



**REWARDS AND JOB SATISFACTION OF TEACHERS IN GOVERNMENT
SECONDARY SCHOOLS IN MBARARA DISTRICT - UGANDA**

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09/MMSPAM/MRA/1/042

**A DISSERTATION SUBMITTED TO THE HIGHER DEGREES DEPARTMENT IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
A DEGREE OF MASTER OF MANAGEMENT STUDIES
(PUBLIC ADMINISTRATION AND MANAGEMENT)
OF UGANDAMANAGEMENT INSTITUTE**

JANUARY, 2014

DECLARATION

I **Artgur Magyezi** hereby declare that this Dissertation is my own original work. To the best of my knowledge and belief, this work has never been submitted for any award of a Degree or Diploma in any Institution, College or University.

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Date:

APPROVAL

This Dissertation titled “Rewards and Job satisfaction of teachers in government secondary schools in Mbarara district – Uganda”, is a result of a research carried out by **Artgur Magyezi (09/MMSPAM/MRA/1/042)** under our supervision, and is now with our approval for submission.

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DEDICATION

This Dissertation is dedicated to my parents for their love and tireless support towards my academic struggles.

ACKNOWLEDGEMENTS

To reach this far in education and more importantly to undertake and complete this study, I owe gratitude to many people.

My supervisors Dr. Benon Basheka and Mr. Luben Elia Mugarura for their untiring personal and academic guidance they gave me throughout this study.

Many thanks go to my parents for their love and support towards my education. Without them, I would not be where I am today. I will always wish them the best of luck. It is still my pleasure to extend my sincere gratitude to my brothers and sisters for they have been there for me all the time in my academic struggles.

I would also like to mention my friend Mr. Nafutari Karanzi for his academic support, encouragement and moral support especially during the difficult situations of this study.

My sincere thanks go to my colleagues at Uganda Management Institute especially those with whom I shared ideas on this subject.

I would also like to appreciate the cooperation from the respondents who participated in this study. Without their support and cooperation, this work would not have been accomplished.

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LIST OF ACCRONYMS

CVI:	Content Validity Index
DEO:	District Education Officer
DENIVA:	Development Network of Indigenous Voluntary Associations.
DV:	Dependent Variable
ESA:	Education Standards Agency
ESIP:	Education Strategic Investment Plan
IV:	Independent Variable
KM:	Kilo Meters
NGO:	Non Governmental Organizations
NLS:	National Longitudinal Survey
PRP:	Performance Related Pay
PTA:	Parents Teachers Association
SD:	Standard Deviation
SPSS:	Statistical Package for Social Scientists
UNATU:	Uganda National Teachers Union
UNEB:	Uganda National Examinations Board
UNESCO:	United Nations Education Scientific and Cultural Organization
UNICEF:	United Nations International Children Fund

ABSTRACT

The purpose of this study was to examine the relationship between rewards and job satisfaction of teachers in government secondary schools in Mbarara district - Uganda. Specifically, the study intended to find out the relationship between monetary rewards and job satisfaction; non-monetary rewards and job satisfaction; and teachers' perceived equity in rewards and job satisfaction. The study adopted a cross sectional survey design to collect data with both quantitative and qualitative approaches. Data was collected from a sample of 138 teachers, 6 head teachers, 6 PTA chairpersons and the District Education Officer. Data collected using the questionnaire was analyzed using a computer soft ware known as Statistical Package for Social Sciences (SPSS). Pearson correlation and regression analyses were used to measure the relationship between rewards and job satisfaction. The study findings established significant relationships between monetary rewards (basic salary and PTA allowance) and job satisfaction, non-monetary rewards (recognition, accommodation and career advancement) and job satisfaction, and teachers' perceived equity in rewards and job satisfaction among teachers in government secondary schools in Mbarara district. The study recommended a comprehensive review of the remuneration structures of government teachers by the government of Uganda through the responsible line ministries; a comprehensive plan by the Ministry of Education and Sports, and education managers in Mbarara district for the construction of teacher's houses and rehabilitation of the existing ones which are in poor conditions; a plan by education managers in Mbarara district for the career progress of secondary school teachers; teachers to be involved in decision making on matters concerning their respective schools; and the observation of the equity principle by school managers in allocating rewards to teachers. A similar study in primary schools in Uganda was found to be necessary. Also a study on rewards and performance of teachers in private and government secondary schools in Uganda was proposed

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study was about the relationship between rewards and Job satisfaction of teachers in government secondary schools in Uganda, with particular reference to Mbarara District. This chapter presents the background to the study, statement of the problem, purpose of the study, objectives, research questions and research hypotheses. It also presents scope of the study, significance of the study, and operational definitions.

1.1 Background to the study

1.1.1 Historical Background

The world Geographic lines of scholarship divisions have become blurred and education systems find themselves amidst change processes that will impact on the positioning of their principal workers (Boyer, Altbach & White, 1994). In the developing world, head teachers and members of school management committees think that enhancing student performance is only a function of hiring quality teachers but do not go ahead to determine their motivation, morale and satisfaction (Sekiwu, 2008). This has contributed to the declining school quality, which is one of the most serious problems facing third world countries mostly in East Africa (Ssekamwa & Lugumba, 2001). At the world Education Forum in Dakar (2000), financial remuneration was sighted as one of the factors affecting teacher motivation and commitment to teaching in low income countries. Yet, Hallak (1990) and Ejiogu (1990) assert that the quality of an education system depends on quality and morale of teachers. As such, attitudes of teachers and school management would strongly influence students and the whole education performance.

Vision 2025, (1999), indicates that people in Uganda aspire for a literate, informed and creative population. This is through the formal education which began with the mission schools established in the 1890s and the government has since taken positive steps to control and administer education effectively. During this period, education was eagerly sought by rural farmers as well as urban elites, and after independence many villages built schools, hired teachers and appealed for and received government assistance to operate their own village schools (UNESCO, 2006). This was later improved with the appointment of several commissions such as; the Castle commission – 1963 and the Kajubi commission in 1989 (Ssekamwa & Lugumba, 2001). The 1989 commission made special note of the particularly poor and unattractive terms and conditions for the teaching profession, and recommended increase of teachers' salaries and the exemption of payment of school fees for up to five of their children attending government schools.

Throughout the 1970s and 1980s, Ugandan education suffered the effects of economic decline and political instability, though it continued to exist with an administrative structure based on regional offices, a national schools inspectorate and centralized nationwide examinations. During this time, school maintenance standards suffered, teachers fled the country, teacher morale and productivity deteriorated along with real incomes, and many facilities were damaged by warfare and vandalism (Ssekamwa & Lugumba, 2001).

By 1991 about 48 percent of all secondary school teaching positions in Uganda were not filled leading to over working of teachers and up to date, their status in public is compromising as they are relatively paid lowly compared to other professions. This is expected to have affected teacher

morale and satisfaction in their endeavor to perform their duties. According to Conley and Hiam, (1989), job satisfaction of employees in any organization is regarded as the main component of work environment and one of the main factors determining organizational climate. Today, majority of teachers in Uganda secondary schools are graduates and are professionally trained but the occurrence of strikes in school, teacher absenteeism, increased late coming and poor teacher interaction with students indicate that teachers are not satisfied with the school environment. This study therefore aimed at finding out the attitude of the teacher on job satisfaction with special reference to rewards.

1.1.2 Theoretical Background

The study was guided by Adams Equity theory (1963). This is one of the process theories and assumes that job satisfaction can be explained by examining the interaction of variables such as rewards, needs and values. The theory basically builds on Herzberg's motivator-Hygiene theory and Maslow's Needs hierarchy theory, and helps to explain employees' perceptions of their work and their satisfaction. Adams proposes that workers compare their own outcome-input ratio (the ratio of outcomes they receive from their jobs and organization, to the input they contribute), to the outcome-input ratio of a referent person (Kremer, et al 2003). Equity may take the form of internal or external equity (Mugisha, 2003). The referent person is simply another worker or group of workers perceived to be similar to one. Unequal ratios according to Adams create job dissatisfaction and motivate workers to restore equity. When ratios are equal, workers experience job satisfaction and are motivated to maintain their current ratio of outcomes and inputs or raise their inputs if they want their outcomes to increase. Outcomes include basic pay, benefits, status, opportunities for advancement, praise, allowances, job security and anything a worker desires and receives from an organization. Inputs include special skills, training, education, work

experience, effort time and anything workers perceive they contribute to an organization (Chapman, 2004).

The study therefore attempted to find out the extent to which Equity theory is applicable in indicating factors that contribute to job satisfaction of teachers in government secondary schools. Basing on this theory, the researcher hoped that solutions could be suggested. According to Adams, this is simply because the mind can be assisted to project and construct fairly solid and positive images, boost morale and self esteem among employees. In this situation, teachers would be given better rewards that are equitable to inputs in order to boost their satisfaction.

1.1.3 Conceptual Background

Employee rewards are embedded in the reward systems of organizations (Armstrong, 2001). Hence an employee reward system according to Armstrong consists of organizations integrated policies, practices and processes for rewarding its employees in accordance with their contribution, skills and competences, and their market worth. This provides and maintains appropriate types and levels of pay, benefits and other forms like non-monetary rewards. The rewards may include financial/material; social and psychic rewards and these are used in boosting morale and satisfaction of employees if they are equated with the inputs employees exert into their jobs. Financial rewards include the usual pay check, allowances, and bonuses among others. Social/non-monetary rewards include praise, promotion, accommodation and recognition from others both within and outside the organization. Psychic rewards come from personal feelings of self-esteem, self-satisfaction and accomplishment (Kreitner & Kinicki, 1995).

Rewards are also classified as extrinsic and intrinsic. Extrinsic rewards come from the environment and include financial, social and material rewards. Intrinsic rewards are self granted and include psychic rewards. Basing on Adams Equity theory, only extrinsic rewards were studied as it is these that employees value most in relation to their inputs. However, individual satisfaction with the job depends on employee preferences. An employee who works to obtain extrinsic rewards such as money or praise will be extrinsically motivated and satisfied. On the other hand, one who derives pleasure from the task itself or experience as sense of competence of self-determination is said to be intrinsically motivated and satisfied (Green, 2000). It is how fairly an individual compares the ratios that determine job satisfaction and the inequity results into negative behaviors such as absenteeism, turnover intentions, reduced performance, poor student-teacher relationship, low job satisfaction and increased unionization among others.

1.1.4 Contextual Background

Although the Ugandan education system has expanded widely, the conditions of teachers have hardly been considered and Teachers continue to face many challenges in service (Sendagire, 2009). Education is of great importance for which teachers are the principle agents to the development of individuals, communities and societies, and have of recent become a center of focus. Education is increasingly perceived as an instrument by which people are made to fit into current era of rapid scientific and technological advances, and to play this role, the teaching profession which is a principle agent of education has to be shaped in such a way that it becomes responsive to the demands in it (Nkata, 2004).

