

**IMPACT OF LOW PAYMENT OF TEACHERS ON STUDENTS
ACADEMIC PERFORMANCE IN ECONOMICS AT
A-LEVEL A CASE OF ST-DENIS KIJAGUZO
IN SEMUTO SUB COUNT –NAKASEKE
DISTRICT**

CHAPTER ONE

1.0 Introduction

Low payment of teachers is believed to be affecting the students' academic performance in economics at a level. Therefore, this research is carried out to ascertain the truth in the statement with close interest to secondary school of St Denis Kijjaguzo in Semuto-subcountry – Nakaseke District.

1.1 Background of the Study

This research is designed to analyze the effect of low payment of teachers on students' academic performance in economics at a level. Many schools have taken teachers payments as optional thus preventing many schools from achieving academic excellence since low payments does not motivate teachers to work hard.

Teachers in Uganda are one of the professionals that undergo long career training for instance a degree graduate professional teacher requires three years of training , for a diploma teacher he/she requires two years of training , During tremendous struggle the teacher trainee experiences a number of vast ideas and discipline . Meeting all the pre-requisites (requirements), a teacher on the labor market skill earns a low pay though tends to deliver huge discipline to the children of the nation. The government of Uganda recent increased the salaries of civil servants in the 2013/2014 financial year (*By Raymond Asare Owot, new vision , 5th April 2018*) For all that period the cost of living in Uganda have been increasing though no changes to words teachers payment have been made. It has been just recent in the year 2018 that teachers payments is revisited and emphasis has been put on science teacher others than others subject teaching teacher probably the Art teachers

Hence though the government of Uganda is argues to increase the salaries of teachers, Teachers are still complaining about low payment, late delivery of salaries hence making most of teachers not satisfied about the salary scheme worse of all private schools. The problem of low payment seems to contribute low Academic performance of students of Economics at A level in Uganda especially at St Denis kijjaguzo in semuto sub-country . Studies portray that teachers are not paid well in many schools in respective of their age , qualification and working experience hence leading to poor performance as attributed to low payment of teachers in schools . such discouraging payments demotivates teachers and deter their degree of commitment to deliver content to the learners , Therefore this prompts the researcher to find out the effects of low payment to teachers on student's performance at A level .

According to the Uganda National Examination Board (2008), the performance of students in economics was recorded and out of 27446 candidates only 2.1% of females managed to score "A" grade. Among the boys, only 3.5% managed to score "A" out of the total population of

23,095. Therefore, this directly indicates poor performance in the subject. UNEB yearly analysis (2009).

Worldwide, there is still declining performance of students taking economics at their advanced levels. According to Grauke and Woosely (2005), USA asserted that college sophomores, economics is an elective subject for second year and the academic performance of such students continues to decline. This is as a result of poor attendance of lectures and tutorials by such students, losing interest in academic activities hence focusing on other social commitments.

According to Ray Bachan and Barry Reilly (2003), the number of students studying economics at A- level in England and Wales declined over 50% between the year (1992) and (2000). This was attributed to the low payment of teachers and greatly because the students attitude .According to as worth and Evans (1999) females are found to be less likely than males to achieve the highest grade and more likely to fail. In England, 60% of candidates only score a "C" grade.

According to Megan Louw (2000), the performance of students in economics in South Africa is still extremely weak when compared on international tests including SACMEQ (southern African consortium for monitoring educational quality).

1.2 Statement of the problem

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1.3 Purpose of the Study

The overall aim of the study therefore, was to establish whether low payment of teachers causes students poor performance in economics at A- level.

1.4 Objectives of the Study

1.4.1 Main Objective

- i. To find out how low payment of teachers affect the students' performance in economics at A-level

1.4.3 Specific Objectives

- i. To investigate the other factors that affect students' performance in economics.
- ii. To determine the students attitude towards economics at A-level in St Denis kijjaguzo- semuto sub country
- iii To find out why most teachers are not satisfied with their salary

1.5 Research Questions

- i. How does low payment of teachers influence the students' performance in economics at A level in semuto sub country?
- ii. What are the other factors that affect students' performance in economics?
- iii. What is the students' attitude towards economics at A- level in St Denis kijjaguzo?
- Iv Why most teachers are not satisfied with the salary they get?

