

**REWARD MANAGEMENT AND PERFORMANCE OF TEACHERS IN SELECTED PRIVATE  
PRIMARY SCHOOLS IN UGANDA-A CASE STUDY OF MASAKA MUNICIPALITY**

BY

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## **DECLARATION**

I, Victoria Nankya Kizito Kasaato declare that this dissertation has never been submitted for any award of a degree in any other university or academic institution.

Signed: \_\_\_\_\_

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# APPROVAL

This dissertation is submitted with our approval as supervisors.

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## **DEDICATION**

I dedicate this dissertation to my mum, Kakande Ritah whose contribution towards my Education is greatly treasured in my heart.

## **ACKNOWLEDGEMENT**

I am greatly indebted to several people whose great support in the entire research process is invaluable to me. I would like to extend my heartfelt gratitude to my husband also my work based supervisor, Kasaato Jimmy who tirelessly encouraged me to carry on and gave me all the guidance that I needed. I am also grateful to my UMI supervisor, Dr. Basaasa Muhenda for sparing time to guide me inspite of her busy schedule. I would also like to appreciate my friends, Suzan Sebuliba and Sarah Semakula, I am grateful for all your support- morally and otherwise. I am also grateful to my son, Jeremiah and daughter, Joanna who had to endure my low moments and had to bear with me when things were really tight and to each and every body who contributed to the successful completion of my course.

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## **ABSTRACT**

This study aimed at establishing the relationship between reward management and performance of teachers in private primary schools in Masaka municipality. Three objectives guided the study namely; To establish the contribution of financial rewards on performance of teachers in private primary schools in Masaka municipality. To establish the relationship between non financial rewards and performance of teachers in private primary schools in Masaka municipality. To examine the moderator effect of knowledge and skills on reward management and performance of teachers in private primary schools in Masaka Municipality. Data was collected using questionnaires and interview guides. A total of 80 out of 100 questionnaires were returned representing 80% response rate. Data was analyzed using correlation coefficient to determine the relationship between rewards and performance of teachers in private primary schools in Masaka municipality. The findings indicated that paid leave of absence, recognition, training and participative decision making have a positive relationship with performance of teachers with recognition ranking highest. It is recommended that salaries, pension or gratuity should be determined according to needs of the teachers if Uganda is to attain the millennium development goals related to Education. There should also be a regular salary upgrading and continuous professional development to make the teaching profession more attractive especially to the young generation.

# **CHAPTER 1**

## **1.0 INTRODUCTION**

This study assessed the contribution of rewards on teacher performance in selected private primary schools. Reward management was the independent variable while teacher performance was the dependent variable. Using Masaka Municipality as a case study, this chapter contains the background, problem statement, objectives, research questions, scope and justification of the study.

## **1.1 BACKGROUND TO THE STUDY**

Globally, the idea of attracting good teachers in order for a school to improve student performance is internationally acceptable in almost every school system. In Connecticut, for example, a system of monetary rewards is being used to attract better teachers; specifically the state offers a substantial lump sum payment to those who sign a contract to teach for a certain number of years. The underlying logic is that, such an incentive is of more interest to young teachers than a series of pay increments over the course of a professional life. (UNICEF, 2000). In addition, Beavis (2003), observes that performance based rewards have a long history in Education, particularly in the United States. In the last ten years, a number of countries have adopted pay for performance strategies to modify traditional salary scales. Under most current systems of a salary scale, teachers are rewarded for the number of years spent teaching rather than their performance and for this reason; many analysts believe the salary scale system determines teacher compensation on incomplete criteria. In recent years

some states have begun to mandate some notion of merit pay for example, Florida now requires school districts to earmark a minimum of 5% of the total salary pool to be used for teacher performance awards and its state board of education recently approved a statewide system of student performance –best merit pay.

Similarly Podgursky (2009), says that President Barack Obama announced a new Educational reform calling for a merit pay system for teacher in hopes of improving student performance. United States’ public schools spend \$187 billion in salaries, based on the latest Department of Education data, the evidence certainly suggests that when you offer appropriate pay incentives to teachers, you are likely to get better results. Many studies have been conducted by Podgursky on the effect of teacher pay and has surveyed all research studies of merit pay systems in the United States, Israel, Africa and United Kingdom. He found that single salary pay schedules can cause a shortage of teachers in specific subject areas like science and mathematics, an inequitable distribution of teachers and makes it harder to recruit and retain effective teachers.

Jacob and Lefgren (2006), also maintain that elementary school teachers in the United States traditionally have been compensated according to salary schedules based solely on experience and Education. Concerned that this system makes it difficult to retain talented teachers and provides few incentives for them to work to raise student achievement while in the classroom, many policy makers have proposed merit pay programs that link teachers’ salaries directly to their apparent impact to student achievement. Until recently, only a handful of isolated districts had attempted such programs but now entire state systems are moving toward merit

pay, with new policies established recently in Florida and Texas requiring districts to set teachers' salaries based in part to the gains their students are making on the states' accountability exams.

In Africa, Bennel and Akyeampong (2007), observe that no comprehensive analysis for teachers pay in low developing countries has been undertaken for over a decade. There is a broad consensus that teachers remuneration in the majority of the developing countries is inadequate, this is because total pay does not cover basic household survival needs let alone enable teachers to enjoy a reasonable standard of living. The salary scales for primary teachers are often very flat with very small increments awarded on the basis of seniority and experience with little or no link with actual job performance; salary administration is also poor characterized with late payment of salaries. Bennel and Akyeampong (2007), continue to say that Universal Primary Education (UPE) is now the single most important educational goal in nearly all low-income developing countries; however, the pursuit of this goal has both positive and negative impact on teachers' performance.

Efforts to attain UPE goals are usually accompanied by much increased resource flows with the support of international donor partners but at the same time teachers become seriously demoralized especially when teacher recruitment does not keep pace with rapidly increasing enrollments as has generally been the case. Work loads and class sizes have increased applicably in many developing countries as a direct result of the UPE policy; teachers complain that most of the additional resources have been used to increase enrollment capacity and educational quality without directly addressing the professional needs of teachers.

Teachers are seriously under paid and that more than any thing else, is the key factor undermining teacher morale. Teachers in most low-income countries earn poverty wages of US dollars 2-4 per day and the pay is so low that teachers, like many of their students do not eat properly before coming to school. Over one-third of teacher respondents in Ghana, Sierra Leone and Zambia agreed with the statement that teachers come to work at school when they are hungry. The general perception of stake holders and teachers in all developing countries is that the teaching profession no longer commands the high status it enjoyed thirty years ago and that teachers especially primary teachers are under valued by the society, teaching is very much regarded as employment of the last resort by most school leavers and university graduates.

In Uganda, according to UNESCO Institute of Statistics (2005), the educational millennium goal in the attainment of basic education for all by 2015, which is but a decade away as has been repeatedly pointed out, poses a major challenge to the government and the international community. More than ever before, primary school teachers are under tremendous pressure from politicians, parents and local communities to deliver quality education to all children but how likely is it that they will respond to this challenge given their current levels of pay and their working and living conditions? Poor incentives mean that far too few qualified and experienced teachers wish to work in both rural and urban areas of Uganda. The necessity of adequately remunerating teachers has been a constant refrain of the educational sector. The government of Uganda has tended to shy away from dealing head on with the problem of low levels of job satisfaction among primary school teachers.

Lastly, Donohue cited in Decenzo and Robbins (2002, pg. 396) states that whether dealing with monkeys, rats or human beings, it is hardly controversial to state that most organisms seek information concerning what activities are rewarded and then seek to do those things, often to the virtual exclusion of activities not rewarded. The extent to which this occurs of course will depend on the perceived attractiveness of the reward offered. Donohue's assertion is in conformity with what has been observed above about rewards and performance. Since people behave in ways that they believe are in their best interest, they constantly look for pay offs for their efforts, they expect good job performance to lead to rewards. In Masaka, very little research has been under taken that directly focuses on teacher motivation and rewards. It is against this background that this research will study reward management and teacher performance in primary schools in Uganda with Masaka Municipality as a case study.

## **1.2 STATEMENT OF THE PROBLEM**

According to the New Vision (2009), In Uganda, teachers have always struggled to have their pay increased to cater for their needs. Primary teachers' salaries were increased by fifty thousand in 2005/2006 Budget, although this was a positive gesture by government, teachers' performance is still questionable, for example in his address to teachers in Masaka, the District Education Officer decried the habit of teachers reporting late, high level of absenteeism, failure to mark pupils work in time and an increasing rate of teachers leaving the profession. This is in addition to the World Bank Report (2004), which indicated that performance of teachers in primary schools has not been satisfactory over the years; low teacher performance is reflected in deteriorating standards of professional conduct such as

absenteeism, poor time management and poor lesson preparation and as a result children are not getting access to adequate knowledge. At the World Education Forum in Dakar (2000), as cited by Malunda (2007), financial remuneration was sighted as one of the factors affecting teacher motivation and commitment to teaching in low income countries. This has forced teachers to concentrate on other activities, that are believed to generate more money such as part timing, shop keeping and farming at the time when they should be in class teaching. In the Weekly Observer (2009), SNV a Dutch Agency report ranked Uganda teacher absenteeism as the highest in the world at thirty five percent with teachers guaranteed to miss at least two days of work each week. The report further claims that many of children are not being taught properly which has led to the decline in pupils' performance in national examinations. Therefore, this will continue to condemn millions of disadvantaged children to an inadequate education and we run the risk of undermining our nation's future economic competitiveness unless this issue is addressed. This study however, focused on investigating a specific factor that has contributed to unsatisfactory performance and this particular area has been identified to be reward management.



### **1.3 PURPOSE OF THE STUDY**

The general objective of the study was to examine the contribution of rewards to teacher performance in selected primary schools in Uganda.

### **1.4 OBJECTIVES OF THE STUDY**

- To establish the contribution of financial rewards on the performance of teachers in private primary schools in Masaka municipality.
- To establish the relationship between non financial rewards and performance of teachers in private primary schools in Masaka municipality.
- To examine the moderator effect of knowledge and skills on reward management and performance of teachers in private primary schools in Masaka municipality.

### **1.5 RESEARCH QUESTIONS.**

- What is the relationship between financial rewards and performance of teachers in private primary schools in Masaka municipality?
- What is the relationship between non financial rewards and the performance of teachers in private primary schools in Masaka municipality?
- Do knowledge and skills moderate the relationship between reward management and performance of teachers in private primary schools in Masaka municipality?

## **1.6 HYPOTHESIS.**

- There is a significant relationship between financial rewards and performance of teachers in private primary schools in Masaka municipality.
- There is a significant relationship between non financial rewards and performance of teachers in private primary schools in Masaka municipality.
- Knowledge and skills significantly moderate the relationship between reward management and performance of teachers in private primary schools in Masaka municipality.

## **1.7 SIGNIFICANCE OF THE STUDY**

The study will add to the existing body of knowledge on the positive and powerful contributions of rewards on teacher performance in private primary schools in Uganda.

The study is also in partial fulfillment of a master's degree in management studies in response to the core values of the Uganda Management Institute which is training, consultancy and research.

## **1.8 SCOPE OF THE STUDY**

Geographically, the study covered Masaka municipality which is found at approximately 130 kilometers south-west of Kampala on the Trans-African highway to Rwanda and Democratic Republic of Congo. The study covered three sub counties found in the municipality. Focus was put on the best and worst performing schools in each sub county. Head teachers and teachers participated in the interviews and discussions. In terms of content scope, the study

focused on mainly financial and non financial rewards and how they affect performance of teachers as far as the time scope is concerned, this study was carried out from August 2008 to August 2009 and this period involved both literature review and actual collection of data from the field.

