

**REMUNERATION PRACTICES AND TEACHERS" EFFICIENCY IN SELECTED
SECONDARY SCHOOLS, WAKISO DISTRICT, UGANDA**

BY

NUWAGABA ODIAS

1153-07234 _01322

**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION AS
A PARTIAL FULLFILLMENT OF THE REQUIREMENTS FOR THE AWARD
OF BACHELORS DEGREE IN ARTS WITH EDUCATION AT**

KAMPALA INTERNATIONAL UNIVERSITY

APRIL 2019

DECLARATION

I NUWAGABA ODIAS, declare that the work contained in this research report is my original work and has never been submitted to any other university or institution for the award of a degree.

Signature.....

NUWAGABA ODIAS

30th July 2019

Date

APPROVAL

This is to certify that this research report has been under my supervision and ready for submission with my approval

Signature..... Date.....

30th April, 2019

LAAKI SAMSON

DEDICATION

I dedicate my research report work to my parents Mr.Baryarugahi Alfred and Mrs.Kyampire Alice for their continued support and conducive atmosphere rendered to me respectively and also my supervisor Mr Laaki samson who helped me develop my thesis .

ACKNOWLEDGEMENT

I wish to thank the Lord Almighty God who has enabled me to complete this course. In preparing, organizing and compiling up this work, I owe much to Mr. Laaki Samson my supervisor for his cooperation and continuous guidance throughout the various stages of this research, every time I contacted her. I also gratefully acknowledge the contributions of all lecturers in the department of education, graduate school, for their academic support and advice in the course of study that has made it possible to produce this work in time.

To my respondents, I also extend my heartfelt appreciations to all of you who provided data and information I wanted, during the time I visited and approached you. More thanks to my colleagues; Mr. Bwanga Joel, whose contributions enhanced the quality of work to its present level or status. To my parents, sisters and brothers, I am grateful for the economic or financial sacrifices during my course of study.

I am still single but trusting God for the Spouse

TABLE OF CONTENTS

DECLARATION.....	i
APPROVAL.....	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
LIST OF TABLE.....	ix
LIST OF FIGURES	ix
ACRONYMS.....	xi
ABSTRACT.....	xii
CHAPTER ONE	1
INTRODUCTION	1
Background to the study	1
1.1 Historical Perspective	1
1.2. Contextual Perspective.....	4
1.3. Statement of the Problem.....	8
1.4 Research Questions.....	8
1.5. Objective of the Study	9
1.6. Research Hypothesis	9
1.7. Significance of the Study	9
1.8.Government and Ministry of Education	10
1.9. Scope of the Study	10
1.10. Limitations of the Study.....	10
1.11. Theoretical perspective	11
1.12. Conceptual Perspective.....	12

1.13. Operational Definition of Key Terms	14
CHAPTER TWO	16
REVIEW OF RELATED LITERATURE	16
2.1. Introduction.....	16
2.2. Remuneration Practices	16
2.3. Theories of Remuneration.....	17
2.4. Drive reduction theory of remuneration	17
2.5. Arousal Theory.....	17
2.6. Cognition Theory of Remuneration	17
2.7. Equity Theory	18
2.8. Expectancy Theory of Remuneration	18
2.9. Humanistic View of Remuneration.....	18
2.10. Conceptual Framework	19
2.11. Provision of Fringe Benefits and Teachers' efficiency	24
2.12. The Nature of Working Conditions and Employees' Performance in Schools	28
2.13. Summary of Identified Gap	32
CHAPTER THREE	33
METHODOLOGY	33
3.1 Introduction.....	33
3.2. Research Design.....	33
3.3. Location of the Study.....	33
3.4. Population of the Study.....	34
3.5. Sample and Sampling Procedure	34
3.6. Research Instruments.....	37
3.7. Validity and Reliability of Instruments	38

3.8. Data Collection Procedures.....	38
3.9. Data Analysis Method.....	38
CHAPTER FOUR.....	39
4. RESULTS AND DISCUSSIONS	39
4.1. Introduction.....	39
4.2. Demographic Characteristics of Respondents	39
4.3. Remuneration Practices in Terms of Fringe Benefits and Nature of Working Conditions in Secondary Schools	40
4.4. Nature of Working Condition among Secondary Schools in Wakiso District	45
4.5. The state of teachers' efficiency among urban secondary schools in Wakiso	49
4.6. The relationship between remuneration practices and teachers efficiency in urban secondary schools in Wakiso.....	50
CHAPTER FIVE	52
5. SUMMARY, CONCLUSION AND RECOMMENDATIONS	52
5.1. Introduction.....	52
5.2. Summary	52
5.4. Conclusion	53
5.5. Recommendations.....	54
5.6. To the Ministry of Education	54
5.7. To Administrators.....	55
5.8. To the Head teachers	55
5.9. To Interested Researchers	56
REFERENCES	57
APPENDICES	60
Appendix I	60
APPENDIX II	64

Appendix III.....	67
Appendix IV.....	67

LIST OF TABLE

Table 1.PTA Allowances in some selected urban secondary schools in Wakiso district.	7
Table 2: Mean Range of five-Likert Scale	15
Table 3: Sample Size.....	35
Table 4: Sample of Research Participants.....	36
Table 5: Mean Range of Likert Scale	37
Table 6: Demographic Characteristics of Respondents	40
Table 7: Remuneration practices in terms of fringe benefits among secondary schools	43
Table 8: The nature of working condition among secondary schools in Wakiso District.....	48
Table 9: The state of teachers'' efficiency among urban secondary schools in Wakiso District... ..	49
Table 10: The relationship between remuneration practices and teachers efficiency inurban secondary schools in Wakiso.	51

LIST OF FIGURES

Figure 1.Conceptual Frame work of the study.....12

ACRONYMS

NGO Non-government Organization

USE Universal Secondary Education

PTA Parent-Teacher Association

MOE Ministry of Education

ABSTRACT

The purpose of the study was to establish the effect of provision of fringe benefits and the nature of working conditions under remuneration practices on teachers' efficiency in secondary schools Wakiso.

The study was qualitative and quantitative; and descriptive-correlation research design was used in the study. The researcher used purposive and simple random sampling techniques to select the research participants respectively from selected secondary schools. The target population was 225 and the sample size of the participants was 166. Data was collected using questionnaire as research instrument and analyzed by means of descriptive statistics, namely; frequencies, percentage, and mean. Pearson Correlation Coefficient was used to establish the relationship between remuneration practices and teachers' efficiency in secondary schools.

The findings from the study indicated that 59.2% of the respondents with a high mean of 3.5464 reported that the nature of working conditions were still favorable to some employees and this reflected undesirable behaviors among the employees. Good working conditions were necessary for all employees for their effective performance in institutions. The study showed that the payment of salaries and wages have no direct bearing on teachers' performance. The study findings indicated that 70.9% of respondents with a high mean of 3.5631 reported that fringe benefits like allowances, recognition, promotion and praises still depends on availability of funds and management's perception. These benefits had an effect on teachers' efficiency when paid after completion of the task. The nature of working conditions was still favorable in some institutions and this affected the actual performances in schools. Good working conditions were therefore, pertinent for all employees' efficiency in any institutions. The study findings also indicated a weak correlation between remuneration practices and teachers' efficiency as Pearson correlation was -.106 and the coefficient of determination was 0.0112, which is 1.12% level of determination; and this implies that there are other many factors that contribute to teachers' efficiency. In conclusion, the results of the study indicated that there is a very weak relationship between remuneration practices and teachers' efficiency in urban secondary schools in Wakiso.

INDEX WORDS: Remuneration practices, fringe benefits, nature of working conditions, teachers efficiency, and secondary schools.

CHAPTER ONE

INTRODUCTION

Background to the study

1.1 Historical Perspective

People do not learn or live merely to satisfy their bodily needs. They spend a lot of time and energy doing things as working puzzles, reading books, going to church, visiting friends and hosting other activities that serve to immediate biological purpose. This implies that there are set goals that individuals strive to achieve. These goals may be internally or externally influenced.

All institutions have goals and objectives to accomplish and this defines their reason for existence. Effective management in these institutions is a necessary tool in improving an enabling working environment in which all workers work together as a team and as individuals towards the accomplishment of the organizational set goals. Therefore, recognizing and understanding how and why remuneration of employees, is a central point for every organization (Maicibi, 2003:61 and Draft, 2000: 214).

In schools, teachers and pupils are always on the look out to gain fame, to be praised, to be promoted or even to gain material rewards from their supervisor, parents, guardians, teachers and the like. The reverse may mean low morale in efficiency or even abandoning the activity

Remuneration of staff is a necessary tool at the work place for it incites, influences one's actions and behaviors towards the intended, desired goals and depending on how they are remunerated, determines the efforts that's exerted at a particular time, situation and needs of individuals (Dessler, 2003:283).

Therefore, institutions like schools cannot effectively achieve their mission without remuneration of their personnel to work together for the attainment of the set goals (Glenmyers 1999), and they have a lot to do with their teachers remuneration level, teacher's behaviors, teaching style, the structure of the course and informal interactions with learners all have a large impact.

Similarly, teachers need to be remunerated in monetary and other incentives so as to be best performers in the work.

Employees are the key resources in sustaining the institutions long term competitive advantage and the ability to attract, maintain, retain and remunerate its workforce is a key influence in sustaining a constant success (Zimmerman, 2000). Therefore, researcher feels that by understanding the employee's remuneration behaviors and their effect at the work place, is very pertinent in any institution in attaining significance efficiency.

Remuneration is a desire to achieve a goal, combined with energy to work towards a goal. Remuneration as a concept which means emolument and payment for work done which is the inner state that energizes behavior, activities, directs and channels behaviors towards the stated goals (Belelson, 1999: 239 and Musazi 2006:44).

According to physiological psychologists, Remuneration is a force that determines the direction of the person's behavior, level of effort and efficiency in an organization (Gareth et, al, 2000:721). From the management perspective, it's a drive and effort to satisfy the needs, desire and wishes of individuals (Maicibi, 2003:40).

According to Kemmerer (1990), the term incentives is as all the direct and indirect benefits offered to teachers as intrinsic remunerators, more especially, he states that direct monetary incentives and all other financial resources need to be offered to teachers.

These might include professional support, such as initial and ongoing training programs, teacher guides, fringe benefits, free or subsidized housing, food and transport. Non - monetary include professional status in the community, promotion, recognition and approval by, parents, the general public and ministry of education. It is believed that when a teacher is given such remuneration, his or her efficiency is influenced positively.

Therefore, the researchers study on remuneration practices focuses on fringe benefit and nature of working condition, which will be adopted from Maicibi, (2003) Musaazi, (2006) and Robbins, (2003), who incorporated it (remuneration) as a force that determines the individuals' behaviors and direction at the work place at a particular time. However, from the researcher's perception, it

is a force within individuals that produces behaviors directed towards a certain course of action, remuneration arises as the result of interaction of the individuals and situation.

Staff remuneration, therefore, in institutions refers to the organized efforts and activities aimed at making the staff happy, healthy and duty conscious in order to inspire, help and encourage them to be efficient (Lubanga 2006:5). In institutions staff remuneration and welfare help to uphold the staff firmly together and inspire them to achieve the school's set goals.

Efficiency refers to the outcome from any economic activity and in secondary schools it is basically on teachers' academic efficiency like teaching and marking, preparing report forms, doing school duties, attending staff meetings, schemes of work and lesson plans. However, accordingly to (Armstrong, 2003:478), "efficiency is the behavioral aspect that defines the way in which organizations, teams and individuals get work done.

Taken all together, Cole, (1998) and Kountze, (1999) contend that efficiency is a function of remuneration, ability to cope with the task in a given environment, efficiency as a function of remuneration, involves achieving business objectives and responsibilities from the perspective of judging party (Hersey and Blanchard, 1998). Efficiency can be good or bad. However, efficiency involves being punctual at work, cooperating with co-workers, management in overcoming problems, having control over emotions, commitment and regular at work among others while inefficiency involves late arrivals at work place, leaving early, lack of commitment, absenteeism, too much complaints, unwillingness to accept the delegated duties and having no control over emotions hence, strikes (Cole, 1998). Therefore, where remuneration is high and promptly paid to the employees, the degree of participation and commitment is high as well as efficiency. There is correlation between remuneration and teachers efficiency.

Globally, remuneration is a cultural bound practice with its roots from the industrial revolution in the European and American States, like Japan, Greece, Mexico, Denmark, Norway, Sweden and Netherlands where social needs were recognized as a basis for efficiency and workers benefits were more sensitive to equality hence, equal treatment of workers (Robbins, 2003:178).

Unfortunately, in most countries, Uganda inclusive teaching is a relatively low paying occupation in comparison to others like lawyers, accountants, engineers requiring a similar

standard of education in its practitioners. And it is widely believed that recruitment to the teaching profession is advisedly affected by low remuneration, hence, substantial numbers of suitability qualified students who would otherwise be remunerated towards teaching, rate salaries, allowances, fringe benefits are too low for the prevailing levels of teacher pay to attract them. The theories of remuneration can be traced far back in the revolution in countries like Japan and Britain where a few capitalist who controlled production used it as a comparative advantage for increasing production (Gerhard, 1997:225). However, its practical and theoretical development was pioneered by Taylor in the 20 century, with his scientific study on the use of economic incentives as a means of achieving of high levels of efficiency and was valued more important than the nature of the work or job (Dessler, 2003:334 and Pena, 2001).

