

**DISPARITY OF EARNINGS AND TEACHERS' PERFORMANCE IN  
PRIVATE SECONDARY SCHOOLS OF NABBALE  
SUB – COUNTY MUKONO DISTRICT**

**BY**

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF  
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## DECLARATION

I Nakibuule Sauda, here by swear that this piece of work is completely my original work and has never been presented to any institution for any academic award

Signature

Sauda

NAKIBUULE SAUDA

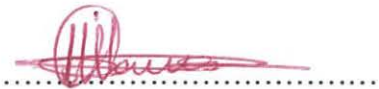
Date:

12<sup>th</sup> / 08 / 2009

## APPROVAL

This report has been done under my guidance as a university supervisor

Signature:



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12<sup>th</sup> / 08 / 2009

## **DEDICATION**

This work is dedicated to my father Lubwama Abdul, my mother Safina Namutebi, My brothers, sisters and friends like Haruna who have supported me financially in the process of writing this research my supervisor Mr.Kibuuka Muhammed for the guidance he has given me during the process of my research. Your contribution has really made my success as far as research is concerned as well as university.

## **ACKNOWLEDGEMENT**

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## ACRONYMS

MOES.	Ministry Of Education and Sports
UNEB:	Uganda National Examinations Board

## **DEFINITION OF TERMS**

### **Disparity**

It refers to the difference between things

### **Earnings**

Amount of money one receives for the work done or wages multiplied by the number of time unit.

### **Minimum wage**

The lowest amount that a worker must be paid.

### **Wage scale**

A lay out of specific amount that a given worker must be paid

### **Data**

Information that a researcher gathers from the field.

### **Instrument**

Means that are used by the researcher to gather data from the field.

## **ABSTRACT**

This study set out to establish the relationship between disparity of earnings and teacher's performance in private secondary schools of Nabbale sub-county Mukono District. The researcher used across sectional survey design to determine the relationship between earnings and teacher's performance.

The study involved Nakiwaate Modern secondary school, Naddunga secondary school, Augustine secondary school, St. Arni secondary school and Nakifuma high school. Purposive random sampling was used to select the five schools, probability random sampling was used to select 35 teachers and 100 students and a census sampling was used to select the five Head teachers making a total of 140 respondents. Three sets of questionnaires were used, one for the head teachers, one for teachers and one for students. Frequency tables were the statistical tools used in analysis and interpretation of data. The findings indicate that teachers' earnings depend on their performance in that those who earn much tend to perform much as per table 4.2 and 4.3. Teachers in the selected schools earn non uniform salaries which is based on their qualification and teaching load. These teachers receive fringe benefits such as feeding (breakfast and lunch), transport and some are given accommodation as per table 4.iii. 71.4% of the teachers in these schools are part timers and have other schools where they teach, are paid on time rate basis thus leading to a disparity in their earning. The researcher concludes that teachers' earnings has got a positive relationship with their performance. The researcher recommends that the government of Uganda through the Ministry of Education and Sports (MEOS) should come up and fix a uniform minimum wage rate/salary for the secondary school teachers and should seriously emphasize the implementation of the policy so as to achieve good and standardized teacher's performance for both private and government schools

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

This chapter shows the background of the study, the statement of the problem, the purpose of the study, objectives of the study, significance of the study, scope of the study, research questions, the limitation of the study and the definition of terms.

### **1.1 Background of the Study**

Disparity refers to the difference between things. Therefore disparity of earnings refers to the difference between salaries and wages among people doing the same job. Earning refers to the wages multiplied by a number of time unit worked. Performance is the defined as a standard to which some one does some thing. Lloyd (1974) states that, there is much evidence that the actual relationship between earning and performance is positive, form this point of view therefore, it is evident that earning and teachers' performance are corrected especially in private schools in that in most cases those teachers who are highly paid tend to perform their duties per the expectation than those who are paid less. Teachers who are paid highly tend to attend regularly, successfully deliver the contents, and tend to cover the whole contents by the end of the term, tend to be punctual, usually asses their students and gives the feed back in time.

In private secondary school of Nabbaale sub-county, there is no specific wage rate or wage scale for the teachers. So this tends to influence wage differentials among teachers in relation to other factors. This in one way affects teachers' performance. The researcher was motivated to undertake the study because performance in these private secondary schools tend to differ so greatly in that some private schools tend to perform better than others which is attributed to teacher's performances. Some of these private secondary schools give fringe benefits like accommodation, transport and some allowances to their teachers yet others do not and this in one way may account for disparity in teachers' earnings which may also have an effect on their performance. This situation attracted the researcher to come up and research on this problem.

