the years performance was not formally identified as business strategy until 1989 (Mullins, 1996). Today, most organizations are totally considering performance a major core function for which they had to compete internally.

In African countries, the success for any organisation depends on the employees' ability to contribute towards the achievement of its goals. Organizations are continuously being challenged to achieve high performance levels through employees. In Nigeria, Ghana, South Africa and other African countries, for workers to perform their responsibilities to the best of their abilities, they have to receive motivation through means such as rewards, incentives, leadership, their work as well as the organisational context in which they do their activities (Armstrong, 2003).

Most emphasis and efforts have been placed on designing the most effective pay systems. According to Lowery and Petty (1995), one approach taken by many organizations to solve this problem is instituting a performance-based pay system because of the inherent logic that payment ought to be related to performance.

In East Africa, as organizations move on to experience increasing competitive pressure, they devise means to do more with less and with high quality. As goals for organizations are towards attainment of high levels of quality and performance, growth of employment is mostly controlled and in a number of cases, considerable reductions in employment have been registered. Ideally, practices of remunerating employees play a key role in efforts to better manage human resources. Management of human resources is concerned with some important objectives which an organization requires to achieve like performance (Torrington, 2008).

In Uganda, employees in private secondary Schools, typically depend on salaries and wages as a source of income. The high focus on employee performance at different levels in the organization emerges from the pressure of globalization and the requirements associated to create competitive advantage so as to survive in the international market. Human capital, value creating skills, competencies, abilities and talents of the workforce for an organization are considered to be an important component in creating competitive advantages (Elias, 2004).

It was guided by the "Expectancy Theory" (Vroom, 1964). The theory asserts that the intensity for a tendency to perform within a specific way is determined by the strength of the expectation which the performance is to be followed by a definite result as well as the appeal. The Expectance Theory is described best as a process theory. It gives an explanation of reasons which make people chose a behavioral option other option. The notion behind the Expectancy Theory will be inspired because they trust that the decision, they make shall lead to the outcome desired (Redmond, 2009). The theory of expectancy suggests that motivation to work depends on the association to exist between outcomes and performance, and that individuals base on the calculation of the outcomes anticipated to modify behavior (Chen & Fang, 2008). The Theory assumes that the way a person perceives outcomes determines the level of motivation. It presumes that the choice made is for minimizing pain as well as maximizing pleasure. This leads to a positive and practical advantage to improve motivation due to the fact that it has and can aid managers make workplace motivation programs. The Theory is based on the notion that motivation arises from an individual believing that they shall obtain what they need in form of rewards or performance.

In this research, remuneration is the independent variable. According to Laura (2012), salary is the payment made for the employees' service by the employer and a technique for in the currency form. It encompasses the auxiliary and the base. That base salary implies the foundation on which to establish bonuses, allowances and insurances. The benchmarks to determine the basic pay involve factors such as work experiences, labour skills, intensity, importance of the work in organisational strategy, responsibility and work years among others. The latter encompasses bonuses, allowances, free working meals and housing subsidies among others.

People are oriented towards goals and financial incentives may shape a person's goals as time goes by. A plan for pay incentives may assist to make the behavior of employees consistent with the goals of an organisation. The assessment of individual employee's performance assists the company to attain individual equity. An organisation needs to provide rewards that are proportional to efforts of an individual. When individuals are not given rewards, high performers can leave the company or reduce the level of performance to make it commensurate with the payment they receive.

The dependent variable of study is "employee performance." According to Hornby's (2010; p.1089) Oxford Advance Learner's dictionary of Current English, performance is defined as "how well or badly you do something, how well or badly something works. Bouckaert and Halligan (2008)

contend that there is no specific definition of performance and in several studies, it has an implicit meaning. According to Meyer (2002), performance is what machines and people carry out. It is their accomplishments as well as functioning. In this study the indicators of performance were the quality of reports made, compliance with academic standards and innovations in academic output.

Good remuneration, in relation to services offered by employees, is a complex but important process in attracting, retaining, and developing skills and capabilities of the workforce (Cascio, 2003). Well-designed benefit plans motivate employees to put in their best to the organization they belong. In order to improve performance of academic staff, private schools have instituted remuneration practices in form of basic salary and other pay incentives such as allowances, bonuses, pay for best performers and gratuity. In addition, the institution offers other benefit packages which include tuition fees assistance and reimbursement, transport reimbursement, pension and health insurance to motivate employees improve their performance.

Despite the above efforts, performance of academic staff in private secondary schools in Kamwenge district has remained below standards. According to district (Annual Report 2022), attendance of some staff members was below the expected standards (full time) and did not comply with the minimum requirements for the ministry of Education. The situation in private secondary schools in Kamwenge district is characterized by low commitment and morale, dissatisfaction among the employees, and high turnover rates has indicated that employee motivation has been taken for granted (Kamwenge District report, 2021). Clearly, if the matter of worker remuneration in private secondary schools is not properly addressed, the current state of affairs such poor quality reports and failure to comply with standards of ministry of Education could continue and exacerbate the situation even further; it could also make the schools poorly responsive to today's competitive market. Hence, it is therefore imperative to establish the relationship between remuneration and employee performance in selected private secondary schools in Kamwenge District. This will hopefully lead to valuable inputs put in place for favourable remuneration packages in order to have sound employee performance in that private secondary schools and avoid losing out their labour force.

Salary and performance of academic staff

According to Cole (2007) salary is a periodical fixed payment made to employees, mostly expressed in monetary terms. Similarly, Natwenda (2010) stated that salary is the fixed and periodic financial compensation that one receives

for the services rendered after a fixed period of time usually on a monthly basis. Bhambra (2008) contends that salary is the most common form of monetary reward which determines employee performance. When companies for which employees are working do not provide good salaries, there is a tendency to hunt for jobs which can pay them fairly well.

Nakacwa, (2007) revealed that inadequate salary contributes towards reduced employees' social status which leads to inadequate commitment to their employment, hence a decrease in employee performance. Salary takes various forms of pay structures which are set in several levels of payment for jobs in reference to the internal value. Armstrong (2012) and Robert (2011) agree that there are various types of salary pay structures, the types of pay structures include; broad graded, narrow graded, job family and career family among others. Some institutions employ spot rates for some or all employees. Although such an approach doesn't constitute a pay structure, it is explained as a feature of certain systems of pay.

Narrow graded salary structure consists of a series of job grades in which jobs of broadly equivalent are put. Alternatively, salary grades can be termed by profiles or grade definitions that provide the information necessary to match jobs stipulated under job demand factor headings (Robert, 2011). On the other hand, broad banded salary structure compresses multiple graded structures into five or four bands. Broad banding system which is the same as a pay grade system, except all the jobs in a specific category are assigned in a particular category.

