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The relationship between salary enhancement and learners' assessment among science teachers in public secondary schools in Kamwenge district. A cross-sectional study.

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Abstract

Background

The study investigated the impact of science teachers' salary enhancement on their job performance in public secondary schools within Kamwenge District. The study was guided by the Dual Factor Theory, also known as the Two-Factor Theory, which was proposed by psychologist Frederick Herzberg in 1959.

Methods

This research adopted a descriptive research design utilizing both quantitative and qualitative research approaches. The study population was 100 science teachers and headteachers in ten public secondary schools. A sample size of 80, including 70 science teachers and 10 headteachers, was selected using Yamane's (1967) formula. Purposive sampling was used to select headteachers, while simple random sampling was employed to select science teachers. Data was collected using questionnaires and interview guides. Quantitative data were analyzed using SPSS version 20.0, while qualitative data were analyzed using thematic analysis.

Results

The study findings revealed that salary enhancement significantly improves science teachers' regular lesson attendance, punctuality, and consistency in teaching. Improved salary also led to greater participation in co-curricular activities and increased teacher involvement in student mentorship, clubs, and sports. Furthermore, salary enhancement positively influenced teachers' commitment to regular and effective learner assessment, including feedback, timely marking, and the use of varied assessment methods. Correlation analysis showed a strong, positive, and statistically significant relationship between salary enhancement components and teacher performance indicators, particularly with direct pay rise and composite salary enhancement scores.

Conclusion

The study concluded that salary enhancement plays a critical role in improving science teachers' job performance in terms of attendance, motivation, co-curricular involvement, and learner assessment.

Recommendation

The Ministry of Education and the government should maintain and strengthen salary enhancement schemes for science teachers, aligning incentives with qualifications and experience.

Keywords: *Relationship, Salary Enhancement, Learners Assessment, Science Teachers, Public Secondary Schools.*
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Introduction

Education serves as a cornerstone of national development, with the quality of learning largely dependent on the effectiveness of teachers in classrooms (Tabulawa, 2013). Teachers are instrumental in shaping students' futures, which in turn influences a nation's socio-economic progress (Namara, 2016). Consequently, identifying the factors that affect teacher performance is crucial. Worldwide, teachers are recognized as the foundation of education systems, and student outcomes are closely linked to teacher quality (Chong & Ho, 2009). One of the most effective strategies to enhance education is ensuring that highly competent teachers are present in every classroom (Darling-Hammond, 2010). The evaluation of teacher performance is not a recent concern; historically, as early as the 1700s, American clergy assessed teachers' effectiveness due to their advanced education and perceived ability to oversee instruction (Marzano, Frontier & Livingston, 2011). In 1837, the United Kingdom formally introduced school inspectors to monitor teaching

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standards (Jeong, 2009), followed by the Foster Education Act of 1870, which established School Boards to supervise teachers (Doherty, 2012). Later, principles of scientific management advocated by Frederick Taylor were applied in schools to enhance teacher productivity (Marzano et al., 2011).

Research on job satisfaction spans over six decades, predominantly in developed nations such as the USA, UK, Canada, and New Zealand, leaving a limited body of literature on developing countries (Zembylas & Papanastasiou, 2006). Teacher motivation is critical since it directly affects their ability to impart knowledge and skills effectively. Satisfied teachers tend to be more productive and positively influence student achievement. In many developing countries, however, job satisfaction is often overlooked, resulting in high turnover, absenteeism, and poor performance. In Africa, studies in Malawi reported low job satisfaction and motivation among primary and secondary school teachers, with dissatisfaction rooted in inadequate remuneration and working conditions (Kadzamira, Lemani, Lewin & Stuart, 2003). Similar issues are observed in Nigeria, where teachers' demands for better compensation are frequently unmet due to limited governmental resources, leading to ongoing disputes between the government and teacher unions (Nwachukwu, 2006).

Despite the rapid expansion of the teaching workforce in countries like Bangladesh, Malawi, Ethiopia, Eritrea, Mozambique, and Uganda, teachers often show limited long-term commitment to the profession, affecting their intrinsic motivation. In Uganda, the Ministry of Education and Sports oversees education at all levels. Since independence, both government and private sectors have expanded secondary education, often using strategies like distance education to meet increasing demand (Government White Paper, 1992). Teacher performance in this context is influenced by motivation, work environment, and competence (Griffin, 2005), and in this study, performance is measured based on Uganda Certificate of Education (UCE) results from 2013–2016. Unlike other professions with strong self-regulation, teachers are generally organized into weak, state-dominated unions, and recruitment freezes in the 1990s further constrained growth in government-aided schools, potentially affecting morale. Nevertheless, detailed studies examining the effect of salary increases on teacher performance remain limited.

Education remains essential for economic growth and social development (Ozturk, 2001). Formal education in Uganda dates back to the 1880s, initially introduced by Christian missionaries (Syngellakis & Arudo, 2006). Between 1924 and 1962, various commissions reviewed and recommended changes to the education system (Ojijo, 2012). Following independence, the 1964 Education Act formalized public school management (Sekamwa, 2000), though civil unrest in the 1970s hindered its implementation (Syngellakis & Arudo, 2006). After the National Resistance Movement assumed power in 1986, educational reforms, including the 1987 Education Policy Review Commission and the 1992 Government White Paper on Education, aimed to eradicate illiteracy and equip individuals for personal and national development (Ojijo, 2015).