1.2. Contextual Perspective

In this regard, therefore, the researcher feels that monetary incentives have been in existence and are still pertinent in accelerating actual efficiency of employees in most institutions. Analysts from USE funders analyzed that most schools are having strikes and performing poorly due to poor relationship and poor remunerated by teachers and head teachers towards schools problems, (2009).

Generally, the remuneration and its effects and the work force has been a question of concern among the scholars, between employees and managers since the industrial revolution and this intense debate has become a reflection of complicity to most institutions. Much of the management thinking still emphasizes on what remunerates people rather than how they are remunerated. However, it is important to note that in Uganda's institutions, most people who work or join institutions have varied reasons which are already shaped and reshaped by their agents at school, families, peer groups and other religious organizations (Maicibi,2003:59). Therefore, what remunerates workers differs from individuals to individuals, from time to time and according to situations and the success of each remuneration technique; it also depends upon the individual personality, occupation and cultural background.

In most institutions, administrations have a tendency of incorrectly assuming that all employees want the same things and rewards thus, overlook the remuneration effects of differentiating these

rewards or incentives. Some employs work hard in hope of getting promotions but end up getting a pay rise instead, while others receive only words of praise and where rewards are inadequate, this makes the distribution difficult (Robbins, 2003:173). Therefore, the researcher feels that school administrators need to understand that not all employees respond to similar needs and rewards. The needs of women, men, single workers and immigrants, the physically handicapped, and senior works differ from individual to individual and from time to time hence, deserve different treatments (Robbins, 2003:9).

The researcher is aware that the government has increased teachers' salaries last year 2010. But still, teachers, do not seem to be satisfied and are on strike, (2011). The researcher therefore, wants to further investigate whether there are other factors those remuneration teachers other than salary payments.

In Uganda, efficiency is an indispensable factor in all institutions as a basis for efficiency. This is in line with the survey conducted by Maicibi, (2003) on the teaching staff, in 3 universities and schools from the districts of Kampala, Mukono, Mubende, Mpigi, Kiboga, Masaka, Jinja, Mbarara, Wakiso and Luwero schools where external incentives like yearly salary increments and allowances (PTA) induced workers to have efficiency (Maicibi, 2003:52). Therefore, the researcher feels that remuneration as an aspect of every management, lies within individuals and when properly manipulated, produces desirable behaviors as efficiency in the organization.

In Wakiso district, the employment sector is the government and a few by the private sector. In most urban schools, teachers are not adequately motivated and even the working conditions are still appealing, fringe benefits like allowances, recognitions, promotions and praises rarely exist despite the commitment exhibited by the workers. Most of the teachers still work under strict supervisions and work over loaded without appointment letters (job security), hence, affecting their work. In most of the schools, the school administrators and board of governors are the chief determinants of the teachers' survival. The methods of rewarding employees differ from institution to institution, for various reasons and at particular situations.

Remuneration depends on adequacy of funds, perception by the management and the culture of the institution. In institutions, the success of each practice is determined by the efforts exerted by the management in relation to the reward and outputs received. Therefore, equity of rewards and

inputs drive attraction, remuneration and retention of employees, a primary source of job satisfaction and efficiency in schools.

Still in Wakiso district schools, teachers are not effective and in some schools working conditions are still appealing. These have resulted into variations in performances between teachers and institutions. Hence, the previous strategies to have efficiency in secondary schools.

Remuneration is vital and makes teachers positive about their own learning, creating a drive in them to acquire their targets. By realizing their improvement and achievement, teachers always gain the feeling of success. The researcher therefore, investigated whether there are other factors that remunerate teachers other than payments.

There is a tendency of attributing the success and achievement to the members of staff handling candidate classes and those with more responsibilities and ignore the class teachers who lay the foundation for the success. This not only creates individualism but also conflict of interest among employees which affects performances. However, it is important to note that in schools, there is no defined criteria and yardstick for measuring efficiency of teachers. It is therefore, a combination of teachers' effort in cooperation with the management.

According to Herzberg, (1999), most of the workers in institutions tend to attribute the good results to their own efforts and shoulder the blame to the administration in case of poor results. Good performance in schools involves power sharing and gaining cooperation with no command control over the subordinates but serving them, advising, directing, motivating and appreciating their efforts to meet the desired goals (Selznick, 1997). This is done by defining the available outcomes from the institution employee has the ability and support needed like textbooks, prep books, laboratory, equipment's, good and adequate working environment to meet the desired or set goals. Therefore, researcher feels that once all these equipment's are provided adequately and in time, teachers would feel intrinsically happy and perform above average in schools.

In achieving efficiency, the school administrators must recognize and understand that individual staff efficiency is a key element in the overall performances which is governed mainly by a net of incentives and adequate reward packages including competitive salaries, allowances and adequate working conditions which are still inadequate in most urban schools. As observed by

Mc Bridge and Nick, (1999) workers in institutions perform well, show more energy and determination to succeed and achieve the results, cooperate in overcoming problems, accept responsibilities and accommodate change when they are well remunerated. However, in Wakiso urban schools, some of these indicators are lacking and as a result there is sense of individualism, lack of commitment, absenteeism and unwillingness accept the delegated duties and high labor turn over, a clear signal that workers are not remunerated.

Academically, Wakiso district was among the first four districts in Uganda in UCE in 1990s, however, it is now declining gradually. A lot has been promised but implementation has remained a nightmare to the staff. The nature of working conditions, still deserve a lot of attention. In most schools, teachers lack accommodation, adequate text books, lab equipment's, physical structures, furniture, job securities and empowerment as prospects of good performance.

Table 1.PTA Allowances in some selected urban secondary schools in Wakiso district.

NO.	Schools	PTA Payments between Yrs (Uganda Shillings)			
		2009	2010	2011	2012
1	Bank Hill	50,000	50,000	30,000	45,000
2	Ndejje High School	80,000	80,000	90,000	80,000
3	Greenland	100,000	100,000	90,000	90,000
4	Jamia	80,000	90,000	100,000	100,000
5	Merryland	80,000	100,000	100,000	100,000
6	King David High School	90,000	98,000	110,000	150,000
7	Sseguku High School	120,000	120,000	150,000	140,000
8	St Augustine Wakiso	160,000	160,000	160,000	160,000

Source: Wakiso District Education report 2013

In most established schools like St Augustine wakiso, Greenland, Bank Hill, Jamia, the PTA payments to the slightly higher, year by year and this attributed to the increase in students' enrollment and excellent performances at all levels. In other schools, there are variations in performances and in students' enrollment which have affected the PTA payments and other fringe benefits to the staff efficiency. It is believed that reward and remuneration is a necessary ingredient for learning and academic efficiency among workers and in areas where efficiency is low. Based on this, the researcher intended to investigate how remuneration influence teachers' efficiency secondary schools in Wakiso and this how the study was conducted.

1.3. Statement of the Problem

A number of schools have resorted to use different remuneration practices to influence teacher and improve on their efficiency. Despite the possible strategies put in place by the administrators in order to increase the efficiency of teachers in Wakiso Secondary Schools, there has been a variation in performance in Uganda Secondary Schools in particular Wakiso district. Concern for Wakiso secondary schools is that there have been a declining test scores and escalating poor academic and teacher's performance. Available official records from the chairman education service commission indicate that teachers have gone to other survival strategies for a better living, (ESC, 15/ 98/2007). Therefore, there is need to carry out a research on remuneration practices and teachers efficiency among secondary schools in Wakiso District, Uganda.

1.4 Research Questions

1. What are the demographic characteristics of the respondent?
1. Are remuneration practices in terms of fringe benefits and working condition implemented among secondary schools in Wakiso district?
2. What is the state of teacher's efficiency in urban secondary schools of Wakiso?
3. Is there any significant relationship between remuneration practices and teachers efficiency in urban secondary schools?

1.5. Objective of the Study

The study intended to establish the relationship between remuneration practices and teacher efficiency in urban secondary schools in Wakiso. Besides, the study was guided by the following specific objectives:

- 1) To find out the socio demographic characteristics of the respondent in terms of sex, age, school responsibility, marital status, and education.
- 2) To assess the extent to which remuneration practices in terms of fringe benefits and working condition are implemented among secondary schools in Wakiso district
- 3) To ascertain the state of teachers efficiency among urban secondary schools in
- 4) To establish the relationship between remuneration practices and teachers efficiency in urban secondary schools in Wakiso.

1.6. Research Hypothesis

There is no significant relationship between remuneration practices and teachers' efficiency in urban secondary schools.

1.7. Significance of the Study

This study, like other studies, may be of great value to those who may read it objectively and put into account. The findings of the study may have an implication to all school administrators, government, ministry of education and sports, proprietors of private secondary schools, NGOs, Uganda National Teachers Organization, Education policy makers, academicians and other researchers in;

Giving insight to Ministry of Education and Sports, Education policy makers on the remuneration practices used that offer a competitive advantage in secondary schools.

1.8.Government and Ministry of Education

The study will enrich the Ministry of Education with adequate and useful literatures for future reference. Remuneration of staff by reducing on the negative attitudes teachers has towards performance at the workplace. It should identify the necessary resources, tools and equipments to their staff for organization's effective performance; it should also identify the loopholes and improve on the service delivery of teachers and other employees in institutions.

Giving an insight on why remuneration is important and necessary in educational institutions for better employee's efficiency.

To researchers, it may form a basis for further research on remuneration and teachers efficiency.

1.9. Scope of the Study

The research was carried out in nineteen government schools in Wakiso district, Entebbe road, Namugongo, Uganda. Wakiso is a small district lying on the shores of Lake Victoria.

The population included secondary school head teachers, deputy head teachers and teachers from different sampled secondary school.

The study specifically investigated the remuneration practices which include Fringe benefits like allowances, recognition, promotions and praises. It further assessed the nature of working conditions such as accommodation, education, medical, interpersonal relationship, responsibilities and leave (sick and maternity) as the independent variable. On the other hand it looked at the efficiency of teachers in terms of job activities, exam setting, classroom activities, scheme of work, attending staff meetings, students reports, and time management, co-curricular and record of work. The study took four months that is March to July 2018.

1.10. Limitations of the Study

The major limitation of this study was unwillingness from some respondents to receive and fill in the questionnaires during the process of data collection since they were working on exams and reports. To overcome this limitation, encouragement was given by the researcher explaining

what to divulge as necessary information. But some respondents out of 166 did not return back the questionnaire. However, this did not lower the validity and reliability of the study.

1.11. Theoretical perspective

The global view on remuneration practices on teacher's efficiency is linked to Frederick Herzberg, (2003), theory of Two-Factor theory on job satisfaction or dissatisfaction. He states that there are certain factors in the work place that cause job satisfaction, while a separate set of factors cause dissatisfaction. He set the theory to determine which work factors such as wages, job security, or advancement made people feel good about their jobs and which factors made them feel bad about their jobs. In most institutions and schools in particular, administrators have not fully eliminated dissatisfies to enhance satisfiers, which have bred unfavorable behaviors among employees, resulting into strikes, high labor turn over, gossip, frequent absenteeism, late resumption for duty and cooperation with the management.

Herzberg surveyed workers and divided work factors into two categories;

- 1.** Remuneration factors, those factors that are strong contributors to job satisfaction
- 2.** Remuneration factors (challenging work, recognition, responsibility) that give positive satisfaction

Hygiene factors, those factors that are not strong contributors to satisfaction but must be present to meet workers expectations and prevent job dissatisfaction

Herzberg's Two Factor theory.

Hygiene factors such as status, job security, salary, fringe benefits, and workers conditions do not give positive satisfaction results from their absence. If hygiene factors like this do not meet employee's expectations, they may be dissatisfied with their jobs. To increase satisfaction and remunerate someone to perform better, you must address remunerate factors. Hygiene factors are needed to ensure an employ is not dissatisfied. Remuneration factors are needed to remunerate an employ to higher performance.

Therefore, to improve job attitudes and productivity, secondary school administrators must recognize and attend to both sets of characteristics and not assume that an increase in satisfaction leads to decrease in dissatisfaction

1.12. Conceptual Perspective

The remuneration practice includes provision of fringe benefits and adequate good working conditions are the independent variables while the teacher's efficiency is the dependent variable.