### **1.9 JUSTIFICATION OF THE STUDY**

Beavis (2003), observes that there is limited research on the value of performance based reward programs. There is a wide consensus that previous attempts at introducing performance based reward programs have been poorly designed and implemented. Among the few studies that have been completed, considerable doubts have been raised about the validity of the conclusions reached due to limitations in design.

### **1.10 OPERATIONAL DEFINITIONS OF TERMS AND CONCEPTS**

#### **Financial rewards**

These provide income over and above the basic salary to individual teachers who meet specific individual standards.

#### **Non financial rewards**

This is paying employees wholly or partially on the basis of the quality of their performance.

#### **Teacher Performance**

This refers to how well a teacher has accomplished a task basing on teacher performance indicators.

#### **Remuneration**

This refers to payment for services or work performed by the teachers.

**Allowances**

This involves paying teachers outside their normal schedules of work, and it is the money paid for teaching extra lessons or any other duty.

**Paid leave of absence**

This refers to permission granted to teachers to be absent or take holiday from their jobs.

**Participative decision making**

Teachers get to participate in making decisions that affect them at school, for example drawing the timetable, participating in school functions, punishing and dismissal of pupils.

**Recognition for achievements**

This refers to awards given to teachers in honor of their services or achievements.

**Training**

This refers to the process of learning the skills that you need to do a particular job or assignment. (Oxford Advanced Learners' Dictionary)

# **CHAPTER TWO**

## **LITERATURE REVIEW**

### **2.0 INTRODUCTION.**

This chapter examines the existing literature related to the study. The literature is reviewed in accordance with the objectives of the study under the following themes; financial rewards and performance, non financial rewards and performance, knowledge and skills and performance.

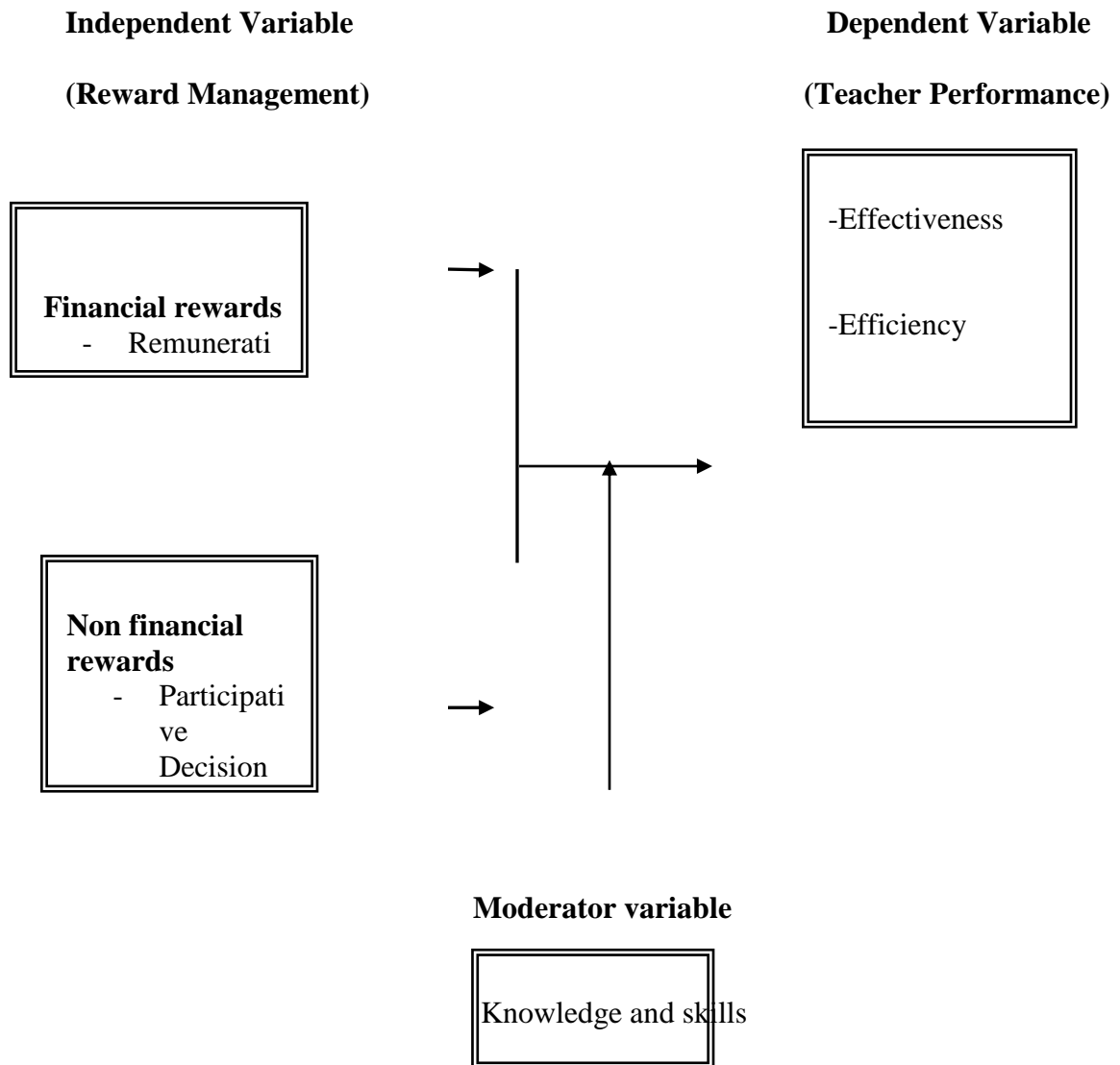
### **2.1 THEORETIC REVIEW**

Maslow's Hierachy of needs theory which postulates that humans have specific needs that must be met guided the study. There are five levels of need, namely physiological (hunger, thirst, sex) safety (security, stability and protection) love and belongingness, self esteem and self actualization. According to Maslow (1954), individuals are motivated to satisfy unfulfilled needs and individual needs form a hierarchy, if the lower level needs remain unmet, the higher level needs can not be fulfilled. When needs are not met, people become frustrated, the theory implies that base pay must be set high enough to provide individuals with the economic means to meet their basic needs. This theory is relevant to performance of teachers because large proportions of teachers in developing countries are poorly motivated, consequently, in accordance with Maslow's hierarchy of needs theory, efforts to improve level of education which depends crucially on higher order needs are unlikely to succeed unless these basic needs are adequately satisfied. For example teachers who are tired, hungry and excessively pre occupied about meeting their households' livelihood needs are unlikely to

become strongly involved in their professional development activities, without which effective teacher performance can not be attained. So in view of this, we conceptualize that teachers' performance is likely to be improved with increased rewards.

## **2.2 CONCEPTUAL REVIEW.**

According to Armstrong (1996), as cited in Decenzo and Robbins (2002), rewards can be categorized as financial and non financial rewards. They consider financial rewards in form of wages, bonuses and profit sharing while non financial rewards cover desirable things that are potentially at the disposal of the organization. They continue to describe financial rewards as having the ability to either enhance employee financial wellbeing or not while non financial rewards do not increase employee financial position, irrespective of the type of reward offered, they are all seen to motivate employees and increase performance. It is against this background, that the researcher hypothesizes that reward management is likely to improve performance of teachers. The conceptualized relationships are presented in the figure below:



**Fig. 1: Conceptual Framework**

This study conceptualized that the performance of teachers is related to rewards, namely; financial and non financial rewards. Reward management constitutes the independent variable and performance of teachers constitutes the dependent variable. The study conceptualizes that there is a relationship between reward management and performance of teachers, Performance of teachers was measured using indicators of efficiency, effectiveness and innovativeness.

Lavy (2007), asserts that performance based pay schemes improve efficiency because they provide some incentive for teachers to do the right thing; they encourage teachers to find ways to enhance student performance, when financial and non financial rewards are effectively increased, the performance of teachers is also increased. Performance of teachers was measured using indicators of efficiency, effectiveness and innovativeness.

### **2.3 REMUNERATION AND PERFORMANCE**

According to Aswathappa (2003) as cited by Namansa (2010), remuneration is the compensation an employee receives in turn for his/her contribution to the organization. It occupies an important place in the life of an employee. This is because the livelihood of an employee depends on remuneration, that is his/her standard of living, status in society in society, motivation, productivity and loyalty are all dependent on remuneration. Remuneration is essential in today's competitive employment market if organizations are to employ and retain the talented staff they need. Aswathappa (2003) continues to say that an effective system of remuneration is highly significant because many problems related to human resource center around remuneration. This means that remuneration must fulfill the expectations and aspirations of the employee, attractive remuneration allows an organization to attract, retain and motivate competent people who will help the organization achieve its objectives and goals.

Figlio (2007), asserts that a carrot for teachers helps the students to stick to their books; merit pay for instructors equates to better test scores for their pupils. Pay incentives for teachers



have more positive effects on students' test scores than such school improvement methods as small class sizes or stricter requirements for class room attendance. This research provided the first systematic evidence of a relationship between individual teacher performance incentives and student achievements in the United States. Figlio further noted that students learn more when teachers are given financial incentives to do a better job. Students at schools with teacher pay for performance programs scored an average of one to two percent points higher on standardized tests than their peers at schools where no bonuses were offered.

Lavy (2007), further asserts that tying teachers' pay to their performance should improve the current education system both by clarifying teaching goals and by attracting and retaining the most productive teachers, but implementing pay for performance poses many practical challenges because measuring individual teacher performance is hard and difficult. Lavy reviews evidence on individual and school based incentive programs implemented in recent years both in United States and abroad. He evaluated two carefully designed programs in Israel and found significant gains in student and teacher performance and observed that research evidence suggests although not conclusively that pay for performance incentives can improve teachers performance. Although they can also lead to unintended and undesired consequences, such as teachers directing their efforts exclusively to rewarded activities. So emphasis should be put on true performance in a way that minimizes random variations as well as undesired consequences, it must align performance with ultimate outcomes and must be monitored. This study therefore devoted itself to finding out whether what is perceived to be rewards by authors is looked at as such and therefore valued in the selected private schools in Masaka Municipality. The researcher also strived to establish whether rewards are provided

in private primary schools of Uganda since the studies cited in this review seem not to address this gap.

Decenzo (2003), says that the goals of compensation administration are to design the lowest cost pay structure that will attract, motivate and retain competent employees, such a pay should be perceived as fair by employees. In other words, the amount a certain job is worthy in terms of money. One of the main reason people go to look for jobs is to earn money so that they can meet their physiological needs, like building a house, medical bills and food, so if a teacher finds out what he/she has earned at the end of the month does not fulfill the above needs, he/she will be disgruntled.

Muralidharan and Sundararaman (2006), said that performance pay for teachers is frequently suggested as a way of improving education outcomes in schools, but the empirical evidence to date on its effectiveness is limited and mixed. Results from a randomized evaluation of a teacher incentive program implemented across a representative sample of primary schools in the Indian State of Andhra Pradesh. The program provided bonus payments to teachers based on the average improvement of their students test scores independently administered learning assessments. Students in incentive schools performed significantly better than those in control schools, incentive schools also performed better on subjects for which there were incentives. Teachers in incentive schools exerted extra efforts such as assigning additional home work and class work, providing practice tests and conducting extra classes after school. The researcher, through this study therefore, strived to find out the effectiveness of both financial and non financial rewards on teacher performance.