The recent past has witnessed great demands on the teaching profession and teachers. Teachers and the communities are both frustrated due to unfulfilled expectations. The teacher of the 21st

century feels too much is expected of him/her yet his/her needs are continue not to be met. The world cries out for teachers, yet on the face it does not do enough to attract either the numbers or the quality required. Many argue that the profession has become so demanding and little rewarding leading to increased teacher resigning and potential candidates are finding nothing attractive to them. Teachers take long to receive payment for their services and this has led to teachers' agitation of increased salaries and benefits and improved conditions of work and sometimes find themselves at cross roads with the society they are supposed to serve. Recently, only primary teachers' salary have been slightly increased but still below their expectations and the government of Uganda has argued that the current economic realities in the country cannot sustain the demanded increment of salaries, benefits and improved working conditions (Nampala, 2001; Nkata, 2004; Sendagire, 2009). The teachers demands are perceived to be in line with Adams Equity theory (1963), of job satisfaction and motivation calling for a fair balance to a struck between employees inputs (skills, time, hard work, knowledge tolerance, etc), and employees outcomes (salary, benefits, and the intangible such as recognition, promotion among others). According to the theory, a fair balance serves to ensure strong and productive relationship with employees, and the overall result being satisfaction. Teachers are expected to render a very high job performance and the Ministry of Education and Sports is always curious regarding the performance of teachers. Also, the Ministry demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from teachers.

Contrary, over working of teachers is a reality in most Ugandan primary and secondary schools. This is coupled with making research and review of a number of other school duties including co-curricular activities. In Mbarara district, it is reported that no school has the number of

teachers it is supposed to have and the schools in rural areas are having the problems of poor transport infrastructure and lack of teachers' houses (Mukasa 2008). The teachers in Mbarara have argued that they teach children of richer people while theirs fail to attain education due to lack of school fees (Ms Uganda: News letter, 2009, p. 20).

Also, the students discipline in many schools in Mbarara district contributes to the teacher problems, leading to increasing academic failure. The recent teacher strikes call for creative approaches geared towards making the school environment better. Such problems in conjunction with inefficiency in the rewards are thought to have affected the emotions of teachers leading to dissatisfaction in their jobs. In most cases, when standards are improving steadily, the teacher is often neglected and the success claimed due to other actors like head teachers, politicians and other education officials. In case of failure however, the teacher is always blamed alone (Nkata, 2004; Mukasa, 2008).

Current reports show that the general conditions of teachers are not up to standard. This is evident with the low quality of teaching in secondary schools (UNESCO, 2000; DENIVA, 2008). According to DENIVA report, teachers need increased salaries and amenities, good moral character and diligence, love for the child, recognition and participation in decision making among others to teach well with a settled mind. DENIVA recommended that gaps between salaries of teachers on one hand and those of civil servants with comparable education on the other should be either closed or greatly narrowed. Promotions like advancement in salary scale to be granted to hard work, government devises plan by which teachers could be given car loans through their Boards of Governors. Teachers to be given status commensurate with their

responsibilities as a teacher are now looked at as one who cannot find anything better for himself. Also Mukasa, (2008) shows that rural schools in Mbarara district lack teacher's houses and suggests need to reduce the expenditure teachers meet as they travel to and from schools in order to improve the education quality. He concludes that if nothing is done, the profession will continue to be despised and shunned by a majority of the brilliant children as it is regarded as a refugee of failures.

1.2 Statement of the problem

In Uganda, the government rewards teachers through the Ministry of Education and Sports, Public Service, and Boards of Governors. The rewards generally include a monthly salary, allowances, accommodation, and the intangibles like praise and recognition, and promotion among others (Okelowange, 2000). These and many others are expected to boost morale and satisfaction of teachers if they meet the standards, and are well and equitably distributed in relation to inputs teachers exert into their jobs. Despite the availability of different rewards in government secondary schools, several reports have indicated teachers' discontent with their jobs (Mukasa, 2008; Muguluma, 2004; Bunnell, 2004). This is mainly through late coming of teachers, absenteeism, poor student-teacher relationship, late coming; increased part timing and a good number have left the profession for business and NGO work (UNEB, 2006). In the recent years (2011, 2012 & 2013), Uganda has experienced countrywide teacher strikes demanding for higher remuneration. In addition, UNEB reports that about 70% of all teachers on government pay roll are part timing due to limited salary and other tangible rewards. Also, Mukasa, (2008) shows that rural schools in Mbarara district lack teachers' houses, which would be used to reduce the expenditure teachers meet as they travel to and from schools.

Efforts to improve on the teachers conditions of work have been addressed by the government by making the education sector a priority and putting much emphasis on the teacher reward system. According to Education Strategic Investment Plan (ESIP) 1998 – 2003, this was to be done through improved and increased pay and improved conditions of living (Rukia, 2010). Despite this, there is a growing concern over low pay, morale and the general performance of teachers in government secondary schools by the public (Daily Monitor 2007). It is against this background therefore, that the researcher intended to find out the relationship between rewards and job satisfaction among teachers in government secondary schools.

1.3 Purpose of the study

The purpose of this study was to examine the effect of rewards on job satisfaction of teachers in government secondary schools in Mbarara district - Uganda.

1.4 Objectives

The research was guided by the following objectives.

- 1) To find out the relationship between monetary rewards and job satisfaction of teachers.
- 2) To establish the relationship between non monetary rewards and job satisfaction of teachers.
- 3) To find out the relationship between teachers perceived equity in rewards and their levels of job satisfaction.

1.5 Research questions

- 1) What is the relationship between monetary rewards and job satisfaction of teachers?
- 2) What is the relationship between non monetary rewards and job satisfaction of teachers?
- 3) What is the relationship between teachers' perceived equity in rewards and their levels of job satisfaction?

1.6 Research hypothesis

- 1) There is a significant relationship between monetary rewards and job satisfaction.
- 2) There is a significant relationship between non monetary rewards and job satisfaction.
- 3) There is a significant relationship between teachers' perceived equity in rewards and their levels of job satisfaction.

1.7 Conceptual Framework

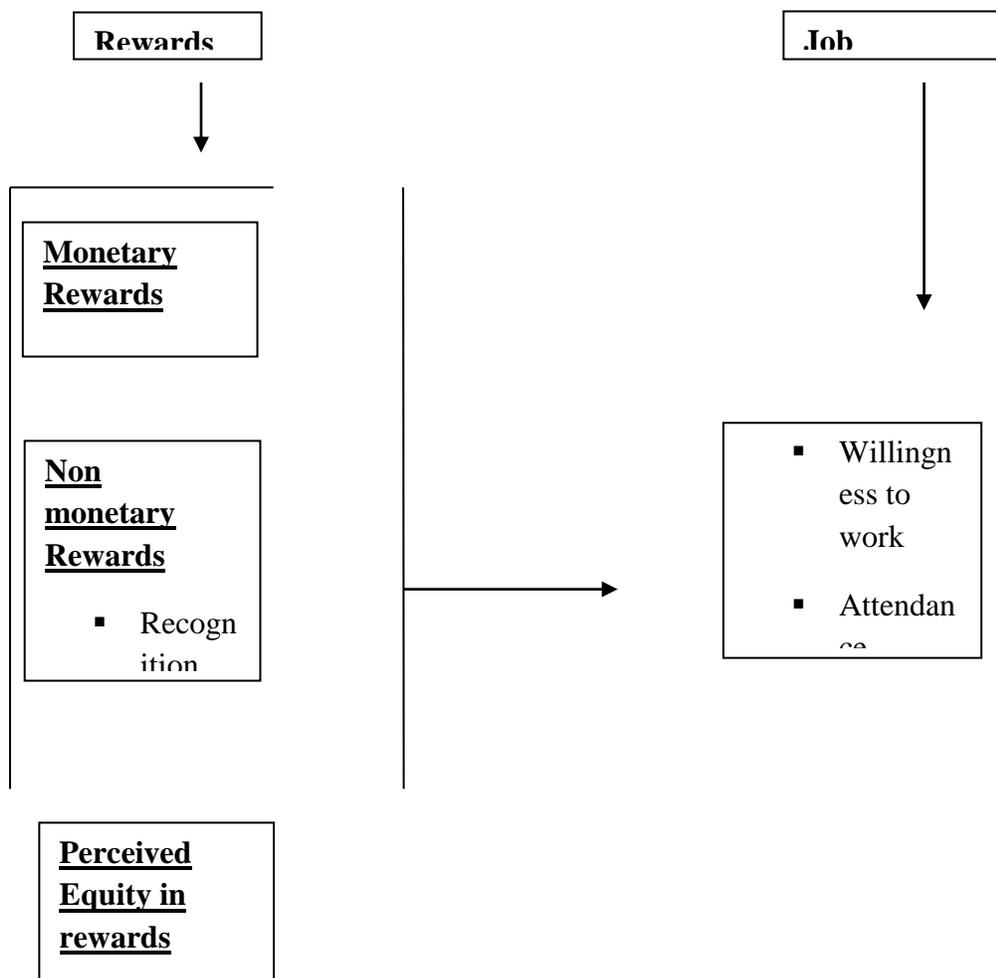


Figure 1: Conceptual model showing the relationship between Rewards and Job satisfaction of teachers in government secondary schools in Mbarara District

Source: Adopted from Adams, (1963) Equity theory of Job satisfaction and modified by the researcher.

The framework shows that rewards (independent variables) influence job satisfaction (dependent variable). Job satisfaction is seen through its indicators of willingness to work, interaction with students, attendance and the intention to stay at the present job. Rewards include monetary (Basic salary payments, PTA allowance) and non monetary (recognition, accommodation and career advancement). The framework also proposed that teacher's perceived equity in rewards is a major factor affecting job satisfaction. The assumption was that when rewards are satisfying, acceptable and equitably distributed, levels of job satisfaction are high and indicators of high job satisfaction are visible among teachers. On the other hand, it was assumed that poor rewards lead to low job satisfaction. The framework therefore suggested that job satisfaction of teachers could be determined by the rewards available in secondary schools, and minimizes the negative consequences of job dissatisfaction.

1.8 Scope of the study

The study was conducted in selected government secondary schools in Mbarara district. The district is located in south-western part of Uganda neighboring Sheema (former Bushenyi) in the west, Ntungamo in the south, Isingiro in the south east, Kiruhura in the north east and Ibanda district in the north. It is about 283 KM from Kampala. The study focused on the rewards of teachers in government secondary schools in Mbarara district since 1998 when the ESIP was adopted in the education sector. The study involved only teachers on government pay roll focusing on rewards and how they influence job satisfaction. In particular, the study grouped the

predictor variables into monetary rewards and non monetary rewards, and the way they are distributed.

1.9 Significance of the study

- 1) The study is important to the academicians as it contributes to the body of knowledge to be used by other researchers.
- 2) It is also of great significance to policy makers, as the findings will help in the policy making and implementation.
- 3) The findings are of great benefit to the Ministry of Education and Sports, District Administrators, Education Officers and Head teachers, as it recommends on how to keep a well motivated and satisfied staff in order to improve the education standards and produce better human resources.

1.10 Operational definitions

The key concepts defined were; Rewards, Job satisfaction and Teachers

Rewards: A set of conscious predetermined inducements (salary, PTA allowance, accommodation, recognition, career advancement) for teachers' satisfaction (Armstrong, 2001).

Salary: Money calculated at an annual rate and paid on a monthly basis to teachers on government pay roll.

PTA allowance: Money payments made to teachers on a monthly basis by the parents to top up the government salary for the services rendered.

Non monetary rewards: these are the tangible rewards, social practices or job related factors that are used in organizations/schools to motivate employees without payment of cash. Examples include recognition, accommodation and career advancement.

Job satisfaction: A teacher's affective relation to his or her teaching role as a function of the perceived relationship between what one wants from teaching and what he/she perceives it is offering (Lawler, 1973).

Teachers: The academic staff in government secondary school

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents literature related to rewards and job satisfaction in organizations. Its major focus being on how teachers job satisfaction in secondary schools is influenced by monetary rewards and non monetary rewards, and the perceived equity in rewards as the key variables of the study.