1.6 The Scope of the Study

The study is to be carried out in semuto sub country ,Nakaseke District, central region of Uganda, reason being it is a special area of interest to the researcher. Contextually, the study focused on how low payment of teachers affects the students' academic performance in economics. This study will take two weeks

1.7 Significance of the Study

The findings of the study will benefit teachers of economics in different schools concerned with the teaching of economics, researchers and policy makers like, the Ministry of Education, District Education Officers who take part in an essential role in officers who take part in an essential role in promotion of education programmes in the district and other parts of the country.

The employers of these teachers will also benefit by knowing the various factors leading to poor performance in economics at A-level hence they will work tirelessly to improve the performance.

The findings will also provide up to date literature to academicians who are interested in exploring the field of economics literacy in the library of Kampala University. This can help them understand the subject better that they can identify specific matters that need research and development.

The study will also be useful to other researcher in the field of education especially teachers and students pursuing bachelors in education specializing in economics who would wish to expand on the area of business courses to obtain a foundation in the form of literature review like the institute of economics in other universities besides muteesa 1 royal university .

Schools with in semuto sub- country and some other areas of Uganda will also benefit from the findings of this study.

Lastly, the study will benefit the students who offer economics as a subject at A-level in that when teachers are paid well they will be able to produce the desired output hence good performance.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter is concerned with all the available literature concerning the problem at hand. The researcher will have to be conversant with the relevant theories in the field. The researcher aims at finding out the available data and the purpose of the study

Low payment of teachers influence the students' academic performance

Emiliana Vegas and Hana Umansky (2005), asserted that "in order to raise students learning, there is a need to increase teachers accountability and introduce incentives to them". According to me this statement is true because when teachers are not paid well they fail to produce the required output

According to Paul Glewwe, Alaka Holla and Mich Krener (2008), "there is a need to provide direct payments to teachers based on either their inputs for example attendance or their outputs for example students' performance on tests".

According to them, also there is a need to improve the quality of schooling in developing countries by changing teacher incentives such that teachers are paid well to come and work.

According to Halsey F Rogers and Emilliana Vegas (2009), expanding and improving basic education developing countries requires a minimum of teachers who are present in class room and paid well to teach.

According to them, school visits reveal that teachers are absent at high rates in countries such as India, Indonesia, Uganda, Ecuador and Zambia. This is as a result of low levels of payment which affect many developing country education system.

According to Karthik Muralidharan and Venkatesh, Sundaraman (India), performance pay for teachers is frequently suggested as a way of improving education outcomes in schools.

Through earn of a teacher incentive programme, the teachers in India were provided with a bonus payments in the state of Andra Padesh. The annual pay was increased by 3% and at the end of the two years, students in incentive schools performed significantly better than those in control schools.

Therefore, incentive schools performed significantly better than other randomly chosen schools that received additional schooling inputs of a similar value.

According to Michael Kreiner, Eser Dufro and Pascatrive Dupez (2010) in Kenya, they asserted that "lower achieving students or learners are to benefit from tracking if teachers would otherwise have incentives to teach to the top of the distribution".

The World Bank (2010) asserted that, increasingly policy makers in developing countries are struggling with how to design policies that are effective in recruiting highly qualified teachers and motivating them throughout their careers to perform to the best of their ability.

Teachers who spend time preparing lessons and marking homework and class work tend to achieve better result than those who don't colloids (1989).

Government need to lift the teachers morale by giving them better pay though most cannot afford financial incentives, but by improving in rewards, career opportunities, initiatives and in service preparations, status and prestige by attracting high quality recruits and retaining talented practitioners in teaching and leadership posts UNESCO (1994).

But teachers hardly spend any time preparing their lessons, they often don't use schemes of work nor do they keep records of work covered by students s. Discipline relies too heavily on punishment. International Form of education development (2001).

This calls for the investigation on how much the teacher of economics is paid to participate in subject panels, external examination marking, co-curriculum activities, regular teaching, frequent testing, lesson preparation and remedial teaching which facilitate high achievement in examination and consequently quality outputs.

