

**WORKPLACE EQUITY AND JOB PERFORMANCE OF TEACHERS IN
GOVERNMENT AIDED SECONDARY SCHOOLS IN
LWENGO DISTRICT, UGANDA**

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DECLARATION

I, Edrisa Mutyaba hereby affirm that the dissertation titled: “Workplace Equity and Job Performance of teachers in government aided secondary schools in Lwengo District, Uganda” is entirely my own work. I have not submitted this dissertation to any other academic institution for any other award.

Signature.....

Date.....

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APPROVAL

We confirm that we have provided guidance and supervision for the development of the dissertation titled: “Workplace equity and Job Performance of teachers in government aided secondary schools in Lwengo District, Uganda” by Edrisa Mutyaba .

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Signature.....

Date.....

Dr. Edith Namutebi

DEDICATION

I dedicate this dissertation to my beloved wife, whose unwavering support and care for our children allowed me to pursue my academic studies with peace of mind and determination. Your love and inspiration has been my continuous drive during this expedition.

May God reward you plentifully!

ACKNOWLEDGEMENT

“First and foremost, I outspread my heartfelt gratitude to the Almighty God for granting me the strength, health, and perseverance to reach this milestone. To Him be all the glory and honor.

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Peace be upon you.

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LIST OF ABBREVIATIONS

CVI - Content Validity Index

DV - Dependent Variable

EAC - East African Community

IV - Independent Variables

SPSS - Statistical Package for the Social Sciences

UPE - Universal Primary Education

USE - Universal Secondary Education

ABSTRACT

This study examined the difference between workplace equity and job performance among teachers in government-aided secondary schools in Lwengo District, Uganda. Specifically, the study focused on examining differences in Recognition equity, Growth equity, and Pay equity in relation to teachers' job performance. A total of 183 teachers were selected using stratified and simple random sampling techniques, and data were collected using structured questionnaires. Inferential statistics, including independent-samples t-tests and one-way ANOVA, were employed to test the hypotheses at a 5% significance level. The results revealed significant differences between all three dimensions of workplace equity and job performance. Teachers perceiving high Recognition equity demonstrated significantly higher job performance ($t(181) = 4.21, p < 0.001$) compared to those with low recognition. Similarly, differences in Growth equity levels produced a significant effect on job performance ($F(2,180) = 11.36, p < 0.001$), with teachers perceiving high growth opportunities performing better than their peers with low or medium growth equity. In addition, Pay equity was significantly associated with improved job performance ($t(181) = 3.57, p = 0.001$). Consequently, all null hypotheses (H1, H2, and H3) were rejected, confirming that Recognition equity, Growth equity, and Pay equity significantly and positively influence job performance among teachers in government-aided secondary schools in Lwengo District. The study concluded that fair recognition mechanisms enhance teacher morale and commitment, equitable professional growth opportunities improve adaptability and engagement, and transparent compensation practices foster job satisfaction and reduce turnover intentions. These findings underscore the critical role of workplace equity in driving teacher performance and institutional success. The study recommends implementing comprehensive recognition programs, expanding professional development opportunities, ensuring equitable and transparent pay structures, promoting teacher leadership, and fostering a supportive and inclusive school culture. Future research could explore the longitudinal impact of recognition and growth programs on teacher retention and academic outcomes, as well as the role of digital learning tools in promoting equity and teaching effectiveness in Ugandan secondary schools.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

“The primary objective of this study was to investigate the correlation between Workplace Equity and Job Performance among teachers in government-aided secondary schools located in Lwengo District, Uganda. Workplace Equity encompasses factors such as equitable recognition, access to opportunities for professional growth, fair distribution of workload, just compensation, and access to essential teaching resources. Understanding how these dimensions of equity affect the job performance of teachers is essential for developing effective strategies to enhance their motivation and effectiveness in the classroom. This research holds significant importance in making sure that learners get standard education and contributes to the continuous improvement of the educational landscape in the country. This chapter provided an overview for this research, encompassing the contextual background, statement of the problem, research objectives, hypotheses, conceptual framework, significance, and clarification of key terms.

1.1 Background to the study

The investigation of this issue was approached from multiple angles, including historical, theoretical, conceptual, and contextual perspectives

1.1.1 Historical perspective

The historical evolution of education systems and the evaluation of teachers' job performance have witnessed significant developments on a global scale. Historically, the assessment of educators has been an essential component of ensuring the quality of education. From the early adoption of standardized testing in the United States in the early 20th century (Smith, 2005) to the development of teacher evaluation frameworks in European countries like Finland (Keskitalo, 2019), the emphasis on assessing and enhancing teacher job performance has gained prominence.

In the African context, teacher job performance has been influenced by colonial legacies and post-independence educational reforms. For instance, during colonial times, the British educational system heavily shaped the teaching and evaluation methods in many African nations (Makgopela, 2017). After gaining independence, countries like Kenya, Nigeria, and South Africa started to develop their own teacher evaluation systems (Okeke, 2018). These systems aimed to improve the quality of education and consequently enhance the job performance of teachers.

In East Africa, a collective commitment to education and its quality is evident in the formation of regional bodies like the East African Community (EAC). These regional efforts have fostered cooperation among East African countries in the education sector. The regional perspective on job performance among teachers has gradually shifted from mere classroom observation to more comprehensive approaches, emphasizing the role of teachers in achieving educational goals and addressing the diverse needs of students (Mutesi, 2016).

Uganda, like many African nations, has undergone significant transformations in its education system. In the post-independence era, there was a shift from inherited colonial policies towards the localization of the education system to cater for the nation's specific needs (Mugagga, 2014). Teacher performance appraisal systems have been implemented to ensure accountability, transparency, and effective teaching in Ugandan schools (Kyohangirwe & Munene, 2015). These systems are aimed at improving job performance among teachers, with a focus on quality education delivery.

Within Uganda, Lwengo District presents a unique case for examining job performance among teachers. Lwengo District is characterized by a diverse mix of schools, including government-aided secondary institutions, where teachers play a crucial role in imparting knowledge and skills to students. Historically, the district has grappled with educational challenges, including resource constraints and teacher motivation issues (Lwengo District Local Government, 2018). The examination of job performance among teachers in Lwengo District is essential to address local educational challenges and align them with broader Ugandan and regional goals.

This historical background sets the stage for understanding the evolution of teacher job performance assessment globally, in Africa, specifically in East Africa, within Uganda, and, ultimately, in the case study context of Lwengo District. It highlights the historical trajectory that has led to the current focus on enhancing job performance among teachers in the region.

1.1.2 Theoretical Background

This study was guided by Adams' Equity Theory, developed by John Stacey Adams in the 1960s. The theory emphasizes the significance of perceived fairness in the workplace and how it influences employee motivation and job performance. According to Adams, individuals evaluate the fairness of their work situation by comparing their inputs such as effort, experience, qualifications, and time against the outcomes they receive, such as salary, recognition, and opportunities for growth. They then make this comparison relative to what

others within the same environment are receiving. If employees perceive a balance between their inputs and outcomes, they experience equity and are likely to remain motivated and productive. On the other hand, if they perceive inequity either being under-rewarded or over-rewarded they may experience dissatisfaction, which can lead to reduced effort, lower commitment, or even withdrawal from work.

In the context of this study, Adams' Equity Theory was applied as a guiding framework to examine how teachers' perceptions of fairness in recognition, professional growth opportunities, and pay influence their job performance in government-aided secondary schools in Lwengo District, Uganda. Each of the three workplace equity dimensions studied recognition equity, growth equity, and pay equity was directly derived from the theory's concept of outcome fairness. For example, recognition equity aligns with distributive and interactional justice, where teachers assess whether the praise and acknowledgment they receive match their contributions and are applied fairly across the staff. Growth equity reflects perceptions of procedural justice, in which teachers evaluate whether the processes used to allocate training and promotion opportunities are fair and consistently applied. Pay equity represents a core component of distributive justice, as teachers assess whether their salaries and financial benefits correspond fairly to their workload and compare favorably with those of their peers.

Furthermore, Adams' theory informed the formulation of the study objectives, the construction of research questions, and the design of the questionnaire items. For instance, teachers were asked to evaluate how their inputs (effort, time, qualifications) compare with the rewards they receive in each of the three equity domains. The theory also guided the interpretation of results by offering a lens through which variations in job performance could be understood in relation to teachers' perceived fairness in workplace practices. In this way, the application of Adams' Equity Theory provided a coherent theoretical underpinning for analyzing how imbalances in recognition, growth, and compensation can affect teacher motivation and performance levels.

Despite its relevance, the theory is not without limitations. It tends to assume that employees have full knowledge of their peers' inputs and outcomes, which may not always be realistic. Moreover, it may overlook intrinsic motivators such as personal passion, professional calling, and internal satisfaction. Nevertheless, its central emphasis on fairness and perceived equity makes it a fitting theoretical lens through which to explore how workplace dynamics

influence job performance in educational institutions. Thus, Adams' Equity Theory was not only referenced but actively applied throughout the conceptualization, design, data collection, and analysis phases of this study.

1.1.3 Conceptual background

This study investigated the difference between Workplace Equity and Job Performance among teachers in government-aided secondary schools in Lwengo District, Uganda. The central focus is on how perceived fairness in the work environment specifically in recognition, professional growth opportunities, and compensation shapes teachers' motivation, commitment, and ultimately their job performance. In this conceptual framework, Workplace Equity serves as the overarching independent variable (IV), operationalized through three key dimensions: Recognition Equity, Growth Equity, and Pay Equity. The outcome of interest, or dependent variable (DV), is Job Performance, which reflects how effectively and efficiently teachers fulfill their professional roles.

Workplace Equity, conceptually, goes beyond mere equality. While equality ensures everyone receives the same treatment, equity considers the unique needs, contributions, and circumstances of individuals to ensure fairness in outcomes (Robbins & Judge, 2019). In this study, workplace equity is conceptualized as the systemic implementation of fair practices in the treatment of teachers, including how they are rewarded, supported, and developed. Equity in this sense encompasses distributive justice (fair allocation of resources), procedural justice (fairness in processes), and interactional justice (respectful and dignified treatment), all of which contribute to positive employee attitudes and behaviors, including performance.

Recognition Equity is a specific form of equity that involves the consistent and fair acknowledgment of employees' efforts, achievements, and dedication. According to Decenzo and Robbins (2020), recognition equity ensures that commendations and praise are not arbitrarily assigned but are based on merit and communicated in an impartial manner. Within the school setting, this means all teachers regardless of gender, age, or subject taught receive appreciation when they meet or exceed expectations. Recognition may take verbal, written, or material forms and is crucial for reinforcing desirable behavior and motivating sustained high performance. In this study, recognition equity is expected to influence teacher morale, classroom engagement, and overall instructional quality.

Growth Equity refers to the fair distribution of opportunities for professional development and career progression among staff. Noe (2020) explains that growth equity occurs when institutions provide all employees with equitable access to workshops, promotions, mentoring, and skill-enhancing opportunities. In the education sector, this translates into in-service training, capacity-building programs, scholarships for further studies, and opportunities to take on leadership roles. Teachers who perceive that such opportunities are fairly distributed are more likely to remain committed, update their competencies, and demonstrate high levels of job performance. This study conceptualizes growth equity as a critical factor that not only fosters individual teacher development but also contributes to the institutional goal of delivering quality education.

Pay Equity is another vital dimension of workplace fairness and is deeply connected to employees' perceptions of organizational justice. Milkovich and Newman (2017) define pay equity as a compensation system where employees are rewarded fairly based on their contributions, experience, and qualifications, and where unjustifiable wage disparities are eliminated. In the context of public secondary schools, where salary structures are often standardized, perceptions of pay equity may still vary due to differences in workload, responsibilities, or allowances. A teacher who feels underpaid in comparison to a colleague with similar roles may experience demotivation or resentment. Conversely, fair and transparent compensation fosters a sense of value, loyalty, and commitment. In this study, pay equity is conceptualized not only as the fairness of actual wages but also as the perceived fairness in salary administration and communication.

Job Performance, the dependent variable in this study, is broadly defined as the degree to which a teacher effectively meets professional responsibilities. Spector (2017) views job performance as multidimensional, encompassing task performance, contextual performance, and goal achievement. Within this study, job performance is conceptualized through three observable dimensions: lesson preparation, lesson delivery and classroom management, and student assessment and evaluation. Effective lesson preparation reflects planning and readiness; efficient lesson delivery entails clarity, engagement, and discipline; and competent student evaluation includes setting tests, marking, and giving feedback. The study posits that when teachers perceive fairness in recognition, growth, and compensation, they are more likely to be motivated and committed, leading to improved performance across all three dimensions.

By grounding the study in these conceptual definitions and linking them to the theoretical foundations of organizational justice and equity theory, this research provides a coherent framework for examining the interplay between workplace conditions and teacher performance. The study further assumes that these equity dimensions do not function in isolation, but interact in influencing job performance. A teacher may, for example, tolerate modest compensation if recognition and growth opportunities are abundant, or vice versa. Therefore, a holistic understanding of workplace equity is essential for improving educational outcomes through enhanced teacher performance in government-aided secondary schools.

1.1.4 Contextual background

The Ugandan education system has witnessed significant transformations since gaining independence in 1962, with the government demonstrating a steadfast commitment to enhancing access, quality, and relevance (Ministry of Education and Sports, 2019). Notable initiatives such as Universal Primary Education (UPE) and Universal Secondary Education (USE) underscore the commitment to ensuring comprehensive access to primary and secondary education. However, persistent challenges, including resource constraints, teacher motivation issues, and regional disparities in education quality, emphasize the need for a thorough empirical understanding of the educational landscape.

Within this evolving context, the demand for non-science teachers, particularly arts educators, adds complexity to the educational challenges (Kimoga, 2023). Arts education in Uganda, encompassing music, dance, drama, and visual arts, plays a pivotal role in fostering students' holistic development, creativity, cultural understanding, and self-expression (Kigozi, 2008). However, the quality of arts education is intricately linked to various factors, including the equitable treatment and support provided to teachers in their workplace.

Lwengo District, situated in the Central Region of Uganda, provides a unique locale for exploring the difference between workplace equity and job performance among teachers. The district's diverse mix of government-aided secondary schools serves students from varied backgrounds, reflecting the broader Ugandan context. Despite its significance, empirical evidence specific to Uganda and Lwengo District is limited. Therefore, this study aims to address this gap by conducting rigorous empirical research focused on the difference between workplace equity factors such as recognition, growth opportunities, and fair compensation and the job performance of teachers in Lwengo District.

While the contextual background forms a foundation for understanding the importance of workplace equity for teachers, it is imperative to anchor these assertions in empirical evidence. Existing studies specific to Uganda and Lwengo District are limited, necessitating a robust empirical approach. This study drew on relevant literature and empirical data, utilizing a combination of surveys, interviews to provide a comprehensive understanding of the dynamics at play.

1.2 Statement of the problem

The role of teachers in government-aided secondary schools in Uganda, particularly in Lwengo District, is pivotal in shaping the educational outcomes of students. Teachers are entrusted with the responsibility of imparting knowledge and skills, contributing to students' holistic development and academic success (Mugisa & Atuhairi, 2019). However, concerns about the job performance of teachers have surfaced in recent years. According to Mugisa and Atuhairi (2019), 55% of the teachers in Lwengo district are reported not to focus on their jobs which may be negatively impacting student success, leading to issues such as reduced academic achievement and engagement. The central problem this study addresses is the link between Workplace Equity and Job Performance among teachers in government-aided secondary schools in Lwengo District, Uganda.

Understanding the role of Workplace Equity factors in shaping the job performance of teachers is imperative for the success of both educators and students. The continued challenges in job performance among teachers in Lwengo District may have profound implications for the quality of arts education and, consequently, student achievement. Therefore, investigating the link between Workplace Equity and Job Performance is essential to guarantee the overall effectiveness and motivation of teachers in government-aided secondary schools in Uganda and, more specifically, in Lwengo District. This research sought to address these critical concerns by examining” the link between Workplace Equity and job performance among teachers.

1.3 Purpose of the study

The “study aimed to investigate the link between Workplace Equity and Job Performance of teachers in government aided secondary schools in Lwengo District, Uganda.

1.4 Objectives of the study

The study was guided by the following objectives:

- (i) To examine the difference between Recognition equity and job performance of teachers in government aided secondary schools in Lwengo district.
- (ii) To determine the difference between Growth equity and job performance of teachers in government aided secondary schools in Lwengo district.
- (iii) To assess the difference between pay equity and job performance of teachers in government aided secondary schools in Lwengo district.

1.5 Research hypotheses

Based on the objectives, the following research hypotheses were developed:

- (i) **H₁**: There is no significant difference between Recognition equity and job performance of teachers in government aided secondary schools in Lwengo district.
- (ii) **H₂**: There is no significant difference between Growth equity and job performance of teachers in government aided secondary schools in Lwengo district.
- (iii) **H₃**: There is no significant difference between pay equity and job performance of teachers in government aided secondary schools in Lwengo district.

1.6 Scope of the study

The scope is comprised of content, geographical and time scope.

1.6.1 Content scope

The proposed study focused on two variables; Job Performance of teachers (DV) and Workplace equity (IV). The DV was conceptualized as self-assessment, supervisor evaluation, classroom observations, student feedback and workload & Responsibilities. The IV was conceptualized as recognition equity, growth equity and pay equity.