## **1.2 Statement of the Problem**

The disparity in school performance in general among various private secondary schools in Nabbaale sub-county Mukono District poses a big question to what causes such! Given the fact that by law all schools are supposed to employ almost the same qualified teachers and must have almost the same minimum standards like, they should have laboratories, libraries and enough class rooms then one wonders why when it comes to performance especially in UNEB exams these schools differ greatly.

However, much as all schools are supposed to have the same minimum standards, private secondary schools experience disparities in form of structures, other school facilities and a number of qualified teachers among

other. More so these schools pay their teachers differently given the fact that there exists no minimum wage rate in Uganda. Some schools pay their teachers very little that can not motivate them to perform their duties effectively, where as some schools can afford to pay their teachers good money including fringe benefits like break fast, lunch, accommodation, transport and other allowances like marking allowances, supervision allowances, allowances for extra lessons and also affords to give prizes to better performers, yet other schools can not do that due to their alarming financial standards. It is therefore suspected that schools which pay their teachers can put enough control on their teachers to perform well because they may fear to annoy their bosses who may terminate their salaries. On the other hand, schools which poorly pay their teachers can not control their teachers' performance since such teachers are not motivated to perform as expected and they will loose the interest towards their jobs. So they perform poorly. It is upon this background that the researcher wanted to find out whether disparity of teachers (in this salaries and fringe benefits) are responsible for disparity among teachers' performance in private secondary schools of Nabbaale sub-county Mukono District.

### **1.3 Purpose of the Study**

The purpose of this study was to examine the effect of disparity of earnings on teachers' performance in private secondary schools of Nabbaale Sub-County, Mukono District.

#### **1.4 Objectives of the Study**

The objectives of the study were;

- 1) To examine the relationship between teachers' performance and earnings.
- 2) To find out the causes of wage disparities in private secondary schools of Nabbaale sub-county.
- 3) To find out the solutions to this disparity of earnings in private schools.

#### **1.5 Research Questions**

- 1) Do you think there is a relationship between teachers' performance and their earning?
- 2) Are the teachers paid wages or salaries?
- 3) Are these teachers paid differently? If yes why?
- 4) Do these teachers receive incentives or fringe benefits like transport, accommodation, food and alike?

#### **1.6 Scope of the Study**

The study was limited to five private secondary schools with in Nabbaale sub-county, Mukono District. These schools included Nakifuma high school, St Augustine secondary school, Naddunga secondary school, Nakiwaata modern secondary school and St Arni secondary school. The selection of these schools will be based no foundation bodies, religious affiliation, status, age, and location.

### **1.7 Significance of the Study**

The study will be useful to the school administrators of private secondary schools because they will become aware of the effects of wage disparity on teachers' performance. The study will also benefit the teachers who will find out ways of arguing their employers to pay them fairly.

The study will also benefit the parents because they will be in a position to make good choice of schools, where to take their children in order to achieve academic excellence.

The study will also be important to the government which will become aware of the problem and might try to come up with suitable measures which can control the problems in these private secondary schools for instance through setting up minimum wage for the secondary teachers as well as emphasizing its implementations.

### **1.8 Limitations of the Study**

The following were the obstacles that limited data collection process:-

Financial problems where the money was inadequate since the area of the study was quite big so it needed enough money for transport, enough questionnaires since the population was quite big, limited information was collected since some respondents did not return the questionnaires in time, some did not totally return them and some did gave limited information perhaps due to fear of the repercussions and interpretations.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter shows theoretical framework, the relationship between earning and teachers' performance, the causes of wage disparities in private secondary schools, and the solution to the problem of wage disparities in private secondary schools.

#### **2.1 Theoretical Framework**

According to Macmillan English dictionary (2002) disparity means a difference between things in this case between salaries or wages of teachers. Earning according to Taylor means the sum of wages/salaries and fringe benefits paid to workers in this case Teachers.

According to Sharp (1992), the supply of labor changes with the change in the wage rates. For example in situations where the general wage increase, the number of hours that workers are willing to work are more likely to increase. He further stated that, but this temptation should be resisted because the number of hours offered by workers may increase, decrease or remain the same as the wage increases. The reason for this uncertainty is that, a wage change puts two off setting effects into action. The first is called substitution effect and is defined as the change in the hours of work that occurs when there is a wage change, other things being equal. This is based on account that

people have numerous ways of spending their time other than working. In most cases however, the substitution effect causes the hours offered for work will increase as the wage increases, and would this would give a positively sloped supplied curve of labor.

The second effect is called income effect and is defined as the change in hours of work that occurs when there is a change in income, other things being equal. This income effect treats leisure as a normal good where a normal good is the one for which its demand rises as income rises. So, given the wage increase and the accompanying income increase, the demand for leisure increases and the hours of work offered tend to decline. Thus, income effect of a wage increase on its own gives a negatively sloped supply curve of labor.

