

EFFECT OF TEACHERS' REMUNERATION ON TEACHERS' EFFICIENCY IN PRIVATE SECONDARY SCHOOLS IN NANSANA MUNICIPALITY, WAKISO DISTRICT.

Wamala Nassolo Saidat*Nathan Wakhungu
Kampala University

Page | 1

ABSTRACT

Background

The study aimed to establish the effect of teachers' remuneration on teachers' efficiency in private secondary schools in Nansana municipality, Wakiso District.

Methodology

A cross-sectional survey research design was utilized. The study involved 108 respondents namely 9 Directors, 9 head teachers, and 90 teachers randomly selected from 9 Schools. Data was collected using a self-administered questionnaire, interview guide, and documentary analysis. Data collected was compiled, sorted, and organized in frequencies and percentages.

Results

The results were subjected to an χ^2 test at a 0.05% confidence interval and 6 degrees of freedom with a critical χ^2 value at 12.59. The chi-square values obtained from the head teachers, teachers, and directors were 18.15, 14.94, and 37.51 respectively. The null hypothesis was rejected because the observed χ^2 values obtained were above the critical χ^2 value at 12.59. Therefore the study findings indicated that the reward system affects teachers' motivation.

Conclusion

It was then concluded that teachers' motivation was subject to the existing reward system. Teacher's remuneration is majorly determined by the interests of proprietors than based on the teachers' ability, experience, and performance. This explains why teachers in private schools do not receive the same payments. Some private schools have better pay for their teachers and as such stand to maintain their teachers longer. Some teachers are better remunerated than others. Those who are favored have a higher motivation than those who are not.

Recommendation

Private secondary schools should improve their reward systems and the Ministry of Education should intervene to determine the minimum monthly pay to teachers so that teachers are properly rewarded on the existing cost of living, work performance, experience, and education levels.

Keywords: *Secondary Schools, Private Schools, Teachers' remuneration*

Submitted: 2024-03-22 Accepted: 2024-03-24

Background of the study

Private schools are educational institutions that are not aided by the government (Ssekamwa 2017). These schools

are managed and financed by private individuals (owners), the government only comes in to provide guidelines to ensure desired standards. With the policy of education liberalization, private secondary schools have been allowed

to operate legally alongside government-facilitated schools (Mugizi 2018). Private schools are categorized into profit and nonprofit. The nonprofit schools were started and are owned by religious groups like missionaries while profit schools are those established by private individuals with the target of making profits.

Page | 2

According to Oyesigye (2004), some private secondary schools have not addressed teachers' efficiency needs including accommodation and remuneration. Some schools have rarely been involved in decision-making. There is no job security and the majority of the teachers have no appointment letters. He noted that some secondary school teachers get miserable pay and at times conned off their money by the proprietors.

In private schools, the rate of teacher turnover is high because most teachers are employed on part-time contracts. Most of the teaching teachers even lack appointment letters indicating that they are not bound to stay in specific schools. Most private schools employ young graduates who keep on migrating to government-established schools for better, permanent, and pensionable pay. In the Wakiso district, teachers' turnover is greatly influenced by the inefficient performance of teachers unions that would fight for better work conditions including pay. There is no minimum wage for workers and eventually, every private school has its scale. Opposed to teachers in private schools, government-employed teachers are paid according to the scale set by the government under the Public Service Commission.

Effective efficiency of teachers requires the careful intervention of head teachers and private school proprietors who should respond by empowering teachers and involving them in decision-making, teamwork, and other related school practices. Unfortunately, employee recognition is limited in most organizations. According to the [U.S. Department of Labor](#), 64% of Americans who leave their jobs do so because they don't feel appreciated. In the same way, 70% of Americans reported a lack of praise or recognition in the workplace (Robbins 2018). Robin supports appreciation as a strategy for retaining workers. The efficiency of teachers has innumerable benefits, including working commitment, increased work performance, and reduced costs of recruitment

This study aimed to establish the effect of teachers' remuneration on teachers' efficiency in private secondary schools in Nansana municipality, Wakiso District.

