Finding Out the Relationship between Employee Income Security Schemes and Performance of Teachers in Primary Schools in Uganda- Ibanda District

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Abstract: This study investigated the relationship between employee income security schemes and performance of teachers in primary schools in Uganda - Ibanda District. The study adopted cross-sectional and correlational research designs on a sample of 155 using a self-administered and an interview guide. Data were analysed using both quantitative and qualitative data methods. The quantitative data analysis methods were descriptive statistics that included frequencies, percentages and means. Inferential analyses were correlation and regression. The descriptive results revealed that performance of teachers was good while employee income security schemes poor. Inferential results revealed that basic pay had a positive and significant relationship with performance of teachers. The study concluded that employee income security schemes are the most probable remuneration for the performance of teachers. It was thus recommended that the government and school authorities should establish income security schemes for all teachers.

Key words: Performance, Remuneration and employee income schemes.

I. INTRODUCTION

Education is a social process of transforming socioeconomic conditions of society. Therefore, education is a weapon for equipping society members with skills, relevant knowledge and habits for survival in the ever changing world (Amuche & Kukwi, 2013). Education is a dynamic instrument of change, as such developed countries and those aspiring to develop have adopted it as an instrument for national development (Nakabugo, 2008). Therefore, effective performance of teachers is important for education to play its transformative role. Performance of teachers does not only depend on education levels but also on their working conditions income security Schemes are important (Mugizi and Nuwatuhaire 2019). In this study it was conceived that income security schemes influenced performance of teachers.

Theoretical Review

The theory that underpinned this study was the Expectancy Theory by Victor Vroom (1964). The Expectancy Theory postulates that an individual tends to act in a certain way based on the expectation that the act will be followed by a given out come and on the attractiveness of that outcome to the individual (Robbins, Bergman, Stagg & Coulter 2014). Expectancy theory is a theory of the process of motivation explaining what will motivate an employee and how motivation comes about. The theory shows what individuals go through in order to determine whether they will pursue a certain activity and sustain a certain level of performance. The theory describes and explains how behaviour is directed, energised and sustained. Expectancy theory provides a general framework for assessing, interpreting, and evaluating employee behaviour in learning, decision-making, attitude formation, and motivation (Chiang, Jang, Canter & Prince, 2008).

II. REVIEW OF RELATED LITERATURE

Employee Income Security Schemes and Performance of Teachers

Different scholars (e.g. Chirumbolo & Areni, 2005; Chukwunenyi & Amgbare, 2010; Hameed et al., 2014; Luchak & Gellatly, 2002; Lucky, Minai & Rahman, 2013; Ma, Liu, Liu & Wang, 2016) have examined the relationship between employee income security schemes and performance of employees. For instance, Chirumbolo and Areni (2005) investigated the influence of job insecurity on job performance and absenteeism. Regression analysis indicated job insecurity was negatively correlated with job performance and positively with absenteeism. On the contrary, Chukwunenyi and Amgbare (2010) examined staff welfare and organization’s productivity, using Patani Local Government Council in Delta State, Nigeria. Staff welfare was considered in terms of free medical treatment, protection against occupational hazards, provision of recreational facilities and convenience. The findings revealed that staff welfare was grossly neglected at the council with working environment in terms of office accommodation and furniture, working materials, monetary incentives and reliable health and safety facilities poor leading to low morale or job satisfaction was low among the employees leading to low job performance. Nevertheless, both studies showed that employee income security schemes related to employee performance. However, the contexts of the studies were
outside Uganda and not in primary schools and this study sought to close this gap.

On their part, Hameed et al. (2014) measured the impact of compensation on employee performance with employees from different banks of Pakistan as units of analysis. Their regression results indicated that indirect rewards such as social security, health insurance, retirement plan and other benefits such as wide range purchases discount had a positive significant impact on employee performance. Likewise, Luchak and Gellatly (2002) examined the incentive effects of a final-earnings pension plan on employees’ job satisfaction using employees in a large, unionized public utility company in Canada. The findings revealed that satisfaction was also lower among those who perceived a higher likelihood of being declared redundant while conversely, employees who perceived greater support were more effective. Similarly, Lucky et al. (2013) examined how job security affected the organisational performance in a Multiethnic Environment. The study revealed that particularly in a multiethnic environment where different ethnic groups were a majority in some organisations resulting to low job security among the minority groups, job security job security had a significant effect organisational performance. However, the study by Hameed et al. (2014) was done in banks, the study by Luchak and Gellatly (2002) in unionised public utility company while the study by Lucky et al. (2013) was done a multiethnic environment. This current study was carried out in the context of primary schools in Uganda.