Kremer (2006), found that when paid for performance teachers were able to lift the test scores along the dimensions that were being rewarded but found two things; First of all, this better performance of students disappeared very quickly once the reward was taken away and secondly it seemed to be a case of “teaching to the test.” The teachers knew exactly what to teach so the students would pass the test and they would get their bonus, but there did not seem to be any more general learning going on that is why its not a matter of implementing this type of pay for performance but its overall monitoring, involvement of communities and better working conditions so that teachers feel the desire to perform better so that we are not trying to motivate them with carrots and sticks but also appeal to their professionalism because that is the driver in the performance of these teachers. Guided by the above elaboration, this study therefore tried to clearly identify, point out and weigh the rewards that exist if any and if they have a relationship with teacher performance in private primary schools in Masaka municipality.

Lavy (2007), also says that proponents of pay for performance programs believe they will attract and retain better teachers if they are able to offer increased salaries to the best teachers. They argue that paying poor teachers the same as those who work longer, engage more effectively with their students and consistently produce improved academic outcomes, is unfair, inequitable and does little to improve the overall quality of teaching. If wages are based on student performance, they provide teachers with powerful signals about what is valued and what is not. If these signals are absent, even well meaning teachers may emphasize materials that are generally not valued by parents or the labor market. In addition Hanushek,

Kain and Ravkin (1999), also conducted an important study that examined the relationship between teacher salaries and student outcomes in Texas; they found that increased salaries are correlated with improved student outcomes. Education systems with better working conditions attract and retain better teachers. Research has also shown that when given the choice, holding salaries constant, teachers choose to work in education systems that offer good working conditions such as support from the administration. Good pay and support from school administrators in form of rewards would be beneficial to private primary schools because it will facilitate effective performance, this study therefore, set out to establish whether good remuneration is provided in private primary schools and if remuneration has any contribution to teacher performance in Uganda since studies cited seem not to address this gap.

### **2.3.1 PAID LEAVE OF ABSENCE AND PERFORMANCE**

The employment Act (2006), stipulates that the maximum working hours for employees shall be forty eight hours, from eight a.m to five p.m daily for five days. However, in some sectors, working hours exceed forty eight hours per week, this is especially common in private primary schools. Leave has strong implications for motivation because it can allow people to achieve a more convenient balance between work life and home, most teachers will from time to time experience difficulties reconciling their work and their other commitments. Time off work may be needed, for example, to care for sick children, to attend a hospital appointment or to participate in a religious festival. Delisio (2008), also maintains that job stress for teachers has escalated over the past few years and probably is taking a toll on teachers' physical and mental wellbeing, teachers also don't have the luxury of hiding behind a computer terminal all day if they do not feel well, as other workers do. Teaching is a very

difficult job, it's an active job with no time during the day to take time for yourself, it is hard to teach if a teacher is sick so teacher time off enables teachers to go and meet with other teachers and gather resources and information to help students.

In addition, Reh (2000), says that the environment that people are required to work in can have a significant impact on their ability to undertake the tasks that they have been asked to do, a company can become more attractive to prospective employees and make it easier to retain current employees by increasing the number of days they can take off from work and still get paid, money is not every thing to employees, non cash rewards like a day off from work, a special event to provide meaningful recognition for achievement will increase productivity in addition to employee health and wellbeing. While Grant (2005), says that if paid leave is not provided, for low income families in particular, can lead to job loss and financial concerns. Companies with paid leave policies can save money and the biggest savings come in form of retention. Businesses with paid family leave also report higher levels of morale, loyalty and productivity among their employees.

He continues to say that employers know that their employees need a break once in a while that is why companies offer paid time off in form of vacation days, holidays, personal leave and sick leave. Some employers' plans offer a specific amount of days for each form of paid time off from work and others particularly healthcare and financial institutions provide one set of paid days off that can be used for various reasons at the employee's discretion. Family, children, friends church, sports, hobbies and other activities all have demands on today's employees so a flexible schedule or an occasional afternoon off can help employees meet

some of these obligations. By allowing some flexibility in an employee's schedule, you are able to increase their desire and motivation. It would be appropriate for both government and school administrations to provide paid leave to teachers in order to enhance their commitment, the researcher therefore set out to establish whether paid leave exists in private primary schools in Uganda and if it has any relationship with teacher performance.

### **2.3.2 ALLOWANCES AND PERFORMANCE**

According to Walusimbi (2006), allowance is payment that is given to an employee in addition to salary as compensation for any work done outside the teacher's schedule, some of these allowances include; marking allowance, medical, transport allowance, allowance for escorting pupils out of school, pay for extra lessons taught and responsibility allowances. He continues to say that teachers in Uganda tend to work harder by increasing the lessons taught plus the exercises given to students when they are offered allowances. In return, the increased extra allowances given result into improved student test scores reflecting good performance. Allowances are a means of rewarding employees for work done outside the normal timetable to enable them put more effort because whatever extra work is done, there is a payment. In Uganda, teachers and school administrators attach candid value to job amenities, in order to ensure improved performance, school administrators try to motivate teachers using job amenities like wage increment, housing allowances and transport allowances. It is mainly the lack of these job amenities that limit opportunities to enhance teacher morale and performance.

Maicibi (2003) as cited by Amede (2009), says that allowances refer to any financial rewards that are extended to an employee over and above their stated salary usually with the view to cater for some specified need that an employee may be facing. Clearly allowances have the potential for affecting employee performance, that is to say, the more promptly the allowances are paid, the more likely to derive employee job satisfaction and subsequently work performance. In addition, Dessler (2003), asserts that allowances enable employees settle their lunch, transport and housing expenses which in turn increase their desire to work and commitment to their organization. The nature of allowances provided enable the employees to settle their individual financial obligations quickly and promptly thus inspiring their commitment and reduces their lateness and absenteeism at the work places.

According to Schultz (1978) as cited by Namansa (2010), People in gainful employment offer extra time in order to get money to meet the need for security, status, recognition and affiliation. The more someone is given extra allowances, the greater the time he/she offers to the organization, so for an organization to achieve its objectives, an employee who works for long hours should be rewarded for the extra hours worked. For such an employee shows that he/she has dedicated his/her time to the organization, paying such an employee for the extra hours put in motivates his/her and in the long run creates satisfaction in the worker. It would be very appropriate for private primary schools in Masaka to consider provision of allowances in order to enhance teacher performance, this study therefore set out to find out whether allowances are provided to the teachers and their relationship with performance.

### **2.3.3 RECOGNITION AND PERFORMANCE**

Yavuz (2004), said that recognition covers monetary and non-monetary rewards and it refers to crediting, encouraging and appreciating individuals and teams who contribute through their behavior and efforts to the success of the organization; examples of recognition are giving public praise, celebrating and communicating successes. Employee recognition is not just a nice thing to do for people, it is a common tool that reinforces and rewards the most important outcomes people create for a business. When you recognize people effectively, you reinforce the actions and behaviors you most want to see people repeat. In addition, White (2007), says that the federal Education, science and training minister in Australia, Julie Bishop announced that like other professions, teachers should be recognized and rewarded on merit. This creates an incentive in the employee (teacher) to improve his or her work performance in order to improve quality of output (Education) that customers (students) receive. While Leigh & Mead (2005), claim that higher salaries are not the only way to reward the most talented teachers; professional recognition, greater responsibilities and official acknowledgement by educational officials are all important ways of encouraging the best teachers to remain in the profession.

According to the public service bulletin (2001) as cited by Kakuhikire (2009), in a bid to recognize and encourage performance, the then minister of public service Hon. Amana Mushega Awarded outstanding performers in 2001. The action began as far back as 1999 and is said to be a means of promoting a performance culture. Recognition of employees for good performance should be an ongoing process for expressing appreciation and for affirming the constructive efforts of employees. The action communicates to the employees that such effort is desirable and the employee continues to respond appropriately.



Wiscombe (2002) as cited by Natwenda (2010), opines that recognition programs have the purpose of keeping employees motivated and productive and are seen to be effective methods of reinforcing company expectations and goals. Private and public recognition are two of the mostly commonly used forms of recognition, Private recognition refers to a quiet thank you or a pat on the back, while Public recognition is more formal. Public recognition is an important part of rewards as the performance of the individual affects more than just one employee, stating publicly why the person received recognition and how it links to the organization goals could act as a motivator to the employees.

Lavy (2002), evaluated a program in Israel that offered teachers monetary incentives based on their students' achievements in three dimensions, the average number of credits per student, the proportion of students receiving a Matriculation Certificate (required for college admission) and the school dropout .Awards were given at the school level, so that all teachers in a school shared the same award. The program was implemented in 62 non randomly selected schools starting in 1995. The incentives took the form of awards on a rank order tournament, only the top three schools ranked by relative improvement, received a prize.

Lavy's identification strategy was based on the program's selection criteria which limited participation to schools that were the only school of their kind in a community. He compares the results of program schools with control group schools where there are more than one kind of school in the same community. Using a fixed estimation procedure, Lavy finds that after two years, the program had positive and significant effect on two of the three student

outcomes evaluated, average credits were 0.7 units higher and the proportion of students sitting for the Matriculation examination increased by 2.1%. The findings from Israel are consistent both with the conjecture that incentive pay affects teacher effort and the claim that incentive pay causes teachers to teach more strictly to the test. It is important to note that teachers' performance is triggered by providing them with tokens of appreciation in recognition for work well done, so this study therefore attempted to establish the role played by provision of awards and tokens in the Ugandan context and establish whether recognition has a relationship with performance of teachers in private primary schools in Masaka municipality.

On the other hand, Glewwe, Ilias and Kremer (2004), examined a randomized evaluation of the impact of a teacher incentive program in Kenya on both teacher behavior and test scores. They consider a model in which teachers can invest both in efforts to promote long-run learning and short-run manipulation of test scores. Data was collected on many types of teacher effort- attendance, homework assignments, pedagogical techniques, and holding extra examination preparation sessions and on scores after the end of the program. The teacher incentive program in Kenya offered teachers prizes based on their schools' average scores on district wide exams. The program penalized teachers for dropouts by assigning low scores to students who did not take the exam. During the two years the program was in place, student scores increased significantly in treatment schools. However analysis of the Kenyan data suggests that this improvement did not necessarily occur through the channel intended teacher attendance and student dropout and repetition rates did not improve and no changes were found in either homework assignments or pedagogy. Instead teachers were more likely to

conduct test preparation sessions outside of normal hours. Data from the year after the program ended showing no lasting test scores gains which suggests that teachers' effort was concentrated in improving short run outcomes, rather than stimulating long run learning. The test scores effect was strongest for subject tests on geography, history and Christian religion arguably the subjects involving the most memorization. Also consistent with this hypothesis, the program had no impact on dropout rates, but examination participation rose (presumably because teachers wanted to avoid penalties for no-shows at examinations). This study therefore set out to establish whether the same factors would affect teacher performance in a different country setting, the researcher set out to establish the role played by recognition as a non financial reward towards performance of teachers in Uganda and Masaka Municipality in Particular.

#### **2.3.4 TRAINING AND DEVELOPMENT AND PERFORMANCE**

According to the Uganda Government White paper on Education (1992:150) as cited Kyambadde (2005), Government of Uganda agrees that in service training programs for teachers provide the most important avenues through which teachers in the field can be exposed to the rapid changes in the environment such as the curricular and teaching methods. A teacher who is well equipped as far as the curricular and teaching methods are concerned would most likely be motivated to perform more effectively. When an employee no longer possesses the knowledge or abilities needed to perform successfully because of the rapid environment changes, the more likely it is that the employee would become redundant.