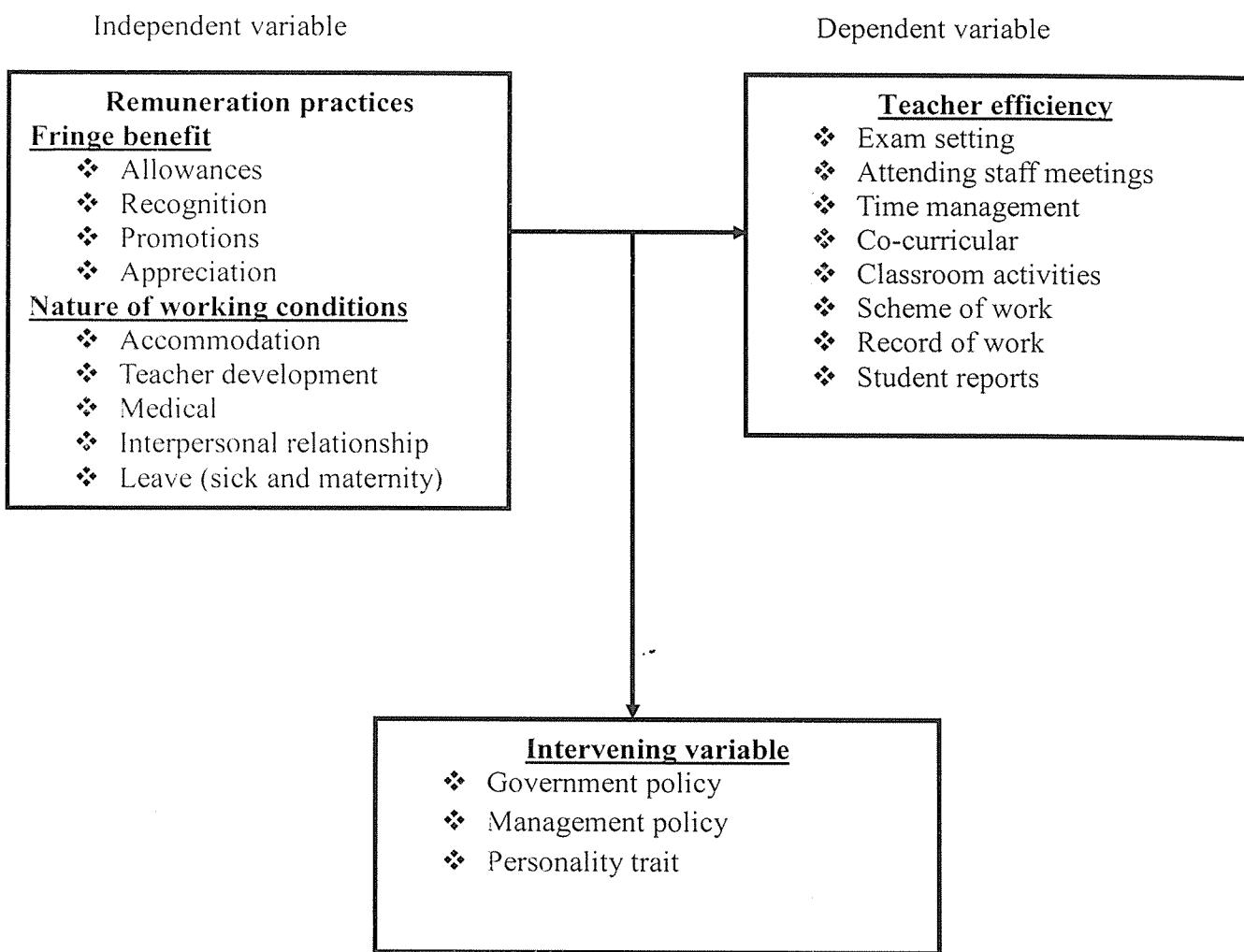


Figure 1. Conceptual Frame work of the study

The figure 1 above presents the relationship between remuneration practices and teacher efficiency. It basically tackles the provision of monetary incentives, 15 allowances and working conditions for the teacher's effective performance. In well remunerated schools, teachers are more willing to enhance the teaching skills, exert efforts in the school's activities, as reflected in their participation and commitment where monetary incentives like salaries and wages are paid to the teaching staff; these have great impact on workers efficiency in institutions. The provision of fringe benefits provide more morale to the workers to remain committed to the organization's set goals hence, job satisfaction which leads to an increase in participation in the institution's activities for better performance. Participation remains high when the degree of incentives that an individual receives, satisfies the dominant needs with his individual goals.

The nature of working conditions in terms of good accommodation, education, flexible working hours, healthy working environment with adequate welfare have an effect on teacher's efficiency when especially availed in time. When employees are paid for efficiency, this will always reinforce and encourage good continued performance. In schools efficiency depends on one's ability, competence and competencies required good performance and appraisal systems in terms of financial and non-financial words. However, their adequacy, drive attraction for high pay, remuneration and retention of employees in institutions, is a primary strategy for every institution.

1.13. Operational Definition of Key Terms

Fringe benefits –in this study, fringe benefits are non-wage payment given to the teacher by the top management. It can be in terms of pension, praises, recognition, life and health insurance, transport allowance, leave, company cars. Measurement of fringe benefits was done by using five Likert scales: 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, and 5= strongly agree.

Remuneration practices-in this study, are monetary (salary, wages, and other financial resources offered to teachers) they might also include free or subsidized housing, food and transport. And non-monetary (fringe benefits and nature of working conditions) they might include professional status in the community, promotion, recognition, approval by parents, general public and ministry of education. Remuneration practices were measured by using five Likert scales: 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, and 5= strongly agree.

Efficiency-in this study, efficiency can be almost any behavior, which is directed toward task or goal accomplishment, the job responsibilities or duties performed by the teacher. It includes professional status in the community, promotion, recognition and approval by, parents, the general public and Ministry of Education. Efficiency was measured as 1=very poor, 2=poor, 3=undecided, 4=good, and 5=very good.

Allowances—are the amount or something that is permitted, especially with a set of regulations given at regular intervals for a specified purpose, like when teachers, head departments.

Recognition—in this study, recognition is the identification of teachers after work well done.

Nature of work—is the fundamental quality of work, identity or essential character. Fringe benefits are variables such as accommodation, medical, paid leave, maternity and interpersonal relationships.

Timetable—is a schedule listing the times at which certain events, such as arrivals and departures arranged according to the time when they take place by teachers and learners.

Co-curricular activities—is outside activities in the school but usually complementing the regular curriculum.

Table 2: Mean Range of five-Likert Scale

Description	Mean Range	Scale	Interpretation
SA	4.50-5.00	5	Very high
A	3.50-4.49	4	High
UD	2.50-3.49	3	Moderate
D	1.50-2.49	2	Low
SD	1.00-1.49	1	Very low

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter presents the literature reviewed by the researchers on the issues of remuneration practices and teachers efficiency in secondary schools.

2.2. Remuneration Practices

Many researchers and writers on academic issues have come out with factors that affect academic efficiency. Even teachers at all levels aim at enabling their students to pass well and obtain good grades in their examinations. But teachers not only in Uganda but worldwide are not well remunerated.

Kathleen, (1996:192) quoted a teacher: “The harder you work the less you are appreciated by some people. There is nothing to be proud of. I don’t tell people that are a teacher”. A teacher with such views will not carry out his or her duties effectively to produce good results.

Remuneration causes us to achieve goals and consists of appropriate mechanisms of responses, simulates internal force which spark us to satisfy some needs and in some cases we may be fully aware of particular needs and our actions will deliberately move in an attempt to satisfy it. For example a hungry child eats food with full knowledge that will ease hunger. Education is remunerated by desire for knowledge. Remuneration can be anything from reward to coercion. Remuneration originates from a variety of sources (needs, cognitions and emotions) and these internal processes energize behavior in multiple ways such as starting, sustaining, intensifying, focusing and stopping it.

There are existences of some source of energy that drives behavior. Proposed are just one source of energy that exists for all the general behavior behind the energy

Assumptions of a general energy source require the existence of some additional mechanism that can direct this energy in different ways at different times which proposals are that force behind particular behavior in specification. Thus, the concept of energy is more important.

2.3. Theories of Remuneration

To understand remuneration and teachers efficiency, there is a need to look at theories of remuneration.

2.4. Drive reduction theory of remuneration

A drive is an eternal condition of arousal that directs an organization to satisfy psychological needs. Drive is necessary for people, for behavior to occur. According to Hull, (1943) human behavior is a result of drives that exist within human behavior itself, example hunger and thirst. Efficiency involves the connection of stimuli and responses as a result, teachers' efficiency needs remuneration to be driven higher.

2.5. Arousal Theory

The arousal theory of remuneration asserts that unless an individual is aroused or remunerated she or he might not be able to do certain things. Human functioning is most efficient when at an optimum level of arousal. Arousal theory exerts a stimulating force referred to as press. A head teacher should not force a teacher to work, but to remunerate or induce him or her.

2.6. Cognition Theory of Remuneration

This theory focuses on thoughts as initiation and determinants of behavior. Intervention with human thinking has substantial influence on our remuneration. The impact of cognitive development view is based on Jean Piaget's Principles of equilibration, assimilation, accommodation and scheme formation. Head teachers create an environment where, there are lots of tools, where, teachers can develop an understanding.

2.7. Equity Theory

This theory states that individuals compare their job inputs and out-comes with those of others and then respond to eliminate any inequities. If their colleagues are given recognition, employees will work towards achieving those rewards. This remunerates them to work better. If these incentives are similar, employees feel more satisfied with the treatment received and if not the reverse may be true. The more satisfied the employee is in the institution, the stronger the force to remain in that present job and the better, the performance. Employees perceive equity as fairness of rewards in relation to ones education, experience, efforts and time used. Adams observed that equal treatment of workers provides equal satisfaction and improvement in performance while unfair treatment breeds unfavorable behaviors among employees. These must be adequately studied by all managers in institution to enable employees, exhibit their potentials reflected in their participations and efficiency at the work place.

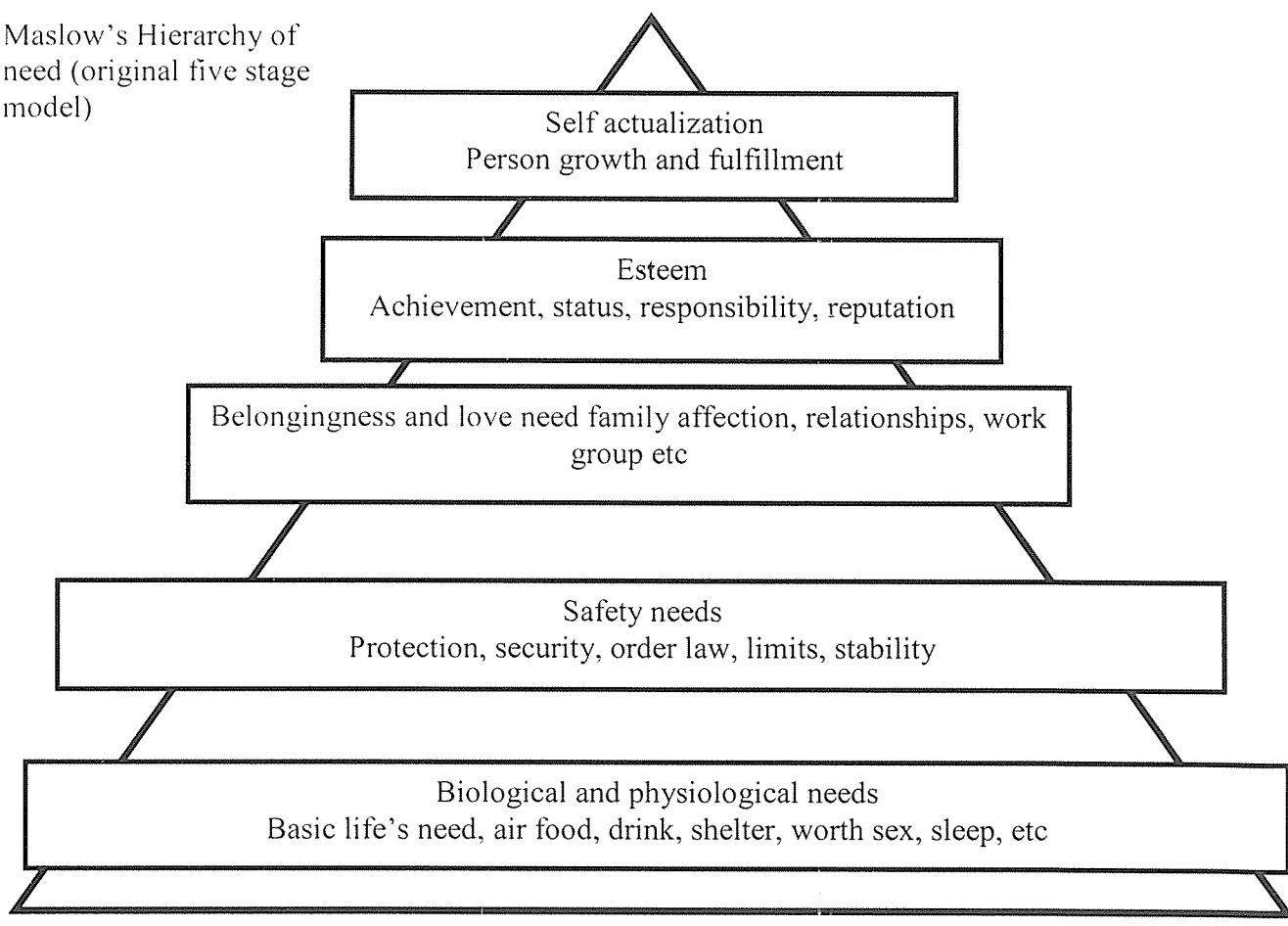
2.8. Expectancy Theory of Remuneration

This stresses that people behave the way they behave because they expect success. Expectations of success, directs behaviors" of teachers to perform better to achieve their goals. The prevalence theory by Vroom, (1999), (expectancy theory), is much liked to the study because much of the teachers efficiency are attributed to their expectations from work. This however, relies on the assumption that high efficiency results into high rewards hence, efficiency output relationship, but if efficiency and output are high and remuneration is very low, these results into inefficiency. Therefore, an increase in efforts leads to an increase in efficiency where rewards give actual satisfaction to the working staff.

2.9. Humanistic View of Remuneration

This theory argues that human needs are supreme. It asserts that teachers" behavior is remunerated by desires for creativity choice and self-actualization. Basically, Abraham Maslow, (1970) Retrieved, (2010), proposes a hierarchy of human needs to account for a range of human remuneration. He concentrated on human potential for self-actualization. Teachers should develop a sense of belonging as stipulated by the hierarchy below:

Maslow's Hierarchy of need (original five stage model)



The theories of remuneration can be traced far back in the revolution in countries like Japan and Britain where a few capitalist who controlled production used it as a comparative advantage for increasing production (Gerhard, 1997:225). However, its practical and theoretical development was pioneered by Taylor in the 20 century, with his scientific study on the use of economic incentives as a means of achieving of high levels of efficiency and was valued more important than the nature of the work or job (Dessler, 2003:334 and Pena, 2001).

