REWARDS AND JOB PERFORMANCE OF TEACHERS IN SECONDARY SCHOOLS IN UGANDA: THE CASE OF BOMBO TOWN COUNCIL, LUWERO DISTRICT

BY

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A DISSERTATION SUBMITTED TO THE SCHOOL OF CIVIL SERVICE, PUBLIC ADMNISTRATION AND GOVERNANCE IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTERS DEGREE IN MANAGEMENT STUDIES (PUBLIC ADMINISTRATION AND MANAGEMENT) OF UGANDA MANAGEMENT INSTITUTE

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DECLARATION

I, Jackline Kemigyereko declare that I am the true author of this study and I have acknowledged any assistance I received during preparation of this study. This dissertation was specifically prepared in full fulfilment of the requirements for the award of a Master's Degree in Management Studies (Public Administration and Management) of Uganda Management Institute.

Signed

Jackline Kemigyereko Date ……

16/MMSPAM/39/159

APPROVAL

This is to certify that this dissertation by Jackline Kemigyereko was carried out under our supervision. We confirm that it satisfies the requirements for the award of a Master's Degree in Management Studies (Public Administration and Management) of Uganda Management Institute and is now ready for submission.

Signed

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Dr. Julian Bbuye (Supervisor)

Date……

Signed

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Ms. Juliet Atwebembeire (Supervisor)

Date……

DEDICATION

I dedicate this dissertation to my beloved mother Edrai Korutookye, my great friend Mr. Albert Kulanyi who gave me support, time and concentration in writing this book.

May the blessing of the Holy Father come to them. It is from my heart and real happiness that am doing this in remembrance of all that you have contributed. Understand that you're truly remembered by doing this.

But all in all, I cannot forget the merciful father our lord Jesus Christ.

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ABSTRACT

The researcher investigated the relationship between rewards and job performance of teachers in secondary schools in Bombo Town Council in Luwero District, Uganda. The objectives of the study were to find out whether there was a relationship between monetary rewards and job performance of teachers in secondary schools; and to establish whether there was a relationship between non-monetary rewards and job performance of teachers in secondary schools. The study adopted a cross-sectional survey design on a sample of 121 respondents. Data was collected by use of questionnaire and interviews, and analysed quantitatively and qualitatively. Quantitative data was analysed at univariate, bivariate and multivariate levels. Qualitative data was analysed through discursive and thematic methods. Univariate findings of the study revealed that job performance of the teachers was fair (average). Multivariate results showed that whereas monetary rewards in terms of salary/ wage programmes had a positive and significant influence on performance of teachers, allowances did not. In addition, whereas flexible work time and pleasant work environment had a positive and significant influence on job performance of teachers, training and promotion did not. Therefore, it was concluded that salary/ wage programmes were the most probable monetary rewards necessary to enhance the job performance of teachers; and flexible work time and pleasant work environment were pre-requisite non-monetary rewards crucial for job performance of teachers. Hence, it was recommended that the government of Uganda and directors of private schools should provide satisfying salary/ wage programmes; schools administration should implement flexible work time and provide pleasant work environments.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Job performance is important for the success of organisations such as schools. Studies show that employee job performance leads to attainment of organisational goals and objectives. Further, studies (Ayinde, 2014; Cania, 2014; Raza, Anjum & Zia, 2014; Rahman & Rahman, 2009; Yukl, 2008) show that job performance leads to completion of tasks, efficient use of resources, quality of output, adherence to standards and customer satisfaction. Factors such as the reward system, participatory management practices of open communication and participatory leadership style, positive organisational climate, organisational commitment and job satisfaction are assumed to correlate with employee job performance (Biswas, 2010; Castro & Martins, 2010; Mosadeghrad & Ferdosi, 2013). This study sought to establish how the reward system can influence teachers' performance using Bombo Town Council, Luwero District as a case. Rewards in this study were conceived as independent variable (IV) while the teacher performance was the dependant variable (DV). This chapter presents the background to the study, statement of the problem, study purpose, objectives, research questions, hypotheses, conceptual framework, significance, justification, scope and operational definition of terms.

1.2 Background to the Study

In this section, the historical, theoretical, conceptual and contextual background is presented.

1.2.1 Historical Background

Rewards have occupied the centre stage as a mechanism for attracting increased employee job performance throughout human history (Schuldes, 2006). Written evidence about the importance of rewards exists in the writings of the ancient Greek Philosophers (Rukia, 2013). The earliest forms of rewards for performance were food, shelter and protection for survival. Rise of monetary systems caused money to become the most common form of reward (Schuldes, 2006). Frederick Taylor popularised the use of money as a motivational work tool over a century ago (Bateman & Snell, 2004) calling for economical awards to workers in order to urge them to work more (Çelik & Doğan, 2011). In the Western world, particularly the USA and Europe, for a long time and more importantly since the 1980s organisations have implemented performance management systems with a set of recognition and reward programs aimed primarily at motivating and guiding employees towards attaining goals through higher performance (Kirkman, Li, Zheng, Harris & Liu, 2016). For instance, Edwards (2010) indicates that in the USA, there has been in existence offering of generous compensation packages to the nation's 20 million state and local workers to enhance performance.

In sub Saharan Africa, a sizeable proportion of employees across all sectors are poorly motivated. In countries, such as Lesotho, Malawi, Nigeria, Sierra Leone, Ghana, Zambia and Zimbabwe, employees including teachers experience poor motivation problems such as low pay and poor working conditions being examples (Bennel & Akyeampong, 2007). In East Africa, Kenya has introduced a performance based reward system to motivate performance (Alshammari, 2016). Tanzania and Rwanda have ranked jobs to improve the links between pay and performance and to pay more equitably (Theodore, 2013). In Uganda, employees' rewards are very poor with the

dignity and rights of workers violated. Various abuses of workers include low remuneration, denial of holidays, working for long hours, unfair dismissal and denial of terminal benefits (Kimera, 2010). Therefore, employees in Uganda are weak in terms of capacity, knowledge, commensurate skills and requisite attitudes. Workers put in low effort under low morale conditions. For instance, value added per Ugandan worker is 68% lower than that in India and 96% lower than that in China. Work done by one Kenyan takes four Tanzanians and six Ugandans (Mubangizi, 2010). Olurotimi, Asad and Abdulrauf (2015) indicate that in Uganda, the performance of teachers is also low.