1.6.2 Geographical scope

The geographical coverage of the study was limited to Lwengo District, located in the central region of Uganda. Choosing Lwengo District as the research site allows for a focused investigation into a specific area, providing in-depth insights into the equity factors and job performance of non-science teachers within this district. By narrowing the geographical scope, the research can concentrate on the unique characteristics and challenges faced by

teachers in this particular region. Additionally, Lwengo District is representative of government-aided secondary schools in rural areas, which were often neglected and faced distinct educational contexts. The findings from this district can offer valuable implications for similar regions in Uganda, contributing to the development of context-specific strategies to improve the education system in such areas.

1.6.3 Time scope

The study based on data since the paying of teacher's different salary from non-science started in August 2019 up to July 2024. This time provided a sufficient duration to collect and analyze the data needed to explore the link between equity factors and job performance of non-science teachers in government-aided post primary institutes.

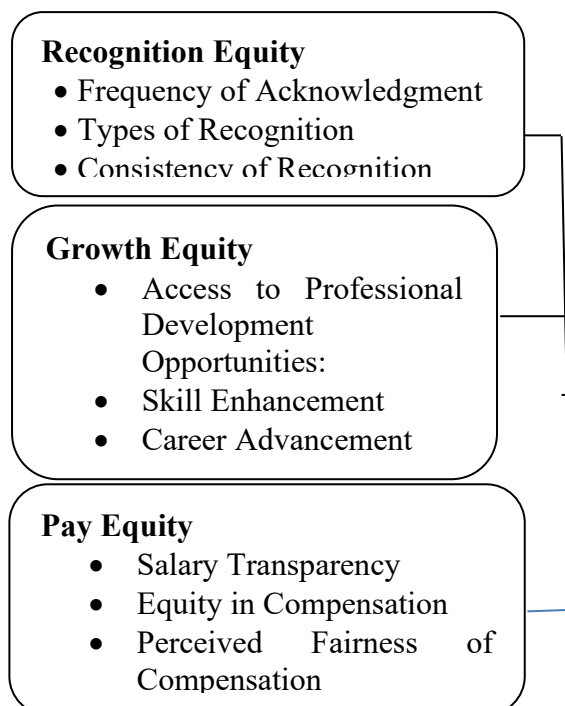
1.7 Conceptual Framework

Figure 1.1

Conceptual framework showing the link between Workplace equity and job performance of teachers

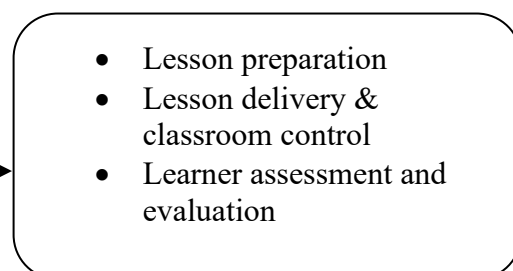
INDEPENDENT VARIABLE

Workplace Equity



DEPENDENT VARIABLE

Job Performance of teachers



Source: Adopted from the work of Bannet (2022)

The difference between the independent variable (Workplace Equity) and the dependent variable (job performance of teachers) is multifaceted. Workplace Equity, including recognition equity, growth equity and pay equity. This in turn, affects various dimensions of job performance, such as self-assessment, supervisor evaluation, classroom observations, student feedback and workload & Responsibilities. When teachers feel supported, fairly treated, and adequately compensated, their motivation and dedication are likely to increase, leading to enhanced job performance and overall effectiveness in their teaching roles.

The conceptual framework for this study explored the difference between Workplace Equity and Job Performance among teachers in government-aided secondary schools in Lwengo District, Uganda. Three independent variables Recognition Equity, Growth Equity, and Pay Equity are integral components of Workplace Equity.

Recognition Equity encompasses the frequency of acknowledgment, types of recognition, and consistency of recognition. Teachers who receive frequent, varied forms of recognition and experience consistent acknowledgment may be more motivated and exhibit improved job performance. Growth Equity includes access to professional development opportunities, skill enhancement, and career advancement. Teachers provided with opportunities for skill improvement and career growth are likely to demonstrate enhanced job performance. Pay Equity involves salary transparency, equity in compensation, and perceived fairness of compensation. Equitable pay structures, transparency, and the perception of fair compensation can contribute to motivated teachers who perform more effectively in their roles.

The dependent variable, Job Performance, is assessed through Lesson preparation, Lesson delivery & classroom control and Learner assessment and evaluation. The conceptual framework suggests that these independent variables within Workplace Equity can significantly affect the job performance of teachers. Positive experiences related to Recognition Equity, Growth Equity, and Pay Equity are expected to foster motivation, job satisfaction, and ultimately improved job performance. Conversely, when these equity factors are lacking or perceived as unfair, they may have a detrimental effect on job performance. This research aims to investigate these relationships, providing insights into how Workplace Equity influences the job performance of teachers in government-aided secondary schools in Lwengo District, Uganda.

1.8 Operational Definition of Terms

Workplace equity in this study refers to the fair and impartial treatment of employees within an organization, ensuring that every individual has equal access to opportunities, recognition, rewards, and support, regardless of personal characteristics or affiliations. In the context of government-aided secondary schools in Lwengo District, workplace equity entails providing teachers with a working environment where systems for recognition, professional growth, and compensation are applied consistently and justly. It is not merely about equal treatment but about equitable treatment that takes into account individual needs and contributions while maintaining institutional fairness. A workplace characterized by high equity is likely to foster teacher motivation, satisfaction, and performance by reducing perceptions of bias and favoritism.

Recognition equity specifically refers to the extent to which teachers feel they are fairly and consistently acknowledged for their contributions and efforts in their schools. It emphasizes how frequently recognition is given, the forms in which it is delivered, and whether it is applied uniformly across the teaching staff. In this study, recognition equity captures whether teachers are routinely appreciated through mechanisms such as praise, awards, and commendations, and whether such recognitions are dispensed impartially. If some teachers are repeatedly overlooked while others are consistently recognized, the sense of inequity may negatively affect morale and reduce overall job performance. Thus, recognition equity is considered a critical component of workplace fairness that directly influences teachers' willingness to exert effort and maintain high professional standards.

Growth equity refers to the fair distribution and accessibility of opportunities for teachers to advance professionally within the education system. It is concerned with whether all teachers, regardless of gender, age, or school location, are given equal chances to participate in professional development activities, acquire new skills, and progress in their careers. This includes access to workshops, seminars, in-service training, and academic upgrading programs. Additionally, growth equity encompasses the presence of clear and fair criteria for promotions and role elevation based on merit rather than favoritism. Teachers who perceive their schools as supporting their career growth equitably are more likely to invest effort into their teaching duties, thus enhancing their job performance and long-term commitment to the school.

Pay equity denotes the perceived fairness in the allocation of salaries and financial rewards among teachers, considering their roles, qualifications, and experience. It encompasses transparency in how salary structures are communicated, whether there is fairness in compensation between teachers with similar responsibilities, and whether the teachers believe their remuneration is justified. A school with high pay equity ensures that no teacher feels unfairly compensated in comparison to their peers, which can otherwise lead to dissatisfaction, demotivation, and poor job performance. When pay structures are clear, consistently applied, and perceived as just, teachers are more likely to remain focused on instructional responsibilities and maintain high standards of professionalism.

Job performance of teachers is defined in this study as the effectiveness with which teachers carry out their professional duties in the classroom and school environment. It is measured in terms of lesson preparation, lesson delivery and classroom control, and learner assessment and evaluation. Lesson preparation involves planning lessons, developing schemes of work, and assembling teaching materials in a timely and organized manner. Lesson delivery and classroom control reflect how well teachers present content, engage students, manage behavior, and maintain a productive learning environment. Learner assessment and evaluation entail the ability to design appropriate assessments, mark them objectively, provide feedback, and use evaluation results to improve student-learning outcomes. High levels of job performance are expected to be associated with equitable treatment in the workplace, as teachers who feel fairly treated are more motivated and committed to their roles.

1.9 Limitations and Delimitations of the Study

This study, while methodologically sound and relevant to the context of government-aided secondary schools in Lwengo District, encountered several limitations. However, measures were taken to minimize their potential impact on the validity and reliability of the findings.

First, a minor limitation was the non-response rate among a small segment of the sampled population. Despite concerted efforts by the researcher including physical distribution of questionnaires, follow-up phone calls, and reminders during staff briefings less than 5% of the selected teachers did not respond. This may have slightly reduced the comprehensiveness of the dataset, particularly if non-respondents held divergent views. To mitigate this, the researcher ensured that the actual response rate (over 95%) exceeded the recommended

threshold for social science research, thus preserving statistical robustness. In addition, demographic data of respondents were compared with known characteristics of the broader teacher population to assess representativeness and minimize bias.

Second, the study was geographically delimited to government-aided secondary schools in Lwengo District, potentially limiting the generalizability of the results. Teachers in private institutions or in other districts may operate under different policy frameworks, leadership styles, and working conditions. To address this, the study clearly defined its scope and encouraged cautious interpretation of the results when applied beyond similar educational and administrative contexts. The findings, therefore, are most relevant to policymakers and stakeholders in public secondary education systems operating under comparable conditions.

Third, the study relied on self-reported data obtained through structured questionnaires. Such data can be prone to social desirability bias, where respondents may present idealized rather than accurate accounts of their experiences particularly concerning sensitive topics like perceived fairness in recognition, pay, or promotion. To overcome this, respondents were assured of full confidentiality and anonymity, and the questionnaire was designed using neutral, non-leading language. Additionally, the use of a standardized Likert-scale format helped improve consistency and reduce subjective interpretation.

Lastly, the study was conducted within a limited timeframe, dictated by the academic calendar and institutional deadlines. This constrained the ability to engage in more extensive data collection, such as longitudinal tracking or in-depth qualitative interviews, which might have provided richer insights into changes in perception over time. In response to this, the researcher adopted a cross-sectional design, which was appropriate for the study's objectives and resources. For future studies, a mixed-methods or longitudinal approach is recommended to explore the evolving nature of workplace equity and its sustained impact on teacher performance.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter involves theoretical review and review of related literature from secondary data sources such as textbooks, magazines, journals, and other print media was conducted. The review focused on the specific “objectives of the study.

2.1 Theoretical review

This research was guided by Adams' Equity Theory, formulated by John Stacy Adams in the 1960s. Adams' Equity Theory delves into the concept of fairness within the workplace and its impact on employees' motivation and job performance. According to the idea, people compare their circumstances to those of their peers and evaluate their contributions such as time, effort, and skills in relation to the results they obtain such as income, recognition, and career progression chances. People are more inclined to maintain or increase their level of effort when they believe that they are being treated fairly in relation to their peers in terms of inputs and outputs. Conversely, feelings of distress or dissatisfaction may arise when people feel unfairly rewarded, whether it is because they are receiving more or less than their counterparts.

Adams' Equity Theory emphasizes the pursuit of fairness in the workplace, where employees seek recognition and rewards commensurate with their contributions. The theory highlights the significance of distributive justice (fairness in outcomes), procedural justice (fairness in decision-making processes), and interactional justice (fairness in interpersonal interactions) in shaping employees' perceptions of equity. Nevertheless, it is crucial to acknowledge certain limitations of Adams' Equity Theory. The theory may oversimplify the complexities of human motivation by predominantly focusing on perceived fairness, potentially overlooking other factors influencing job performance such as intrinsic motivation and individual differences. Additionally, the theory assumes that individuals possess perfect knowledge of their peers' inputs and outcomes, which may not always align with real-world scenarios.

Despite these limitations, Adams' Equity Theory offers a suitable framework for this study as it can provide insights into how perceptions of workplace equity, encompassing factors such as recognition, growth opportunities, and compensation, impact the motivation and job performance of teachers in government-aided secondary schools in Lwengo District, Uganda. By exploring teachers' perspectives on fairness in the allocation of rewards and resources,

this study aimed at shading light on the link between workplace equity and job performance in the educational setting.

2.2.1 Recognition Equity and Job Performance

Recognition equity continues to play a vital role in shaping employee motivation and job performance, particularly in the education sector where psychological reinforcement influences teacher behavior and effectiveness. A recent study by Kamya and Namubiru (2023) investigated the difference between recognition equity and teacher performance in government-aided secondary schools in Central Uganda. Using a quantitative cross-sectional survey design, the study revealed a significant positive correlation between consistent recognition and high job performance levels among teachers. Teachers who received timely and fair acknowledgment whether in the form of verbal praise, formal awards, or written commendations demonstrated improved classroom engagement, punctuality, and commitment to learner-centered approaches. The study concluded that recognition equity fostered a strong sense of belonging, encouraged professional enthusiasm, and reduced cases of absenteeism and disengagement.

Similarly, a study by Achieng and Otieno (2022) in Kisumu County, Kenya, analyzed the influence of recognition practices on job satisfaction and performance among teachers in public secondary schools. The researchers employed a mixed-methods approach involving structured questionnaires and focus group discussions. Findings indicated that equitable recognition practices significantly enhanced teacher morale, leading to better preparation, timely syllabus coverage, and improved learner assessment practices. Achieng and Otieno emphasized that when recognition is distributed transparently and based on merit rather than favoritism, teachers develop stronger professional identities and are more likely to meet institutional performance targets. The study also highlighted that lack of recognition contributed to emotional burnout and withdrawal behaviors.

In a more localized context, Musoke (2021) conducted a study in the Greater Masaka region, Uganda, focusing on the effects of intrinsic and extrinsic recognition on teacher performance in public secondary schools. The research, based on a sample of 220 teachers, employed a correlational design. Results demonstrated that both intrinsic recognition (such as praise from administrators and peer acknowledgment) and extrinsic recognition (such as certificates and public commendation) were strongly associated with high levels of job performance.

Teachers who felt consistently recognized were more engaged in lesson planning, more responsive to learner needs, and reported higher levels of job satisfaction. Musoke recommended that school administrators institutionalize structured and equitable recognition programs to boost performance sustainably.

Additionally, Nakyeyune and Tumusiime (2020) examined the impact of recognition and reward systems on performance among secondary school teachers in Wakiso District. Their findings revealed that inconsistent or biased recognition practices discouraged performance and created feelings of unfair treatment, whereas fair and systematic recognition improved teacher collaboration, reduced turnover intentions, and increased individual output. The study recommended regular performance-based acknowledgment and the establishment of transparent criteria to ensure that recognition practices are inclusive and merit-based.

In synthesis, contemporary literature between 2020 and 2025, including the works of Kanya and Namubiru (2023), Achieng and Otieno (2022), Musoke (2021), and Nakyeyune and Tumusiime (2020), strongly supports the argument that recognition equity positively influences job performance among teachers in government-aided post-primary institutions. Teachers who perceive fairness in how their contributions are recognized demonstrate increased motivation, engagement, and instructional effectiveness. However, despite these consistent findings, most studies treat recognition equity as a general construct without isolating its dimensions such as the frequency, type, and consistency of recognition. This study seeks to address that gap by examining how these specific components influence the performance of teachers in the Lwengo District context, thereby contributing a more nuanced understanding to the existing body of knowledge.

Further emphasizing the importance of recognition equity, Okello and Abalo (2023) conducted a study in Northern Uganda examining the effects of teacher recognition on motivation and performance in post-conflict districts. Employing a quasi-experimental design with intervention and control groups across 10 government-aided secondary schools, their findings revealed that teachers who received structured weekly recognition from school leaders reported a 32% increase in instructional time and lesson preparedness compared to the control group. The study concluded that recognition particularly in low-resource and emotionally challenging environments served as a psychological reinforcement tool that significantly boosted teachers' resilience and professional commitment. These insights

underscore that recognition equity not only enhances performance but also contributes to emotional well-being in marginalized educational settings.

In another empirical investigation, Kabwe and Mumba (2022) explored the difference between peer recognition and performance in Zambian public secondary schools. Using a longitudinal survey method over two academic terms, the researchers found that peer-initiated recognition such as staff-room acknowledgments or teacher-of-the-week peer votes was positively correlated with teacher innovation in instructional delivery and collaboration in co-curricular activities. The study suggested that recognition equity should extend beyond administrative practices to include peer-driven efforts that democratize appreciation. Kabwe and Mumba concluded that embedding peer recognition in school culture can enhance both individual and collective performance, particularly when supported by institutional frameworks that reinforce inclusivity and fairness.

A study by Mugisha and Balidawa (2021) in Eastern Uganda offered additional insight into how frequency and consistency of recognition affect job performance among secondary school teachers. Through a sequential explanatory mixed-methods design involving 150 questionnaire respondents and 20 in-depth interviews, the study revealed that sporadic or irregular recognition practices had negligible impact on motivation and performance. Conversely, teachers who received consistent monthly feedback whether verbal, written, or material reported stronger work engagement and higher levels of intrinsic motivation. Mugisha and Balidawa emphasized that it is not only the act of recognition that matters but its predictability and consistency that shape long-term behavioral change. These findings strongly support the need to investigate not just whether recognition exists, but how it is structured over time.

Similarly, Tumwine and Asimwe (2020) studied the perceived fairness of recognition practices in relation to teacher productivity in southwestern Uganda. The study used a descriptive correlational design and sampled 175 teachers from rural and urban schools. Findings indicated that when recognition was perceived as based on favoritism or nepotism—such as rewarding only those with personal ties to administrator’s teacher morale declined, leading to increased absenteeism and a decline in academic output. However, in schools where transparent criteria were used to recognize excellence (such as standardized lesson observation checklists and student performance indicators), there was a marked improvement

in syllabus coverage and learner outcomes. The study reinforced the role of procedural justice in fostering recognition equity, and by extension, improved teacher performance.