However, a great deal of research has been conducted on the issue that is, to which of the two effects dominates the other and the resulting conclusion was that, the supply of labor is very slightly positively sloped. That is, when there is a general wage increase, then the number of hours offered will increase but only slightly.

According to Reynolds (1974), there is evidence that workers often respond to rising wages through increasing hours of work. However, he emphasizes the view that, this is when substitution effect predominate but if the income effect predominates, then the worker will work for few hours. In addition, an interesting logical argument has been developed by Cary Backer that goods and leisure are complementary inputs into consumption. He argued that we can not

raise our standard of living without having more leisure. On this view, it is natural that, as rising wage rate permits higher levels of consumption, people decide to work less.

Reynolds also stated that a minimum wage (lower wage) would have little motivation to workers to perform effectively. Moreover the lower the wage the higher will be the quit rate and the resulting costs of recruitment, screening and training. Thus, a wage some what above the bare minimum therefore may actually lower labor costs per unit output.

According to Smith (etal) (1997), cross sectional estimates of labor supply behavior among married women generally find a greater responsiveness to wage changes than is found among men. The studies also commonly find out that the substitution effect dominates the income effect. Smith also states that the supply of labor to particular market is positively related to wage rate prevailing in that market, holding other factors constant.

More so, Tucker (2000), stated that the supply of labor is also consistent with the law of supply that is, higher wages attract workers from other industries that require similar skills but have lower wage rates. Meaning that the higher the wage rates (earnings), the higher will be the labor supplied to a given industry or firm.

## **2.2 The Relationship between Earning and Teachers' Performance**

According to Boyes and Melvin (2006), people choose to work in unpleasant occupation because they earn more money. This means that at a higher pay, workers will be attracted to do a certain work than at lower pay indicating a positive relationship between earning and one's performance at work. On this note also, Lloyd (1974) stressed the issue further that there is much evidence that the actual relationship between earning and one's [performance at work is positive since if a firm decide to increase wages, many workers will be attracted to work for more hours to earn more money. Thus, in private secondary school of Nabbaale sub-county, Mukono District, this situation is evidenced. In schools where teachers are paid higher wages their performance tend to be high which is clearly seen during UNEB exams where such schools perform more than those schools where teachers get little pay.

More so, Brue (2002) noted that, one of the causes of wage disparities is that workers receive differing proportions of fringe benefits such as health insurance, vacation, feeding, transport and so on, apart from their pay and also stress that such pay plans are designed to achieve a desired level of performance from the workers which implies that there is a positive relationship between earning and workers performance.

According to Frank et al (2003), labor supply has got a positive relationship with the minimum payment for labor. (Wages or salaries) He further said that deciding whether to work at any given wage is a straight forward application of the cost-benefit principles.

Before some one could take up a job he/she could first ask him/her self, what is the minimum amount of money will I earn? He further continued to note that, a higher wage normally tempt workers into the labor market. However, he noted that, it is not necessarily clear what will happen if ones' wage offered is increased more.

There are situations where an increase in one's wage can just reduce one's performance (hours of work) and one spend more time on leisure, this is economically called the income effect. Alternatively there is a situation where an increase in one's wage can tempt one to work for more hours and spends little time for leisure and since one will be giving up more of his/her leisure time and substituting it for work/income. This is economically called substitution effect. Thus basing on the above two approaches to life, economic theory can not predict which effect will be stronger and in practice they tend to off set each other in aggregate. Frank and his friends stressed that in general the higher the real wage, the higher the labor performance.

Brue and Connel (1999) noted that if a firm is a large in relation to labor market, it will have to pay a higher wage rate to obtain more labor" indicating that if a higher wage rate is paid to workers, the workers interest to work will increase as the higher wage rate will boost them to work hence increasing

performance. This means that there is a positive relationship between earning and workers' performance at work. In addition to this, Boyes and Melvine stated that, "people choose to work in un pleasant occupations because they earn more money". Therefore, such a statement shows that there is a positive relationship between earnings and worker's performance.

### **2.3 Causes of Wage Disparity in Private Secondary Schools**

Brue (2002) noted that one of the causes of disparity in earning is that workers receive differing proportion of fringe benefits such as health insurance, paid vacations and so on apart from their pay. He noted that such pay plans are designed to achieve a desired level of performance from workers. He also pointed out that the forces of demand and supply also contributed to wage differentials in labor market where by when labor demand is high the equilibrium wage is relatively high alternatively in a labor market where labor demand is low; the equilibrium wage is relatively low. On the other hand, the equilibrium wage can relatively high in a situation where labor supply is bigly restricted or in labor market where labor supply is relatively low. Thus, wage disparities can arise from the demand side or supply side of labor market

Lloyd (1974) stated that wage rates among occupations are influenced by the company and industry in which one is employed, by education and training, by personal ability and numerous other factors.

