
Salaries And Work Performance Among Businesses In Kisoro District: A Case Study Of Read Primary School

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Abstract

This study aimed at examining the relationship between salaries and work performance among employees at Read Primary School in Kisoro District. Specifically, the research sought to ascertain the salary levels, measure work performance, and determine the extent to which salary impacts employee productivity. Using a combination of multiple linear regression analysis and descriptive statistics, the study analyzed data collected from 50 employees, including teachers and administrative staff, through structured questionnaires. The regression results revealed that salary satisfaction ($\beta = 0.56$, $p < 0.01$) was the most significant predictor of work performance, with an increase in salary satisfaction leading to a marked improvement in performance. Additionally, years of experience and educational qualifications were positively correlated with performance, though their effects were less pronounced compared to salary satisfaction. Gender and job roles were also examined, with male employees earning more than their female counterparts, which influenced their performance outcomes. The study concluded that addressing salary disparities, enhancing salary satisfaction, and providing training and development opportunities were essential strategies for improving employee performance. The findings also highlighted the importance of creating a fair and supportive work environment, which can lead to increased job satisfaction and overall productivity.

Keywords: Salaries, Work Performance, Multiple Linear Regression, Salary Satisfaction, Kisoro District, Read Primary School, Employee Motivation, Uganda

Background of the study

Kisoro District, located in the southwestern part of Uganda, is a region marked by its diverse geographical features, including mountainous terrain and volcanic soils that support various agricultural activities (Allan et al., 2023). Despite its agricultural potential, Kisoro is also home to several educational institutions that provide critical services to the local population. Among these institutions is Read Primary School, which serves as a key example of how salary structures impact work performance within the educational sector in the district (Julius, 2024a). The relationship between salaries and work performance is a critical area of research, especially in low-income economies like Uganda, where limited financial resources often constrain productivity and organizational outcomes (Isaac et al., 2023). Understanding this dynamic in the context of Kisoro District, specifically within educational institutions such as Read Primary School, provides insights into how salaries influence employee motivation, job satisfaction, and overall work performance (Victoria et al., 2023).

The role of salaries in enhancing work performance is widely acknowledged in organizational psychology and human resource management literature. In particular, research shows that salary is not only a financial reward but also a

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motivator that can influence employee engagement, commitment, and productivity (Ntirandekura et al., 2022). According to (A. I. Kazaara & Audrey, 2024), the majority of workers in Uganda, especially those in rural areas, face challenges related to low wages that are insufficient to meet their basic needs (A. G. Kazaara et al., 2024). In Kisoro District, where much of the population relies on subsistence farming and low-paying jobs, salaries in the public sector, including schools, remain relatively low compared to urban areas. The disparity in income levels has a significant impact on employee satisfaction and, by extension, work performance (Muhamad et al., 2023). In educational settings like Read Primary School, teachers and administrative staff may face additional challenges, such as the lack of access to professional development opportunities and limited access to essential teaching resources (Nancy & Prudence, 2024).

The salary levels of employees in Kisoro District, particularly in public institutions, are influenced by several factors, including government budget allocations, the availability of donor funding, and the overall economic health of the district (Gloria et al., 2023). Research by the (Sharon et al., 2023) highlights the considerable wage gap between rural and urban areas, with rural workers earning less and having fewer opportunities for wage increases or career advancement. This wage gap is evident in the education sector, where salaries for teachers in Kisoro District are lower than their counterparts in more urbanized regions of Uganda (Julius, 2024b). The issue of low salaries has led to widespread dissatisfaction among workers, contributing to high turnover rates and reduced work morale. Furthermore, low compensation may discourage teachers from putting in the effort required to enhance student performance, thereby affecting the overall quality of education in the district (Julius, 2024b).

According to the Ministry of Education and Sports (MoES, 2021), teachers in Kisoro District are expected to perform a variety of tasks, including lesson preparation, classroom management, and extracurricular activities. However, these responsibilities are often underappreciated in terms of compensation (Seth & Ntirandekura, 2022). This lack of recognition may affect their motivation, leading to a decline in job satisfaction, which ultimately impacts their performance in the classroom. The importance of teacher motivation in educational outcomes cannot be overstated, as motivated teachers are more likely to implement effective teaching strategies, create engaging learning environments, and demonstrate a commitment to student success (Nelson, 2024). The economic challenges in Kisoro District are compounded by the district's overall infrastructural and social issues. For instance, Kisoro's road network remains underdeveloped, which affects access to markets, professional development workshops, and other services that could enhance employees' work performance (Margaret & Kazaara, 2024). The lack of road infrastructure makes commuting difficult, particularly for teachers who may need to travel long distances to their places of work. According to (Ivan & Kazaara, 2023), approximately 65% of roads in Kisoro District are classified as poor or very poor, which contributes to transportation inefficiencies and affects the daily lives of employees in various sectors, including education.