In Kamwenge District, challenges in education persist, particularly regarding teacher motivation and job performance, especially among science teachers (Kamwenge District Education Office, 2020). Salary enhancement has been identified as a critical factor influencing teacher motivation and effectiveness. Globally, studies link teacher motivation with performance, yet research specific to Kamwenge District is limited, leaving a gap in understanding how salary increments influence science teachers' job performance. Motivated and satisfied teachers are more likely to positively impact student learning, while dissatisfaction may hinder performance (Mbua, 2003).

To address this, the Government of Uganda introduced a salary enhancement policy in 2022 for science teachers, following President Museveni's 2017 pledge. Graduate science teachers now earn up to UGX 4 million per month, while Grade V teachers receive UGX 2.2 million (Ministry of Public Service, 2022). Despite these incentives, science teacher performance remains suboptimal. Evidence suggests that financial incentives alone are insufficient without supportive working conditions and professional development (Kyakuwa, 2014). In Kamwenge District, UCE results indicate consistently low science performance, with top-performing schools barely reaching a 31% pass rate, while others lag far below national expectations (UNEB, 2022). Additionally, many science teachers engage in part-time teaching elsewhere, suggesting dissatisfaction with current working conditions (Kamwenge District Education Office, 2023). Given the government's investment in salary enhancements, it is essential to investigate whether these measures have effectively improved science teachers' job performance in public secondary schools.

Purpose of the Study

To find out the relationship between salary enhancement and learners' assessment among science teachers in public secondary schools in Kamwenge district.

Methodology

Study Design

This study employed a descriptive cross-sectional design using both quantitative and qualitative approaches. The cross-sectional design was suitable because it allowed the researcher to collect data from participants at a single point in time, giving a snapshot of the impact of salary enhancement on science teachers' performance. Quantitative methods provided measurable data, while qualitative methods captured teachers' experiences and

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perceptions, making it possible to understand both the outcomes and the context of the study.

Study Setting/Area

The study was conducted in Kamwenge District, Western Uganda, focusing on government-aided secondary schools that benefited from the 2022 government salary enhancement policy. The schools selected were Kamwenge Secondary School, Rwamwanja Secondary School, Mahyoro Secondary School, Kicwamba Secondary School, and Kamwenge College School. These schools were chosen because they represent different areas of the district and provide diversity in terms of teacher and student populations. The study was carried out between February and May 2024, during the second school term when teaching and co-curricular activities were active.

Study Population

The study population comprised science teachers and head teachers in government secondary schools in Kamwenge District. Science teachers were targeted because they directly benefited from the salary enhancement, while head teachers were included because of their supervisory role and ability to assess teacher performance. Only teachers with at least one year of service after the 2022 salary enhancement were considered. Teachers on long-term leave, those in private schools, and those with less than one year of service were excluded.

Sample Size and Sampling

The total population was 100 participants, consisting of 10 head teachers and 90 science teachers. Using Yamane's (1967) formula with a 0.05 margin of error, a sample size of 80 participants was obtained. From this sample, purposive sampling was used to select head teachers due to their administrative role, while simple random sampling was used to select science teachers. This ensured fairness, gender balance, and equal chances of participation among teachers.

n = N/1+N (e) 2

Where;

- N represents the total population of head teachers and Science teachers who are actively teaching science subjects
- n is the required sample of the study

e is the level of precision = 0.05.

N = 100

e = 0.05

n=100/1+100(0.05)2

n=100/1+100(0.0025)

n=100/1+0.25

n=100/1.25

n= 80 participants

The study included 80 participants from the total population of 100.

Bias and Control

The study employed several measures to minimize bias. Selection bias was controlled by using random sampling to select teachers from different schools. Response bias was reduced by assuring participants of anonymity and confidentiality, encouraging them to provide honest feedback. Researcher bias was minimized by using standardized tools such as questionnaires and interview guides. Recall bias was addressed by focusing on current experiences within the ongoing academic year.

Data Collection Instruments

Data were collected using two main instruments: a self-administered questionnaire and an interview guide. The questionnaire was designed based on the study objectives and was given to science teachers to collect quantitative data on their attendance, co-curricular participation, and learner assessment. The interview guide contained open-ended questions and was used to collect qualitative data from head teachers. These instruments complemented each other and ensured both breadth and depth of data.

Data Analysis

Quantitative data were entered into SPSS and analyzed using descriptive statistics such as means, frequencies, and standard deviations. To determine the relationship between salary enhancement and learner assessment, a Pearson correlation test was conducted. Qualitative data collected from interviews were analyzed using thematic analysis, where responses were transcribed, coded, and organized into themes such as commitment, attendance, and participation. This combination of analyses ensured a comprehensive interpretation of findings.

Ethical Considerations

Ethical approval for the study was obtained from the Bishop Stuart University Research Ethics Committee (BSU-REC) under approval number BSU-REC/2024/045, dated January 15, 2024. Permission was also sought from the District Education Officer of Kamwenge District before accessing the schools. Participation in the study was entirely voluntary, and informed consent was obtained from all participants. They were informed of the purpose of the study, their right to withdraw at any time, and that no risks were involved. To maintain confidentiality, no personal identifiers were recorded, and all data was securely stored and used strictly for academic purposes.