1.2.2 Theoretical Background

The theory that underpinned this study was the Expectancy Theory introduced by Vroom (1964). The Expectancy Theory explains cognitive antecedents that go into motivation and the way they relate to each other. The expectancy theory assumes that a person is motivated to the degree that he or she believes that effort will lead to acceptable performance (expectancy), will be rewarded (instrumentality) and the value of the rewards is highly positive (valence) (Lunenburg, 2011). Features of the expectancy theory are expectancy, instrumentality and valence. Expectancy is the probability perceived by the individual that his or her effort will lead to a certain level of performance. Instrumentality is the perceived relationship between successful performance and obtaining the reward. Valence is the importance that the individual places on the potential outcome achieved on the job (Ramli & Jusoh, 2015). The expectancy theory suggests that the expectations of an individual teacher influence his/ her job performance. In this study, the Expectancy Theory was the basis for relating rewards to teachers' job performance. This is because the theory illustrates that performance is a result of expected rewards.

1.2.3 Conceptual Background

Job performance in this study is the dependent variable (DV). Hsiung (2014) defined performance as the record of results when employees have practiced a job for a certain period or the effectiveness of goals that have been achieved. Nassazi (2013) indicate that performance is the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed. Raza, Anjum and Zia (2014) defined job performance as the ability (both physical & psychological) to perform a particular task in a specific method that can be evaluated as excellent, average or low in scale. Tinofirei (2011) defined performance as the successful completion of tasks by a selected individual or individuals, as set and measured by a supervisor or organisation, to pre-defined acceptable standards while efficiently and effectively utilising available resources within a changing environment. In this study, basing on the conceptualisation by Taylor and Tyler (2012), teachers' job performance referred to teachers making of schemes of work, lesson plans, classroom teaching/ lesson delivery, assessment, assessment feedback, attendance to school programmes, carrying out guidance and counselling and performing of weekly duty.

Besides, rewards refer to benefits that arise from performing a task, rendering a service or discharging a responsibility (Agwu, 2013). Habarurema (2016) defined a reward as something given or received in return for service, merit, and hardship among others. Silverman (2004) indicates that a reward is something given in return for good work done, recompense, remuneration or compensation for services. Therefore, as conceptualized by San, Theen and Heng (2012), rewards referred to monetary and non-monetary rewards. Monetary rewards refer to money-based reward given when an employee meets or exceeds expectations including cash bonuses, stock options and profit-sharing (Channa, 2016). In this study, basing on the conceptualisation by Wasiu and Adebajo

(2014) monetary rewards referred to salary/ wage programmes and allowances to employees by employers. For non-monetary rewards, these refer to desirable opportunities or experiences that reward employee's job performance including flexible work time, training, promotion and pleasant work environment (Channa, 2016). In this study, basing on (Channa, 2016) and (San, Theen and Heng, 2012) non-monetary incentives referred to flexible work time, training, pleasant work environment and promotion.

1.2.4 Contextual Background

Bombo Town Council where the study was carried out is found in Luwero District. The Town Council had 08 secondary schools that included two government-aided schools and six private schools. However, the reward system for teachers in the secondary schools was poor. For instance, secondary school teachers in government-aided schools earned an average take home of 450,000/= (four hundred and fifty thousand shillings ($128.00). In private schools the situation was critical because of lack of a common pay structure that in some schools teachers earned as low as less than 200,000/= (two hundred thousand shillings) (Bimanywarugaba, 2013). With respect to non-monetary incentives such as promotion, the system did not ensure fairness and merit except for the Education Service Commission interviews for the teachers in government-aided schools (Olurotimi et al., 2015). Regarding teachers performance, it was also unsatisfactory. Teachers consistently reported late for duty, some teachers hardly appeared at schools, lacked adequate preparations for lessons and poor relations with co-workers among others (Kanyerezi, 2010). In these schools, there was low teacher turn up for classes, late reporting and failure to execute all their professional duties like making schemes of work, lesson plans and performing weekly duty by many teachers. Many teachers did not perform their jobs as required (Ataike, 2014). A performance review survey carried

out on the performance of secondary school teachers by the Luwero District Local Government Inspectorate of Education revealed that only 68.3% of the teachers made schemes of work, 11.8% made lesson plans, absenteeism rate of teachers was at 38.1%, missing of lessons was at 77.2% and punctuality of teachers at 59.7% (Inspectorate of Education Luwero District Local Government, 2015). The above contextual evidence showed that there was a problem of poor rewards for teachers and poor job performance of teachers. This led to unanswered empirical question; what was the relationship between rewards and job performance of teachers in secondary schools particularly in Bombo Town Council in Luwero District, Uganda.

1.3 Statement of the Problem

Teachers' performance in Uganda and Bombo Town Council in particular was unsatisfactory (Kanyerezi, 2010). In schools, there was rampant absenteeism, late coming and failure to assess students' work in time (Olurotimi et al., 2015). Some teachers hardly appeared at schools and lacked adequate preparations for lessons (Kanyerezi, 2010). Teachers failed to execute all their professional duties of making schemes of work, lesson plans and performing weekly duty (Ataike, 2014).In a survey, the Luwero District Local Government Inspectorate of Education revealed that only 68.3% of the teachers made schemes of work, 11.8% made lesson plans, teachers' absenteeism rate 38.1%, missing of lessons was 77.2% and punctuality of teachers at 59.7% (Inspectorate of Education Luwero District Local Government, 2015). Yet, to enhance performance of teachers, the government of Uganda had introduced various mechanisms. For example, the ministry of education had introduced training of teachers in cyber school technology solutions knowledge through workshops in the teaching of science subjects and Secondary Science and Mathematics Teachers (SESEMAT) project in annual workshops (Semitala, 2014). For teachers in government-aided schools, there had

also been an increase in salaries over the years. Teachers working in hard to reach areas were entitled to a hardship allowance (Namara & Kasaija, 2016). The government had also injected money in teachers SACCOs to enable them access low cost loans (Okello, 2015). Besides, the schools in Bombo Town Council rewarded their teachers using recognition, extra lesson allowance, staff parties, giving staff physical breakfast and lunch among others (Bombo Town Council, 2010). Nevertheless, the problem of unsatisfactory performance persisted. It was not known whether low rewards were associated with poor job performance of teachers (Tehseen & Hadi, 2015). If the problem of unsatisfactory teachers' performance was not addressed, there would be a decline in the academic achievement of students in secondary schools. However, factors that underpinned the problem of job performance of teachers had not been segregated. To capture the most important factors as far as Bombo Town Council schools were concerned, it was necessary for this study to investigate the relationship between rewards and teacher performance in secondary schools in Bombo Town Council in order to establish a true picture.