2.10. Conceptual Framework

In Uganda, money is still regarded as a remuneration factor among employees but if little is paid, results into inefficiency. Monetary rewards should be reasonable and meaningful if they are to have visible results or outputs. In institutions, what is adequate and reasonable, is difficult to

estimate between employees and employers as it varies from each other and from time to time. Therefore, receiving an increase in salary and wages contribute to individual's status and self worth both of which are the identified needs that require satisfaction and enables employees to be efficient.

According to Clark Hull, (1943): Hull believed that "learning involves the connection of stimuli and responses as the result of reinforcement, and since each reinforced paring of a stimulus and responses was believed to increase habit strength by a small amount". Reinforcement occurs when drive is reduced. In sense, learning depends upon adequate remuneration.

Eric Klinger, (1975) says, "Important of meaning fullness for peoples" lives" meaning fullness, in turn, is provided by toward which people work. People pursue those objects, events, and experiences that emotionally important for them. People therefore, work and behave in order to obtain those incentives that are prized.

The New Vision of Wednesday January 19th 1994 in the article; Kampala Secondary School Teachers demand tax free vehicles, by Ofwono Opondo, the teachers complained to the government about low pay. "They criticized government for paying them peanut salary which cannot keep their children in schools while they look after those of other people" Teachers need to be remunerated to produce good work.

Al Amri, (1997) stated that direct monetary benefits are the packages of teachers" salary, allowances and fringe benefits. All these contribute to efficiency of teachers. However, there are other factors that could remunerate a teacher to be more committed.

According to Maicibi, (2003:90), monetary rewards or incentives are financial rewards directly related to efficiency.

In most schools, monetary incentives are critically regarded as a remuneration factor. However, the remuneration level depends on how each employee values it and how its directly related to efficiency. As noted by Stacy Adams in his theory on remuneration, money has symbolic value, used in comparing the employees" input to determine the degree of equitability, a clear signal of how employees are valued by their degree of equitability, a clear signal of how employees are valued by their administrator. Other scholars like Victor Vroom, observed that money becomes a

remunerator only when it satisfies the individuals' personal goals and is dependent on efficiency criteria (Robbins, 2003:180). However, the researcher feels that the degree of monetary satisfaction differs from employee to employee, the pressing needs at the disposal and the amount received at a particular time. Therefore, what satisfies each individual at a particular situation and time may be difficult to determine and predict in organizations.

In similar development, Locke, (1989:379) as quoted by Bratton, (2003:288), points out that monetary incentive are related to all man's needs like housing, food, health and care for himself and his family while Pfeiffer, (1998:112) as quoted by Bratton and Gold, (2003:289), attached its importance on improving the meanings of their lives. However, the research studies by Armstrong, (2003), observed that external remuneration practices like provision of salaries and wages have powerful effects on employees' efficiency but do not necessarily last long. Other internal remuneration practices like recognition of best performers, promotion and praises have a long term effect on individuals' efficiency for they are inherent in the individual and not imposed on them from outside. Internal incentives in institutions provide opportunities for personal growth, more responsibilities, increased social status and subsequently job satisfaction and efficiency at the work place.

As postulated by Robbins, (2003), salary increment is no longer a remunerator to some employees because every time of moment, employees adjust to a new life style. This perception makes them feel that the next quantity of money would be appropriate to meet their needs. Therefore, school administrators should never expect their staff to openly say "we are satisfied and we no longer need a salary increment". This is in line with the research findings by Robbins, (2003), that the additional amounts of money offered for efficiency, are not always perceived by employees as significant because the merit pay raise which should be at least 70% of basic pay has been averagely 3.9 to 4.4% respectively. In Uganda, this has been averagely 1% to 1.5% for all workers, a demotivating factor to the employees (Robbins, 2003:180). Therefore, the degree of satisfaction and efficiency depends on how the individual values it and other pressing needs.

Moreover, Krogi, (1988), asserts that most of institutions' managers have zeroed on the strategy of encouraging superior levels of efficiency by offering extra or additional financial rewards which are linked to individual or organizational efficiency. This not only encourages efficiency

but creates competition, exertion of extra efforts and improvement in quality hence, high productivity. However, this has no significant effect on some employees who are remunerated by non-financial incentives.

Therefore, having a clear and comprehensive study is pertinent in improving employees' behaviors and efficiency in institutions.

In institutions, there is no clear rewarding policy undertaken by the management that meets or suits with the employees' needs and demands. This is because every time, their social, economic and political demands change little has been done to meet these expectations. The researcher feels that administrators need to study in-depth each situation and design the policies that suit with particular situations. Therefore, knowing the culture and the history of the school is an essential tool for all managers if they are to succeed in their organizations and meet their efficiency targets.

In institutions, not all employees are adequately remunerated by money (Robbins, 2003:9). In schools, teachers have varied needs and reasons for being in the institution and these opened on each one's level of occupation, personality, background and situation. Therefore, it's important to note that, offering the staff with financial rewards actually diminishes their intrinsic remuneration. The needs of women, men, single disabled and senior teachers differ, hence, deserve different treatments. In both private and government schools, efficiency and monetary pays are poorly linked and are more often determined by non-efficiency factors like experience, seniority, level of education, cooperation with the boss no matter how poorly one performs. More efforts by the management are necessary in establishing the possible efficiency indicators as a benchmark for the teachers' efficiency.

In most schools, there is a common practice between the members of staff comparing themselves with other workers doing similar or more related jobs basing on major moderating variables like salary earnings, allowances paid, gender, professionalism and levels of education. However, according to the research studies conducted by Robbins, (2003) observed that in most institutions, women are typically less paid than men in comparable jobs and have less expectation from the work.

Apparently, this does not still stand in most of Uganda's institutions where both men and women are employed in similar positions and enjoy same benefits. Therefore, equal treatment of employees is pertinent in all employees in any diversified work force for efficiency.

In secondary schools, salaries and wages paid to teachers as a remunerating factor are still very low and this has resulted into inefficiency, high labor turnover and strikes by the teachers and lecturers in various institutions (Maicibi, 2003:52 and, Morrison, 1997). Therefore, the researcher feels that the existence of strikes that are more pronounce in Uganda is a clear signal that the teachers' plights or issues at the work place are not adequately addressed by the concerned authorities for instance, the teachers strikes (Kyamize, New Vision 15th February, 2005:15, September 5, 2011) and university lecturers strike (MUK) for high pay, (The New Vision 30th March 2005).

In Uganda, salaries of workers are supposed to be delivered at the end of the month but this takes one or two weeks before it can be delivered to the civil servants, of which teachers are inclusive. However, Fournier, (1998) observed that weekly pay of civil servants is something that all workers expect by virtue of their employment, but other non-financial rewards like praise, promotion and recognition are continuous and continuously remunerate the workers.

In institutions, where employees (teachers) have already satisfied their physiological needs like land, shelter, clothing, education and medical care, salary is no longer a remunerator but any other thing that may help them to meet other needs. On contrary, it's however, still true to the most poorly and slowly remunerated civil servants that, an increase in salaries and wages acts as an incentive for efficiency in institutions.

This is in line with the research studies by Maicibi, (2003), in Ugandan schools and universities, which concluded that salaries and wages are still remunerator to the junior staff and some academic staff and not to the senior and non-academic staff. However, what is pertinent is that, monetary incentives are still a remuneration factor in most schools and their degree of satisfaction differs from individuals to individual and from time to time.

2.11. Provision of Fringe Benefits and Teachers' efficiency

For a long time, teachers' salaries have been very low. Teachers have a number of times voiced their predicament to government through different organizations and associations. Buruku cited by Kachope, (2000: SP) pointed out that in their memorandum to the government, in 1994 the Uganda Teacher's Association (UTA) put forward this matter in a manner that vividly reveals the teachers' disadvantaged position. "When we come to fringe benefits, teachers have to go without company cars, subsidized medical facilities, mileage allowances, house loan schemes and other allowances that improve the lot of other professions and private section"

On the contrary, unlike in Uganda and Wakiso district in particular, in Britain, teachers are remunerated by being provided incentives such as, salary incentives, transport funds, extra vacation time to travel abroad, child allowances and housing. But since Uganda is not as Britain, child allowances, housing and loans could promote teachers efficiency.

Fringe benefits or top up allowances are additional payments paid to the workers above the basic pay. According to Longman dictionary of contemporary English (1999:36), an allowance or fringe benefit is an amount of money or something paid to the worker, regularly for special reasons Cushway, (1999:156) referred incentives fringe benefits as additional payments beyond the basic pays like pay raise, over time pay and payment by results, bonuses and profit oriented pays.

Bratton and Gold, (2003:292) referred to these allowances (fringe benefits) as the financial and non-financial rewards added to the basic pays, related to work behaviors, efficiency, learning and experience. Fringe benefits may be paid in financial or non-financial forms. However, what is vital is the rate at which these benefits are paid and when actually paid to the workers. In most organizations, such benefits include; efficiency related pay, incentive pay, merit pay, knowledge contingent pay, team based pay and organizational based pay, based on the profitability of the firm, recognitions, promotion and praises.

Remuneration of teachers in schools depends on the availability of resources and the culture of the institution and this results the statement or views that salary do not have additions for efficiency. In secondary schools, teachers get allowances in form of PTA's (Parents Teachers

Association) which are allocated to each member of staff (teachers) depending on the duties performed, responsibilities held by each and sometimes after attaining an academic progress or excellent efficiency in school activities like sports and drama.

Most of the fringe benefits in schools range according to the work done, nature of the activity, demand, competency and competence skills required which differ from individual to individual and from institution to institution. These are in form of leadership allowances, responsibility allowances, duty allowances, overload and overtime allowances, recognitions and promotions. However, their adequacy and provision in time have an effect on teachers' efficiency in schools.

Some of these fringe benefits are linked seniority, status and responsibility, while in private schools the payment of benefits depends on cooperation with the boss, status, availability of students and funds. In institutions where these benefits are on equitable grounds based on efficiency indicators and competency of individuals, drive attraction, participation, commitment and efficiency at the workplace. Employees therefore, are of high priority in sustaining and maintaining the institutions efficiency standards.

Fringe benefits in institutions provide a basis on which employees work towards the achievement of set goals. Therefore school administrators and managers in institutions often use fringe benefits as a means of improving on the teachers' efficiency (Dessler, 2003:204 and Willey, 1997). However, these do not exist in most institutions and their inadequacy has created frequent absenteeism, reluctance in marking and teaching and failure to show their identities with the institutions they work for, which have also affected their actual efficiency.

As postulated by Kyambalesa, (2000) managers and administrators cannot effectively attain meaningful performances, unless they have the ability to induce their staff to fully invest their full energies, time and commitment at the workplace. Therefore, the researcher feels that through discussions and interactions with teachers enable them to fully exhibit their potentials, become more committed, responsible and accountable at the workplace.

In institutions, there are no clear policies of determining how these fringe benefits are paid neither are based on superior or low efficiency indicators. Some of these fringe benefits are determined by Head teachers, board of Governors with no clear yardsticks and at times, fixed by

the parents" teachers in general meetings. However in some schools, administrators have attendance of overlooking these benefits by attaching and allocating the available funds to other sectors other than rewarding their employees. Therefore, fringe benefits are only in theories for teachers do not practically receive them and where they exist, are not paid within the stipulated time and this demoralizes the workers. More still, little efforts have been put in place by the management to analyze the situation, leaving the gap between them which have affected their efficiency.

This is much linked with Victors' theory on what employees expect to gain from their inputs. When efficiency and expectations are high and remuneration is very low, this reduces morale in them as well as efficiency (Maicibi, 2003:520), in most institutions, there is always a breach of psychological contracts by the management and this has created conflicts with their employees. What is promised is not practically put into practice. In most institutions, administrators do not give enough recognition to their members of staff regarding the schools staff efficiency and lack information on who performs what, when and to what extent. In schools, this demoralized the teacher's presence and efficiency at the work place.

Praising the best efficient depends on the management's perception, availability of funds, culture of the institution and cost of living in which these institutions work. Therefore, the behavior of one's boss is the major determinant of job satisfaction and subsequently efficiency of his employees. According to the research studies by Robbins, (2003), efficiency in employees arises when immediate supervisions are understanding and very friendly, listen to employees opinions, show personal interest in them and subsequently praises them for efficiency.

Administrators in these institutions should always monitor and ensure that employees are remunerated appropriately especially in those jobs and areas that contribute most to institutions as postulated by Maicibi and Nkata, (2005:100). Therefore, the researcher feels that the provision of fringe benefits should adequately be paid after the achievement is immediately attained for a meaningful impact in the organization or when the achievement is still fresh in the efficient minds. This would enable teachers have continued efficiency; remain committed and dedicated at the work place.

In institutions, some employees prefer non-financial rewards like promotions, recognition and praises based on equity for it encourages personal growth, social status, seek for more responsibilities and subsequently job satisfaction and efficiency of employees hence, intrinsically rewarding. Therefore, happy workers at the workplace are more productive than unhappy ones. In institutions, teachers who perform well and are properly rewarded, feel intrinsically good or happy for the work performed, therefore, recognizing them with high pay raises, words of praise, recognition and promotional opportunities instill desirable behaviors in employees (Robbins, 2003:80). However, regardless of these financial and non financial rewards, their existence and provision in time, give a more concrete reasons for employees to stay longer in that institution.