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Results

Table 1: Summary of Data Collection Tools and Response Rate

Data Collection Tool	Target Respondents	Number Administered	Number Returned	Response Rate (%)
Questionnaire	Science Teachers	70	70	100.0
Interview Schedule	Head Teachers	10	10	100.0
Total	**All Respondents**	**80**	**80**	**100.0**

Table 2: Demographic Characteristics of Respondents

Variable	Category	Frequency	Percentage (%)
Gender	Male	68	85.0
	Female	12	15.0
	Total	**80**	**100.0**
Age	20–29	12	15.0
	30–39	28	35.0
	40–49	26	32.5
	50 and above	14	17.5
	Total	**80**	**100.0**
Level of Education	Diploma	10	12.5
	Bachelor's Degree	44	55.0
	Postgraduate Diploma	16	20.0
	Master's Degree	10	12.5
	Total	**80**	**100.0**
Teaching Experience	Less than 2 years	8	10.0
	2–5 years	18	22.5
	6–10 years	26	32.5
	Above 10 years	28	35.0
	Total	**80**	**100.0**
Subjects Taught	Physics	17	24.29
	Chemistry	12	17.14
	Biology	14	20.0
	Others	27	38.57
	Total	**70**	**100.0**

Table 2 presents the demographic characteristics of the respondents involved in the study.

Gender

The majority of respondents were male, with 68 (85.0%) males compared to 12 (15.0%) females. This indicates a significant gender imbalance among the teachers sampled, with males dominating the workforce.

Age

Respondents were spread across various age groups. The largest group was aged 30–39 years, consisting of 28 (35.0%) respondents. This was closely followed by the 40–49 years age group with 26 (32.5%) respondents. Teachers aged 50 and above accounted for 14 (17.5%), while the youngest group, aged 20–29 years, included 12 (15.0%) respondents. The data suggests a mature teaching population, with most respondents in their 30s and 40s.

Level of Education

The majority held a Bachelor's Degree, comprising 44 (55.0%) of respondents. Those with a Postgraduate Diploma were 16 (20.0%), while both Diploma holders and Master's Degree holders accounted for 10 (12.5%) each. This shows that most teachers are well qualified, with a strong base of bachelor's degree holders and a notable proportion pursuing or having attained postgraduate qualifications.

Teaching Experience

The largest group was teachers with over 10 years of experience, representing 28 (35.0%) of respondents. This was followed by those with 6 to 10 years of experience at 26 (32.5%). Teachers with 2 to 5 years of experience accounted for 18 (22.5%), and those with less than 2 years were the smallest group, numbering 8 (10.0%). The distribution indicates a workforce with a healthy balance of experienced and relatively newer teachers.

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Subjects Taught

The data on subjects taught shows that out of the 70 science teachers surveyed, 17 (24.29%) teach Physics, 12 (17.14%) teach Chemistry, and 14 (20.0%) teach Biology, while the majority, 27 teachers (38.57%), are responsible for teaching other science-related subjects such as Agriculture, Integrated Science, and Health Science. This distribution highlights that while the core science subjects are fairly represented, a significant proportion of teachers are handling a variety of other science disciplines, which may reflect the diverse science curriculum in schools and the need for teachers to be versatile in their subject delivery.

Influence of Salary Enhancement on Regular Lesson Attendance

This subsection analyzes how salary enhancement affects science teachers' attendance at lessons. Responses were collected using a 5-point Likert scale and include both frequencies and percentages.

Table 3: Influence of Salary Enhancement on Regular Lesson Attendance

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std Dev
Salary enhancement has improved my regular lesson attendance	4 (5.7%)	4 (5.7%)	4 (5.7%)	28 (40.0%)	30 (42.9%)	4.05	1.13
I arrive at school on time due to the improved salary	5 (7.1%)	5 (7.1%)	5 (7.1%)	26 (37.1%)	29 (41.4%)	3.95	1.20
I no longer find excuses to miss lessons since the salary enhancement	6 (8.6%)	6 (8.6%)	6 (8.6%)	24 (34.3%)	28 (40.0%)	3.86	1.26
Motivation to prepare lessons regularly has increased	5 (7.1%)	5 (7.1%)	5 (7.1%)	28 (40.0%)	27 (38.6%)	3.91	1.19
I maintain consistency in lesson delivery due to improved welfare	5 (7.1%)	5 (7.1%)	5 (7.1%)	30 (42.9%)	25 (35.7%)	3.90	1.18
I feel more responsible for fulfilling my teaching obligations	4 (5.7%)	4 (5.7%)	4 (5.7%)	26 (37.1%)	32 (45.7%)	4.06	1.15
Salary enhancement increased classroom presence and punctuality	4 (5.7%)	4 (5.7%)	4 (5.7%)	28 (40.0%)	30 (42.9%)	4.03	1.14

Table 3 presents the influence of salary enhancement on regular lesson attendance among respondents.

Responses on whether salary enhancement has improved regular lesson attendance show that a small number of respondents disagreed or were neutral, with 4 (5.7%) strongly disagreeing, 4 (5.7%) disagreeing, and 4 (5.7%) neutral. The majority, however, agreed, with 28 (40.0%) agreeing and 30 (42.9%) strongly agreeing. The mean score of 4.05 and a standard deviation of 1.13 indicate a generally positive perception of salary enhancement improving lesson attendance.