The broadband salary pay system is increasingly being used by organizations for rewarding employees. Most organizations have adopted the system because it allows flexibility in work cross functional development, encourages competency and career development. It is however criticized in that; employees have become 'conditioned' to the idea that a promotion is accompanied by a salary pay raise which discourages work effort which in turn leads to low performance. Broad banding encourages teamwork and allows employees to be rewarded easier for outstanding performance (Armstrong 2012). Pay spines salary structure consists of a series of incremental pay points which extend from the lowest paid jobs to the highest paid jobs that the structure covers. Job grades are made in line with the pay spine as well as the pay ranges for grades defined by scales of pay points (Armstrong, 2012).

According to Laura (2012), salary payment is the most important as well as motivating benefit which is received as a result of performing a service or task. Pay is the one which motivates individuals to move out and seek employment. The system of pay may be used by management to influence the

behaviours of employees for increased performance of the organization.

(Milkovich et al., 2005). In this regard, the payment of salary is deemed as a necessary motivator for performance of a specific task. Pink (2013) stated that the salary pay system plays a vital role in strategy implementation. The method in which people are paid has an effect on their attitude towards customers, the quality of their work, as well as the readiness to be flexible as well as learn new skills. High levels of can ensure that the organization attracts and at the same time retains employees of high quality. Pay can be one method workers determine whether the time spent and the efforts put into working are worthwhile (Ryan & Sagas, 2009).

Laura (2012), says that salary payment systems have to comply with several constraints from government. The critical areas which laws address include hours of work and minimum wage standards. With a pay system based on skills, the levels of salary are based on the skills of an employee, contrary to the title of the job. Skills based pay is a payment system based on inputs whereby employees receive payment for the competencies or skills they acquire. The system provides employees a chance to influence the pay they receive by getting more skills which lead to increases in pay. Skills based payment promotes flexibility and multitasking, which subsequently enables an organisation to respond more effectively to customers' needs (Torrington et al., 2009).

Instead of considering particular skills, the approach based on competency looks at the characteristics or traits of an employee, contrary to particular set skills. This mechanism pays more attention to what employees may become; contrary to the skills she or he already has (Robert, 2010). On the other hand, Armstrong (2006) recommends the variable salary pay system which provides employees with a pay based on the achievement of some goals. According to Milkovich and Wigdor, (2011), systems based on merit pay facilitate motivation of greater work by rewarding top performers differently over marginal performers. Studies indicate that a pay system that is discriminating may enhance the motivation of employees to perform by as much as 40% (Lawler, 2010).

Pay incentives and performance of employees

An incentive is a specific type of payment intended to attain some particular behavioral change. Incentives take various forms and may either be non-financial or financial. Employers use financial incentives to retain the best brains and compensate them for excellent performance through financial forms. Pay incentives may come in several forms such as allowances, bonuses, overtime pay, attendance incentives, and many others (Pattanayak, 2005).

Allowances are direct monetary payments to employees to facilitate them perform (Cole, 2007). These may include but not limited to medical, transport, lunch and subsistence allowances. They vary from one scale to another. It is believed these allowances have a great impact on employee performance and lack of them may incapacitate the labour force and may contribute to poor performance (Natwenda, 2010). However, allowances depend on several factors such as the position which one holds, the number of extra hours one has worked for and the responsibilities which one has.

Stride et al., (2008) contend that when employees notice that there is limited relationship between rewards and performance, they can set minimum goals so as to retain jobs although may not see the reason for excelling. However, when fair rewards such as allowances are revised to employees as well as their accessible basic needs, their commitment levels will rise and will be contented to continue working with an organisation. Monetary allowances such as transport allowances, housing allowances, welfare and medical allowances ought to be provided if low employee turnover and job commitment are to be enhanced. Providing high allowances as well as other fringe benefits minimizes unhappiness among employees, enhances their social status thus improved performance.

Bonuses are important to keep an overall competitive level of remuneration for major people especially the performers (Cole, 2007). On the other hand, bonuses can be defined as a reward that closely resembles a straight addition to pay than most of the other benefits. They are usually payable in regard to certain criterion like profit or length of service, rather than as gifts from employer to employee. However, they tend to become rights other than a benefit in the eyes of the employee.

While Armstrong (2007) contends that bonuses are payments or general rewards offered after achievement of company profitability targets and growth, though in certain schemes they can be related to individual achievement, Bhambra (2008) states that bonuses have a short motivational and minimal value; most employees take it for granted. Workers anticipate bonus at the end of the year, even if the employees many not have added any contribution towards profitability of the company. On contrary, when the bonus is not paid for whatever reason, there can be a backlash as employees become de-motivated, angry, disappointed and frustrated. The bonus's value turns into sustenance of motivation instead of motivation per ce. Similarly, there is a real de-motivation threat when bonus is not offered or the amount is below expectations (Amoding, 2010). According to Pink (2013), payment of bonuses to creative people for good performance de-motivates them and guarantees that they will

fail, hence bonuses may not be the best way to ensure staff motivation.

Employees who offer wages that are most attractive have a lower rate of attrition rates compared to those who pay poorly. Amoding (2010) asserts that paying employees a market related wage may help in retaining valuable employees and improve their performance. When higher performers are insufficiently rewarded, they tend to perform poorly. On the other hand, if jobs provide adequate wages, the more likely employees will remain with those particular organisations and improve their performance (Griffeth, 2007).

Benefit packages and performance of academic staff

According to Pitts (1995), benefits include pension schemes, bonuses, allocated cars, subsidized meals, health insurance and beneficial loans among others. Employers have established that tuition aid and educational assistance benefits are much liked by employees. Such programs have been established to aid the retention and satisfaction of employees (Mathis & John 2003). According to Otuko, Chege and Douglas (2013), the relationship between educational benefits and job satisfaction is not straightforward. Acquisition of skills may enhance employee job satisfaction because it is easy to shift to other jobs which have high satisfaction. On the contrary, specific skills commit employees to the company and can induce satisfaction through creation of a barrier to exit as employees may lose a portion of skills when they move. In addition, Sahinidis and Bouris (2008) noted that the effect of educational benefits and job satisfaction may be both direct and indirect. In a direct manner, the duty of education programs at a workplace is considered as a technique to improve capabilities of both the organisation and employees.