In relation to the above, Ma et al. (2016) investigated the effects of job security on work performance in Chinese employees using supervisor-subordinate dyads from a Chinese air transportation group. A multi-group analysis also showed that there was a positive significant relationship between job security and employee work performance. On the other hand, Muogbo (2013) investigated the impact of employee motivation on organisational performance of selected manufacturing firms in Anambra state in Nigeria. The results showed that there existed a positive significant relationship between employee motivation in terms of good working conditions, fringe benefits, promotion and security and organisational performance. However, both studies showed that job security influenced employee job performance. Nonetheless, the studies were carried out in the Chinese and Nigerian contexts. Therefore, this study was thus carried out in the Uganda context to establish whether the employee security arrangements related to teachers job performance.

Generally, the literature above showed that scholars made significant effort to relate protection programmes and employee performance. However, gaps emerged at contextual and methodological levels. At contextual level, all studies were biased outside Uganda with the studies (e.g. Luchak and Gellatly, 2002; Lucky et al., 2013) carried out in the Western World, studies (Hameed et al., 2014; Ma et al., 2016) in Asia and studies (e.g. Chukwunenye & Amgbare, 2010; Muogbo, 2013) in the rest of Africa. At methodological level, all the studies adopted the quantitative approach. These gaps called for this study using both the mixed research approaches to investigate the relationship between Employee Income Security Schemes and job performance of teachers in primary schools Uganda.

III. METHODOLOGY

The study adopted the cross-sectional and correlational research designs to examine the situation as it existed in its environment. The cross-section design allowed collection of data using different modes of data collection such as self-administered questionnaires and face-to-face interviews (Williams, 2011). In addition, the study being cross-sectional, data gathered represents what is going on at a particular point in time thus helping to obtain useful data in a relatively short period saving time and costs of data collection (Bordens & Abbott, 2011). With respect to the correlational design, this involved exploration of the correlation between the remuneration and performance of teachers (Williams, 2011). The study used both quantitative and qualitative approaches of data collection. Quantitative data was the basis for drawing statistical inferences by relating the independent and dependent variables. Qualitative data supplemented the quantitative data by providing detailed information in form of statements from interviews for in-depth analysis.

Sample size determination and sampling method

Using Krejcie and Morgan (1970) the sample size was 207 respondents drawn from a population of 470.Simple random sampling and purposive sampling methods were used for the study because simple random sampling ensured that each individual is chosen randomly and entirely by chance, thus giving each individual in the population the same probability of being chosen for the study (Onen, 2005) and Purposive sampling was used to select particular people to provide in-depth views since the study was both quantitative and qualitative(Patton, 2003).

IV. DATA ANALYSIS

Quantitative data was analysed using descriptive and inferential statistics. Descriptive statistics involved percentages from the frequency tables and descriptive statistics specifically the mean were presented. Inferential statistics involved correlation and multiple regression analyses. Correlation and regression analyses were carried out to establish association between the independent variables on the dependent variable. The statistical package for social scientists (SPSS 22.0) was used in the analysing of data. While qualitative data analysis was done out through discursive and thematic methods. The discursive method considered detail of the text, interpreting the analysed text and attributing meaning. On the other hand, thematic analysis ensured that clusters of text with similar meaning were presented together (O’Neil & Koekemoer, 2016). Qualitative data supplemented quantitative data and helped in providing explanations.
V. RESULTS AND DISCUSSION

Employee Income Security Schemes

The section presents results on employee income security schemes and performance of teachers in primary schools in Uganda - Ibanda District. Employee income security schemes were measured using six items. The results are presented in Table 1. below

