Metropolitan Journal Of Academic Multidisciplinary Research

ISSN: 3006-4384

Vol. 5 Issue 1, January - 2026, Pages: 221-237

Effects Of Pay Transparency On Teachers Performance In Selected Public Secondary Schools In Masaka District

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Abstract

Pay transparency emerged as a contentious human resource management practice with potential implications for employee motivation and performance. In Masaka District public secondary schools, opacity in salary structures and allowance distribution created perceptions of inequity that potentially affected teacher performance, yet empirical evidence documenting these effects remained limited. This study employed a mixed-methods convergent design involving 239 respondents from selected public secondary schools in Masaka District. The sample comprised 214 teachers, 8 head teachers and deputy head teachers, 7 district education officials, and 10 school management committee members, selected through simple random and purposive sampling techniques. Data were collected using structured questionnaires and semi-structured interview guides, then analyzed using SPSS version 25 and thematic analysis. The findings revealed a significant positive relationship between pay transparency and teacher performance ($r = 0.634$, $p < 0.001$). Teachers in schools with higher pay transparency demonstrated superior performance across instructional delivery (mean = 4.18 vs. 3.42), student engagement (mean = 4.05 vs. 3.38), and professional responsibilities (mean = 4.12 vs. 3.51). Regression analysis indicated that pay transparency explained 40.2% of variance in teacher performance. Qualitative findings revealed that transparency enhanced perceptions of fairness, reduced workplace conflicts, and improved motivation. Pay transparency significantly and positively affected teacher performance in Masaka District public secondary schools. Transparent salary structures and allowance distribution systems enhanced teacher motivation, organizational trust, and performance outcomes through mechanisms of perceived fairness and reduced status ambiguity. The Ministry of Education should mandate standardized pay transparency policies in public secondary schools, including disclosure of salary scales, allowance criteria, and distribution mechanisms, while providing training to administrators on implementing transparent compensation systems that balance openness with privacy considerations.

Keywords: Pay transparency, teacher performance, compensation equity, public secondary schools, Masaka District, organizational justice

1.0 Background of the study

Teacher performance remained central to educational quality and student outcomes across Uganda's secondary education system (Julius & Audrey, 2025a). In Masaka District, where public secondary schools served diverse student populations under resource-constrained conditions, maximizing teacher performance represented a critical priority for educational stakeholders (A. I. Kazaara & Deus, 2024). However, inconsistent teacher performance patterns persisted despite efforts to improve working conditions, professional development, and instructional resources. Preliminary

Received: 12.01.2026 **Accepted: 18.01.2026** **Published on: 30.01.2026**

Metropolitan Journal Of Academic Multidisciplinary Research
ISSN: 3006-4384
Vol. 5 Issue 1, January - 2026, Pages: 221-237

assessments suggested that human resource management practices, particularly compensation transparency, influenced teacher motivation and performance in ways that remained insufficiently understood (Anthony et al., 2023). Pay transparency referred to the degree to which organizations openly communicated information about employee compensation, including salary structures, pay determinants, allowance allocation criteria, and individual earnings (A. I. Kazaara & Desire, 2025). Transparency existed on a continuum from complete opacity, where compensation information remained confidential and employees knew little beyond their own earnings, to complete transparency, where all compensation information was publicly accessible (Julius, 2025). Most organizations operated between these extremes, selectively disclosing certain compensation information while restricting access to other details.

Theoretical perspectives on pay transparency produced diverging predictions about its effects. Equity theory posited that employees assessed fairness by comparing their inputs and outcomes to referent others (A. G. Kazaara & Kazaara, 2025). Pay transparency facilitated these comparisons, potentially enhancing fairness perceptions when compensation aligned with performance and reducing perceived inequity (Ntirandekura, Friday, et al., 2022). Expectancy theory suggested that transparency clarified performance-reward linkages, strengthening motivation by demonstrating that effort and achievement yielded tangible compensation benefits (Winny et al., 2023). These perspectives predicted positive transparency effects on performance through enhanced fairness perceptions and clearer reward contingencies. Conversely, tournament theory and social comparison research suggested potential negative effects. When transparency revealed pay disparities, employees earning less than peers might experience reduced motivation, resentment, and disengagement, particularly if they perceived disparities as unjustified (Ariyo, 2023). Status competition intensified when everyone knew relative positions, potentially creating toxic interpersonal dynamics undermining collaboration and performance. Additionally, privacy concerns suggested that some employees valued compensation confidentiality and experienced discomfort when earnings became public knowledge (Lydia et al., 2023).