Kyambadde (2005), continues to say that poor performance may indicate a need for retraining, likewise good performance may indicate untapped potential that should be developed.

Sometimes teachers do not see the need for retraining because the appraisal system used does not provide a feedback, which feedback shows the teacher the need for polishing. So teachers are not motivated to take training seriously and so their effectiveness is not enhanced but training opportunities have strong motivating effects as it enables workers to take on more demanding duties and to achieve personal goals of professional advancement as well as allow them to cope better with requirements of their jobs. This is consistent with what was found in primary schools, teachers who have gone for further studies enhance on their knowledge such that they are able to perform well in their duties.

Bennel (2004), opines that high proportions of teachers remain untrained in many low income countries which adversely affects motivation and performance, primary school teacher performance is hampered by the significant proportions of untrained or under trained teachers. On the other hand Cole (2003) as cited by Namansa (2010), states that staff training is one of the work related benefits, among its intentions is to allow for further training of employees in order to improve on observed deficiency or to bring focus on the implementation of new technology for example in the teaching profession, teachers used to write termly reports for pupils, however with new technology, this had to change, reports had to be computerized but teachers lacked computer skills so schools are hiring facilitators to train the teachers.

Chandan (1997:282), argues that training programs improve on employee job knowledge, skill and future performance which results into increased productivity. Adequate training improves job performance skills which improves both the quality as well as quantity, improvement in employee moral training programs build up confidence and satisfaction among employees

developing enthusiasm and pride which are indicators of high morale. In addition good training programs develop the employees and prepare them for future managerial and executive positions plus reduced supervision. Organizational training and development of employees increases a sense of belonging thus prevents manpower obsolescence.

According to McNamara (2008), there are many ways of developing people and development will help staff to improve their expertise as well as contribute to the over all improvement process with in a business. There are additional benefits, for example staffs are more loyal, more motivated and experience a higher level of job satisfaction if offered training and encouraged to improve their performance. Training and development can be initiated for employees when improvement in performance is needed to benchmark or as part of an over all professional development program. Conley, Brandon and Isaac (2004), also observed that in recent years the reform literature has suggested that even the most talented and prepared teachers will become dissatisfied in the work place which provides them with few opportunities for career development and advancement. Teacher in service training is critical to the continuous development of effective class room instruction. Professionals who continuously improve their instruction positively impact on the performance of the pupils. Good training uses flexible formats, job applicable content, individualized learner outcomes and small group instruction.

Davis (2004), maintains that plans which aim to improve teacher quality exist. Approximately 70 schools in eight states in the United States have adopted the Teacher Advancement Program, according to the Milken Family Foundation, a philanthropic organization that

supports educational research, the goal of this initiative is to provide student performance by recruiting and retaining talented teachers, largely through a career advancement system that allows teachers to remain in the classroom. The program allows teachers to earn more money, develop new skills and take on added responsibilities through a career path that can lead to mentor teacher status. McNamara (2008), continues to say that training is not limited to the knowledge and mastery of technology based production process and allowing employees, new and old to keep pace with the constantly changing work environment. It is also used as a strategy to retain employees by preparing career paths for them. This prevents a high employee turnover rate and ensures that the business maintains high caliber employees manning sensitive positions. Another important benefit of training is that it helps businesses to develop and institutionalize a management system which can bring stability and growth.

Butod (2009), asserts that training is an attempt to improve employee performance on a currently held job or one related to it. This usually will lead to changes in specific knowledge, skills, attitudes and behaviors. These changes can result into long term productivity. Training employees pertains to giving the employees the basic knowledge necessary for them to be able to perform their tasks. In addition, training will enhance the inherent capacity of the employees. Training also motivates employees by empowering them; they acquire skills and knowledge that will help them in improving their performance. Bennel and Akyeamong (2007), also say that the struggling teacher is a common sight especially in primary schools. High proportions of teachers remain untrained in many developing countries, so most teachers are not adequately prepared for the special demands of teaching. Teachers need continuous professional development. In Guinea, for example teachers have been encouraged to take

more responsibility for their own professional development, in particular enabling them to access training resources through a competitive grant scheme. But if not carefully managed, teacher qualification upgrading programs can be seriously demotivating for teachers. In Pakistan for example, the new minimum qualification requirement of a university degree has created a lot of dissatisfaction, older and less qualified teachers feel discriminated against, female teachers do not have the opportunity for further training and as a result don't access the available jobs.

### **2.3.5 PARTICIPATIVE DECISION MAKING AND PERFORMANCE**

In a survey conducted by Brodinsky and Neill (1983) as cited by VSO policy report (2002), it was found that shared governance or participatory management enhances teachers' professional status and their ownership in the planning and operation of the school. The shared governance gives teachers a vested interest in school performance and also promotes harmony and trust among teachers and administrators. Although it was observed that teachers are often excluded from development and planning for Education, the importance of a teacher's role in decision making is often ignored. In Uganda, for example, policies such as Universal Primary Education and Universal Secondary Education are made by politicians and officials at the Ministry of Education and sports headquarters and implemented by teachers who are not consulted at the formulation stage, therefore teacher involvement and participation in decision making is of paramount importance for motivation.

According to Martin (2009), participative decision making or influence sharing between hierarchical superiors and their subordinates has been a focus of organizational research for nearly fifty years. Many researchers have examined relationships between participative decision making and employee outcomes such as tasks performance, job satisfaction and turnover, that decision making authority is a sure fire way to boost employee performance development. It makes them feel important and brings out the best in them; it also develops the in house talent to achieve goals and saves the organization from unnecessary workforce expansion. Employee involvement is a management and leadership philosophy about how people are most enabled to contribute to continuous improvement and the on going success of their work organization. Through this study therefore, the researcher sought to establish whether there is any role played by participative decision making, as reviewed in this section, on performance of teachers in selected private primary schools in Masaka municipality.

Sugita (2000), continues to maintain that hierarchical decision making has tended to reduce the effectiveness and productivity of teachers in educating pupils. A more collaborative decision making process may result in more effective teaching and pupil learning, a true profession should offer individuals the opportunity for growth in their careers and in their professional lives. Picket (1999), also asserts that effective collaboration between teachers can help all students successfully access the general education curriculum, working together; teachers can individualize teaching procedures to improve results for all students. Teacher participation in school level decision-making has been advanced because it is thought to enhance communication among teachers and administrators and improves the quality of education.



Teacher participation in school based decision making has become a key component of recent efforts to restructure and reform schools in the United States, while teacher participation has existed in some school districts for decades, its practice has accelerated rapidly over the past ten years. It's generally acknowledged that participation in decision making is positively related to teachers' attitudes about work, these include but not limited to job satisfaction, responsibility and accountability. An employee with high level desires for power may respond easily to opportunity where he can gain leadership and administrative responsibilities, employees will be stimulated by participative and free rein leadership in the decision making process. (Smylie, Lazarus & Browlee-Conyers,1996).

According to Kireitner and Kinicki (1998) as cited by Malunda (2007), employee participation increases employee satisfaction, commitment and performance. Participative management is predicted to increase motivation because it helps employees to fulfill three basic needs, namely, autonomy, meaningfulness of work and interpersonal contact which are geared to improving performance. These are prerequisites of job satisfaction, leading to commitment, involvement and positive work moods of teachers. It is important to note that employees perform better with some level of autonomy where they are able to make important decisions; it is therefore appropriate for private primary schools in Uganda to enable individual employees to use their abilities to do their jobs in order to boost teacher performance. The researcher set out to find out whether involvement of teachers in decision making increases their performance.

### **2.3.6 THE MODERATING ROLE OF KNOWLEDGE AND SKILLS**

Although performance pay can make the teaching profession more attractive by recognizing and rewarding talent, the teachers' knowledge and skills are vital and seem to be indispensable in influencing the pupils' learning at school, the relationships between the teacher and pupil or teacher and administrator is even more important in initiating, developing and nurturing the overall performance on the part of the private primary school administrators, teacher and the pupils among other stake holders. It is one thing to have quality knowledge and skill or expertise but another to develop quality relationships-networks in a broader sense-to disseminate that knowledge and hence performance. In addition, research has also identified a number of directly observable teacher characteristics that are linked to the teachers' performance. The characteristics of teachers should include but not limited to love, discipline, empathy, commitment and loyalty at work. The authors believe the foregoing attributes will boost to the teachers' overall performance if they are exercised. The teacher's knowledge of a specific subject matter is another predictor for pupils' achievement. Teachers who possess higher levels of verbal aptitude, intellectual abilities and knowledge teach more effectively and efficiently than others who do not have such attributes. (Leigh & Mead, 2005).

Milanowski, Odden and Youngs (1998), suggested that teachers will need to develop knowledge and acquire skills through professional development and once this is achieved it will boost the teachers' competency and performance. However it should be noted that the current pay system for teachers of a single salary schedule is not congruent with the need for higher levels of competence and skills development and this fact might deter their performance. Furthermore research suggests that teaching is becoming an increasingly

demanding profession and that successful practice requires mastering of complex bodies of knowledge and skill, that there is no one recipe for effective teaching and that attempts to define and assess teaching in terms of a set of discrete behaviors and skills vastly oversimplifies teachers' responsibilities. Effective teaching requires a large repertoire of knowledge and skill that can be drawn upon as needed to handle the ever changing contexts. (Jacob & Lefgren, 2006)

Bransford (2000), said that learners come to the class room with preconceptions about how the world works, and so if their initial understanding is not engaged they may fail to grasp new concepts and information that they are taught. Therefore, teachers must have good attitudes so that they can unwind the preconceptions in the pupils. Secondly, the teachers must "think outside the box" – by coming up with new ideas and new ways of delivering products and services in private primary schools. For example, the teachers can research on the different pupils' learning needs by designing customized programs to address such challenges like autism. Thirdly, teachers can improve on their performance by engaging in and applying cutting edge technology in the classrooms other than the usual traditional talk-chalk method of classroom instruction. For instance, teachers can develop classroom presentations by using MS power point visual-audio aids to enhance class lessons and other activities and these tech-aids will help the teachers to perform better. Lastly teachers must teach subject matter in depth providing many examples of how a concept is at work. Since topics re-occur over several years, teachers need to ensure that they use this repetition to build deeper understanding of key concepts. This also means that teachers must be subject area experts because subject knowledge is the foundation stone of effective teaching.

### **2.3.7 SUMMARY OF LITERATURE REVIEW**

Different sources of literature including books, journals and Newspapers were reviewed to understand the relationship between rewards and teacher performance. Decenzo and Robbins (2002), argue that the obvious reward employees get from work is pay. Where as the theory sounds strong, it does not seem to be backed by any data derived from any form of systematic research. One of the main tasks of this study therefore is to generate data so as to prove or refute whether the same perception holds among teachers in selected private primary schools in Masaka municipality.

# **CHAPTER THREE**

## **METHODOLOGY**

### **3.0 INTRODUCTION**

This chapter explains the methods that were used to conduct this study. It describes the research design which was employed. The study population, sample size and selection. Sampling techniques and procedures are all explained in detail as well as data collection methods and data collection instruments. The procedure of data collection has been outlined and data analysis methods have been given.

### **3.1 RESEARCH DESIGN**

The study used a cross sectional survey design. Denscombe (1998), says a survey means to view comprehensively and in detail the available data. As highlighted by Neuman (2006), a survey is an ideal research design for studies of beliefs, knowledge and opinions when a big sample is to be used. While Amin (2005), defines a cross sectional design as surveys that gather data from a sample at a particular time, a snapshot of one point in time.