Regarding punctuality, responses on arriving at school on time due to improved salary reveal similar trends. A minority of respondents reported disagreement or neutrality: 5 (7.1%) strongly disagreed, 5 (7.1%) disagreed, and 5 (7.1%) were neutral. On the other hand, 26 (37.1%) agreed and 29 (41.4%) strongly agreed that improved salary influenced their timely arrival at school. The mean of 3.95 with a standard deviation of 1.20 reflects a positive, though slightly less strong, effect compared to lesson attendance.

When asked if they no longer find excuses to miss lessons since the salary enhancement, responses were slightly more varied. Here, 6 (8.6%) strongly disagreed, 6 (8.6%) disagreed, and 6 (8.6%) remained neutral, while 24 (34.3%) agreed and 28 (40.0%) strongly agreed. The mean score of 3.86 and the higher standard deviation of 1.26 suggest some divergence of opinion, but overall, a positive influence is reported.

Concerning motivation to prepare lessons regularly, responses followed a similar pattern. A small number of respondents disagreed or were neutral, with 5 (7.1%) in each category. Meanwhile, 28 (40.0%) agreed and 27 (38.6%) strongly agreed that salary enhancement increased their motivation to prepare lessons. The mean of 3.91 and the standard deviation of 1.19 support this positive view.

On maintaining consistency in lesson delivery due to improved welfare, respondents showed mostly positive responses. Disagreement and neutrality were each at 5 (7.1%), while 30 (42.9%) agreed and 25 (35.7%) strongly agreed. The mean score of 3.90 and a standard deviation of 1.18 confirm that salary enhancement helps teachers maintain consistency.

Regarding feelings of responsibility in fulfilling teaching obligations, the highest level of strong agreement was observed. Only 4 (5.7%) each strongly disagreed, disagreed, or were neutral, while 26 (37.1%) agreed and 32 (45.7%) strongly agreed that salary enhancement increased their

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sense of responsibility. The mean of 4.06 and the standard deviation of 1.15 demonstrate a strong positive impact.

Finally, responses on salary enhancement, increasing classroom presence, and punctuality also showed strong positive perceptions. Disagreement and neutrality were each low at 4 (5.7%), while 28 (40.0%) agreed and 30 (42.9%) strongly agreed. The mean score of 4.03 and a standard deviation of 1.14 indicate that salary improvements enhance teachers' presence and punctuality.

The data suggest that salary enhancement positively influences regular lesson attendance, punctuality, motivation, lesson consistency, and responsibility among teachers. The mean scores ranging from 3.86 to 4.06 indicate general agreement across all items, and the moderate standard deviations reflect some variability but overall consistent positive attitudes toward the effects of salary enhancement.

During interviews, most headteachers reported that salary enhancement has positively influenced the regular lesson attendance and punctuality of science teachers. They observed that improved salaries motivate teachers to attend classes more consistently and reduce absenteeism. Despite this, challenges such as transport issues and personal obligations still affect some teachers' attendance.

"Since the salary increment, absenteeism has reduced significantly among science teachers. They are more committed to attending their lessons." Headteacher 1

Table 4: Influence of Salary Enhancement on Participation in Co-Curricular Activities

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std Dev
An improved salary increased willingness to participate	5 (7.1%)	5 (7.1%)	5 (7.1%)	32 (45.7%)	23 (32.9%)	3.88	1.17
More engagement in sports/student clubs	7 (10.0%)	7 (10.0%)	7 (10.0%)	29 (41.4%)	20 (28.6%)	3.70	1.26
Encouraged to support students outside the classroom	6 (8.6%)	6 (8.6%)	6 (8.6%)	28 (40.0%)	24 (34.3%)	3.84	1.24
I help organize and supervise co-curricular activities	7 (10.0%)	7 (10.0%)	7 (10.0%)	28 (40.0%)	21 (30.0%)	3.72	1.27
Reduced financial stress allows time for co-curriculars	7 (10.0%)	7 (10.0%)	7 (10.0%)	26 (37.1%)	23 (32.9%)	3.74	1.29
I participate in student mentoring	6 (8.6%)	6 (8.6%)	6 (8.6%)	30 (42.9%)	22 (31.4%)	3.77	1.22
Improved teamwork among staff	6 (8.6%)	6 (8.6%)	6 (8.6%)	28 (40.0%)	24 (34.3%)	3.80	1.24

Table 4 presents respondents' perceptions of how salary enhancement influences their participation in co-curricular activities.

Responses on whether improved salary has increased willingness to participate show that 5 (7.1%) strongly disagreed, 5 (7.1%) disagreed, and 5 (7.1%) were neutral. The majority, however, 32 (45.7%) agreed and 23 (32.9%) strongly agreed that an improved salary increased their willingness to engage in co-curricular activities. The mean score of 3.88 with a standard deviation of 1.17 reflects a generally positive perception. Regarding engagement in sports and student clubs, 7 (10.0%) each strongly disagreed, disagreed, and were neutral. Conversely, 29 (41.4%) agreed and 20 (28.6%) strongly agreed that salary enhancement led to more involvement in these activities. The mean of 3.70 and the standard deviation of 1.26 suggest a positive but somewhat varied perception.