2.1 Theoretical Review

All organizations need motivated and creative employees. People who are motivated, creative and energetic always find their work satisfying and work towards the attainment of the organizational goal as key organizational success. According to Adams, (1963) Equity theory of job satisfaction, individuals compare their contributions to organizations with the outcomes they receive, to the contributions and outcomes of referent others (Okpara, 2003). The employee compares these ratios formulated and if equity is perceived, satisfaction and motivation will result. Denhardt, Denhardt and Aristigueta, (2009) indicate that the more motivated we feel to do our best, to accept new challenges and to help others accomplish their goals, the more satisfied and successful we will be in our work. This is so because people make choices based on their assessment on particular situations before exerting effort to achieve organizational goals.

According to Stringer, Didham and Theivananthampillai, (2011), Adams equity theory draws on social comparison theory and research suggests that perceptions of fairness are often based on social comparisons. Employees often make equity judgments based on comparisons with others who may be coworkers, or based on other similarities such as organizational status. However,

only a few studies have examined intrinsic and extrinsic motivation and satisfaction with pay fairness.

Kreitner and Kinicki, (1995) indicate that positive relationship between the factors and job satisfaction is dependent on an employee perceived equity. When equity exists in the distribution of rewards, Moorman, Niehoff and Organ, (1993), show that employees experience perceived justice in an organization. This therefore concerns the way in which employees are treated by the employer (Martin & Bennett, 1996; Meyer & Allen 1997). This according to Meyer & Allen, (1997), is the manner and processes that a school or other organization uses to operationalize major management functions.

According to Aydin and Sahin, (2003), in the study of “effects of equity principles of reward allocation on future work partner choices”, best performers preferred equitable reward allocation where as poor performers preferred being rewarded even handedly. Supporting this, Omut, (2004), shows that rewards are a good thing that must be obvious and equitable. In addition Sass, Seal and Martin, (2011) highlight that theoretical models are needed to assist schools managers and researchers in developing programs to improve teacher retention and predict those teachers who will struggle with in the profession. In view of this, developing and testing comprehensive models associated with variables related to teacher and student success is critical for a well functioning school system.

2.2 Conceptual Review

2.2.1 Job satisfaction

People bring their mental abilities and time to their jobs. Satisfying these abilities would be the primary role of any manager in an organization. Paulsen and Wirtz, (1997) have it that many companies and organizations today are realizing the need for a better way to retain, reward and motivate their employees. They conclude that rewards help in realizing employee retention and satisfaction. Armstrong, (1996) adds that an employee reward is about how people are rewarded in accordance with their value in an organization. Kreitner and Kinicki, (1995) describe the concept of job satisfaction as an affective/emotional response towards various facets of one's job. On the other hand, Armstrong, (2001) adds that the degree of satisfaction depends largely on one's own needs, expectations and the working environment. Hoppocks, (1935) defines job satisfaction as a combination of psychological and environmental circumstances that cause a person truthfully say I am satisfied with my job. Locke, (1976) blended it a pleasurable of positive emotional state resulting from the appraisal of one's job or job experiences. Green, (2000), high lights that the reasons for wanting a job are considerably more than just a pay cheque and looked at the means used to achieve ones goals. Hence when a job meets or exceeds an individual's expectation, he/she often experiences positive emotions which represent job satisfaction and leads to high performance and the disappearing of the negative outcomes of dissatisfaction.

On the other hand, Green, (2000) compares job satisfaction with another source of life satisfaction – marriage. When people lack marriage satisfaction or experience dissatisfaction in their marriage, they often get a divorce. This is similar to employee and employer relationship concerning rewards. This is accepted by Thiebaux, (2006) that rewards have a stronger influence

on performance and satisfaction than the dynamics. The U.S. Rewards and Recognition Review, (2002) adds that with proper application of rewards, one can build a high satisfied and performing team and foster cross organizational cooperation. Hence, rewards should not be treated carelessly as misapplication could lead to unhealthy competition, lack of cooperation, lack of morale and satisfaction, and severe consequences for the organization. The Review adds that there is a need to mix between rewards that encourage both cooperation and competitive behavior. It is therefore seen from different writers that job satisfaction is a job related emotional reaction related to rewards. Accordingly, job satisfaction is a multidimensional phenomenon with many concepts (Volkwein & Parmley, 2000), and lack of an agreed blend of job satisfaction has led to considerable disparity among numerous studies that have been under taken (Garrett, 1999). It is therefore useful to understand which rewards affect job satisfaction and how such satisfaction related to rewards affect the effects of dissatisfaction.

2.2.2 Rewards

Rewards are a means of communication and help in reinforcing the business/organizational goals, leading people to respond to organizational incentives and inducements especially money in different ways. Peoples' response is due to their expectations and the way they perceive the rewards. This suggests that the dimensions in the money factor and the intangibles may affect the way people perceive the organization. A reward strategy therefore should be an integrated approach linking the organization strategy, pay systems and employee behaviors (Meyer & Allen, 1997). They also highlight that pay and allowances represent an important cost for many organizations. Such a cost therefore is expected to incentivize employees to pursue and achieve the goals, develop and apply the essential capabilities and skills supporting them.

Having the right rewards helps people to make the right choices to support and achieve the organizational goals and objectives. A universal pay and benefits stance in the education market, may lead to a high paying sector contributing to the high cost effectiveness (Burton & Bartlett, 2003). However, as in any aspect of life, it is always easy to find fault and to criticize, and no organization will ever have a perfect reward system. But most of us can improve our current systems. Hence, managers need to ensure that rewards really reinforce the achievement of organization goals and objectives; and what employees have to do to deliver to their expectations.

2.3 Monetary Rewards and Job satisfaction

Teachers job satisfaction refers to a teachers affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering (Lawler, 1973). Several facets of job satisfaction and dissatisfaction are said to be linked to the monetary rewards especially the main salary and allowances (Smith, 1972). Zambblas and Papanastasiou, (2005) found that teachers view job dissatisfaction as principally contributed to by work overload, poor pay and perceptions of teachers as viewed by the society. However, Abdulla, Djebarin and Mellahi, (2011) and Stringer, et al., (2011) concluded that both intrinsic and extrinsic factors can be a source of job satisfaction in any work environment. Contrary to Herzberg's theory, extrinsic factors had much influence than intrinsic ones. In addition, Spear, Gould and Lee, (2000) found variations in the job satisfaction levels of teachers depending on certain individual and school characteristics. Also, Carton and Kelly, (1997); and Shown, (1998) identified low pay as contributing to increased teachers dissatisfaction and teachers leaving the profession. This view is shared by Jawahar and Stone, (2011) that pay satisfaction is significantly related to numerous employee outcomes, and

attitudes towards pay mediated the relationship between compensation and work outcomes. This reminds us that employees always seek to satisfy needs through their work, and if this is not met, employees will be dissatisfied. Bruce and Blackburn, (1992); Locke, (1976); Vroom, (1982), concur that pay is a reward employees tend to expect for their efforts. Pay leads to satisfaction when it is perceived to be fair and it is fair when decisions on the amount to be paid reflect job requirements, people's abilities and community's pay standards.

Among the factors affecting job satisfaction, Chimanikire, et al, (2007) list high volume of work, inadequate salaries, allowances and loans in Zimbabwe. They suggest a need to craft a responsive reward packages that address the concern of employees. Murray & Murray, (1998) compliment this that community college chair persons were least satisfied with salary. In addition, Bishay, (1996) found that pay incentives are successful in increasing motivation and satisfaction. Although both males and females agreed that pay incentives would increase teacher morale, they indicated lower levels of job satisfaction for women. He however concluded that financial rewards to a great extent satisfy older teachers than young ones. This contradicts "International Project", (2000) which shows that teachers are more satisfied with intrinsic rewards than extrinsic ones.

Assessing performance related pay (PRP), McCausland, Pouliakas & Theodossiou, (2005) found that PRP exerts a positive effect on the mean job satisfaction of high paid workers only. A potential explanation for this pattern was that lower paid workers' PRP is perceived to be controlling where as high paid employees derive utility benefit from what they regard as supportive reward schemes. Using PRP therefore as an incentive device in schools can be

counterproductive in the long-run for certain low paid conditions. LePree, (2006) though, while comparing job satisfaction and salary found an increase in job satisfaction with up to 70 percent of those who polled saying they were somewhat satisfied with their current jobs and salary level than 2001 and 2005, where the satisfaction rate was at a sluggish stand still hovering around 66 percent. Unfortunately, she interprets them as opportunists who see a glass more half-full than half-empty as others in the United States of America.

2.4 Non-monetary Rewards and Job satisfaction

Teachers' job satisfaction can be affected by non-monetary rewards. Bishay, (1996) found that teachers who held an in school job other than teaching or who were advisers to a team or club, consistently reported higher levels of job satisfaction as such positions helped them to advance their careers. This indicates that promotions among teachers can increase job satisfaction. However, Westover and Taylor, (2010) have found that in most countries intrinsic motivators explain the most variance in the respondents job satisfaction. They argue that managers should always think of how to get more out of employees. In addition, Devaney and Zham, (2003) indicate that realization of expectation; company support, attitudes and relations with fellow teachers are significant determinants of job satisfaction. This is contrary to Westover and Taylor, (2010) who concluded that public motivation fit and work relations with coworkers are found to play a less prominent role in shaping job satisfaction. To add on this, job security, opportunities for promotion/career advancement, age of the graduate and stress were the four factors reported not significantly related to job satisfaction. However, compared to male graduates, females were less satisfied.

Ololube, (2005) reports that recognition, authority and independence, are ranked high in meeting job satisfaction needs. This contradicts Herzberg's theory that hygiene factors like recognition do

not lead to having satisfied employees. However, employee perceptions of job security, opportunity for career progress and recognition are said to be highly correlated with job satisfaction (Durst & DeSantis, 1997). The same view comes from the US Rewards and recognition review (2002), that the desired outcome of a recognition program is to improve performance, employee retention and satisfaction. Ololube adds that motivation and reward can make up a big part of the overall employee recognition program.

In a study by the US Merit Systems Protection Board (1987) (cited by Durst and DeSantis, (1997), perceived lack of promotional opportunities was found to be the strongest reason federal employees left government service. The main reason to explain this was that such employees' careers remained stunted in one position. This is supported by a similar study by Ellickson and Lonsdon, (2001) among government workers, which found satisfaction with promotional opportunities to be positively and significantly related to job satisfaction. However, according to Kreitner and Kinicki, (1995), positive relationship between career advancement and job satisfaction depends on perceived equity by employees.

Although non monetary rewards stand as an important piece of worker compensation packages, all have not been given much attention in the job satisfaction literature. Most like recognition and career advancement have merely acted as controls in most studies and not as primary subjects of scrutiny. According to Davar, (1996) rewards can take a form of non monetary benefits that induce employee loyalty to the organization. They are emphasized for their great impact on employee efficiency as well as morale boosting. However, Ssesanga, (2001) found that academic staff at mid and junior levels were less satisfied with benefits and compensation

leading to increased turnover. Mullins, (1999) cites that if employees are worried about housing, job security and career advancement, their effort will be wasted in thinking about the fulfillment of these needs and not work. This is in agreement with Chiun Lo and Ramayah, (2011) finding that there was a positive and significant relationship between career mentoring and all the dimensions of job satisfaction, but no significant relationship was found between psychological mentoring and job satisfaction. LePree, (2006) lists improved benefits, hiring additional employees and fewer hours of work among the top five ways of increasing satisfaction. In his opinion, Hunt, (1986) shows that tangible rewards and prizes have abundant motivation value for employees. This is complimented by Artz, (2003) that non monetary rewards stand as an important part of compensation but confirms that their role in determining job satisfaction has been mixed at best. He warns that though non monetary benefits represent desirable form of compensation, they result into decreased earnings and reduced job mobility. He however concluded that, they are established as significant positive determinants of job satisfaction.