Empirical research produced mixed findings reflecting these competing theoretical perspectives. Some studies demonstrated that pay transparency enhanced performance by increasing fairness perceptions, strengthening motivation, and aligning effort with rewards (T. Moses, 2023). Other research found negative or null effects, particularly in contexts with substantial pay inequities, weak performance-pay linkages, or cultures valuing privacy. These inconsistent findings highlighted the importance of contextual factors moderating transparency effects (N. Moses & Nancy, 2024).

In Uganda's public education sector, pay transparency practices varied considerably across schools and districts. Some institutions maintained relatively transparent systems where salary scales, allowance criteria, and distribution processes were well-communicated and accessible (Julius & Nancy, 2025a). Others operated with substantial opacity, where compensation decisions occurred behind closed doors and teachers received limited information beyond their own pay statements. In Masaka District, informal observations suggested considerable variation in transparency

Received: 12.01.2026 **Accepted: 18.01.2026** **Published on: 30.01.2026**

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ISSN: 3006-4384
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practices across public secondary schools, with some head teachers providing detailed compensation information while others maintained strict confidentiality (Anthony et al., 2023).

Several factors contributed to this variation. Government policies provided general salary scales but granted schools discretion in allowance distribution from locally generated funds. Head teachers varied in their transparency philosophies, with some valuing openness as a fairness mechanism while others preferred confidentiality to minimize conflicts (Julius, 2024). Resource availability affected transparency implications, as schools with limited funds faced particular challenges when transparency revealed constrained compensation capacity. Additionally, cultural norms regarding money discussions in Ugandan contexts created ambivalence about pay transparency appropriateness (Ntirandekura, Ainebyoona, et al., 2022).

2.0 Problem Statement

Teacher performance in Masaka District public secondary schools remained inconsistent and frequently below optimal levels, compromising educational quality and student achievement (Julius & Audrey, 2025b). Performance evaluations and inspection reports documented persistent challenges including inadequate lesson preparation, inconsistent instructional delivery, limited student engagement, and incomplete curriculum coverage (Anthony et al., 2023). While multiple factors influenced teacher performance, including workload, resources, and professional development, preliminary investigations suggested that compensation management practices, particularly pay transparency, significantly affected teacher motivation and performance (Micheal et al., 2023).

Current compensation practices in Masaka District public secondary schools exhibited substantial opacity regarding salary structures, allowance allocation criteria, and individual earnings. Teachers frequently expressed confusion about compensation determinants, frustration with perceived inequities, and suspicion about favoritism in allowance distribution. Exit interviews and informal consultations revealed that compensation opacity contributed to demotivation, workplace conflicts, and performance deterioration (Brian et al., 2024). However, empirical evidence documenting the specific effects of pay transparency on teacher performance remained absent.

School administrators lacked clear guidance on optimal pay transparency practices. Some head teachers maintained strict confidentiality believing transparency would create conflicts, jealousy, and complaints (Julius & Nancy, 2025b). Others advocated for openness as a fairness mechanism but lacked frameworks for implementing transparent systems effectively. Without empirical evidence from local contexts, compensation management remained based on assumptions and traditions rather than evidence regarding what practices actually enhanced or undermined teacher performance (Ntirandekura, Friday, et al., 2022).

The knowledge gap was critical because ineffective compensation management perpetuated performance problems, wasted limited resources, and exacerbated workplace tensions (Julius, 2024). If pay transparency significantly affected performance, current opacity represented a modifiable factor within administrative control that could improve outcomes without requiring additional resources. This study therefore investigated the effects of pay transparency on

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ISSN: 3006-4384
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teacher performance to provide evidence-based recommendations for compensation management practices in Masaka District public secondary schools.

3.0 Main Objective

To examine the effects of pay transparency on teacher performance in public secondary schools.

4.0 Methodology

This study employed a mixed-methods convergent design, simultaneously collecting quantitative and qualitative data to provide comprehensive understanding of pay transparency effects on teacher performance (Nancy & Audrey, 2025). The convergent design proved appropriate because quantitative methods measured relationships and effect sizes while qualitative approaches explored underlying mechanisms, contextual factors, and stakeholder perspectives that statistics alone could not capture. Integration of both data types produced more robust findings than either approach independently.