Gratuity or retirement benefits greatly influence the behavior of workers, providing younger employees a reason to proceed working for the employer as well as encouraging older employees to retire on time. Experimental evidence shows that gratuity determines the type of employee a company attracts and may aid an employer to attract employees who show desirable patterns of behavior (Cole, 2002). Luchak and Gellatly (2002) contends that as the gratuity of employees increases in value along the job tenure, employees can feel more vulnerable to loss of the job because companies can opportunistically lay off workers to minimize liabilities accruing from pension.

Some studies found that gratuity does not impact job satisfaction significantly in cross section estimates. Artz (2008) used the data set of 2000 employees in Britain and found that gratuity does not have a significant impact on employee job satisfaction. Donohue and Heywood (2004)

found related results in the National Longitudinal Survey (NLS) on retirement plans provided by the employer.

Health insurance benefits refer to the kind of benefit that employers offer to the employees as well as their immediate members of the family with access to private health services which can be an important feature of remuneration particularly for professionals and managers within the private sector (Najjinda, 2013). Luthans (2010) stated that health insurance is a major benefit. It is another important factor for job satisfaction. The cost of responding to issues of safety and workplace health has the potential of undermining an organization's competitiveness in the global marketplace (Kamau, 2013).

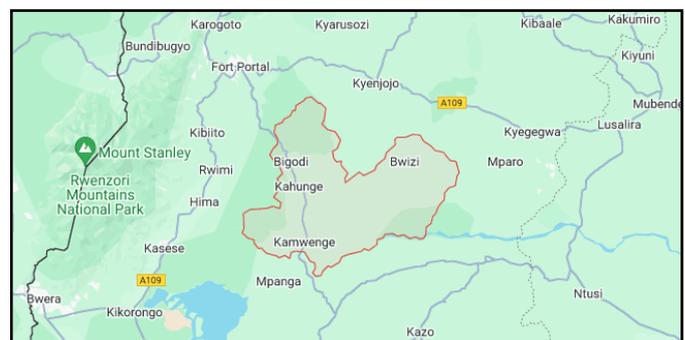
Robert, Mathis and Jackson (2011) noted that employee benefits like health insurance are not only a technique to improve the performance of employees, but also assists in the attraction of applicants during the process of recruitment. Similarly, Amah et al., (2013) noted that benefit research that benefits provided by employers such as life, health and dental insurance, maternity leave or child care provision as well as retirement plans can cause a big impact on satisfaction and performance of employees.

II. MATERIALS AND METHODS

Location of the Study area

The study was This study was conducted in selected private secondary schools in Kamwenge district, because it has continued to face challenges of poor performance despite the fact that private secondary schools in Kamwenge District provide remuneration to employees.

Sketch Map of Showing the Location of kamwenge District (Study Area)



Source: Google map 2024

Sampling

This technique was employed to select respondents from Teachers. This is because they have many members, all of whom have equal chances of participating in the study. This was premised on the fact that the simple random technique

enables respondents to have an equal chance of participating in the study and giving reliable data, as Amin (2005) emphasizes.

The purposive sampling employed to select key informants, the District Education officer, Inspector of Schools, Head-teachers and Director of studies since these are expected to be more knowledgeable about remuneration and employee performance private secondary schools. The purposive sampling enabled the researcher choose participants

of study's interest based on their knowledge and expertise (Mugenda & Mugenda, 1999).

Sample Size

From a population of 140 members of the academic and administrative staff, the sampling technique that was used in selecting the respondents for the research purpose was purposive sampling and simple random sampling, the sample size was 103 respondents determined using Krejcie & Morgan (1970) table.

Table I: Sample size selection and sampling technique

Category	Population	Sample size	Sampling technique
District Education Officer	1	1	Purposive sampling
Head-teachers	6	4	Purposive sampling
Director of studies	6	4	Purposive sampling
Inspector of Schools	1	1	Purposive sampling
Teachers	126	93	Simple random sampling
Total	140	103	

Source of Data (2024)

Study Population

The study population was academic and administrative staff from six private secondary schools in Kamwenge District. The schools are St Thomas Aquinas College, Green hill high school, Trinity high school, St Michael sec school-kahunge, Kibale high school, and Micindo mistelbach ss. These schools have different foundation bodies and therefore different management styles. For research purposes a population comprising of 140 respondents from academic staff was considered.

Instrument

Self-administered questionnaire were used to capture data on the independent variable. These instruments were used because they are cost effective in a survey of highly literate persons who are expected to respond clearly as they give their personal opinions. This tool was designed to be used in both closed and open ended questionnaires. Amin, (2005) describes a questionnaire as a self – report instrument used for gathering information about the variables of interest in an investigation. Mugenda and Mugenda, (1999) explain that questionnaire are valuable methods of collecting data from a large number of respondents.

Interview guides were focusing on getting responses from the senior persons in the District Education Office, Inspector of schools that enabled the researcher interact more through probing for more detailed information from the respondents. Mugenda & Mugenda, (1999) states that interviews are face-

to-face encounters and leads to obtaining accurate information because the researchers can seek clarity and such improves the relationship with the respondents.

Documentary review was used on secondary data collection involving analysis of document such as reports. Libraries like Team University library, was used to get information. According to Baver, (2000) documentary analysis is one way of interpreting textual data since it examines it as a medium of expression that reflects a people's culture.

III. DATA ANALYSIS

The researcher carried out a careful scrutiny of the data captured to ensure consistency, accuracy and completeness of the questionnaire. Analysis was done according to the objectives of the study. The quantitative data was edited with the view of checking the completeness and accuracy during data collection, where incomplete data sheets were omitted before it is entered into the computer using Statistical Package for Social Scientists (SPSS)(Forster 1998). The researcher used frequencies, and Spearman correlation coefficient to statistically determine the relationships, in form of tables, where interpretations were made.

Validity is designed to measure and pre-test the instrument, to ensure clarity; accuracy of the instruments so that the data collected provides meaningful, reliable results representing variables in the study, Mugenda and Mugenda, (2003). Mark (1995) recommends that before a survey is used

to collect meaningful data, it has to be tested to ensure its accuracy and avoid the random error (unpredictable error) and measurement error. To ensure validity of the instrument, the validity was measured using expert judgment. The questionnaire was given to two experts in the field of human resource management, who were requested to rate the relevance of its question items one by one. After expert judgment, the content validity index was computed by adding up all items rated relevant by each expert and divides them by the total number of questions in the questionnaire.