In institutions and schools in particular, satisfaction of employees is much linked to the attendance of the workers. The more the satisfaction,-the more the employee attends to work for that institution. However, in Uganda schools, the attendance of teachers depends on the responsibilities held, convenient working days stipulated and other duties assigned, which vary from individual to individual and from institution to institution. These should be adequately studied to balance the payments and incentives for all employees in the organization.

Employees with more responsibilities have the opportunities of getting more fringe benefits than those with few responsibilities. This is in line with the research studies conducted in Chicago as quoted by Robbins, (2003:81) that workers with high levels of job satisfaction and efficiency had more attendance levels than those who did not. Therefore, attendance indicators are a characteristic of efficiency in any institution of employees.

Other research studies in New York by Robbins, (2003) indicated that employees, who were unsatisfied with the job, had many absenteeism rates than those with job satisfaction and with many attendance levels. The findings concluded that employee satisfaction and efficiency are correlated with absenteeism. However, in Uganda's institutions, there is no significant difference with this study as the majority of the teachers conduct private business for a living, absentee themselves and collude with other members of staff not to perform. It is therefore, important to note that, the attainment of results in any institution basically lies within the hands of the people of that organization, how they are remunerated in terms of payments, (monetary and non-

monetary rewards) for they all complement each other at the work place, enhance the achievement of the set goals and continued efficiency of employees.

2.12. The Nature of Working Conditions and Employees' Performance in Schools

The nature of working conditions in any organization lays a basis for efficiency. According to Herzberg as quoted by Maicibi, (2003) the working conditions properly manipulated by the management and leadership hence, job satisfaction and subsequently remuneration in employees.

The nature of working conditions in institutions entails the conditions in which employee work. These are governed by factors like adequate accommodation for the staff, terms of payments, how and when, hours of work, environment itself, provision and assurance of leave pays like sick, maternity and holiday pay, job security, pension assurance, retirement packages, empowerment and interpersonal relationships (Maicibi, 2003:84). The provision of these adequate working securities enlists higher commitment subsequently more efforts that strive for good work.

As conceptualized by Herzberg, (2003) good working conditions create job satisfactions and remuneration of employees and where such conditions are inadequate, yield into dissatisfaction of employees, others leave the organization and develop negative attitudes towards the organization thus affecting their efficiency at the work place. When employees work under poor management conditions, they tend to behave like caged animals looking for the slightest opportunity to escape and when such a time comes, they leave the institution without looking behind. (Musazi, 2003:79).

However, according to clarification of employees in institution is a difficult variables to determine for it is caused by a combination of factors some of which are externally correlated to the workplace and these should be thoroughly observed by all managers and school administrators.

Working conditions in institutions are very important to the way employees feel about where they work. Employees feel proud of their institution when conditions are conducive and friendly to the workforce. In institutions, they are more concerned with their work environment for both

personal comfort and these facilities in doing a good job. Once they are provided to their staff, would enable them perform to their best remain committed and interested in the job.

Better still, Ssekamwa, (2001) contends that clean environment, classroom, staffroom, adequate rooms for teachers, family friendly policies, balance between work and leisure and other fringe benefits are the necessary conditions for the teachers' efficiency in schools. Other external conditioned like holiday pay, sick leaves, timely and adequate pays, job security and pension schemes are a catalyst to teachers' efficiency in schools. These still lack in institutions and most of the teachers have found it difficult to cope up with situations. Their attitudes and behaviors have also been affected as well as their efficiency.

In similar development, Robbins and Maicibi, (2003) assert that Most employees prefer physical surroundings that are not dangerous and uncomfortable, prefer working relatively close to home in a clean environment with modern facilities, adequate tools and equipments. In some schools, teachers are adequately provided with enough institutional materials like laboratory equipments, chalk, textbooks and adequate furniture which enable them to perform above average through experiments and teaching than those which do not. Therefore, the researcher feels that adequate equipments and healthy atmosphere are a prerequisite for job efficiency for a highly remunerated workforce in the institution. In institutions, job satisfaction and efficiency occur when there is joy and excitement among the employees at the workplace which vary in most schools. (Maicibi, 2003:97). Most jobs however, require constant social interactions and consultations with other workers in the organizations through seminars, workshops and others need formulated rules and family friendly policies which have resulted into a happier staff, reduced staff turnover and frequent absenteeism at the work place.

Social interaction with colleagues is still an important source of remuneration in many jobs. In schools, teachers interact in formulating school rules and regulations, performing weekly duties, co-curricular activities, teaching, enforcing discipline and in performing other duties assigned to them.

The provision of necessary conditions in time encourages the staff to work harder and keep them united as a team towards the achievement of the set goals. This not only reduces personal conflicts but also reduces the risks of demotivating factors with their related effects of their work

places (Bent et al 2002), working as a team promotes the staff effectiveness, productivity and organizational efficiency. (Maicibi, 2003:109).

In schools, socialization of employees enables them to freely express their feelings, opinions, attitudes all other affairs that affect them at work place. It is therefore, a healthy system for the institutions survival, teamwork and productivity. (Maicibi, 2003:61). However, it is important to note that institutions that put their working staff first, (consideration0 have a more committed and dedicated workforce than other which do not. This leads to higher employee productivity and satisfaction that subsequently results into efficiency. Workers respect or deserve a lot of attention by all managers for the organizations" effective performance at the work place.

In other secondary schools, there is a continual replacement of the teaching staff especially in private schools. This has affected the academic progress of the schools, teachers" efficiency as there is no assurance of staying longer in the organization (job security) in private schools, and teachers" services are terminated without any notice despite the overload given to them. This has caused a lot of stress and uncertainties between and among the teaching staff, as well as their behaviors and efforts to perform. Their rights in institutions have been violated and this has scared or threatened others still at the work place. The costs of these institutions have also increased through retraining and recruiting an experienced and resourceful work force more especially in private schools (Dessler, 2003:303). Therefore, researcher feels that a comprehensive human resource plan is pertinent in the institution in foreseeing the likely occurrences and prepare more adequately in time. Individual resource profiles need to be reviewed and studied by all managers.

According to the study by Robbins (2003), married couples in institutions have fewer absences as compared to their counterparts (unmarried ones), undergo less labor turnover and are more satisfied with their jobs. Women still conform to the authorities in institutions than their counter parts (men) who are more aggressive with their counterparts (men) with more expectation for success. In other institutions, the tedious and demotivating nature of the jobs often lead to high rates of employee turnover as postulated by Gray (2004). This has led to the reduction in resource manpower as well as efficiency at work place.

Edward and Daniel (1996) and the Hawkmere Group Report (1998) observed that, managers need a conducive atmosphere for the employees to enable them measure their independence, increase their responsibilities, autonomy and gradually make tasks more challenging if the set goals or targets are to be achieved. In schools, individual workers are only encouraged to work to their best of their abilities. If they realize that they are in charge of their own lives and responsibilities, their jobs are more challenging, stimulating for them to be more accountable and participative. (Hawkmere Group Report, 1998).

In institutions, having too much workload, being stretched beyond limits, having no clear understanding of what is unexpected of them, greatly demotivates and demoralizes the staff to perform. Such institutions usually find it increasingly difficult to retain and attract the most capable, remunerated and resourceful employees. Frequent interferences also demoralize the staff and where these employees are dissatisfied, remuneration diminishes. Employers therefore, make work challenging because their employees are remunerated, when they realize the values, their work adds and their effects to others. The researcher, therefore feels that minimum work load with limited supervisions, enable teachers to exhibit their potentials, measure their independences as well as their degree of participation in any activity.

As observed by Ssekamwa (2001), feeling good at the workplace, being in control over ones immediate environment are perfect recipes for job satisfaction and optimum work efficiency of employees in organizations or institutions. Fringe benefits, in institutions have however, become effective in attracting new employees but rarely remunerate them to use their potentials more effectively. In institutions and schools in particular, teachers and management perform well when the work is very interesting with greater participation, challenges and opportunities for development which are all the aspects of remuneration. These vary from institution to institution and from individual to individual.

According to Evans, (1999:82) employees in institutions experience new challenges, face new situations which require adequate knowledge, skills and experience to succeed them. It is therefore, a challenging responsibility that must be handled with great care to suit with the existing situation. Mullins, (2002) observed that remuneration is a necessary contributor for job efficiency but also other factors like knowledge and skills which are achieved through training in

specific fields. In schools, the teachers efforts would therefore be wasted without the ability to perform which is achieved through training. Therefore, both theoretical and practical trainings are very pertinent for teachers in their efficiency at the workplace.

Besides, Kyambalisa, (2000) observes that managers and administrators in institutions cannot achieve meaningful results through others unless they have the ability to induce them to invest their full energy time and commitment to attain higher levels of efficiency.

2.13. Summary of Identified Gap

The gap identified in the study-related reviewed literature was that much has been written on remuneration of employees in terms of monetary reward and other incentives, but little has been documented on motivating workers or employees by means of fringe benefits and good working condition. Since American institutions observed that equity in rewards and inputs exerted by employees, create a strong linkage between individual efforts and visible outcome and rewards hence highly valued and respected by the organizations. However, in Uganda this has not been fully achieved by the managers and there is still a great disparity between employees basing on major moderating variables like origin, relationship and know who, which has actually affected their efficiency.

Managers and administrators of institutions need to borrow a leaf from American styles of management and to the researcher remuneration works as catalyst to workers in any organization as it increases interest and working morale, hence, leading to efficiency. This is supported by the journal of higher education outreach and engagement volume II (Nov. 2, 2006) which says “reward structure needs serious consideration”.

Therefore, by assessing the needs of the staff while also maintaining and improving on the staff services, improve on the effectiveness of the school teachers. It is observed that by identifying the staff's present and future requirements, determines their fringe benefits and nature of working condition, keep them united and committed at the work place (Musazi, 2006). The managers and administrators of Wakiso district schools need to do something more than they have done to remunerate their staff if efficiency in schools is to be maintained and improved.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

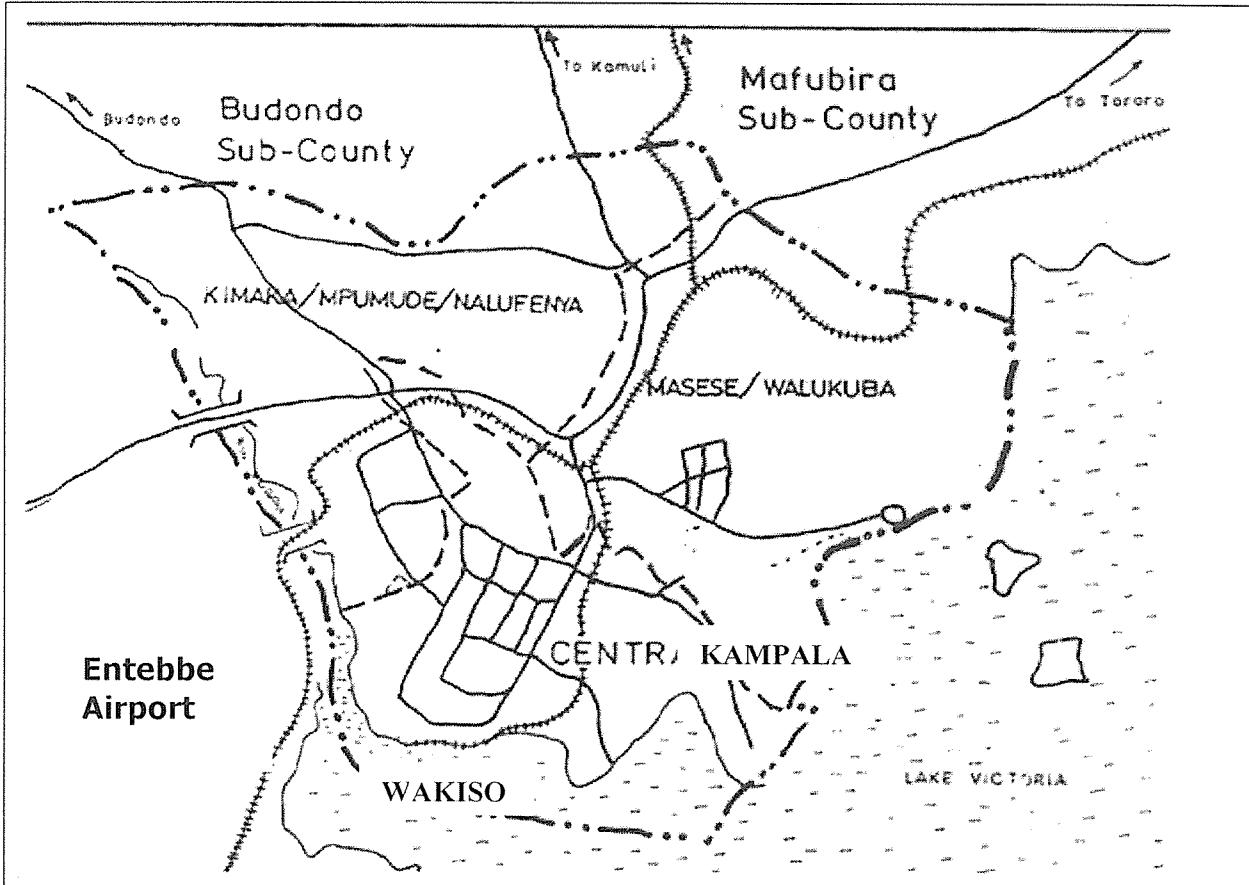
This chapter represents a description of how the whole research process was carried out. It focused on the key areas of which the researcher used in conducting the study such as the research designs, target population, sample size and sampling techniques, research tools, data collection method and data analysis methods.