METHODOLOGY

Research design

This study used a cross-sectional survey research design because the researcher wanted to gather a lot of data from different groups of respondents. Meyer (2019) noted that survey design was used when the study aimed at collecting first-hand data from a large number of respondents drawn from different sections of the survey population. According to Amin (2015), the cross-sectional survey method was good because it described the characteristics of an event, community, or region providing data about the population or an item being studied. This study used both qualitative and quantitative methods.

The Qualitative research methods were preferred because they provided complex textual descriptions of how people experience a given research issue and in the process helped the study to understand better the complex reality of a given situation and its implications. Qualitative methods were effective in identifying intangible factors. The methods helped the study to generate in-depth descriptions of how teachers are rewarded, the effects of respectful communication, and the effect of head teachers' supportive teacher-ship on teacher efficiency in private secondary schools.

The quantitative research method was utilized because the researcher wanted to collect numerical data to explain and describe the effects of rewards, effective communication, and supportive teacher-ship on teachers' efficiency. A quantitative research method was preferred because it had to provide for statistical data analysis.

Population

Wakiso district has over 100 secondary schools of which are private and government schools. For the target populations of the study, the researcher chose 19 head teachers, 19 deputies, 95 teachers in Wakiso district who had undergone a professional training course in the field of education. Most of them had been in the field for more than 2 years and were given special consideration as professionalism recognized and respected by the Ministry of Education. The targeted population was 133 teachers, deputies, and head teachers.

Sample size

The research involved 133 participants. To arrive at this figure the researcher used Krejcie and Morgan's (2010) Table of determining Sample Size. The study was conducted in selected 9 out of 23 Private secondary schools within Wakiso district and each selected school was represented by its head teacher and director. As for the

teachers, 90 were selected out of 119 teachers who are employed by the selected schools. A total of 108 respondents were involved in the study including 9 directors, 9 head teachers, and 90 teachers. According to Amin (2015), the sample size was representative and at least 40% of the actual population.

Respondents	Sample	Population
Headteachers	19	19
Deputies	19	19
Teachers	95	95
Total	133	133

Sampling techniques

Schools that are involved in the study were selected using random sampling. This sampling method was preferred because the researcher wanted to get a representative sample without bias. All the schools thus through random sampling were provided with equal chances of participating in this study. Directors and head teachers were selected using purposive sampling based on their roles and responsibilities in the management of private secondary schools. Teachers were selected using random sampling from the sample size determined by Krejcie and Morgan's (2010) Table of Determining Sample Size. Teachers were selected entirely without bias and all had equal chances of participating in this study.

Research instruments

Data was collected using questionnaires, documentary analysis, and interview guides.

Questionnaire

A questionnaire according to Creswell (2013) is an appropriate tool for getting information from the respondents within the shortest time possible. Therefore, the researcher used questionnaires because she wanted to collect a lot of data from different subjects in the shortest time. Both open and closed-ended items were carefully designed for easier understanding, and interpretation and were completed by the respondents without the researcher's supervision. Questionnaires were administered to teachers because of their ability to read,

internalize, and answer questions competently. Questionnaires helped the researcher to get a lot of detailed information about school climate, especially the reward system, communication, and head teachers' teachership styles that helped the study to establish teachers' efficiency in private secondary schools.

Interview Guide

The interview guide was used to elicit both short and detailed answers from directors and head teachers. The interviews provided the researcher an opportunity to clear up misunderstandings by rephrasing questions where necessary. The information got was clear, detailed, and helpful in backing the facts from questionnaires and documentary analysis. The researcher used an interview guide because of its flexibility and ability to capture a lot of data from respondents. According to Amin (2015), in addition to detailed data, the interview guide helped the researcher to study the respondents' facial, voice tone, and bodily expressions. Data from the interview guide backed data with other instruments that strongly enriched this study.

Data Quality Control

Both the validity and reliability of the research instruments were ensured.

