

**Remuneration and Teachers' Performance in Selected Private Secondary Schools in Lira
City West Division, Northern Uganda**
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Abstract

The purpose of the study was to investigate the influence of remuneration on the performance of teachers in private secondary schools in Lira City West Division, Northern Uganda. Specifically, the study examined the effect of financial and non-financial remuneration on teacher performance and assessed the level of awareness of remuneration policies among the teachers. The study adopted a descriptive research design with both quantitative and qualitative data collection approaches among 195 teachers and 10 school administrators in private secondary schools. Data was collected using structured questionnaires developed based on a five-point Likert scale and an interview guide for key informant interviews. Descriptive statistics, including percentage, mean, and standard deviation, were used to analyze the data, while inferential statistics, such as multiple regression, were applied to determine the relationships between variables. The study found that financial remuneration had a significant positive impact on teacher performance, with a regression coefficient of 0.547 and an adjusted R of 0.366, indicating that 36.6% of the variance in teacher performance can be explained by financial rewards, such as salary, bonuses, and allowances. On non-financial remuneration, the study revealed that non-financial rewards, such as recognition and career development, contributed to 20.9% of the variance in teacher performance, with a regression coefficient of 0.581. In conclusion, the study highlighted the significant influence of both financial and non-financial remuneration on teacher performance. The study recommended enhancing financial compensation, improving non-financial rewards in order to improve teacher morale and performance.