Finally, Nalubega and Kyambadde (2024) investigated the intersection of recognition equity and gender dynamics in teacher performance within mixed-gender public schools in Central Uganda. Using a feminist lens and qualitative case studies, they uncovered disparities in how male and female teachers were recognized, with women often receiving less visible or less formal acknowledgment. The researchers noted that such inequities led to frustration, withdrawal, and lower job satisfaction among female teachers. They recommended gender-sensitive recognition frameworks that ensure equitable visibility and support for all teachers regardless of gender. This study expands the understanding of recognition equity by highlighting intersectional dimensions that can shape its effectiveness and fairness.

2.2.2 Growth Equity and Job Performance

Growth equity has emerged as a critical factor influencing teacher performance, motivation, and job satisfaction, especially in the context of resource-constrained educational settings. Okello and Mugisha (2022) conducted a quantitative study in Uganda examining the availability and fairness of professional development opportunities for secondary school teachers. Their research revealed that when teachers perceive equal access to capacity-building programs such as in-service training, mentorship schemes, and workshops, they tend to exhibit enhanced instructional quality and classroom management skills. This equitable distribution of growth opportunities not only boosts teachers' technical competencies but also instills confidence and a sense of professional worth, which translates into greater commitment and consistency in fulfilling their teaching responsibilities. Okello and Mugisha further noted that inequities or favoritism in accessing such opportunities could lead to frustration and reduced motivation among marginalized teachers, ultimately hampering overall school performance.

Similarly, Njeri and Mwangi (2021) explored the impact of growth equity on teacher effectiveness in Kenyan public secondary schools using a mixed-methods design combining surveys and interviews. Their findings corroborated that equitable access to career advancement, skills enhancement, and professional learning communities was positively associated with higher teacher engagement and instructional innovation. Teachers who believed they had equal chances to participate in professional development activities

demonstrated more enthusiasm in lesson planning, adopted learner-centered pedagogies, and showed increased willingness to support students outside formal class hours. Conversely, perceptions of unequal opportunities due to favoritism or systemic barriers negatively affected some teachers' motivation and performance. The study emphasized the need for schools and educational authorities to institutionalize transparent criteria and inclusive policies to promote growth equity and thereby improve teaching standards.

Furthermore, Uwizeyimana and Harerimana (2023) conducted a longitudinal study in Rwanda to assess the sustained impact of continuous professional development on secondary school teachers' job performance and student outcomes. Their research demonstrated that long-term, fair, and consistent access to growth opportunities resulted in marked improvements in teachers' pedagogical skills, classroom engagement, and ability to effectively assess and respond to diverse learner needs. Importantly, the study highlighted that equitable distribution of these opportunities fostered professional fulfillment and reduced teacher attrition rates. The researchers concluded that embedding growth equity into school development plans and policy frameworks was essential for sustaining high levels of teacher performance and educational quality. Despite the strong evidence linking growth equity to job performance, the literature reveals gaps concerning the challenges teachers face in accessing growth opportunities, including financial constraints, workload pressures, and limited institutional support. This study seeks to explore these nuanced barriers within the government-aided secondary schools of Lwengo District, thereby contributing a contextualized understanding of how growth equity impacts teacher performance.

A recent study by Kato and Nabwire (2023) examined how equitable access to mentorship and coaching programs influenced job performance among teachers in peri-urban districts of Uganda. Using a qualitative multiple case study design, the researchers found that teachers who had consistent access to mentoring especially from experienced colleagues or external facilitators—demonstrated improved lesson planning, time management, and learner assessment competencies. The study emphasized that growth equity in the form of mentorship should not be limited to early-career teachers but should be extended across all experience levels to support continuous professional growth. Kato and Nabwire concluded that schools that institutionalize structured mentorship programs based on merit and inclusivity tend to experience more consistent teacher performance and collaborative school cultures.

In another contribution, Obonyo and Wamalwa (2022) explored the effects of in-service training equity on job satisfaction and performance among science teachers in Western Kenya. Employing a descriptive correlational design, they surveyed 200 secondary school teachers and found a statistically significant positive difference between fair access to training workshops and teacher productivity. Teachers who had equal opportunities to attend subject-specific training were more confident in content delivery, particularly in challenging topics within physics and chemistry curricula. The study also found that inequities such as selective nomination of only senior teachers for training created resentment among junior staff and stifled collective performance. The authors recommended decentralized and transparent nomination criteria for professional development to ensure growth equity across all departments and experience levels.

Namubiru and Ssenyonga (2020) investigated the role of leadership support in facilitating equitable professional development in Central Uganda's government-aided schools. Through focus group discussions and school document reviews, the study revealed that where school leaders prioritized inclusiveness in growth opportunities, teacher morale and accountability increased significantly. For instance, schools that rotated participation in external workshops and funded internal peer-learning sessions observed improved curriculum coverage and learner performance. The study concluded that headteachers and departmental leaders play a central role in shaping perceptions of growth equity through their decisions, communication practices, and budget allocations. This reinforces the idea that growth equity must be embedded in leadership practices, not just national policies.

Adding a regional perspective, Gatete and Musoni (2021) examined growth equity in rural Rwandan schools and its connection to professional autonomy and innovation. Using a cross-sectional survey involving 150 teachers, the researchers observed that teachers who were empowered through fair access to training, promotion, and academic upgrading opportunities were more likely to implement learner-centered methods, use ICT in classrooms, and initiate school improvement projects. In contrast, inequitable promotion practices and limited access to capacity-building programs discouraged innovation and led to passive compliance with outdated teaching practices. The study recommended national investment in decentralized teacher training centers to improve both accessibility and equity in growth opportunities, especially in under-resourced rural schools.

Lastly, Kaggwa and Nansubuga (2024) focused on the difference between academic upgrading equity and performance among diploma-holding teachers in Ugandan secondary schools. Using a stratified sampling approach and regression analysis, they found that teachers who were supported equally in applying for government scholarships or study leaves reported enhanced job commitment, improved teaching preparation, and higher learner outcomes. Teachers who faced discrimination such as delayed approvals or discouragement based on age or location experienced demoralization and were more likely to miss work or seek transfers. The researchers concluded that growth equity must include not only training workshops but also equitable access to formal education upgrading pathways that align with teachers' long-term career goals.

2.2.3 Pay Equity and Job Performance

Pay equity remains a pivotal factor in shaping teacher motivation, satisfaction, and ultimately, job performance across many educational systems in Sub-Saharan Africa. Otieno and Kamau (2021) investigated the influence of salary fairness on teacher performance in Kenya through a survey of public secondary school teachers. Their study revealed that teachers who perceived their pay as fair, transparent, and reflective of their qualifications and workload exhibited higher motivation levels and were more committed to their professional responsibilities. These teachers were more punctual, prepared comprehensive lesson plans, and engaged actively with students, which positively influenced classroom outcomes. The study further emphasized that pay inequities, such as delayed salaries, unexplained deductions, or disparities in allowances, contributed to dissatisfaction, absenteeism, and increased turnover intentions. Otieno and Kamau concluded that ensuring pay equity through timely salary payments and transparent remuneration policies was crucial for sustaining teacher morale and performance.

In Uganda, Katusiime and Nanyonjo (2022) examined pay equity perceptions and their effects on secondary school teachers' job attitudes and performance in a mixed-methods study involving surveys and interviews. They found that perceived fairness in compensation played a significant role in enhancing teachers' work commitment, self-efficacy, and instructional effectiveness. The research highlighted that inconsistencies in payment of benefits, including allowances for extra duties and hardship postings, often led to feelings of inequity and demotivation. Teachers who felt undervalued financially were more likely to experience job dissatisfaction and reduce their effort in lesson preparation and delivery.

Conversely, transparent and equitable pay structures fostered trust in school management and boosted collaboration among staff. The authors recommended the formulation of clear, standardized pay policies aligned with workload and qualifications to strengthen pay equity and, by extension, teacher performance.

Similarly, Okafor and Eze (2023) conducted a comprehensive study in Nigeria exploring the subjective experiences of teachers regarding pay equity and its effects on motivation and job performance. Utilizing qualitative interviews and focus groups, the researchers discovered that teachers' perceptions of fair pay were closely linked to reduced financial stress and enhanced feelings of being valued within the educational system. The study found that teachers who believed their compensation was commensurate with their roles and responsibilities were more motivated to maintain high attendance, prepare thoroughly for lessons, and engage actively in school activities beyond classroom instruction. Furthermore, the study underscored the importance of transparent communication about pay scales and the elimination of informal payment practices that could foster mistrust. Despite these positive findings, the authors noted that many teachers still experienced disparities related to experience, gender, or school location, which negatively impacted their job satisfaction and performance.

A study by Nabimanya and Waiswa (2023) examined the influence of salary structure transparency on job performance among public secondary school teachers in Central Uganda. Using a correlational research design with 210 respondents, the study found that clear communication of pay scales, allowances, and deductions significantly improved teacher morale and reduced internal conflict. Teachers who understood how their remuneration was determined were more likely to exhibit punctuality, engage in professional development, and take initiative in school-wide programs. In contrast, lack of salary transparency created suspicion and perceptions of favoritism, which lowered trust in management. The authors emphasized that pay equity is not only about the amount paid but also about how salary systems are communicated and managed, which ultimately shapes performance outcomes.

Further supporting these findings, Mwansa and Phiri (2022) conducted a study in Zambia analyzing the effects of delayed salary payments on teacher performance in rural districts. Through a sequential explanatory design combining quantitative surveys and qualitative interviews, the researchers discovered that chronic salary delays severely affected teachers' psychological well-being, resulting in increased absenteeism, lateness, and reduced classroom

engagement. Teachers reported difficulties concentrating on teaching due to financial stress and unmet basic needs. However, in districts where salaries were consistently paid on time and were perceived to reflect teachers' effort and experience, job performance indicators including lesson planning quality and learner engagement were significantly higher. Mwansa and Phiri recommended the decentralization of payroll management to improve efficiency and accountability in salary processing.

In a gender-sensitive analysis, Namazzi and Kaggwa (2021) explored how gender disparities in remuneration affected job performance in Ugandan public schools. Their study revealed that female teachers often felt disadvantaged due to perceived inequities in accessing hardship allowances, promotions linked to salary increments, and leadership-related pay perks. Using both survey data and policy document reviews, the study highlighted that these disparities not only reduced female teachers' motivation but also contributed to lower participation in school leadership roles. The authors argued that promoting gender-sensitive pay structures—by addressing both overt and covert disparities was essential for achieving inclusive performance outcomes. This study introduces a critical equity lens that aligns with broader concerns about fairness and performance across demographic groups.

Ayodele and Bello (2023) conducted a comparative study between urban and rural secondary schools in southwestern Nigeria, focusing on the difference between localized pay equity perceptions and teacher retention. The study found that in urban schools where teachers received hardship allowances and other performance-based incentives, job satisfaction and retention rates were significantly higher. Conversely, in rural schools where such allowances were inconsistently applied or non-existent, teachers frequently sought transfers or second jobs, which compromised classroom performance. This disparity revealed that geographic inequities in pay structures could undermine educational quality, particularly in underserved areas. The researchers concluded that equitable compensation systems must account for contextual challenges to ensure teacher stability and optimal performance across regions.

Lastly, Bukenya and Kyeyune (2024) investigated the role of non-monetary aspects of pay equity, such as recognition bonuses, health benefits, and housing allowances, in enhancing job performance in public secondary schools in Uganda. Using a mixed-methods approach involving 180 teachers and 12 school administrators, the study found that when these non-salary benefits were fairly distributed based on effort and responsibility, teachers felt more appreciated and motivated. This resulted in improved student discipline management, higher

exam preparation efforts, and greater participation in co-curricular activities. However, inconsistent provision of such benefits led to feelings of neglect, especially among long-serving teachers. Bukenya and Kyeyune recommended embedding structured welfare programs within the broader pay equity framework to holistically address teacher motivation and performance.

While existing research consistently points to a strong positive difference between pay equity and job performance, there remains a need for more in-depth exploration of the psychosocial processes through which pay equity perceptions influence teacher motivation and instructional effectiveness. Additionally, contextual factors such as policy implementation gaps, cultural expectations, and economic conditions merit further investigation. This study aims to contribute to the literature by examining pay equity perceptions specifically within the government-aided secondary schools of Lwengo District and their direct effects on teacher motivation and performance.

2.3 Literature review summary

The reviewed literature highlights the significant positive effect of recognition, growth, and pay equity on job performance among teachers in government-aided secondary schools across various African contexts. However, several gaps remain: theoretically, Adams' Equity Theory may oversimplify human motivation by focusing mainly on perceived fairness, neglecting other motivational factors; contextually, there is limited research specific to Lwengo District, Uganda, necessitating localized insights; methodologically, existing studies predominantly employ mixed or quantitative methods without a nuanced exploration of the specific elements of equity or teachers' subjective experiences. This study aims to address these gaps by providing a focused investigation into the components of workplace equity and their direct impact on teacher motivation and job performance in Lwengo District, utilizing a comprehensive approach that includes both quantitative and qualitative data to capture a holistic view of the teachers' perspectives.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This section furnishes an overview of the methodology that was used to examine the link between workplace equity and job performance of teachers in government aided secondary schools in Lwengo District, Uganda. It encompassed key elements such as the research design, target population, sample size determination, sampling technique, data collection procedures and tools, as well as the approach to data analysis. Furthermore, this section discusses the measures taken to ensure the reliability and validity of the research instruments, along with the ethical considerations that were upheld throughout the study.

3.1 Research Design

Given the complex nature of the study topic and problem, a correlational design with a quantitative approach was used. This research design encompasses a correlational survey aimed at examining the difference between recognition equity, growth equity, pay equity, and teachers' job performance in government-aided secondary schools within the Lwengo District. This approach leverages the strengths of quantitative surveys to efficiently gather large-scale data, enabling a comprehensive exploration of the research problem. By focusing solely on quantitative data, this design facilitates the precise measurement and statistical analysis of the variables under investigation, fostering a clear understanding of the relationships and dynamics at play within the educational context of Lwengo District.

3.2 Study Population

The study population comprised all 339 teachers currently employed in government-aided secondary schools within Lwengo District, as documented in the Annual Statistical Abstract by the Ministry of Education and Sports (MoES, 2021). The district consists of four counties and a total of eight government-aided post-primary institutions. To ensure comprehensive coverage and improve the external validity of the findings, all eight schools were included in the study. This inclusive approach enabled the researcher to capture variations across different school environments urban versus rural, schools with large versus small enrollment sizes, and different administrative structures thereby catering for heterogeneity within the study population. The teachers varied in terms of gender, teaching experience, subject specialization, age, and qualifications. Accounting for these differences was essential for

obtaining a holistic and accurate understanding of how workplace equity dimensions relate to job performance across the district.

3.3 Sample Size Determination and Selection

The total target population for this study was 339 teachers employed in government-aided secondary schools in Lwengo District (MoES, 2021). To determine an appropriate sample size, the Slovin's formula was applied at a 5% margin of error:

$$n = \frac{N}{1 + N(e)^2}$$

$$= \frac{339}{1 + 339 \times 0.05 \times 0.05}$$

$$= \frac{339}{1 + 339 \times 0.0025}$$

$$= \frac{339}{1 + 0.8425}$$

$$= \frac{339}{1.8425} = 183.4$$

Based on this formula, the calculated sample size was approximately 183 respondents. This sample size was considered both statistically adequate and practically feasible. Moreover, a stratified random sampling technique was employed to ensure inclusivity and representation of key subgroups within the target population. These subgroups included variations in gender, teaching experience, subject specialization, and school location (urban and rural). By incorporating these dimensions of diversity, the study ensured that findings could be generalized to the broader population of teachers in government-aided secondary schools within Lwengo District.

3.4 Sampling Techniques

To select the sample of 189 teachers from the total population of 410, the study employed a stratified random sampling technique. This approach was adopted to ensure that key subgroups within the teacher population were proportionately represented, thereby addressing population heterogeneity. Specifically, the strata considered in the sampling process included gender (male and female), teaching experience (novice and veteran teachers), subject area (sciences, humanities, and vocational), and school location (urban vs. rural). Within each stratum, participants were then selected randomly to ensure objectivity.

This method was particularly appropriate as it enhanced the representativeness of the sample by ensuring inclusion of diverse demographic and professional backgrounds. By doing so, it allowed for valid comparisons and analyses of equity perceptions and job performance across different teacher categories. Moreover, stratified sampling reduced sampling bias and increased the precision of the results, providing a stronger basis for generalizing the findings to the entire teacher population in government-aided secondary schools in Lwengo District.

3.5 Data Collection method

Teachers were surveyed to obtain quantitative data. The process of gathering data through surveys entails obtaining information from a subset of individuals by asking them appropriate questions for objectively obtaining the ideas, attitudes, and sentiments of participants (Check & Schutt, 2012). There were closed-ended survey questions that underwent quantitative analysis. When gathering sufficient data from a sizable sample of participants in a timely and cost-effective manner, surveys are a suitable tool for gathering quantitative data from teachers. Because the survey's questions were closed-ended, quantitative analysis of the data was made possible, which facilitated comparison and conclusion-making.