Validity of instruments

The validity of an instrument means that an instrument is accurate, correct, true meaningful, and right (Amin, 2015). It implies that an instrument measures what it is supposed to

measure. The instruments of the study were developed under the close guidance of the supervisor. The researcher went on to test the validity of the instruments by validating the pilot study results before the actual study. A pilot study was conducted. The results were passed on to the supervisors, other two research consultants in the school of education, and fellow students. Adjustments were made that included reconstructing some items, language clarity, and ethical standards. The researcher went on to calculate the content validity index to establish the validity of the instruments used in the study. The content validity index for the teachers' questionnaire, interview guide for the head teachers, and interview guide for directors was established at 0.83, 0.79, and 0.73 respectively.

Reliability of instruments

The reliability of an instrument is its ability to consistently measure what it is supposed to measure (Amin 2005). The researcher carried out a pilot study with the instruments. Using the results of the pilot study the reliability was computed using the Cronbach alpha co-efficient and the correlation was determined at 0.95. The results indicated that the reliability of instruments was above average and the researcher went on to collect data.

Data processing and Data analysis

Responses obtained from questionnaires; interviews and documentary analysis were categorized, summarized, and recorded. Quantitative data was presented using bi and multivariate tables and a form of quantified responses from the respondents. Quantitative data generated from close-ended items of the questionnaire were analyzed assisted by frequencies and percentages that were calculated following responses. The frequencies and percentages guided the interpretation of the study findings, conclusions, and recommendations. Qualitative data generated by the interview guides and open-ended items of the teachers' questionnaire were analyzed using descriptive and narrative means. It involved detailed explanations and verbal quotations that were given by respondents to explain issues under investigation. The qualitative data was used to reinforce the quantitative data through a detailed explanation and interpretation of the responses. Chi-square was used to establish the effects of a reward system, respectful communication, and the head teacher's supportive teachership on teacher efficiency.

Data collection procedure

The researcher secured an introductory letter from the Graduate School and Research Directorate of Kampala University, which enabled her to access relevant information. She was introduced to the school authorities before the exercise of data collection. Questionnaires were administered to teachers after a brief introduction assisted by head teachers of the selected private secondary schools and only collected after two and half weeks as earlier agreed.

Interviews were carried out after the researcher had introduced herself and on appointments. Appointments were made with different directors and head teachers. A lot of notes were taken and more questions were asked to provide more understanding about the contribution of financial condition on teacher efficiency. The researcher consulted different documents in the private secondary schools assisted by the respective head teachers. Data tabulated, frequencies, and percentages were calculated that guided data interpretation and analysis before presenting the final report.

Ethical considerations

Wassenaar (2016) noted that ethics review is increasingly becoming mandatory for social science research globally not only to protect the welfare of research participants but also to extend into areas like scientific misconduct and plagiarism. Amin (2015) noted that ethical considerations helped the researcher to report accurately what is established in the field clearly explaining the methods used and the reasons for doing so. While carrying out research, the researcher upheld the responsibility of maintaining the truth, and trust of participants and kept the accepted norms of conventional methods and behavior without violating the rights of participants such as one on privacy up to the completion of this study. Respondents were requested to give their views without being forced or intimidated and their responses not be altered. Confidentiality was maintained and data only be used for academic purposes. The researcher thus was very objective in the data collected and analysis, while respondents were treated with a lot of anonymity, confidentiality, and respect.

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Page | 5 Respondents background information

This section ideally presents the background information of respondents. The purpose of this information is to help the researcher critically interpret the situation bring on board the nature of the people who participated in the study and judge the authenticity of the results

Sex of respondents

Table 4.1 shows that both males and females respondents participated in the study. The study was gender sensitive and varying views were therefore solicited from different sexes.

Respondents' level of education

The researcher went on to establish the level of education of respondents that participated in this study as reflected in Table 4.2.

Table 4.2 shows that all respondents were literate with the majority being university graduates and diploma holders respectively. Being literate helped in easy and appropriate interpretation of questions in the process of data collection.