The study adopted both qualitative and quantitative research approaches. According to Collis and Hussey (2003), qualitative research is a subjective approach which includes examining and reflecting on perceptions in order to gain understanding of social and human activities. Quantitative research on the other hand is more objective and requires collecting and analyzing numerical data and applying statistical tests. Mugenda and Mugenda (1999), add that researchers should use a study design that involves both qualitative and quantitative

approaches to conduct data collection and analysis with a view of establishing a relationship between the variable under study. While Amin (2005), defines qualitative approach as a study geared to collecting narrative data from key respondents, subjective in nature, collecting data using both interviews and direct observations where as quantitative approach collects structural data using questionnaires and is objective and focused. Quantitative methods were used to establish whether there is any relationship between reward management and teacher performance while qualitative methods were used to facilitate the interpretation of relationships between variables, that is, determine the degree of relationship.

### **3.2 POPULATION OF THE STUDY**

Masaka municipality has three sub counties, namely Nyendo-Ssenyange, Katwe-Butego and Kimanya-Kyabakuza. The researcher purposively selected two schools from each sub county. The subjects comprised of teachers and administrators such as head teachers, deputies and directors of studies. One administrator was selected from each of the six schools and the population of the proposed study included all teachers in the selected schools which is 100 teachers and six administrators.

### **3.3 SAMPLE SIZE AND SELECTION**

Two schools were selected from each sub county using purposive sampling. Denscombe (1998), says that with purposive sampling, the sample is “hand picked” for the research. Focus was put on the best and worst performing schools in Primary Leaving Examinations from the three sub counties. The best and worst performing schools were selected using the Masaka

municipal council schools primary leaving examinations results analysis. This information is availed on an annual basis and it was a great resource for this particular work. The teachers who are the primary respondents were identified using census sampling.

**Table 1: The Sample Size was selected as shown in the table below:**

<b>SUB COUNTY</b>	<b>SCHOOL</b>	<b>Total population of teachers</b>	<b>NUMBER OF RESPONDENTS</b>	<b>Sampling procedure</b>
Nnyendo-Ssenyange	1.Victory(best)	27	27	Purposive
	2.Senyange(worst)	10	10	Purposive
Kimaanya-Kyabakuza	1.Masaka Baptist(best)	17	17	Purposive
	2.Stella Maris(worst)	17	17	Purposive
Katwe-Butego	1.Uganda Martys(best)	22	22	Purposive
	2.Masaka Islamic(worst)	07	07	Purposive
Totals		100	100	

### **3.4 DATA COLLECTION METHODS**

#### **3.4.1 Interviewing**

Qualitative data was collected through interviewing the key informers who are the administrators of the schools. Advantages of interviews include: provision of in depth data, guard against confusion due to unclear questions, yield of higher response rates, and one can collect more information from the environment and gestures of the interviewee.

### **3.4.2 Questioning**

Questionnaires were distributed to the teachers who were required to fill in the answers using their independent minds. The questions asked covered all the variables of the study with each variable appearing under a different section. (Amin, 2005).

## **3.5 DATA COLLECTION INSTRUMENTS**

The data collection instruments included;

### **3.5.1 A self administered questionnaire**

A self administered questionnaire was used to obtain information from the respondents. It contained structured and close ended questions using a five Likert scale. The respondents were asked to complete the questionnaire themselves. The main advantage of a self administered questionnaire is that the researcher can collect all the completed responses within a short period of time, (Sekaran, 2003). This was therefore the most appropriate instrument to collect information from the teachers because they are scattered in the three sub counties in the municipality.

### **3.5.2 Interview guide**

An interview guide was also used, it included verbal questions involving face to face encounters with a few respondents, the administrators of the schools to help provide in depth data that was not captured by the questionnaires. The main advantage of face to face interviews is that the researcher can clarify doubts and ensure that the responses are properly understood by repeating or rephrasing the questions, (Sekaran, 2003).



### **3.6 QUALITY OF INSTRUMENTS**

The questionnaire and interview schedules were pre tested in one of the schools, Good foundation primary school before the real exercise began to ensure that they were able to collect the required information. The school was not part of the sample selected for the study.

#### **3.6.1 VALIDITY**

Amin (2005), calls validity as appropriateness of the instrument of research. Therefore, validity is the extent to which research findings accurately represents what really happens in the situation. In order to test the validity of the questionnaire, the researcher availed the draft to colleagues and supervisors to consider the items for language clarity, relevancy, and comprehensiveness of the content and the length of the questionnaire, amendments were then incorporated in the final instrument.

#### **3.6.2 RELIABILITY**

Amin (2005), suggests that reliability is the consistency of the research instrument in measuring whatever it intends to measure. Reliability identifies deficiencies in the instruments for instance, unclear instructions and ambiguous questions. The researcher used split half in order to determine the reliability of the instrument, the questionnaires were administered to the teachers in Good Foundation primary school and the responses per instrument were divided into two by assigning the odd numbered items to one half and the even numbered items to the other half of the test. One draw back of the split half method is that the correlation

between the two halves is dependent upon the method used to divide the items. Reliability closer to one implies that the instrument is reliable. (Amin, 2005).

### **3.7 DATA ANALYSIS**

Both quantitative and qualitative data analysis techniques were used to answer the research questions. According to Sekaran (2003), and Amin (2005), after data has been obtained, it should be analyzed through editing, coding, categorizing, creating data files and programming.

#### **3.7.1 QUANTITATIVE DATA ANALYSIS**

Quantitative data was collected, checked for completeness and internal consistency. This data was then sorted, edited and coded and entered in statistical package for social scientists (SPSS), uni variate data analysis was carried out to describe the population of the study while bi variate data analysis was used to compare two variables in the collected data, cross tabulations were used, data was displayed in percentages and presented using graphical forms and frequency tables. Pearson correlation coefficient was used to assess the relationship between rewards and performance of primary teachers in Masaka municipality.

#### **3.7.2 QUALITATIVE DATA ANALYSIS**

Qualitative data was tallied, the frequency and percentage of respondents in each category was determined. Content analysis was carried out to establish patterns and logical conclusions

between the different respondents. The researcher used grouped summaries, that is, group similar responses and quotations from the respondents.

### **3.8 LIMITATIONS OF THE STUDY**

One of the study limitations was the fact that it was carried out among primary teachers who were very reluctant to fill the questionnaire fearing negative reactions from their administrators so this affected the response rate since a good number of the teachers dodged to fill the questionnaires. Another limitation was that the administrators of the schools were so busy, getting them to respond to the interviews was an uphill task for the researcher. To date very scanty literature is available on performance of teachers in Masaka municipality thus the researcher had no data for comparison.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS**

#### **4.0 INTRODUCTION**

This chapter presents the discussion, analysis and interpretation of the findings. The main aim of the study was to explore the relationship between reward management and performance of teachers in private primary schools in Masaka Municipality. A total of 100 questionnaires were distributed, 84 were returned, and therefore the response rate was 84 (84%). The analysis is both qualitative and quantitative, based on the major variables; reward management and teacher performance with their dimensions as presented in the conceptual framework. The study subjects comprised of teachers and head teachers.

#### **4.1 Demographic Characteristics of the sample**

This included the characteristics of the respondents, age distribution, gender, marital status, level of experience and number of years school has been in existence. The results are presented in table 2 below;

**Table 4.1: Demographic characteristics of the sample.**

Age	Frequency	Percentage
20-30years	57	67.9
31-40years	17	20.2
41-50years	8	9.5
Above 51years.	2	2.4
Gender	Frequency	Percentage
Male	45	53.6
Female	39	46.4
Level of Education	Frequency	Percentage
Masters	1	1.2
Degree	3	3.6
Diploma	15	17.9
Certificate	65	77.4
Marital status	Frequency	Percentage
Single	47	56.0
Married	36	42.9
Divorced/Separated	1	1.2
Years taught	Frequency	Percentage
1-5years	43	51.2
6-10years	27	32.1
Above 10years	14	6.7
School existence	Frequency	Percentage
1-5years	5	6.0
6-10years	12	14.3
Above 10years	67	79.3
Total	84	100

#### 4.1.1 Age of respondents

In the bio-data section of the questionnaire, the researcher sought to find out the age categories of the respondents. A significant number of the respondents were in the age bracket of 20-30 years, these were 57(67.9%). The age bracket of above 51years registered the least response rate with only 2 respondents and a 2.4%, an indication that most of the teachers are quite young and very vibrant.

#### **4.1.2 Gender distribution of the respondents**

The findings revealed that 45(53.6%) of the respondents were female. The difference in sex is not wide but the slight difference could be attributed to the Education system in Uganda that has been male dominated since its inception.

#### **4.1.3 Education of the respondents**

The researcher found from the study that 1(1.2%) of the respondents was at post graduate level. 3(3.6%) were graduates, 15(17.9%) were diploma holders. The majority of the respondents were at certificate level with 65(77.4%) indicating that most private primary schools in Masaka employ teachers who are not highly qualified.

#### **4.1.4 Marital status of the respondents**

The respondents were asked whether they were married, single divorced or separated. The results show that 47(56%) of the respondents were single whereas 36(42.9%) were married and the least represented were divorced or separated with 1(1.2%) respondent. This could be an indication that private primary schools are more interested in employing single individuals as opposed to married ones.

#### **4.1.5 Years of service**

To find out the duration of one's service in teaching, the researcher categorized this as 1-5 years with 43(51.2%) respondents, 6-10 years category had 27(32.1%) respondents and the least represented category was above 10 years with 14(6.7%) respondents. The results confirm

that the majority of teachers have taught for less than 5 years and therefore are likely to give biased responses.

#### **4.1.6 Years school has been in existence**

Respondents that are teaching in schools that have been in existence for less than five years were only 5(6%), the 6-10 years category had 12(14.3%) respondents while the majority of the respondents were in schools that have been in existence for more than ten years with 79.3%.

## **4.2 Descriptive Analysis.**

In this section, the researcher discusses responses regarding reward management and teacher performance. The results are further explained using correlations in order to show relationships between the variables.

### **4.2.1 Objective 1: Financial rewards and teacher performance**

The objective sought to establish contribution of remuneration, allowances and paid leave of absence, as dimensions of reward management to teacher performance. Under financial rewards, the researcher sought to establish what teachers responses were in relation to remuneration, allowances and paid leave of absence. Table 4.2 below summarizes the descriptive responses on remuneration, allowances and paid leave of absence.

**Table 4.2: Remuneration, allowances and paid leave of absence on teacher performance.**

Remuneration	SA%	A%	UN%	D%	SD%
I am satisfied with my pay as a teacher	6.0	27.4	16.7	28.6	21.4
My salary is paid on time	19.0	47.6	9.5	16.7	7.1
Social amenities like tea and other meals are provided at my school	51.2	42.9	1.2	3.6	1.2
My pay is competitive with that of other teachers in Other schools	20.2	29.8	13.1	16.7	20.2
Allowances	SA%	A%	UN%	D%	SD%
I am always paid for working after school hours	14.3	20.2	4.8	19.0	41.7
I get the various fringe benefits the school offers	15.5	47.6	9.5	16.7	10.7
I am always paid for working over the weekend	11.9	10.7	8.3	27.4	41.7
I am allowed to charge money for those pupils I Assist in my free time	16.7	9.5	8.3	23.8	41.7
I am paid for all other assignments other than teaching	7.1	11.9	15.5	29.8	35.7
Paid leave of absence	SA%	A%	UN%	D%	SD%
I am entitled to some days off every year	23.8	20.2	11.9	20.2	23.8
I am allowed to take time off when I fall sick	34.5	39.3	11.9	6.0	8.3
I visit and meet other teachers outside the school to enjoy each other's company	10.7	23.8	16.7	19.0	29.8
There is a well defined and widely shared leave policy in my school	14.3	33.3	0	26.2	26.2

Source: Primary data

Key: SA= Strongly Agree, A=Agree, UN=Undecided, D=Disagree, SD=strongly Disagree, %=Percentage.