In addition, Lloyd noted that annual earning is influenced by the regularity of employment. On this note, Lloyd pointed out that males tend to be more

regular on their jobs as well as exercising the highest ability than ladies thus earning more as they work more than ladies. He also noted that geographical differences among the regions of the country also cause wage disparities among individuals of the same job, in the same labor market. On this note He stated that there is much evidence that employees in the cities receive higher pay than those in rural areas especially in private firms.

According to Parkin (2000), wage differentials are caused by the differences in human capital other things being equal. Human capital is measured in form of years of schooling, years of work experience and the number of job interruptions. A larger proportion of men (25%) than women (20%) have completed 4 (four) of college, so these differences in education levels among the sexes cause wage disparities especially in private sectors, because the more years of work and the fewer job interruptions a person has had, the higher is the person's wage, other factors remaining constant.

Campbell and Brue (1996) also stated that, ability differences among people also influence disparity of earnings among people. People are talented differently in terms of mental and physical abilities or talents which later determine their earnings. They stressed that, this is more evident in private sector. They also pointed out that, disparity of earnings is also due to discrimination in labor market which they also stressed to be more common in private sector.

Schaefer (2002) noted that wage differentials are accompanied by adoptive up grading and therefore, wage disparity among labor is partly due to differences in qualifications. He went further to emphasize other factors that can lead to differences in wage earning such as gender, race and social class background.

According to Macions (2002), he stated that, while at colleges, men are disproportionately represented in fields like mathematics and science such as chemistry, physics and biology, while women cluster in humanities such as English, fine art, painting, music dance and drama and social sciences such as sociology and anthropology thus, areas of study tend to be gender typed.

Macions also noted that gender based income disparity has to do with family responsibility. That is to say both men and women have children but of course the culture defines parenting as more of a woman's responsibility than a man's pregnancy and raising small children keep women out of labor force at a time when their colleagues (men) are making significant career advancements. So women workers return to labor force when they have less job seniority than their male counterparts and this can in one way or the other influence both earning and performance.

## **2.4 Solutions to the Problem of Wage Disparity in Private Secondary Schools**

The major solution to the problem of wage disparities in private secondary schools according to Loyd (1974) is through fixing a minimum wage rate for the secondary school teachers in this case this should be done by the government



of Uganda. More so, the government of Uganda should seriously emphasize the implementation of this so as to achieve good and standardized teachers' performance for both private and government schools. The government under the ministry of Education should seriously monitor teachers' payments and performance in private secondary schools.

Another solution according to Campbell and Brue [1996] can be trying to reduce market imperfections such as scarce market information; imperfect completion and immobility of labor which constitute a major source of market discrimination for example some people receive low wages than they could earn just because they are unaware of other job opportunities.

Lastly, the problem of wage disparities in private secondary schools can be solved through giving government subsidies to teachers according to Schaefer [2002]. Subsidy payments would be made to employers who don't practice discrimination in hiring, wages and promotions. This will greatly help if the subsidy payments are equal or greater than the non-monetary gain which the discriminator receives from discrimination.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter contains research design, research environment, population of the study, sample selection and size, research instruments, data collection procedure and data analysis.

#### **3.1 Research Design**

The study employed a cross-sectional survey design to determine the relationship between earnings and teachers' performance. This design was preferred because it can collect data on all relevant variables at a time. Moreover, the design suits data collection on a large group of subjects who are geographically dispersed (according to Burney Donald 2001). This study was both qualitative and quantitative in nature.

#### **3.2 Research Environment**

The study was conducted from Mukono District (Nabbale Sub-County) in five private secondary schools that is Nakifuma High school, St. Augustine secondary school, Naddunga Secondary School, Nakiwate Morden Secondary School and St. Arni Secondary School. Mukono District is found East of Kampala City, 20km from Kampala and Nabbale sub county is found North East of Mukono District. Mukono District has got eight sub-counties however Nabbale sub county was chosen by the researcher because it has got a number

of private secondary schools which normally differ in their academic performance thus a researcher was attracted to the area.

### **3.3 Population of the Study**

The respondents of the study were the head teachers of the chosen private secondary school, the teachers and students within those schools. The Head teachers provided information about the methods of payments they use to pay their teachers, fringe benefits given to the teachers such as transport, feeding and accommodation. The teachers provided information about their pay attendance and working conditions and the students provided information about teachers' performance.

### **3.4 Sample Selection and Size**

Purposive random sampling technique was used to select five private secondary schools within Nabbaale Sub County during the research process. This is because this sampling technique according to Babbie (1995), yields the most comprehensive understanding of the subject of study. Also probability Random sampling technique was used to select respondents such as teachers and students during this research. Census sampling technique was also used to select the Head teachers. A total of 140 respondents were approached during data collection process including five head teachers (one from each school), 35 teachers (seven from each school), and 100 students (picking 20 from each school).