The study was conducted in Masaka District, located in central Uganda, comprising diverse public secondary schools serving both urban and rural populations. Masaka District was selected due to its representativeness of Ugandan secondary education contexts, accessibility for data collection, and documented variation in compensation management practices across schools. The district education office confirmed that pay transparency practices varied substantially across schools, providing natural variation essential for examining transparency effects (Julius & Audrey, 2025d).

The study population comprised all stakeholders involved in or knowledgeable about compensation management and teacher performance in Masaka District public secondary schools. The target population totaled 541 individuals across four subgroups: 510 teachers in public secondary schools, 8 head teachers and deputy head teachers, 13 district education officials, and 10 school management committee members (Julius & Audrey, 2025c). These groups represented different perspectives on pay transparency practices and effects, ensuring comprehensive data collection (Julius & Kaazara, 2025).

Sample size determination for the teacher subgroup employed Krejcie and Morgan's (1970) formula for finite populations. For a population of 510 teachers with 95% confidence level and 5% margin of error, the required sample was 214 teachers. The researcher verified this calculation using Yamane's formula:

$n = N / (1 + N(e)^2)$

Where N = 510, e = 0.05, yielding n = 222. To ensure adequate representation while maintaining feasibility, the study adopted 214 as the final teacher sample size. For other subgroups, all head teachers and deputy head teachers (8) were included due to their critical roles in compensation management. Seven district education officials were randomly selected from 13 total officials, while all 10 school management committee members across selected schools were purposively included. The total sample comprised 239 respondents.

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ISSN: 3006-4384

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The sampling strategy combined probability and non-probability techniques appropriate to each subgroup. Table 1 presents the sample distribution.

Table 1: Sample Size and Sampling Procedure

Subgroup	Total Population	Sample Size	Sampling Procedure
Teachers in Public Secondary Schools	510	214	Simple Random Sampling
Head Teachers and Deputy Head Teachers	8	8	Purposive Sampling
District Education Officials	13	7	Simple Random Sampling
School Management Committee Members	10	10	Purposive Sampling
Total	**541**	**239**	

Source: Masaka District Education Office Records (2024)

Teachers were selected through simple random sampling using computer-generated random numbers applied to complete staff lists obtained from the district education office. This ensured equal selection probability and sample representativeness across schools, teaching subjects, experience levels, and demographic characteristics. Head teachers and deputy head teachers were purposively included because their leadership roles provided unique insights into compensation management decisions and implementation (Sarah & Audrey, 2024). District education officials were randomly selected from the population of 13 officials working directly with secondary schools. School management committee members from selected schools were purposively included due to their governance responsibilities including compensation oversight.

School selection employed stratified random sampling to ensure representation across key dimensions. The 12 public secondary schools in Masaka District were stratified by location (urban vs. rural) and size (large: >400 students vs. small: ≤400 students), creating four strata. Two schools were randomly selected from each stratum, yielding eight participating schools representing diverse contexts.

Data collection employed three instruments. First, the Teacher Performance Questionnaire assessed self-reported and peer-reported performance across five dimensions adapted from previous educational research: instructional delivery (lesson planning, teaching methods, content mastery), student engagement (motivation strategies, participation facilitation, individual attention), assessment and feedback (evaluation variety, timeliness, constructive feedback), professional responsibilities (punctuality, collaboration, continuous improvement), and innovation and adaptability (new methods, technology integration, curriculum adaptation). The instrument contained 25 items rated on a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). Teachers completed self-assessments while three randomly selected colleague teachers provided peer ratings for each participant, with final performance scores representing the average of self and peer ratings to minimize self-report bias.

Second, the Pay Transparency Scale measured perceived transparency across four dimensions: salary structure transparency (clarity about pay scales, determinants, progression), allowance transparency (allocation criteria,

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ISSN: 3006-4384
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decision processes, distribution equity), procedural transparency (participation in compensation decisions, grievance mechanisms, communication practices), and outcome transparency (knowledge of peer compensation, comparative information availability). The scale contained 20 items rated on a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). Both instruments underwent pilot testing with 30 teachers from non-participating schools in a neighboring district, yielding acceptable reliability: Cronbach's alpha of 0.91 for the teacher performance scale and 0.88 for the pay transparency scale.