<table>
<thead>
<tr>
<th>Income Security Schemes</th>
<th>F/%</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am assured of my job in this school as long as I continue</td>
<td>F</td>
<td>7</td>
<td>18</td>
<td>12</td>
<td>72</td>
<td>43</td>
<td>3.83</td>
</tr>
<tr>
<td>performing</td>
<td>%</td>
<td>4.6</td>
<td>11.8</td>
<td>7.9</td>
<td>47.4</td>
<td>28.3</td>
<td></td>
</tr>
<tr>
<td>On retirement I will receive my gratuity easily</td>
<td>F</td>
<td>2</td>
<td>41</td>
<td>40</td>
<td>55</td>
<td>14</td>
<td>3.25</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>1.3</td>
<td>27.0</td>
<td>26.3</td>
<td>36.2</td>
<td>9.2</td>
<td></td>
</tr>
<tr>
<td>When I retire I will receive monthly pension</td>
<td>F</td>
<td>13</td>
<td>35</td>
<td>87</td>
<td>17</td>
<td></td>
<td>3.39</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>8.6</td>
<td>23.0</td>
<td>57.2</td>
<td>11.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The pension I expect is satisfying</td>
<td>F</td>
<td>31</td>
<td>99</td>
<td>18</td>
<td>4</td>
<td></td>
<td>2.11</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>20.4</td>
<td>65.1</td>
<td>11.8</td>
<td>2.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am guaranteed of medical treatment</td>
<td>F</td>
<td>11</td>
<td>127</td>
<td>9</td>
<td>5</td>
<td></td>
<td>2.14</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>7.2</td>
<td>83.6</td>
<td>5.9</td>
<td>3.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I continue to receive my pay when on any form of leave</td>
<td>F</td>
<td>3</td>
<td>18</td>
<td>109</td>
<td>22</td>
<td></td>
<td>3.81</td>
</tr>
<tr>
<td>such as sick leave</td>
<td>%</td>
<td>2.0</td>
<td>11.8</td>
<td>71.7</td>
<td>14.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The data in Table 1 on whether teachers were assured of their jobs in the schools as long as they continued performing revealed that the larger percentage (47.4%) of the respondents agreed and 28.3% strongly agreed. Those who disagreed were 11.8% while 4.6% strongly disagreed and 27.9% were undecided. The mean 3.83 was almost equal to four that is agreed basing on the five-point Likert scale on which the question items in the instrument were based. The results therefore indicated that the respondents agreed that teachers were assured of their jobs in the schools as long as they continued performing.

In their open responses to the open ended question item, the respondents provided responses with to the type of the school they taught in, that either government aided or private schools. Most of the teachers in the government aided schools indicated that they were assured of their jobs in the schools as long as they continued performing. However, for teachers in private schools they indicated that whether with a contract or not, the security of their jobs depended on how the owners were pleased with their performance. For instance, one teacher from a government aided school stated, "I continue working because I am sure that my job is secure because Imam employed on permanent and pensionable basis." One other respondent stated, “My job is guaranteed by my appointment and confirmation. I am confirmed as a permanent and pensionable teacher.” However, one teacher from a private school stated, “My job security depends on how the director is satisfied with my performance because I even do not have a contract.” Another respondent stated, “My job security is dependent on the owner, in case I fail to perform according to his expectations I can be easily chased unlike teachers in government aided schools.” The views above concur with the descriptive statistics which revealed that teachers were assured of their jobs in the schools as long as they continued performing. This was because even in private schools, as long as the directors were pleased with the performance of the teachers, they were assured of their jobs.

As to whether on retirement the teachers would receive their gratuity easily, the larger percentage (36.2%) disagreed with 9.2% strongly agreeing. Of those who remained, 27.0% agreed while 9.2% strongly agreed and 26.3% were undecided. The mean = 3.25 was almost equal to three implying that the respondents were undecided. Therefore, the teachers indicated that on retirement they hoped that they would fairly easily receive their gratuity. In relation to the above, the respondents were asked whether on retiring the teachers would receive monthly pension, the larger percentage (57.2%) of the respondents agreed with 11.2% strongly agreed and 26.3% were undecided. The mean = 3.25 was almost equal to three implying that the respondents were undecided. Therefore, the teachers’ salaries were equitable with those of colleagues.

In the responses of the teachers from government aided schools, some agreed while others were not sure that they would easily get their gratuity and be paid pension. For instance one teacher stated, “The process is clear, I believe once 1 clock 60 years will be paid my gratuity and pension thereafter. I have seen a number of retired teachers who have received theirs.” However, another respondent stated, “I
have not been briefed about the situation of getting my gratuity and my pension on retiring. However, I hope when I retire I will easily get my gratuity.” For the teachers in the private schools, only three teachers indicated that they expected to get gratuity from National Social Security Fund with others indicating that their schools they expected not gratuity because their schools were not making contributions for them to National Social Security Fund. Therefore, gratuity depended on the type of school that is either government aided or private.

The results on the question item inquiring whether the pension teachers expected will be satisfying showed that the larger percentage (65.1%) of the respondents disagreed while 20.4% strongly disagreed. The lesser percentage of the respondents that is 11.8% and 2.6% agreed and strongly agreed respectively. The mean = 2.11 was close to two which suggested that the respondents disagreed. Therefore, the pension teachers expected was not satisfying. This was confirmed during the qualitative responses. For instance one respondent stated, “Pension is dependent on the amount of salary one gets. Therefore, since my salary is very low, I do not except much after retiring.” Similarly, another respondent remarked, “I expect very miserable pension because my salary is small.” These views concur with the descriptive statistics which revealed that the pension teachers expected was not satisfying.