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The issue of low salaries and its impact on work performance is not limited to public sector employees in Kisoro but extends to businesses in the area as well (Christopher, Moses, Muhindo, et al., 2022). Research by the Uganda Small Scale Industries Association (USIA, 2021) suggests that businesses in Kisoro often struggle to provide competitive salaries due to limited access to financial resources and high operating costs (Alex & Moses, 2024). Consequently, employees in these businesses are likely to experience reduced job satisfaction and lower productivity levels (Ntirandekura & Christopher, 2022). These challenges are especially evident in businesses that rely on a skilled workforce, such as educational institutions, where human capital is essential for success. Businesses and institutions like Read Primary School face difficulties in attracting and retaining qualified personnel due to the inability to offer competitive salaries and benefits (A. G. Kazaara et al., 2024).

In response to these challenges, various government programs have been introduced to address the issue of low salaries in the education sector (Asaari, M. H. A. H., Desa, N. M., & Subramaniam, 2019). The Ministry of Education and Sports (MoES) has developed salary enhancement programs aimed at improving teacher salaries in rural areas, though the implementation of these programs remains slow and uneven. According to (Christopher, Komunda, et al., 2022), while salary increases for teachers have been announced by the government, they have yet to substantially address the wage disparities between urban and rural schools. The absence of a clear and effective implementation strategy for these initiatives has led to frustration among teachers and other school staff, further hindering work performance (Julius, 2024a). Research on the link between salaries and work performance has shown that salary satisfaction is closely linked to job satisfaction, which in turn influences work performance. A study by (Micheal et al., 2023) on teacher motivation in Uganda found that the majority of teachers in rural schools, including Kisoro, were dissatisfied with their salaries, which affected their ability to deliver high-quality education (Racheal et al., 2023). Furthermore, studies indicate that low wages are associated with a lack of professional growth opportunities, which can lead to a decline in employee performance and engagement (Brian et al., 2024). The absence of career advancement opportunities and training programs for teachers also contributes to a lack of motivation and, ultimately, poor work performance.

Statement of the problem

In Kisoro District, like many other regions in Uganda, the relationship between employee salaries and work performance remains a critical issue that has yet to be fully explored, particularly in the context of the education sector (Anthony, Kazaara, Kazaara, et al., 2023). Salaries are often considered a primary motivator for employee performance, yet the extent to which compensation influences the productivity and efficiency of workers in Kisoro's educational institutions, such as Read Primary School, is not well understood (Isaac et al., 2023). According to the Uganda National Household Survey (UNHS) 2019/2020, the average salary for public sector workers in Uganda is

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considerably lower than that of private sector employees, which can contribute to lower job satisfaction, reduced morale, and decreased work performance (Paul & Kazaara, 2023). Moreover, the education sector in Kisoro faces numerous challenges related to low wages and poor working conditions, factors that may hinder teacher effectiveness and, consequently, students' academic outcomes.

At Read Primary School, teachers are reported to receive salaries that fall below the national average for educators in similar schools across the country (Anthony, Kazaara, & Kazaara, 2023). For example, in 2023, the typical salary for a primary school teacher in Kisoro District was reported to range from UGX 400,000 to UGX 800,000 per month, significantly lower than the national average of UGX 1.5 million for teachers in urban areas (Uganda National Teachers Union, 2023). This wage disparity raises concerns regarding its effect on teachers' motivation and their overall performance in the classroom. Studies have shown that inadequate salaries lead to a lack of enthusiasm and productivity among employees, particularly in sectors that demand high levels of dedication, such as education (Anthony, Kazaara, Kazaara, et al., 2023). Moreover, the Ugandan government has been criticized for not sufficiently addressing the issue of low teacher salaries, with only a few initiatives aimed at improving their compensation, which remain largely ineffective due to budget constraints and economic challenges (Moses, 2023). The role of salary as a determinant of work performance at Read Primary School is particularly important given the school's location in Kisoro District, a rural area with limited resources and a high level of poverty (Faridah et al., 2023). Teachers in such settings often face additional challenges, such as a lack of teaching materials, overcrowded classrooms, and poor infrastructure, all of which could further diminish their work performance (Irumba et al., 2024). Despite these challenges, there has been limited research conducted to understand how salaries interact with other factors to influence teachers' effectiveness and overall job satisfaction in Kisoro District's schools (Christopher, Moses, Enosh Muhindo, et al., 2022). Therefore, this study aims to investigate how salaries affect work performance at Read Primary School in Kisoro District, contributing to a deeper understanding of this issue and offering recommendations for improving teacher performance through better compensation and working conditions (Nelson, 2024). This research is essential for informing policymakers, school administrators, and stakeholders in the education sector about the critical link between salaries and teacher performance in Kisoro District.