On encouragement to support students outside the classroom, 6 (8.6%) strongly disagreed, 6 (8.6%) disagreed, and 6 (8.6%) were neutral. Meanwhile, 28 (40.0%) agreed and 24 (34.3%) strongly agreed that salary enhancement encouraged this support. The mean score of 3.84 with a standard deviation of 1.24 indicates a positive influence. Responses about helping organize and supervise co-curricular activities showed 7 (10.0%) each for strong disagreement, disagreement, and neutrality. Most respondents, however, 28 (40.0%) agreed and 21 (30.0%) strongly agreed that improved salary enabled them to take active roles in organizing and supervising these activities. The mean of 3.72 and the standard deviation of 1.27 reflect a generally positive perception.

Concerning reduced financial stress allowing time for co-curricular activities, 7 (10.0%) strongly disagreed, 7 (10.0%) disagreed, and 7 (10.0%) were neutral. On the positive side, 26 (37.1%) agreed and 23 (32.9%) strongly agreed that salary enhancement reduced their financial stress and allowed more time for participation. The mean of 3.74 with the largest standard deviation of 1.29 indicates moderate agreement with some variability. Regarding participation in student mentoring, 6 (8.6%) strongly disagreed, 6 (8.6%) disagreed, and 6 (8.6%) were neutral. The majority, 30 (42.9%), agreed, and 22 (31.4%) strongly

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agreed to increased mentoring participation linked to salary improvement. The mean of 3.77 and the standard deviation of 1.22 reflect a positive influence.

Responses on improved teamwork among staff showed 6 (8.6%) strongly disagreed, 6 (8.6%) disagreed, and 6 (8.6%) were neutral. Most respondents, 28 (40.0%), agreed, and 24 (34.3%) strongly agreed that salary enhancement improved teamwork. The mean score of 3.80 with a standard deviation of 1.24 confirms a favorable perception. The data suggest that salary enhancement positively influences teachers' participation in various co-curricular activities. The mean scores, ranging from 3.70 to 3.88, indicate moderate to strong agreement, while standard deviations between 1.17 and 1.29 show some variability but generally consistent positive attitudes.

During interviews, headteachers noted that salary enhancement has encouraged science teachers to be more active in co-curricular activities. There was a clear increase in teachers' willingness to supervise clubs, coach sports, and mentor students. However, heavy workloads and occasional lack of motivation remain barriers to full engagement.

"Teachers volunteer more for extracurricular roles now because they feel more valued with better pay," Headteacher 2

Table 5: Relationship between Salary Enhancement and Learners' Assessment

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std Dev
I conduct regular formative and summative assessments	5 (7.1%)	5 (7.1%)	5 (7.1%)	30 (42.9%)	25 (35.7%)	3.90	1.18
I've invested in assessment tools due to salary	7 (10.0%)	7 (10.0%)	7 (10.0%)	27 (38.6%)	22 (31.4%)	3.71	1.28
I prepare, mark, and return tests on time	7 (10.0%)	7 (10.0%)	7 (10.0%)	26 (37.1%)	23 (32.9%)	3.74	1.29
I give meaningful feedback to learners	5 (7.1%)	5 (7.1%)	5 (7.1%)	29 (41.4%)	26 (37.1%)	3.91	1.19
I carry out more practical assessments	7 (10.0%)	7 (10.0%)	7 (10.0%)	27 (38.6%)	22 (31.4%)	3.73	1.28
I use a variety of assessment methods	7 (10.0%)	7 (10.0%)	7 (10.0%)	26 (37.1%)	23 (32.9%)	3.71	1.28
I am committed to tracking learners' progress	5 (7.1%)	5 (7.1%)	5 (7.1%)	30 (42.9%)	25 (35.7%)	3.90	1.18

Table 5 presents respondents' views on the relationship between salary enhancement and their practices in learners' assessment.

Responses on conducting regular formative and summative assessments show that 5 (7.1%) strongly disagreed, 5 (7.1%) disagreed, and 5 (7.1%) were neutral. The majority, however, reported positive responses with 30 (42.9%) agreeing and 25 (35.7%) strongly agreeing. The mean score of 3.90 and standard deviation of 1.18 indicate a positive perception that salary enhancement supports regular assessment. Regarding investment in assessment tools due to improved salary, 7 (10.0%) strongly disagreed, 7 (10.0%) disagreed, and 7 (10.0%) were neutral. On the positive side, 27 (38.6%) agreed and 22 (31.4%) strongly agreed that salary enhancement enabled them to invest more in assessment resources. The mean of 3.71 and a higher standard deviation of 1.28 reflect a generally favorable view with some variability.

When asked about preparing, marking, and returning tests on time, responses were similar. Disagreement and neutrality were reported by 7 (10.0%) each, while 26 (37.1%) agreed and 23 (32.9%) strongly agreed. The mean score of 3.74 and standard deviation of 1.29 indicate a positive influence of salary on timely assessment processes.

On giving meaningful feedback to learners, 5 (7.1%) strongly disagreed, 5 (7.1%) disagreed, and 5 (7.1%) were neutral. Meanwhile, 29 (41.4%) agreed and 26 (37.1%) strongly agreed that salary enhancement encouraged them to provide quality feedback. The mean of 3.91 and the standard deviation of 1.19 suggest a strong positive relationship.

Responses on carrying out more practical assessments showed 7 (10.0%) each for strong disagreement, disagreement, and neutrality. Most respondents, 27 (38.6%), agreed, and 22 (31.4%) strongly agreed, that salary enhancement motivated more practical assessments. The mean of 3.73 and the standard deviation of 1.28 indicate moderate agreement. Regarding the use of a variety of assessment methods, 7 (10.0%) each strongly disagreed, disagreed, or were neutral. Positive responses included 26 (37.1%) agreeing and 23 (32.9%) strongly agreeing. The mean score of 3.71 and standard deviation of 1.28 confirm that salary enhancement is linked to diversified assessment practices.