### **3.5 Research Instrument**

A researcher made questionnaire was used to collect data from the head teachers' and students of the five selected schools to get the required information. The respondents were requested to fill the questionnaires on an assurance of confidentiality

### **3.6 Data collection Procedure**

The permission to conduct the study was obtained from the university (faculty of education) where a letter was sent to the respective heads of schools requesting them to allow the researcher conduct the research in their schools. Upon being granted permission, questionnaires were administered to the heads of schools, teachers and students and the respondents were assured of confidentiality.

### **3.7 Data Analysis**

Frequency tables were used to summarize and present the data, from the field. The researcher analyzed the data basing on the objectives of the study, and the researcher interpreted the research in qualitative analysis form.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.0 Introduction**

In this the researcher presents the data collected from the field, interpretation is also done. It shows the description of respondents, the relationship between teachers' earnings and their performance, the causes of wage disparities and the possible solutions to the problem of wage disparities among private secondary school teachers.

#### **4.1 Description of Respondents**

This study was based on data collected from the three sets of questionnaires answered by five head teachers, 35 teachers and 100 students.

The head teacher provided information about how they pay their teachers, teacher provided information about their pay, performance and their alternative sources of income and students provided information about the teachers' performance in terms of punctuality, evaluating them a retuning of their results in time. Their responses were analyzed using frequency tables as shown below;

#### **4.1a Description of Respondents by Schools**

The researcher was interested in finding out the nature of the selected school five private secondary schools with in Nabbale sub county in terms of method of payment, number of students, source of funds and there setting. Such information collected from the respective Head teachers and the data collected was analyzed and presented in the table 4.1i below.

**Table 4.1 i Description of Respondents by Schools**

Schools	Number of students	Method of payment	Nature of the school	Source of funds
A	280	Salary	Day and Boarding	School fees only
B	332	Salary	Day and Boarding	School fees only
C	486	Salary	Day and Boarding	School fees only
D	450	Salary	Day and Boarding	School fees and Directors Business
E	278	Salary	Day and Boarding	School fees only

**Source: Primary data**

From the table 4.1i, school A is Nakifuma Modern Secondary School, B is Nakifuma High School, C is St. Arni Secondary School, D is Naddunga Secondary School and E is St. Augustine Secondary School.

The information above was collected from questionnaires that were filled by Head Teachers and it was found out that all the five schools pay their teachers on salary basis, they are all Day and Boarding in nature, they have students ranging from 201-500, out of the five schools, four of them depend on school

fees only as the source of funds except one school [Naddunga S .S] which depend on both school fees and Directors' business.

#### **4.1 b Description of school basing on fringe benefits given to teachers**

The researcher consulted the head teachers of the five selected schools about the kind of fringe benefits given to their teachers and the information given is presented in the table 4.1 ii.

**Table 4.1.ii Description of school basing on fringe benefits given to teachers**

School	Fringe benefits i.e.		
	Transport	Accommodation	Feeding
A	✓	✓	✓
B	✓	✓	✓
C	✓	✓	✓
D	✓	✓	✓
E	✓	✓	✓

**Source: primary data**

The table 4.1ii shows that all the five schools in which research was carried out pay fringe benefits such as Transport, Accommodation and Food to their teachers.

#### ***4.1c Description of teachers by attendance***

Research was conducted about teachers attendance and it was found out that mostly (71.4%) of the teachers are part-timers in their respective school and only 28.6 are full-time in their respective schools as shown in the table 4.1 iii

***Table 4.1 iii Description of teachers by attendance***

<b>Teacher's attendance</b>	<b>frequency</b>	<b>Percentage (%)</b>
Full time	10	28.6
Part time	25	71.4
<b>Total</b>	<b>35</b>	<b>100.0</b>

***Source: Primary data***

It is indicated that out of the 35 teachers on which research was made, only 10 are full time teachers and 25 of them are part time teachers in their respective schools.

#### ***4.1d Description of teachers other sources of income***

The researcher consulted teachers about their other sources of income and out of 35 teachers, it was found out that 20 teaching other schools as their alternative source of income, five have personal business, one does other business and it is only nine with out an alternative source of income as indicated in table 4.1 iv.