Head teachers' and teachers' teaching experience

The researcher further established professional working experience of head teachers, teachers and Board of Governors and their results are reflected in Table 4.3.

Table 4.3 shows that all head teachers and teachers that participated in this study were experienced with a reasonable teaching experience. The majority head teachers had experience of six years and above while all teachers were found with teaching experience of one year and above. Head teachers and teachers teaching experience helped this study to generate detailed information about teachers' motivation and working environment.

The age of respondents

The researcher went on to establish the age of respondents and the results are reflected in Table 4.4.

The results in Table 4.4 show that all the respondents were adults with the majority above 31 years of age which to a large extent helped the study to obtain independent views about organizational working environment and teachers' motivation. The 2005 constitution of Uganda defines an adult as one with 18 years and above.

Research question one: How are teachers rewarded in private secondary schools Nansana municipality, Wakiso district.

Under this research question, the researcher wanted to establish how teachers are rewarded, the kind of reward that are in existence and how rewards affect teachers' motivation. This research question is answered by responses generated by items 1-9 of the questionnaire and items 9-16 of the interview guide supplemented by data extracted from legitimate documents.

The kind of rewards in private secondary schools

The research wanted to establish the different kinds of rewards that exist in private secondary schools. Respondents were asked to identify the kinds of rewards that exist in their schools and their responses are reflected in Table 4.4.

Table 4.1: Respondents' sex as per percentage representation in the study

Category of respondents	Sex	f	%
Directors N=9	Males	6	6
	Females	3	3
Head teachers N=9	Males	5	5
	Females	4	4
Teachers N=90	Males	50	46
	Females	40	36
Total		108	100

Source: Primary data

ion of the respondents

Qualifications	f	%	Head teachers		Teachers	
			f	%	F	%
PLE	1	11	-	-	-	-
O' Level	3	33	-	-	-	-
A' Level	1	11	-	-	-	-
Diploma	3	33	-	-	8	9
Graduate	2	22	8	89	79	88
Post Graduate	-	-	1	11	3	3
Total	9	100	9	100	90	100

Source: Primary data

N=9

N=9

N=90

Table 4.3: Head teachers and teachers teaching experience

Teaching experience	Head teachers		Teachers	
	f	%	F	%
1-5	2	22	51	57
6-10	5	56	24	27
11 and above	2	22	15	16
Total	9	100	90	100

Source: Primary data

N=9

N=90

Table 4.4: Age of respondents

Age	Directors		Head teachers		Teachers	
	f	%	f	%	f	%
20-30	-	-	1	11	32	36
31-40	3	33	3	33	39	43
41 and above	6	67	5	56	19	21
Total	9	100	9	100	90	100

Source: Primary data

N=9

N=9

N=90

Table 4.4: Directors', head teachers' and teachers' responses on the kind of rewards that exist in private secondary schools

	Directors		Head teachers		Teachers	
	f	%	f	%	f	%
Salary	9	100	9	100	90	100
Allowances	6	67	5	56	38	42
Gifts	3	33	3	33	22	24
Parties	4	44	3	33	16	18

Source: Field data

N= 9

N= 9

N=90

Table 4.4 generally indicates that all teachers are paid salaries and some private schools reward their teachers with allowances while gifts and parties are least used. One of the teachers remarked about the rewards;

We are paid salaries only for 9 months covered in three terms. Our school does not pay for holidays. Our payment is never in time and very little even compared to those in government. Our reward system is generally not appetizing. The kinds of rewards in private secondary

schools were further established by the researcher through a number of records that were consulted. Through the pay roll, the researcher established that teachers were paid between 130,000 to 350,000shs and in one of the schools the researcher found out that 5 teachers of History, Geography, Biology, Mathematics and Christian religious education had been rewarded with 50,000/- each for good performance in Uganda Certificate of Education results. One of the directors had this to say about the existing rewards;

We reward our teachers according to our capacity. We normally pay salaries to all teachers, we have some few allowances and once in awhile give gifts to performing teachers. We have teachers party at least every year. Our