On the other hand, Artz, (2008) uses the working in Britain 2000 dataset and finds that recognition and career advancement have no significant impact on job satisfaction. Donohue & Heywood, (2004) find a similar result in the tenth wave of the National Longitudinal Survey (NLS) regarding employer-provided retirement plans. The ambiguous results of past estimates arise primarily from conflicting theoretical effects that non monetary rewards can have on job satisfaction. However, theory may not be the only explanation for the differences. Some of these mixed results may stem from the use of alternative sources of data or from the institutions of different countries primarily the United States and Britain.

2.5 Perceived equity in rewards and Job satisfaction

It is put by Adams, (1963) that perceived equity in rewards results into job satisfaction and inequity results into dissatisfaction. This is supported by Forret and Love, (2008) in conclusion that perceived equity is strongly related to the perceptions of one's co-workers and work group. The distribution of rewards showed strong relationship with co-worker trust and overall morale. In schools environment, this can be taken to improve student-teacher relationships an indicator of job satisfaction. Shower, (1987) reports that benevolent individuals reported high pay satisfaction, perceived pay fairness and lowest turn over intentions. However, titled individuals did not report lower overall pay satisfaction, perceived pay fairness or higher turnover than equity sensitive individuals. Shower, concluded that equity sensitive groups preferred being over rewarded than being equitably rewarded and were relatively distressed when under rewarded. Similarly, Kotabe, Dubinsky and Lim, (1992); Halepota and Shah, (2011), concluded that employee perceived equity is associated with several job related responses such as, worker job satisfaction, absenteeism and turn over. Kotabe, et al., (1992) however, highlighted that equity may be culturally biased as findings showed that sales persons' perceptions vary across the three countries of Japan, USA and Korea. This agrees with Stringer, et al., (2011) that pay fairness is more important and those who perceived pay as not fair, generally made comparisons with others or felt that pay did not reflect their effort. This indicated the dangers of inequity in any organizational setting. This is because pay fairness was seen as an important issue in the design of pay for performance systems.

In addition, Halepota and Shah, (2011) found significant and positive impact of procedural justices on job satisfaction. However, employees reported less job satisfaction with their jobs due to lack of job clarity in a developing country. This is supported by Jawahar and Stone, (2011)

finding that distributive justice was related to satisfaction with pay level, procedural justice to satisfaction with benefits, raises and pay structure, and administration and informational justice to pay level and structure and administration. They conclude that the role of perceived justice may facilitate managers' behaviors and ability to influence pay satisfaction. On the other hand, Appellbaum and Kamal, (2000) show that what you do not know about equity or injustice does not hurt you. It would therefore imply that what matters is the perceived equity but not its existence or inequity. Appellbaum and Kamal conclude that pay equity and managerial skills affect employee job satisfaction in small businesses. They recommend that for businesses to maintain control in attracting and maintaining a productive employee base, they must use non monetary rewards and internal salary equity. Supporting this view, Martin and Bennett, (1996); Meyer and Allen, (1997); Weller, (2004); Chiun-Lo and Ramayah, (2011) show that equitable practices of fair and just treatment are vital in promoting quality education. Weller, (2004) also adds that, when inequity practices exist, they have negative impact on worker motivation, quality of work performance and job satisfaction. Inequity practices can be both overt with lose-lose computations resulting for both managers and workers. Hidden inequities however according to Weller violate the sense of fair and just treatment which is deeply embedded in our culture.

Okpara, (2006) gives a disappointing picture in the banking sector in Nigeria where, when the salaries of men and women bank managers were compared, women were paid less and were less satisfied with their jobs. This gives a disappointing picture for the development of such a rapidly growing nation, for management skills of male and female professionals are necessary in the promotion of sustainable growth. He recommended management and business leaders to break "the glass ceiling" by paying both sexes comparable salaries for comparable work

responsibilities. The existence of such perceived inequity in schools will result into negative consequences, such as intention to quit, absenteeism, and poor worker relations (Oshagbeni, 2000). Human resource policies and managers behavior can influence pay satisfaction as much or more than actual pay, that is, results for informational justice suggest that reward satisfaction can be increased by clearly and candidly explaining and communicating the organizational procedures and processes (Jawahar & Stone, 2011).

2.6 Summary of Literature Review

In this chapter, the researcher presented a summary of literature related to rewards and job satisfaction. From the available literature, it was evident that rewards (monetary and non-monetary), positively correlate with job satisfaction in organizations. However, there was lack of a clear overall definition of job satisfaction but appears to be related to affective characteristics. In this study, job satisfaction was measured basing on its indicators; willingness to work, attendance, interaction with students and intent to stay. This represented the overall job satisfaction and was expected to be influenced by rewards; monetary and non-monetary, and the perceived equity in rewards among teachers in government secondary schools. The available literature however related rewards and job satisfaction of general employees and it was not clear how rewards would affect job satisfaction of teachers in government secondary schools in Uganda.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter identifies how findings were to be reached at, briefly describes the research design, and study population that were to be used in the sample. It also described the sampling techniques, data collection methods, research instruments, pre-testing of the instruments and data analysis methods.

3.1 Research design

A cross-sectional survey research design of correlation nature was adopted for the study. This design was considered ideal as it covers considerable quantifiable behavior. The design was also considered ideal for researches that study the individual as a unit of analysis and measuring individual attitudes (Oppenheim, 1986). Both qualitative and quantitative approaches were used to allow the researcher arrive at empirical evidence and helped to understand the study in depth and in its natural setting, recognizing its complexity and content. Selective interviews were used targeting head teachers, PTA chair persons and the District Education Officer (DEO), because they participate directly in the administration of rewards in government secondary schools.

3.2 Study population

The study was carried out in 6 out of 20 government secondary schools purposively selected in Mbarara district. The selected schools represented 30 percent of the government schools. According to Amin, (2005), 30 percent of the target population is enough for big populations. The population of respondents included teachers, head teachers, and PTA chair persons in selected government secondary schools in Mbarara district, and the DEO. The research covered teachers on government pay roll, in order to have uniformity of the respondents and to avoid

multiple questionnaires. The target schools included Nyamitanga S. S. with 32 teachers, Nyakayojo S. S. with 40, St Peters S.S Katukuru with 24, Mbarara High school with 65, Kashaka Girls S. S with 29, and Rutooma S.S. with 24, making a total teacher population of 214 teachers (Staff lists). In addition, 6 head teachers, 6 PTA chair persons and the DEO of Mbarara district were interviewed.

3.3 Sample size and selection

The 6 schools were purposively selected to ensure equal representation of both urban and rural schools in Mbarara district. According to Amin, (2005), when desired information is to be obtained from specific target groups, purposive sampling is appropriate. Two schools were therefore selected from each of the three constituencies in the district making a total of six schools. In selecting the schools the researcher put into consideration different characteristics of schools to ensure that all kinds of schools were represented. Each school made a stratum from which the sample size of respondents was selected. A representative sample of respondents was selected from the total teacher population of 214 in selected government secondary schools in Mbarara district. The sample size of teacher respondents was selected using Krejcie and Morgan (1970) method as in Amin, (2005).

Table 1: Sample size and selection

Category of respondents	Population	Sample size	Sampling technique
Teachers	214	138	Simple random sampling
Head teachers	6	6	Purposive
PTA chairpersons	6	6	Purposive
DEO	1	1	Purposive
Total	227	151	

3.4 Sampling techniques and sampling procedures

Random sampling was used to determine the respondents to the questionnaire. All head teachers, PTA chair persons of the selected schools and the DEO were sampled purposively to elicit their opinions on the administration of rewards in government secondary schools. The sampling frame took into consideration teachers on government pay roll.

Table 2: Stratified sample selection for teachers

School	Number of teachers	Sample size	Sampling technique
Nyakayajo S. S.	40	26	Simple random sampling
Rutooma S. S.	24	15	Simple random sampling
St. Peters S. S. Katukuru	24	15	Simple random sampling
Kashaka Girls S. S.	29	19	Simple random sampling
Mbarara High School	65	42	Simple random sampling
Nyamitanga S. S.	32	21	Simple random sampling
Total	214	138	

Source: Staff lists in secondary schools-2010

3.5 Data collection methods

The data collection methods included administering a questionnaire and conducting face to face interviews. The questionnaire method was used to collect data from teachers. Interviews were conducted among the head teachers, PTA chair persons and the DEO; regarding rewards in relation to job satisfaction. Interviews were conducted to enable the researcher obtain more elaborate, accurate information and in-depth data which might not have been possible with administering the questionnaire. Also the researcher believed that more personal and sensitive

information would be acquired. Two research assistants were appointed to help in distributing and collecting the questionnaires.

3.6 Data collection instruments

The instruments included a questionnaire and interview guides, designed to answer all research questions. The questionnaire presented 5 preceded response-rating using likert scale to ease respondents' effort in answering, and minimize the subjectivity. The interview guides were constructed each consisting of eight investigative questions.

3.7 Pre-testing of the instruments (validity and reliability)

3.7.1 Validity of instruments

To determine the validity of instruments, the researcher used content validity Index (CVI). This refers to the degree to which the test actually measures or is specifically related to the traits for which it was designed (Amin, 2005). The researcher contacted 5 experts to judge the questions and then the content Validity Index (CVI) was calculated. The average Index of 0.7 was taken as ideal for an instrument to be accepted - $CVI=n/N$.

Where CVI = Content Validity Index

n = Number of items indicated relevant

N = Total number of items judged

The researcher obtained 0.894 validity ratio values for teacher's questionnaire and therefore deemed the instrument valid for the study (see appendix 4). The validity of the interview guides was established by discussing interview questions with colleagues and the supervisor to remove elements of ambiguity.

3.7.2 Reliability of instruments

The questionnaire was measured to determine the internal consistency level using Cronbach's coefficient alpha. This is the reliability coefficient that indicates how well the items in a set are positively related to each other. The closer it is to one the higher the consistency (Amin, 2005). The findings implied that the larger the reliability, the smaller the error and the smaller the reliability, the larger the error. From the tests using SPSS, scores found at 0.5 and above alpha values indicated good credits hence better for use (Amin, 2005). Those below 0.5 alpha values indicated bad credits hence the researcher would design new questions. Before conducting research, the questionnaire was pre-tested to 25 selected teachers from the schools in the neighboring district of Bushenyi. These were selected randomly. From the tests, the reliability coefficients for each individual variable were found above the minimum 0.5 and the instrument was confirmed reliable for use (Amin, 2005).

Table 3: Reliability coefficients of study variables

Variables	Alpha	Number of items
Basic salary	.736	4
PTA allowance	.652	3
Recognition	.542	4
Accommodation	.536	3
Career advancement	.832	6
Perceived equity in rewards	.718	4
Job satisfaction	.798	10

3.8 Procedure of data collection

The researcher began by seeking permission from Uganda management Institute and a letter of authority was granted. There was primary and secondary data. Primary data was from teachers in government secondary schools who responded to the questionnaires and form interviews to the head teachers, PTA chair persons and the DEO. Secondary data were sourced from relevant publications, office documents and the internet

3.9 Data analysis

Both quantitative and qualitative methods of data analysis were applied in this study.