Mugenda and Mugenda (1999) contend that reliability is the measure of the magnitude to which a research instrument is able to yield consistent data or results after several trials. To ensure consistent measurement and reliability of the

instrument, every participant in the sample was asked a similar set of questions presented in the same way such that differences in responses were based on variations in respondents' views, and not stimuli. In order to control variations in stimuli, the researcher followed particular directions to ensure consistent question wording and meaning in a simplified language to respondents for easier understanding and response. The instrument was pretested to 10 respondents to establish its reliability and relevant corrections made. The degree of reliability was established by using the Cronbach Alpha, a formula that was developed by Kuder Richardson, Amin, (2005) to estimate rational equivalence reliability. Reliability of research instrument was then be tested using the Cronbach alpha coefficient, computed using SPSS.

IV. RESULTS

The presentation is made basing on objectives of the study covering remuneration and performance of academic staff in private schools in kamwenge.

Table 2: Response rate

Category / Data collection instrument	Sample intended	Return rate	Percentage
District Education Officer	1	1	100%
Inspector of schools	1	1	100%
Directors of studies	4	4	100%
Head teachers	4	3	80%
Teachers	93	89	96%
Total	103	98	94%

Source: Primary data (2024)

Table 2 shows that 2 respondent was sampled from the District Education department giving a response rate of 100%. Out of the four Head-teachers of secondary schools sampled, 3 participated which gave a response rate of 80%. Out of the 4 respondents sampled from Directors of studies of the different schools, 4members actually participated, giving a response rate of 100%. In addition, out of 93 sampled teachers, 89 participated, giving a response rate of 96%. The overall response rate from both questionnaires and interviews was 94%. This response rate was above the recommended two-thirds (67%) response rate (Amin, 2005; Mugenda & Mugenda, 1999). The results of the response rate imply that the researcher obtained data that was enough to write the report since the percentage response rate was above two-thirds as recommended by Amin (2005).

4.1 Background characteristics

During the study, the researcher sought demographic characteristics of teachers in terms of gender, level of education, longevity in service and category of respondents. Results obtained are presented in the next sub section.

Figure 1 Gender of teachers

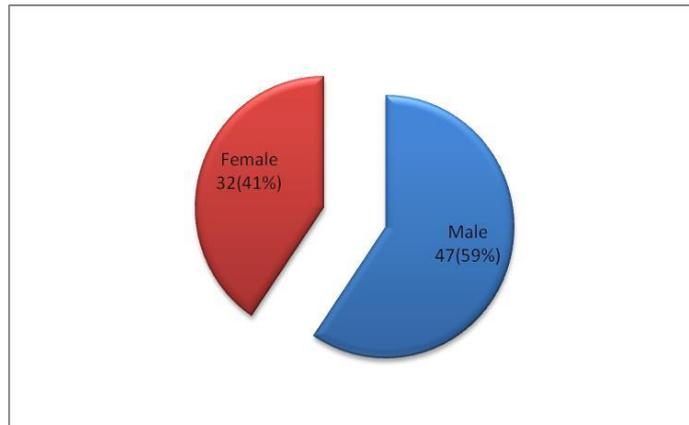


Figure 1: Teachers according to gender

Results in Figure 1 above show that majority (47)59% of the respondents were males while (32) 41% were females. This indicates that data was obtained from a gender balanced sample size without bias, therefore appropriate for the study.

4.2 Level of education

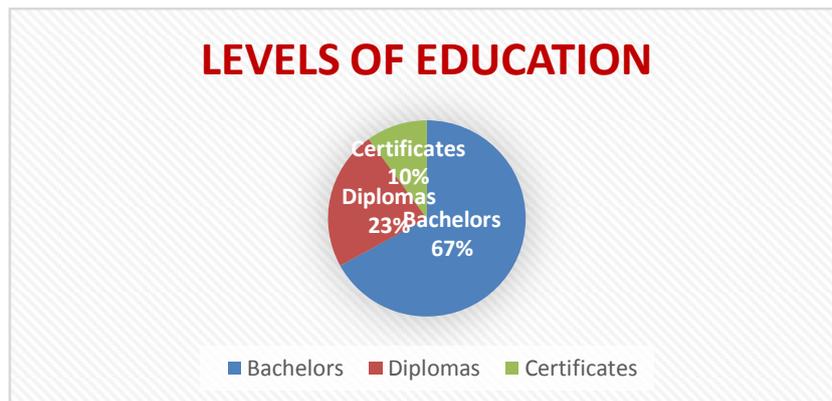


Figure 2: Teachers' level of education

Figure 2 above shows that majority 55(67%) of the respondents had Bachelors' degree. Those with Diplomas were 28 (23%) while respondents who had certificates constituted 17(10%). This shows that most of the respondents were educated and able to understand and interpret research questions to provide reliable data. The reliable and authentic data enabled the researcher to prepare a comprehensive report.

Table 3: Teachers' length of service

Length of service	Frequency	Percentage (%)
1-3 Years	24	30%
4-6 Years	50	51%
7 Years and above	24	19%
Total	98	100

Source: Primary data (2024)

Results in table 3 above show that majority 50(51%) of the respondents had worked in private schools for a period between 4-6 years. Those who had worked for a period between 1-3 years constituted 24(30%) while those for seven years and above were 24(19%). The above statistics shows that most respondents had worked in private secondary schools for a long period and were more knowledgeable about remuneration and employee performance. Therefore, they were in position to provide reliable data for the study.

Empirical findings

Descriptive statistics about employee performance

The dependent variable in this study was performance of academic staff in Private secondary schools, conceptualized in terms of quality of reports made, compliance with academic standards and innovations in academic output. Teachers (79) who responded to the questionnaire indicated the extent to which they agree or disagree with each of the items/ statements. The other staff members (18) participated in key informant interviews as indicated in the analysis and interpretation which follows the presentation of findings.

Table 4: Descriptive statistics from 79 teachers showing performance of academic Staff

Statement	SD	D	NS	A	SA	Total
I produce work of good quality	3 (4%)	17 (21%)	0	44 (56%)	15 (19%)	79 (100%)
Quality Assurance department in the school has greatly improved my performance	20 (25%)	9 (11%)	2 (3%)	20 (25%)	28 (35%)	79 (100%)
I produce my work when it is error free	13 (17%)	12 (15%)	0	35 (44%)	19 (24%)	79 (100%)
I usually complete targets set for me to achieve	15 (19%)	27 (34%)	0	12 (15%)	25 (32%)	79 (100%)
Performance gaps do not exist in the school	18 (23%)	23 (29%)	9 (11%)	21 (27%)	8 (10%)	79 (100%)
I follow school policy of ensuring full time attendance to my duties	4 (5%)	8 (10%)	0	46 (58%)	21 (27%)	79 (100%)
I do my work in conformity with school regulations	3 (4%)	8 (10%)	8 (10%)	46 (58%)	14 (18%)	79 (100%)
The school encourages innovations and attributes it to performance	2 (3%)	8 (9%)	13 (16%)	38 (47%)	18 (22%)	79 (100%)
Providing academic funds have improved innovation among staff members.	3 (4%)	7 (9%)	17 (22%)	36 (46%)	16 (20%)	79 (100%)