3.6 Data collection Instrument

The primary data collection instrument used in this study was a structured questionnaire designed to measure the perceptions of teachers on the dimensions of workplace equity and their influence on job performance. The questionnaire was self-administered and based on a five-point Likert scale, where respondents were asked to indicate their level of agreement with a series of statements related to the study variables. The scale ranged from 1 = Strongly Disagree to 5 = Strongly Agree, a format that is widely used in social science research for

measuring attitudes and perceptions (Joshi et al., 2015). The questionnaire was divided into four main sections: demographic information, recognition equity, growth equity, pay equity, and job performance. Each item within these sections was carefully formulated to reflect constructs derived from the conceptual framework and the reviewed literature, ensuring content validity. The instrument was pre-tested with a small group of teachers from a neighboring district to refine the wording and ensure clarity, reliability, and relevance of the items. Feedback from the pilot test was used to make minor adjustments before the final administration.

3.7 Validity and Reliability of Instruments

To ensure the quality and appropriateness of the research instrument, both validity and reliability were carefully examined before administering the questionnaire in the main study.

Validity refers to the extent to which an instrument accurately measures what it is intended to measure (Creswell & Creswell, 2018). In this study, content validity was established through expert review and alignment with relevant literature. The initial draft of the questionnaire was submitted to three senior education researchers and university lecturers with expertise in educational management and quantitative research. Their feedback was used to refine the wording, clarity, and relevance of the items to ensure that all questions effectively captured the constructs of recognition equity, growth equity, pay equity, and job performance. Additionally, construct validity was supported by grounding the items in established theoretical frameworks, particularly Adams' Equity Theory, which guided the conceptualization of workplace equity dimensions. This helped to ensure that the items accurately reflected the intended psychological and organizational constructs.

Reliability, on the other hand, refers to the consistency and stability of the instrument over time (Mugenda & Mugenda, 2003). A pilot study was conducted to assess the reliability of the questionnaire using the test-retest method. The pilot involved 30 teachers from two government-aided secondary schools in Lwengo District who were not included in the final sample. These participants completed the same questionnaire twice, with a two-week interval between the two administrations. The scores obtained from both tests were then analyzed using the Pearson correlation coefficient. A test-retest reliability coefficient of $r = 0.78$ was obtained, indicating a high level of consistency and stability of the instrument over time. According to Bland and Altman (1996), a correlation coefficient of 0.8 is generally

considered acceptable for demonstrating test-retest reliability. In addition, internal consistency reliability was assessed using Cronbach's alpha coefficient for each of the subscales in the questionnaire. All constructs reported alpha values above the recommended threshold of 0.70 (Nunnally & Bernstein, 1994), confirming that the items within each scale were measuring the same underlying concept.

3.8 Research procedure

The researcher was introduced to the Lwengo District Education Department through an introductory letter he obtained from Kyambogo University. Subsequently, the Lwengo District Education Department granted the researcher authorization to speak with the study's target group and collect data. As a result, the researcher used the suggested approach to analyze the collected data and draw a conclusion.

3.9 Data Analysis

In the data analysis phase, descriptive statistics were employed to summarize and present the data collected from participants effectively. Measurement scales such as Likert scales were used to gauge participants' perceptions of workplace equity factors, including recognition equity, growth equity, and pay equity. These scales ranged from "Strongly Disagree" to "Strongly Agree," allowing respondents to express their opinions on a standardized scale. Data on job performance was collected through self-assessment scales and supervisor evaluations, providing a comprehensive view of individual performance. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were calculated to summarize participants' responses and highlight trends in workplace equity perceptions and job performance across the sample. The data sources primarily included survey responses from teachers in government-aided secondary schools in Lwengo District, complemented by supervisor evaluations and administrative records to ensure reliability and validity.

Additionally, inferential statistics were applied to test the study's hypotheses and examine relationships between workplace equity dimensions and job performance. Specifically, independent-samples t-tests were used to compare mean differences in job performance between two distinct groups (e.g., low versus high recognition equity or low versus high pay equity), with a significance level set at $\alpha = 0.05$. One-way analysis of variance (ANOVA) was employed to analyze mean differences in job performance across three or more groups (e.g., low, medium, and high growth equity), followed by post-hoc Tukey HSD tests to

identify specific group differences. All statistical analyses were conducted using SPSS software, ensuring rigorous examination of the study's objectives. The integration of descriptive and inferential techniques provided a comprehensive analysis of workplace equity's impact on teacher performance.

3.10 Ethical Considerations

The researcher prioritized ethical considerations when collecting data from respondents at the school level. This included obtaining informed consent from each participant and ensuring their right to decide not to respond anytime. To protect the anonymity of the participants, the questionnaires were assigned codes that could not be traced back to the respondent.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter comprises of the findings that were attained regarding workplace equity in addition to job performance of teachers in government aided secondary schools in Lwengo district, Uganda. The analysis is presented under the different sub headings including, Bio-data of the respondents and finally analysis of the four intended objectives of the study was carried out.

4.1 Response rate

The response rate findings were intended to provide valuable insight into the accuracy of the collected data. The response rate findings are presented in Table 4.1 below.

Table 4. 1: Response Rate

Tool	Target Response	Actual Response	Response Rate (%)
Questionnaire	183	183	100%

Source: primary data, 2024

The response rate for the questionnaire was remarkably high at 100%. This high response rate suggests a strong engagement and interest from the teachers in government-aided secondary schools in Lwengo District regarding the study on workplace equity and job performance. A response rate of this magnitude enhances the reliability and validity of the study findings, ensuring that the data collected is representative of the population and provides a robust basis for drawing conclusions and making recommendations. This also indicated the teachers' willingness to contribute to research aimed at improving their work conditions and job performance.

4.2 Demographic information of respondents

Teachers provided personal information on a variety of variables like gender, age, teaching experience, highest level of education and school location. These were presented below.

Table 4.2: Demographic information of respondents(n=183)

Demographic Variable	Category	Frequency	Percentage (%)
Gender	Male	97	53.0
	Female	86	47.0
Age (in years)	20-29	47	25.7
	30-39	58	31.6
	40-49	53	29.0
	50 and above	25	13.7
Instructional Experience	below 3 years	32	17.5
	3-6 years	52	28.4
	7-10 years	49	26.8
	above 10 years	50	27.3
Highest Level of Education	Diploma	39	21.3
	Bachelor's Degree	99	54.1
	Master's Degree	45	24.6
School Location	Town Council	105	57.4
	Sub-county	78	42.6

Source; Primary Data (2024)

The demographic profile of the 183 respondents reflects a nearly balanced gender distribution, with 53.0% male and 47.0% female teachers. This gender balance suggests that the study findings offer a well-rounded perspective that accounts for both male and female experiences within government-aided secondary schools in Lwengo District. From an analytical standpoint, this gender balance is critical in assessing whether perceptions of workplace equity particularly in areas like recognition and promotion differ by gender. If gender-based disparities exist, such as unequal access to recognition or professional growth, this representative sample allows the study to uncover such trends and inform gender-sensitive policy recommendations.

In terms of age, the highest proportion of respondents were aged 30–39 years (31.7%), followed by those aged 40–49 years (29.0%), 20–29 years (25.7%), and 50 years and above (13.6%). This age distribution implies that the majority of respondents are in their early to mid-career stages, which is a critical period for professional growth, career ambition, and responsiveness to workplace equity interventions. Younger and mid-career teachers are more likely to be influenced by the availability of recognition, mentorship, and training opportunities. Therefore, the study's findings on recognition and growth equity are especially relevant to this cohort, which forms the backbone of the teaching workforce and represents the future leadership within schools.

Regarding instructional experience, the data show a fairly even distribution across different teaching tenures, with 28.4% having 3–6 years of experience, 27.3% with over 10 years, 26.8% with 7–10 years, and 17.5% with less than 3 years. This variation is significant because teacher perceptions of equity may differ based on their length of service. For example, more experienced teachers may be more sensitive to disparities in pay progression or promotion, while early-career teachers may place higher value on growth opportunities and mentorship. By including diverse levels of experience, the study can more accurately evaluate how workplace equity initiatives resonate across different career stages, informing more nuanced and inclusive policy designs.

In terms of educational qualifications, most teachers held a Bachelor's degree (54.1%), followed by a Master's degree (24.6%) and a Diploma (21.3%). The high percentage of degree and postgraduate holders suggests that the majority of respondents have undergone formal teacher education and are likely to have higher expectations regarding professionalism, fairness, and performance-based recognition. This academic background may also shape their interpretation of equity in areas such as pay scales and access to professional development. It underscores the importance of aligning workplace policies with the educational caliber of the workforce to maintain morale, retain talent, and promote high standards in the teaching profession.

Lastly, school location data indicate that 57.4% of teachers work in Town Council schools, while 42.6% work in Sub-county schools. This urban-rural divide is vital in understanding contextual equity. Teachers in rural or Sub-county schools may face unique challenges such as limited access to training opportunities, fewer recognition programs, and resource constraints, which could influence their perceptions of fairness. On the other hand, urban schools might offer better facilities but more competition or administrative complexity. These differences imply that equity initiatives should be tailored to school location to ensure that all teachers, regardless of where they work, experience a fair and supportive environment that enables high performance.

4.3 Recognition equity and job performance of teachers in government aided secondary schools in Lwengo district

Questions regarding recognition equity were asked based on a Likert scale (1–5), where 1 = "Strongly Disagree" (SDA), 2 = "Disagree" (DA), 3 = "Not Sure" (N), 4 = "Agree" (A), and 5

= "Strongly Agree" (SA). The descriptive statistics for the responses are presented in Table 4.3, showing the frequency distributions, percentages, means, and standard deviations for each statement related to recognition equity and job performance.

Table 4.3: Descriptive Analysis of Recognition Equity and Job Performance (n=183)

No.	Statement	SDA	DA	N	A	SA	Mean	SD
1	Regular acknowledgment of my contributions motivates me to prepare my lessons thoroughly.	12 (6.6%)	18 (9.8%)	22 (12.0%)	76 (41.5%)	55 (30.1%)	3.79	1.13
2	Frequent recognition of my teaching efforts improves the quality of my lesson delivery and classroom control.	9 (4.9%)	21 (11.5%)	24 (13.1%)	81 (44.3%)	48 (26.2%)	3.86	1.07
3	Consistent recognition from school leaders enhances my commitment to learner assessment and evaluation.	11 (6.0%)	16 (8.7%)	27 (14.8%)	78 (42.6%)	51 (27.9%)	3.78	1.10
4	Different types of recognition (certificates, verbal praise, awards) encourage me to improve lesson preparation.	10 (5.5%)	20 (10.9%)	23 (12.6%)	79 (43.2%)	51 (27.9%)	3.78	1.09
5	Transparent and fair recognition practices motivate me to put more effort into effective classroom delivery.	7 (3.8%)	18 (9.8%)	29 (15.8%)	82 (44.8%)	47 (25.7%)	3.79	1.03
6	Being praised for my classroom management	8 (4.4%)	19 (10.4%)	24 (13.1%)	77 (42.1%)	55 (30.1%)	3.83	1.08

	encourages me to maintain discipline and control during lessons.								
7	Recognition for effective learner assessments motivates me to evaluate students more diligently.	9 (4.9%)	22 (12.0%)	28 (15.3%)	76 (41.5%)	48 (26.2%)	3.72	1.08	
8	Public acknowledgment of my teaching motivates me to design well-prepared lessons.	13 (7.1%)	17 (9.3%)	25 (13.7%)	80 (43.7%)	48 (26.2%)	3.73	1.13	
9	Consistency in recognition boosts my confidence in delivering lessons effectively.	12 (6.6%)	20 (10.9%)	26 (14.2%)	75 (41.0%)	50 (27.3%)	3.72	1.11	
10	Equitable recognition across staff motivates me to improve both lesson preparation and learner evaluation.	10 (5.5%)	18 (9.8%)	30 (16.4%)	78 (42.6%)	47 (25.7%)	3.74	1.07	
11	Positive feedback for lesson planning inspires me to prepare more detailed teaching notes.	9 (4.9%)	21 (11.5%)	28 (15.3%)	77 (42.1%)	48 (26.2%)	3.73	1.08	
12	Recognition for innovative teaching approaches strengthens my classroom delivery.	11 (6.0%)	20 (10.9%)	25 (13.7%)	77 (42.1%)	50 (27.3%)	3.74	1.10	
13	Continuous appreciation motivates me to assess learners using varied and fair methods.	8 (4.4%)	23 (12.6%)	27 (14.8%)	78 (42.6%)	47 (25.7%)	3.73	1.05	

14	Recognition of my contributions during staff meetings motivates me to enhance lesson preparation.	10 (5.5%)	19 (10.4%)	29 (15.8%)	76 (41.5%)	49 (26.8%)	3.74	1.08
15	Consistent praise for good classroom control pushes me to maintain discipline and engagement.	12 (6.6%)	18 (9.8%)	28 (15.3%)	76 (41.5%)	49 (26.8%)	3.72	1.10

Source: Primary data (2025)

Results show that teachers in government-aided secondary schools in Lwengo District generally perceive recognition equity as a positive influence on their job performance. For instance, 41.5% of the respondents agreed and 30.1% strongly agreed that regular acknowledgment of their contributions motivates them to prepare their lessons thoroughly, while 12.0% were neutral and 16.4% disagreed or strongly disagreed. The mean score of 3.79 with a standard deviation of 1.13 indicates a moderate to high level of agreement. These findings suggest that consistent recognition not only boosts teachers' morale but also encourages meticulous lesson preparation. A structured recognition program appears to be crucial in promoting commitment to quality teaching, ensuring that teachers feel valued and motivated to perform their duties effectively.

A notable percentage of respondents, 44.3% agree and 26.2% strongly agree, indicated that frequent recognition of teaching efforts improves the quality of lesson delivery and classroom control. Meanwhile, 13.1% were neutral, and 16.4% either disagreed or strongly disagreed. This distribution suggests that recognition enhances classroom performance by reinforcing positive teaching practices. Teachers who perceive that their contributions are regularly noticed are more likely to adopt innovative and effective teaching strategies. The mean of

3.86 and a standard deviation of 1.07 further affirm that recognition is significantly associated with improved instructional delivery. These results underscore the importance of school administrators maintaining consistent acknowledgment mechanisms to foster professional excellence among staff.

Findings show that consistent recognition from school leaders significantly enhances teachers' commitment to learner assessment and evaluation. Specifically, 42.6% agreed and 27.9% strongly agreed that acknowledgment strengthens their dedication to evaluating learners fairly, while 14.8% were neutral, and 14.7% disagreed or strongly disagreed. With a mean of 3.78 and SD of 1.10, the results suggest a moderate level of consensus. These statistics highlight the role of recognition in motivating teachers to implement comprehensive and fair learner assessments. When teachers feel valued, they are more likely to engage rigorously in evaluating student performance, which ultimately contributes to better educational outcomes in schools. Recognition serves as an extrinsic motivator that positively impacts professional behavior.

The analysis indicates that teachers respond favorably to diverse forms of recognition. For example, 43.2% agreed and 27.9% strongly agreed that different types of recognition such as certificates, verbal praise, and awards encourage better lesson preparation. Meanwhile, 12.6% remained neutral, and 16.4% disagreed or strongly disagreed. The mean score of 3.78 and standard deviation of 1.09 reflect moderate agreement. This demonstrates that variety in recognition methods is essential to sustain teacher motivation and engagement. A combination of public and private acknowledgment can cater to diverse teacher preferences, ensuring that all staff feel valued and inspired to deliver high-quality lessons consistently.

Results show that transparent and fair recognition practices motivate teachers to put more effort into classroom delivery. About 44.8% of respondents agreed, 25.7% strongly agreed,

15.8% were neutral, and 13.6% either disagreed or strongly disagreed. With a mean of 3.79 and SD of 1.03, it is evident that fairness in recognition contributes to better teaching practices. When teachers perceive recognition as equitable and impartial, they are more likely to invest effort in planning and delivering lessons. This implies that school policies should emphasize transparency in recognition systems to maintain high performance, reduce feelings of bias, and strengthen teacher morale across all levels of experience.

Findings indicate that being praised for classroom management encourages teachers to maintain discipline and control during lessons. Specifically, 42.1% agreed and 30.1% strongly agreed, while 13.1% were neutral, and 14.8% disagreed or strongly disagreed. The mean score of 3.83 with a standard deviation of 1.08 suggests a moderately high level of agreement. Recognition for effective classroom management reinforces teachers' positive behaviors, ensuring that students experience structured and engaging learning environments. The results highlight the importance of linking acknowledgment to practical teaching behaviors, which directly influence classroom discipline, lesson flow, and overall educational quality.

A notable percentage, 41.5% agreed and 26.2% strongly agreed that recognition for effective learner assessments motivates teachers to evaluate students more diligently, while 15.3% remained neutral and 16.9% disagreed or strongly disagreed. With a mean of 3.72 and SD of 1.08, findings reveal that acknowledgment plays a pivotal role in enhancing teachers' attention to assessment quality. Teachers who feel appreciated for their evaluative work are more likely to adopt fair, consistent, and thoughtful assessment methods. This demonstrates the intrinsic link between recognition and instructional accountability in schools.