3.9.1 Quantitative analysis

Quantitative analysis of data collected from teachers' questionnaires was carried out using Statistical Package for Social Sciences (SPSS). Before analysis, the researcher modified data by adding together items measuring each individual variable. This modification of data was done as a means of allowing the researcher to combine attributes under each variable forming composite variables which were used in testing the hypotheses. Descriptive statistics, correlation and regression analyses were used in this study.

Descriptive analysis of frequencies and percentages was conducted to describe the characteristics of respondents. Percentages are easy to interpret and in addition they facilitate easy comparison of items (Amin, 2005). Measures of central tendency (mean) and measures of dispersion (standard deviation) were also conducted to describe variables used to test the hypotheses. Pearson correlation co-efficient at 95% level of significance (0.05 significance level) and regression analysis (using enter method) were used to determine the relationship between rewards and job satisfaction among teachers in government secondary schools in Mbarara

district. Pearson correlation was used as a measure between variables to attain the degree and direction of the relationship between variables was either positive or negative and the level of significance of the correlation was 0.5 and 0.1 levels. The regression R-square values were used to measure the variability in the dependent variable explained by the independent variable. The beta coefficients were used to measure how strongly independent variables influence the dependent variable. The F-test values were used to test whether there were linear relationships between the variables. Larger F-values of 3.00 and above indicated existence of a linear relationship and significant p-values of less than 0.05 would indicate rejection of the null hypotheses. These hence were used in the final report as points of intervention that needed to be solved.

3.9.2 Qualitative analysis

Data collected from head teachers, PTA chair persons and the DEO using interviews were analyzed qualitatively using descriptive method based on themes studied. This was through classification and summaries to allow identification of rewards and job satisfaction among teachers. The researcher asked interviewees about the management and provision of rewards, and the satisfaction of teachers to their jobs. This was intended for their reaction on the possible relationship between rewards and job satisfaction among teachers in government secondary schools. Their responses were categorized using data reduction method. These were given meaning and interpreted to give answers to the research questions. This was done during and after data collection for the researcher to be sure that the data obtained was relevant to the research questions and where necessary do further probing.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents analyses and interprets the data that were collected. The main focus of this chapter was to establish the relationship between rewards and Job satisfaction among teachers in government secondary schools in Mbarara district. The presentation was based on the objectives and hypotheses of the study. However, a summary of the Response rate and respondents' background information are presented first.

4.1 Response rate

The response rate according to Denison, (1996) should be positive enough and at least 50 percent in order for the views raised to be representative. The researcher visited the 6 selected schools and distributed the questionnaires to teachers on government pay roll with the help of the Directors of studies. This was done targeting the peak hours, that is, break and lunch time when majority of teachers would be present. After collecting the answered questionnaires from the 6 schools, 4 out 138 questionnaires were not returned making a 97.1 percent response rate. All the head teachers and the DEO participated with 100 percent response rate. However the researcher found difficulty in accessing the PTA chair persons. Out of the targeted 6 chair persons, only 3 were interviewed making a 50 percent response rate. In total, out of a sample of 151 respondents, only 144 were accessed leading to a 95.36 percent response rate. Table 4 shows a summary of the respondents' response rate.

Table 4: Summary of respondents' response rate

Category of respondents	Sample size	Accessed respondents	Response rate
Teachers	138	134	97.1%
Head teachers	6	6	100%
PTA chair persons	6	3	50%
DEO	1	1	100%
Total	151	144	95.36%

4.2 Background information of respondents.

The study involved teachers, head teachers, PTA chairpersons and the DEO of Mbarara district. This information covers the gender, marital status, age, time spent in service, level of education, and teaching subjects of teachers in government secondary schools in Mbarara district. The gender and marital status of the interviewed respondents is also highlighted.

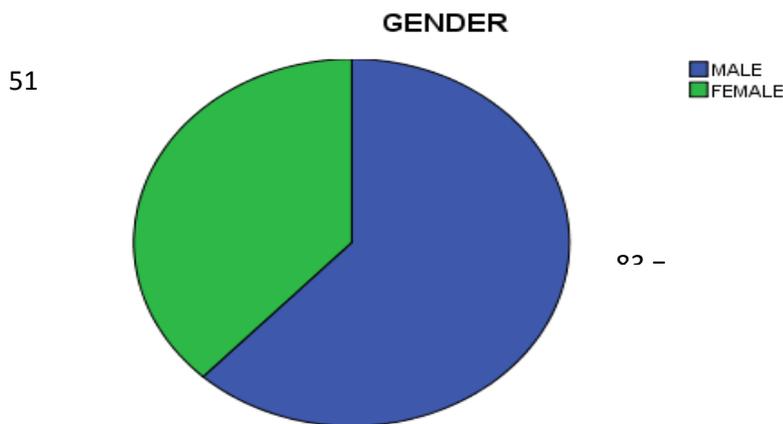


Figure 2: Gender of respondents

The gender of respondents in Figure 2 was investigated to ensure equal representation of both males and females in this study. The Figure shows that 61.9 percent (83 teachers) were males

while 38.1 percent (51 teachers) were females. This indicated that there were more males than female teachers in government secondary schools in Mbarara district.

Among the Head teachers interviewed, there was equal distribution as three head teachers were males and three others were females. However, the PTA chairpersons and the DEO were all males indicating unbalanced distribution of males and females in top management of education.

Table 5: Marital status of Respondents

Marital status	Frequency	Percent
Single	47	35.1
Married	87	64.9
Total	134	100

The marital status of respondents was investigated to describe the pattern in rewards and job satisfaction basing on such characteristics. In this study, Table 5 shows that 64.9 percent (87 teachers) of the teacher respondents were married while only 35.1 percent (47 teachers) were single. This indicated that a majority of secondary school teachers were responsible persons with families to look after. In this regard, the researcher viewed teachers' rewards to be treated with a lot of concern as what happens in their families would affect the quality of service in their respective schools.

Table 6: Age of teacher respondents

Age category	Frequency	Percent
18-26	28	20.9
27-32	38	28.4
33-39	27	20.1
40-45	22	16.4
46<	19	14.2
Total	134	100

The researcher also investigated the age of respondents and this was done by grouping teachers into different age categories. Out of a total population of 134 respondents, the second category of 27 – 32 years had the largest number of respondents (38) representing 28.4 percent, followed by the first category of 18-26 years with 28 respondents (20.9%), the third category of 33-39 years with 27 respondents (20.1%), the fourth category of 40-45 years with 22 respondents (16.4%) and lastly the fifth category of 46 years and above with 19 respondents (14.2%). A critical look at the age distribution showed that a majority of the teachers were found to be below 40 years of age (69.4%) while (30.1%) were above 40 years of age. This indicated that, most of the teachers were still young and still developing.

Table 7: Length in service in years of teacher respondents

Period in years	Frequency	Percent
1-4	42	31.3
5-8	34	25.4
9-12	15	11.2
13-16	18	13.4
17<	25	18.7
Total	134	100

The researcher also investigated the time in years spent in the education service by the respondents. This was intended to determine their levels of experience and understanding of the problems in the education sector. The majority (67.9 per cent) had served between 1 to 12 years. However, a big number were new in the field (31.3 per cent) with only 1 to 4 years of service. This suggested high turnover rates in Secondary Schools in Mbarara District.

Table 8: Highest Education qualification of teacher respondents

Education qualification	Frequency	Percent
Diploma	28	20.9
First degree	89	66.4
PGD	9	6.7
Masters degree	8	6.0
Total	134	100

As presented Table 8, the majority teachers (66.4 per cent) were degree holders as their highest qualification, followed by Ordinary Diploma holders (20.9 per cent), Post Graduate Diploma holders (6.7 per cent) and Masters Degree holders (6.0 per cent) respectively. This indicated that Secondary schools teachers in Mbarara district were well and professionally trained.

Table 9: Teaching subjects of teacher respondents

Subject	Frequency	Percent
Arts	82	61.2
Sciences	47	35.1
Others	5	3.7
Total	134	100

Table 9 shows that the majority of the respondents (61.2%) were teaching Arts subjects while only 35.1 percent were teaching science subjects. A small number of respondents (3.7%) were teaching other subjects which they could not directly list under Arts or Sciences. A typical of these was Fine Art which the teachers could not list in either Arts or Science, though it is mostly listed as a science subject. This distribution indicated need for additional science teachers in government secondary schools in Mbarara district to boost the government campaign emphasizing more science education than Arts in secondary schools in Uganda.

4.3 The relationship between monetary rewards and job satisfaction

The first objective sought to establish the relationship between monetary rewards (Salary and PTA allowance) and job satisfaction. Job satisfaction was measured basing on four indicators; intent to stay, attendance, willingness to work, and interaction with students. The null hypothesis

stated; *there is no significant relationship between monetary rewards and Job satisfaction among teachers in government secondary schools in Mbarara district.* Data was collected using a triangulation of methods; administering a questionnaire for teachers and interviewing head teachers, PTA chair persons and the DEO. Data collected from teachers using a self administered questionnaire was subjected to Pearson’s correlation, and Multiple linear Regression analysis (using enter method) to find out the relationship between Monetary rewards and Job satisfaction. The descriptive statistics of mean scores and standard deviations were presented first. These were analysed electronically using SPSS. A low mean score below the midpoint (3.0) would imply low job satisfaction and a high mean score above 3.0 would imply high levels of job satisfaction. Also a small SD would imply little variation in teacher opinions on that particular variable as well as a big SD implying much variation.

Table 10: Mean scores and Standard deviations of monetary rewards and job satisfaction

Variable	Mean	Standard Deviation
Basic salary	2.642	0.629
PTA allowance	2.836	1.015
Job satisfaction	2.513	0.657

Table 10 presents the mean scores and standard deviations among study variables. The Table shows that the mean scores on monetary rewards by the teachers from government secondary schools in Mbarara district were 2.642 and 2.836, for Basic salary and PTA allowance respectively. This showed that (on a 5 point likert scale) the satisfaction of teachers with monetary rewards was very low.

Respondents were then asked on a five point likert scale whether they strongly disagreed (1) or strongly agreed (5) with statements that would indicate their Job satisfaction using four indicators (willingness to work, attendance, interaction with students and intent to stay). Table 10 shows that the mean score on 10 items measuring Job satisfaction was 2.513. This was a low score implying that the majority teachers scored low job satisfaction.

On the scale standard deviations in the present study, there was less variation of teachers on basic salary scales. This produced a small standard deviation score (0.629) implying that most answers were close to the mean. PTA allowance scales however, produced the widest variation (SD = 1.015) implying that there were divergent views on the satisfaction with PTA allowance. The researcher attributed this to the different pay structures of PTA allowance in government secondary schools. The scale standard deviation on job satisfaction scales was slightly low (SD = 0.657). This implied that the majority responses were close to the center with a few variations.

Table 11: Correlations between monetary rewards and Job satisfaction

Factors	Job satisfaction
Basic salary	.393** (sig. = .000)
PTA allowance	.332** (sig. = .000)

N = 134

** Correlation is significant at the 0.01 level (2 tailed)

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

Using Pearson’s correlation (Table 11), the researcher examined the relationship between monetary rewards and job satisfaction. The relationship between basic salary and job satisfaction

was positive and significant ($r = .393, p < 0.01$). This was interpreted as a moderate positive correlation between basic salary scales and job satisfaction scales. In addition, PTA allowance correlated positively and significant with job satisfaction ($r = .332, P < 0.01$). This was interpreted as a moderate positive correlation between PTA allowance scales and job satisfaction scales. This meant that, there was a significant relationship between monetary rewards and job satisfaction among teachers in government secondary schools in Mbarara district. The relationship implied that when teachers were contented with monetary rewards, they were more likely to show high levels of job satisfaction and vice versa.