### **Respondents' views on remuneration**

According to table 4.2, respondents were asked to give their opinions on whether they were satisfied with their pay as teachers. Out of the total of 84 who participated in the study, the majority of the respondents disagreed that they were not satisfied with their pay with 50% and only 33.4% agreed that they were satisfied with their pay. On whether they were paid on time, out of a total of 84 who took part in the study, the majority of the respondents agreed that they



were paid on time with 66.6% and only 23.8% disagreed. On the statement on whether social amenities like tea and other meals, if they are provided, majority of the respondents agreed with 94.1% while only 4.8% disagreed indicating that most teachers were provided with meals when they were working. On whether their pay is competitive with that of other teachers in other schools, majority of the respondents agreed that their pay is competitive with other teachers in other schools with 50%, while 36.9% disagreed. The results generally indicated that majority of the respondents are not satisfied with their pay although their salaries are paid on time.

Interviews with the administrators confirmed that salaries paid to teachers are not adequate to meet teachers' basic needs as the teachers are always coming to their offices for salary advances to buy food and pay fees for their siblings. One administrator said, that he has had embarrassing situations, when shop keepers come to his office asking him to talk to some of his teachers to clear their debts. Another administrator revealed that teachers' involvement in other income generating activities had led to teachers not to concentrate fully on their professional duties, teachers do not have enough time to adequately prepare lessons, are always late for lessons. In addition, one administrator said, *"as the headmaster of this school, I always pay my teachers on time, although most of them are not contented with our pay, but I tell them, that if any body is not comfortable with the salary he or she receives, the door is open, they are free to leave for greener pastures, because there is no amount of money that is enough to satisfy one's needs.* Another administrator also observed that, *"the money I give to my teachers is very fair, considering the fact that I provide for them three meals a day, I also*

*provide houses for them, rent free in addition to providing free education to all their biological children”.*

**Relationship between remuneration and performance.**

After establishing the responses on issues of remuneration, the researcher proceeded to test if there is any significant relationship between remuneration with teacher performance.

**Table 4.3: Remuneration and teacher performance.**

		Remuneration	Teacher performance
Remuneration	Pearson correlation Sig. (2- tailed) N	1 .084	0.141 0.202 84
Teacher performance	Pearson correlation Sig. (2- tailed) N	0.141 0.202 84	1 .084

**Key**

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

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

There is a weak relationship between remuneration and teacher performance, teacher performance was measured by efficiency, effectiveness and innovativeness. Pearson’s correlation between remuneration and teacher performance is at .141. The results show a weak relationship between remuneration and teacher performance, which is not statistically significant. This indicates that increasing pay for teachers does not increase their level of performance.

### **Respondents' views on allowances**

According to table 4.2, respondents were asked to give their opinions on whether they are paid for working after school hours, 60.7% of the respondents disagreed that they were not paid for working after school hours, 34.5% of the respondents agreed while a few of respondents were undecided with only 4.8%. On whether they get fringe benefits, 63.1% of the respondents agreed that they get fringe benefits, only 27.4% of the respondents disagreed while 9.5% of the respondents were undecided. In item number 3, on whether they are paid for working over the weekend, most of the respondents disagreed that they were not paid for working over the weekend with 69.1%, while 22.6% agreed while a few of respondents were undecided with only 8.3%. On whether they are allowed to charge money for those pupils they assist in their free time, 65.5% disagreed, 26.2% agreed while 8.3% of the respondents were undecided. In the last item, on whether they are paid for other assignments other than teaching, 65.5% of the respondents disagreed that they are not paid for other assignments other than teaching while only 19% agreed. In conclusion, the respondents are generally not satisfied with the allowances they receive.

It should however be noted during face to face interviews, one administrator revealed that teachers are not willing to attend to extra curricular activities because these activities are not paid for, teachers prefer to go out to make money instead of keeping at school after teaching their lessons. Another Administrator said “ *my teachers are always asking for salary increments due to the high cost of living today, but if any teacher comes to my office with a personal problem like a sick child, spouse or relative, they are helped where possible by providing them with ‘simple money’ to solve their problems*”. Another administrator revealed

that “we are not able to provide enough money for each and every teacher but our school provides individual small loans to teachers so that they are able to meet their financial needs that are not met by salaries for example if any teacher is interested in going for further studies, if they want to start building a family home or if they are going to pay tuition fees for their children or siblings in higher institutions of learning”. The results in conclusion indicated that teachers are willing to put in extra time and effort to excel in performance when rewarded with allowances. The results were further strengthened by the administrators interviewed and said that with such additional allowances, teachers would be able to go an extra mile including working on weekends and a lot of backlog could be cleared.

**Relationship between allowances and performance.**

After establishing the responses on issues of allowances, the researcher proceeded to test if there is any significant relationship between allowances and teacher performance.

**Table 4.4: Allowances and teacher performance**

		Allowances	Teacher performance
Allowances	Pearson correlation Sig. (2-tailed) N	1 .84	0.152 0.168 84
Teacher performance	Pearson correlation Sig. (2-tailed) N	0.152 0.168 84	1 .84

**Key**

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

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

The results indicated a weak relationship between allowances and teacher performance with a correlation of .152, showing a very weak relationship, which is not statistically significant indicating that increasing allowances does not increase the performance level of teachers.

### **Respondents' views on paid leave of absence.**

According to table 4.2, respondents were asked to give their opinions on whether they are entitled to some days off every year, 44% agreed that they are entitled to some days off every year and another 44% disagreed while 11.9% of the respondents were undecided. On whether they are allowed to take time off when they are sick, 73.8% agreed that they are allowed to take time off when they are sick, 14.3% disagreed. On whether they visit and meet other teachers outside the school for leisure, 34.5% agreed while 48.8% disagreed. On whether there is a well defined and widely shared leave policy, 47.6% of the respondents agreed while 52.4% disagreed. In conclusion, the results indicated that the respondents do not have a widely shared leave policy in their schools but they are allowed to take time off when they are sick.

When the researcher discussed the matter during face to face interviews, these were some of the responses, one administrator revealed that “ *I do not find paid leave of absence really necessary because these teachers work seven days a week but they normally break off for holidays every after a three month school term so additional leave would disorganize the school activities and since teachers normally break off three times every school calendar year for holidays, there is surely no need for these teachers to get additional leave of absence*”. Another administrator said that the school calendar is normally scheduled by the Ministry of

Education and head teachers have no choice but implement whatever the government plans giving them no chance to rest until the end of an academic year.

**Relationship between paid leave and performance**

After establishing the responses on issues of paid leave of absence, the researcher proceeded to test if there is any significant relationship between paid leave of absence and teacher performance.

**Table 4.5: Paid leave of absence and teacher performance**

		Paid leave of absence	Teacher performance
Paid leave of absence	Pearson correlation Sig. (2-tailed) N	1 .399** 84	.399** 0.004 84
Teacher performance	Pearson correlation Sig. (2-tailed) N	.399** 0.004 84	1 .399** 84

**Key**

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

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

Correlation results on paid leave of absence and teacher performance indicated a positive relationship between paid leave of absence and teacher performance with correlation at .399\*\*, significant at 95% level of confidence which implies that with paid leave of absence, teachers would increase their performance.

### **Performance of schools-rewards cross tabulations.**

The researcher sought to establish what teachers responses were in relation to financial rewards and performance of the school they teach in, the results are presented in table 7 below;

**Table 4.6: Financial rewards**

Type of school		SA	A	UN	D	SD	Total
Best	Count	0	10	32	16	2	60
	% in performance	0%	16.7%	53.3%	26.7%	3.3%	100%
Worst	Count	3	6	5	8	2	24
	% in performance	12.5%	25%	20.8%	33.3%	8.3%	100%

**Source: Primary data**

The findings revealed that 16.7% of the teachers working in the best performing schools in Masaka municipality agreed that they receive financial rewards while 30% disagreed that they do not receive financial rewards. 37.5% of the teachers working in the worst performing schools in Masaka municipality agreed that they receive financial rewards and 41.6% disagreed that they don't receive financial rewards, In conclusion majority of the teachers in all categories of schools (best and worst performing schools) disagreed on receiving financial rewards but teachers in best schools show a high level of performance and their counterparts in worst schools do not perform yet they all admit on not receiving any financial rewards, so in conclusion, performance of teachers isn't related to the financial rewards they receive.

#### 4.2.2 Objective 2: Non financial rewards and teacher performance

Under non financial rewards, the researcher sought to establish what teachers responses were in relation to participative decision making, recognition and training. The findings are presented in table 4.7 below;

**Table 4.7: Participative decision making, recognition and training on teacher performance**

Participative decision making	SA%	A%	UN%	D%	SD%
I have influence on decisions that affect my job	10.7	28.6	26.2	20.2	14.3
My superiors are receptive and listen to my ideas and suggestions	10.7	36.9	25.0	21.4	6.0
I am able to decide how to do my job to some extent	15.5	44.0	16.7	15.5	8.3
I am informed of the progress and new developments in the school	25.0	34.5	11.9	15.5	13.1
I have much influence on how to perform my job	21.4	40.5	25.0	7.1	6.0
Recognition	SA%	A%	UN%	D%	SD%
I am trusted and respected by the school administrators	27.4	28.6	32.1	7.1	4.8
My job makes the best use of my teaching abilities	28.6	41.7	19.0	9.5	1.2
The administrators have confidence in my teaching abilities	27.4	36.9	33.3	1.2	1.2
I am always recognized for my commitment to the job	20.2	39.3	31.0	7.1	2.4
Teachers and pupils are recognized for their accomplishments	16.7	44.0	31.0	4.8	3.6
Training	SA%	A%	UN%	D%	SD%
My school sponsors staff to attend professional seminars	26.2	50.0	8.3	9.5	6.0
My school encourages staff to attain higher professional qualifications	33.3	34.5	11.9	10.7	9.5
My school sponsors staff to pursue relevant courses in higher institutions of learning	8.3	15.5	19.0	23.8	33.3
We have a training budget to cater for staffs' development	4.8	15.5	21.4	25.0	33.3
We have a well designed training policy in my school	7.1	33.3	17.9	19.0	22.6



Source: Primary data

Key: SA=Strongly agree, A=Agree, UN=Undecided, D=Disagree, SD=Strongly disagree,  
%=Percentage

**Respondents' views on participative decision making.**

According to table 4.7, respondents were asked to give their opinions on whether they have influence on decisions that affect their jobs, of the total of 84 who participated in the study, 39.3% agreed that they have influence on decisions that affect their jobs, and 34.5% disagreed while 26.4% of the respondents were undecided. On whether their superiors are receptive and listen to their ideas and suggestions, 47.6% of the respondents agreed that their superiors are receptive and listen to their ideas and suggestions, 25% were undecided while 27.4% disagreed. In item number three, on whether they are able to decide on how to do their jobs to some extent, the majority of the respondents agreed with 59.5%, 23.8% disagreed and 16.7% of the respondents were undecided. On whether they are informed of the progress and new developments, majority of the respondents agreed with 59.5%, 11.9% of the respondents were undecided while 28.6% of the respondents disagreed. On whether they have influence on how to perform their jobs, the majority of the respondents agreed with 61.9%, 13.1% disagreed and 25% of the respondents were undecided. In conclusion, involvement in decision making allows teachers to exercise full potential by contributing ideas to school management and become active rather than passive which enables them to engage in all activities at school. In addition, the involvement makes them feel part of the school establishment, something that motivates them to work harder.