1.4 Purpose of the Study

The purpose of this study was to establish whether there was a relationship between rewards and job performance of teachers in secondary schools in Bombo Town Council in Luwero District, Uganda.

1.5 Objectives of the Study

The objectives of this study were to;

i. Find out whether there was a relationship between monetary rewards and job performance of teachers in secondary schools in Bombo Town Council, Luwero District.

ii. Establish whether there was a relationship between non-monetary rewards and job performance of teachers in secondary schools in Bombo Town Council, Luwero District.

1.6 Research Questions

i. What is the relationship between monetary rewards and job performance of teachers in secondary schools in Bombo Town Council, Luwero District?

ii. What is the relationship between non-monetary rewards and job performance of teachers in secondary schools in Bombo Town Council, Luwero District?

1.7 Research Hypotheses

i. There is a relationship between monetary rewards and job performance of teachers.

ii. There is a relationship between non-monetary rewards and job performance of teachers.

1.8 Conceptual Framework

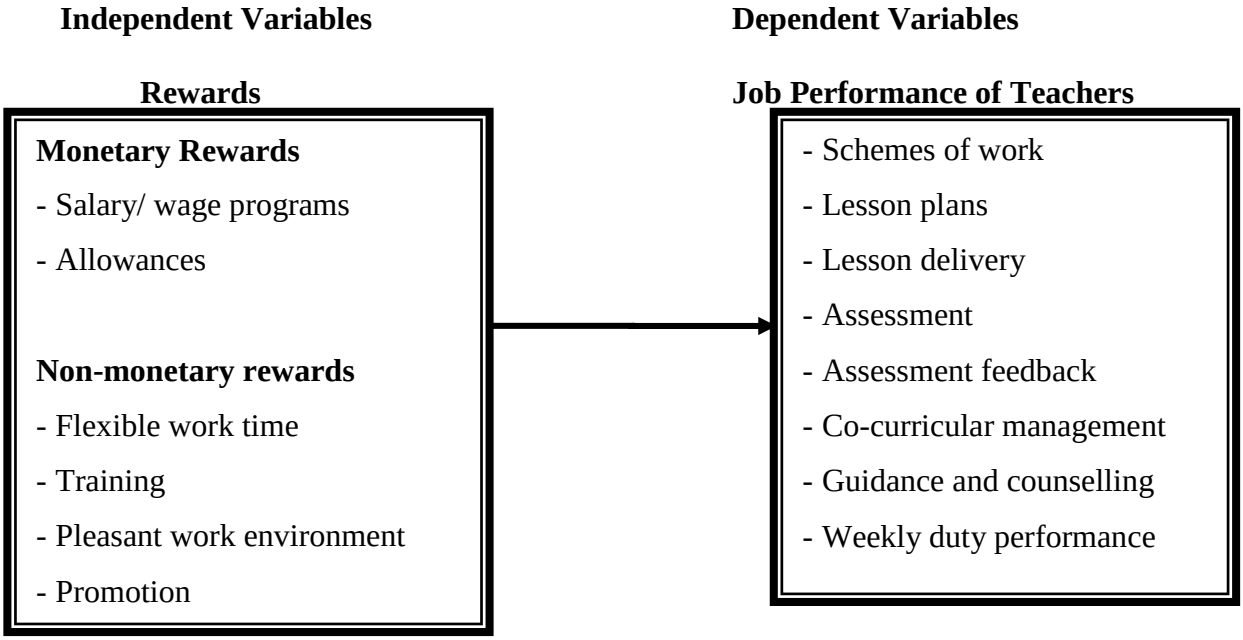

Figure 1.1 Conceptual Framework Relating Rewards and Teachers Job Performance

Adapted from the studies of various authors (Channa, 2016; Habarurema, 2016; San et al., 2012; Silverman, 2004; Taylor & Tyler, 2012; Wasiu & Adebajo, 2014).

The conceptual framework (figure 1.1) assumes that there is a relationship between rewards and job performance of teachers which the researcher intended to study. The rewards include monetary and non-monetary rewards. Monetary rewards include salary/ wage programmes and allowances. Non-monetary rewards include flexible work time, training, pleasant work environment and promotion. The framework suggests that once the independent variables of rewards (monetary and non-monetary rewards) are in place, teachers will perform key deliverables. These deliverables are schemes of work, lesson plans, lesson delivery, Assessment, Assessment feedback, co-curricular management, guidance and counselling and weekly duty performance.

1.9 Significance of the study

This study shall be of paramount significance to directors and head teachers of schools, academic teachers and policy makers. It shall contribute to the body of knowledge as regards rewards and teachers performance as indicated below:

1. Directors of schools shall gain knowledge about an appropriate reward system that can enhance teachers' performance. It shall also act as the basis for implementing an appropriate reward system to enhance teachers' job performance.
2. Head teachers of schools shall identify the different ways in which rewards can be distributed to the teachers. This will guide them to ensure equitable distribution of rewards to teachers to promote teachers' job performance.
3. Teachers' performance levels shall be exposed and the importance of rewards shall be recognised. This will act as an eye opener to their performance level for them to act accordingly and even to appreciate the rewards they receive.
4. Policy makers such as parliamentarians shall obtain information on the importance of rewards, draft and implement policies aimed at improving rewards for teachers in the country.
5. Researchers shall obtain more information on rewards and job performance of teachers. This shall provoke further research on the concepts of rewards and job performance.

