

Salary Discrepancy and Teachers' Commitment in Government Aided Secondary Schools in Bombo Town Council, Luweero District

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Abstract: This study examined the influence of salary discrepancy on teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District. The specific study objectives were; i) To examine the influence of delayed payments on teachers' commitment, ii) To examine the influence of underpayment on teachers' commitment, and iii) To examine the influence of unpaid allowances on teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District. The study revealed that delayed payments negatively and significantly influence teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District. Additionally, the study revealed that underpayment negatively and significantly influences teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District. The study further revealed that unpaid allowances negatively and significantly influence teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District. The study concluded that salary discrepancy negatively and significantly influences teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District such that increased delayed payments, underpayment, and unpaid allowances would resultantly lead to a reduction in teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District. This study recommends that school administrators to address salary discrepancies through implementing transparent and standardized salary structures based on teachers' qualifications, years of experience, and responsibilities as this is crucial for improving teachers' commitment, morale, and retention in government aided secondary schools in Bombo Town Council, Luweero District.

Keywords: Salary Discrepancy, Delayed Payments, Underpayment, Unpaid Allowances, Teachers' Commitment, and Government Aided Secondary Schools.

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I. INTRODUCTION

This study aimed at examining the influence of salary discrepancy on teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District.

A. Historical Perspective

Globally, as the global economy shifted during the late 20th century, many countries began to face economic crises that led to austerity measures, which often affected education budgets. Countries with large public education systems, particularly in developing regions, continued to experience significant salary discrepancies that affected teachers' commitment (Clotfelter, Glennie, Ladd & Vigdor, 2018). In developing countries such as the United States, Canada, and many European nations, salary discrepancies persist, particularly in comparison to other professions that require similar levels of education and skill. However, in countries like Finland, where teachers receive competitive salaries and enjoy a high level of respect, teaching has become a highly prestigious and competitive profession, leading to high levels of teacher commitment and retention (Clotfelter et al., 2018). In developing countries during the 21st century, salary discrepancies between teachers in urban and rural areas or between public and private sector teachers remain significant. For example, teachers in Sub-Saharan Africa often receive low wages compared to their counterparts in other parts of the world, contributing to dissatisfaction, low morale, and low teacher commitment, particularly in areas that are underfunded or affected by political instability (Abubakar, 2024).

B. Theoretical Perspective

The Social Exchange theory guided this study developed by O'Brien in 1991. The theory posits that individuals evaluate their relationships based on the balance of rewards and costs. Employees are likely to stay devoted to their work if they perceive that their efforts are fairly reciprocated by their organization (Ahmad, Nawaz, Ishaq, Khan & Ashraf, 2023). In the social exchange theory, salary discrepancy is seen as an unbalanced exchange where teachers' efforts are not met or compensated with adequate rewards. This may lead teachers to reassess their commitment to the profession, leading to lower engagement and reduced loyalty to their school or educational institution (Ahmad et al., 2023). Eyvind, Christophersen and Turmo (2021) also argued that if the compensation (salary) is seen as inadequate or uncompetitive compared to other sectors or regions, teachers may feel the social exchange is inequitable, resulting into dissatisfaction that can lead to reduced teachers' commitment and high turnover. Therefore, the social exchange theory provides a link between salary discrepancy and teachers' commitment.

C. Contextual Perspective

The study was conducted in Bombo Town Council, Luweero District among government aided secondary schools examining the relationship between salary discrepancy on

teachers' commitment. This contextual study was considered because of limited research conducted related to salary discrepancy and teachers' commitment. Additionally, Bombo town council was considered due to increased issues associated with teachers' commitment in Luweero District among government aided secondary schools pinned with increased teacher mobility rates, teacher turnover rates, attrition rates, and teacher absenteeism rates among others (Luweero District Local Government, 2022).

D. Conceptual Perspective

Salary discrepancy refers to the difference or inequality in the wages or compensation paid to individuals performing similar roles or duties, often based on factors such as location, gender, qualifications, experience, or sector. It occurs when employees who have comparable responsibilities and qualifications receive different pay, which can lead to feelings of unfairness, dissatisfaction, and demotivation (Hinnant-Crawford, 2016). Teachers' commitment refers to the level of dedication, passion, and loyalty that teachers have towards their profession, students, and school or educational institution (Suderrajat & Rojuaniah, 2021). In this study, salary discrepancy was intellectualized as delayed payments, underpayment, and unpaid allowances, while teachers' commitment was conceptualized in terms of absenteeism rates, willingness, dedication, passion, loyalty, and attrition rates.