Source: Primary data (2024)

Results in Table 4 show that most teachers concurred with all the 9 items about performance of academic staff. The respondents who concurred were between 85% and 37%. On the other hand, respondents who were not sure were between 0% and 22% while those opposed ranged between 11% and 53%. Therefore, results indicate that the majority teachers held the opinion that they produced work of good quality, quality assurance department in the school has greatly improved their performance and they produce work when it is error free. However, they do not complete targets set for them to achieve on time, an indicator of poor employee performance which is attributed to inadequate remuneration the school. This was verified with findings from documentary review of the quality assurance report (2016) on staff performance which indicated that a total of 69 teachers did not submit results of the second semester, year one students for the academic year 2015/2016 in time.

Findings from interviews

When key informants were asked whether staff members work in conformity with school regulations, Key Informant KI_3 noted:

Academic staff members work in conformity with the school regulations. For example, the school requires that teachers give activities of integration (AOI) and tests at the end of each Topic, a thing they have observe each term.

Providing academic funds have improved innovation among staff members because teachers are supported to pursue further studies and advance their teaching career. Key Informant KI_5 reported:

Providing academic fund has improved innovation among staff members because members who are sponsored for further studies are able to acquire more knowledge and skills applied at the school which leads to general improved output.

Although the findings show that teachers concurred with the items on performance of academic staff and results from key informant interviews showing that there are attempts to ensure improved performance at the school, it can be noted that teachers do not complete targets set for them to achieve on time as verified through the review of existing documents. This explains why teachers noted that performance gaps exist in the school.

Descriptive statistics about salaries

The first objective in this study was to establish the influence salaries have on performance of academic staff at Private secondary schools. Salaries in this study was construed into two elements namely; payment structures and payment systems. Using the items formulated about salaries, respondents rated the different aspects of their payment structures and systems, the researcher asked teachers to indicate the extent to which they agreed or disagreed with the items in the questionnaire. Their responses are summarized in Table 5:

Table 5: Descriptive results on salary and performance

Pay structure	SD	D	NS	A	SA	Total
1. I am contented with the salary I receive from the School	1 (1%)	42 (54%)	4 (5%)	22 (28%)	10 (13%)	79 (100%)
2. The salary I receive is commensurate to the work that I do	23 (29%)	29 (37%)	0 (0%)	20 (25%)	7 (9%)	79 (100%)
3. The school has a clear pay structure for staff members	11 (14%)	33 (42%)	1 (1%)	13 (16%)	21 (27%)	79 (100%)
4. Salary pay structure is based on knowledge, understanding, skills, values and competencies	29 (37%)	15 (19%)	9 (11%)	4 (5%)	22 (28%)	79 (100%)
5. Payment is based on one's career path (career structure) that encourages me to develop	25 (32%)	5 (6%)	3 (4%)	25 (32%)	21 (27%)	79 (100%)
pay systems	SD	D	NS	A	SA	Total
6. Salary payment to staff is always based on roles and responsibilities	3 (4%)	5 (6%)	16 (20%)	34 (43%)	21 (27%)	79 (100%)
7. I am comfortable with the system of payment	32 (41%)	24 (30%)	14 (18%)	4 (5%)	5 (6%)	79 (100%)
8. The salary pay system motivates me to perform very well	38 (48%)	10 (13%)	2 (3%)	10 (13%)	19 (24%)	79 (100%)
9. I am contented with the existing policies that govern the system of payment of salaries.	33 (42%)	14 (18%)	1 (1%)	9 (11%)	22 (28%)	79 (100%)

Source: Primary data (2024)

Pay structure

Results in Table 4.4 show that most teachers were opposed to all the items about pay structure (items 1 to 5). The respondents who opposed were between 66% and 55%. On the other hand, respondents who were not sure were between 0% and 11% while those who concurred ranged between 34% and 41%. Therefore, results indicate that the majority teachers were not contented with the salary they receive from Private secondary schools. When staff members are not contented with their salary, they are de-motivated which affects their performance. In addition, most teachers held the idea that the salary they receive is not commensurate to the work they do.

Pay systems

Most teachers were opposed to the four items about pay systems (6 to 9) in comparison with respondents who agreed that those not sure. The respondents against the statement were between 10% and 71%, those not sure were between 1% and 20% while those in support were between 10% and 70%. Therefore, findings show that most teachers were of the view that salary payment to staff is always based on roles and responsibilities. However, most teachers are not comfortable with the system of payment, the salary system does not motivate them to perform well and are not contented with the existing policies that govern the system of payment of salaries.

Interview findings

In support of the findings from questionnaires and documentary review were interviews from staff members from quality assurance, principals of schools and colleges, human resource department and heads of Department. For example when asked whether the academic staff was contented with the salary they receive, the Key Informant KI_12 responded as follows: *“The salary I receive from this school is not enough to cater for my needs. The School pays us little salary compared to the amount of work that we do.”* (Interview with Key Informant KI_12, 10th March 2024)

In addition, Key Informant KI_14 revealed how she receives little payment for the extra work she does as quoted:

The payment I receive is little compared to the work that I do. I am paid only 50,000 Uganda Shillings per month for the extra work load. At the end of the month, the salary I receive is not commensurate to the work that I do. (Interview with key informant KI_14, 10th March 2024) Thus, findings show that academic staff members are not contented with the payment they receive which affects their performance at the School.

As noted in Table 8 for descriptive statistics, results from Key Informant interviews confirmed that the pay structure for academic staff is based on knowledge, understanding, skills, values and competencies (KUSV) as noted by a key informant in format: *“The school has a structure for paying staff members. The structure is based on qualifications and understanding of the curriculum.”* (Interview with key informant, 14th March 2024)

In addition, findings from key informant interviews showed that payment to academic staff is based on the roles and responsibilities as revealed by KI_7 in the quotation below:

Payment is made to staff members according to their responsibilities at the School. For example all academic staff members who are in position of responsibility; for instance Heads of department are paid an additional sum for that extra role besides teaching. (Interview with key informant KI_7, 12th March 2024)

Similarly, KI_10 revealed that academic staff members are paid according to the amount of work they do as noted:

Some staff members who are part timers are paid according to the amount of work each of them does. They are paid according to the number of hours they teach. On the other hand, fulltime staff members are paid a monthly salary although they also receive additional allowances based on the amount of extra hours they teach but paid on a monthly basis.