1.10 Justification of the Study

In Uganda, the performance of teachers in secondary schools remains unsatisfactory (Kanyerezi, 2010). There is high rate of teachers' absenteeism, poor relationships between teachers and head teachers, dodging of lessons, failure to attend school functions and low morale amongst teachers

(Kyarimpa, 2010). In a survey, the Luwero District Local Government Inspectorate of Education revealed that only 68.3% the teachers made schemes of work, 11.8% made lesson plans, teachers' absenteeism rate 38.1%, missing of lessons was 77.2% and punctuality of teachers at 59.7% (Inspectorate of Education Luwero District Local Government, 2015). If the problem of poor job performance of teachers was not rectified, it would lead to the decline of education standards in secondary schools (Kyarimpa, 2010). This situation therefore warranted investigating the factors that relates to teachers performance looking at rewards as a key factor in performance. Therefore, to suggest a reward system to be implemented to enhance teachers' performance required deeper investigations.

1.11 Scope

1.11.1 Geographical Scope

The geographical scope of the study was Bombo in Luweero District. Bombo is located approximately 37 kilometres (23 miles), by road, north of Uganda's capital, Kampala. Bombo is located on the Kampala - Masindi highway, which continues to Gulu and Arua in Northern Uganda. This geographical area was chosen because it had a number of schools both government and private that provided the appropriate sample for this study.

1.11.2 Content Scope

The content scope covered rewards and teachers job performance. Rewards were looked at in terms of monetary and non - monetary rewards. Teachers' job performance was considered in terms of schemes of work, lesson plans, lesson delivery, students' assessment, assessment feedback, co-curricular management, guidance and counselling and weekly duty performance

1.11.3 Time Scope

The period scope was between 2012 and 2016. This is the time when there was great clamour by teachers over salary increase and witnessed a deteriorating performance of teachers followed by a declining academic performance of students in various schools in the town council. Thus the period formed a major root of such an investigation. This period therefore enabled the researcher to capture how rewards related to job performance of teachers.

1.12 Operational Definition of Terms

Monetary rewards: Monetary rewards referred to salary/ wage programmes and allowances to employees by employers.

Non-monetary rewards: Non-monetary incentives referred to flexible work time, training, pleasant work environment and promotion.

Rewards: Rewards denoted monetary and non-monetary rewards.

Teachers' job performance: Teachers' job performance referred to teachers making schemes of work, lesson plans, classroom teaching/ lesson delivery, assessment, assessment feedback, attendance to school programmes, carrying out guidance and counselling and performing of weekly duty.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the theoretical review and a review of related literature are presented and study gaps identified. Expectancy theory is reviewed. The review of related literature is presented following the research objectives. Empirical results of previous studies are presented leading to the identification of gaps which this study attempted to fill.

2.2 Theoretical Review

The Expectancy Theory advanced by Vroom in 1964, expanded and refined by Porter and Lawler in 1968 (Ramli & Jusoh, 2015) informed this study. The expectancy theory explains the process individuals use to make decisions on various behavioural alternatives. The theory attempts to explain how individuals make decisions about various behavioural alternatives. Expectancy theory is a theory of the process of motivation explaining what will motivate an employee and how motivation comes about. The theory shows what individuals go through in order to determine whether they will pursue a certain activity and sustain a certain level of performance. The theory describes and explains how behaviour is directed, energised and sustained. Expectancy theory provides a general framework for assessing, interpreting, and evaluating employee behaviour in learning, decision-making, attitude formation, and motivation (Chiang, Jang, Canter & Prince, 2008). The theory is more concerned with the cognitive antecedents that go into motivation and the way they relate to each other. That is, expectancy theory is a cognitive process theory of motivation that is based on the idea that people believe there are relationships between the effort they put forth at work, the performance they achieve from that effort, and the rewards they receive from their effort and

performance. In other words, people will be motivated if they believe that strong effort will lead to good performance and good performance will lead to desired rewards (Lunenburg, 2011).

Aspects of the expectancy theory are expectancy, instrumentality, and valence. Expectancy is the probability perceived by the individual that his or her effort will lead to a certain level of performance. Instrumentality is the perceived relationship between successful performance and obtaining the reward. Valence is the importance that the individual places on the potential outcome achieved on the job (Ramli & Jusoh, 2015). Among the three constructs of expectancy theory, instrumentality and valence concern outcomes. Thus, any instrumentality or valence falls within either extrinsic or intrinsic categories (Ghoddousi, Bahrami, Chileshe & Hosseini, 2014). The expectancy theory suggested that expectations of an individual academic staff influenced his/her job performance. This theory was the basis for relating motivation to academic staff performance because it provided a framework for thinking about how people made performance choices based upon expectations.

2.3 Review of Related Literature

2.3.1 Monetary Rewards and Employee Performance

A number of scholars (e.g. Afful-Broni, 2012; Alam et al., 2012;Hameed, Ramzan, Zubair, Ali & Arslan, 2014; Ibrar & Khan, 2015; Kwak & Lee, 2009; Mehta, 2014; Njanja, Maina, Kibet & Njagi, 2013; Odunlami & Asabi, 2014; Olubusayo, Stephen & Maxwell, 2014; Onu, Akinlabi & Fakunmoju, 2013; Osibanjo, Adeniji, Falola & Heirsmac, 2014; Saani, 2013; Subroto, 2013;Waga & Simatwa, 2014; Wekesa & Nyaroo, 2013) relate monetary rewards to employee performance. For example, Afful-Broni (2012) studied relationship between motivation and job performance with the

university staff, the University of Mines and Technology, Tarkwa, Ghana as units of analysis. Descriptive statistics of the study revealed that low monthly salary or income and the general lack of motivation reduced morale for high performance at the University. Alam et al. (2012) analysed the impact of employees' recognition on their contribution to the organisation with employees in the service industry in Bangladesh as units of analysis. Their regression results revealed that monetary reward had a positive significant effect on employee outcomes such as performance.

Hameed et al. (2014) measured the impact of compensation on employee performance with employees from different banks of Pakistan as units of analysis. Their regression results indicated that salary and indirect rewards such as social security, purchase of pay, health insurance, retirement plan, paid holiday and other benefits such as wide range purchases discount had a positive significant impact on employee performance. Ibrar and Khan (2015) studied the impact of rewards on employee performance of academic staff of Malakand private school in Pakistan. The study findings revealed that, there was positive significant relationship between rewards (extrinsic and intrinsic) and employees job performance. Most of the organisations implement rewards system to increase the job performance and job satisfaction. However, contextual and methodological gaps emerge from the above literature. Methodologically, the study by Afful – Broni (2012) carried out univariate analysis. Contextually, none of the studies was carried out in the Ugandan and secondary schools context, these gaps made it necessary for this study using bivariate and multivariate analyses in the context of Uganda to seek to establish the relationship between rewards and job performance of teachers.