E. Statement of the problem

In the context of Uganda, the government under the Education and Sports Ministry has introduced various policies aimed to address the issue of salary discrepancies, especially between town and rural teachers, and also between teachers in government and private schools as this has a significant impact on teachers' commitment. For instance, the salary enhancement and adjustments have been implemented enacted in the national salary review policy which saw a gradual increase in salaries for secondary school teachers with the objective to improve teachers' living standards, teacher retention, morale, and the salary discrepancies between teachers in town and rural areas, and those in government and private schools a substantial pay rise with additional increments for secondary school teachers (Ministry of Education and Sports, 2021).

Still, despite all remarkable exertions, teachers' commitment in Luweero District among government aided secondary schools remains an issue characterized with increased teacher mobility rates, teacher turnover rates, attrition rates, and teacher absenteeism rates among others (Luweero District Local Government, 2022). Evidence indicates an increase in teacher attrition rates from 5.7% in 2019 to 7.3% in 2021 in government aided secondary schools in Luweero District (Luweero District Local Government, 2022). This consequently results into poor academic performance, high student dropout rates, high teacher turnover, poor curriculum implementation, and reduced school reputation among others. Therefore, the above evidence provides a basis for examining the influence of salary discrepancy on teachers' commitment in

government aided secondary schools in Bombo Town Council, Luweero District.

F. Objectives of the Study

➤ General Objective

To examine the influence of salary discrepancy on teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District.

➤ Specific Objectives

- To examine the influence of delayed payments on teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District.
- To examine the influence of underpayment on teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District.

- To examine the influence of unpaid allowances on teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District.

➤ Study Hypotheses

- Ha₁: Delayed payments have a significant influence on teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District.
- Ha₂: Underpayment has a significant influence on teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District.
- Ha₃: Unpaid allowances have a significant influence on teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District.