(Interview with key informant KI_10, 8th March 2024) This implies that payment to academic staff members is attached to the job or work done since staff members with additional responsibilities are paid for the extra duties played which contributes towards improved performance.

In addition, results from Key Informants confirmed that salary pay structure is based on skills and competencies as evidenced by the payments made to staff members in different departments. Key informant KI_17 said: *“Payment to staff members is based on their skills and competences because staff members who teach in the School of Engineering are paid more money than those lectures who teach other degree courses.”* (Interview with key informant, 18th March 2024)

This shows that skills and competencies in secondary schools in Kamwenge are determined by one's level of education. degree holders are paid more than diploma holders because they have more skills and therefore receive a higher remuneration which motivates them to improve performance.

After establishing respondents' views on salary and employee performance, the researcher tested the hypothesis using inferential statistics. Findings are presented in this section.

Testing the first hypothesis

The first alternative hypothesis stated: "There is a significant positive relationship between salary and performance of academic staff at Private secondary schools." The researcher used Spearman rank order coefficient (*rho*) to test the hypothesis and results are presented in Table 6.

Table 6: Correlation matrix for salary and performance of academic staff

	Salary
Performance of academic staff	<i>rho</i> = .630** <i>rho</i> ² = .372 <i>p</i> = .000 <i>n</i> = 79

Source: Primary data (2024)

Findings show a strong positive correlation (*rho* = .630) between salary and performance of academic staff. The coefficient of determination (*rho*² = .372) shows that salary accounted for 37.2 % variance in employee performance. The findings were further tested to establish the significance (*p*) which was 0.000, below 0.05 level of significance. From all the results obtained, the hypotheses that; there is a positive significant relationship between salary and performance of academic staff was accepted.

The strong correlation means that improvement in salary was related to a big change in performance of academic staff. Since the nature of the correlation was positive, it means that salary moved in a similar direction, in that increase in salary was related to improved performance of academic staff while poor salary was related to poor performance of academic staff.

In addition, regression analysis was carried out to establish the effect pay structures and pay systems had on performance of academic staff. Results are presented in Table 7.

Table 7: Regression analysis for pay structure and pay systems on performance of academic staff

Regression statistics					
Multiple R	.574				
R Square	.329				
Adjusted R Square	.312				
Standard Error	.51959				
Observations	79				
ANOVA					
	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>Sig.</i>
Regression	10.071	2	5.036	18.652	.000
Residual	20.518	76	.270		
Total	30.589	78			
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-Value</i>	
Intercept	1.461	.321	4.553	.000	
Pay structures	.195	.106	1.850	.003	
Pay systems	.355	.101	3.530	.001	

Source: Primary data (2024)

Findings in Table 4.6 show a moderate linear relationship (Multiple R = .574) between the combination of dimensions of salary (pay structure and pay system) and employee performance. Basing on the Adjusted R Square, it is indicated that the dimensions of salary, that is pay structure and pay systems account for 32.9% variance in performance of academic staff. The ANOVA test gave the significance value (Sig F=0.000) of the Fishers ratio (F = 18.652), below the significance level of 0.05. The coefficients revealed that pay structures p-value (p-value = .003) and pay systems p-value (p-value = .001) had a significant effect

on performance of academic staff. This implies that improvement in pay structures and pay systems have a significant effect on performance of academic staff.

Pay incentives and performance of academic staff

In relation to pay incentives, respondents were asked a set of questions in order to establish their opinions on incentives and the extent to which they contribute to performance. The responses are presented in the table below:

Table 8: Descriptive results on pay incentives and performance of academic staff

Items about pay incentives	SD	D	NS	A	SA	TOTAL
Allowances						
I receive monetary incentives in form of allowances	11 (13%)	15 (19%)	0 (0%)	44 (56%)	9 (12%)	79 (100%)
I am satisfied with the allowances that I receive from the School	25 (32%)	35 (44%)	0 (0%)	14 (18%)	5 (6%)	79 (100%)
The allowance I receive motivate me to improve performance	10 (13%)	37 (47%)	2 (3%)	18 (23%)	12 (15%)	79 (100%)
Bonuses						
The School offers me bonus payment for the extra performance	6 (8%)	12 (15%)	1 (1%)	22 (27%)	38 (48%)	79 (100%)
Bonuses are offered in a fair and transparent manner	25 (32%)	35 (44%)	0 (0%)	6 (8%)	13 (16%)	79 (100%)
Bonuses motivate me to improve my performance	42 (53%)	24 (30%)	8 (10%)	3 (4%)	2 (3%)	79 (100%)
Wages						
I am always paid for wages for the time I work	6 (7%)	24 (30%)	0 (0%)	39 (49%)	10 (13%)	79 (100%)
The wages I receive from the School are commensurate with the work that I do	30 (38%)	31 (39%)	0 (0%)	11 (14%)	7 (9%)	79 (100%)
Wages motivate me to improve my performance	1 (1%)	6 (8%)	13 (16%)	43 (54%)	16 (20%)	79 (100%)

Source: Primary data (2024)

Allowances

Most teachers disagreed with all the items on allowances (item 1 to 3) in comparison with those who were not sure and those that agreed. The percentage of teachers who opposed ranged from 32% to 76% while those not sure were between 0% and 2% yet those who supported the items were between 24% and 68%. Therefore, the findings indicate that academic staff members receive in secondary schools in Kamwenge receive incentives in form of allowances. However, they are not satisfied with the allowances they receive, hence the allowances they receive do not motivate them to improve performance.

Bonuses

Most teachers were opposed to the three items about bonuses (items 4 to 6) in comparison with teachers who consented as well as those not sure. The percentage of teachers who were against the items ranged between 23% and 83%, those not sure were between 0% and 8% while those in support of the items were between 7% and 75%. Thus, findings revealed that the School offers bonus payment to academic staff members for the extra performance.

Wages

Study findings indicated that the majority teachers did not support three items on wages (item 7 to 9) in comparison with respondents who agreed and those not sure. The percentage of teachers who were against the items ranged between 9% and 77% while those not sure were between 0% and 13% and those in support of the items ranged between 23% and 74%. Hence, findings revealed that teachers are paid for wages for the time they work. On the contrary, most teachers held the idea that the wages they receive from the School are commensurate with the work that they do which explains why most of them reported that the wages do not motivate them to improve performance. The above findings point to the fact that while teachers are paid wages they are not equivalent to the work they do which affects their performance.