2.2.1. The relationship between class size and performance in economics

Another factor for student's poor performance in economics is overcrowded classes. The introduction of Free Secondary Education (FSE) has its own down sides. The issues that teachers pointed out in this study reinforce the challenges that teachers in the Nakabugo et al. (2007). Certainly, when teaching in large classes teachers provide fewer exercises and practice so as to reduce the amount of marking to do. There is also limited space to conduct group work that would enhance effective coverage of content. This is true because the overcrowded curriculum minimize students' opportunity-to-learn economics as teachers try to cover too much content in too little time available. Nakabugo et al. (2007). From the Daily Monitor dated 26th April, 1997, it stated that a school in central Kampala (the name of the schools name was not mentioned), had 80% of the student had failed and from their own investigation they found out the class was too large that only or nearly half the class could not have access to the teacher and only had of what the teacher taught from their fellow students.

2.2.2. Relationship between school infrastructure and performance in economics

A large number of studies in the developing countries have consistently shown that availability of instructional materials positively influences learner achievement; the levels of infrastructure seem to have a close correlation with learner achievement and availability of textbooks and

instructional materials has a consistently positive effect on learner achievement in developing countries (Heyremann Farnel and Sepulveda Stuando, 1991). Similarly, Lockheed and Verspoor, 1991 found that school-based interventions raise student achievement. The levels of infrastructure seem to have a close correlation with learner achievement as one move from least facility schools (Govinda and Varghese, 1993).

2.2.3 Relationship between availability of instructional materials and students academic performance

Most educators believe that, as an ideal, all students should learn as much as their ability and effort will permit. Yet, most schools reward high achievement alone, apparently assuming that the lure of high grades and test scores will inspire effort in all. Because high ability students usually capture the best grades and test scores, the labor of less-talented students is seldom acknowledged and the grades they receive for it do not inspire effort. Hence, low-ability students and those who are disadvantaged—students who must work hardest—have the least incentive to do so Gavin, M. K. (1997). They find this relationship between high effort and low grades unacceptable, something to be evaded if possible. Some of them express their displeasure by simple indifference, others by disruption and deception.

The success or failure of secondary schools is measured against the presence or absence of structures and facilities provision and management. Nsubuga (1977) holds the view that an important element of a good school is that of facilities. He emphasizes that a good school should have adequate facilities which help with teachers and students to effectively teach and effectively learn in a convenient and comfortable environment.

According to Kochhar (2001) physical facilities contribute a lot to the general atmosphere of the school. He suggests that healthy surroundings, good sanitary arrangement leave little scope for irritation. Musaazi (1982) and Ssekamwa (2000) agree that most programmes of instruction and pupil services require some physical facilities such as school building, school grounds, enough desks, chairs, teaching materials and libraries needed in instruction and incidental to institution. The possession of adequate facilities in the school for studying is a characteristic of an effective school.

However, there are many students who perform well in schools with limited facilities and there are also many students who perform poorly in schools, which are well facilitated. The researcher therefore aims at carrying out a critical analysis of the correction between academic performance and the availability of facilities in primary schools.

2.2.4 Teacher quality and students performance in economics

Many writers have come up with views about the characteristics of competent teachers and benefits of having such teachers as follows:

The Education Policy Review Commission Report (EPRCR) (1989) explains teacher competence as having a knowledge of child development, of the material to be taught and suitable methods,

his skills must enable him to teach, advice and guide his students , community and culture with which he is involved; his attitudes should be positive without being aggressive, so that his examples are likely to be followed as he transmits explicitly, and implicitly the national aims and moral and social values.

It's from the above; give many characteristics and qualities, which effective teachers should possess. There are many students who perform well without teachers in some subjects while others with well-qualified teachers perform poorly. The researcher therefore aims at establishing the effect of teacher competence on academic performance of students in secondary schools.

The personality of the teachers teaching economics is worrying. The teachers have weak academic backgrounds on the economics content to deliver Barnes, M., & Home, M. (1996). Their own attitudes to economics may contribute to their inability to motivate the students to learn economics . The teaching methods that are used remain predominantly the traditional 'talk and chalk' mode of delivery. The teachers are under pressure to enable their students pass examinations and are therefore forced to water down the implemented curriculum. Anderson W.L (1991) Although teachers attempt to cover all the content of the syllabus, the frequent disruptions in the teaching time due to un-gazetted holidays, late start of the term and so on do not allow the completion of the syllabus in most schools. The characteristics of the students retard the pace of coverage of the content. R., Ndawula, R. & Bbosa, D. (2007). The fact that few students cannot effectively read and write by the time they are in class six or eight, which is the top class in the primary school level, spells out problems of the ability to comprehend what is taught.