On commitment to tracking learners' progress, 5 (7.1%) strongly disagreed, 5 (7.1%) disagreed, and 5 (7.1%) were neutral. The majority, 30 (42.9%), agreed, and 25 (35.7%)

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strongly agreed, indicating strong commitment influenced by salary enhancement. The mean of 3.90 and the standard deviation of 1.18 reflect this positive relationship. The data show that salary enhancement is generally perceived to positively impact teachers' practices in learners' assessment. Across all items, mean scores range from 3.71 to 3.91, indicating moderate to strong agreement. Although standard deviations between 1.18 and 1.29 suggest some variability, the overall attitude reflects that improved salary supports better assessment frequency, investment in tools, timely marking, meaningful feedback, practical assessments, varied methods, and commitment to tracking progress.

During interviews, most headteachers agreed that salary enhancement has improved the frequency and quality of learners' assessment by science teachers. They reported that better pay motivated teachers to mark consistently, provide feedback, and use varied assessment methods. Nonetheless, large class sizes and limited resources still challenge effective assessment practices.

"Teachers are more diligent with marking and feedback, which has positively impacted student learning." — Headteacher 1

"Use of practical assessments and diverse methods has increased with salary improvements." — Headteacher 4.

"Large classes and insufficient materials still challenge teachers in delivering timely and quality assessments." — Headteacher 3

"Salary alone can't overcome gaps in training for modern assessment techniques." — Headteacher 9

Table 6: General Job Performance of Science Teachers

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std Dev
Improved regular lesson attendance	4 (5.7%)	4 (5.7%)	4 (5.7%)	28 (40.0%)	30 (42.9%)	4.05	1.13
More active participation in co-curricular activities	5 (7.1%)	5 (7.1%)	5 (7.1%)	29 (41.4%)	26 (37.1%)	3.91	1.19
Regular and effective learner assessment	5 (7.1%)	5 (7.1%)	5 (7.1%)	28 (40.0%)	27 (38.6%)	3.92	1.19
Boost in overall motivation	4 (5.7%)	4 (5.7%)	4 (5.7%)	32 (45.7%)	26 (37.1%)	3.97	1.11
Better class preparation due to financial well-being	4 (5.7%)	4 (5.7%)	4 (5.7%)	31 (44.3%)	27 (38.6%)	3.99	1.12
Improved teacher-student interaction	6 (8.6%)	6 (8.6%)	6 (8.6%)	29 (41.4%)	23 (32.9%)	3.80	1.23
Increased responsibility and commitment	4 (5.7%)	4 (5.7%)	4 (5.7%)	32 (45.7%)	26 (37.1%)	3.99	1.11

Table 6 presents the respondents' perceptions of general job performance among science teachers following salary enhancement.

Responses on improved regular lesson attendance show that 4 (5.7%) strongly disagreed, 4 (5.7%) disagreed, and 4 (5.7%) were neutral. The majority, 28 (40.0%), agreed and 30 (42.9%) strongly agreed that their regular attendance has improved. The mean score of 4.05 and a standard deviation of 1.13 suggest a strong positive impact on teacher attendance due to salary enhancement. On participation in co-curricular activities, 5 (7.1%) of respondents strongly disagreed, 5 (7.1%) disagreed, and 5 (7.1%) were neutral. Most teachers, however, 29 (41.4%) agreed and 26 (37.1%) strongly agreed that they are more actively involved in co-curricular activities. The mean of 3.91 and the standard deviation of 1.19 confirm a positive but slightly varied perception.

Responses on regular and effective learner assessment reveal that 5 (7.1%) strongly disagreed, 5 (7.1%) disagreed, and 5 (7.1%) were neutral, while 28 (40.0%) agreed and 27 (38.6%) strongly agreed. The mean score of 3.92 and standard deviation of 1.19 reflect a favorable perception of assessment practices influenced by improved salary.

Regarding a boost in overall motivation, 4 (5.7%) strongly disagreed, 4 (5.7%) disagreed, and 4 (5.7%) were neutral. A majority of 32 (45.7%) agreed and 26 (37.1%) strongly agreed that they felt more motivated in their job. The mean of 3.97 and the standard deviation of 1.11 indicate a significant motivational effect resulting from better remuneration.

Responses on better class preparation due to financial well-being were similar, with 4 (5.7%) strongly disagreeing, 4 (5.7%) disagreeing, and 4 (5.7%) neutral. On the other hand, 31 (44.3%) agreed and 27 (38.6%) strongly agreed that financial improvement led to better preparation. The mean score of 3.99 and standard deviation of 1.12 suggest a clear positive link between salary and lesson planning. On improved teacher-student interaction, a slightly higher variation was noted. 6 (8.6%) of respondents strongly disagreed, 6 (8.6%) disagreed, and 6 (8.6%) were neutral. Nevertheless, 29 (41.4%) agreed and 23 (32.9%) strongly agreed that teacher-student interaction has improved. The mean of 3.80 and the standard deviation of 1.23 show a

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moderately positive response with some divergence in perception.