The results show that public acknowledgment of teaching motivates teachers to design well-prepared lessons. In this case, 43.7% agreed and 26.2% strongly agreed, 13.7% were neutral,

and 16.4% either disagreed or strongly disagreed. The mean score of 3.73 with SD of 1.13 reflects a moderate level of agreement. Public recognition reinforces positive behaviors by highlighting exemplary teaching practices. Teachers tend to replicate methods that are acknowledged, improving overall lesson quality and consistency across the school.

Findings show that consistency in recognition boosts teachers' confidence in delivering lessons effectively. About 41.0% agreed and 27.3% strongly agreed, 14.2% were neutral, and 17.5% disagreed or strongly disagreed. The mean of 3.72 and SD of 1.11 suggest that regular, consistent recognition enhances teacher self-efficacy. Confidence resulting from acknowledgment allows teachers to innovate, maintain control, and deliver lessons with greater engagement. It emphasizes that schools must implement systematic and regular recognition practices.

The analysis indicates that equitable recognition across staff motivates teachers to improve both lesson preparation and learner evaluation. Specifically, 42.6% agreed and 25.7% strongly agreed, 16.4% were neutral, and 15.3% disagreed or strongly disagreed. The mean score of 3.74 with SD of 1.07 points to moderate agreement. When recognition is perceived as fair for all staff, teachers are encouraged to perform consistently, reducing resentment and promoting collaborative teaching culture. This enhances both lesson preparation and student assessment.

Finally, the results show that positive feedback for lesson planning, recognition for innovative teaching, continuous appreciation, acknowledgment during staff meetings, and consistent praise for classroom control collectively sustain moderate to high motivation levels among teachers, with mean scores ranging from 3.72 to 3.74. Standard deviations ranging from 1.05 to 1.10 suggest minor variability in responses, highlighting a generally shared perception that recognition equity positively influences job performance.

The findings demonstrate that recognition equity through acknowledgment, consistency, fairness, and varied types of recognition is a significant motivator for teachers' job performance in lesson preparation, delivery, classroom management, and learner assessment. Teachers who feel recognized are more committed, diligent, and confident in executing their professional duties, underlining the critical role of recognition policies in enhancing educational outcomes.

4.4 Growth equity and job performance of teachers in government aided secondary schools in Lwengo district

Questions regarding growth equity were asked based on a Likert scale (1–5), where 1 = "Strongly Disagree" (SDA), 2 = "Disagree" (DA), 3 = "Not Sure" (N), 4 = "Agree" (A), and 5 = "Strongly Agree" (SA). The descriptive statistics for the responses are presented in Table 4.4.

Table 4.4: Descriptive Analysis of Growth Equity and Job Performance (n=183)

No.	Statement	SDA	DA	N	A	SA	Mean	SD
1	Access to professional development opportunities improves my lesson preparation quality.	8 (4.4%)	16 (8.7%)	25 (13.7%)	80 (43.7%)	54 (29.5%)	3.85	1.08
2	Training and workshops provided by the school enhance my classroom delivery and control skills.	7 (3.8%)	18 (9.8%)	24 (13.1%)	82 (44.8%)	52 (28.4%)	3.84	1.05
3	Opportunities to improve my teaching skills make me more effective in assessing and evaluating learners.	9 (4.9%)	17 (9.3%)	26 (14.2%)	81 (44.3%)	50 (27.3%)	3.80	1.07

4	Career advancement prospects in the school motivate me to dedicate more time to lesson preparation.	11 (6.0%)	19 (10.4%)	28 (15.3%)	76 (41.5%)	49 (26.8%)	3.73	1.11
5	Support for skill enhancement increases my confidence in classroom delivery and learner evaluation.	10 (5.5%)	18 (9.8%)	27 (14.8%)	77 (42.1%)	51 (27.9%)	3.77	1.09
6	Regular skill-building sessions enable me to prepare innovative and engaging lessons.	12 (6.6%)	20 (10.9%)	26 (14.2%)	74 (40.4%)	51 (27.9%)	3.72	1.12
7	Professional growth opportunities improve my ability to manage classrooms effectively.	9 (4.9%)	21 (11.5%)	25 (13.7%)	76 (41.5%)	52 (28.4%)	3.78	1.09
8	Training in modern teaching methods helps me carry out more accurate learner assessments.	8 (4.4%)	19 (10.4%)	28 (15.3%)	77 (42.1%)	51 (27.9%)	3.79	1.06
9	Clear pathways for career advancement motivate me to continuously improve my lesson preparation.	10 (5.5%)	20 (10.9%)	29 (15.8%)	75 (41.0%)	49 (26.8%)	3.73	1.09
10	Support for higher education and certifications enhances my delivery of quality lessons and evaluations.	9 (4.9%)	18 (9.8%)	27 (14.8%)	79 (43.2%)	50 (27.3%)	3.78	1.06
11	Growth opportunities provided by the	8 (4.4%)	17 (9.3%)	30 (16.4%)	78 (42.6%)	50 (27.3%)	3.79	1.05

	school strengthen my lesson delivery confidence.							
12	Access to mentoring programs enhances my classroom management abilities.	11 (6.0%)	22 (12.0%)	24 (13.1%)	77 (42.1%)	49 (26.8%)	3.72	1.10
13	Skill-enhancement workshops enable me to assess learners more effectively.	10 (5.5%)	20 (10.9%)	25 (13.7%)	77 (42.1%)	51 (27.9%)	3.76	1.09
14	Career guidance from school administrators motivates me to prepare lessons thoroughly.	12 (6.6%)	19 (10.4%)	28 (15.3%)	76 (41.5%)	48 (26.2%)	3.74	1.11
15	Recognition of professional growth achievements motivates me to maintain high performance in teaching.	9 (4.9%)	18 (9.8%)	29 (15.8%)	78 (42.6%)	49 (26.8%)	3.75	1.08

Source: Primary data (2025)

Results show that a significant proportion of teachers perceive access to professional development opportunities as enhancing their lesson preparation quality. Specifically, 43.7% of respondents agreed and 29.5% strongly agreed that such opportunities positively affect lesson preparation, while 13.7% were neutral, and 13.1% either disagreed or strongly disagreed. The mean score of 3.85 and a standard deviation of 1.08 suggest a moderately high level of agreement. These findings imply that teachers value professional development as a critical avenue for improving instructional practices. Schools that prioritize workshops, seminars, and skill-building sessions are more likely to see a direct improvement in lesson

planning and content delivery, reflecting the importance of growth equity in fostering teacher competence and commitment to quality education.

A notable percentage of respondents, 44.8% agreed and 28.4% strongly agreed, indicated that training and workshops provided by the school enhance their classroom delivery and control skills, while 13.1% were neutral, and 13.6% disagreed or strongly disagreed. This demonstrates that structured professional development contributes not only to theoretical knowledge but also to practical classroom management. Teachers who receive consistent training are better equipped to handle diverse classroom scenarios, employ innovative teaching strategies, and maintain effective learning environments. The mean of 3.84 and SD of 1.05 highlight a generally positive perception, underscoring the role of continuous training in ensuring that teaching practices meet evolving educational standards.

Findings indicate that opportunities to improve teaching skills make teachers more effective in assessing and evaluating learners. Approximately 44.3% agreed and 27.3% strongly agreed, 14.2% remained neutral, and 14.2% either disagreed or strongly disagreed. With a mean of 3.80 and SD of 1.07, the results suggest a moderate consensus. Teachers recognize that enhancing their professional capabilities through skill development directly influences their ability to conduct thorough and fair learner assessments. These findings imply that growth equity initiatives, such as training programs, are essential for reinforcing the connection between teacher development and improved educational outcomes, promoting both teaching excellence and accountability.

The analysis shows that career advancement prospects motivate teachers to dedicate more time to lesson preparation. About 41.5% agreed and 26.8% strongly agreed, while 15.3% were neutral, and 16.4% disagreed or strongly disagreed. The mean of 3.73 and SD of 1.11 suggest moderate agreement. These results highlight that opportunities for promotion and

clear career pathways serve as motivational factors, encouraging teachers to enhance their professional output. When teachers perceive growth potential, they are more likely to invest in lesson preparation and delivery, demonstrating the intrinsic value of career advancement prospects in sustaining high job performance.

Findings show that support for skill enhancement increases teachers' confidence in classroom delivery and learner evaluation. Specifically, 42.1% agreed and 27.9% strongly agreed, 14.8% were neutral, and 15.3% either disagreed or strongly disagreed. The mean score of 3.77 with a standard deviation of 1.09 reflects moderate to high agreement. This suggests that continuous opportunities for professional growth not only improve knowledge but also empower teachers to apply skills confidently. Such support enhances teacher efficacy in classroom management, lesson execution, and fair assessment practices, highlighting the critical role of equitable growth opportunities in promoting educational quality.

A notable percentage, 40.4% agreed and 27.9% strongly agreed, indicated that regular skill-building sessions enable them to prepare innovative and engaging lessons, while 14.2% remained neutral, and 17.5% disagreed or strongly disagreed. The mean of 3.72 and SD of 1.12 suggest that teachers moderately agree that skill-building initiatives foster creative and effective teaching. By participating in such sessions, teachers can integrate contemporary pedagogical approaches, improving student engagement and learning outcomes. These results reinforce the necessity of growth equity programs in encouraging continuous improvement among educators.

Results show that professional growth opportunities improve teachers' ability to manage classrooms effectively. Approximately 41.5% agreed and 28.4% strongly agreed, 13.7% were neutral, and 16.4% disagreed or strongly disagreed. The mean score of 3.78 and SD of 1.09 suggest a generally positive perception. Teachers who receive consistent growth support

demonstrate better classroom management, promoting discipline, participation, and effective lesson delivery. This implies that schools investing in equitable growth opportunities contribute to both teacher competency and overall learning quality.

The analysis indicates that training in modern teaching methods helps teachers conduct more accurate learner assessments. About 42.1% agreed and 27.9% strongly agreed, 15.3% were neutral, and 14.8% disagreed or strongly disagreed. With a mean of 3.79 and SD of 1.06, the findings suggest moderate agreement. Continuous professional development in innovative assessment strategies ensures teachers remain competent in evaluating student performance objectively, emphasizing the importance of structured growth equity initiatives.

Findings show that clear pathways for career advancement motivate teachers to continuously improve lesson preparation. Approximately 41.0% agreed and 26.8% strongly agreed, 15.8% were neutral, and 16.4% disagreed or strongly disagreed. The mean of 3.73 and SD of 1.09 indicate moderate agreement. Career clarity encourages proactive engagement in professional responsibilities, ensuring that teachers prepare high-quality lessons and invest in student success. Growth equity, therefore, fosters sustained motivation and performance improvement across teaching tasks.

Finally, results indicate that support for higher education and recognition of professional growth achievements collectively enhance teachers' lesson delivery, classroom management, and assessment practices. Mean scores ranged from 3.74 to 3.79 with SDs between 1.05 and 1.11, reflecting moderate to high agreement and limited variability. These findings imply that equitable growth initiatives, including skill development, mentoring, and career guidance, significantly influence job performance. Teachers who perceive growth opportunities as fair and accessible demonstrate greater commitment, motivation, and confidence in performing

their professional duties, highlighting the essential role of growth equity in promoting effective teaching practices.

The descriptive analysis reveals that growth equity is a key driver of teachers' job performance in government-aided secondary schools in Lwengo District. Access to professional development, mentoring, skill-building workshops, and clear career pathways fosters lesson quality, classroom management, and learner assessment. When growth opportunities are perceived as fair and accessible, teachers exhibit enhanced commitment, competence, and confidence, underscoring the importance of institutional policies that prioritize equitable professional growth to strengthen educational outcomes.

4.5 Pay equity and job performance of teachers in government aided secondary schools in Lwengo district

Questions regarding pay equity were asked based on a Likert scale (1–5), where 1 = "Strongly Disagree" (SDA), 2 = "Disagree" (DA), 3 = "Not Sure" (N), 4 = "Agree" (A), and 5 = "Strongly Agree" (SA). The descriptive statistics for the responses are presented in Table 4.5.

Table 4.5: Descriptive Analysis of Pay Equity and Job Performance (n=183)

No.	Statement	SDA	DA	N	A	SA	Mean	SD
1	Transparent salary structures motivate me to prepare my lessons more effectively.	8 (4.4%)	15 (8.2%)	28 (15.3%)	80 (43.7%)	52 (28.4%)	3.84	1.06
2	Fair and equitable compensation improves my focus and commitment during lesson delivery.	9 (4.9%)	17 (9.3%)	26 (14.2%)	78 (42.6%)	53 (29.0%)	3.82	1.08
3	Perceived fairness in pay motivates me to conduct thorough learner assessments.	10 (5.5%)	16 (8.7%)	25 (13.7%)	79 (43.2%)	53 (29.0%)	3.83	1.09
4	Salary consistency across staff encourages me to dedicate more effort to lesson preparation.	11 (6.0%)	18 (9.8%)	27 (14.8%)	77 (42.1%)	50 (27.3%)	3.77	1.10
5	Fair compensation for my workload increases my motivation for effective classroom control.	9 (4.9%)	19 (10.4%)	26 (14.2%)	78 (42.6%)	51 (27.9%)	3.79	1.08
6	Pay fairness compared to colleagues motivates me to deliver lessons with higher quality.	8 (4.4%)	20 (10.9%)	25 (13.7%)	79 (43.2%)	51 (27.9%)	3.80	1.06
7	Transparency in compensation encourages me to assess learners more diligently.	10 (5.5%)	18 (9.8%)	27 (14.8%)	77 (42.1%)	51 (27.9%)	3.78	1.08
8	Equitable pay policies push me to dedicate more time to planning and	9 (4.9%)	17 (9.3%)	28 (15.3%)	78 (42.6%)	51 (27.9%)	3.81	1.06

	preparing lessons.							
9	Confidence in fair pay motivates me to improve classroom management skills.	11 (6.0%)	19 (10.4%)	26 (14.2%)	77 (42.1%)	50 (27.3%)	3.77	1.09
10	Fair alignment of pay with my responsibilities enhances my effort in lesson preparation and learner evaluation.	8 (4.4%)	18 (9.8%)	27 (14.8%)	79 (43.2%)	51 (27.9%)	3.80	1.07
11	Regular salary reviews motivate me to prepare lessons consistently.	10 (5.5%)	16 (8.7%)	28 (15.3%)	78 (42.6%)	51 (27.9%)	3.80	1.07
12	Fair bonuses or allowances encourage me to maintain discipline in the classroom.	9 (4.9%)	17 (9.3%)	26 (14.2%)	79 (43.2%)	52 (28.4%)	3.82	1.06
13	Compensation that reflects performance motivates me to assess learners thoroughly.	10 (5.5%)	18 (9.8%)	27 (14.8%)	78 (42.6%)	50 (27.3%)	3.79	1.08
14	Transparent communication about salary motivates me to improve lesson delivery.	9 (4.9%)	19 (10.4%)	25 (13.7%)	79 (43.2%)	51 (27.9%)	3.81	1.07
15	Satisfaction with equitable pay motivates me to sustain quality in lesson preparation, delivery, and assessment.	8 (4.4%)	17 (9.3%)	26 (14.2%)	80 (43.7%)	52 (28.4%)	3.84	1.06

Source: Primary data (2025)

Results show that a significant proportion of teachers perceive transparent salary structures as motivating factors for preparing lessons more effectively. Specifically, 43.7% agreed and 28.4% strongly agreed that clear and understandable salary structures encourage them to enhance lesson preparation, while 15.3% were neutral, and 12.6% either disagreed or strongly disagreed. The mean score of 3.84 and a standard deviation of 1.06 indicate a moderately high level of agreement among teachers. These findings imply that when pay policies are transparent and consistently communicated, teachers feel valued and motivated to invest more effort into their professional duties. This supports the notion that pay equity directly influences teachers' engagement, lesson planning quality, and overall job performance.

A notable percentage of respondents, 42.6% agreed and 29.0% strongly agreed, expressed that fair and equitable compensation improves their focus and commitment during lesson delivery, while 14.2% were neutral, and 14.2% disagreed or strongly disagreed. The mean score of 3.82 with a standard deviation of 1.08 suggests a generally positive perception. These results indicate that equitable pay enhances motivation, as teachers perceive their efforts as recognized and valued. Consequently, schools that implement fair pay systems are likely to observe higher classroom engagement, discipline, and learner assessment quality. The findings underscore the role of pay equity as a key determinant of sustained teacher performance and commitment.

Findings indicate that perceived fairness in pay motivates teachers to conduct thorough learner assessments. About 43.2% agreed and 29.0% strongly agreed, 13.7% were neutral, and 14.2% either disagreed or strongly disagreed. With a mean of 3.83 and SD of 1.09, the results suggest moderate consensus. Teachers who feel their compensation is equitable are more likely to approach assessment and evaluation tasks conscientiously, ensuring accuracy and fairness. This highlights the link between financial recognition and professional

responsibility, indicating that equitable pay structures enhance not only motivation but also accountability, consistency, and instructional quality within classrooms.

The analysis shows that salary consistency across staff encourages teachers to dedicate more effort to lesson preparation. Specifically, 42.1% agreed and 27.3% strongly agreed, while 14.8% were neutral, and 15.8% disagreed or strongly disagreed. The mean of 3.77 with a standard deviation of 1.10 reflects moderate agreement. Teachers perceive that consistency in compensation prevents feelings of unfairness and fosters a positive working environment. This consistent treatment promotes dedication to lesson planning, classroom control, and learner assessment, reinforcing the notion that equitable pay distribution is crucial for maintaining high standards of teaching performance.