G. Conceptual Framework

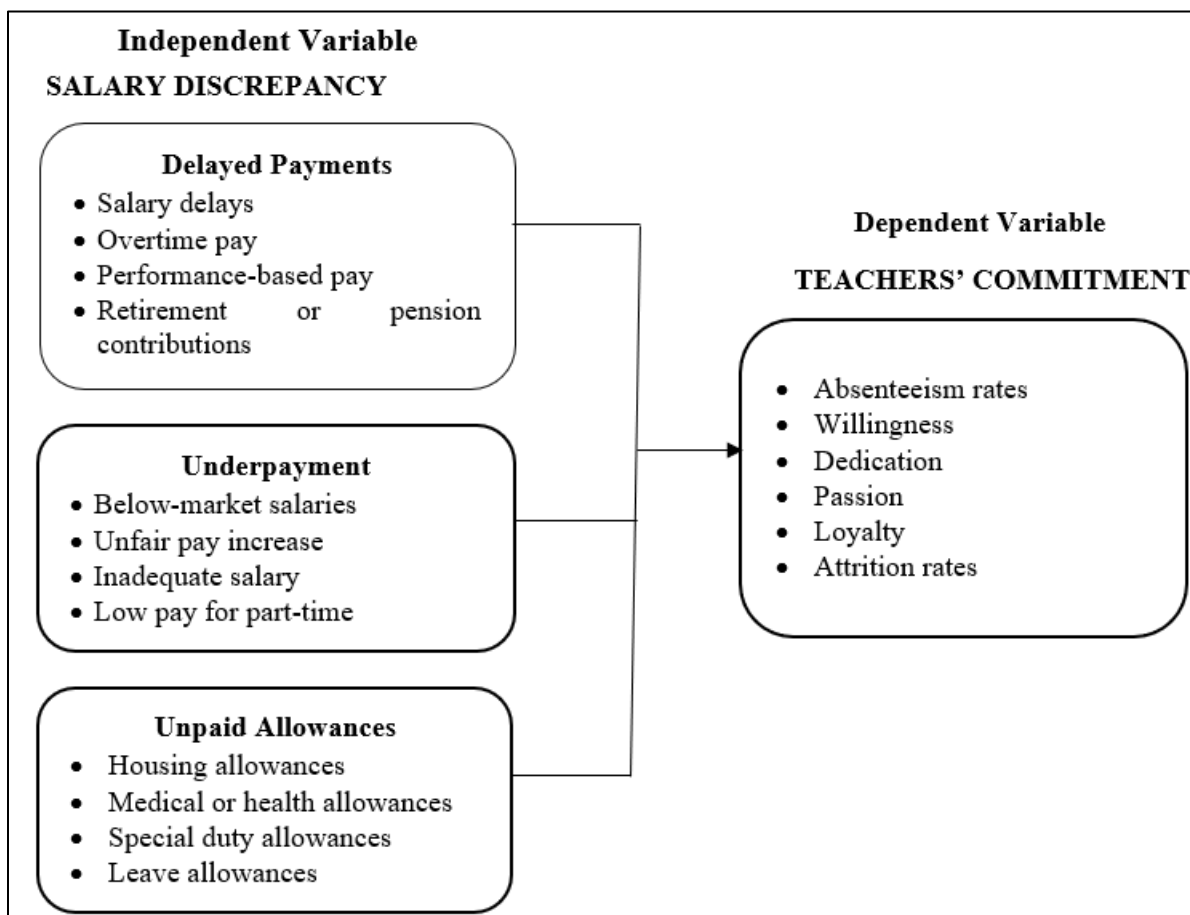


Fig 1 Conceptual Framework

H. Salary Discrepancy and Teachers' Commitment

Salary discrepancies can significantly impact teachers' commitment to their work. They can lead to lower job satisfaction, decreased motivation, feelings of inequity, and higher turnover rates. Teachers who are not adequately compensated for their efforts are more likely to disengage from their professional responsibilities, experience burnout, and seek

alternative employment opportunities, thus undermining the overall effectiveness of the education system (Zikanga, Anumaka, Tamale & Mugizi, 2021). The authors assert that to enhance teachers' commitment, it is crucial to address salary discrepancies by ensuring that teachers receive equitable, competitive, and fair compensation that reflects their

qualifications, experience, and the critical role they play in society (Zikanga et al., 2021).

According to Fatima and Sabir (2016) salary is important for fulfilling teachers' basic needs (like, food, shelter, healthcare) as well as safety needs (like, job security, financial stability). When teachers feel that their salaries are sufficient to meet these needs, they are less likely to leave their profession in search of better-paying opportunities. The authors assert that if salary is not competitive, teachers may face financial stress, leading them to seek employment elsewhere, potentially outside the education sector, where pay is higher (Fatima & Sabir, 2016).

Salary discrepancy leads to reduced job satisfaction and motivation. Teachers who perceive salary discrepancies, particularly when they feel their efforts are not rewarded fairly compared to their peers or other professionals with similar qualifications, are likely to experience lower job satisfaction. This sense of inequity can diminish their enthusiasm and commitment to the profession (Setiawan, Sugiyo, Sutarto & Rodiyah, 2024). In addition, the authors assert that teachers who are paid less than others with similar roles may become demotivated to give their finest in classroom. They may feel that their hard work is not being adequately recognized or compensated, leading to a decline in their intrinsic motivation and reduced commitment to their students and schools (Setiawan et al., 2024).

According to Mohammed and El-Jajah (2019) teachers compare their input-output ratios with others. When teachers perceive a salary discrepancy, especially in relation to their colleagues or other sectors, they may feel that the exchange is unfair. This perception of inequity can result in frustration, disengagement, and a loss of commitment to their work. The authors posit that salary discrepancies, particularly if they are pronounced between regions or between private and public schools, can lead to increased teacher turnover. Teachers in lower-paying positions may seek employment elsewhere, leading to a loss of experience and expertise in schools, further exacerbating challenges in the education system (Mohammed & El-Jajah, 2019).

According to Ibrahim and Aljneibi (2022) teachers who are dissatisfied with their salary or feel that their compensation is unfair compared to other professionals or peers may leave the profession. This is especially true in regions where salary discrepancies are most pronounced, such as rural vs. urban areas or public vs. private institutions. Teachers who are not financially supported may seek alternative career paths where they feel their skills and efforts are more adequately rewarded, resulting in higher attrition rates. The authors assert that salary discrepancies also make it harder to retain highly qualified teachers. The best-performing teachers, particularly in lower-paying areas, may seek better-paying opportunities elsewhere, leading to an overall decline in the quality of education in those areas (Ibrahim & Aljneibi, 2022).