3.2. Research Design

The researcher used a descriptive-correlation design in the study process to establish the grounded facts regarding the remuneration practices and teachers efficiency in urban secondary school in Wakiso. The researcher employed open-ended and close-ended questionnaires. The rationale behind the choice of using descriptive-correlation design was that the researcher intended to describe the existing situation and establish the relationship that may exist between remuneration practices and teachers' efficiency in secondary schools. Modified instrument target remuneration for academic study scale by Usiki (2001) was used where some items were adapted, and was delivered into two parts. The first part required participants demographic information like sex, age, class and name of the school, and the second part contained a five Likert Scale type.

3.3. Location of the Study

The study was carried out in Wakiso District, Central Uganda, and in Wakiso Region, Uganda. Wakiso is a vast district having over 10 divisions case in point is Entebbe, Wakiso, Kyengera. It's along Lake Victoria.



3.4. Population of the Study

Wakiso District has over 800 secondary schools of which are private and government schools. The target populations of the study, the researcher choose 19 head teachers, 25deputies, 180 teachers in Wakiso district that had undergone a professional training course in the field of education. Most of those who had been in the field for more than 2 years were given a special consideration as professionalism was recognized and respected by the Ministry of Education. The targeted population was 225 teachers, deputies and head teachers.

3.5. Sample and Sampling Procedure

The sample included nineteen (40) schools out of the twenty (800) schools which participated. The researcher used the elite and modest schools. Both male and female, 123 teachers, 19 head teachers, 24 deputy head teachers were given or considered for study. For the purpose of making

inferential statistics, deductions and generalizations, the researcher used purposive sampling technique on head teachers and their deputies for they provide very useful, relevant information and their involvement and participation in administration is responsible for the teachers' efficiency. Simple random sampling technique was used in the study in collecting data and information specifically from teachers, who comprised the majority in the teaching profession and their views, aspiration, feelings, attitudes and opinion were very important. All the respondents were given equal opportunity and independent chance of being selected.

Table 3: Sample Size

Sampling method		Sample	Reasons for the choice	
	Respondents	Population		
Purposive	Head teacher	20	19	Give relevant information
Purposive	Deputy teachers	25	24	Give relevant information
Simple random	Teachers	180	123	Convenient for large Population
Total		225	166	

This was in line with Morgan and Krejcie table 1970 in determining sample size of targeted population (education and psychological measurement, 30, 60).

Table 4: Sample of Research Participants

No	Schools	Head teacher		Deputy head teachers		Teachers	
		Popn	Sample	Popn	Sample	popn	Sample
1	ST James Sec.Sch	1	1	1	1	10	6
2	Ndejje High school	1	1	4	3	22	18
3	PMM Girls Sec. Sch	1	1	1	1	10	6
	ST Florence Sec.						
4	Sch	1	1	1	1	10	6
5	Jipra Sec. Sch	1	1	2	2	12	8
6	St Joseph	1	1	1	1	9	6
7	Mother Kelvin	1	1	1	1	8	5
8	Glory land Sec. Sch	1	1	2	2	10	6
	Sseguku High						
9	school	1	1	1	1	9	6
10	Kirusa Sec. Sch	1	1	1	1	10	6
	Mpumunde High						
11	Sch	1	1	1	1	9	5
12	Good Heart Sec Sch	1	1	1	1	8	5
13	Merryland	1	1	2	2	15	13
14	Bankl Hill	1	1	1	1	7	4
15	Jamia	1	1	1	1	8	5
16	Kira High Sec Sch	1	1	1	1	7	5
17	ST Petters Sec. Sch	1	1	1	1	6	4
	St Augustine						
18	Wakiso	1	1	1	1	5	5
19	ST Monica Sec. Sch	1	1	1	1	5	4

3.6. Research Instruments

The main tool the researcher used to gather data was a self-constructed questionnaire. It contained both closed and opened-ended questions. The questionnaire was chosen due to the fact that it was more applicable and could gather information from a large number of people within a short time. At the same time it was cheaper and flexible using a questionnaire as it could provide accurate information. Section A handled demographic characteristics of respondents, Section B remuneration practices, Section C other factors and Section D the open ended items. The questionnaire was self-constructed and administered to all sampled participants, mainly; deputy head teachers, and teachers. Scores on questionnaire items were by using five Likert Scales as shown below.

Table 5: Mean Range of Likert Scale

Description	Mean Range	Scale	Interpretation
SA	4.50-5.00	5	Very high
A	3.50-4.49	4	High
UD	2.50-3.49	3	Moderate
D	1.50-2.49	2	Low
SD	1.00-1.49	1	Very low

The second tool of the study was the interview as relevant tools to collect data. The interviews were meant specifically for the head teachers. This was because they had key information that was needed for the study which the questionnaire would not give clearly such as efficiency of the teachers and remuneration aspects that the questionnaire could not capture. Face-to-face interviews were conducted with the study participants, namely, the head teachers.

3.7. Validity and Reliability of Instruments

In establishing the validity of instruments, the researcher, in consultation with the supervisors, cross checked the questionnaire items for consistency, relevancy ,clarity and ambiguity was done before the questionnaire were administered to the participants from urban private and public secondary schools that did not take part in the study. Besides, the researcher ascertained the instrument validity by calculating the content validity index (CVI) by dividing the total number of valid items over the total number of the items in the questionnaire, which gave $CVI=17/18=0.8$ implying that the tool is valid.

To ensure that the instrument was reliable the researcher made a pre-test of research tool, namely questionnaire, it was subjected to 20 respondents so as to establish its reliability. Using SPSS, scores on questionnaire items were measured by using Cronbach's Coefficient alpha for internal consistency on 19 questionnaire items. The instrument was reliable since the Cronbach's Alpha Coefficient was 0.70 or above.

3.8. Data Collection Procedures

To facilitate adequate coverage at the research, the researcher obtained the letter from the Dean of Graduate Studies of Kampala International University so as to be introduced to school administrators that participated in the study. The researcher took time to visit first and held discussions with the schools administration. The researcher used face-to-face interviews and questionnaires in collecting data from the primary source.

3.9. Data Analysis Method

After the process of collecting data, the researcher analyzed the data by using a Statistical Package for Social Sciences (SPSS). By means of SPSS, descriptive statistics, namely; frequency, percentage, and mean were used to analyze scores on the research objectives one and two. Descriptive design concerns itself with describing situations as they were and hence, aimed at providing a description that is as factual and as accurate as possible. On the other hand, correlation research design helped to determine whether and to what degree the relationship existed between two or more variables. In reporting the study findings the highest percentage and mean were considered. Scores on research objective three were analyzed by using Pearson Correlation to determine the relationship between remuneration practices and teachers' efficiency in secondary schools.

CHAPTER FOUR

4. RESULTS AND DISCUSSIONS

4.1. Introduction

This chapter presents and discusses the findings which were presented based on the research objectives derived from research questions. After the presentation of the study findings, the study made recommendations thereupon.

4.2. Demographic Characteristics of Respondents

The total numbers of teachers from the secondary schools who received and returned the questionnaires were 103 respondents. In analyzing the demographic characteristics of the respondents the following items were considered; sex, education level, marital status and education level. Majority of the respondents were males, 62 (60.2%) while females were 41 (39.8%). This implies that more respondents were males. It was found that 52 equivalent to 50.5% of the respondents had 32 and above in terms of age, 35 (34.0%) had 26-31 years of age and only 16 had 20-25 years of age. It was also discovered that 66 (64.1%) were married, However, 7 of the teachers married had certificates, 33 (32.0%) were single, 3 (2.9%) were divorced. It was also discovered that 51 equivalents to(49.5%) of the respondents under study were degree holders followed by 41 (39.8%) diploma holders, 7 (6.8%) certificate holders and only 4 (3.9%) were Master degree holder. This implies that most of the respondents found in schools had Degree level of education as indicated in Table 6 shows below.

Table 6: Demographic Characteristics of Respondents

Items	Description	Frequency	Percent
Gender of the Respondent	Male	62	60.2
	Female	41	39.8
	Total	103	100.0
Age of the Respondents	20-25	16	15.5
	26-31	35	34.0
	32 and above	52	50.5
Marital Status	Single	33	32.0
	Married	66	64.1
	Divorced	3	2.9
	Others	1	1.0
Education level	Certificate	7	6.8
	Diploma	41	39.8
	Bachelors'	51	49.5
	Masters degree	4	3.9

4.3. Remuneration Practices in Terms of Fringe Benefits and Nature of Working Conditions in Secondary Schools

The second study objective was to assess the extent to which remuneration practices in terms of fringe benefits and nature of working condition are implemented among secondary schools in Wakiso District. To meet this objective, the researcher analyzed the application of two main remuneration practices in secondary schools of which the results are shown in Table 7 below.

The extent of remuneration practices in terms of fringe benefits among secondary schools in Wakiso District had a grand high mean of 3.5631, this shows that remuneration practices in terms of fringe benefits among secondary schools in Wakiso district, was practiced more.

Remuneration of teachers in schools depends on the availability of resources and the culture of the institution and this result in the statement or views that salaries do not have additions for efficiency. In secondary schools, teachers get allowances in form of PTA's (Parents Teachers Association) which are allocated to each member of staff (teachers) depending on the duties performed, responsibilities held by each and sometimes after attaining an academic progress on excellent performance in school activities like sports and drama. Fringe benefits also differ from school to school and according to location. Most allowances include transport, PTA, medical staff development, duty, academic performance, and over load allowances. In private schools, these benefits are linked with seniority, closeness to the boss and to ones' performance. The more responsibilities, the more allowances paid to teachers.

As observed by Dessler (2003), fringe benefits paid to teachers provide a basis for achieving the set goals. Therefore, in institutions, managers and administrators often use fringe benefits as a means of one's efficiency. However, these fringe benefits should be always paid after achievement is immediately ascertained or after work, if it is to have a meaningful impact. Fringe benefits in schools make teachers intrinsically happy more productive and committed. Therefore, recognizing them with high pay raises, words of praise, recognition, promotional opportunities improve on their behaviors and efficiency at the work place (Robbins, 2003:80). However, regardless of their pay, their existence and provision in time, creates a vivid and concrete reason for the teachers' stay and work for the organization.

On whether, fringe benefits improve on teachers efficiency, 98 teachers agreed that, allowances paid to teachers provide a basis for efficiency while 18 disagreed with the statement, (See table 7). In general analysis it was concluded that over 98 teachers agreed with the view (statement) meaning that teachers are universally remunerated by fringe benefits when paid on time and on equity grounds.

On equity fringe benefits, (table 7) it was observed that, fringe benefits in schools are not uniform to all members and this varied from school to school and from individual to individual. This was in line with teachers response where 56, disagreed with the statement and admitted that fringe benefits vary in their schools and among teachers while only 29 agreed with equity in pay

of fringe benefits. As postulated by Robbins, (2003:81), employees with more responsibilities access more fringe benefits hence, more pay and an increase in ones material well being.

As postulated by Kyambalesa, (2000) managers and administrators cannot effectively attain meaningful efficiencies, unless they have the ability to induce their staff to fully invest their full energies, time and commitment at the workplace. Therefore, the researcher feels that through discussions and interactions with teachers enable them to fully exhibit their potentials, become more committed, responsible and accountable at the workplace.

This is much linked with Victor's theory on what employees expect to gain from their inputs. When efficiency and expectations are high and remuneration is very low, this reduces morale in them as well as efficiency (Maicibi, 2003:52). In most institutions, there is always a breach of psychological contracts by the management and this has created conflicts with their employees. What is promised is not practically put into practice. In most institutions, administrators do not give enough recognition to their members of staff regarding the schools staff efficiency and lack information on who performs what, when and to what extent. In schools, this demoralized the teachers' presence and efficiency at the work place. .

Praising the best efficient depends on the management's perception, availability of funds, culture of the institution and cost of living in which these institutions work. Therefore, the behavior of one's boss is the major determinant of job satisfaction and subsequently efficiency of his employees. According to the research studies by Robbins, (2003) efficiency in employees' arises when immediate supervisions are understanding and very friendly, listen to employees opinions, show personal interest in them and subsequently praises them for efficiency.

Employees with more responsibilities have the opportunities of getting more fringe benefits than those with few responsibilities. This is in line with the research studies conducted in Chicago as quoted by Robbins, (2003:81) that workers with high levels of job satisfaction and efficiency had more attendance levels than those who did not. Therefore, attendance indicators are a characteristic of efficiency in any institution of employees.

Other research studies in New York by Robbins, (2003) indicated that employees, who were unsatisfied with the job, had high absenteeism rate than those with job satisfaction and with

many attendance levels. The findings concluded that employee satisfaction and efficiency are correlated with absenteeism. However, in Uganda's institutions, there is no significant difference with this study as the majority of the teachers conduct private business for a living, absentee themselves and collude with other members of staff not to perform. It is therefore, important to note that, the attainment of results in any institution basically lies within the hands of the people of that organization, how they are remunerated in terms of payments, (monetary and non-monetary rewards) for they all complement each other at the work place, enhance the achievement of the set goals and continued efficiency of employees. Since the findings have revealed that there is inefficiency on the side of the teacher and it has been observed that there exists remuneration in terms of fringe benefits, there must be other factors which affect the efficiency of teachers other than remuneration in terms of fringe benefits. These might be the political condition of the country, management policy, and many others.