Mehta (2014) studied the impact of monetary and non-monetary rewards on employee performance and job satisfaction in insurance companies of Pakistan. Their regression results revealed that

monetary rewards had an impact on employee performance. Njanja et al. (2013) sought to determine the effect of cash bonus on employee performance using staff of at KPLC in Kenya as units of analysis. The findings of the study showed that cash bonus have no effect on employee performance. Park and Sturman (2016) investigated the effect of merit pay, bonuses and long term incentives on future job performance using longitudinal data from US employees in a service related organisation. Their regression results revealed that merit pay, bonuses and long term incentives had a significant positive effect on employee job performance.

Odunlami and Asabi (2014) examined the effect of compensation management on employees' performance of entire staff of an organisation in the food and beverage sub-sector of the manufacturing industry in Nigeria. Their findings ANOVA findings revealed that compensation was a significant determinant of employee performance. Olubusayo et al. (2014) examined the effect of incentives packages on employees' attitudes towards work with staff of four government parastatals in Ogun State, South-West Nigeria as units of analysis. The results showed that strong relationship existed between incentive packages and employees' job performance. Onu, Akinlabi and Fakunmoju (2013) explored the influence of motivational factors (remuneration, recognition and incentives) on employees' performance in Nigeria using staff of Babcock University as units of analysis. The findings of the study revealed that there existed a strong positive and significant relationship between incentives and remuneration with job performance. However, all the above studies adopted the positivist approach limiting comprehensive analysis. This study thus adopted a mixed research approach for inferential and in-depth analyses.

Saani (2013) investigated the influence of compensation and teacher supervision on teacher work performance with head teachers and teachers in private basic schools in the Ashaiman community

of Tema, Ghana as units of analysis. Regression results indicated that compensation had a positive significant effect on work performance. However, non-financial compensations contributed more to teachers work performance than financial compensations. Subroto (2013) studied the influence of teacher's income on their performance in Surabaya City in Indonesia. The findings indicated that teachers' salaries not only influenced their performance but also the quality of education. Tornikoski (2011) analysed the role of a total reward package on fostering expatriate affective commitment of the Finnish Association of Business School Graduates working abroad at the time. The descriptive statistics and correlation results showed a positive and strongly significant relationship between total reward package and expatriate employee commitment hence job performance.

Wekesa and Nyaroo (2013) examined the effect of compensation on performance of public secondary school teachers in Eldoret Municipality UasinGishu County, Kenya. Their descriptive results indicated that compensation had an effect on performance of teachers in public secondary school teachers with the poor compensation policy in place demoralising the teachers leading to poor task performance and negatively affecting the productivity of the teachers in the schools.

Wasiu and Adebajo (2014) examined the effect of reward systems on employee's performance in Lagos state using data collected from selected secondary schools in the state to draw a nexus between employee reward system and job performance. The findings revealed that there is a significant relationship between employee's performance and employee job allowances.

The literature above shows that scholars expended significant effort to relate monetary rewards and employee job performance. However, contextual and empirical gaps emerged. At contextual level, as the studies suggested, none of studies was carried out in the Ugandan context. Besides a number

of studies were carried out of secondary school contexts such as universities (e.g. Afful-Broni, 2012; Onu et al. 2013; Tornikoski, 2011) and primary schools (e.g. Saani, 2013) with others in sectors such as the manufacturing sector and banks. At empirical level, whereas other studies indicated that all forms of rewards had a significant influence on job performance. Saani (2013) indicated that nonfinancial rewards contributed more than financial compensations. These contextual and empirical gaps called for this study to find out whether there was a significant relationship between both monetary and non-monetary rewards and job performance of teachers in Uganda.

2.3.2 Non-Monetary Rewards and Employee Performance

Different studies (e.g. Abdullah &Wan, 2013; Ali, Ali & Adan, 2013; Alipour, Salehi & Shahnavaz, 2009; Downes & Koekemoer, 2011; Harold & Amit, 2011; Jagero, Komba & Mlingi, 2012; Malik, Ahmad, Gomez & Ali, 2011; Marin-Diaz, Llinas-Audet, Chiaramonte-Cipolla & Escardibul, 2014; Muogbo, 2013; Osibanjo et al., 2014; Asigele, 2012; Saeed & Shabir, 2013; Solanki, 2013; Wasiu & Adebajo, 2014) that have related non-monetary rewards and job performance can be cited. For example, Abdullah and Wan (2013) investigated the relationships between non-monetary incentives and job satisfaction in influencing job performance. Their regression results revealed that non-monetary incentives significantly and positively influenced job performance. Ali et al. (2013) studied Working conditions and employee productivity in manufacturing companies in Somalia. The findings indicated a positive relationship between working condition and employees' productivity.

Alipour et al. (2009) analysed on-the-job training effectiveness with top managers in Tehran province, Iran as units of analysis. On-the-job training was operationalized in terms of job

instruction technique, job rotation, coaching and apprenticeship training. The study results revealed that on job training strongly positively affected creativity, achieving organizational objectives and improves work quality. Asigele (2012) looked at the effect of working environment on the performance of reproductive and child health care providers in Tarime district, Tanzania The result revealed that the working environment in terms of availability of facilities and working equipment had a significant effect on the performance of employees.

Kwak and Lee (2009) examined the effects of fringe benefits in the compensation package on performance of the Korean firms. The findings of the study revealed that fringe benefits were significantly associated with performance. Waga and Simatwa (2014) studied hygiene and motivational factors that influence job performance among teachers of public primary schools in Kisumu East and West Sub counties, Kenya. The findings of the study revealed that lack of fringe benefits and inadequate physical facilities caused job dissatisfaction hence poor job performance. Malik et al. (2011) studied work environment and employees' performance in Pakistan. Their regression analysis revealed that work environment influenced employee performance. The work environment has an impact on an individual's ability to work safely, competently and in compliance with operational performance targets.