**Table 4.1 iv Description of teachers other sources of income**

	<b>F</b>	<b>Percentages</b>	<b>Cumulative %</b>
Teaching in other schools	20	57.1	57.1
Personal business.	5	14.3	71.4
Other business	1	02.7	74.3
Non	9	25.7	100.0
Total	35	100.0	

**Source: primary data**

From the table 4.1iv Out of 35 teachers, 57% (20) of teachers in the selected private secondary schools of Nabbale sub county, teach in other schools as their alternative source of income and 5 (14.33%) have personal business as their alternative source of income, one teacher (2.95%) do other business as an alternative source of income, and only 9 teacher (25.7%) have no alternative source of income thus they teach in only one school..

#### **4.1e Description of teachers by Gender and Teaching Role**

In the schools where the researcher visited it was found out that most of the teachers where male (23) and majority where arts teachers (25) more so many where 'O' teachers (16) as presented in the table 4.1 v

**Table 4.1 v Description of teachers by Gender and Teaching Role**

Gender		Lever taught			Nature of subject taught	
Male	Female	O	A	Both	Arts	Sciences
23	12	16	12	7	25	10

**Source: primary data**

The information in table 4.1v was collected from 35 teachers and it was found out that 23 teachers were male and 12 were female, 16 teach O' Level only, 12 teach A' Level only and 7 teach both levels. Also it was found out that 25 teach Arts and 10 teach sciences. This implied that Arts teachers are more than Science teachers, male teachers are more than female teachers, and O 'Level teachers are more than A' Level teachers.

#### **4.1f Description of subject teachers' performance**

Students of the selected schools where consulted about subject teachers'

Performance in terms punctuality giving of the exercises and tests and returning of the results in time and it was discovered that arts teachers are good at punctuality as well as returning results in time but poor at giving exercises and science teachers are good at giving exercises but poor at punctuality and returning results in time as shown in the table 4.1 vi.

**Table 4.1 vi Description of subject teachers' performance**

Subject teacher for	Teacher's punctuality		Giving exercise/tests		Returning results in time	
	A	B	A	B	A	B
English	60	40	70	30	40	60
Mathematics	75	25	85	15	50	50
Biology	50	50	30	70	20	80
Chemistry	58	42	50	50	40	60
Physics	55	45	65	35	70	30
Geography	70	30	40	60	80	20
Economics	70	30	30	70	85	15
History	80	20	38	62	70	30
Commerce	65	35	26	74	65	35
Religion	70	30	55	45	70	30
Art and craft	59	41	90	10	44	56

**Source: primary data**

## **KEY**

**A Means yes/ good**

**B Means No/Poor**

The information in table 4.1 vi was analyzed from questionnaires addressed to 100 students and it was found out that Arts teachers are good at punctuality as well as returning results in time but poor at giving exercises. On the other

hand, the table shows that science teachers are good at giving exercises but poor at punctuality and returning results in time. This can be attributed to the fact that science teachers are few compared to Arts teachers and thus they may be part timers hence having limited time compared to Arts teachers.

#### **4.2 Relationship between teachers' earnings and performance**

Teachers from five selected schools were consulted about their working load in terms of hours taught per week and about their salary per month. The data was analyzed and it was found out that those who teach for more hours earn more than those who put it for less hours though there are some (2) who teach for less hours but earn much as shown in the table 4.2

**Table 4.2 Relationship between teachers' earnings and performance**

Wage/salary per month	f	No of hours taught per week
50,000-100,000	2	1:20 minutes
110,000-150,000	6	2:00 hours
160,000-200,000	10	2:40 minutes
20,000-250,000	3	7:10 minutes
260,000-300,000	12	8:00 hours
310,000 and above	2	2:40 minutes
<b>Total</b>	<b>35</b>	

**Source: Primary data**

From table 4.2, it is indicated that teachers who work for more hours earn higher salary than those who work for less hours. For example this seen 12

teachers teach for 8 hours a week and earn between 260,000-300,000 a month and two teachers work for on 1:20 (one hour and 20 minutes) and earn between (50,000-100,000) month. Thus indicating that earnings greatly depend on one's performance (teaching load). However, it is shown on the table that, some teachers teach for less hours but earn more and this may be due to other factors such as nature of subject taught, qualification and alike.

#### ***4.3 The major causes of Wage disparity among teacher in private secondary schools***

The researcher addressed questionnaires to both teachers and head teachers so as to collect information about this particular aspect and it was found out that the major causes of wage disparity among private secondary school teachers with in Nabbale Sub County are ones' teaching load and qualification as clearly shown in the table 4.3.

**Table 4.3 The major causes of Wage disparity among teacher in private secondary schools**

<b>F</b>	<b>Teachers Qualification</b>	<b>Wage/ salary Per month</b>	<b>No of hours Taught/ week</b>
2	Diploma	50,000-100,000	1:20
6	Degree	110,000-150,000	2:00
10	Degree	160,0000-200,000	2:40
3	Degree	210,000-250,000	7:10
12	Degree	260,000-300,000	8:00
2	Master	310,000 and above.	2:40

**Source: primary data**

From table 4.3, it is indicated that diploma holder teachers earn less compared to the degree holders and also degree holder teachers for example from the table above, diploma holders earn between 50,000-100,000 degree holders earn between 110,000-300,000 and master holders earn from 310,000 and above earn less than master holders implying that ones qualification has a positive impact on ones earnings.