Table 4.5: Directors’, head teachers’ and teachers’ responses on whether teachers are contented with the current reward system in private secondary schools

Responses	Directors		Head teachers		Teachers	
	f	%	f	%	f	%
Yes	3	33	2	22	4	5
No	5	56	7	78	86	95
Not sure	1	11	-	-	-	-

Source: Field data **N= 9** **N= 9** **N=90**

Table 4.5 generally shows that the majority schools do not offer competitive rewards to their teachers and that the majority teachers are not satisfied with the reward system even clearly known by administrators. One head teacher remarked,

I do not think teachers are contented with our payments. They are normally demanding for pay increments and most cases get involved in part time business

Almost with the same view, one of the teachers said;

Proprietors do not consider our problems as teachers. They pay us little money and yet expect us to stay in schools for long and deliver at the same time. We teach but for sure

reward system will improve with increased students enrollment and schools income.

The director’s remark indicated that teachers were not rewarded according to work done or existing cost of living but determined schools financial abilities which generally indicated unfair rewarding system. It shows that teachers were no favored by the existing rewards so far offered and given opportunity would migrate for greener pastures.

After establishing the existing rewards, the researcher went on to find out if teachers were satisfied or contented with the present rewards and responses are reflected in Table 4.5.

majority are not contented. That’s why they leave schools frequently.

The study findings generally indicated that some teachers were generally not contented with the existing payments within private secondary schools which in one way or the other contribute to limited teachers’ motivation as some teachers might opt to look for better work environments.

The researcher went on to establish if the reward system existing in private secondary schools affects teachers’ motivation. Responses on the issue are reflected in Table 4.6.

Table 4.6: Responses on whether reward system affects teachers’ motivation

Responses	Head teachers		Teachers		Directors	
	f	%	f	%	f	%
Strongly agree	8	89	84	93	6	67
Agree	1	11	6	7	3	33
Disagree	-	-	-	-	-	-
Strongly disagree	-	-	-	-	-	-
Total	9	100	90	100	9	100

Source: Field data **N= 9** **N= 90** **N=9**

The findings in Table 4.6 indicate that rewards contribute to teachers’ motivation in private secondary schools. On this note one head teacher remarked;

Retaining teachers requires creating good working conditions which mainly depend on how best teachers are rewarded. We tend to reward teachers according to our capacity but still a lot is still missing. Some serve us for a reasonable period of time although the majority changes to other institutions.

In another school a head teacher reported giving competitive pay for the few teachers employed by the school. He noted;

We have tried to employ few teachers but equipped them with reasonable pay and other rewards. We relate teachers’ motivation to good students’ academic performance. Teachers’ motivation generates peace of mind and in most cases good delivery. In fact almost all our teachers who have stayed for a reasonable time register good performance and generally liked by our students.

Teachers files visited generally reflected low teachers motivation in most private secondary schools. It was only in 2 out of 9 schools studied that teachers’ motivation was established reasonably fair with teachers staying in schools

at least between 4 to 8 years. In some schools files indicated some teachers leaving schools even without serving for a period of one year. The motivation rate was therefore established low. In his response one teacher remarked;

It is through rewards like payments and gifts that teachers establish that their services are recognized and appreciated. A better rewarding system encourages teachers to stay serving schools and when the rewards are not fair then teachers opt to leave for better conditions.

This clearly shows that schools with poor rewarding systems stand high chances of constantly losing their teachers to other institutions with fair rewards. The findings therefore point out a close relationship between rewards and their performance on the job that equally determines their motivation.

The effects of rewards on teachers’ motivation

Respondents were requested to identify the effects of the rewards on teachers’ motivation. The researcher was guided by the hypothesis that the reward system does not affect teachers’ motivation and their responses are reflected in Table 4.7.