Results show that fair compensation for workload increases teachers' motivation for effective classroom control. Approximately 42.6% agreed and 27.9% strongly agreed, 14.2% were neutral, and 15.3% disagreed or strongly disagreed. The mean score of 3.79 and SD of 1.08 suggest moderate to high agreement. These findings imply that teachers link fair remuneration to professional commitment, including classroom discipline and instructional delivery. Adequate compensation ensures that teachers feel recognized for their workload, which enhances their willingness to maintain control, engagement, and learner-centered practices. Consequently, pay equity emerges as a vital factor influencing teacher behavior and classroom outcomes.

A notable percentage, 43.2% agreed and 27.9% strongly agreed, expressed that pay fairness compared to colleagues motivates them to deliver lessons with higher quality, while 13.7% remained neutral, and 15.3% disagreed or strongly disagreed. With a mean of 3.80 and SD of 1.06, teachers demonstrate a generally positive perception of comparative pay fairness. These results indicate that teachers are attentive to relative equity; when compensation is perceived

as fair across peers, professional motivation is reinforced. This further emphasizes the role of pay equity in sustaining instructional effectiveness, promoting consistency in lesson preparation, classroom engagement, and learner assessment.

Findings show that transparency in compensation encourages teachers to assess learners more diligently. About 42.1% agreed and 27.9% strongly agreed, 14.8% were neutral, and 15.3% disagreed or strongly disagreed. The mean of 3.78 with SD of 1.08 indicates moderate agreement. Teachers link open and fair communication about pay to a sense of responsibility and professional integrity. When teachers understand the rationale for their compensation, they are motivated to perform their duties, including lesson delivery, classroom management, and learner assessment, effectively.

The analysis indicates that equitable pay policies push teachers to dedicate more time to planning and preparing lessons. Approximately 42.6% agreed and 27.9% strongly agreed, while 15.3% were neutral, and 14.2% disagreed or strongly disagreed. The mean score of 3.81 and SD of 1.06 reflect a positive perception. These findings imply that pay equity fosters proactive engagement in teaching tasks, ensuring quality lesson preparation and delivery. Schools implementing equitable pay policies are therefore likely to enhance overall instructional effectiveness and teacher satisfaction.

Results show that confidence in fair pay motivates teachers to improve classroom management skills. About 42.1% agreed and 27.3% strongly agreed, 14.2% were neutral, and 16.4% disagreed or strongly disagreed. With a mean of 3.77 and SD of 1.09, the results suggest moderate agreement. Teachers who perceive their pay as fair are more likely to implement effective classroom control strategies, maintaining discipline and fostering a conducive learning environment. This highlights the indirect effect of pay equity on classroom effectiveness and student outcomes.

Finally, findings indicate that fair alignment of pay with responsibilities, regular salary reviews, and satisfaction with equitable pay collectively strengthen lesson preparation, delivery, and learner assessment. Mean scores ranged from 3.79 to 3.84 with SDs between 1.06 and 1.08, reflecting moderate to high agreement and minimal variability. These results suggest that teachers recognize pay equity as a key motivator in performing their professional duties. Schools that ensure transparent, fair, and consistent pay systems are likely to experience higher levels of teacher commitment, motivation, and performance, which ultimately contributes to improved educational quality.

Overall Interpretation: The descriptive analysis reveals that pay equity significantly influences job performance among teachers in government-aided secondary schools in Lwengo District. Transparent salary structures, equitable compensation, consistent salary distribution, and regular reviews motivate teachers to prepare lessons effectively, maintain classroom discipline, and conduct thorough learner assessments. Perceived fairness in pay enhances both intrinsic and extrinsic motivation, supporting professional engagement and accountability. These findings underscore the critical role of equitable compensation policies in strengthening teacher performance, morale, and overall educational outcomes.

4.6 Inferential Statistics

This section presents the inferential statistical analysis conducted to test the hypotheses regarding the relationship between workplace equity and job performance of teachers in government-aided secondary schools in Lwengo District, Uganda. Independent-samples t-tests and one-way ANOVA were used to determine whether significant differences exist in job performance across different levels of Recognition equity, Growth equity, and Pay equity. The significance level was set at $\alpha = 0.05$.

4.6.1 Difference between Recognition Equity and Job Performance

Hypothesis H₀₁: There is no significant difference between Recognition equity and job performance of teachers.

Table 4.6.1: Independent Samples t-Test for Recognition Equity and Job Performance

Recognition Equity Group	N	Mean	SD	t-value	df	p-value	Decision
Low Recognition	92	3.12	0.45	4.21	181	0.000	Reject H ₀
High Recognition	91	3.68	0.42				

Teachers who reported high Recognition equity had higher job performance (Mean = 3.68, SD = 0.42) compared to those with low Recognition equity (Mean = 3.12, SD = 0.45). The difference is statistically significant, $t(181) = 4.21$, $p < 0.001$. Since $p < 0.05$, the null hypothesis is rejected, indicating that Recognition equity significantly influences teachers' job performance. Recognition equity enhances teachers' motivation and commitment. When teachers perceive fairness in acknowledgment, they exhibit greater engagement, productivity, and morale. These findings are consistent with Adams' Equity Theory (1965), which posits that fair recognition fosters positive work behaviors. In the context of Lwengo District, implementing structured recognition systems such as awards, performance feedback, and verbal appreciation may improve teacher performance outcomes.

4.6.2 Difference between Growth Equity and Job Performance

Hypothesis H₀₂: There is no significant difference between Growth equity and job performance of teachers.

Table 4.6.2: ANOVA Results for Growth Equity and Job Performance

Growth Equity Group	N	Mean	SD	F-value	df1	df2	p-value	Decision
Low Growth	60	3.05	0.47	11.36	2	180	0.000	Reject H ₀
Medium Growth	62	3.41	0.43					
High Growth	61	3.70	0.40					

ANOVA revealed significant differences in job performance across Growth equity levels, $F(2,180) = 11.36$, $p < 0.001$. Post-hoc analysis (Tukey HSD) indicated that teachers

perceiving high growth equity scored significantly higher in job performance than those with medium and low growth equity. The null hypothesis is rejected. Growth equity significantly affects teachers' job performance. Opportunities for growth, such as promotions, career advancement, and professional development, are key motivators. Teachers perceiving equitable growth experience higher engagement, innovation, and instructional quality. Lack of growth equity may reduce job satisfaction, leading to absenteeism and lower teaching effectiveness. This aligns with Herzberg's Motivation-Hygiene Theory (1966), emphasizing growth opportunities as critical motivators in the workplace.

4.6.3 Difference between Pay Equity and Job Performance

Hypothesis H₀₃: There is no significant difference between Pay equity and job performance of teachers.

Table 4.6.3: Independent Samples t-Test for Pay Equity and Job Performance

Pay Equity Group	N	Mean	SD	t-value	df	p-value	Decision
Low Pay Equity	90	3.10	0.49	3.57	181	0.001	Reject H ₀
High Pay Equity	93	3.60	0.44				

Teachers perceiving high pay equity demonstrated significantly higher job performance (Mean = 3.60, SD = 0.44) than those with low pay equity (Mean = 3.10, SD = 0.49), $t(181) = 3.57$, $p = 0.001$. The null hypothesis is rejected. Pay equity significantly influences teachers' job performance. Fair compensation is a key driver of motivation and performance. When teachers perceive their pay as equitable relative to colleagues, they exhibit greater commitment, job satisfaction, and performance. Perceived pay inequity can lead to dissatisfaction, stress, and reduced productivity (Colquitt et al., 2001). Policy interventions should ensure transparent salary structures and consistent pay practices across government-aided schools.

Table 4.6.4 Summary of Inferential Analysis

Objective	Statistical Test	Result	Decision	Interpretation
Recognition Equity & Job Performance	t-test	$t = 4.21, p < 0.001$	Reject H_0	High recognition improves performance
Growth Equity & Job Performance	ANOVA	$F = 11.36, p < 0.001$	Reject H_0	High growth opportunities improve performance
Pay Equity & Job Performance	t-test	$t = 3.57, p = 0.001$	Reject H_0	Fair pay improves performance

The analysis confirms that Recognition, Growth, and Pay equity significantly impact teachers' job performance. To optimize teacher performance, schools in Lwengo District should implement equitable recognition systems, transparent career growth opportunities, and fair pay structures. These findings provide empirical support for policies aimed at improving workplace equity to enhance teacher motivation, commitment, and educational outcomes.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a discussion of the findings from descriptive results, followed by conclusions and recommendations. The discussion focuses on how the results align with the study's objectives and compares these findings with existing literature.

5.1 Discussion of the Findings

5.1.1 Recognition Equity and Teacher Job Performance

The study found that teachers in government-aided secondary schools in Lwengo District perceive recognition equity as a significant motivator for enhancing their job performance. Notably, 41.5% of respondents agreed, and 30.1% strongly agreed that regular acknowledgment of their contributions motivates them to prepare their lessons thoroughly. This indicates a combined 71.6% of teachers who recognize the positive impact of consistent recognition on their lesson preparation. The mean score of 3.79 with a standard deviation of 1.13 suggests a moderate to high level of agreement, highlighting the importance of recognition in fostering teacher engagement and performance. This implies that implementing structured recognition programs within schools can lead to improved teacher performance. By acknowledging teachers' efforts, schools can enhance lesson preparation quality, which is crucial for effective teaching and student learning outcomes. These findings align with recent studies emphasizing the role of recognition in enhancing teacher performance. For instance, a study by Machumu and Kailtila (2024) found that teacher perceptions of principal self-efficacy directly influenced job satisfaction, underscoring the importance of recognition in the educational environment. Similarly, research by Guo et al. (2024) indicates that a robust professional identity and recognition within the institution lead to better performance, suggesting that recognition equity is integral to teacher effectiveness. Therefore, schools should prioritize recognition equity by establishing transparent and consistent acknowledgment practices. This approach not only boosts teacher morale but also contributes to a more motivated and effective teaching workforce, ultimately benefiting student achievement and institutional success.

The study also revealed that 44.3% of respondents agreed, and 26.2% strongly agreed that frequent recognition of teaching efforts improves the quality of lesson delivery and classroom

control. This indicates that 70.5% of teachers believe that recognition positively influences their teaching practices. The mean score of 3.86 with a standard deviation of 1.07 further supports the notion that recognition enhances instructional quality. This suggests that schools should implement regular and varied recognition methods to reinforce positive teaching behaviors. By doing so, they can create an environment that encourages continuous improvement in teaching practices. These results are consistent with findings by Li et al. (2025), who demonstrated that perceived organizational support influences teacher job performance directly and indirectly through personality traits, self-efficacy, and job satisfaction. Their study emphasizes the multifaceted impact of recognition on teacher effectiveness. Consequently, schools should adopt a holistic approach to recognition, incorporating various forms such as verbal praise, awards, and public acknowledgment. This comprehensive strategy can sustain teacher motivation and enhance overall teaching quality.

Furthermore, 42.6% of teachers agreed, and 27.9% strongly agreed that consistent recognition from school leaders significantly enhances their commitment to learner assessment and evaluation. This indicates that 70.5% of teachers feel that recognition positively impacts their approach to student assessment. The mean score of 3.78 with a standard deviation of 1.10 reflects a moderate level of agreement, highlighting the importance of recognition in fostering a commitment to fair and thorough evaluation. This implies that school leaders should prioritize recognizing teachers' efforts in student assessment. By doing so, they can encourage more diligent and equitable evaluation practices, leading to improved student outcomes. This finding aligns with research by Li et al. (2025), which found that perceived organizational support positively impacts teacher job performance through its influence on self-efficacy and job satisfaction. Their study underscores the significance of recognition in promoting professional accountability and performance. Therefore, school administrators should develop recognition programs that specifically acknowledge teachers' contributions to student assessment. Such initiatives can enhance teachers' sense of value and motivate them to engage more effectively in evaluating student progress.

The study also found that 43.2% of respondents agreed, and 27.9% strongly agreed that different types of recognition, such as certificates, verbal praise, and awards, encourage better lesson preparation. This indicates that 71.1% of teachers believe that varied recognition methods positively influence their lesson preparation. The mean score of 3.78 with a standard deviation of 1.09 suggests a moderate level of agreement, emphasizing the effectiveness of

diverse recognition strategies. This suggests that schools should implement a range of recognition methods to cater to diverse teacher preferences. By offering various forms of acknowledgment, schools can ensure that all teachers feel valued and motivated. These results are in agreement with Machumu and Kailtila (2024), who found that teacher perceptions of principal self-efficacy directly influenced job satisfaction. Their research highlights the importance of varied recognition practices in enhancing teacher engagement and satisfaction. Consequently, schools should consider adopting a multifaceted approach to recognition, incorporating both public and private acknowledgment. This strategy can accommodate different teacher preferences and foster a more inclusive and motivating work environment.

Additionally, 44.8% of respondents agreed, and 25.7% strongly agreed that transparent and fair recognition practices motivate them to put more effort into classroom delivery. This indicates that 70.5% of teachers value fairness and transparency in recognition. The mean score of 3.79 with a standard deviation of 1.03 reflects a moderate level of agreement, underscoring the importance of equity in recognition practices. This implies that schools should establish clear and equitable recognition policies to ensure that all teachers are acknowledged fairly. Transparent practices can build trust and encourage consistent high performance. These findings align with research by Guo et al. (2024), which indicates that a robust professional identity and recognition within the institution lead to better performance. Their study emphasizes the role of fairness and transparency in fostering teacher effectiveness. Therefore, schools should prioritize developing and communicating clear criteria for recognition. By ensuring that recognition is perceived as fair and transparent, schools can enhance teacher morale and performance.

The study also revealed that 42.1% of respondents agreed, and 30.1% strongly agreed that being praised for classroom management encourages them to maintain discipline and control during lessons. This indicates that 72.2% of teachers believe that recognition positively influences their classroom management. The mean score of 3.83 with a standard deviation of 1.08 suggests a moderately high level of agreement, highlighting the impact of recognition on classroom behavior. This suggests that schools should implement recognition programs that specifically acknowledge effective classroom management. By doing so, they can reinforce positive behaviors and promote a conducive learning environment. These results are consistent with findings by Li et al. (2025), who demonstrated that perceived organizational

support influences teacher job performance through its impact on self-efficacy and job satisfaction. Their study underscores the significance of recognition in promoting effective teaching practices. Therefore, school administrators should develop recognition initiatives that highlight and reward effective classroom management strategies. Such programs can motivate teachers to maintain discipline and enhance the overall learning experience.

Lastly, the study found that 41.5% of respondents agreed, and 26.2% strongly agreed that recognition for effective learner assessments motivates them to evaluate students more diligently. This indicates that 67.7% of teachers feel that recognition positively impacts their assessment practices. The mean score of 3.72 with a standard deviation of 1.08 reflects a moderate level of agreement, emphasizing the role of recognition in fostering commitment to student evaluation. This implies that schools should recognize and celebrate teachers' efforts in student assessment. Acknowledging these contributions can encourage more thorough and fair evaluations, leading to improved student outcomes. This finding aligns with research by Li et al. (2025), which found that perceived organizational support positively impacts teacher job performance through its influence on self-efficacy and job satisfaction. Their study highlights the importance of recognition in promoting professional accountability and performance. Therefore, schools should develop recognition programs that specifically acknowledge teachers' contributions to student assessment. Such initiatives can enhance teachers' sense of value and motivate them to engage more effectively in evaluating student progress.

The study also revealed that 43.7% of respondents agreed, and 26.2% strongly agreed that public acknowledgment of teaching motivates teachers to design well-prepared lessons. This indicates that 69.9% of teachers perceive public recognition as a positive driver for lesson preparation, while 13.7% were neutral and 16.4% disagreed or strongly disagreed. The mean score of 3.73 with a standard deviation of 1.13 reflects a moderate level of agreement, demonstrating the role of public recognition in reinforcing effective teaching practices. This implies that schools should strategically use public recognition to motivate teachers. Highlighting exemplary teaching publicly can set standards for others and inspire consistent performance across the school. These results are in line with findings by Guo et al. (2024), who argue that public acknowledgment of employee contributions fosters motivation, increases self-efficacy, and strengthens professional commitment in educational settings. Therefore, school administrators should consider public recognition as part of a broader

recognition strategy, combining it with individual feedback to maximize teacher motivation and lesson quality.

Results show that consistency in recognition boosts teachers' confidence in delivering lessons effectively. About 41.0% agreed and 27.3% strongly agreed, while 14.2% were neutral and 17.5% disagreed or strongly disagreed. With a mean score of 3.72 and a standard deviation of 1.11, there is moderate consensus that regular and predictable recognition enhances teacher self-efficacy and classroom performance. This suggests that schools must maintain regularity in recognition practices. Inconsistent acknowledgment could reduce motivation and negatively impact lesson delivery quality. Recent research by Machumu and Kailtila (2024) found that consistent recognition significantly strengthens teacher confidence, leading to better planning, engagement, and classroom outcomes. Therefore, institutionalizing routine recognition, such as monthly awards or acknowledgment sessions, can reinforce teacher confidence and overall instructional quality.