Table 12: Multiple Regression model examining the relationship between monetary rewards and job satisfaction

DV	IV	B	t. value	Sig.	R	R square	F. value
Job satisfaction	Basic salary	.302	3.101	.002	.414*	.171	13.539*
	PTA allowance	.157	1.614	.109			

Using enter method, Table 12 shows the relationship between monetary rewards and job satisfaction. The model indicated a significant linear relationship between the predictor variables and job satisfaction ($F = 13.539, p < .05$). This relationship was further reflected by a moderate multiple correlation coefficient of $R = 0.414$. This result means that 17.1% ($R \text{ square} = 0.171$) of the variance in job satisfaction, was explained by monetary rewards (Basic salary and PTA allowance). The relationship however was positive as indicated by the positive sign of the beta and t-values. An examination of the relative contribution of individual predictor variables as indicated by their regression coefficients (Table 12) shows a significant individual contribution

for Basic salary ($t = 3.101, p < 0.05$) and insignificant for PTA allowance ($t = 1.614, p > 0.05$). The above relationship shows that when teachers are satisfied with salary and PTA allowance, they are more likely to experience high levels of job satisfaction. However, when teachers are less satisfied with salary and PTA allowance, they are more likely to experience low job satisfaction. This relationship is more likely to happen with basic salary than it is with PTA allowance. This implied that for teachers to be satisfied with their work in government secondary schools there must be improvements in the salary structures

To investigate further, the researcher used data from the face-to-face interviews with the head teachers, PTA chair persons and the DEO. These were asked open ended questions which they answered freely about the monetary rewards and job satisfaction.

Asked to comment on the salary paid to teachers in government secondary schools, it was put clear that majority of teachers were not contented. All the interviewees showed need for review of the pay structures by the government. For example one head teacher had this to say; *“the salary paid to teachers by the government is below standard”*. Another reaction was from one PTA chair person that; *“teachers are always complaining about their salary. They just need to be revised as they need more facilitation to meet their day to day expenses”*.

Asked to comment on how the PTA allowances, respondents were unanimously of the view that it had helped in controlling the behavior of teachers. However this was clearer with the big schools that paid high allowances. One head teacher lamented that; *“we are so great to the parents. PTA allowance compensates the de-motivation from salary”*.

Respondents were also asked to tell in their opinion what they thought were the levels job satisfaction in government secondary schools in Mbarara district. From the data collected, the

researcher noted low levels of job satisfaction among teachers. Respondents reported high levels of absenteeism, neglect of duties especially co-curricular activities, rampant part timing of teachers all of which indicated low levels of job satisfaction. For example, one respondent noted that; *“several teachers are dodging classes. These have been punished by simple caution to deduction in the PTA allowances”*. Another respondent noted that; *“in most cases, teachers delay going to class and even come out very early”*. Such comments were a revelation that there was low job satisfaction in government secondary schools in Mbarara district.

The findings from interviews reveal and confirm that there was a significant relationship between monetary rewards and job satisfaction among teachers in government secondary schools in Mbarara district. However, from the interviews, whereas salary seemed to be related more to low job satisfaction, PTA allowance tended to relate more to high job satisfaction. This meant that PTA allowance controls the negative effects of salary in government secondary schools.

4.4 The relationship between non monetary rewards and job satisfaction

The second objective sought to establish the relationship between non monetary rewards and Job satisfaction among teachers in government secondary schools in Mbarara district. The null hypothesis (H₀) stated; *there is no significant relationship between non monetary rewards and Job satisfaction of teachers in government secondary schools in Mbarara district*. This was tested using Pearson correlation and multiple linear regression analysis. The descriptive statistics of mean and standard deviation were presented first.

Table 13: Mean scores and Standard deviations among the study variables

Variable	Mean	Standard deviation
Recognition	2.935	0.799
Accommodation	2.504	0.939
Career advancement	2.714	0.939
Job satisfaction	2.513	0.657

Table 13 presents mean scores and standard deviations of non monetary rewards and job satisfaction. The mean score of recognition scales (2.935) was near the neutral score (3). This implied that there was a substantive number which was neutral on recognition scales but majority were below and dissatisfied. All scale means of accommodation, career advancement and job satisfaction were below the midpoint of dissatisfied and satisfied. Accommodation produced the lowest mean score (2.504), followed by job satisfaction (2.513) and Career advancement (2.714) respectively. This suggested that teachers were not contented with matters of accommodation and career advancement. This may be seen to affect the levels of job satisfaction among teachers in government secondary schools. The mean score of Job satisfaction also (2.513) implied that most of the teachers experienced low job satisfaction.

Scale standard deviations presented in Table 13 indicated reasonable low variations of teacher opinions on the scales of predictor variables. This was evident with recognition scales (SD = .799). The scale standard deviations of Accommodation and career advancement scales produced the same standard deviation (.939). This SD indicated similar variations in the opinions of teachers on accommodation and career advancement scales. Job satisfaction scales however

produced a lower variation of teacher opinions (SD = .657). This implied that there were varied opinions on all the scales among the teachers in government secondary schools in Mbarara district.

Table 14: Correlations between non monetary rewards and job satisfaction

Factors	Job satisfaction
Recognition	.217* (p= .012)
Accommodation	.376** (p=.000)
Career advancement	.173* (p=.046)

N = 134

**** Correlation is significant at the 0.01 level (2 tailed)**

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

To explore the relationship between non monetary rewards and job satisfaction, the researcher used Pearson’s correlation (Table 14). Recognition scales produced a positive and significant correlation ($r = .217$, $p < .05$). Accommodation scales had a moderately significant and positive relationship with job satisfaction ($r = .376$, $p < 0.01$), and career advancement produced a weak significant and positive correlation with job satisfaction ($r = .173$, $p < 0.05$). This implied that teachers’ satisfaction with non-monetary rewards (recognition, accommodation and career advancement) was more likely to affect their levels of job satisfaction.

Table 15: Regression model (using enter method) showing the relationship between non monetary rewards and Job satisfaction.

DV	IV	B	t value	Sig.	R	R square	F value
Job satisfaction	Recognition	.080	.930	.354	.418*	.175	9.200
	Accommodation	.345	4.031	.000			
	Career advancement	.163	2.044	.043			

Table 15 presents multiple linear regression results showing the relationship between non-monetary rewards and job satisfaction. The regression indicated a significant linear relationship between a set of three predictor variables and job satisfaction among teachers in government secondary schools in Mbarara district ($F = 9.200$, $p < 0.05$). This relationship was further reflected by a significant multiple correlation coefficient of $R = .418^*$. The goodness of fit measure indicated that 17.5% ($R \text{ square} = .175$) of the variance in job satisfaction was explained by the non monetary rewards.

A close look at the contribution of individual predictor variables in a multiple regression, the Table shows that accommodation ($t = 4.031$, $B = .345$, $P < .01$) and career advancement ($t = 2.044$, $B = .163$, $P < .05$) had a significant individual contributions. The individual contribution of recognition scales in a multiple regression however, was positive but not significant ($t = 0.930$, $\beta = 0.080$, $p > 0.05$). The results suggested that recognition factor would have no significant relationship with job satisfaction at the same time with accommodation and career advancement. This implied that for education managers to realize and improve job satisfaction

among teachers, more emphasis and effort is needed to improve on accommodation and career advancement issues.

The researcher further investigated using data from the interviews conducted among the head teachers, PTA chair persons and the DEO of Mbarara district. The collected data were put together, coded and analyzed to get meaningful answers about the relationship between non monetary rewards and job satisfaction. Respondents were asked to comment on recognition, accommodation, career advancement and job satisfaction, and these were related to get meaningful answers on the relationship between the predictor variables and job satisfaction.

Respondents were asked to comment on recognition and praises given to teachers and there were contradicting arguments among the respondents. It was clear however that, there was lack of clear policies on recognition both from within schools and from the government. Some respondents reported lack of praises both verbal and tangibles to boost the morale of teachers. One head teacher was clearer that he could not remember when he last used a simple word like ‘thank you’ to a teacher for a work well done. It was also established from the PTA chair persons that teachers are not involved in decision making on matters of school management. One PTA chairperson, who claimed to have participated in the management of three secondary schools in the district, indicated that head teachers in most schools are not approachable by teachers. *“Teachers always complain to me about the decisions taken by their head teacher without their consultation”*. This implied limited interactions between the school managers and teachers in government secondary schools in Mbarara district.

On career advancement, respondents were asked to comment on the way teachers are promoted in secondary schools, and were of the view that teachers had no complaints with the in-school promotions. However, most discontent was reported among the Diploma holders who had upgraded to the degree level. The common argument was that teachers who upgrade from diploma to degree take over five years before their salaries are upgraded. One respondent said that; *“promotion in this school is based on capability and the work load. However, the government always delays to upgrade the salary of teachers who have upgraded from diploma to degree”*. Another respondent reported that, *“teachers have faced a problem. Their salaries have been difficult to upgrade after paying their money which is not in other professions”*. This was so because upgrading is very expensive to teachers as they have to spend their hard earned money for further education. Similar conditions were caused by lack of study leaves in secondary schools. Respondents were strongly of the view that the teaching profession is highly demanding and government had failed to grant study leaves for teachers. *“Teachers who go for further studies risk to be deleted from the pay roll since this is seen as the neglect of duties”*, reported one respondent. However, head teachers and school management were reported to be illegally giving out study leaves which can lead to ones dismissal from the job. This was seen as a discouraging and dissatisfying factor among the teachers in government secondary schools, and suggested that such teachers who had upgraded from diploma to degree and their salaries not upgraded accordingly were less satisfied with their jobs.

With regard to accommodation, most schools especially the rural ones showed discontent among teachers. This is because most interviewed respondents reported lack of enough teachers' houses in secondary schools. To some schools, the available houses were reported to be in poor

conditions. This meant that some teachers stay away from schools hence moving long distances to and from work. For example, one respondent reported that; *“teachers’ houses are not enough to all teachers. Houses are of low quality and teachers have always complained for better houses”*. Another respondent put it that;

“We have few houses. Only six houses are available for 36 teachers. Other teachers rent outside with the help of the school but it is too expensive and affects their work too much since their earnings are limited”.

This was a situation found in many schools and meant that teachers expect and are entitled to be provided with accommodation at school, lack of which has left teachers discontented with their jobs, and contributing to the low job satisfaction.

Comparing the predictors and job satisfaction, majority of the respondents who reported teacher discontent with recognition, accommodation and career advancement were also reporting low levels of job satisfaction among teachers. For example one respondent reported; *“verbal praises lack in this school”*. Commenting on job satisfaction, the same respondent reported; *“teachers are rarely at school and this has affected the learning system in secondary schools”*. Such was a pattern in reporting which signified a positive link between non monetary rewards and job satisfaction. This meant that recognition, accommodation and career advancement in government secondary schools were predictors of job satisfaction. This would come out as the teachers lack attachment to schools and affect the performance of these education institutions.

4.5 The relationship between perceived equity in rewards and job satisfaction

The third objective sought to find out the relationship between teachers’ perceived equity in rewards and job satisfaction. Job satisfaction was measured basing on 4 indicators; willingness to

work, intent to stay, attendance and interaction with students. The null hypothesis stated; *there is no significant relationship between teachers' perceived equity in rewards and job satisfaction of teachers in government secondary schools*. Pearson correlation and linear regression analysis were carried out to test this relationship. Table 17 presents the results from Pearson's correlation while Table 18 presents a summary of the regression analysis. However, the descriptive statistics were presented first in Table 16.