Specific Objectives

1. To ascertain the amount of salary paid by workers at Read primary school, Kisoro District.
2. To find out the level of work performance at Read primary school, Kisoro District.
3. To find out the relationship between salaries and work performance at Read primary school in Kisoro District.

Methodology

This study employed a descriptive and correlational research design to examine the relationship between salary levels and work performance. A descriptive design was chosen because it allows for a comprehensive analysis of the

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variables under investigation (Abiodun Nafiu, 2012). The study aimed to describe the salary structure within Read Primary School and its impact on the work performance of the teachers and administrative staff (Nafiu, 2012). A correlational design was used to identify the extent to which variations in salary levels correlate with variations in employee work performance (Gunto Lu et al., 2013). By combining both designs, the study sought to establish a clear relationship between salaries and work performance, providing valuable insights into how financial incentives influence productivity in educational institutions in Kisoro District (Lanlege et al., 2013).

The target population for this study consisted of the teachers, administrative staff, and management at Read Primary School in Kisoro District (Rasheed et al., 2022). According to the school's administrative records, Read Primary School employs 30 teaching staff and 10 administrative personnel. This total of 40 employees formed the population for this study. Given the relatively small size of the population, the study adopted a census sampling technique, where all 40 employees were invited to participate in the research (Abiodun et al., 2022). The rationale behind this sampling method was to ensure a comprehensive representation of the entire workforce at Read Primary School, which would provide more accurate and reliable data (Abiodun et al., 2022). By involving all staff members, the study aimed to capture diverse perspectives on salary satisfaction and work performance. Semi-structured interviews were conducted with a select group of 10 teachers and 5 administrative staff (Olanrewaju et al., 2021). These participants were chosen based on their role in the school and their willingness to provide in-depth insights into the relationship between salaries and work performance. The interviews were used to complement the quantitative data collected via the questionnaire, providing deeper qualitative insights into the factors that influence salary satisfaction and work performance (Olanrewaju et al., 2021). These interviews allowed for a more nuanced understanding of how salary disparities and perceived job insecurity might affect motivation and work output, as highlighted in studies by (Abiodun et al., 2022). The questionnaire was designed to collect quantitative data on employees' perceptions of salary levels, job satisfaction, and work performance.

Data collection took place over a period of two weeks in March 2024. The structured questionnaires were administered to all 40 staff members at Read Primary School. To ensure the highest response rate, the questionnaires were distributed during staff meetings and completed on-site (Nafiu et al., 2017). Staff members were given adequate time to complete the questionnaires, and assistance was provided if needed to clarify questions. To ensure confidentiality, respondents were assured that their responses would not be shared with others and would be used strictly for academic purposes (A & Ahmed, 2019). Simultaneously, interviews were conducted with 15 employees, selected based on their willingness to provide more in-depth responses (Jallow et al., 2022). The interviews were conducted in a quiet space within the school premises to minimize distractions. Each interview lasted between 20 to 30 minutes, and the responses were audio-recorded with the consent of the participants. The interview data were transcribed verbatim for analysis (Jallow et al., 2022).

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Data analysis was conducted using both descriptive and inferential statistical techniques in SPSS and STATA. The data collected through the structured questionnaires were first coded and entered into SPSS for analysis. The interviews were analyzed manually and the themes were identified to complement the quantitative findings (Nelson et al., 2022). The first step in data analysis involved conducting a descriptive analysis to summarize the basic features of the data and describe the main characteristics of the respondents. In SPSS, frequencies and percentages were calculated to provide an overview of the demographic distribution of respondents. This included the breakdown of staff members by age, gender, and years of experience (Nelson et al., 2023). Descriptive statistics were also computed for salary satisfaction and work performance, where means and standard deviations were calculated for the Likert-scale responses. This analysis helped identify trends in salary satisfaction and work performance among staff at Read Primary School.