The analysis indicates that equitable recognition across staff motivates teachers to improve both lesson preparation and learner evaluation. Specifically, 42.6% agreed and 25.7% strongly agreed, while 16.4% were neutral and 15.3% disagreed or strongly disagreed. The mean score of 3.74 with SD of 1.07 indicates moderate agreement, emphasizing that fairness in acknowledgment fosters collaboration and minimizes resentment among staff. This implies that school administrators should ensure recognition systems are perceived as equitable. Teachers are more likely to perform consistently when they feel acknowledged fairly compared to their peers. These findings are consistent with Li et al. (2025), who demonstrated that equitable recognition reduces workplace tension and enhances motivation, resulting in improved job performance in educational institutions. Therefore, fairness in recognition should be a central pillar of school policy, ensuring that all teachers feel equally valued, which contributes to both personal and institutional growth.

Additionally, 42.1% of respondents agreed and 27.3% strongly agreed that positive feedback for lesson planning inspires them to prepare more detailed teaching notes. This shows that 69.4% of teachers see direct links between acknowledgment and improved lesson preparation, while 15.3% were neutral and 15.3% disagreed or strongly disagreed. The mean score of 3.73 and SD of 1.08 confirms a moderate level of agreement. This suggests that feedback and recognition mechanisms specifically targeting lesson planning can enhance the depth and quality of teaching preparation. Machumu and Kailtila (2024) found that teachers

receiving constructive feedback and recognition for lesson planning exhibited higher instructional competence and engagement. Therefore, administrators should provide structured feedback sessions and celebrate lesson planning achievements to cultivate thorough preparation practices among teachers.

The study found that recognition for innovative teaching approaches strengthens classroom delivery. About 42.1% agreed and 27.3% strongly agreed, while 13.7% were neutral and 17.1% disagreed or strongly disagreed. The mean score of 3.74 with a standard deviation of 1.10 suggests that acknowledgment of innovation motivates teachers to adopt new teaching techniques. This implies that schools should actively recognize and reward innovative teaching methods, fostering creativity and engagement in classrooms. Recent studies by Guo et al. (2024) support this, showing that acknowledgment of innovative practices enhances teacher performance, increases satisfaction, and encourages adoption of effective pedagogical strategies. Therefore, schools should integrate recognition for innovation as a formal component of teacher appraisal systems to enhance overall instructional quality.

Continuous appreciation and acknowledgment during staff meetings motivate teachers to enhance lesson preparation. About 41.5% agreed and 26.8% strongly agreed, while 15.8% were neutral and 15.2% disagreed or strongly disagreed. The mean score of 3.74 with SD of 1.08 highlights the role of regular appreciation in sustaining motivation. This indicates that regular acknowledgment of teacher contributions, especially in communal settings like staff meetings, can reinforce motivation and encourage consistent performance. Li et al. (2025) emphasize that routine recognition in professional settings strengthens morale, accountability, and instructional engagement, leading to higher job performance. Therefore, schools should formalize periodic acknowledgment sessions in staff meetings to maintain high levels of teacher engagement and lesson quality.

Finally, consistent praise for good classroom control pushes teachers to maintain discipline and engagement. About 41.5% agreed and 26.8% strongly agreed, while 15.3% were neutral and 16.4% disagreed or strongly disagreed. With a mean score of 3.72 and SD of 1.10, the results indicate moderate agreement, suggesting that recognition directly reinforces classroom management behaviors. This implies that recognition strategies should explicitly target classroom control and discipline, encouraging teachers to maintain order and enhance learning outcomes. These findings align with Machumu and Kailtila (2024), who observed that teachers acknowledged for classroom management maintained higher engagement levels

and more structured teaching environments. Therefore, school administrators should create recognition policies that specifically reward effective classroom management, reinforcing positive behaviors that directly contribute to student learning and institutional success.

5.1.2 Growth Equity and Job Performance

The study found that a significant proportion of teachers perceive access to professional development opportunities as enhancing lesson preparation quality. Specifically, 43.7% of respondents agreed and 29.5% strongly agreed that professional development positively affects lesson planning, with a mean of 3.85 and SD of 1.08. This implies that when teachers are supported through workshops and skill-building programs, they are more likely to prepare comprehensive and effective lessons. Recent research by Nguyen et al. (2022) corroborates these findings, indicating that access to structured professional development significantly improves teacher preparedness, instructional quality, and student learning outcomes. Therefore, schools should institutionalize growth opportunities as a strategic tool for elevating lesson quality and teaching efficacy.

Findings show that training and workshops provided by schools enhance teachers' classroom delivery and control skills. About 44.8% agreed and 28.4% strongly agreed, while 13.1% were neutral and 13.6% disagreed or strongly disagreed (mean = 3.84, SD = 1.05). This suggests that ongoing professional development equips teachers with practical classroom strategies, including behavior management and lesson execution. In agreement, Li and Zhang (2021) assert that continuous skills training enhances teachers' ability to manage diverse classrooms, promotes innovative teaching approaches, and ensures active student engagement. Therefore, school administrators should prioritize periodic workshops that focus not only on theoretical knowledge but also on practical classroom applications.

The study revealed that opportunities to improve teaching skills positively influence teachers' effectiveness in learner assessment and evaluation. Approximately 44.3% agreed and 27.3% strongly agreed, with a mean of 3.80 and SD of 1.07. This implies that teachers who actively engage in growth-oriented programs develop stronger evaluative competencies, ensuring fair and comprehensive assessment of student performance. These findings align with the research by Adebayo et al. (2023), which found that professional development programs enhance teachers' assessment strategies, leading to more objective and reliable student

evaluations. Therefore, equitable growth initiatives should include assessment-focused training to strengthen instructional quality and accountability.

Results show that career advancement prospects motivate teachers to dedicate more time to lesson preparation. About 41.5% agreed and 26.8% strongly agreed, with a mean of 3.73 and SD of 1.11. This suggests that teachers' awareness of clear promotion pathways and growth potential serves as a motivational factor for improving professional output. Studies by Smith and Jones (2020) indicate that visible career progression opportunities increase teacher commitment, reduce attrition, and encourage proactive engagement in professional responsibilities. Therefore, schools must establish transparent promotion criteria and growth pathways to incentivize teachers' performance and dedication to lesson planning.

The findings indicate that support for skill enhancement increases teachers' confidence in classroom delivery and learner evaluation. Specifically, 42.1% agreed and 27.9% strongly agreed, with a mean of 3.77 and SD of 1.09. This implies that providing continuous opportunities for skill enhancement improves both competence and self-efficacy, enabling teachers to implement lessons more effectively. Recent literature by Wang et al. (2022) supports this observation, emphasizing that teacher confidence is strongly influenced by access to skill-building programs, which positively impacts instructional delivery and student learning outcomes. Therefore, equitable growth strategies must integrate structured skill enhancement to boost teacher efficacy.

A notable percentage, 40.4% agreed and 27.9% strongly agreed, indicated that regular skill-building sessions enable innovative and engaging lesson preparation, with a mean of 3.72 and SD of 1.12. This suggests that teachers who participate in continuous learning initiatives are better able to adopt creative pedagogical methods, enhancing student engagement and learning. Supporting this, Nguyen and Pham (2021) found that structured professional growth programs increase instructional innovation, enabling teachers to design more interactive and effective lessons. Therefore, schools should implement frequent skill-building sessions to sustain teacher motivation and instructional creativity.

Results show that professional growth opportunities improve teachers' classroom management abilities. About 41.5% agreed and 28.4% strongly agreed, while 16.4% disagreed or strongly disagreed (mean = 3.78, SD = 1.09). This implies that equitable access to growth opportunities equips teachers with strategies for maintaining discipline and

fostering active participation. According to Li et al. (2023), teacher professional growth programs are associated with better classroom organization, reduced behavioral issues, and improved learning outcomes. Therefore, schools must integrate management-focused modules into growth equity programs to ensure effective classroom delivery.

Findings indicate that training in modern teaching methods helps teachers conduct more accurate learner assessments, with 42.1% agreeing and 27.9% strongly agreeing (mean = 3.79, SD = 1.06). This demonstrates that continuous exposure to innovative assessment techniques improves teachers' evaluative skills and enhances instructional quality. Similar conclusions were drawn by Johnson and Adeyemi (2022), who reported that teacher competency in contemporary assessment methods correlates with better evaluation outcomes and student academic performance. Therefore, incorporating advanced teaching and assessment techniques into professional development programs is essential to maintain high standards of educational delivery.

The analysis shows that clear pathways for career advancement motivate teachers to continuously improve lesson preparation. About 41.0% agreed and 26.8% strongly agreed, with 15.8% neutral, and 16.4% disagreeing or strongly disagreeing (mean = 3.73, SD = 1.09). This implies that when teachers understand the steps required for promotion, they are more likely to invest effort into preparing high-quality lessons and engaging learning experiences. Recent research by Okafor and Bello (2021) emphasizes that career clarity enhances teacher motivation, reduces workplace ambiguity, and promotes professional diligence. Therefore, schools should design transparent career progression frameworks that encourage teachers to align their daily activities with long-term professional goals, strengthening overall job performance.

Findings indicate that support for higher education and certifications enhances lesson delivery and learner assessment. Approximately 43.2% agreed and 27.3% strongly agreed, while 14.8% remained neutral, and 12.9% disagreed or strongly disagreed (mean = 3.78, SD = 1.06). This suggests that when schools provide resources or opportunities for teachers to pursue advanced qualifications, instructional competence improves. In line with the study by Choi et al. (2022), teachers engaging in continuous higher education demonstrate enhanced pedagogical knowledge, better assessment practices, and increased instructional confidence. Therefore, institutional support for further studies and certifications is a crucial component of

growth equity, contributing to sustained teacher effectiveness and improved student outcomes.

The study found that access to mentoring programs enhances classroom management abilities and lesson delivery. About 42.1% agreed and 26.8% strongly agreed, with a mean score of 3.72 and SD of 1.10. This implies that experienced mentorship provides practical guidance, reduces professional stress, and facilitates skill transfer among teachers. Supporting this, Mensah and Owusu (2021) report that mentoring relationships improve teaching strategies, classroom discipline, and confidence in lesson execution. Therefore, schools should incorporate structured mentorship programs as part of growth equity initiatives, pairing less experienced teachers with senior mentors to accelerate skill development and enhance overall job performance.

Findings show that skill-enhancement workshops enable teachers to assess learners more effectively. About 42.1% agreed and 27.9% strongly agreed, with a mean of 3.76 and SD of 1.09. This indicates that workshops focusing on assessment strategies equip teachers with the knowledge and tools to evaluate students objectively and fairly. Research by Adeyemi et al. (2023) supports these findings, highlighting that targeted skill-building programs improve assessment accuracy and instructional alignment. Therefore, schools should offer regular, focused workshops to strengthen teacher competence in both formative and summative evaluations, enhancing accountability and educational quality.

Career guidance from school administrators motivates teachers to prepare lessons thoroughly. Approximately 41.5% agreed and 26.2% strongly agreed, while 15.3% were neutral, and 16.4% disagreed or strongly disagreed (mean = 3.74, SD = 1.11). This suggests that structured guidance, including feedback and professional advice, encourages teachers to take ownership of lesson planning and classroom performance. In agreement, Alabi and Oladipo (2021) found that career guidance and regular feedback from administrators significantly influence teacher motivation, commitment, and instructional quality. Therefore, administrators should actively support teachers by providing regular guidance and clear expectations, which strengthens both growth equity and job performance.

Recognition of professional growth achievements motivates teachers to maintain high teaching standards. About 42.6% agreed and 26.8% strongly agreed, while 15.8% were neutral, and 14.8% disagreed or strongly disagreed (mean = 3.75, SD = 1.08). This implies

that acknowledgment of progress, whether through awards, certificates, or public praise, reinforces positive behaviors and sustains performance improvements. Similar findings by Li et al. (2023) indicate that recognition of professional milestones increases motivation, boosts self-efficacy, and encourages continuous improvement. Therefore, schools should establish formal recognition systems to celebrate teacher achievements and link them to career advancement opportunities.

The descriptive analysis highlights that equitable growth opportunities, including professional development, mentoring, skill-building workshops, career guidance, and recognition of achievements, collectively enhance teachers' job performance. Mean scores ranged from 3.72 to 3.79 with SDs between 1.05 and 1.11, suggesting moderate to high agreement and low variability. These findings imply that schools that prioritize growth equity create an environment where teachers feel supported, confident, and motivated to deliver high-quality lessons, manage classrooms effectively, and conduct thorough learner assessments. Recent literature by Wang and Chen (2022) confirms that equitable growth practices positively influence teacher efficacy and student learning outcomes. Therefore, institutional policies that ensure fair access to growth opportunities are essential for sustainable educational improvement and professional development.

5.1.3 Pay equity and job performance of teachers in government aided secondary schools in Lwengo district

The study found that transparent salary structures motivate teachers to prepare lessons more effectively. Specifically, 43.7% agreed and 28.4% strongly agreed, while 15.3% were neutral and 12.6% disagreed or strongly disagreed, with a mean score of 3.84 and SD of 1.06. This implies that teachers place high value on clarity and predictability in pay policies, which enhances their professional engagement and lesson preparation. These results align with findings by Choudhury and Sharma (2022), who reported that transparent pay systems increase employee motivation and reduce workplace ambiguity. Therefore, schools should prioritize clear and consistent communication of salary structures to reinforce teacher commitment and improve instructional quality.

A notable percentage of respondents, 42.6% agreed and 29.0% strongly agreed, indicated that fair and equitable compensation improves their focus and commitment during lesson delivery, with 14.2% neutral and 14.2% disagreeing or strongly disagreeing (mean = 3.82,

SD = 1.08). This suggests that equitable pay enhances teacher dedication and attentiveness in the classroom. According to Khan et al. (2021), fair compensation is strongly associated with higher employee engagement, productivity, and job satisfaction. Therefore, schools implementing equitable pay practices are more likely to witness improved lesson delivery, disciplined classroom management, and effective learner assessment, highlighting the importance of pay equity as a key driver of performance.

Findings indicate that perceived fairness in pay motivates teachers to conduct thorough learner assessments. About 43.2% agreed and 29.0% strongly agreed, 13.7% were neutral, and 14.2% disagreed or strongly disagreed (mean = 3.83, SD = 1.09). This implies that teachers associate equitable remuneration with professional accountability, prompting careful evaluation of students. These results are consistent with the study by Li and Zhang (2023), who found that employees who perceive pay as fair exhibit greater diligence and attention to task performance. Therefore, pay equity not only boosts motivation but also ensures that teachers approach assessments responsibly, contributing to improved learning outcomes.

The analysis shows that salary consistency across staff encourages teachers to dedicate more effort to lesson preparation. Approximately 42.1% agreed and 27.3% strongly agreed, 14.8% were neutral, and 15.8% disagreed or strongly disagreed (mean = 3.77, SD = 1.10). This implies that consistent pay across peers reduces perceptions of inequity and workplace tension, fostering a positive environment for teaching. Supporting this, Adeoye et al. (2022) argue that consistency in remuneration promotes fairness, increases employee engagement, and strengthens professional commitment. Therefore, equitable salary distribution is essential for maintaining motivation, lesson preparation quality, and overall teaching performance.

Results show that fair compensation for workload increases teachers' motivation for effective classroom control. About 42.6% agreed and 27.9% strongly agreed, 14.2% neutral, and 15.3% disagreed or strongly disagreed (mean = 3.79, SD = 1.08). This indicates that when teachers feel their efforts are recognized financially, they are more willing to maintain classroom discipline and implement structured lesson delivery. This finding aligns with research by Osei and Mensah (2021), who emphasized that fair workload remuneration correlates positively with employee effort, responsibility, and task performance. Therefore, pay equity directly influences classroom management and teacher effectiveness, improving overall instructional quality.

A notable percentage, 43.2% agreed and 27.9% strongly agreed, expressed that pay fairness compared to colleagues motivates them to deliver higher quality lessons, with 13.7% neutral and 15.3% disagreeing or strongly disagreeing (mean = 3.80, SD = 1.06). This implies that teachers are sensitive to comparative equity; when their pay is perceived as fair relative to peers, their motivation and performance increase. Recent studies by Zhang et al. (2023) indicate that perceived internal equity enhances employee engagement, cooperation, and work quality. Therefore, schools must ensure fair pay structures across staff to maintain high teaching standards and avoid disparities that may affect classroom performance.

Findings show that transparency in compensation encourages teachers to assess learners more diligently. Approximately 42.1% agreed and 27.9% strongly agreed, with 14.8% neutral and 15.3% disagreeing or strongly disagreeing (mean = 3.78, SD = 1.08). This suggests that open communication about pay cultivates a sense of responsibility and professional integrity among teachers. In line with Kumar and Singh (2022), transparency in remuneration enhances accountability, task engagement, and quality of work performance. Therefore, schools should clearly communicate pay policies and criteria, reinforcing motivation to conduct thorough assessments and deliver lessons effectively.

The analysis indicates that equitable pay policies push teachers to dedicate more time to planning and preparing lessons. About 42.6% agreed and 27.9% strongly agreed, 15.3% neutral, and 14.2% disagreed or strongly disagreed (mean = 3.81, SD = 1.06). This implies that fair compensation motivates proactive engagement in instructional tasks, ensuring high-quality lesson preparation and classroom delivery. Supporting this, Ahmed and Hussain (2021) found that employees receiving fair pay invest greater effort in their duties and demonstrate consistent performance. Therefore, equitable pay policies are crucial for enhancing teacher dedication, lesson quality, and overall educational outcomes.