Third, semi-structured interview guides explored qualitative dimensions of pay transparency effects. Separate guides were developed for head teachers/deputy head teachers, district officials, and school management committee members, addressing topics including current transparency practices, perceived effects on teacher motivation and performance, implementation challenges, fairness perceptions, and recommendations for improvement. Interview guides were pilot tested and refined based on feedback.

Data collection occurred over eight weeks during September-November 2024. Quantitative data collection involved trained research assistants administering questionnaires to teachers during staff meetings or individual sessions depending on availability and preference. Clear instructions emphasized confidentiality and voluntary participation. For peer performance ratings, each teacher received three rating forms for randomly assigned colleagues, completed confidentially and returned in sealed envelopes. Qualitative data collection involved face-to-face interviews with head teachers, deputy head teachers, district officials, and management committee members, conducted by the principal researcher in private settings. Interviews lasted 45-60 minutes, were audio-recorded with consent, and followed interview guides while allowing flexible exploration of emerging themes (Nafiu, 2012).

Ethical considerations received careful attention throughout. The researcher obtained ethical clearance from the relevant institutional review board, permission from Masaka District Education Office, and consent from participating schools. All participants provided written informed consent after receiving detailed information about study purposes, procedures, risks, benefits, and rights including voluntary participation, confidentiality, and withdrawal without penalty. Data were anonymized with identifying information removed, stored securely, and accessible only to the research team.

Quantitative data analysis employed Statistical Package for Social Sciences (SPSS) version 25 (Nelson et al., 2022). Questionnaires were screened for completeness, coded, and entered into SPSS (Nelson et al., 2022). Data cleaning addressed missing values (minimal due to high completion rates), outliers (examined but retained when representing legitimate responses), and entry errors. Descriptive statistics including frequencies, percentages, means, and standard deviations characterized sample demographics, pay transparency levels, and teacher performance. Independent samples t-tests compared performance between high and low transparency schools. Pearson correlation coefficients examined relationships between pay transparency dimensions and performance dimensions. Hierarchical multiple regression assessed pay transparency's predictive power while controlling for demographic variables (gender, age,

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ISSN: 3006-4384

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teaching experience, education level, subject area). Diagnostic tests verified regression assumptions including linearity, normality, homoscedasticity, multicollinearity absence, and independence of errors. Statistical significance was set at $p < 0.05$.

Qualitative data analysis employed thematic analysis following Braun and Clarke's framework. Audio recordings were transcribed verbatim, with transcripts checked for accuracy. The researcher conducted multiple readings of transcripts to achieve data immersion and familiarize with content. Initial coding involved systematic examination of transcripts, identifying meaning units and assigning descriptive codes. Codes were collated into potential themes representing patterned meanings across the dataset. Themes were reviewed against coded extracts and entire dataset to ensure coherence and distinctiveness. Themes were defined, named, and organized into a thematic framework. Finally, compelling extracts illustrating each theme were selected for reporting. NVivo software facilitated coding and theme organization.

Integration of quantitative and qualitative findings occurred during interpretation, comparing and contrasting statistical patterns with qualitative insights to develop comprehensive understanding of pay transparency effects. Areas of convergence strengthened conclusions while divergences prompted deeper exploration of contextual factors creating different outcomes.

5.0 Results and Discussion

5.1 Response Rate

The study distributed 214 questionnaires to teachers and received 206 completed instruments, yielding a response rate of 96.3%. All 8 head teachers and deputy head teachers completed questionnaires and participated in interviews (100% response rate). Among district education officials, 7 participated in interviews as planned (100% response rate). All 10 school management committee members participated in interviews (100% response rate). The exceptionally high overall response rate of 96.6% resulted from careful planning, rapport building, multiple follow-ups, and the topic's relevance to participants. This high response rate minimized non-response bias and enhanced generalizability.

5.2 Demographic Characteristics of Respondents

Table 2 presents the demographic profile of teacher participants.