Table 16: Mean scores and standard deviations of perceived equity in rewards and job satisfaction

Variable	Mean	Standard deviation
Perceived equity in rewards	2.325	0.795
Job satisfaction	2.513	0.657

Table 16 suggests a low mean score (2.325) on perceived equity in rewards scales. This suggested that on a five point likert scale (1 very dissatisfied - 5 very satisfied), majority of teachers were dissatisfied with the way rewards are distributed both within secondary schools, and in other government organizations. As earlier seen, the mean score of job satisfaction scales was low at 2.513, suggesting that majority of the teachers experienced low job satisfaction.

The scale standard deviations were at 0.795 and 0.657 for perceived equity in rewards scales and job satisfaction scales respectively. This suggested that in both variables, teachers opinions were close to the mean with little variations.

Table 17: Correlation between perceived equity in rewards and job satisfaction

Factors	Job satisfaction
Perceived equity in rewards	.325** (p= .000)

N= 134

****Correlation is significant at the 0.01 level (2 tailed)**

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

Table 17 presents the correlation (Pearson’s) between perceived equity in rewards and job satisfaction. The correlation suggests a moderate significant and positive relationship ($r = .325$, $P < 0.01$) between perceived equity in rewards and job satisfaction. This suggested that teachers, who were equitably satisfied with the rewards in their schools, were more likely to experience high levels of job satisfaction. On the other hand, teachers who were not contented with the rewards equitably were more likely to experience low levels of job satisfaction. However, this would only apply to teachers who were equity sensitive.

Table 18: Regression model showing the relationship between perceived equity and job satisfaction

DV	IV	Beta	t value	Sig.	R	R square	F
Job satisfaction	Perceived equity	.325	3.952**	.000	.325*	.106	15.615*

Using enter method, linear regression analysis yielded a significant linear relationship between perceived equity in rewards and job satisfaction reflected by a large F value (15. 615, $p < 0.05$).

This relationship was further reflected by a significant regression correlation coefficient ($R = .325^*$). This regression model suggests a positive and significant relationship ($\beta = .325$, $t = 3.925$, $p = .000$). The model further suggests that 10.6% ($R \text{ square} = .106$) of the variance in job satisfaction may be explained by perceived equity in rewards.

The results in Table 18 imply that, teachers who were satisfied with the equity principle in rewards were more likely to experience high levels of job satisfaction. On the other hand, teachers who were not satisfied equitably with the rewards were more likely to experience low levels of job satisfaction. This further implied that to improve teacher job satisfaction in government secondary schools, education managers and policy makers need to employ the equity principle in allocating and distributing the rewards.

To further investigate this question, the researcher used data from the interviews. Head teachers, PTA chair persons and the DEO of Mbarara district were first asked to comment on the rewards given to teachers compared to other government workers. This data was put together and analyzed at once.

The results suggested a significant and positive relationship between perceived equity in rewards and job satisfaction. The respondents reported inequity mostly in salary, PTA allowance, career advancement, accommodation and promotion. As far as salary was concerned, there was a common argument that other government workers with similar qualifications are given better salaries and yet they have littler work to do. Such arguments were following remarks such as absenteeism, low attendance, increased part timing among teachers all of which suggested low job satisfaction. For example one head teacher reported that; “*the teachers are paid lowly*

compared to other government workers. This has increased the level of part timing among teachers and limits the time they have for student problems”. A PTA chair person in another secondary school reported that; *“teachers work too much compared to their salaries yet other workers are paid better than teachers”*.

On PTA allowance, complaints were found in UPE schools where the payments were not encouraged by the government. In such schools, head teachers and the PTA chairpersons reported difficulty in controlling teachers who are attracted by the high amounts of PTA allowance paid in other schools. The variations in PTA allowances therefore were reported as a de-motivating factor in schools where such payments were limited.

Promotion and career development were also of much concern with the equity principle. There was a common argument on grade v teachers (diploma holders) who upgrade to degree but their status is not upgraded to a graduate teacher. This was reported as a dissatisfying factor as such teachers compare with other government workers who, after completing such courses, their salaries are immediately upgraded.

Teachers were also reported to be lacking study leaves to develop their careers. This was reported to have affected most of the teachers in rural areas than in urban areas who access universities more easily. This meant that teachers in rural schools are always not settled because they lack opportunities for career development.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter, a summary and discussion of the findings reported in the previous chapters was undertaken. This was intended to relate the findings to the objectives of the study draw conclusions and make recommendations.

5.1 Summary

In this study, an investigation was done to establish the effect of rewards on job satisfaction of teachers in government secondary schools in Mbarara district. The previous chapter has presented the analyses of the research questions and hypotheses. From the analyses, the null hypotheses (H₀) which suggested no significant relationship between the independent variables and the dependent variable among teachers in government secondary schools in Mbarara district were rejected. The degree of the nature of the relationship between the independent variables and the dependent variable was measured using correlation and regression analysis. Significant correlation coefficients (at 0.05 level of significance) between the independent variables and the dependent variable were got. From the regression analyses, monetary rewards explained 17.1 percent, non monetary rewards explained 17.5 percent, and perceived equity in rewards explained 10.6 per cent of the variance in job satisfaction. Due to low satisfaction with the rewards, most teachers experienced low job satisfaction with their work.

5.2 Discussion of the findings

5.2.1 Monetary rewards and job satisfaction

The first objective of the study sought to find out the relationship between monetary rewards and job satisfaction among teachers in government secondary schools in Mbarara district. The study

has shown that there was a significant and positive relationship between monetary rewards (basic salary and PTA allowance) and job satisfaction. Comparing the two predictor variables, basic salary had a stronger relationship with job satisfaction than PTA allowance.

The findings indicate that the better the teachers are satisfied with salary and PTA allowance, the more they are satisfied with their jobs and vice versa. The findings agree with Armstrong, (2006) observation that employees always seek to earn a high pay because such pay makes it possible for them to meet the physiological needs. Also, Bishay, (1996) found that pay incentives were successful in increasing motivation and job satisfaction. Findings in this study have also shown that salary and PTA allowances are influential in determining the job satisfaction among teachers in government secondary schools. The head teachers and PTA chair persons indicated low levels of job satisfaction among teachers which has affected the quality of service in schools

5.2.2 Non monetary rewards and job satisfaction

The second objective was to find out the relationship between non monetary rewards and job satisfaction. The findings have shown that there was a significant relationship between non-monetary rewards (accommodation, career advancement and recognition) and job satisfaction.

The findings revealed that when teachers were satisfied with accommodation, career advancement and recognition they were more likely to be satisfied with their work. The findings further revealed that the provision of better accommodation and career advancement opportunities had much influence on job satisfaction than recognition among teachers. This agrees with Armstrong, (2006) that non-monetary rewards act as extrinsic motivating factors

among employees. Such factors are not derived from the job itself and have a greater bearing on how an employee perceives his work.

This findings also agree with Devaney and Zham, (2003) that tangible recognition packages were significantly related with job satisfaction. Also, as put by Durst and DeSantis, (1997) perceived lack of recognition was found to be the strongest reason why federal employees left government service in the USA. In addition, the current study has through qualitative data Pearson correlation shown that those teachers who were not satisfied with recognition were more likely to experience low job satisfaction. In addition, Ololube, (2005) identifies recognition, authority and independence as major determinants of job satisfaction. Ololube adds that lack of recognition will result into intent to quit and absenteeism among employees. Durst and DeSantis, (1997) agree that employee perceptions of job security and recognition are said to be highly correlated with job satisfaction. This is in agreement with the current finding that recognition was significantly related with job satisfaction.

A study in the USA showed that employees whose firms provided rewards such as health insurance, accommodation, paid leaves and career training opportunities, accepted wages about 20% lower than what they would have received at firms without such benefits (Dessler, 2006). Similarly, this study shows that employees who were contented with such benefits were satisfied with their jobs. This is in agreement with Maicibi and Nkata, (2005) that flexible rewards are important remuneration tools which will keep the top talents in job and will increase their satisfaction levels. This study has also shown that employees/teachers, who are satisfied with such accommodation and career advancement opportunities, are satisfied with their jobs and

attach greater value to them. This enhances the development of their abilities in order to keep updated with the changes taking place in the service delivery thereby improving their professional competences. The current study through qualitative data specifically indicated that teachers who have upgraded and are not promoted, are more likely to experience low job satisfaction.

The findings also agree with Artz, (2003) observation that among the factors which affect job satisfaction, are the employees' career opportunities. He argued that employees take up jobs and fill satisfied with such jobs if they meet what they expect as far as career progress opportunities are concerned. Similarly, Hunt, (1986); Bishay, (1996); Ssesanga, (2001) and LePree, (2006) found similar results that issues of career stand as an important part of compensation and confirms their role in determining job satisfaction.

5.2.3 Perceived equity in rewards and job satisfaction

The fourth objective sought to find out the relationship between perceived equity in rewards and job satisfaction. The study has shown a significant relationship between perceived equity in rewards and job satisfaction. This agrees with Kotabe, et al. (1992) who found that employees perceived equity was associated with several job related responses such as, worker job satisfaction, absenteeism and turnover. This confirmed the application of Adams equity theory of job satisfaction in secondary schools. In addition, Appellbaum and Kamal, (2000); Weller, (2004) and Okpara, (2006) indicate that pay equity affect job satisfaction among employees. They argue that when inequities exist in organizations, they create lose-lose situations for both managers and workers. Such a situation is dangerous in any organization as its performance and future progress will be affected

5.3 Conclusions

5.3.1 Monetary rewards and job satisfaction

The study concluded that there was a positive and significant relationship between monetary rewards (basic salary and PTA allowance) and job satisfaction among teachers in government secondary schools in Mbarara district. The more the teachers were satisfied with basic salary and PTA allowance, the higher the levels of job satisfaction they experienced.

5.3.2 Non Monetary rewards and job satisfaction

The study also concluded that there was a positive and significant relationship between non-monetary rewards (accommodation, career advancement and recognition) and job satisfaction in government secondary schools in Mbarara district. The more the teachers were satisfied with non-monetary rewards (recognition, accommodation and career advancement), the more satisfied they would be with their jobs.

5.3.3 Perceived Equity in rewards and job satisfaction

The study further concluded that there was a positive and significant relationship between teachers' perceived equity in rewards and job satisfaction in government secondary schools in Mbarara district. The more the teachers perceive equity in rewards they receive, the more they are satisfied with their work. Also, the more the teachers perceive inequity in rewards they receive, the less they are satisfied with their work.

This study has concluded that the investigated rewards are significantly related with job satisfaction among teachers in government secondary schools in Mbarara district. The relationship has indicated that the more teachers are satisfied with rewards, the higher levels of job satisfaction they experience. The study has further concluded that perceived equity in

rewards was a major underlying factor influencing job satisfaction among teachers in government secondary schools in Mbarara district.

5.4 Recommendations

In this study, the researcher has found and concluded that there was a positive and statistically significant relationship between rewards and job satisfaction. The researcher has also concluded that perceived equity in rewards was a statistically significant factor influencing job satisfaction. This study has therefore shown that the more the teachers are contented with these dimensions, the higher the job satisfaction they will experience. In the light of such a stance, the following recommendations were made.