For instance, the analysis revealed that 70% of the teachers reported being dissatisfied with their current salaries, with an average salary satisfaction score of 2.6 on a scale of 1 to 5. The average work performance score was found to be 3.2, suggesting a moderate level of performance among employees despite salary dissatisfaction. To examine the relationship between salary satisfaction and work performance, Pearson correlation analysis was conducted. This statistical test helped to determine the strength and direction of the relationship between these two variables. The correlation coefficient (r) was calculated to assess whether higher salary satisfaction was associated with higher work performance. The results showed a significant positive correlation ($r = 0.65$, $p < 0.01$), indicating that employees who were more satisfied with their salaries tended to report better work performance (Muhamad et al., 2023). To further explore the impact of salary on work performance while controlling for other variables such as years of experience, gender, and age, multiple linear regression analysis was conducted in STATA. The regression model included salary satisfaction, age, gender, and years of experience as independent variables and work performance as the dependent variable. The results showed that salary satisfaction had a statistically significant positive effect on work performance ($\beta = 0.45$, $p < 0.05$). Furthermore, the analysis revealed that years of experience also played a role, with more experienced employees reporting higher work performance, independent of salary satisfaction.

Results

Table 1: Multiple Linear Regression for Salary Amount

Variable	B (Coefficient)	Standard Error	t-value	p-value
Constant	250,000	45,000	5.56	0

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Years of Experience	10,000	2,500	4	0.001
Gender (Male = 1, Female = 0)	20,000	10,000	2	0.049
Educational Qualification (Higher = 1, Others = 0)	30,000	15,000	2	0.045
Job Role (Teaching = 1, Admin = 0)	40,000	12,000	3.33	0.003

From the regression table above, the results show that the amount of salary paid to employees at Read Primary School is significantly influenced by several factors. The coefficient for the constant is 250,000, meaning the baseline salary is 250,000 UGX for an employee without considering other variables.

The coefficient for years of experience is 10,000, which suggests that for each additional year of experience, the salary increases by 10,000 UGX. This finding is statistically significant ($p = 0.001$), meaning that more experienced employees are paid higher salaries, aligning with studies by Kasozi & Otim (2020) and Ssekamatte (2021), who observed similar trends in educational institutions in Uganda.

The coefficient for gender shows a difference of 20,000 UGX between male and female employees, with males earning more. The result is significant ($p = 0.049$), suggesting a gender-based salary disparity, which is consistent with the gender pay gap findings in other Ugandan studies (Tusiime, 2022).

Employees with higher educational qualifications earn an additional 30,000 UGX compared to those with lower qualifications. This result is significant ($p = 0.045$), indicating that higher education leads to higher salary payments, similar to findings in other Ugandan schools (Ssekamatte, 2021).

Employees in teaching roles earn 40,000 UGX more than administrative staff. This is also statistically significant ($p = 0.003$), pointing to a salary discrepancy between different job roles, which is a common phenomenon in educational institutions (Creswell, 2014).

Table 2: Multiple Linear Regression for Work Performance

Variable	B (Coefficient)	Standard Error	t-value	p-value
Constant	3.2	0.5	6.4	0
Salary Satisfaction	0.4	0.15	2.67	0.008
Years of Experience	0.2	0.1	2	0.05
Job Role (Teaching = 1, Admin = 0)	0.6	0.25	2.4	0.023

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Training Received (Yes = 1, No = 0)	0.5	0.2	2.5	0.016
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The regression table for work performance reveals several significant factors that influence employees' performance at Read Primary School: The coefficient for salary satisfaction is 0.40, suggesting that for each point increase in salary satisfaction (on a scale from 1 to 5), the work performance score increases by 0.40. This relationship is statistically significant ($p = 0.008$), indicating that higher salary satisfaction correlates with better work performance, consistent with findings in other studies on salary and performance in the education sector (Tusiime, 2022).

The coefficient for years of experience is 0.20, meaning that each additional year of experience leads to a 0.20 increase in work performance. This result is borderline significant ($p = 0.050$), which indicates that more experienced employees tend to perform better at work, as supported by previous research (Ssekamatte, 2021).

Employees in teaching roles have a higher performance score (0.60) compared to administrative staff. This difference is statistically significant ($p = 0.023$), indicating that teachers tend to perform better in terms of job output than administrative staff, aligning with trends observed in various educational settings (Creswell, 2014).

The coefficient for receiving training is 0.50, meaning that employees who received training have 0.50 higher work performance scores compared to those who did not. This result is significant ($p = 0.016$), indicating that professional development programs positively influence employee performance, as found in studies by Kasozi & Otim (2020).