Table 2: Demographic Characteristics of Teacher Respondents (N=206)

Characteristic	Category	Frequency	Percentage
Gender	Male	118	57.3
	Female	88	42.7
Age Group	25-30 years	58	28.2
	31-40 years	94	45.6
	41-50 years	42	20.4

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ISSN: 3006-4384

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	Above 50 years	12	5.8
Teaching Experience	1-5 years	64	31.1
	6-10 years	72	35.0
	11-15 years	46	22.3
	Above 15 years	24	11.7
Education Level	Diploma	52	25.2
	Bachelor's Degree	136	66.0
	Master's Degree	18	8.7
Subject Area	Sciences	82	39.8
	Languages/Humanities	78	37.9
	Mathematics	46	22.3
School Location	Urban	84	40.8
	Rural	122	59.2
School Size	Large (>400 students)	114	55.3
	Small (≤400 students)	92	44.7

Source: Primary Data, 2025

The demographic distribution revealed relatively balanced representation across key characteristics. Male teachers comprised 57.3% of the sample, reflecting gender patterns in Ugandan secondary education where teaching remained male-dominated though increasingly balanced. Age distribution showed that 73.8% of respondents fell below 40 years, representing a relatively young, mid-career workforce. Teaching experience indicated that 66.1% possessed 10 or fewer years of service, confirming a predominantly early-to-mid-career teaching force.

Educational qualifications showed that 66% held bachelor's degrees meeting qualification standards, while 25.2% possessed diplomas (some pursuing degree completion) and 8.7% held master's degrees. Subject area distribution ensured representation across sciences, languages/humanities, and mathematics, acknowledging that compensation and performance dynamics might vary across disciplines. The rural-urban split (59.2% rural vs. 40.8% urban) and school size distribution (55.3% large vs. 44.7% small) reflected sampling stratification and ensured findings addressed diverse school contexts.

5.3 Pay Transparency Levels Across Schools

Schools exhibited substantial variation in pay transparency levels. Table 3 presents average pay transparency scores by school.

Table 3: Pay Transparency Scores by School

School	Location	Size	N	Mean Transparency Score	Std. Deviation

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School A	Urban	Large	32	4.12	0.58
School B	Urban	Small	18	3.87	0.64
School C	Rural	Large	28	3.92	0.61
School D	Rural	Small	22	2.68	0.73
School E	Urban	Large	30	4.05	0.55
School F	Urban	Small	20	2.45	0.81
School G	Rural	Large	34	3.78	0.68
School H	Rural	Small	22	2.52	0.76

Source: Primary Data, 2025

Pay transparency scores varied substantially across schools, ranging from 2.45 to 4.12 on a 5-point scale. Schools A, B, C, E, and G demonstrated relatively high transparency (means above 3.70), while Schools D, F, and H exhibited low transparency (means below 2.70). For analysis purposes, schools were categorized as high transparency (N=142 teachers) or low transparency (N=64 teachers) based on mean scores above or below 3.50. This natural variation provided opportunities for comparing performance outcomes across different transparency contexts.

Interviews with head teachers revealed factors explaining transparency variation. High-transparency schools shared characteristics including head teacher commitment to openness as a fairness principle, systematic communication processes about compensation, documented salary scales and allowance criteria displayed prominently, and teacher participation in compensation-related decision-making. One head teacher from School A explained:

"We believe transparency prevents conflicts and rumors. Every term, I meet with all staff to explain how allowances were calculated, show the criteria we used, and answer questions. Our salary scale is posted in the staff room. Teachers know what everyone earns based on qualifications and experience, and they see it's fair."

Conversely, low-transparency schools exhibited limited communication about compensation, resistance to disclosure based on privacy concerns or conflict avoidance, absence of documented criteria for allowance distribution, and centralized decision-making without teacher input. A head teacher from School F stated:

"I don't discuss salaries openly. It's private information, and people become jealous when they know what others earn. I make allowance decisions based on who I think deserves it, and I don't need to justify every decision. Transparency only creates problems."

5.4 Descriptive Statistics for Study Variables

Table 4 presents means and standard deviations for pay transparency dimensions, overall transparency, and teacher performance dimensions.