During the face to face interviews, one administrator said, “*my teachers are involved in the decision making process because they are given opportunity to think for their departments and management acts as a consultant body, my school also has a bottom-up management where teachers are given opportunity to decide what should be done in teaching the pupils and all classroom activities are reported to the administration by the dean of studies*”.

Another administrator said that his school has an academic board committee, departmental heads and a discipline committee; all these function as independent bodies and only consult the office for approval.

**Relationship between participative decision making and performance.**

After establishing the responses on issues of participative decision making, the researcher proceeded to test if there is any significant relationship between participative decision making and teacher performance.

**Table 4.8: Participative decision making and teacher performance.**

		Participative decision making	Teacher performance
Participative decision making	Pearson correlation Sig. (2-tailed) N	1 .001 84	.345** .001 84
Teacher performance	Pearson correlation Sig. (2-tailed) N	.345** .001 84	1 .001 84

Key

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

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

There is a positive relationship between participative decision making and teacher performance with correlation at .345\*\*, significant at 95% level of confidence. This implies that with participative decision making, teachers are able to increase individual performance.

**Respondents' views on recognition.**

According to table 4.7, respondents were asked to give their opinions on whether they are trusted and respected, 56% of the respondents agreed that they are trusted and respected by their administrators, 11.9% disagreed and 32.1% of the respondents were undecided. On whether their jobs make the best use of their abilities, 70.3% of the respondents agreed that their jobs make the best use of their abilities, only 10.7% disagreed. In item number three, on whether the administrators have confidence in their teaching abilities, 64.3% agreed, only 2.4% disagreed that their administrators don't have confidence in their teaching abilities, while 33.3% of the respondents were undecided. On whether they are always recognized for their commitment on the job, 59.5% agreed that they are recognized for their commitment on the job, 9.5% disagreed while 31% of the respondents were undecided. On whether teachers and pupils are recognized for their accomplishments, the majority of the respondents agreed with 60.7%, 31% were undecided and only 8.4% disagreed. In conclusion, teachers are more dedicated when recognized by administrators when they provide letters of appreciation or certificates of merit.

### Relationship between recognition and performance

After establishing the responses on issues of recognition, the researcher proceeded to test if there is any significant relationship between recognition and teacher performance.

**Table 4.9: Recognition and teacher performance**

		Recognition	Teacher performance
Recognition	Pearson correlation Sig. (2-tailed) N	1 .84	.417** .000 84
Teacher performance	Pearson correlation Sig. (2-tailed) N	.417** .000 84	1 .84

There was a positive relationship between recognition and teacher performance with a correlation at .417\*\*, significant at 95% level of confidence, implying that with recognition, there would be increase in teacher performance.

### Respondents' views on training

For training and development, respondents were asked to give their opinions on whether they are sponsored to attend professional seminars, 76.2% of the respondents agreed that they are sponsored to attend professional seminars, only 15.5% disagreed. On whether they are encouraged to attain higher professional qualifications, 67.8% agreed that they are encouraged to attain higher professional qualifications, 11.9% were undecided and 20.2% disagreed. In item number 3, on whether they are sponsored to pursue courses in higher institutions of learning, the majority of the respondents disagreed with 57.1% and only 23.8% agreed that

they are not sponsored to higher institutions of learning. On whether their schools have training budgets, majority of the respondents disagreed with 58.3%, 20.3% agreed. In item 5, on whether they have a well designed training policy, 40.4% of the respondents agreed that they have a well designed training policy, 41.6% disagreed. In conclusion, the respondents are encouraged to attain higher professional qualifications although they are not sponsored in higher institutions of learning and even their schools do not have training budgets.

It should be noted that during interviews, one administrator of the schools said *“my teachers are encouraged to go for further studies although in most cases, they are not provided with financial support because providing training opportunities for teachers is too expensive for us school administrators so government should take the initiative to train teachers to improve the level of performance for primary teachers”*.

### **Relationship between training and performance**

After establishing the responses on issues of training and development, the researcher proceeded to test if there is any significant relationship between training and teacher performance. The results are presented in table 5.0 below;

**Table 5.0 Training and teacher performance**

		Training	Teacher performance
Training	Pearson correlation Sig. (2-tailed) N	1 .84	.325** .003 84
Teacher performance	Pearson correlation Sig. (2-tailed) N	.325** .003 84	1 .84

There was also a positive relationship between training and teacher performance with a correlation at .325\*\*, significant at 95% level of confidence, implying a positive but moderate relationship between training and teacher performance implying that with training, teachers will be able to increase their individual performance.

**Performance of schools-rewards cross tabulations**

The researcher sought to establish what teachers responses were in relation to non financial rewards and performance of the school they teach in, the results are presented in table 12 below;

**Table 5.1: Non financial rewards**

Type of school		SA	A	UN	D	SD	Total
Best	Count	2	18	34	6	0	60
	% in performance	3.3%	30%	56.7%	10%	0%	100%
Worst	Count	4	10	8	1	1	24
	% in performance	16.7%	41.7%	33.3%	4.2%	4.2%	100%

The findings revealed that 30.3% of the teachers working in the best performing schools in Masaka municipality agreed that they receive non financial rewards while 10% disagreed. Most of the teachers working in the worst performing schools in Masaka municipality agreed

that they receive non financial rewards with 58.4% and 8.4% disagreed. In conclusion majority of the teachers in all categories of schools (best and worst performing schools) agreed on receiving non financial rewards but teachers in best schools show a high level of performance and their counterparts in worst schools do not perform well yet they all admit on receiving non financial rewards implying that performance of teachers isn't related to the non financial rewards they receive.

### 4.2.3 Objective 3: Moderator effect of knowledge and skills

The extent to which knowledge and skills contribute to the relationship between reward management and teacher performance was also explored. The findings are shown in the table below;

**Table 5.2: Knowledge, skills and teacher performance**

Knowledge and skills	SA%	A%	UN%	D%	SD %
I combine current and accurate content knowledge In lessons	41.7	56.0	2.4	0	0
I explain material in a clear and focused manner	44.0	53.6	2.4	0	0
I teach lessons that build to develop pupils' Understanding of core concepts	42.9	54.8	2.4	0	0
I find it easy to change established procedures and Methods to cater for pupils' needs	34.5	45.2	9.5	8.3	2.4
Teacher in all classes are constantly ready to share Knowledge and experience	39.3	40.5	10.7	8.3	1.2

Source: Primary data

Key: SA=Strongly agree, A=Agree, UN=Undecided, D=Disagree, SD=Strongly disagree, %=Percentage

The respondents were asked to give their opinions on whether they combine current and accurate content knowledge in lessons, almost all respondents agreed with 97.7%, there were

no respondents that disagreed and 2.4% of the respondents were undecided. On whether they explain material in a clear and focused manner, 97.6% of the respondents agreed, there were no respondents that disagreed and 2.4% were undecided. In item 3, on whether they teach lessons that build pupils understanding of core concepts, 97.7% of the respondents agreed, there were no respondents that disagreed. On whether they find it easy to change established procedures and methods to cater for pupils' needs, majority of the respondents agreed with 79.7%, 10.7% disagreed and 9.55 of the respondents were undecided and lastly on whether teachers in all classes are constantly ready to share knowledge and experience, 79.8% agreed, 9.5% disagreed and 10.7% of the respondents were undecided. In conclusion, all respondents explain material in a clear and focused manner and teach lessons that build pupils understanding of core concepts.



## **CHAPTER FIVE**

### **SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS.**

#### **5.0 INTRODUCTION**

This chapter presents the discussion of the results derived from the data presented in chapter four. The discussion leads into varying conclusions and recommendations.

#### **5.1 Discussion of findings**

A number of analyses were carried out objective by objective giving various results as indicated in chapter four. Following are the discussions objective by objective based on the findings in chapter four of this dissertation.

#### **5.2 Financial rewards and teacher performance**

The first objective of the study sought to explore the contribution of reward management on performance of teachers in private primary schools. Variables of financial rewards that contribute to performance of teachers included remuneration, allowances and paid leave of absence. The results confirm that attaining increased teacher performance is not necessarily due to changes in remuneration. This study derives support from the Daily Monitor (2010), that says that well paid workers do not necessarily work more or better unless there are other factors that provide intrinsic motivation. Although teachers in Uganda are very poorly paid, increasing their pay is not likely to result in any tremendous improvements when there

remains a host of constraints in the school system. On the other hand, this view is related to a research carried out by Luthans (2000) that shows that employees primarily motivated by financial rewards will dramatically improve their performance to achieve such rewards although some employees may see motivating others with money as not appropriate.

Allowances under the financial rewards dimension was also identified as having low contribution to teacher performance. The current study expresses the need for school administrators to provide incentives for teachers for the work they do after normal working hours, in addition to the other assignments they do other than teaching. While commenting on the current performance of teachers in Uganda, The World Bank report (2002), confirms that when salary is low, there is expectation that salary will be supplemented by allowances. This expectation creates reluctance to take on delegated work unless allowances are attached. While the New Vision (2009), argues that improving incentives for teachers is more likely to increase their commitment and appreciation of the profession and it is important in enhancing educational quality because a teacher is a crucial input of the Educational process.

Paid leave of absence under the financial rewards dimension indicated a positive contribution to teacher performance. The current study derives support from the views expressed by Delisio (2008), for the need for the teachers to visit and meet other teachers outside the schools for leisure because taking time off enables teachers to go and meet with other teachers and not only to gather resources but also information to help students. Ford (2007), in addition says employees want to like what they do and have fun. They want to feel they are fairly compensated; increasingly they seek a balance between life, work and family.

### **5.2.1 Non financial rewards and teacher performance**

The second objective of the study sought to investigate the effect of non financial rewards on teacher performance. Variables of non financial rewards included participative decision making, recognition and training. The results substantiated that participative decision making enhances teacher performance in private primary schools, the current study shows Mulkeen (2007), was right when he expressed that another way of improving teachers' motivation and commitment to teaching is to involve them in decision making in the schools. Participative decision making is seen as a means for teachers to lead in the schools and beyond the classroom such extended influence and involvement enhances commitment to systematic change as it enables more empowered and effective teachers. (Anderson, 2002)

Training under the non financial reward dimension was also identified as having a positive relationship on teacher performance. This view relates to the writings of Dryden (2000), who advances that teachers are a cornerstone of Education, when they are trained and competent, pupils can expect high quality teaching in today's primary Education. He continues to say that providing training to employees can be very effective in filling any skills gaps identified and increasing the skills levels is beneficial to not only the employee in terms of personal and professional development but also productivity for an institution, employees benefit by developing new skills and the institution benefits from the additional expertise individuals bring to the job. George (2002), in addition says that teaching is a complex process and the teaching skill can be developed by training and practice, teachers are made not born. Teachers

are considered effective when they prove themselves to be successful facilitators of learning for the students placed under their guidance and supervision so it is necessary for teachers to continually refresh and retool their skills in order to cope with the ever changing teaching and learning environment. However, Decenzo and Robbins (2002), note that it should be identified whether the performance deficiency is a result of lack of training. When inadequate performance results from a motivation problem, rewards or disciplinary action may be of greater help, for example, if salaries are low, if supervision is poor, if worker benefits are inadequate, spending on training cannot be a remedy. In addition Dessler (1997), states that assessment should be conducted to determine what training if any is required, he also advises that a concrete measurable training objective should be set, for instance a description prior to training of a performance you want learners to be able to exhibit after the training.