Muogbo (2013) investigated the Impact of employee motivation on organisational performance of selected manufacturing firms in Anambra state in Nigeria. The results showed that there existed a positive significant relationship between employee motivation in terms of good working conditions, fringe benefits, promotion and security and organisational performance. Harold and Amit (2011) investigated the relationship between career management, employee development

and performance in Indian information technology organisations. Their descriptive results revealed that career guidance, developing new skills, taking up special assignments and receiving productive feedback from superiors played aided employee performance.

Jagero et al. (2012) investigated the relationship between on the job training and employee's performance of staff in courier companies in Dar es Salaam, Tanzania. The descriptive findings showed that different programs of on-the-job training were conducted such as mentoring, coaching and job rotation among others mainly according to the general need of the company or due to the normal changes took place in the company. The study results indicated that there was a strong relationship between on-the-job training and employee performance. Marin-Diaz et al. (2014) studied a group of British manufacturing companies between 1983 and 1996. Their findings indicated that work-related development activities were associated significantly with higher productivity (a 1% increase in training was associated with an increase in value added of about 0.6% per hour). In addition, in Canada it was established that employee development had a positive effect on productivity in 12 out of 14 manufacturing companies examined. Evidence from British companies revealed that development programmes enhanced workers' productivity with employees who received training being significantly better prepared to do their work more efficiently, with a greater sense of responsibility, creativity, job satisfaction, and personal motivation. Evidence from companies in France and Sweden showed that firms obtained the largest part of the returns from their investments in employee development programmes through productivity increase.

Osibanjo et al. (2014) examined the effect of career development on organisational growth using staff from the Nigerian Banking Industry. Descriptive results showed that skills career development that in terms of promotion and experience positively influenced organisational growth.

Downes and Koekemoer (2011) explored challenges and benefits associated with implementing flexitime with employees from the research field, an international auditing and consulting organisation in Johannesburg, South Africa, as units of analysis. Interview results revealed that flexi-time led to increased productivity because employees were able to manage responsibilities in their personal lives, to control their work, suffered reduced anxiety and stress, concentrated, became loyal, motivated and committed to the organisation.

Similary, Solanki (2013) studied flexitime association with job satisfaction, work productivity, motivation and employees stress levels with staff of organisations (both in the manufacturing and service oriented industries) in United Arab Emirates as units of analysis. Their correlation findings revealed a significant positive relationship between flexitime and work productivity. Wolf and Beblo (2004) investigated whether time flexibility worked with basing on German data from the IAB establishment panel covering the years 1999 to 2002 from establishments with at least one employee who paid social security contributions. The results of the study indicated that firms using work time arrangements allowing moderate flexibility turned out to be more efficient than establishments with fixed time schedules. Use of work time schedules with moderate flexibility was positively related to technical efficiency, while highly flexible work time arrangements seemed to be negatively correlated with an efficient organisation of the work flow.

The studies above made significant effort to relate non-monetary incentives and employee performance. However, gaps arose at contextual and conceptual level. At contextual level, the studies suggested bias outside Uganda as no study was carried out in the Ugandan context. At conceptual level none of the studies combined non-monetary incentives in terms of flexible work time, training, pleasant work environment and promotion to test them together in relation to employee performance. These contextual and conceptual gaps made it necessary for this study in the context of Uganda to seek to determine whether there was significant relationship between non-monetary rewards and job performance of teachers in secondary schools in Uganda.

2.4 Summary of Literature Review

The literature above showed that there was a relationship between rewards and teachers job performance. The literature showed that rewards are monetary and non-monetary rewards. However, a number of gaps emerged at contextual, empirical, methodological and sectorallevels that make this study necessary. For instance, all the studies were carried outside the Ugandan context. In addition, a number of studies were carried outside of secondary school contexts such as universities, primary schools, manufacturing sector and banks. These gaps made it imperative for this study in the context of Uganda to seek to find out whether rewards in terms of monetary and non-monetary rewards relate to teachers job performance.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methods that were used as the base for the study. The chapter covers the research design, study population, sample size and selection, sampling techniques, data collection methods, data collection instruments, procedure of data collection, reliability and validity of instruments, data analysis and measurement of variables.

3.2 Research Design

This study employed the cross-sectional survey design by which data is collected basing on what is going on at the particular point in time. The study involved a cross sectional population involving head teachers, teachers, prefects, chairpersons of Parents Teachers Associations (PTAs) and Board of Governors. The study was carried out through analysis of a number of variables. The survey assisted in compiling prevalence of different causes and effects as far as the research problem is concerned. The cross-sectional survey design was used because it was generally quick, easy and cheap to conduct since it based on a questionnaire survey which permits obtaining of useful data in a relatively short period of time (Sedgwick, 2014). Using the cross-sectional design, the researcher was able to capture various sections of the population. This study used both the quantitative and qualitative research approaches. The quantitative approach involved descriptive and inferential statistics for generalisation. The qualitative approach involved use of explanations of data collected through interviews (Williams, 2011). These methods enabled inferential and interpretive analyses.

3.3 Study Population

The population of the study comprised 296 consisting of 256 teachers and 8 head teachers (Compiled from lists of teachers in the schools in Bombo Town Council, 2016), 8 Chairpersons of PTA, 8 Chairpersons of Board of Governors and 16 prefects, that is the head girl and head boy from the 8 secondary schools in Bombo town council. However, due to time constraints, only the sampled population was considered, that is two government aided schools and two private schools. Hence, the sampled population were 160 people comprising 140 teachers, four head teachers, four chairpersons of PTAs and four chairpersons of the Board of Governors for the four sampled schools and eight prefects.

3.4 Sample Size and Selection technique

The sample size comprised 135 respondents from population of 160 and was determined by a variety of methods including Krejcie and Morgan (1970) table for determining sample size from a given population (See Appendix VII). Table 3.1 summarises the breakdown of the appropriate sample sizes of the study. The sample was also determined through two stage - cluster sampling. In the first stage, the schools were clustered according to ownership that is privately owned and government aided. In stage two, the schools were sampled according to their age that is taking one old school from each category and new school. However, since there were only two government-aided schools, both of them were automatically sampled. For the head teachers, chairpersons of PTAs, chairpersons of the Board of Governors and prefects were determined through purposive sampling for interviews. Thus, there were four head teachers, four chair persons of PTAs and four

chairpersons of the Board of Governors and eight prefects selected purposively from each of the schools considered.