Responses on increased responsibility and commitment indicate that 4 (5.7%) strongly disagreed, 4 (5.7%) disagreed, and 4 (5.7%) were neutral. A larger portion of the respondents, 32 (45.7%), agreed, and 26 (37.1%) strongly agreed, that salary enhancement has led to greater responsibility and commitment. The mean of 3.99 and the standard deviation of 1.11 highlight a strong perceived improvement in teacher accountability. The results indicate that salary enhancement has a generally positive influence on science teachers' job performance, particularly in areas such as attendance, motivation, preparation, assessment, and commitment. Mean scores range from 3.80 to 4.05, pointing to consistent agreement across all items. While standard deviations between 1.11 and 1.23 suggest slight variability, the overall perception reflects improved professional behavior and effectiveness tied to salary improvement.

During interviews, headteachers generally rated the job performance of science teachers as improved following salary enhancements. They noted increased motivation, responsibility, and professional conduct. To sustain and further improve performance, headteachers recommended continuous professional development, improved school resources, additional financial incentives, and enhanced supervision.

"Improved salaries have boosted motivation, punctuality, and engagement with students," Headteacher 2

Table 7: Correlation Between Salary Enhancement Components and Science Teachers' Job Performance Indicators

Salary Enhancement Component	Lesson Attendance	Co-Curricular Participation	Learners' Assessment	Overall Job Performance
Direct Pay Rise (U4 & U5 Science)				
• Pearson Correlation	.84**	.77**	.79**	.82**
• Sig. (2-tailed)	.000	.000	.000	.000
• N	70	70	70	70
Pay Rise by Education Level				
Pearson Correlation	.75**	.71**	.74**	.76**
Sig. (2-tailed)	.000	.000	.000	.000
N	70	70	70	70
Pay Rise by Years of Service				
Pearson Correlation	.72**	.68**	.70**	.71**
Sig. (2-tailed)	.000	.000	.000	.000
N	70	70	70	70
Composite Salary Enhancement Score				
Pearson Correlation	.89**	.87**	.88**	.95**
Sig. (2-tailed)	.000	.000	.000	.000
N	70	70	70	70

Note:
Correlation is significant at the 0.01 level (2-tailed).
N = 70 science teachers.
Double asterisks () indicate high statistical significance.**

Table 7 presents the correlation results showing the relationship between various components of salary enhancement and science teachers' job performance indicators, including lesson attendance, co-curricular participation, learners' assessment, and overall job performance.

The results show a strong and statistically significant positive correlation between direct pay rise (U4 & U5 Science) and all four job performance indicators. Specifically, the correlation with lesson attendance is r = .84, with co-curricular participation r = .77, with learners' assessment r = .79, and with overall job performance r = .82. All correlations are significant at the 0.01 level (p = .000), indicating that increases in direct salary for science teachers are strongly associated with improved job performance outcomes.

Regarding pay rise based on education level, the correlation coefficients are also positive and significant: r = .75 for lesson attendance, r = .71 for co-curricular participation, r = .74 for learners' assessment, and r = .76 for overall job performance. These results imply that salary increases aligned with teachers' academic qualifications positively influence all areas of their professional performance.

The correlation between pay rise by years of service and the performance indicators is slightly lower but still strong and significant: r = .72 for lesson attendance, r = .68 for co-curricular participation, r = .70 for learners' assessment, and r = .71 for overall job performance. These findings

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suggest that recognizing teacher longevity through salary adjustments contributes positively to job engagement and effectiveness, though with slightly less impact than direct or qualification-based salary increases.

Most notably, the composite salary enhancement score (which likely combines all salary factors) exhibits the strongest correlations across all performance indicators. The correlation coefficients are r = .89 for lesson attendance, r = .87 for co-curricular participation, r = .88 for learners' assessment, and a remarkably high r = .95 for overall job performance. This indicates that when all components of salary enhancement are considered together, the effect on teacher performance is exceptionally strong and statistically significant (p = .000 for all).

All components of salary enhancement show a strong, positive, and statistically significant relationship with science teachers' job performance. The strongest predictor is the composite salary enhancement score, highlighting the cumulative power of multiple salary factors in influencing teachers' effectiveness. These results reinforce the conclusion that enhancing salaries—particularly through direct increments, academic qualifications, and experience—can substantially boost science teachers' commitment, engagement, and performance in secondary schools.

Table 8: Statistical Results

Variables	Pearson Correlation (r)	Sig. (2-tailed)	N
Salary Enhancement & Learners' Assessment	**0.88**	**0.000**	**70**

The Pearson correlation coefficient (r = 0.88) shows a very strong positive relationship between salary enhancement and learners' assessment. The p-value (.000) is less than 0.01, indicating the result is statistically significant at the 99% confidence level. This means that improvements in science teachers' salaries are strongly associated with increased commitment and effectiveness in assessing learners. Since the p-value < 0.05, we accept the alternative hypothesis (H_1). There is a statistically significant positive relationship between salary enhancement and learners' assessment among science teachers in public secondary schools in Kamwenge District.

Discussion of Findings

The findings of this study, which indicate that salary enhancement positively influences lesson attendance, punctuality, involvement in co-curricular activities, and support for students beyond classroom instruction, are consistent with research conducted in multiple countries across Sub-Saharan Africa. Studies from Uganda (Kiggundu & Nayimuli, 2017; Musoke & Ssenkumba, 2019), Kenya (Onyango, 2016; Wanjiru et al., 2018), Nigeria (Oyetunde, 2017; Okeke & Ezeh, 2019), Tanzania (Komba & Nkumbi, 2015), Zimbabwe (Ncube et al., 2018), South Africa (Mabena & Nxumalo, 2019), and Zambia (Ncube & Banda, 2021) all demonstrate similar patterns, suggesting that the positive effects of salary improvements on teacher motivation, attendance, and engagement are not limited to a single school or district context.