The results also indicate that teachers value recognition for a job well done as a crucial dimension of their reward system. These findings provide further evidence that recognition should be given more attention as advanced by Luthans (2000), that recognition is a powerful but often overlooked, leadership tool to improve employee performance, employees want to be recognized and feel that their contributions are noticed and valued. Thomas (2009), further acknowledges that employees want more than a pay check from their jobs; they want to feel safe, secure and appreciated at work. Recognition provides employees' motivation to maintain and improve their performance, employees who feel appreciated are more positive about themselves and the contributions they make.

### **5.2.2 Moderator effect of knowledge and skills on the relationship between reward management and teacher performance**

The third objective of the study sought to assess influence of knowledge and skills on reward management in contributing to teacher performance in private primary schools. Knowledge and skills have a positive moderator effect on performance. While commenting on boosting Educational quality in Uganda, The New Vision (2009), argues that effective teachers are those whose students are learning and such teachers have mastery of content, knowledge of the subjects that they teach and their overall academic ability is above average. Knowledge of the subject matter and correct instruction methods wins the confidence of the learner and lastly, knowledge of how to use the various teaching methods enables the teacher to attend to learner interests.

## **5.3 Conclusions**

Based on the study findings and discussions, the following conclusions were made objective by objective as follows.

### **5.3.1 Financial rewards and teacher performance**

Financial rewards dimension had the least contribution on teacher performance, among the three financial rewards considered under this research, it was noted that only paid leave of absence had a positive contribution on teacher performance. Remuneration and allowances had no contribution on teacher performance. It should however be noted here that alternative interventions should be researched on and engaged to bring about a difference in private

primary teachers' performance other than financial rewards because sometimes pay may not be the motivation the teachers need but something else.

### **5.3.2 Non financial rewards and teacher performance**

Non financial rewards dimension had a positive contribution on teacher performance. Under the dimension of non financial rewards, it was noted that recognition had the highest contribution followed by training and participative decision making with a marginal contribution, implying that teachers are likely to perform better when they are recognized to training and instances where they are allowed to participate in decision making.

### **5.3.3 Moderator effect of knowledge and skills on the relationship between reward management and teacher performance**

It was concluded from the findings that knowledge and skills had an influence on the relationship between reward management and teacher performance.

## **5.4 Recommendations.**

The following recommendations were in reference to the study objectives.

### **5.4.1 Financial rewards and teacher performance**

With the current economic concerns, there must be a particular system or policy specific to teacher salaries, pensions or gratuity and mechanisms of paying it. Teachers' salaries should be determined according to sector needs as opposed to macro-economic policy requirements if Uganda is to attain the Millennium Development Goals related to Education. In addition, the teaching profession has increasingly become less attractive to the youth owing to the various

reasons including; the portrayal of teaching as a low caliber job treated as a last resort, the demeaning conditions under which the long serving teachers retire are discouraging. There is hence need to make the teaching profession attractive and raise the entry points to the teaching profession. Currently a primary teacher who has just joined service and one who has served for 15 years are paid a uniform salary, except for head teachers. So there should be a clear path for teachers and such a path may include; the promotion structure, parallel progression, salary upgrading and continuous professional development.

#### **5.4.2 Non financial rewards and teacher performance**

It is necessary to revamp the current teacher in service training and development system to enable it to play a more meaningful role in assisting teachers to continuously refresh and retool their skills in order to cope with the ever changing teaching and learning environment. In most primary schools, teachers with certificate level dominate consequently; teachers don't have the equivalent level of Education and training such as medical doctors, engineers and lawyers. Teachers are often only slightly better educated than their students so introduction of training courses is suggested as a partial solution, such that all teachers are able to participate in professional development activities through out their careers. There is a need for adequate, qualified, competent, well supported and motivated teachers recruited in all schools. There should be no further recruitment of unqualified teachers and the unqualified teachers who are already in the system should be supported to get the required qualifications. In addition, training needs assessment should be conducted to determine what training, if any is required. A performance analysis can be used to verify that there is a significant performance deficiency and determine whether that deficiency should be rectified through training or other means and

concrete measurable training objectives should be set. There is also a need to continuously engage teachers in the National teachers Union (UNATU) a statutory representative of teachers at all levels in both private and government sectors; this will enable teachers to consult on educational, labor and other relevant issues.

#### **5.4.3 Moderator effect of knowledge and skills**

The Government of Uganda and the Ministry of Education and sports should provide adequate information and counseling to teachers on creating an environment, inside the classroom and beyond where students can talk openly about their learning, their challenges and what allows them to succeed.

#### **5.5 Areas for further research**

It was noted that non financial rewards have a positive relationship with teacher performance, in order to consolidate the research findings, further empirical research to explore the best utilization and effectiveness of non financial rewards is recommended. In addition, financial rewards have a marginal relationship with teacher performance implying that there are other variables for instance economic, work and political environments that explain teacher performance but have not been considered under this research, hence calling for further research. Given that this study was carried out in only one municipality, it is recommended that a more extensive study is carried out on reward management and performance of teachers in all primary schools especially those with the Universal Primary Education program. This will give interesting results and allow for comparison of the findings in order to fully understand and enrich the concept of reward management.



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# **APPENDIX**

## **Appendix 1: Research Questionnaire.**

Dear Respondent,

I am a master student doing research about Rewards Management and The Performance of Teachers in Private Primary Schools in Uganda and Masaka Municipality In Particular as part of the research work and degree requirements we are supposed to gather some pertinent data, analyze it and extract out meaningful studies and do comprehensive reports on our findings in this respect. Therefore, attached here with please find an anonymous questionnaire for you to fill in and will collect it later on...thank you for taking a few moments of your quality time and spending it to fill this request, your input and contribution is highly appreciated and valued. Every piece of such information as furnished here in this questionnaire will be treated with utmost confidentiality.

Yours Sincerely,

Post Graduate Research Student.

**SECTION A: BACKGROUND INFORMATION.**

QUESTIONS

(Tick Where Appropriate)

- |   |  |
|---|--|
| 1. How Old Are You?                         | 1. 20-30 years.<br>2. 31-40 years.<br>3. 41-50 years.<br>4. Above 50 years |
| 2. Gender                                   | 1. Male<br>2. Female.  |
| 3. What Is Your Highest Level Of Education? | 1. Masters<br>2. Degree<br>3. Diploma<br>4. Certificate                    |
| 5. Others (Specify)._____                   |  |
| 4. What Is Your Marital Status?             | 1. Single.<br>2. Married.<br>3. Widow/Widower.<br>4. Divorced/Separated.   |
| 5. How many years have you taught?          | 1. 1-5 years<br>2. 6-10 years<br>3. Above 10 years.                        |
| 6. Years school has been in existence       | 1. 1-5 years<br>2. 6-10 years<br>3. Above 10 years                         |

Please indicate by ticking  your opinion by using the following Likert scale

Where 1 is strongly agree and 5 is strongly disagree.

SCALE	1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly disagree
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### SECTION 1: FINANCIAL REWARDS

A	REMUNERATION	1	2	3	4	5
1	I am satisfied with my pay as a teacher.					
2	My salary is paid on time.					
3	Social amenities like tea and other meals are provided at my school					
4	My pay is competitive with that of other teachers in the other schools.					
B	ALLOWANCES	1	2	3	4	5
5	I am always paid for working after school hours.					
6	I get the various fringe benefits the school offers.					
7	I am always paid for working over the weekend.					
8	I am allowed to charge money for those pupils I assist in my free time.					
9	I am paid for all other assignments other than teaching.					
C	PAID LEAVE OF ABSENCE	1	2	3	4	5
9	I am entitled to some days off every year.					
10	I am allowed to take time off when I fall sick.					
11	I visit and meet other teachers outside the school to Enjoy each other's company.					
12	There is a well defined and widely shared leave policy in my school.					
SECTION 2: NON FINANCIAL REWARDS						
D	PARTICIPATIVE DECISION MAKING	1	2	3	4	5
12	I have influence on decisions that affect my job					
13	My superiors are receptive and listen to my ideas and suggestions					
14	Am able to decide how to do my job to some extent.					
15	I am informed of the progress and new developments in the school.					
16	I have much influence on how to perform my job.					
E	TRAINING AND DEVELOPMENT	1	2	3	4	5
17	My school sponsors staff to attend professional seminars					



18	My school encourages staff to attain higher professional qualifications					
19	My school sponsors staff to pursue relevant courses in higher institutions of learning					
20	We have a training budget to cater for staffs' development.					
21	We have a well designed training policy in my school.					
<b>F</b>	<b>RECOGNITION FOR ACHIEVEMENTS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
22	I am trusted and respected by the school administrators					
23	My job makes the best use of my teaching abilities.					
24	The administrators have confidence in my teaching abilities.					
25	I am always recognized for my commitment to the job.					
26	Teachers and pupils are recognized for their accomplishments.					

Please indicate by ticking  your opinion by using the following likert scale

Where **1** is strong Agree and **5** is strongly disagree.

<b>SCALE</b>	<b>1</b> Strongly Agree	<b>2</b> Agree	<b>3</b> Undecided	<b>4</b> Disagree	<b>5</b> Strongly Disagree
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### SECTION 3: TEACHER PERFORMANCE

<b>G</b>	<b>EFFICIENCY</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
27	I am always on time for class					
28	I give extra help to pupils who need it in class.					
29	I hand back homework, tests and examinations with in the time schedule.					
30	I manage pupils' demands in a firm, fair and consistent manner.					
31	I provide a competent and interesting learning atmosphere.					
<b>H</b>	<b>EFFECTIVENESS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
32	The curriculum is varied to accommodate needs, interests and abilities of pupils.					
33	I monitor regularly the performance of pupils					
34	I report student progress regularly to the parents					
35	I regularly inform pupils of their academic progress					

36	Frequent communication occurs between the administrators and the teachers.					
<b>J</b>	<b>INNOVATIVENESS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
37	We have new teaching and learning methods developed by our school.					
38	I am very much interested in the development and deployment of new teaching methods.					
39	I often use creative methods in teaching the pupils in class.					
40	The performances of the pupils I teach always reflect a good standard of teaching.					
41	My school appreciates the sharing of new ideas among the teachers.					

#### **SECTION 4: MODERATOR VARIABLE**

<b>k</b>	<b>KNOWLEDGE AND SKILLS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
42	I combine current and accurate content knowledge in lessons.					
43	I explain material in a clear and focused manner.					
44	I teach lessons that build to develop pupils' understanding of core concepts.					
45	I find it easy to change established procedures and methods to cater for the pupils' needs.					
46	Teachers in all classes are constantly ready to share knowledge and experience.					

## **Appendix 2: Interview Guide.**

What steps are in taking to motivate your staff so as to improve teacher performance?

What measures do you take to ensure that teachers are doing their job?

What are the teachers' attitudes towards their pay, working conditions and opportunities for career development?

Where are the effects of teacher rewards on their retention, behavior and performance?

What opportunities for professional development do you have?

What is your remuneration like?

How many trained and untrained teachers do you have?

How would you describe the current level of job performance morale?

What further actions are needed to improve teacher job performance and motivation in this school?