Salary discrepancy significantly influences teachers' commitment as it leads to increased teacher burnout and stress. Teachers who feel that they are underpaid relative to their workload may experience increased stress and burnout. This can lead to emotional exhaustion, reduced effectiveness in teaching, and a general withdrawal from the profession. In turn, this can significantly affect their commitment to their role, as the combination of low pay and high stress may lead to feelings of being undervalued and demotivated (Abubakar, 2024). Additionally, Adanweli (2024) argued that salary discrepancies can also affect teachers' overall well-being, both financially and emotionally. Teachers who struggle to meet their financial needs may experience anxiety and stress, which can directly impact their physical and mental health, ultimately affecting their engagement and commitment in the classroom.

According to Suderrajat and Rojuaniah (2021) a teachers' commitment to students is often directly linked to their sense of value and appreciation in the profession. If salary discrepancies cause teachers to feel undervalued, they may not put in as much effort to engage and support their students, potentially leading to a reduction in the quality of education provided. The authors argue that teachers who are dissatisfied with their compensation may be less likely to fully engage with broader educational goals such as improving teaching quality, creating innovative learning methods, or contributing to school-wide initiatives. Their commitment to the institution's mission and goals may be weakened as they focus more on their financial needs (Suderrajat & Rojuaniah, 2021).

Teachers rely on salaries to meet basic needs, including housing, food, healthcare, and additional personal expenses. When payments are delayed, teachers face financial stress, which can significantly affect their mental and emotional well-being. The worry about not having enough money to cover essential expenses can lead to feelings of insecurity and frustration, ultimately reducing their commitment to the profession (Vincent & Maggie, 2019). Similarly, persistent financial stress from delayed payments can lead to physical and emotional strain, such as anxiety, depression, and burnout. Teachers experiencing this stress may struggle with their personal and professional well-being, making them less committed and engaged in their teaching roles (Vincent & Maggie, 2019).

According to Clotfelter et al. (2018) timely payment is a basic expectation in any profession. Delayed payments can lead to dissatisfaction with the job, as teachers may feel undervalued and unappreciated. Job satisfaction is closely linked to commitment, and when teachers feel that their basic needs are not being met due to delays in payment, they are likely not to remain devoted to their work. The authors argue that delayed payments can create a perception of inequity. Teachers may feel that their work is not being fairly compensated on time, leading to dissatisfaction and frustration (Clotfelter et al., 2018).

II. METHODOLOGY

A. Research Design

This study adopted a cross-sectional design with a quantitative approach. A cross-sectional design is concerned with assessing the prevalence of certain variables in a population at a specific time point (Kassu, 2019). Therefore, this was vital in examining the influence of salary discrepancy on teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District at a given point in time. A quantitative approach helps to obtain numerical form of information used in the survey.

B. Target Population and Sample Size

A study population is a group of individuals with the characteristics of interest in which a sample is selected (Majid, 2018). This study population comprised of teachers in different government aided secondary schools chosen in Bombo Town Council, Luweero District. The sample consisted of 80 respondents (teachers) picked from four government aided secondary schools selected in Bombo Town Council, Luweero District.

C. Sampling Procedure

Sampling refers to a systematic process of picking a representative sample of individuals in the target population (Singh & Masuku, 2017). Convenient sampling constituted the researcher selecting individuals who were voluntarily available and reachable which was utilized to select teachers in different government aided secondary schools selected in Bombo Town Council, Luweero District to participate in this study so as to obtain the required data.

D. Data Collection Methods

➤ Questionnaire Survey Method

A questionnaire survey method refers to a method of obtaining data using a group of questions with an objective of gathering data from respondents (Anokye, 2020). The questionnaire survey method was important in obtaining uniform numerical data that ensures comparability using questions which are arranged and easy to understand. Thus, this method enabled the researcher to gather information from respondents in possible shortest time.

E. Data Collection Instruments

➤ Structured Questionnaire

A structured questionnaire signifies a device utilized to fold information from respondents comprising of closed-ended

questions with responses which participants require to select the most suitable (Kuphanga, 2024). The study used structured questionnaires in gathering data from respondents which constituted of closed-ended questions and pre-determined responses which were given to teachers to fill in selected government aided secondary schools.

F. Data Analysis

The study employed both descriptive and linear regression analysis methods to analyze quantitative data gathered. Descriptive analysis is utilized in the analysis of participants' bio-data. Linear regression analysis was utilized to avail empirical evidence on the influence of salary discrepancy on teachers' commitment at a certain level of confidence. Linear regression analysis is important in research in examining the magnitude of an association between outcome and predictor variables (Maulud & Abdulazez, 2020). Linear regression analysis constituted the use of simple linear regression models that constituted of both the independent and dependent variables.