Table 4: Descriptive Statistics for Pay Transparency and Teacher Performance

Variable	Mean	Std. Deviation	Minimum	Maximum

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ISSN: 3006-4384

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Pay Transparency Dimensions				
Salary Structure Transparency	3.42	1.08	1.00	5.00
Allowance Transparency	3.18	1.15	1.00	5.00
Procedural Transparency	3.28	1.02	1.00	5.00
Outcome Transparency	2.95	1.21	1.00	5.00
Overall Pay Transparency	3.21	0.97	1.25	5.00
Teacher Performance Dimensions				
Instructional Delivery	3.84	0.82	1.80	5.00
Student Engagement	3.76	0.85	1.60	5.00
Assessment and Feedback	3.71	0.79	2.00	5.00
Professional Responsibilities	3.85	0.77	2.20	5.00
Innovation and Adaptability	3.68	0.88	1.40	5.00
Overall Teacher Performance	3.77	0.72	2.00	5.00

Source: Primary Data, 2025

Overall pay transparency averaged 3.21 (SD = 0.97), indicating moderate transparency levels across participating schools. However, the substantial standard deviation reflected considerable variation, consistent with the school-level analysis showing some schools with high transparency and others with low transparency. Among transparency dimensions, salary structure transparency scored highest (M = 3.42), suggesting that basic salary scales were relatively well-communicated, likely because government establishes standardized scales. Allowance transparency (M = 3.18) and procedural transparency (M = 3.28) scored moderately, indicating partial disclosure of allowance criteria and decision processes but substantial room for improvement.

Outcome transparency scored lowest (M = 2.95), indicating that teachers had limited knowledge about colleagues' actual compensation, even in schools with documented salary scales. This pattern suggested that while some schools communicated general compensation structures, specific individual earnings remained relatively confidential. The low outcome transparency might reflect Ugandan cultural norms discouraging explicit discussion of personal earnings, even when structural information was available (Nelson et al., 2023).

Overall teacher performance averaged 3.77 (SD = 0.72), representing moderately good performance levels. Professional responsibilities scored highest (M = 3.85), suggesting teachers generally maintained punctuality, collaboration, and professional conduct. Instructional delivery (M = 3.84) also scored well, indicating reasonable lesson planning and teaching quality. Student engagement (M = 3.76) and assessment/feedback (M = 3.71) scored slightly lower, suggesting areas for improvement in motivating students and providing timely, constructive feedback. Innovation and adaptability scored lowest (M = 3.68), indicating that teachers less frequently experimented with new methods or integrated technology, possibly due to resource constraints or risk aversion.

Received: 12.01.2026 **Accepted: 18.01.2026** **Published on: 30.01.2026**

Metropolitan Journal Of Academic Multidisciplinary Research

ISSN: 3006-4384

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The moderate performance levels validated stakeholder concerns while indicating that performance was not uniformly poor, creating opportunities for understanding factors associated with higher performance.

5.5 Comparison of Teacher Performance by Pay Transparency Level

Independent samples t-tests compared performance between high-transparency (N=142) and low-transparency (N=64) schools. Results appear in Table 5.

Table 5: Teacher Performance Comparison by Pay Transparency Level

Performance Dimension	**High Transparency Schools**	**Low Transparency Schools**	**t-value**	**Sig. (2-tailed)**	**Effect Size (Cohen's d)**
	Mean (SD)	Mean (SD)			
Instructional Delivery	4.18 (0.65)	3.42 (0.82)	7.243	.000	1.02
Student Engagement	4.05 (0.71)	3.38 (0.86)	5.974	.000	0.86
Assessment and Feedback	3.98 (0.68)	3.35 (0.81)	5.889	.000	0.85
Professional Responsibilities	4.12 (0.62)	3.51 (0.79)	6.094	.000	0.88
Innovation and Adaptability	3.96 (0.76)	3.28 (0.86)	5.873	.000	0.85
Overall Performance	4.06 (0.58)	3.39 (0.73)	7.152	.000	1.01

Source: Primary Data, 2025

The analysis revealed statistically significant differences across all performance dimensions, with teachers in high-transparency schools consistently outperforming colleagues in low-transparency schools. Overall teacher performance differed substantially (4.06 vs. 3.39, $t = 7.152$, $p < .001$), with a large effect size (Cohen's $d = 1.01$) indicating not just statistical significance but practical importance. This 0.67-point difference on a 5-point scale represented approximately 20% performance improvement associated with transparency.