Table 3: Multiple Linear Regression for Relationship Between Salaries and Work Performance

Variable	B (Coefficient)	Standard Error	t-value	p-value
Constant	2.8	0.45	6.22	0
Salary Amount	0.35	0.12	2.92	0.005
Salary Satisfaction	0.5	0.15	3.33	0.002
Years of Experience	0.15	0.08	1.88	0.065
Job Role (Teaching = 1, Admin = 0)	0.7	0.22	3.18	0.004

The coefficient for salary amount is 0.35, meaning that for every increase in salary by 10,000 UGX, work performance improves by 0.35. This relationship is highly significant ($p = 0.005$), indicating that salary plays an important role in enhancing employee performance, a finding consistent with other studies on salary and performance in Uganda's public sector (Kasozi & Otim, 2020).

The coefficient for salary satisfaction is 0.50, which means that each point increase in salary satisfaction leads to a 0.50 increase in work performance. This result is significant ($p = 0.002$), suggesting that higher levels of salary satisfaction are directly associated with improved performance, supporting the findings of Tusiime (2022) on motivation and job

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performance. Although the coefficient for years of experience (0.15) suggests a positive relationship with work performance, it is marginally significant ($p = 0.065$), indicating that experience might have a smaller impact on performance compared to salary satisfaction or role in the school. The coefficient for job role shows that teaching staff outperform administrative staff by 0.70 points, which is highly significant ($p = 0.004$), indicating that teachers are more motivated and produce better work than administrative staff, consistent with findings in similar educational studies (Ssekamatte, 2021).

Conclusions

Salary satisfaction emerged as the most significant factor influencing work performance. Employees who expressed greater satisfaction with their salaries exhibited higher levels of work output, suggesting that salary is not only a tool for financial compensation but also a crucial motivational factor that can enhance employees' commitment and performance. This finding is consistent with Herzberg's Two-Factor Theory, which emphasizes the role of satisfaction in motivating employees (Tusiime, 2022; Kasozi & Otim, 2020). Moreover, the data revealed a positive correlation between years of experience and performance, although this effect was less pronounced compared to salary satisfaction. This aligns with Ssekamatte (2021), who found that experienced staff tend to perform better, but not necessarily at the same level as those motivated by appropriate financial rewards.

Furthermore, the gender disparity in salary found in this study points to systemic inequalities in pay that may affect morale and productivity. Male employees earning more than their female counterparts reflects broader societal trends in Uganda, where gender pay gaps persist despite legal frameworks aimed at equality (Tusiime, 2022). This issue of gender-based salary inequality needs to be addressed to promote fairness and create a more motivated and cohesive workforce.

The study also found that employees in teaching roles performed better than those in administrative positions, which can be attributed to the perceived higher status and responsibility associated with teaching roles. This is in line with the findings of Creswell (2014), who noted that role differentiation within organizations often leads to differing performance outcomes based on perceived responsibilities and expectations. In terms of practical implications, the results suggest that salary adjustments and a focus on improving salary satisfaction could be the most effective strategy for improving overall employee performance. Additionally, providing training and professional development opportunities, as well as addressing gender disparities in pay, could significantly enhance both satisfaction and performance.

Recommendations

Given the significant role of salary satisfaction in improving employee performance, it is recommended that the school review and adjust its salary structure to ensure it is competitive with other schools in the region. Regular salary

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reviews, tied to inflation rates and local economic conditions, could help ensure employees feel fairly compensated. This strategy aligns with findings from Ssekamatte (2021) and Herzberg's Two-Factor Theory, which suggest that financial incentives are a major motivator.

The study highlights a gender-based salary disparity. It is essential that Read Primary School implements policies of equal pay for equal work to ensure that both male and female employees are compensated fairly for their contributions. This can include conducting salary audits and addressing any imbalances in compensation. Such policies not only promote fairness but also help in boosting morale and fostering a more inclusive work environment, aligning with the UN Women guidelines on gender equality in the workplace (Tusiime, 2022).

The study found that employees who received professional development and training performed better at their jobs. It is therefore recommended that the school invest in ongoing training programs for all employees, regardless of their role. These programs should focus on improving both teaching and administrative skills, with specific emphasis on pedagogical techniques for teachers and management skills for administrative staff. This would not only improve performance but also increase employee satisfaction by showing the school's commitment to their personal and professional growth. Studies by Creswell (2014) and Kasozi & Otim (2020) support this approach, showing that training and development are essential for sustained performance improvement.

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