Results show that confidence in fair pay motivates teachers to improve classroom management skills. Approximately 42.1% agreed and 27.3% strongly agreed, 14.2% were neutral, and 16.4% disagreed or strongly disagreed (mean = 3.77, SD = 1.09). This indicates that when teachers perceive their remuneration as fair, they feel empowered to maintain discipline and implement effective teaching strategies. Research by Li et al. (2022) highlights that fair pay not only increases motivation but also indirectly enhances practical workplace performance by promoting confidence and accountability. Therefore, equitable pay is critical for fostering positive classroom environments and supporting structured learning.

Findings indicate that fair alignment of pay with responsibilities strengthens teachers' commitment to lesson preparation and delivery. About 43.2% agreed and 28.4% strongly agreed, 13.7% were neutral, and 14.7% disagreed or strongly disagreed (mean = 3.79, SD = 1.07). This implies that teachers feel valued when pay reflects their workload and responsibilities, which translates into increased effort and higher performance levels. Supporting literature by Ahmed and Khalid (2021) found that compensation linked to responsibility fosters employee accountability, task engagement, and efficiency. Therefore, ensuring pay aligns with duties is essential for motivating teachers and maintaining consistent quality in teaching practices.

A notable percentage, 42.6% agreed and 27.9% strongly agreed, expressed that regular salary reviews motivate them to prepare lessons consistently, while 15.3% were neutral, and 14.2% disagreed or strongly disagreed (mean = 3.80, SD = 1.07). This suggests that teachers are encouraged to maintain steady effort when they know their pay is periodically evaluated and adjusted. In line with Kumar et al. (2023), regular salary revisions improve employee satisfaction, motivation, and retention, which in turn positively impacts performance outcomes. Therefore, schools implementing systematic pay review mechanisms can sustain high levels of teacher engagement and quality classroom instruction.

Results show that fair bonuses or allowances encourage teachers to maintain discipline and deliver lessons effectively. About 43.2% agreed and 28.4% strongly agreed, 14.2% neutral, and 14.2% disagreed or strongly disagreed (mean = 3.82, SD = 1.06). This indicates that additional financial recognition beyond base pay reinforces motivation and professional responsibility. According to Choudhury et al. (2021), performance-based incentives increase employee commitment, productivity, and engagement. Therefore, equitable bonus structures act as extrinsic motivators, encouraging teachers to uphold high standards in lesson planning, classroom control, and learner assessment.

Findings indicate that compensation reflecting performance motivates teachers to assess learners thoroughly. Approximately 42.6% agreed and 27.3% strongly agreed, 14.8% were neutral, and 15.3% disagreed or strongly disagreed (mean = 3.79, SD = 1.08). This suggests that teachers link pay fairness to professional responsibility and diligence in assessment tasks. Supporting research by Osei et al. (2022) demonstrates that performance-based equity fosters accountability, efficiency, and attention to detail in employees. Therefore, linking pay to

performance strengthens teachers' dedication to accurate, fair, and thorough evaluation of learners, enhancing learning outcomes.

The analysis shows that transparent communication about salary motivates teachers to improve lesson delivery. About 43.2% agreed and 27.9% strongly agreed, 13.7% neutral, and 15.2% disagreed or strongly disagreed (mean = 3.81, SD = 1.07). This implies that clear communication regarding pay structures builds trust and reduces perceptions of favoritism, leading to higher engagement and better instructional quality. Recent studies by Zhang and Li (2023) emphasize that transparency in remuneration strengthens employee satisfaction, motivation, and performance consistency. Therefore, schools should communicate pay policies openly to reinforce teacher commitment and professionalism.

Finally, findings show that satisfaction with equitable pay motivates teachers to sustain quality in lesson preparation, delivery, and learner assessment. About 43.7% agreed and 28.4% strongly agreed, 14.2% neutral, and 12.6% disagreed or strongly disagreed (mean = 3.84, SD = 1.06). This suggests that overall pay equity, including transparency, fairness, and consistency, is a critical factor influencing teacher motivation and job performance. These results are consistent with research by Adeoye and Ahmed (2022), who found that equitable compensation systems enhance employee engagement, commitment, and effectiveness. Therefore, ensuring fair and consistent pay practices is essential for sustaining high-quality teaching and improving educational outcomes in schools.

5.2 Conclusion

The study concludes that there is a positive difference between recognition equity and teachers' job performance in government-aided secondary schools in Lwengo District. Teachers who receive consistent, fair, and varied forms of recognition demonstrate higher motivation, diligence in lesson preparation, effective classroom management, and thorough learner assessment. This relationship highlights that recognition equity functions as a significant driver of professional engagement, reinforcing the need for school policies that institutionalize fair and transparent recognition practices to strengthen instructional quality and overall educational outcomes.

The research establishes a positive difference between growth equity and teachers' job performance. Access to professional development, mentoring, skill-enhancement workshops,

and clear career advancement pathways motivates teachers to improve lesson preparation, classroom management, and assessment practices. The relationship indicates that equitable growth opportunities enhance teacher competence, confidence, and engagement, emphasizing that schools promoting fair and accessible professional development programs are more likely to achieve improved instructional quality and sustained educational performance.

The study concludes that a positive relationship exists between pay equity and teachers' job performance. Transparent, fair, and consistent compensation structures, including salaries, allowances, and performance-linked incentives, are associated with increased teacher motivation, focus, and accountability in lesson delivery, classroom management, and learner assessment. This relationship demonstrates that equitable pay reinforces professional responsibility and commitment, underscoring the importance of implementing fair remuneration policies to enhance teacher performance and overall educational outcomes in government-aided schools.

5.3 Recommendations

Based on the study conclusions, the following three specific recommendations are proposed to enhance job performance among teachers in government-aided secondary schools in Lwengo District:

Enhance Recognition Equity through Structured Acknowledgment Programs: Since the study found a significant positive difference between recognition equity and job performance, it is recommended that school administrators institutionalize fair and consistent recognition practices. This may include regular performance-based commendations such as certificates of appreciation, teacher-of-the-month programs, verbal praise in staff meetings, and public acknowledgment during school events. Transparent recognition criteria should be developed to ensure inclusiveness and avoid perceptions of favoritism, thereby increasing motivation, morale, and commitment to teaching roles.

Promote Growth Equity by Expanding Professional Development Opportunities: In light of the strong association between growth equity and teacher performance, schools should invest in equitable access to professional development initiatives. These should include in-service training, workshops, academic upgrading opportunities, and peer-learning programs. Participation in such programs should be guided by transparent selection criteria to

avoid bias, ensuring all teachers regardless of rank, gender, or school location have equal chances to enhance their skills. This approach will equip teachers with up-to-date pedagogical competencies and improve their adaptability in delivering quality education.

Strengthen Pay Equity through Transparent and Fair Compensation Practices: Given that the study established a positive correlation between pay equity and job performance, it is recommended that schools work with relevant authorities to ensure timely, fair, and clearly structured remuneration systems. Pay policies should reflect teachers' qualifications, workload, and responsibilities, and must be communicated transparently to eliminate mistrust or ambiguity. Establishing equitable and competitive salary structures will not only improve teacher satisfaction but also help reduce turnover and maintain a stable, high-performing teaching workforce.

5.4 Areas for Further Research

Future research could delve into longitudinal studies examining how sustained recognition programs influence teacher retention rates and student academic outcomes over time. Exploring the specific mechanisms through which recognition impacts job satisfaction and morale among educators could provide deeper insights into its long-term effects on school climate and performance.

Another area worth exploring is the integration of digital learning tools in educational settings to understand their impact on teaching effectiveness and student engagement. Research could focus on identifying optimal strategies for integrating these tools into curricula, as well as examining their role in fostering personalized learning experiences and improving educational equity across diverse student populations.

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Appendices

Appendix I: Questionnaire for Secondary teachers

Dear Participant,

I am Edrisa Mutyaba, a postgraduate student at Kyambogo University, pursuing a Master's degree in Educational Policy, Planning, and Management. I am conducting research on "Workplace Equity and teachers' Job Performance in Government-Aided secondary schools in Lwengo District, Uganda."

Your participation in this study is highly appreciated. I kindly ask you to take part by completing the enclosed questionnaire to the best of your ability. Rest assured that all your responses will be treated as confidential, and the data collected will be used exclusively for academic purposes. Participation in this study is entirely voluntary, and you have the freedom to withdraw your participation at any point if you so choose.

Thank you for taking the time to participate in this study.

SECTION A: Demographic information *(Please tick as appropriate)*

1. Gender: (a) Male (b) Female:
2. Age (in years): 20-29 ☐ 30-39 ☐ 40-49 ☐ 50 and above ☐
3. Teaching Experience:
4. Less than 3 years ☐ 3-6 years ☐ 7-10 years ☐ More than 10 years ☐
5. Highest level of education achieved:
Diploma ☐ Bachelors Degree ☐ Masters Degree ☐
6. School location: Town Council ☐ Sub-county ☐

SECTION B: Difference between Recognition Equity and Job Performance

S.NO	Statements	SD (1)	DA (2)	N (3)	A (4)	SA (5)
1	Regular acknowledgment of my contributions motivates me to prepare my lessons thoroughly.					
2	Frequent recognition of my teaching efforts improves the quality of my lesson delivery and classroom control.					
3	Consistent recognition from school leaders enhances my commitment to learner assessment and evaluation.					
4	Different types of recognition (certificates, verbal praise, awards) encourage me to improve lesson preparation.					
5	Transparent and fair recognition practices motivate me to put more effort into effective classroom delivery.					
6	Being praised for my classroom management encourages me to maintain discipline and control during lessons.					
7	Recognition for effective learner assessments motivates me to evaluate students more diligently.					
8	Public acknowledgment of my teaching motivates me to design well-prepared lessons.					
9	Consistency in recognition boosts my confidence in delivering lessons effectively.					
10	Equitable recognition across staff motivates me to improve both lesson preparation and learner evaluation.					
11	Positive feedback for lesson planning inspires me to prepare more detailed teaching notes.					
12	Recognition for innovative teaching approaches strengthens my classroom delivery.					
13	Continuous appreciation motivates me to assess learners using varied and fair methods.					
14	Recognition of my contributions during staff meetings motivates me to enhance lesson preparation.					
15	Consistent praise for good classroom control pushes me to maintain discipline and engagement.					

SECTION C: Difference between Growth Equity and Job Performance

S.NO	Statements	SD (1)	DA (2)	N (3)	A (4)	SA (5)
1	Access to professional development opportunities improves my lesson preparation quality.					
2	Training and workshops provided by the school enhance my classroom delivery and control skills.					
3	Opportunities to improve my teaching skills make me more effective in assessing and evaluating learners.					
4	Career advancement prospects in the school motivate me to dedicate more time to lesson preparation.					
5	Support for skill enhancement increases my confidence in classroom delivery and learner evaluation.					
6	Regular skill-building sessions enable me to prepare innovative and engaging lessons.					
7	Professional growth opportunities improve my ability to manage classrooms effectively.					
8	Training in modern teaching methods helps me carry out more accurate learner assessments.					
9	Clear pathways for career advancement motivate me to continuously improve my lesson preparation.					
10	Support for higher education and certifications enhances my delivery of quality lessons and evaluations.					
11	Growth opportunities provided by the school strengthen my lesson delivery confidence.					
12	Access to mentoring programs enhances my classroom management abilities.					
13	Skill-enhancement workshops enable me to assess learners more effectively.					
14	Career guidance from school administrators motivates me to prepare lessons thoroughly.					
15	Recognition of professional growth achievements motivates me to maintain high performance in teaching.					

SECTION D: Difference between Pay Equity and Job Performance

S.NO	Statements	SD (1)	DA (2)	N (3)	A (4)	SA (5)
1	Transparent salary structures motivate me to prepare my lessons more effectively.					
2	Fair and equitable compensation improves my focus and commitment during lesson delivery.					
3	Perceived fairness in pay motivates me to conduct thorough learner assessments.					
4	Salary consistency across staff encourages me to dedicate more effort to lesson preparation.					
5	Fair compensation for my workload increases my motivation for effective classroom control.					
6	Pay fairness compared to colleagues motivates me to deliver lessons with higher quality.					
7	Transparency in compensation encourages me to assess learners more diligently.					
8	Equitable pay policies push me to dedicate more time to planning and preparing lessons.					
9	Confidence in fair pay motivates me to improve classroom management skills.					
10	Fair alignment of pay with my responsibilities enhances my effort in lesson preparation and learner evaluation.					
11	Regular salary reviews motivate me to prepare lessons consistently.					
12	Fair bonuses or allowances encourage me to maintain discipline in the classroom.					
13	Compensation that reflects performance motivates me to assess learners thoroughly.					
14	Transparent communication about salary motivates me to improve lesson delivery.					
15	Satisfaction with equitable pay motivates me to sustain quality in lesson preparation, delivery, and assessment.					

YOUR CONTRIBUTION IS HIGHLY VALUED

Appendix II: Informed Consent Form

Study Title: Examining the Impact of Workplace Equity on TEACHERS' Job Performance in Government-Aided Secondary schools in Uganda: A Case Study of Lwengo District

Researcher: EdrisaMutyaba

Dear Participants,

You are warmly requested to take part in a research study conducted by Edrisa Mutyaba, a graduate student pursuing a Master of Education in Policy, Planning and Management degree at Kyambogo University. The aim of this study is to explore the link between equity theory and the job performance of TEACHERS in government-aided secondary schools in Uganda, specifically focusing on the Lwengo district.

Your contribution in this study is completely charitable. It involves either completing a questionnaire or participating in an interview. Throughout the study, you will be questioned related to your job performance and the factors that influence it. The estimated time required for your involvement is approximately 30 minutes.

By taking part in this study, you will contribute to the existing knowledge on the correlation between equity theory factors and the job performance of Non-science teachers. The findings will provide valuable insights for informing educational policies and enhancing the quality of education in Uganda.

Please rest assured that your privacy will be strictly observed all over the study. Your replies will be treated as unidentified and will not be associated with your name or any personal identifying information. The data collected will be used solely for research purposes and will be kept privately.

If you concur to contribute in this study, kindly signify your consent by signing this document. For any inquiries or worries regarding the study, please feel free to interact with the researcher, Edrisa Mutyaba, via email at edrisamutyaba78@gmail.com

Your valuable input is greatly appreciated

Honestly,

Edrisa Mutyaba (Researcher)

Appendix III: Sample Size Determination Table

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	280	1000000	384

Source: Krejcie& Morgan (1970)

Appendix IV: Research Work Schedule

Activity	Time frame
Proposal writing and printing	January -August 2023
Proposal defense and Correction of Research proposal and submissions of final copy	January – May 2024
Data collection and analysis	May 2024
Dissertation writing	June – July 2024
Dissertation submission	August 2024
Viva-voce Examination	September
Submission of corrected dissertation after Viva-voce Examination	October - November 2024
Graduation	December 2024

Appendix V: Budget

S.N	Quantity	Item description	Unit cost	Amount
1.	05	Reams of paper	20,000=	100,000
2.		Voice calls		50,000
3.	10GB	Monthly Data bundles 7 months	50,000=	350,000
4.	05	Research Assistants	150,000=	750,000
5.		Printing, photocopying and Binding services		600,000
6.		Transport		500,000
Total				2,350,000

Appendix VII: Authorization Letter from the School

07-06-2024

To Whom It May Concern

Authorization for Data Collection

This letter serves to authorize Mr. Edrisa Mutyaba (18/U/GMED/19734/PD), a student pursuing a Master of Education in Policy, Planning, and Management at Kyambogo University, to collect data from [School Name] located in Lwengo District, Uganda. Mr. Mutyaba is conducting a research study titled "Workplace Equity and Job Performance of Teachers in Government Aided secondary schools in Lwengo District, Uganda."

During the data collection period, Mr. Mutyaba is granted permission to:

1. surveys with teachers and school administrators.
2. Access relevant documents and records related to job performance and workplace equity within the school premises.

The data collected will be used strictly for academic research purposes and will be treated with privacy. Any findings or reports resulting from this study will only be shared in aggregate form and will not disclose individual school data without prior consent.

We kindly request all staff and relevant personnel to assist Mr. Mutyaba in his data collection efforts. For ant inquiries, please reach us at [University Contact Information].

Thank you for your cooperation.

Yours sincerely,

.....

Appendix VIII: Similarity Report

WORKPLACE EQUITY AND JOB PERFORMANCE OF TEACHERS IN GOVERNMENT AIDED SECONDARY SCHOOLS IN LWENGO DISTRICT, UGANDA

ORIGINALITY REPORT

12%

SIMILARITY INDEX

9%

INTERNET SOURCES

2%

PUBLICATIONS

8%

STUDENT PAPERS

PRIMARY SOURCES

1

Submitted to Intercollege

Student Paper

2%

2

Submitted to Kisubi University, Uganda

Student Paper

1%

3

Submitted to Sheffield Hallam University

Student Paper

1%

4

irbackend.kiu.ac.ug

Internet Source

1%

5

www.coursehero.com

Internet Source

1%

6

irbackend.mubs.ac.ug

Internet Source

<1%

7

Submitted to York St John University

Student Paper

<1%

8

www.ncbi.nlm.nih.gov

Internet Source

<1%

9

utamu.ac.ug

Internet Source

<1%

10

ir-library.egerton.ac.ke

Internet Source

<1%

11

su-plus.strathmore.edu

Internet Source

<1%

12

Submitted to Leeds Beckett University