Table 3.1: Sample Size and Selection Technique

Category of Respondents	Target Population	Sample Size	Sampling technique
Head teachers	4	4	Purposive
Chairpersons of PTAs	4	4	Purposive
Chairpersons Boards of Governors	4	4	Purposive
Prefects	8	8	Purposive
Teachers of Government Aided schools	68	56	Simple random
Teachers of private schools	72	59	Simple random
Total	160	135	

Source: Bombo Town Council Schools (2016)

3.5 Sampling Techniques and Procedure

The sample was selected using simple random and purposive sampling techniques. Using simple random sampling, each individual was chosen by chance from the strata of teachers in the schools (Teddlie & Yu, 2007). The teachers were stratified according to their schools and from each stratum the respondents were determined using the raffle method. Simple random sampling was selected because it ensured representativeness of the population. For purposive sampling, this was used to sample particular people to provide in-depth views since the study was both quantitative and qualitative. The method of purposive sampling used intensity purposive sampling. Intensity

sampling allowed the researcher to select a small number of rich cases that provide in depth information and knowledge of a phenomenon of interest (Suri, 2011). The respondents who were sampled purposively were the Head teachers, Chairpersons PTAs, Chairpersons Board of Governors and prefects.

3.6 Data Collection Methods

The collection of data for this study involved use of two data collection methods that were namely; questionnaire survey and interviews.

3.6.1 Questionnaires

Using a questionnaire survey, quantitative data was collected from teachers only. A questionnaire survey is a data collection method by which the participants are directly questioned about their feelings on the study problem. The questionnaire survey was made up of close-ended questions (Zohrabi, 2013). This method of data collection was very useful because it was fast to use in data collection. Besides, with the nature of the respondents, that is teachers, they easily responded to the question items because of their efficacy in English that is the language that was used in the questionnaire

3.6.2 Interviews

Interviewing is a qualitative data collection method by which the researcher collects details of the respondent's answer on the items of the study variables. Interviewing provides in-depth information pertaining to participants' experiences and viewpoints of a particular topic (Turner III, 2010). Qualitative analysis provided by interviewing added to the interpretation of data collected

by questionnaire survey. Interviewing helped in providing complete responses since the respondents provided in depth information necessary for deep exploration and clarity (Harrell & Bradley, 2009). Interviewing was carried out on Head teachers, Chairpersons PTA, Chairpersons Board of Governors and prefects.

3.7 Data Collection Instruments

The study used two data collection instruments that were namely; a self-administered questionnaire and an interview guide.

3.7.1 Self-administered Questionnaire

The quantitative data collection instrument was a self-administered questionnaire. This was because a self-administered questionnaire enables collection of data from a large number of respondents in a short time. It gives the participant ample time to grasp the meaning of the question, retrieve and compose an answer, which improves the quality of answers. The questionnaire was simple, short, and structured enabling the respondents to fill it more easily (Harris & Brown, 2010). The questionnaire had three sections that namely; section (A) on background characteristics, section (B) on the dependent variables and section (C) on independent variables.

3.7.2 Interview Guide

Qualitative data in this study was collected using an interview guide. The design of the interview items was a standardised open-ended interview. The standardised open-ended interview was a structured instrument in terms of the wording of the questions. Participants were asked identical questions, but the questions were worded so that responses were open-ended. This open-endedness

allowed the participants to provide detailed information and allowed the asking of probing questions as a means of follow-up (Turner III, 2010). Interview data was collected from Head teachers, Chairpersons PTA, Chairpersons Board of Governors and prefects.

3.8 Data Quality Control

3.8.1 Validity of the research Instruments

The researcher established content validity of the instruments by making sure that the items on the main variables (independent and dependent variables) conformed to the conceptual framework of the study (see Figure 1.1). The opinion of the supervisors on the relevance, wording and clarity of the items in the instruments were sought and there was validation of the question items. Validation of the instrument focussed on clarity, completeness and relevance of the questions in relation to the study constructs. The test of content validity was established through inter judge with two research consultants. Each judge rated the items on a two point rating scale of Relevant (R) and Irrelevant (IR). The formula used to calculate CVI was;

CVI = n/N

Where: n = number of items rated as relevant

N= Total number of items in the instrument

The CVI for the questionnaire was valid at above 0.70 because the least CVI recommended in a survey study should be 0.70 (Parsian & Dunning, 2009). The CVI results are presented in Table 3.2.

Table 3.2: Content Validity Index

Items	Number of Items	Content Validity Index

Job performance of teachers	16	0.81
Monetary rewards	12	0.79
Non-monetary rewards	23	0.84

3.8.2 Reliability of research instruments

Reliability for the interview guide was achieved with help of the supervisor who read the question items and guided on the formulation of the questions. After the data had been collected, it was systematically checked, focus maintained, identification and correcting of errors carried out (Sporleder, Van Erp, Porcelijn & Van Den Bosch, 2006). On the other hand, for quantitative data, the reliabilities of items in the various constructs were obtained using Cronbach Alpha (α) method provided by the Statistical Package for Social Scientists (SPSS 24.0) after a pilot study. Reliability for the items in the different constructs were attained at the benchmark of $\alpha = 0.70$ and above (Tavakol & Dennick, 2011). The items thus enabled collection of accurate data.

The reliability results are presented in Table 3.3.

Table 3.3: Reliability Indices

Items	**Number of Items**	**Cronbach alpha (α**
Job performance of teachers	16	0.903
Monetary rewards	12	0.713
Non-monetary rewards	23	0.900

3.9 Data Collection Procedure

The researcher secured an introductory letter from the school of civil service, public administration and governance, UMI to access respondents in the field of study**.** After receiving permission, the researcher proceeded to solicit for willingness and cooperation of respondents to administer the questionnaires and conduct interviews. For head teachers, chairpersons, BoG and PTA, appointments were fixed to their convenient time and place for the interview. For teachers, the head teachers helped the researcher to identify them. Where need arose, the researcher clarified the items in the instrument to the respondents. The researcher retrieved the instruments as soon as the respondents finished filling them in within possible reasonable time and analysed them.