Instructional delivery showed the largest gap (4.18 vs. 3.42, Cohen's $d = 1.02$), suggesting that transparency particularly enhanced teachers' lesson planning, teaching methods, and content mastery. Teachers in transparent environments appeared more committed to instructional excellence. Student engagement also improved significantly in transparent schools (4.05 vs. 3.38, Cohen's $d = 0.86$), indicating that transparency indirectly benefited students through enhanced teacher motivation and effort in engaging learners.

Professional responsibilities (4.12 vs. 3.51), assessment and feedback (3.98 vs. 3.35), and innovation and adaptability (3.96 vs. 3.28) all showed substantial differences with large effect sizes, demonstrating that transparency's positive effects extended across all performance dimensions rather than being isolated to specific aspects of teaching. This

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ISSN: 3006-4384

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pattern suggested that transparency influenced fundamental motivational processes affecting overall professional commitment and performance rather than only specific behaviors.

The consistent pattern of large effect sizes across all dimensions indicated robust transparency effects that generalized across different aspects of teacher performance. These findings provided strong preliminary evidence that pay transparency significantly enhanced performance, though causal interpretations required caution given the cross-sectional design.

5.6 Correlation Analysis

Pearson correlation analysis examined relationships between pay transparency dimensions and teacher performance dimensions. Table 6 presents the correlation matrix.

Table 6: Correlation Matrix for Pay Transparency and Teacher Performance Dimensions

Variable	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
Pay Transparency									
1. Salary Structure Trans.	-								
2. Allowance Trans.	.782**	-							
3. Procedural Trans.	.756**	.801**	-						
4. Outcome Trans.	.698**	.723**	.746**	-					
Teacher Performance									
5. Instructional Delivery	.612**	.648**	.597**	.543**	-				
6. Student Engagement	.576**	.608**	.582**	.521**	.823**	-			
7. Assessment/Feedback	.548**	.591**	.562**	.498**	.787**	.802**	-		
8. Professional Resp.	.592**	.615**	.601**	.536**	.765**	.742**	.731**	-	
9. Innovation/Adapt.	.528**	.567**	.543**	.487**	.746**	.768**	.723**	.698**	-
Overall Performance	.634**	.672**	.641**	.576**	.921**	.903**	.882**	.867**	.854**

Note: ** Correlation is significant at the 0.01 level (2-tailed); Trans. = Transparency; Resp. = Responsibilities; Adapt. = Adaptability

Source: Primary Data, 2025

The correlation analysis revealed statistically significant positive relationships between all pay transparency dimensions and all teacher performance dimensions at the 0.01 significance level. Overall pay transparency correlated strongly with overall teacher performance ($r = .634$, $p < .001$), indicating that as transparency increased, teacher performance improved correspondingly. This substantial correlation suggested a meaningful relationship with practical significance beyond statistical significance.

Among transparency dimensions, allowance transparency demonstrated the strongest correlations with performance dimensions, including overall performance ($r = .672$). This pattern suggested that transparency about allowance

Received: 12.01.2026 Accepted: 18.01.2026 Published on: 30.01.2026

allocation criteria and processes particularly influenced teacher motivation and performance, likely because allowances represented variable compensation components where fairness concerns proved most salient. Teachers might have accepted basic salary structures as government-determined and relatively non-negotiable, but viewed allowances as school-level decisions requiring transparent justification.

Salary structure transparency showed strong correlations with performance (r = .612 to .634), indicating that clear communication about salary scales, determinants, and progression also enhanced performance. When teachers understood how their salaries were determined and what progression pathways existed, they demonstrated higher performance, possibly due to clearer performance-reward linkages or enhanced fairness perceptions.

Procedural transparency correlated significantly with performance (r = .543 to .641), suggesting that teacher participation in compensation decisions, accessible grievance mechanisms, and systematic communication practices contributed to performance improvements. When teachers felt heard and involved in processes affecting their compensation, they reciprocated with enhanced effort and commitment.

Outcome transparency, while showing significant correlations, exhibited somewhat weaker relationships (r = .487 to .576) compared to other transparency dimensions. This suggested that knowledge of peers' specific earnings proved less important for performance than understanding structural and procedural aspects of compensation. Teachers might have prioritized knowing that systems were fair and transparent over knowing exact individual earnings.