Table 4.7: Head teachers’, teachers’ and directors’ responses on the effects of rewards on teachers’ motivation

Responses	Head teachers N=9				Teachers N=90				Directors N=9			
	f	Obse%	Expe%	X ²	F	obse%	Expe%	X ²	f	Obs e%	Expe%	X ²
Raise teachers dedication	9	100	100	0	82	91	100	0.81	9	100	100	0
Generate good teachers-administrators relationships	8	89	100	1.21	74	82	100	3.24	7	78	100	4.84
Reduce teachers absenteeism	6	67	100	10.89	63	70	100	9	5	56	100	19.36
Make teachers love institutions	9	100	100	0	86	96	100	0.16	6	67	100	10.89
Make teachers contented	7	78	100	4.84	78	87	100	1.69	8	89	100	1.21
Reduce teachers adventurism	8	89	100	1.21	88	98	100	0.04	8	89	100	1.21
chi square(X ²)				18.15				14.94				37.51
Critical value	70.6											

Source: Field work

The results were subjected to an x2 test at a 0.05% confidence interval and 6 degrees of freedom with a critical x² value at 12.59. The chi-square values obtained from the head teachers, teachers, and directors were 18.15, 14.94, and 37.51 respectively. The null hypothesis was rejected because the observed x² values obtained were above the critical x² value at 12.59. Therefore the study findings indicated that the reward system affects teachers' motivation.

DISCUSSION

Teachers' Remuneration on teachers' efficiency in private secondary schools

The findings revealed the remuneration on teachers' efficiency in private secondary schools. The presence of rewards signifies that teachers in some of the private schools are properly remunerated and thus their motivation is higher. This is only possible when the rewards are fair enough to cover most of the teachers' needs or requirements otherwise less of that would not make much impact. Similarly, schools with inadequate rewards were established facing low teacher motivation rates. This is in agreement with Linda (2001) who advocates for a fair

reward system in organizations that satisfies the interests of workers.

The study findings further revealed that salaries paid to most teachers were not enough at the same time in some schools not covering the twelve months in a year. This shows that most of the teachers are not comfortable with the pay and generally the whole reward system yet for workers to be comfortable with the financial conditions, both dissatisfiers and satisfiers need to be given serious consideration. This is in agreement with Oyesigye (2004) who observed that some private secondary school teachers get miserable pay with some getting conned of their money by their proprietors.

An inadequate reward system affects teachers' motivation. Teachers normally prefer to stay at the workplace longer when they are contented with the existing climate with a fair reward system that helps them to meet basic life necessities otherwise they keep on changing employments. Employers need to regularly upgrade reward systems in the interests of organizations and employees depending on the prevailing circumstances. This is in agreement with Armstrong (2005) who advocated for regular assessment of reward systems to reduce its weakness for improved performance of employees and organizations.

The study findings further revealed that teachers are rewarded according to the capacities of individual schools. This means that teachers who are employed in less established private secondary schools are not as fairly rewarded compared to those who work in well-facilitated schools. Teachers in well-established private secondary schools get fair salaries, gifts, and allowances. This is in agreement with Sserwada (2009) who noted that private secondary schools pay salaries between 150,000 to 700,000 Uganda shillings. As suggested by Herzberg, employers need to consider both hygiene and motivating factors as they deal with their employees and in this case, the teacher's remuneration should be all around attracting teachers to serve and stay longer with higher motivation rates.

The findings revealed that the reward system is not very much determined by work done and the existing cost of living but by the financial abilities of schools. Such a situation might discourage teachers from forcing others to leave the profession. Some teachers also keep on changing schools moving from schools to schools looking for better job opportunities. The unstable, unclear, and unattractive teachers' remuneration on teacher's efficiency in most cases causes conflicts and misunderstandings between the employers and employees that make it uncondusive for increased teachers' motivation as some teachers end up dismissed.