G. Ethical Consideration

The researcher acquired an introductory letter from the Department of Post Graduate Studies at Islamic University in Uganda before undertaking the study as a prerequisite to obtain permission to gather the required data for research in the different schools.

The researcher asked for respondents' permission to participate in this study and respondents were informed fully about the study purpose, procedure, and significance and participation was voluntary without any coercion.

Participants' privacy was protected by the researcher by warranting confidentiality through safeguarding personal information and ensuring that data is anonymized where possible.

Additionally, the researcher conducted their work honestly and transparently, reporting findings accurately and acknowledging any limitations or conflicts of interest.

III. STUDY FINDINGS

A. Findings on the Demographic Characteristics of the Respondents

This study tried to assess the demographic characteristics of the respondents and results are shown in Table 1;

Table 1: Demographic Characteristics of the Respondents

| Demographic Characteristics | | | |
|--------------------------------|---------------|-----------|--------------|
| Category | Items | Frequency | Percentage |
| Gender | Male | 41 | 51.2 |
| | Female | 39 | 48.8 |
| | Total | 80 | 100.0 |
| Age Groups | 25-30 | 10 | 12.5 |
| | 31-35 | 16 | 20.0 |
| | 36-40 | 21 | 26.2 |
| | Above 40 | 33 | 41.3 |
| | Total | 80 | 100.0 |
| Education Level | Diploma | 8 | 10.0 |
| | Bachelors | 62 | 77.5 |
| | Masters | 10 | 12.5 |
| | Total | 80 | 100.0 |
| Marital Status | Married | 59 | 73.7 |
| | Single | 20 | 25.0 |
| | Divorced | 1 | 1.3 |
| | Total | 80 | 100.0 |
| Duration of Work at the School | 1-3 years | 13 | 16.3 |
| | 4-5 years | 20 | 25.0 |
| | Above 5 years | 47 | 58.7 |
| | Total | 80 | 100.0 |

Source: Field Data (2025)

Table 1 revealed that out of 80 respondents, majority 41 (51.2%) were males and 39 (48.8%) were females. It was also revealed that 33 (41.3%) were above 40 years, 21 (26.2%) were 36-40 years, 16 (20.0%) were 31-35 years, and 10 (12.5%) were 25-30 years.

This study also revealed that out of 80 respondents, majority 62 (77.5%) had attained a bachelors, 10 (12.5%) had attained a masters, and 8 (10.0%) had attained a diploma.

In addition, findings revealed that out of 80 respondents who participated in the study, majority 59 (73.7%) were married, 20 (25.0%) were single, and 1 (1.3%) were divorced. This study also further reveals that out of 80 respondents, 47 (58.7%) had worked for a timeframe of above 5 years with the

particular school, 20 (25.0%) had worked for a timeframe of 4-5 years with the particular school, and 13 (16.3%) had worked for a timeframe of 1-3 years with the particular school.

B. Findings on the Study Objectives

➤ Influence of Delayed Payments on Teachers' Commitment in Government Aided Secondary Schools in Bombo Town Council, Luweero District

This study pursued to examine the influence of delayed payments on teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District and linear regression analysis was adopted as indicated in Table 2.

Table 2: Regression Analysis on the Influence of Delayed Payments on Teachers' Commitment in Government Aided Secondary Schools in Bombo Town Council, Luweero District

| Model Summary | | | | | | |
|---|--------------------|-----------------------------|-------------------|----------------------------|-------|------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | | |
| 1 | -.673 ^a | .453 | .446 | .50160 | | |
| a. Predictors: (Constant), Delayed Payments | | | | | | |
| Coefficients ^a | | | | | | |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 1.556 | .281 | | 5.543 | .000 |
| | Delayed Payments | -.598 | .074 | -.673 | 8.037 | .000 |
| a. Dependent Variable: Teachers' Commitment | | | | | | |

Source: Field Data (2025)

Table 2 revealed that delayed payments negatively and significantly influence teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District ($\beta = -0.673$, $P\text{-value} < 0.05$). The findings indicate that an increase in delayed payments considerably results to a reduction in teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District by 67.3%. This implies that as delayed payments increase, it resultantly yields a decline in teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District.

The model summary table indicate that the Adjusted R^2 was 0.446, indicating that delayed payments describe 44.6% of the total changes in teachers' commitment and the extra 55.4% of the changes are described by other factors. This outcome

implies that delayed payments considerably influence teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District. Therefore, to enhance teachers' commitment, there has to be an enrichment in payments (reduce delayed payments) in government aided secondary schools in Bombo Town Council, Luweero District.