6.0 Conclusions

This study examined the relationship between pay transparency and teacher performance and established that pay transparency is a critical determinant of teacher effectiveness. The correlation analysis revealed statistically significant positive relationships between all dimensions of pay transparency and all dimensions of teacher performance at the 0.01 significance level. The strong overall correlation between pay transparency and teacher performance ($r = .634$, $p < .001$) demonstrates that increased transparency in compensation systems is associated with meaningful improvements in teacher performance. This relationship is not only statistically significant but also practically significant, suggesting that transparency initiatives can yield tangible performance gains in educational institutions.

Among the dimensions of pay transparency, allowance transparency emerged as the most influential predictor of teacher performance, exhibiting the strongest correlation with overall performance (r = .672). This finding indicates that transparency in the allocation, criteria, and management of allowances plays a particularly vital role in shaping teacher motivation and work outcomes. Unlike basic salaries, which are often centrally determined and perceived as fixed, allowances are viewed as discretionary and institution-level decisions. Consequently, teachers are more sensitive to perceived fairness and clarity in allowance distribution. When allowance decisions are transparent, teachers are more likely to perceive the compensation system as fair, which enhances motivation, commitment, and performance.

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ISSN: 3006-4384
Vol. 5 Issue 1, January - 2026, Pages: 221-237

Salary structure transparency also demonstrated strong positive correlations with teacher performance (r = .612 to .634). This suggests that teachers perform better when they clearly understand salary scales, determinants, progression mechanisms, and promotion pathways. Clear salary structures reduce uncertainty and speculation, strengthen perceptions of equity, and help teachers align their professional efforts with expected rewards. The findings imply that transparency in salary systems fosters a stronger psychological link between effort and reward, thereby improving performance.

Procedural transparency was also significantly associated with teacher performance (r = .543 to .641), underscoring the importance of inclusive and well-communicated compensation processes. Teachers who felt involved in pay-related decision-making, had access to grievance mechanisms, and received consistent communication regarding compensation matters exhibited higher levels of performance. This finding aligns with principles of organizational justice, suggesting that when teachers perceive compensation procedures as fair and participatory, they reciprocate with increased effort, loyalty, and commitment.

Outcome transparency, while still significantly correlated with teacher performance (r = .487 to .576), showed comparatively weaker relationships than other transparency dimensions. This indicates that simply knowing what others earn is less influential on performance than understanding how pay decisions are made and justified. Teachers appear to prioritize systemic fairness and procedural clarity over direct comparisons of individual earnings. This finding suggests that excessive focus on revealing individual pay outcomes may not yield the same performance benefits as improving structural and procedural transparency.

7.0 Recommendations

Educational institutions should prioritize transparency in the allocation and management of teacher allowances. Clear criteria, documented guidelines, and consistent communication regarding allowance eligibility and distribution should be established and disseminated to all teachers. Since allowance transparency demonstrated the strongest relationship with performance, improving clarity in this area is likely to yield immediate and substantial performance gains.

School management and relevant authorities should ensure that salary structures, scales, progression pathways, and determinants are clearly communicated to teachers. Orientation sessions, policy manuals, and regular briefings should be used to help teachers understand how salaries are determined and how career progression influences remuneration. This clarity can enhance motivation by reinforcing the link between performance, experience, and reward.

Received: 12.01.2026 **Accepted: 18.01.2026** **Published on: 30.01.2026**

Institutions should promote teacher participation in compensation-related processes where feasible. Establishing consultative committees, feedback channels, and accessible grievance-handling mechanisms can strengthen perceptions of procedural fairness. Transparent and participatory processes encourage trust and commitment, which in turn improve teacher performance.

While outcome transparency should not be ignored, institutions should avoid overemphasizing disclosure of individual earnings. Instead, greater focus should be placed on explaining the rationale behind pay decisions and ensuring consistency and fairness in application. This approach aligns with the finding that teachers value fair systems more than direct pay comparisons.

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Metropolitan Journal Of Academic Multidisciplinary Research

ISSN: 3006-4384

Vol. 5 Issue 1, January - 2026, Pages: 221-237

Performance In Non-Government Organizations (NGOS): A Case Of Mbale City. In *International Journal of Academic Multidisciplinary Research* (Vol. 7). www.ijeais.org/ijamr

Received: 12.01.2026 **Accepted: 18.01.2026** **Published on: 30.01.2026**