Interview findings

In order to support findings from questionnaires, Key Informant interviews we held with staff members Key Informant KI_18 had this to say: “Staff members who work for extra hours or who teach additional classes mainly in the Study Centres and weekend programmes are paid an allowance.” (Interview with key informant KI_18, 11th March 2024)

Results from Key Informants further revealed that academic staff members are paid equal allowances for the extra work done, which is regarded unfair for staff members with higher academic qualifications as noted by a key informant who noted: “We are paid equally for extra workload regardless of whether you hold a bachelor degree or not. There is need for management to revise the structure and increase the allowances we receive.” (Interview with key informant, 2nd march 2024).

From the above results, it can be noted that while staff members are paid incentives, most staff members are not satisfied with the incentives they receive in form of allowances, bonuses and wages which affects performance of academic staff members.

Testing the second hypothesis

The second alternative hypothesis stated; there is a positive significant relationship between pay incentives and performance of academic staff of Private secondary schools. The researcher used Spearman rank order coefficient (ρ) to test the hypothesis and the results are presented in Table 9.

Table 9: Correlation matrix for pay incentives and performance of academic staff

	Pay incentives
Performance of academic staff	$\rho = .622^{**}$ $\rho^2 = .401$ $p = .000$ $n = 79$

Source: Primary data (2024)

Findings show a strong positive correlation ($\rho = .622$) between pay incentives and performance of academic staff. The coefficient of determination ($\rho^2 = .401$) shows that pay incentives accounted for 40.1% variance in performance of employees. The findings were further tested to establish the significance (p) which was 0.000, below 0.05 level of significance. From all the results obtained the hypotheses that; there is a positive significant relationship between pay incentives and performance of academic staff was accepted.

The strong correlation means that improvement in pay incentives was related to a big change in performance of academic staff. Since the nature of the correlation was positive, it means that pay incentives moved in a similar direction, in that increase in pay incentives was related to improved performance while poor pay incentives was related to poor performance of academic staff.

Regression analysis was further carried out to establish the effect of pay incentives on employee performance. Results are presented in Table 10.

Benefit packages and employee performance

During the study, respondents were asked a set of questions in order to establish their opinions on benefit packages and the extent to which they contribute to employee performance. The responses are presented in the table below:

Table 10: Descriptive results for benefit packages and employee performance

Tuition fees assistance and reimbursement	SD	D	NS	A	SA	Total
1. The school offers tuition aid assistance to qualifying staff members.	1 (1%)	18 (23%)	10 (13%)	37 (47%)	13 (16%)	79 (100%)
2. Tuition aid assistance is offered to staff members on a fair and transparent manner.	14 (17%)	10 (13%)	6 (8%)	27 (34%)	22 (28%)	79 (100%)
3. Providing tuition fees assistance motivates staff members to improve performance	2 (3%)	6 (8%)	8 (10%)	39 (49%)	24 (30%)	79 (100%)
Gratuity	SD	D	NS	A	SA	Total
4. The gratuity I anticipate to receive is adequate for my needs	17 (21%)	32 (41%)	8 (10%)	14 (18%)	8 (10%)	79 (100%)
5. Gratuity motivates me to work harder.	3 (4%)	1 (1%)	9 (11%)	49 (62%)	17 (22%)	79 (100%)
6. The school pays gratuity to staff members on time	1 (1%)	6 (8%)	13 (16%)	41 (52%)	18 (23%)	79 (100%)

Source: Primary data (2024)

Tuition fees assistance and reimbursement

Most teachers concurred with the items about tuition fees assistance and reimbursement (that is item 1 to 3) compared to those who were not sure and the ones that opposed. The percentage of teachers who concurred ranged from 62% to 79% while the percentage of respondents who were not sure ranged from 8% to 13% and those that opposed the items ranged from 11% to 30%.

Thus, findings show that the school offers tuition aid assistance to qualifying staff members. Tuition aid assistance is offered to staff members on a fair and transparent manner. Providing tuition assistance motivates staff members to improve performance. The findings imply that in secondary schools in Kamwenge provide education assistance such as scholarships to staff members to allow them advance their academic qualifications.

Gratuity

Findings from this study show that most teachers concurred with items about gratuity (that is items 4 to 6) compared to those who disagreed and those that were not sure. The percentage of respondents who concurred ranged from 28% to 84% while those who were not sure ranged from 10% to 16% and those who disagreed ranged from 5% to 62%. Thus findings indicate that the school pays gratuity to staff members on time, gratuity motivates teachers work harder although most teachers held the idea that the gratuity they anticipate to receive is not adequate for their needs. The above findings imply that the school pays gratuity promptly which improves the performance of staff members.

Testing the third hypothesis

The third alternative hypothesis stated: “There is a positive significant relationship between benefit packages and performance of academic staff at Private secondary schools.” The researcher used Spearman rank order coefficient (ρ) to test the hypothesis. Results are presented in Table 11.

Table 11: Correlation matrix for benefit packages and employee performance

	Benefit packages
Employee performance	$\rho = .727 \rho^2 = .522 p = .000 n = 79$

Source: Primary data (2024)

Findings show a strong positive correlation ($\rho = .727$) between benefit packages and employee performance. The coefficient of determination ($\rho^2 = .522$) shows that benefit packages accounted for 52.2% variance in employee performance. The findings were further tested to establish the significance (p) which was 0.000, below 0.05 level of significance. From all the

results obtained, the hypotheses that; “there is a positive significant relationship between benefit packages and performance of academic staff of Private secondary schools was accepted.”

The strong correlation means that improvement in benefit packages was related to a big change in employee performance. Since the nature of the correlation was positive, it means that benefit packages moved in a similar direction with employee performance, in that increase in benefit packages was related to improved employee performance while a decrease in benefit packages was related to decrease in employee performance. Regression analysis was further conducted in order to establish the effect of benefit packages on performance of academic staff. Results were presented in Table 11.

V. DISCUSSIONS

The relationship between salary and employee performance

The study focused on the relationship between salary and performance of academic staff. Salary was studied in terms of pay structures and pay systems while performance was conceptualized in terms of attendance, compliance with academic standards and innovations in pedagogy. During the study, it was established that few staff members are contented with the salary they receive from the School. When staff members are not contented with their salary, they are demotivated which affects their performance. This is in agreement with Nakacwa (2007) who asserted that inadequate salary leads to low employees’ social status leading to lack of commitment on their jobs hence a decrease in employee performance. It was established that the salary staff members receive is not commensurate to the work they do and not enough to cater for their needs. This affects their performance since staff members are de-motivated as a result of the low salary they receive. This is supported by Pink (2013) who stated that the amount of salary people receive affects their commitment to work and performance.