The data on the question item asking the respondents whether they were guaranteed of medical treatment revealed that the majority percentage (83.6%) of the respondents disagreed and 7.2% strongly disagreed. The remaining 5.9% agreed and 3.3% strongly disagreed. The mean = 2.14 was almost equal to two which indicated disagreed. This meant that teachers were not guaranteed of medical treatment. As to whether the teachers continued to receive their pay when on any form of leave such as sick leave, the majority percentage (71.7%) of the respondents agreed, 14.5% strongly agreed while 11.8% disagreed and 2.0% were undecided. The mean = 3.81 was close to three which indicated that the teachers were not guaranteed of medical treatment revealed that the teachers expected was not satisfying. This was confirmed during the qualitative responses. For instance one respondent stated, “If one takes long leave from work a temporary teacher is hired and is paid using salary of the one on leave.” Another teacher stated, “There are no guarantees of leave pay and if lucky, it one can get it only for one month.” These views suggest that leave pay was largely guaranteed in government aided schools and not in private schools.

To find out the overall assessment of the teachers about their income security schemes, an average index of income security schemes was computed for the six items measuring income security schemes for teachers. The summary of the statistics on the same, specifically the mean and standard deviation are presented in Figure 1.

Figure 1: Histogram Income Security Schemes

Figure 1 shows that the overall mean = 3.17 and standard deviation = 0.422 for the six items presented in Table 1. The mean close three indicated that the teachers were undecided. Hence, income security schemes were fair. However, the low standard deviation suggested limited dispersion in the results. The curve in Figure 1 indicates normal distribution of the average index for basis. This meant that the data obtained on income security schemes could be used to carry out linear correlation and regression and appropriate results obtained.

In the interviews with the district education officials, they gave views that reiterated the view of the teachers presented in the descriptive statistics and qualitative responses. They indicated that the jobs for those employed by government were guaranteed even if the teachers had a problem in one school. They could easily transfer to other schools. The inspector of schools stated, “Teachers in government aided schools are guaranteed of job security because their jobs are permanent and pensionable unlike those in private schools.
are whose jobs guaranteed are by the contracts they have with the owners which puts them at the mercy of the owners.” The DES stated, “Jobs of teachers in government aided schools are guaranteed because they are employee on permanent basis and liable to transfer. These teachers are also guaranteed of gratuity and monthly pension after retirement.” However, they indicated that for teachers in the private schools the teachers’ stability of tenure was not guaranteed and even a few expected gratuity because many schools had not obliged with the requirement of subscribing to the National Social Security fund. Therefore, the views of the district officials reflected those of the teachers. The results were thus consistent with the descriptive statistics results which revealed that teachers’ income security systems were fair.

**Correlation of Income Security Schemes and Performance of Teachers**

To establish the relationship between income security schemes and performance of teachers’ correlation analysis was carried out between the two variables. The results were as given in Table 2 below.

Table 2: Correlation of Performance of Teachers on Income Security Schemes

<table>
<thead>
<tr>
<th>Job Performance of Teachers</th>
<th>Income Security Schemes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>0.626**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.000</td>
</tr>
<tr>
<td>N</td>
<td>152</td>
</tr>
<tr>
<td>Income Security Schemes</td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.000</td>
</tr>
<tr>
<td>N</td>
<td>152</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.05 level (2-tailed).

The results in Table 2 revealed that income security schemes had a positive significant relationship with performance of teachers (r = 0.626, p = 0.000). Therefore, there is a significant positive relationship between income security schemes and performance of teachers. This means that second hypothesis (H2) to the effect that there is a relationship between income security schemes and performance of teachers was accepted.

VI. CONCLUSION AND RECOMMENDATION

The study concluded income security schemes are the most probable remuneration for the performance of teachers. This is so when teachers are assured of their jobs in the schools as long as they continue performing, expect to receive their gratuity easily on retirement, hope to receive monthly pension when they retire and continue to receive their pay when on any form of leave such as sick leave. The study recommended that the government and schools authorities should ensure income security schemes for all teachers. The schemes should ensure that teachers are assured of their jobs as long as they continue performing, get their gratuity easily on retirement, a monthly pension when they retire and continue to receive their pay when on any form of leave.

REFERENCES