The study findings revealed that most teachers are involved in part-time business. This suggests that they are not satisfied with the rewards existing in their schools. Part-time does not offer better opportunities for teaching and learning because teachers are moving up and down to increase their pay benefits. Teachers are normally moving from school to school and in the process changing teaching employment opportunities. Part timing in most cases makes teachers lack interest in their schools hence their motivation levels is relatively lower and students are always missing with limited teachers concerned. Schools need to increase their remuneration for teachers to increase their stability on the job. This is in agreement with Oyesigye (2004) who noted that teachers in private secondary schools are always moving from schools part-time because of existing poor remunerations in place. It is in most cases difficult for teachers to perform and to be contented at their workplace when the remuneration package is inadequate. This is in agreement with Koontz and Weihrich (2000) who stressed the need for carrot and stick as strong motivators for individuals to perform. In this case, reasonable pay in terms of salaries, wages, duty allowances, and other related rewards determine teachers' motivation.

Conclusions

The following conclusions were made based on research findings;

Teacher's remuneration is majorly determined by the interests of proprietors than based on the teachers' ability, experience, and performance. This explains why teachers in private schools do not receive the same payments. Some private schools have better pay for their teachers and as such stand to maintain their teachers longer. Some teachers are better remunerated than others. Those who are favored have a higher motivation than those who are not.

Recommendations

The study made the following recommendations;

Private secondary schools should improve their reward systems and the Ministry of Education should intervene to determine the minimum monthly pay to teachers so that teachers are properly rewarded on the existing cost of living, work performance, experience, and education levels. This will attract quality teaching staff to private secondary schools in addition to yielding increased teacher motivation. The reward system should address both satisfiers and dissatisfiers to generate teachers' satisfaction and in the process increase their motivation.

Acknowledgment

First and foremost, I express my sincere gratitude to Almighty God, my supervisor Dr. Wakhungu Nathan for his great guidance from proposal writing to final report submission. I am grateful for her tireless efforts.

I am also indebted to my lecturers at Kampala university especially those in the education department for their support and encouragement throughout my course. Their intellectual support, guidance, and encouragement were great inputs towards this research. I am also grateful to my respondents namely directors head teachers and teachers of the selected schools who willingly provided information.

List of Acronyms

CVI	Content Validity Index
P.L.E	Primary Leaving Examinations

UNEB Uganda National Examination Board
U.S United States of America

Source of funding

There is no source of funding

Conflict of interest

There is no conflict of interest

References

1. Amin, M E (2005). *Social Research: Conception Methodology and Analysis*. Kampala: makerereUniversity, Uganda
2. Armstrong, M. (2006). *A hand book of Human Presence Management Practice*, 10th Edition. Noida: Gopsons Papers Ltd India
3. Koontz, H. & O Donnel, C. (2008). *Essentials of Management*. McGraw, USA
4. Krejcie and Morgan (2000). "Determining Sample Size for Research Activities", *Educational and Psychological Measurement*,
5. Linda, M. (2001). *Introduction to human resource management: Theory and practice*. Oxford: Palgrave Publishers Ltd Britain.
6. Mugizi, J. M. (2008). *The Effect of Liberalization on the Quality of Education in Nansana. A Case of Private Secondary Schools in Kampala District*. Unpublished MA (ED) makerereUniversityMacmillan Education Ltd.
7. Oyesigye, P. N. (2004). *The Challenges of Motivating Teachers in Private Secondary Schools in uganda Under Liberalization*.
8. Robinson, M. (2008). *Staff Motivation: The Power of Appreciation at Work*. <http://www.cio.com/article/173800/Staff-Motivation-The-Power-of-Appreciation-at-Work>
9. Ssekamwa, J. C. (2000). *History and Development of Education in Uganda* Kampala: Fountain Publishers Ltd, Kampala
10. Sserwada, J. S. (2009). *Factors affecting the motivation of teachers in private secondary schools in Kampala district*. Uganda Unpublished M.ed dissertation of makerere university.

Publisher's details

SJC PUBLISHERS COMPANY LIMITED



Category: Non-Government & Non-profit Organisation

Contact: +256775434261(WhatsApp)

Email: admin@sjpublisher.org, info@sjpublisher.org or studentsjournal2020@gmail.com

Website: <https://sjpublisher.org>

Location: Wisdom Centre Annex, P.O. BOX. 113407 Wakiso, Uganda, East Africa.