Table 7: Remuneration practices in terms of fringe benefits among secondary schools

Items	Description	Freq.	Percent	Mean	Interpretation
Teachers are given allowances for additional responsibilities at school	Strongly disagree	5	4.9		
	Disagree	16	15.5		
	Undecided	5	4.9	3.7282	High
	Agree	53	51.5		
	Strongly Agree	24	23.3		
The school administrators make sure that teachers are recognized for the work well done	Strongly disagree	5	4.9		
	Disagree	19	18.4		
	Undecided	11	10.7	3.5146	High
	Agree	54	52.4		
	Strongly Agree	14	13.6		
Promotion is one of the factors the administrators does not take for granted	Strongly disagree	11	10.7		
	Disagree	18	17.5		
	Undecided	17	16.5	3.3010	Moderate
	Agree	43	41.7		

	Strongly Agree	14	13.6		
There are always occasions where teachers are praised/appreciated for the work well done	Strongly disagree	2	1.9		
	Disagree	11	10.7		
	Undecided	2	1.9		
	Agree	59	57.3	3.9903	Moderate
	Strongly Agree	29	28.2		
Allowances are always paid on equitable ground to all the teaching staff	Strongly disagree	16	15.5		
	Disagree	40	38.8		
	Undecided	7	6.8		
	Agree	30	29.1	2.7864	Moderate
	Strongly Agree	10	9.7		
Allowances are given to teachers promptly	Strongly disagree	14	13.6		
	Disagree	34	33.0		
	Undecided	7	6.8		
	Agree	34	33.0	3.0000	Moderate
	Strongly Agree	14	13.6		
Recognition at work improves on teachers' moral and commitment	Disagree	4	3.9		
	Undecided	1	1.0		
	Agree	25	24.3	4.6214	Very high
	Strongly Agree	73	70.9		
Grand Mean			3.5631	High	

Legend:					
	Description	Mean Range	Scale		Interpretation
	SA	4.50- 5.00	5		Very high
	A	3.50- 4.49	4		High
	UD	2.50- 3.49	3		Moderate
	D	1.50- 2.49	2		Low
	SD	1.00- 1.49	1		Very low

4.4. Nature of Working Condition among Secondary Schools in Wakiso District

The extent of remuneration practices in terms of nature of working conditions among secondary schools in Wakiso district had a grand mean of 3.5464, this shows that remuneration practices in terms of nature of working conditions among secondary schools in Wakiso district, was more practiced as indicated in Table 8.

According to Herzberg as quoted by Maicibi, (2003) the working conditions properly manipulated by the management and leadership hence, job satisfaction and subsequently remuneration in employees.

The results from the study showed that the nature of working condition has an effect on teacher's efficiency. Some of these working conditions include housing conditions, terms of pay, how, when, hours of work, leave assurances, job security and pension assurance, empowerment, interpersonal relationships, medical and education (Maicibi, 2003:84) However, the provision of these working conditions, create more commitment to the staff is subsequent efficiency. As conceptualized by Herzberg, good working conditions create job satisfaction and remuneration

of employees and where such conditions lack, yield negative attitudes subsequently a fall in teachers' efficiency. Where conditions are good, friendly and conducive, employees feel proud of their institutions.

As postulated by Robbins (2003:85), teachers prefer physical working conditions which are not dangerous, prefer working close to home, in a clean environment with modern facilities and equipment's for the teachers. This creates joy and excitement among the teachers at the work place, reduces demotivational factors, and promotes staff effectiveness, productivity as well as organizational efficiency (Maicibi, 2003:106). In schools what is provided is still average and this has affected teacher's efficiency. As form the study on whether the nature of working condition for the teachers were adequate, majority of the teachers agreed with the statement that their school provided adequate working conditions however 37 disagreed. (See table 8)

As conceptualized by Herzberg, (2003) good working conditions create job satisfactions and remuneration of employees and where such conditions are inadequate, yield into dissatisfaction of employees, others leave the organization and develop negative attitudes towards the organization thus affecting their efficiency at the work place. The same was confirmed by Musazi, (2003). When employees work under poor management conditions, they tend to behave like caged animals looking for the slightest opportunity to escape and when such a time comes, they leave the institution without looking behind.

Working conditions in institutions are very important to the way employees feel about where they work. Employees feel proud of their institution when conditions are conducive and friendly to the workforce. In institutions, they are more concerned with their work environment for both personal comfort and these facilities in doing a good job. Once they are provided to their staff, would enable them perform to their best, remain committed and interested in the job.

In similar development, Robbins and Maicibi, (2003) assert that Most employees prefer physical surroundings that are not dangerous and uncomfortable, prefer working relatively close to home in a clean environment with modern facilities, adequate tools and equipments. In some schools, teachers are adequately provided with enough institutional materials like laboratory equipments, chalk, textbooks and adequate furniture which enable them to perform above average through experiments and teaching than those which do not. Therefore, the researcher feels that adequate

equipments and healthy atmosphere are a prerequisite for job efficiency for a highly remunerated workforce in the institution. In institutions, job satisfaction and efficiency occur when there is joy and excitement among the employees at the workplace which vary in most schools. (Maicibi, 2003:97). Most jobs however, require constant social interactions and consultations with other workers in the organizations through seminars, workshops and others need formulated rules and family friendly policies which have resulted into a happier staff, reduced staff turnover and frequent absenteeism at the work place.

In institutions, having too much workload, being stretched beyond limits, having no clear understanding of what is unexpected of them, greatly demotivates and demoralizes the staff to perform. Such institutions usually find it increasingly difficult to retain and attract the most capable, remunerated and resourceful employees. Frequent interferences also demoralize the staff and where these employees are dissatisfied, remuneration diminishes. Employers therefore, make work challenging because their employees are remunerated, when they realize the values, their work adds and their effects to others. The researcher, therefore, feels that minimum work load with limited supervisions, enable teachers to exhibit their potentials, measure their independences as well as their degree of participation in any activity.

Besides, Kyambalisa. (2000) observes that managers and administrators in institutions cannot achieve meaningful results through others unless they have the ability to induce them to invest their full energy time and commitment to attain higher levels of efficiency. Since the findings have revealed that the inefficiency on the side of teacher and it has been observed that there exists remuneration in terms of working condition, there must be other factors which affect the efficiency of teachers other than remuneration in terms of working condition. These might be the political condition of the country, Management policy, Culture, and many others.

Generally from the responses, it can be stated that the nature of working conditions determines the teacher's level of efficiency. In some schools, teachers prefer friendly policies, balance between work and leisure and all other fringe benefits. Where teachers enjoy adequate working conditions, teachers interact; socialize in formulating rules, instituting discipline, teaching, marking and in performing other school activities. Where there is tedious and demotivating nature on the jobs, teachers complaints increase resulting into high labor turnover. Manager and

school administrators need to create a conducive atmosphere for employees to enable teachers' measure their independencies at their places of work, (Edward and Daniel, 199). As observed by Ssekamwa, (2001) feeling good at the work place is a recipe for job satisfaction and job efficiency at the school.

Table 8: The nature of working condition among secondary schools in Wakiso District

Items	Description	Freq	%	Mean	Interpretation
Our school provides adequate working condition	Strongly disagree	12	11.7		
	Disagree	25	24.3		
	Undecided	8	7.8	3.2039	Moderate
	Agree	46	44.7		
	Strongly Agree	12	11.7		
Interpersonal relationship is part of the school policies	Strongly disagree	5	4.9		
	Disagree	12	11.7		
	Undecided	15	14.6	3.6699	High
	Agree	51	49.5		
	Strongly Agree	20	19.4		
Most teachers have adequate atmosphere to operate in	Strongly disagree	9	8.7		
	Disagree	26	25.2		
	Undecided	13	12.6	3.1845	Moderate
	Agree	47	45.6		
	Strongly Agree	8	7.8		
The administration has clear and good relationship with	Strongly disagree	4	3.9		
	Disagree	31	30.1		

the teachers in terms of communication	Undecided	6	5.8		
	Agree	45	43.7	3.3883	Moderate
	Strongly Agree	17	16.5		

The third research objective was to assess the state of teacher's efficiency among urban secondary schools in Wakiso District. The results on this objective are shown in table 9 below.

4.5. The state of teachers' efficiency among urban secondary schools in Wakiso

The state of teacher's efficiency among urban secondary schools in Wakiso District among secondary schools in Wakiso District had a grand mean of 2.7378, this shows that teachers efficiency among secondary schools in Wakiso, was low. As pointed by Evans, (1999:82) employees in institutions experience new challenges, face new situations which require adequate knowledge, skills and experience to succeed them. It is therefore, a challenging responsibility that must be handled with great care to suit with the existing situation. Mullins, (2002) observed that remuneration is a necessary contributor for job efficiency but also other factors like knowledge and skills which are achieved through training in specific fields. In schools, the teachers efforts would therefore, be wasted without the ability to perform which is achieved through training. Therefore, both theoretical and practical trainings are very pertinent for teachers in their effective performances at the workplace.

Table 9: The state of teachers' efficiency among urban secondary schools in Wakiso District

Items	Description	Freq.	Percent	Mean	Interpretation
Efficiency of teachers in terms of exams setting time	Very poor	8	7.8		
	Poor	42	40.8		
	Moderate	14	13.6	2.8738	Moderate
	Good	33	32.0		
	Very good	6	5.8		
Efficiency of teachers in	Poor	30	29.1		

terms of Scheme of work	Moderate	38	36.9		
	Good	35	34.0	3.0485	High
Efficiency of teachers in terms of record of work	Poor	42	40.8		
	Moderate	13	12.6		
	Good	43	41.7		
	Very good	5	4.9	3.1068	High
Efficiency of teachers in terms of Students report	Very poor	12	11.7		
	Poor	50	48.5		
	Moderate	32	31.1	2.4272	Low
	Good	3	2.9		
	Very good	6	5.8		
Efficiency of teachers in terms of Time management	Very poor	7	6.8		
	Poor	77	74.8		
	Moderate	7	6.8	2.2330	Low
	Good	12	11.7		
Grand Mean			2.7378	Low	

Legend:	Mean			
Description	Range	Scale	Interpretation	
SA	4.50-5.00	5	Very high	
A	3.50-4.49	4	High	
UD	2.50-3.49	3	Moderate	
D	1.50-2.49	2	Low	
SD	1.00-1.49	1	Very low	

4.6. The relationship between remuneration practices and teachers efficiency in urban secondary schools in Wakiso

The fourth study objective was to establish the relationship between remuneration practices and teachers' efficiency in secondary schools. Table 10 below shows the relationship between remuneration practices and teachers efficiency in urban secondary schools in Wakiso. From the results got from the computation of correlation, it was discovered that there is a very weak

relationship between remuneration practices and teachers efficiency in urban secondary schools in Wakiso at an r value of .106. Since the r^2 is 0.0112, and the level of determination is 1.12%, remuneration practices affect only at very insignificant level teachers' efficiency. The implication is that since remuneration practices are practiced in secondary schools but still teachers' efficiency is low, therefore, there are other factors like monetary incentives and many others, which may be significantly affecting the efficiency of teachers in secondary schools.

Table 10: The relationship between remuneration practices and teachers efficiency in urban secondary schools in Wakiso.

Teacher's efficiency

Remuneration Practices	R-Value	.106ns
	P-Value	.288
<i>Relationship is Significant at</i>		
0.05		N=103

The study findings did not support the hypothesis as there was no indication of a significant relationship between remuneration practices and teachers efficiency in secondary schools. As concluded earlier, the implication of the findings is that there are other factors that contribute to work performance of teachers in secondary schools besides remuneration practices in terms of fringe benefits and nature of working condition.

The study findings did not support the hypothesis as there was no indication of a significant relationship between remuneration practices and teachers efficiency in secondary schools. As concluded earlier, the implication of the findings is that there are other factors that contribute to work performance of teachers in secondary schools besides remuneration practices in terms of fringe benefits and nature of working condition.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This chapter refers to the organized, presented and analyzed data in the preceding chapters. The Summary and Conclusions are drawn from the discussed findings, in line with the objectives of the study.

5.2. Summary

The study was about remuneration practices and teachers efficiency in urban secondary schools. A sample 103 and 19 head and deputy head teachers were used. Descriptive co relational research design was used to analyze the objectives.

The general objective of the study was to assess the relationship between remuneration practices and teachers' efficiency in urban secondary schools in Wakiso.

In analyzing the demographic characteristics of the respondents the following items were considered; sex, education level, marital status and education level. Majority of the respondents were males, 62 (60.2%); 52 equivalent to 50.5% of the respondents had 32 and above in terms of age; 66 (64.1%) were married; and 51 equivalents to 49.5% of the respondents under study were degree holders.

The extent of remuneration practices in terms of fringe benefits among secondary schools in Wakiso district had a grand mean of 3.5631, this shows that remuneration practices in terms of fringe among secondary schools in Wakiso district, was more practiced.

The extent of remuneration practices in terms of working conditions among secondary schools in Wakiso district had a grand mean of 3.5464, this shows that remuneration practices in terms of working conditions among secondary schools in Wakiso district, was more practiced.

The state of teachers' efficiency among urban secondary schools in Wakiso district among secondary schools in Wakiso district had a grand mean of 2.7378, this shows that teachers' efficiency among secondary schools in Wakiso district, was low.