5.4.1 Monetary rewards and job satisfaction

The government of Uganda through the responsible ministries should carry out a comprehensive review of the remuneration policy for teachers in government secondary schools. As a result, this should raise the level of the basic salary to match both the work done and teachers' expectations. This will reduce the burden and pressure of paying high amounts of PTA allowances from the poor parents.

5.4.2 Non monetary rewards and job satisfaction

The Ministry of Education and Sports, and School managers in Mbarara district should plan and embark on a program to the construction of more teachers' houses especially among the rural schools and rehabilitate the current ones which are in poor conditions to the expected standards. This will ensure better accommodation of teachers at their respective work places in Mbarara district and save them from a high cost of renting houses and daily transport to and from schools.

Education managers in Mbarara District through the ministry of Education and Sports should plan for the career progress of teachers in government secondary schools in Mbarara district. This should be in form of granting paid study leaves which can allow teachers acquire new skills in a shortest time possible and be available again for work. Teachers in Mbarara District may also be facilitated by their schools, the district and the line ministry, with half bursaries since most were found to have stagnated in their careers due to limited funds for further education.

School managers in Mbarara District should endeavor to involve teachers in decision making on matters concerning their respective schools. With this, teachers will feel recognized and appreciated. This will improve on their satisfaction with their jobs.

5.4.3 Perceived equity in rewards and job satisfaction

Education managers in Uganda should endeavor to ensure equity standards in distributing and allocating all rewards at their disposal to teachers. This should be done in respect to and promotion of the equity principle that affects the way teachers perceive their work and their remuneration packages.

5.5 Limitations of the study

Although the purpose of the study was well explained, some teachers did not want to participate in the study claiming that they had participated in several studies and have never gained anything from them and only researchers do benefit from such studies. This consumed much of the time and affected the quality of the study as their opinions would have made a difference in the study findings.

Due to rampant part-timing business among secondary school teachers, it was later discovered that some teachers were not available during the time the researcher visited the schools and it was difficult for the researcher to find them. This meant that such teachers never had a chance to participate in the study and yet their opinions would have made a difference.

5.6 Contributions of the study

The study is vital because it contributes to the current discussion on the subject of employee remuneration, job satisfaction and reinforces study results in previous studies. The study findings were similar to study findings from previous studies; Monetary and Non monetary rewards significantly affected teachers' job satisfaction in this study. This was similar to the works of Carton and Kelly, (1997); Shawn, (1998) and Spear, et al., (2000) in highlighting the importance pay and allowances, and the intangibles which are reinforced in this study. This study also validates Adams (1963) Equity theory of job satisfaction which implies that workers compare their own outcome-input ratio (the ratio of outcomes they receive from their jobs and organization, to the input they contribute), to the outcome-input ratio of a referent person (Kremer, et al 2003). This study has also found significant relationship between perceived equity in rewards and job satisfaction among teachers in government secondary schools in Mbarara district.

5.7 Areas of further reading

- I. A similar research study may be conducted among the primary school teachers in Uganda.
- II. A study may be conducted on the factors affecting the performance of secondary school teachers in Uganda

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APPENDICES

APPENDIX 1

QUESTIONNAIRE FOR TEACHERS IN GOVERNMENT SECONDARY SCHOOL

Dear Respondent, this questionnaire aims at obtaining your opinion on how rewards influence job satisfaction in government secondary schools in Mbarara district. I kindly request you to answer all the questions as objectively as possible. It is purely for academic purpose and your response will be treated with maximum confidentiality. Your name is not required.

Thank you.

Yours sincerely

Magyezi Artgur

MMS student, Uganda Management Institute.

Part A. Background information

Instructions: Tick in the brackets the alternative that best represents your opinion.

- 1) Gender. Male () Female ()
- 2) Age. 18 – 26 () 27- 32 () 33-39 ()
 40-45 () 46 and above ()
- 3) Marital status
 Single () Married ()
 Widowed () Divorced ()
 Others specify ()
- 4) Length in service (in years)

1-4 () 5-8 ()
 9-12 () 13-16 () 17 and above ()

5) Highest Education Qualification

Diploma () First Degree ()
 Post Graduate Diploma () Masters Degree () Others (specify)

6) Teaching subjects

Arts () Sciences () others (specify)

Part B. Satisfaction with rewards

Instructions: use the scale below to answer the following questions by ticking the appropriate number that best indicates your opinion on the question.

Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
1	2	3	4	5

Qn. How are you satisfied with the following?

Monetary rewards

1. My current salary	1	2	3	4	5
2. The way my salary is paid	1	2	3	4	5
3. Level of my current salary	1	2	3	4	5
4. The total payment I receive from school	1	2	3	4	5
5. My PTA allowance	1	2	3	4	5
6. The way my PTA allowance is paid	1	2	3	4	5

7. Size of my PTA allowance	1	2	3	4	5
Non-monetary rewards					
8. The way teachers are promoted at school	1	2	3	4	5
9. My opportunities for promotion at my work place	1	2	3	4	5
10. The way my chances of promotion have been handled	1	2	3	4	5
11. The way teachers are praised at my school	1	2	3	4	5
12. The way I am praised after accomplishing a task	1	2	3	4	5
13. The way I am involved in decision making	1	2	3	4	5
14. The way I am recognized by my superiors	1	2	3	4	5
15. The accommodation provided to teachers at school	1	2	3	4	5
16. The way teachers houses are allocated at school	1	2	3	4	5
17. Standard of teachers houses provided to teachers at school	1	2	3	4	5
18. Career development at school	1	2	3	4	5
19. My opportunities for career advancement	1	2	3	4	5
20. The way career opportunities have been distributed	1	2	3	4	5
21. The way I am helped to advance	1	2	3	4	5
Equity in rewards					
22. I am satisfied with my pay compared to colleagues' in my school	1	2	3	4	5
23. When I compare my PTA allowance with other teachers in government schools	1	2	3	4	5

24. The way I am rewarded compared to my contribution	1	2	3	4	5
25. When I compare with other workers in comparable organizations	1	2	3	4	5

Part C. Job satisfaction

Instructions: Use the scale below to answer the following questions by ticking the appropriate number that best indicates your opinion on the question.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

26. Since I came here, I have never thought of looking for a job in another organization	1	2	3	4	5
27. At the present time, I am thinking about remaining in this school	1	2	3	4	5
28. I will keep teaching in this school in the next three years	1	2	3	4	5
29. I am ever present at my school	1	2	3	4	5
30. I currently feel encouraged to attend to my assignments at school	1	2	3	4	5
31. I am ever eager to do work outside the classroom	1	2	3	4	5
32. I currently find my job less tiresome	1	2	3	4	5

33. I currently feel my job is rewarding	1	2	3	4	5
34. At the present time, I am encouraged to interact with my students	1	2	3	4	5
35. I currently have much interest in matters related to students	1	2	3	4	5

End.

APPENDIX 2

INTERVIEW GUIDE FOR HEAD TEACHERS AND PTA CHAIR PERSONS

1. Comment on the salary paid to teachers by the government.
2. How has the PTA allowance helped teachers?
3. According to you, how are teachers satisfied with their jobs?
4. Talk about the way teachers are promoted in secondary schools.
5. How do you treat teachers that have made a great performance in school?
6. Comment on the accommodation provided to teachers in this school.
7. Comment on the available opportunities for teachers to develop their career.
8. In terms of equity, how do you compare rewards given to teachers to those of other government workers

APPENDIX 3

INTERVIEW GUIDE FOR THE DISTRICT EDUCATION OFFICER

1. Comment on the salary paid to secondary school teachers by the government.
2. How do you think the PTA allowance has helped teachers?
3. According to you, how are teachers satisfied with their jobs?
4. Talk about the way teachers are promoted in secondary schools.
5. Do you have any issues concerning management of teachers in secondary schools especially by the head teachers?
6. Comment on the accommodation provided to teachers in secondary school of your area.
7. Comment on the available opportunities for teachers to develop their career in schools.
8. In terms of equity, how do you compare rewards given to teachers to those of other government workers

APPENDIX 4

CALCULATION OF THE VALIDITY OF THE TEACHERS' QUESTIONNAIRE

Rater number	Relevant items	Non relevant items	Total items
1	29	7	36
2	33	3	36
3	32	4	36
4	34	2	36
5	33	3	36
Total	161	19	180

The validity of the questionnaire was established using Content Validity Index (CVI)

$$\text{CVI} = \frac{\text{Number of items judged relevant}}{\text{Total number of items being judged}} = \frac{161}{180}$$

$$\text{CVI} = 0.894$$

APPENDIX 5

RELIABILITY COEFFICIENTS OF STUDY VARIABLES

BASIC SALARY FACTOR

RELIABILITY
/VARIABLES=CURSALRY SALRYPAID SALRYLEVEL TOTALRECVE
/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded ^a	0	0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.736	4

PTA ALLOWANCES FACTOR

RELIABILITY
/VARIABLES=PTA PTAPPAID PTALEVEL
/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded ^a	0	0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.652	3

PROMOTION FACTOR

RELIABILITY

/VARIABLES=PROMPOLCY PROMCHANCE TEACHPROM OPPTPROM

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded ^a	0	0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.770	4

RECOGNITION FACTOR

RELIABILITY

/VARIABLES=TEACHPRAISE PRAISETASK PUBLICRECOGN SUPRECOGN
/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded ^a	0	0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.542	4

ACCOMMODATION FACTOR

RELIABILITY

/VARIABLES=ACCOMPROV HOUSESTAND TEACHOUSE
/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded ^a	0	0
	Total	25	100.0

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded ^a	0	0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.536	3

CAREER ADVANCEMENT FACTOR

RELIABILITY

/VARIABLES=CARDEVT OPCAREER CARDIST HELPADV

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded ^a	0	0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.832	4

PERCEIVED EQUITY IN REWARDS FACTOR

RELIABILITY

/VARIABLES=SATSFYPAY PTACOMP REWDCOMP COMPWORK
/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded ^a	0	0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.718	4

JOB SATISFACTION FACTOR

RELIABILITY

/VARIABLES=JOBTHINK REMAINTHINK KEEPTEACH EVERPRE EAGERWORK ATTENDASSIGN INTRACTSTUD
INTRSTSTUD LESSTIRE JOBREWARD
/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded ^a	0	0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.798	10

APPENDIX 6

LETTER OF INTRODUCTION



UGANDA MANAGEMENT INSTITUTE

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256-31-2265138 /39 /40
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P.O. Box 20131
Kampala, Uganda
Website: <http://www.umi.ac.ug>

Your Ref:

Our Ref: G/35

20 May 2010

TO WHOM IT MAY CONCERN

MASTERS IN MANAGEMENT STUDIES DEGREE RESEARCH

Mr. Artgur Magyezi is a student of the Masters Degree in Management Studies of Uganda Management Institute 1st Intake, 2009/2010 specializing in Public Administration and Management, Registration number: 09/MMSPAM/MRA/1/042.

The purpose of this letter is to formally request you to allow this participant to access any information in your custody/organisation, which is relevant to his research.

His Research Topic is: *"Rewards and Job Satisfaction of Teachers in Government Secondary Schools in Uganda: A Case of Selected Schools in Mbarara District"*.

A handwritten signature in black ink that reads 'Benon C. Basheka'.

Benon C. Basheka
HEAD, HIGHER DEGREES DEPARTMENT/PROGRAMME MANAGER,
MASTERS DEGREES IN MANAGEMENT STUDIES

APPENDIX 7

KREJCIE AND MORGAN (1970) SAMPLING TECHNIQUE

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	15	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	243	2200	327	50000	381