➤ *Influence of Underpayment on Teachers' Commitment in Government Aided Secondary Schools in Bombo Town Council, Luweero District*

The study also pursued to examine the influence of underpayment on teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District and linear regression analysis was adopted as indicated in Table 3.

Table 3: Regression Analysis on the Influence of Underpayment on Teachers' Commitment in Government Aided Secondary Schools in Bombo Town Council, Luweero District

| Model Summary | | | | | | |
|---|--------------------|-----------------------------|-------------------|---------------------------|----------------------------|------|
| Model | R | R Square | Adjusted R Square | | Std. Error of the Estimate | |
| 1 | -.585 ^a | .342 | .333 | | .40399 | |
| a. Predictors: (Constant), Underpayment | | | | | | |
| Coefficients ^a | | | | | | |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 1.440 | .395 | | 3.648 | .000 |
| | Underpayment | -.580 | .091 | -.585 | 6.365 | .000 |
| a. Dependent Variable: Teachers' Commitment | | | | | | |

Source: Field Data (2025)

Table 3 revealed that underpayment negatively and significantly influences teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District ($\beta = -0.585$, $P\text{-value} < 0.05$). The results indicate that an increase in underpayment considerably results in a reduction in teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District by 58.5%. This implies that as underpayment increases, it considerably leads to a decline in teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District.

The model summary table indicate that the Adjusted R^2 was 0.333, indicating that underpayment explains 33.3% of the total variations in teachers' commitment and the extra 66.7% of the variations are explained by other factors. The results imply

that underpayment considerably influences teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District. Therefore, to enhance teachers' commitment, there has to be an advancement in payments (reduce underpayment) in government aided secondary schools in Bombo Town Council, Luweero District.

➤ *Influence of Unpaid Allowances on Teachers' Commitment in Government Aided Secondary Schools in Bombo Town Council, Luweero District*

The study further pursued to examine the influence of unpaid allowances on teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District and linear regression analysis was adopted as indicated in Table 4.

Table 4: Regression Analysis on the Influence of Unpaid Allowances on Teachers' Commitment in Government Aided Secondary Schools in Bombo Town Council, Luweero District

| Schools in Dundas Town Council, Edwards District | | | | | |
|--|-----------------------------|----------|---------------------------|----------------------------|------|
| Model Summary | | | | | |
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | |
| 1 | -.573 ^a | .328 | .320 | .40812 | |
| a. Predictors: (Constant), Unpaid Allowances | | | | | |
| Coefficients ^a | | | | | |
| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |

| | | B | Std. Error | Beta | | |
|---|-------------------|-------|------------|-------|--------|------|
| 1 | (Constant) | 2.553 | .228 | | 11.174 | .000 |
| | Unpaid Allowances | -.374 | .061 | -.573 | 6.175 | .000 |

a. Dependent Variable: Teachers' Commitment

Source: Field Data (2025)

Table 4 revealed that unpaid allowances negatively and significantly influence teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District ($\beta = -0.573$, $P\text{-value} < 0.05$). The regression outcomes indicate that an increase in unpaid allowances considerably results to a reduction in teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District by 57.3%. The outcomes imply that as unpaid allowances increase, it definitely leads to a decline in teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District.

The model summary table specifies that the Adjusted R^2 was 0.320, indicating that unpaid allowances clarify 32.0% of the total changes in teachers' commitment and the remaining 68.0% of the changes are clarified by other factors. This implies that unpaid allowances considerably influence teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District. Therefore, to enhance teachers' commitment, there has to be an enrichment in payment of allowances in government aided secondary schools in Bombo Town Council, Luweero District.

IV. CONCLUSIONS

This study concludes that salary discrepancy negatively and significantly influences teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District such that increased delayed payments, underpayment, and unpaid allowances would resultantly lead to a reduction in teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District.

RECOMMENDATIONS

The study recommends school administrators to address salary discrepancies through implementing transparent and standardized salary structures based on teachers' qualifications, years of experience, and responsibilities as this is crucial for improving teachers' commitment, morale, and retention in government aided secondary schools in Bombo Town Council, Luweero District.

The study also recommends school administrators to conduct periodic and regular salary reviews to ensure teachers' salaries keep pace with inflation and cost of living as well as introduce merit-based bonuses tied to performance evaluation, student progress, or innovative teaching practices which plays a fundamental role in improving teachers' commitment in government aided secondary schools in Bombo Town Council, Luweero District.

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