Teachers sometimes contribute to girls' poor self-concept in economics . They may imply, for example, that girls do not need economics or they may react more negatively when girls ask questions of clarification than when boys ask (Jackson & Leffingwell, 1999). Jones and Smart (1995) consider lack of confidence to be a major factor affecting girls low participation in economics . This is true because most teachers show girls that they are not capable of passing economics and this discourages them.

2.3 Students attitudes towards economics

According to McLeod (1992) attitudes toward economics, including perceptions of how appropriate economics is for females, play a prominent role in females' lower performance and participation in economics in relation to males. Based on their analysis of NAEP data trends, Bae, Choy, Geddes, Sable, and Snyder (2000) contend, "Achievement gaps appear more closely related to attitudes than to course taking". The data show that females are less likely than males to like or to think they were good at economics. Females also experience economics anxiety to a greater degree than males (Levine, 1995).

Females' dispositions toward—and hence achievement and participation in—economics are believed to be socialized, inculcated by a society that tends to view economics as a male domain

and which perpetuates the idea that males are naturally more Economics ematically inclined (Hanson, 1997). This is true because girls who do well in economics are referred to as boys.

Griffiths (1992), indicates that research carried out on 750 students at Edinburgh University between 1987 and 1991 showed that female students rated their own IQs lower than those of their fathers and, in three of the five years, higher than those of their mothers. (Arnot, M. 1983), Conversely, male students rated themselves superior to their mothers and, in three of five years, to their fathers too. This suggests a widely accepted belief that men are more intelligent than women. The issue is made worse by the fact that the women being tested, presumably the intellectual elite, should be more aware of gender issues and research, or at the very best, should be more confident of their own ability.

John B. Griffiths (1992) identifies three types of component attitudes, emotions and beliefs relating to attitude to economics. Firstly, emotions are intense feelings, either positive or negative, which are evoked by a situation such as being confronted with a Economicsematic task. Secondly, are attitudes, which are predispositions to act in certain ways given certain concepts, ideas or situations? Attitudes can be held towards economics and include (according to Bell et al, 1983); Liking/disliking of economics, Confidence (or lack of) in own ability, anxiety towards economics and perceived utility of economics.

Thirdly, there are systems of ides or beliefs which reflect a person's values and outlook, including beliefs about gender roles and the appropriateness of economics for men and women. (APU 1988), Some content that the importance of attitude towards economics is its connection to achievement; for example, Bell et all (1983) and McLeod, (1992) found a low but significant correlation between these two factors - thus, more positive attitude may produce a higher level of achievement which is further compounded by gender . Research ambivalent, however, on the attitude- achievement link and there is much stronger argument that links attitudes to economics with futher participation. (Otieno, k 1997). I concur with the researchers that give girls negative attitudes towards economics affects their performance

CHAPTER THREE

METHODOLOGY

3.1 Research Designs

This will be both qualitative and quantitative methods. Fieldwork will be undertaken and it will be comprised of direct observation and questionnaires for the respondents.

3.2 population size

The study will comprise of 1 head master, 4 teachers of economics and 20 students in semuto sub country

3.3 Sample and sampling procedure

A total of 25 respondents will be used from the total population of the school. A total of 25 respondents will be picked to participate in this study. Teachers will be selected using purposive sampling while students will be selected using random sampling.

3.4 Research instruments

Questionnaires; These will be used to collect information from teachers who will be selected for this study

Focus group discussions; Discussions will be carried on with the students

3.4 Research procedure

In carrying out research, I will pick a letter from the administrator which I will use during my study. Because the letter will help me to get the permission to access information

3.6 Data analysis

The study will be both primary and secondary data. Primary data will be collected using questionnaires which will be given to teachers who will participate in the study. Secondary data will be collected through document analysis in form of reports, newspapers, and text books for the period of study

Qualitative data involved three sets of activities; they include editing, coding, and frequency tabulation. Editing will be done by looking through each field response from the questionnaires and interview guide ascertaining that every applicable question has an answer and all errors were eliminated for completeness.

3.7 Ethical consideration

In ensuring that the respondents give the required information without fear of disclosing their opinions to the authorities, I will assure them that the research is for the purpose of academic reasons only and it will not be meant to evaluate their qualities to school authorities.

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