Study findings further revealed that the school has a clear pay structure based on qualifications of staff members. In addition, salary payment to staff is always based on roles and responsibilities. Therefore staff members with more roles and responsibilities are paid a higher salary to motivate them improve their performance. This is supported by Ryan & Sagas, (2009) who contends that a high level of salary payment and/or benefit relative to that of competitors can ensure that a company attracts and retains high_ quality employees who are committed with improved performance. This is further in line with findings from this study which revealed that payments based on one’s career path (career structure) encourage staff members to develop and perform better.

During the study, it was further established that the rate of payment is attached to the job or work academic staff members do, and that the salary pay structure is based on skills and competencies. This is corroborated by Torrington et al. (2009) who asserted that skills based pay system gives the

employees an opportunity to influence their pay by acquiring more skills that lead to pay increases. Skills-based pay encourages multitasking and flexibility, which in turn enables the organization to respond faster and more effectively to the needs of customers thereby leading to improved performance.

The study revealed that staff members are comfortable with the payment system and that it motivates them to perform very well. This is in agreement with Milkovich and Wigdor, (2011) who stated that merit pay systems facilitate greater work motivation by differentially rewarding top performers over marginal performers. This further explains why findings from this study showed that staff members are contented with the existing policies that govern the system of payment of salaries.

The relationship between other pay incentives and employee performance

The study focused on the relationship between pay incentives and employee performance. pay incentives were categorized into allowances, bonuses and wage while performance was conceptualized in terms of quality of reports made, compliance with academic standards and innovations in academic output. During the study, it was established that most staff members in Kamwenge private secondary schools receive allowances. Allowances are most often given to staff members who carry out additional activities other than their initial assignments. Staff members who work for extra hours or who teach additional classes/hours are paid an allowance based on each hour they work. This is supported by Natwenda (2010) who opines that allowances have a great impact on employee.

Although they receive allowances, most staff members reported that they were not satisfied with the allowances they receive. This has a negative influence on employee performance. In order for employees to be satisfied with the allowances they receive, the School has to increase the amount of money they pay to staff members in form of allowances. This is in agreement with Wall and Wood (2008) who stated that when fair rewards such as allowances are adjusted to employees and their basic needs accessible, their levels of commitment will rise and will be contented to continue working with an organisation.

Similarly, very few respondents agreed that the allowance they receive motivates them to improve performance. This has a negative effect on employee performance because they are less motivated to work hard. Thus the school needs to offer high allowances to motivate staff members improve their performance. This is corroborated by Cole (2007) who stated that offering high allowances and other fringe benefits minimizes discontent among employees, increases their social status, hence improved performance.

Study findings further revealed that the school offers staff members bonus payment when they exceed set targets. In addition, bonuses motivate them to improve performance. This is in agreement with Bhambra (2008) who asserted that bonuses have a short motivational value. The findings are on the other hand contrary to Pink (2013), who revealed that paying creative people bonuses for good performance not only demotivates them, but almost guarantees they will fail and that bonuses are not the best way to motivate staff. The study revealed that the wages staff members receive from the School are not commensurate with the work that they do, yet wages motivate staff members to improve performance. Hence, increasing wages staff members receive contributes to improvement in performance. This is supported by Amoding (2010) who revealed that paying employees a market related wage may help in retaining valuable employees and improve their performance.

The relationship between work benefit packages and employee performance

The study established that there is a strong positive relationship between benefit packages and employee performance. According to findings from the study, the school offers tuition aid assistance to qualifying staff members. Each academic year, the school provides tuition aid to staff members to pursue further studies. This is supported by Mathis and John (2003) who revealed that educational and tuition aid assistance benefits are highly desired by employees. They aid employee retention and job satisfaction which consequently leads to improved employee performance. It was found that providing tuition assistance motivates staff members to improve performance because it gives them an opportunity to advance their education career and the consequent increment in the payment they receive after adding on the qualifications they possess thereby leading to improved performance. This is in agreement with Sahinidis and Bouris (2008) who noted the role of education programs at a workplace is seen as a measure of improving employee and organizational capabilities. This is because when the organization invests in improving the knowledge and skills of its employees, the investment is returned in the form of more productive and effective employees.

During the study, it was established that few staff members receive health benefits from the school. Health benefits are only provided to top management. This is in line with Najjinda (2013) who revealed that private health services can be an important feature of remuneration especially for managers and professionals in the private sector. The study revealed that, few staff members in private schools of Kamwenge agreed that health benefits are fairly provided to all staff members. Similarly, few staff members acknowledged that health benefits motivate them to improve performance. Therefore, providing academic staff members with health insurance can improve employee performance of academic staff members at the School. This is supported by Lutherans (2010) who stated that health insurance is a major benefit and an important factor for job satisfaction and employee performance.

VI. CONCLUSIONS

Salary and employee performance

According to study findings, it was concluded that salary pay structure based on skills and competencies as well as salary payment to staff based on roles and responsibilities lead to improved employee performance. If academic staff members receive salaries commensurate to the work they do, employee performance will improve. The School has a structure for paying staff members. The structure is based on different qualifications such as degree holders or any other relevant qualification. In addition, payment is made to staff members according to their responsibilities in private secondary schools.

The relationship between other pay incentives and employee performance

According to study findings, it was concluded that monetary incentives have a great effect on employee performance. Therefore, pay incentives such as allowances, bonuses and wages lead to improved employee performance. When staff members receive additional payment, they get motivated to work harder and continue working extra hours, hence improved performance.

The relationship between work benefit packages and employee performance

It was further concluded that work benefit packages motivate staff members to improve performance. Therefore provision tuition fees assistance; gratuity and health insurance will lead to improved employee performance in Kamwenge private secondary schools. When staff members are provided with tuition fees assistance, they are able to undergo further studies which further enhance their performance. Gratuity and

health insurance further increase employee commitment to the job and the resultant improved performance.

To ensure that there is improved employee performance the researcher made recommendations upon which secondary schools in Kamwenge district can base on in order to improve the relationship between remuneration and employee performance. The recommendations include the following:

The study recommends that private secondary schools in Kamwenge increase staff salary within the existing payment structures. A uniform salary increment should be made across all salary scales. This will ensure that academic staff members receive salary commensurate to the work they do, which will in turn enhance their performance.

The study further recommends that the allowances and wages which staff members receive per extra hours worked be increased. This will motivate academic staff members to work for extra hours whenever work is available, which will in turn lead to improved performance of the entire school.

The study recommends that the school should provide health insurance benefits to all academic staff members. This will help cater for the health needs of staff members and their immediate family members, thus motivating staff members to work harder for improved performance.

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