More so it is indicated that those teachers who teach for more hours earn more than those who teach for less hours. Therefore, it is clearly shown on the table that all the five schools pay anon-uniform wage scale basing on mainly teachers' teaching load and qualification.

#### ***4.4 The possible solutions to the problem of wage disparity in private secondary school***

The researcher consulted teachers through questionnaires on what should be done to solve the problem of wage disparity among secondary school and trtheir suggestions are shown in the table 4.4

***Table 4.4 The possible solutions to the problem of wage disparity in private secondary school***

<b>Suggestion</b>	<b>Frequency</b>
The government should fix a minimum wage	20
Re-training of teachers should be emphasized	7
Part-timing should be avoided	8
<b>Total</b>	<b>35</b>

***Source: Primary data***

As per table 4.4, 20 teachers suggested that the government should fix a minimum wage for the secondary school teachers, seven suggested re- training of teachers as a solution to the problem of Wage Disparity among private secondary school of Nabbale Sub county and eight suggested that part timing should be avoided.

## **CHAPTER FIVE**

### **SUMMARY CONCLUSION AND RECOMMENDATION**

#### **5.0 Introduction**

This chapter shows summary of findings, conclusions and recommendations of the research based on findings. The areas recommended for further research are also indicated here.

#### **5.1 Summary of findings**

The major objectives of this study were, to find out the relationship between teacher's earnings and their performance, to find out the causes of wage disparities in private secondary schools of Nabbale Sub County and to find out the solutions to the problems of wage disparity in private secondary schools

It was found out that teachers' earnings greatly depend on their performance in that one who work for more hours earn more than the one who work for less hours for example 12 teachers were working for eight hours per week and were earning between 260,000-300,000 and some two were working for 1:20 [one hour and twenty minutes] a week and were earning between 50,000-100,000 as their salary per month. But to some extent one's qualification matters too. For example table 4.3 shows that diploma holders earn between 50,000-100,000, degree holders earn between 110,000-300,000, and master holders earn 310,000 and above. The study also found out that the selected schools



pay anon-uniform salary depending on the teaching load and one's qualification as per table 4.3 .The schools pay some fringe benefits to their teachers such as break fast and lunch. Transport and accommodation as per table 4.1ii.

It was also found out that most of the teachers (71.4%) are part timers and teach in other schools as their alternative source of incomes yet some few (28.6) are full time in their particular schools as it is shown in tables 4.1.iii and 4.1d and this also brings about disparity in their earnings.

It was also found that out that the major causes of wage Disparity among the selected private secondary schools of Nabbale Sub County are; one's teaching load in terms of hours one teaches per week and teachers' qualification as shown in table 4.3.

Teachers suggested that the government through the Ministry of Education and sports (MEOS) can come up and fix a standard minimum wage (salary for all secondary school teachers), others suggested re-training of teachers and others suggested that part timing should be avoided as per table 4.4.

## **5.2 Conclusions**

Basing on the above findings, the researcher concludes that, teacher's performance has got a positive impact on their earnings. Thus, those who work hard earn much more than those who work for less hours. The major causes of wage disparity among private secondary school teachers with in Nabbale sub –

county, are, teacher's working load, qualification and possession of alternative sources of income.

### **5.3 Recommendations**

In respect to the findings above the researcher recommends that the government of Uganda through the ministry of Education and Sports should come and fix a standard minimum wage/salary for secondary school teachers and should seriously emphasize the implementation of this policy so as to improve teachers' performance for both private and government schools.

Directors of private schools should also offer opportunities of re- training courses to the teachers so as to catch up with the required standards.

### **5.4 Areas of further Research**

A similar study like this can be conducted relating teacher's performance and students' performance; another study may be conducted about students performance in both private and government secondary schools using large samples and powerful statistical tools.

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## APPENDICES

### Appendix A: Introduction letter



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#### FACULTY OF EDUCATION OFFICE OF THE DEAN

Monday November 24, 2008

#### TO WHOM IT MAY CONCERN

Dear Sir,

#### INTRODUCTION LETTER

Mr/Ms/Mrs. NAKIBUULE SAUDA RegNo. BAE/207416/011 is a student in the Faculty of Education. He/She is now carrying out a study about the Relationship between Disparity of Enrolments and Teachers performance in private secondary schools as one of the requirements for the completion of his/her studies. He/She is thus introduced to you.

Kindly help him/her accordingly.