However, while these findings are broadly applicable to secondary school teachers in similar Sub-Saharan African settings, caution should be exercised in generalizing them to contexts with substantially different educational structures, socio-economic conditions, or cultural norms. Factors such as differing salary scales, teacher workload, school management practices, and availability of non-financial incentives may influence how salary enhancements affect teacher behavior.

Overall, the consistency of these results with multiple studies across the region indicates that salary improvements are a robust strategy for enhancing teacher performance and engagement. Nevertheless, further research in diverse contexts, including primary schools, private schools, and non-African settings, would strengthen the external validity of these findings and provide a more comprehensive understanding of the generalizability of salary-related interventions in education.

Conclusion

The study concluded that salary enhancement significantly improves multiple dimensions of science teachers' professional performance in secondary schools, aligning closely with the research objectives. Improved remuneration was found to promote consistent classroom presence by reducing absenteeism and encouraging timely arrival. Teachers reported greater dedication to attending lessons regularly, which contributes directly to enhanced student learning opportunities and classroom management.

Salary increases positively influence teachers' participation in co-curricular activities. Enhanced financial motivation enabled teachers to invest time and energy in extracurricular programs such as sports, clubs, and mentoring, thereby supporting holistic student development beyond academic instruction. This expanded engagement underscores the critical role of salary in fostering teacher involvement in broader school activities that contribute to student well-being.

Improved salaries motivated science teachers to conduct regular, consistent, and effective formative and summative assessments. Teachers reported an increased commitment to preparing, administering, marking, and returning assessments on time, which is essential for tracking student progress and providing meaningful feedback. The availability of financial resources also allowed teachers to invest in diverse assessment tools and adopt practical evaluation methods that enrich the learning experience.

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Salary enhancement has a strong positive impact on teacher motivation and professional conduct. Teachers expressed higher morale, greater commitment, and a stronger sense of responsibility towards their teaching roles. Financial security was linked to improved lesson preparation, better classroom interaction, and heightened accountability, all of which are critical factors for sustained instructional quality and professional behavior.

The research identified a clear and statistically significant relationship between various components of salary enhancement, such as direct pay raises, increments based on education level, and years of service, and multiple teacher performance indicators. The composite salary enhancement score, which integrates these factors, emerged as the most influential predictor of overall job performance, highlighting that a holistic salary improvement strategy is necessary to maximize teacher effectiveness.

Recommendations

The government and the Ministry of Education should maintain and strengthen salary enhancement schemes aimed at science teachers in Kamwenge district to improve their lesson attendance. Salary increments should be timely and linked directly to attendance records to motivate teachers to attend lessons regularly and punctually.

Salary enhancement schemes should be designed to encourage science teachers' active participation in co-curricular activities by recognizing and rewarding such involvement. Integrating financial incentives with professional development that supports the facilitation of extracurricular programs will boost teacher engagement beyond academic duties.

To strengthen learner assessment practices, schools should provide adequate resources and ongoing training for science teachers on diverse and practical evaluation methods.

Limitations

Despite providing important insights into the influence of salary enhancement on teacher attendance and engagement, this study has several limitations. First, the research was conducted in a limited number of secondary schools within a specific district, which may restrict the generalizability of the findings to other regions or educational contexts. Second, data were collected through self-reported questionnaires, which may be subject to social desirability bias or inaccurate reporting. Third, the study focused primarily on financial incentives and did not extensively explore other factors that might influence teacher performance, such as school leadership, working conditions, or non-monetary motivational strategies. Finally, the cross-sectional design of the study limits the ability to establish causal relationships between salary enhancements and teacher behavior.

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List of Abbreviations

BSU-REC	Bishop Stuart University Research Ethics Committee
DEO	District Education Officer
EPRC	Education Policy Review Commission
GWPE	Government White Paper on Education
NRM	National Resistance Movement
NUT	Nigerian Union of Teachers
SPSS	Statistical Package for Social Sciences
UCE	Uganda Certificate of Education
UGX	Uganda Shilling

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This study did not receive any external funding. The research was conducted using the authors' own resources.

Conflict of Interest

The authors declare that there is no conflict of interest associated with this study.

Author Contributions

The main author of this study is Ayesiga Dan, who was responsible for the conception, design, data collection, analysis, and drafting of the manuscript. The study was guided and supervised by Dr. Johnson Atwiine (PhD) and Dr. Enock Barigye (PhD), who provided critical oversight, expert guidance, and valuable input throughout the research process, ensuring the academic rigor and quality of the work.

Data Availability

The datasets generated and/or analyzed during the current study are available from the corresponding author upon reasonable request.

Author Biography

The author, Ayesiga Dan, began his formal education at Nyabbani Primary School from 1999 to 2005, where he obtained his PLE pass. He continued his secondary education at St. Thomas Aquinas College, Kamwenge, between 2006 and 2009, earning his UCE certificate, and then attended Kitagwenda High School from 2010 to 2011, completing his UACE certificate. He pursued higher education at Bishop Stuart University from 2012 to 2015,

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