From the result got by computing the scores to establish the correlation, it was discovered that there is a very weak relationship between remuneration practices and teachers efficiency in urban secondary schools in Wakiso. It was indicated that remuneration practices are practiced, but still teachers' efficiency is low. Hence, this implies that there are other factors that cater for teacher efficiency in secondary schools.

5.4. Conclusion

In conclusion therefore, the results of the study indicated that there is a very weak relationship between remuneration practices and teachers' efficiency in urban secondary schools in Wakiso.

As regards fringe benefits paid to the staff, it was found out that the fringe benefits of all types, when paid in time provide job satisfaction and subsequently efficiency in schools. It was concluded that, the provision of fringe benefits have an effect on teacher's efficiency when paid on equity and on one's performance. Therefore, efficiency in schools was linked to teacher's educational level, experience, performance indicators and allowances paid.

With reference to working condition, it was concluded that adequate working atmosphere instills high levels of commitment to the staff, job satisfaction, and subsequently efficiency by the teachers. It was also found out that the nature of working condition reflects the teachers' behaviors as well as efficiency at the work place. The study, therefore, concluded that favorable working conditions were necessary in improving the employee's efficiency in any institution.

Still on working conditions it was concluded that adequate working atmosphere, instills high levels of commitment to the staff job satisfaction and subsequent efficiency by the teachers. It was found out that the nature of working condition reflect the teacher's behaviors as well as efficiency at the work place. Good and adequate working conditions, enlisted good and desirable behaviors among the teachers and subsequently efficiency by the teachers. Undesirable behaviors like absenteeism, late arrivals at school, poor performance, avoiding responsibilities, dodging

classes, all reflect conducive working conditions. Therefore, the study concluded that favorable working conditions were necessary in improving the employees' efficiency in any institution.

And it was concluded that, adequate working conditions are prerequisite for efficiency in all schools and this should be observed by all manager and school administrators. Efficiency in all schools was therefore, linked to teacher's accommodation, adequate and timely payment of salaries and wages, availability of fringe benefits, equal treatment to all workers, regular attendance in workshops and seminars and other trainings under staff development programs, interesting work with adequate facilities like textbooks, lab equipment's and other instructional materials that would enable the teachers enjoy their work with autonomy.

In spite of the provision of fringe benefits and slight good working condition to teachers as the study findings showed, teacher's inefficiency is to a great extent influenced by other factors.

5.5. Recommendations

Recommendations were based on the study findings and made to the key education stakeholders in the government of Uganda.

5.6. To the Ministry of Education

The study recommends the Ministry of Education (MOE) to send Universal secondary education grants in time and increase on funds. Since most schools are private and others government, some lack adequate funds to equip their schools with all necessary materials. More budgetary allocations from the governments are necessary in improving the welfare of teachers in schools like putting up teacher's accommodation. Once this is done teachers would prepare and organize their work in time, as it minimizes on distance, stress, late arrivals and escapisms from school, performing school duties.

The ministry of education should apply remuneration practices when recruiting teachers to encourage the youth to join the profession.

The MOE through the local government should organize regular workshops, seminars, refresher courses for teachers to boost their morale and efficiency.

It should also look into teacher's fringe benefits" and nature of working conditions as other civil servants like Doctors and Revenue Authority workers. It should also revise the policy of taxation on teacher's salary since their income is still little.

5.7. To Administrators

The administrators should provide flexible working atmosphere to employees to enable them balance work and leisure. To this end, family friendly policies, good and timely payments, job security, leave pays with a clean environment and minimum supervision leave a lot to be desired from teachers.

All administrators need to make all employees feel good and easy at the work place by paying these fringe benefits if efficiency is to be maintained. Therefore, recognizing the efficiency of their workers, knowing who performs what, when and how, is necessary so that rewarding them with allowances is done accordingly. They should also give some powers and authority to Deputy Head teachers and teachers, and always discuss the way forward with them.

Due to the drift in technology and management systems or practices, there is need for all educational managers to study the new management practices that suit both situations and their employees. This is true as every moment of time, employees and employers adjust to new life styles with different expectations.

5.8. To the Head teachers

The head teachers should create good teacher relationship and give encouragements to their staff regularly. The head teachers should communicate" and interact with their staff freely and recognize teachers" good performance in order to motivate others.

5.9. To Interested Researchers

The research recommends interested educational researchers to investigate further remuneration behaviors of all employees in all places of work so as to meet the remuneration needs of each employee. The interested educational researchers may also make investigation on other better ways through which teaching job in schools can be made flexible, innovative and enjoyable by increasing monetary incentives as well as other types of incentives that were not researched on in this study. They may as well research on nonmonetary benefits and the effect of high taxes on teachers' efficiency. There is need to compare the nature of working conditions in government aided secondary schools with those in other private secondary schools of similar status, in the same area and nationwide.

REFERENCES

- Abraham Maslow, (1970). Retrieved 2010-09-26 A *Theory of human remuneration*.
- Al Amri K. (1997) *The central life interests of secondary schools teachers and principals in Jordan*, Dirast, Vol, 11 and Vol, 12, 121–141.
- Amin, M.E. (2005) *social science research: conception, methodology and analysis*. Makerere University press, (3 Ed).
- Armstrong, M. (2003). *A hand book of human resource management practice*. (9 Ed),120 Pento Aville LondonN19JN.UK Cambrian Printers ltd.
- Beelson, B. & Gary, A. S, (1999). *Human behavior, An inventory of scientific findings*. University of Chicago.
- Bent, R., Forbes, C. Ingram, A. & Seaman. (2002). *Staff remuneration in small manufacturing enterprise. The perceptions of owners and managers*: Britishjournal. Volume 102 No. 10.
- Bratton, J. & Gold, J. (2003). *Human Resource Management: Theory and Practice*. (3rded), Pal Grave Macmillan Publishers Ltd. Great Britain.
- Cole, G. A. (1998). *Management theory and practice*. London: The Guernsey PressLtd.
- Cole, G. A. (2002). *The administrative theory and Workers Remuneration*, Zante Institute of administration press Ltd,ABU Zaria, Nigeria.
- Cushway, B. (1999). *Human Resource Management*,(2ndEd.) The first track MBASeries, Kogan page limited. 120 Pentonville Road London N19NJN.
- Dessler, G. (2003). *Human Resource Management*, (9th Ed) Prentice Hall.
- Edward and Daniel (1996). *Employees' behaviours in organization*, USA McGrawHill.

Evans, D. (1999). *Supervisory Management*, (5thEd.), London: Reedwood bookstrowbridge wittshire.

Farrant J. S (1994) *Principles and practices of education*, Longman Group Ltd.

Singapore.

Fournie, F. (1998). *Why employees do not do what they are supposed to do and what to about it.*

Fredricjk Herzberg, (1968), *Work and the nature of man* (Cleveland)

Gerhard, J. & Linske, L, (2001). *Human societies: Introduction to micro sociology.*

Glennmyers, R. M. & Tietjen, M. A. (1999), *Motivation and job satisfaction: A management decision*. Vol. 36, No. 4 (2 Ed.)

Gray J. (2004). *Working up to a frenzy of boredom*. March (2004).

Hawsmere Group Report (1998). *Developing yourself and yourself*, London: Thorogood Limited.

Hersey P. & Blanchard, K. (1998). *Management of organizational behaviours: utilizing human resources*. New Jersey Eaglewood Cliffs, Prentice Hall.

Kachope, G. (2000). *Attitudes of parents and students of Uganda advanced certificate of education towards the teaching profession*; M. A. Dissertation, MUK

Kameerer, C. V. (1990) *Motivation as a prerequisite*: Oxford; Oxford university press.

Kathleen, C. (1996) *Why Progressive Women Activists Leave teaching*. London; Rutled

Krejcie . R. V And Morgan. D. W. (1970). *Determining sample size for researchactivities*, Educational and psychological measurement.

Kyambalesa, H (1998). *The keys to success in management*, England : Aslgate publishing company .

Kyamiza, L. (2005) *Teachers need motivation.*(2005,February 15), New Vision pg 15.

Longman, (1999). *Longman dictionary of contemporary English*, International student's edition.

Lubanga, F.X. (2005). *Guidelines to quality assurance, A basic education in Uganda*. Ministry of Education and Sports.

Lubanga, F.X. (2011). *Teachers efficiency in hard to reach areas*. New vision, march 4,2011,kampala.

Maicibi, N. A. & Nkata, J. L. (2005). *Introduction to human resource management*, (1stEd.), Masah Publications, Kampala.

Makerere University Lectures Strike (2005 march 30) New Vision pg. 6 . Maurice Basset, (2002).*The psychology of science*. (2 edt),NewYork.

Musaazi, J. C. S. (2006). *The theory and practice of educational administration* (1st Ed.), London and Oxford: Macmillan Education Ltd.

Mullins, L. J. (2002). *Management and organization behavior*. (4 Ed.), Pitman publishing. England: Prentice Hall.

Robbin P. S. (2003). *Organizational behavior*, (10thEd.) Prentice hall of India. NewDelhi.

Ssekamwa J. C. (2001). Skills and techniques in school administration. Kampala: Uganda

The New Vision, Monday, January 19 1994 ,*Kampala Primary School Teachers demandtax free vehicles*.

The New Vision, Monday, September 5, 2011, pages 2, 3 Kampala.Vol.26 No.176 .

Zimmerman, F. M. (2000). *Cornerstone of management*. Old receipts to today's problems: St.Thomas College.

APPENDICES

Appendix I

Remuneration Practices Questionnaire for Research Participants

TEACHERS QUESTIONNAIRES

SECTION A: DEMOGRAPHIC INFORMATION

a) Tick the appropriate answer where choices given are applicable.

1. Sex:

(a) Male (b) Female

2. Age

(a) 20-25 years (b) 26-31 years (c) 32 years and above

3. Marital status

(a) Single (b) Married (c) Divorced (d) Others

4. Education level

5. Bachelors Degree

SECTION B: REMUNERATION PRACTICES

In this section questions will be rated by using Likert scale 1932 that uses for scales and these are as follows; 5=Strongly Agree SA, 4=Agree A, 3= Undecided b 2=Disagree D, and 1=strongly Disagree SD.

Please tick the appropriate scale cell for your answer

Please tick the number that best describes your agreement with the statement

	Provision of fringe benefits to the teacher staff	SA	A	UD	D	SD
1	Teachers are given allowances for additional responsibilities at school					
2	The school administrators make sure that teacher's are recognized for the work well done.					
3	Promotion is one of the factors that the administrators does not take for granted					
4	There are always occasions where teachers are Praised/appreciated for the work well done.					
5	Allowances are always paid on equitable ground to all the teaching staff					
6	Allowances are given to teachers promptly					
7	Recognition at work improves on teacher's moral and commitment.					
	Nature of working condition					
8	Our school provides adequate working condition for teachers					
9	Interpersonal relationship is part of the school policies					
10	Most teachers have adequate atmosphere to operate					
11	The administration has clear and good relationship with the teachers in terms of communication.					

12	Teachers are given opportunities to express themselves about					
----	--	--	--	--	--	--

	their feelings to the top management.					
13	The top administration makes sure that teachers participate fully in the schools activities.					
14	The working conditions improve on the teacher's efficiency at school.					

OTHER FACTORS

Please, rate the influence of these factors in the table below on your performance. Note that there is no wrong answer among the options provided below: 1. Not at all (NA); 2.Sometime (S) 3 undecided (UD) 4 much (M) 5 very much (VM)

	Items	NA	S	UD	M	VM
1	Government's policy on teachers efficiency					
2	Management Styles on teachers efficiency					
3	Political environments on teachers efficiency					

APPENDIX II

Deputy Head teachers'/Head Teachers Questionnaires

Dear respondent,

The researcher here under, is a student of Kampala International University pursuing a Bachelor of Arts with Education. I am doing research as partial fulfillment for the award of a degree “on Remuneration practices and teachers” efficiency in urban secondary schools”. The information you give will be used for research purpose and kept confidential.

SECTION A

INSTRUCTIONS

Tick the appropriate answer where choices given are applicable.

Fill in the blank spaces, with answers you seem appropriate.

1. Sex:

- (a) Male (b) Female

2. Age

- (a) 20-25 years (b) 26-31 years (c) 32 years and above

3. Marital status

- (a) Single (b) Married (c) Divorced (d) Others

4. Education level

- (a) Certificate (b) Diploma (c) Bachelor
(e) Masters degree (f) Other

5. Position held in the institution

SECTION B:

Please rate the performance of your teaching staff based on the following factors. Using the following score rate: 5. Very good (VG); 4. Good (G); 3. Undecided(UD); 2. Poor (P); 1. Very poor (VP)

	Items	VP	P	UD	G	VG
1	Exams setting time					
2	Scheme of work					
3	Record of work					
4	Students report					
5	Time management					

SECTION C

Other factors

6. Please indicate in the space below the factors which prevent the administration to implement the remuneration practices

1.
2.
3.
4.

5. What can be done in order to improve on the efficiency of your teaching staff?

1.
2.
3.
4.

5. What challenges do you meet as a head in implementing the remuneration practices?

.....
.....
.....

6. What are your suggestions regarding improvement in the remuneration practices as well as the teachers responses towards these above practices?

.....
.....
.....

Appendix III

Map of Uganda with Wakiso district

Fig.3. Administrative map of Uganda with Wakiso district

Legend: the arrow points to Jinja district

Appendix IV

Krejcie and Morgan's Sampling Formulae

TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size

"S" is sample size.

Krejcie, Robert V., Morgan, Daryle W., "Determining Sample Size for Research Activities", Educational and Psychological Measurement, 1970