Yours truly,

for: Oyedade S.A (PhD)  
DEAN

*"Exploring the Heights"*

## Appendix B : Acceptance Letter



KAMPALA  
INTERNATIONAL  
UNIVERSITY

Ggaba Road, Kansanga \* PO BOX 20000 Kampala, Uganda  
T.: +256 (0) 41 - 266 813 \* Fax: +256 (0) 41 - 501 974  
E-mail: admin@kiu.ac.ug \* Website: http://www.kiu.ac.ug

### FACULTY OF EDUCATION OFFICE OF THE DEAN

Monday November 24, 2008

#### TO WHOM IT MAY CONCERN

Dear Sir,

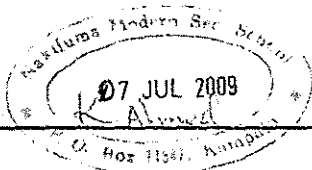
#### INTRODUCTION LETTER

Mr/Ms/Mrs. NAKIBULHE SAUDA RegNo. B06/12074/14/14 is a student in the Faculty of Education. He/She is now carrying out a study about the relationship between disparity of earnings and teacher's performance in private schools as one of the requirements for the completion of his/her studies. He/She is thus introduced to you.

Kindly help him/her accordingly.

Yours truly,

for: Oyedade S.A (PhD)  
DEAN



"Exploring the Heights"

## **Appendix C: questionnaires**

### **a) Questionnaire for head teachers**

Dear sir/madam,

You are kindly requested to fill the questions below for the researcher (Nakibuule Sauda) who is doing a research project on the topic, "Disparity of earning and teachers' performance" in private secondary schools. This research is a partial fulfillment for the award of a bachelor degree in education at Kampala international university.

However, the information put on this questionnaire will be treated with confidentiality and will be restricted to academic purpose

1) Which method of payment do you use to pay your teachers?

i. Wage

ii. Salary

B Of the following fringe benefits what do you give to your teachers?

i. Transport

ii. Accommodation

iii. Break fast/Lunch

iv. All the above

v. Non on the above.

C. What is the nature of your school?

i. Day only

ii. Boarding only

iii. Day and boarding

D. What is the source of Funds to the school?

i. School fees only

ii. Fees and foreign grants

iii. Fees and Director's business

E. What is the number of students in your school?

Bellow 100	
101-200	
201-300	
301-400	
401-500	
501-600	
601-700	
701-800	
801-900	
901-100	
Above 1000	

2. Comment on the scale of pay to your teachers

i. Uniform

ii. Non uniform

b) If your scale is not uniform what do you consider when setting the salary scale of a teacher?

i. Teacher's Qualification

ii. Teacher's teaching load

iii. Teacher's bargaining power

iv. Nature of the subject one teaches.



## **b) Questionnaire for the teachers**

Dear sir/madam,

You are kindly requested to fill the questions below for the researcher who is doing a research project on the topic, "Disparity of earning and teachers' performance" in private secondary schools. This research is a partial fulfillment for the award of a bachelor degree in education at Kampala international university.

However, the information put on this questionnaire will be treated with confidentiality and will be restricted to academic purpose only.

(Tick all that applies)

1a) Gender

- i. Male
- ii. Female

b) Which level do you teach?

O level ☐      A level ☐      Both ☐

c) What subject(s) do you teach?

.....

2a) Are you a full time or a part-time teacher in this school?

.....

b) What are your other sources of income if any

- i. teaching in another school
- ii. Personal business

iii. Other business

iv. Non

3a) Please help me to fill the following table by ticking the appropriate answer according to you

Wage /Salary Per Month	Tick
50,000-100,000	
110,000-200,000	
210,000-250,000	
260,000-300,000	
310,000 and above	

b.

Number of days attended per week	Tick
1	
2	
3	
4	
5 or more	

C.

Number of Hours taught per week	Tick
1 hour or less	
2-3 hours	
4-5 hours	
6 hours and above	

### **(C) Questionnaire for students**

Dear sir/madam,

You are kindly requested to fill the questions below for the researcher who is doing a research project on the topic, "Disparity of earning and teachers' performance" in private secondary schools. This research is a partial fulfillment for the award of a bachelor degree in education at Kampala International University. However, the information put on this questionnaire will be treated with confidentiality and will be restricted to academic purpose only.

Fill the table bellow with either A or B

A means yes / good

B means No / Bad

<b>Subject teacher for</b>	<b>Teacher's punctuality</b>	<b>Giving exercise/tests</b>	<b>Returning results in time</b>
English			
Mathematics			
Biology			
Chemistry			
Physics			
Geography			
Economics			
History			
Commerce			
Religion			
Art and craft			

## Appendix D: Sketch Map of the Area of Study