3.10 Data Management and Analysis

3.10.1 Qualitative Data

The qualitative data collected was coded and grouped according to the study objectives and emerging themes. Analysis was done through discursive and thematic methods. The discursive method considered detail of the text, interpreting the analysed text and attributing meaning. On the other hand, thematic analysis ensured that clusters of text with similar meaning were presented together (Devetak, Glažar & Vogrinc, 2010). Qualitative data supplemented quantitative data and helped in providing explanations.

3.10.2 Quantitative Data

Data analysis for quantitative data involved coding all data questionnaires, entering them into the computer using the Statistical Package for Social Scientists (SPSS 24.0), summarising them using frequency tables and editing them to remove errors. Quantitative data was analysed at different

levels, namely univariate, bivariate and multivariate levels. At univariate level, the data was based on percentages from the frequency tables and descriptive statistics such as the mean. At bivariate level, the dependent variable (DV) were correlated and then regressed on the independent variables (IVs).

3.11 Measurement of Variables

Measurement of the variables was based on two scales namely, the nominal and ordinal scales. The nominal scale was used to measure questions on demographic characteristics because the nominal scale helps label or tag in order to identify study items. The ordinal scale which is a ranking and order scale measured the items of the IV and DV. The scale helped to distinguish between objects according to a single attribute and direction (Mooi & Sarstedt, 2010). The ranking was a five-point Likert Scale (Where 1 = strongly disagree 2 = disagree 3 = undecided 4 = agree 5 = strongly agree).

3.12 Ethical Considerations

Ethical considerations in scientific research pivot on fairness, honesty, openness of intent, disclosure of methods, confidentiality guarantees, voluntary and informed consent (Lee, 2007). Therefore, the researcher maintained a high level of ethics throughout the whole research process. Materials obtained from other sources such as journal articles, books and book chapters among others was acknowledged. The researcher obtained consent from all respondents that participated in the study. The respondents were informed as to why and how they had been chosen. Anonymity was ensured and the researcher observed confidentiality while handling the responses. Information was availed to respondents that the research would not endanger them directly or indirectly and

that participation was voluntary. During data management and analysis, the findings were associated with respondents through a coding system.

CHAPTER FOUR

PRESENTATION OF FINDINGS, ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

This chapter presents the analysis and interpretation of the findings of the study. This study sought to establish whether there was a relationship between rewards and job performance of teachers in secondary schools. The focus of the study was to find out whether there was a relationship between monetary rewards and job performance, and to establish whether there was a relationship between non-monetary rewards and job performance of teachers in secondary schools.

4.2 Response Rate

The researcher anticipated to collect data from 135 respondents comprising 115 teachers, four head teachers, four chairpersons of Board of Governors, Four Chairpersons of PTAs and eight prefects. However, for quantitative data, not all questionnaires distributed were retrieved containing appropriate data. Still some anticipated interviews did not provide responses. The response rate is presented in Table 4.1

Table 4.1: Response Rate for the Study

Respondents	Selected Sample	Responding Sample	Response Rate
Teachers	115	93	80.7%
Head teachers	4	4	100%
Chairpersons of PTAs	4	3	75.0%
Chairpersons BOGs	4	3	75.0%
Prefects	8	8	100%
Total	**135**	**121**	**89.6%**

Source: **Primary Data**

The results in Table 4.1 showed that questionnaire data were collected from 93 (80.7%) out of the initially anticipated 115 to provide data. For interview data, it were collected from all the 4(100%) head teachers, 3(75%) Chairpersons of PTAs out of the anticipated four, 3(75%) Chairpersons Board of Governors (BOGs) out of the anticipated four and all the anticipated 8 (100%) perfects. The overall response rate for both questionnaire survey and interviews was 89.6%. This was considered an appropriate response rate because according to Nulty (2008), in social research a response rate of 50.0% is acceptable.

4.3 Background Characteristics of the Respondents

This section presents the background information of respondents on sex, age, highest level of education attained, experience and responsibility held in school. This information was considered necessary because it helped in categorising the respondents who participated in this study. The results are as presented in Table 4.2.

Table 4.2: Teachers' Responses on Background Characteristics

Question item	Category attributes	Frequency	Percentage
Gender of the respondents	Male	49	52.7
	Female	44	47.3
	Total	93	100.0
Age group of the respondent	20-29 years	17	18.3
	30-39 years	42	45.2
	40-49 years	28	30.1
	50 years and above	6	6.5
	Total	93	100.0
Education levels of the respondents	Diploma	15	16.1
	Bachelors	77	82.8
	Master's Degree	1	1.1
	Total	93	100.0
Number of years spent in the current school as per respondents.	Less than 5 years	16	17.2
	5 - 10 years	54	58.1
	11 years and above	23	24.7
	Total	93	100.0
Responsibilities of the respondents in the schools	Subject Teacher	37	39.8
	Class teacher	30	32.3
	Head of Department	17	18.3
	Senior administrator	9	9.7
	Total	93	100.0

The results presented in Table 4.2 showed that the majority percentage (52.7%) of the respondents was of males and 47.3% were females. These results suggest that there were more male teachers in the schools. Whereas male teachers were slightly more than the females, the results showed that both males and females were involved in the study as the margin between them was not very large that is 4.7%. This helped in capturing views from representatives of both gender groups on rewards

and performance of teachers. The results on age showed that the majority percentage (45.2%) of the respondents was of those in the age group 30-39 years followed by 30.1% who were 40-49 years, 18.3% who were 20-29 years and the remaining 6.5% were 50 years and above. The results indicated that respondents involved were of different age categories. The data shows that different age categories were represented in the study. This helped in capturing diverse opinions according to age on the rewards and performance of teachers.

The data on the highest level of education attained in Table 4.2 shows that the majority percentage (82.8%) of the respondents possessed Bachelor's Degree, followed by 16.1% with diplomas and 1.1% had a master's degree. The results indicated that all the teachers had the necessary qualifications to teach in secondary schools. Therefore, it was presumed that they could easily give appropriate information on rewards and performance. With respect to the results on the number of years the respondents had been teaching in their current schools in Table 4.2, the majority percentage (58.1%) indicted they had taught for 5 - 10 years, followed by 24.7% that had been teaching for 11 years and above and the remaining 17.2% had been teaching for less than 5 years. With the majority of the respondents having been in their current schools for more than five years, they were presumed to understand the rewards offered and could report on their own performance. Therefore, it was presumed that the respondents gave appropriate data.

The results in Table 4.2 above on responsibilities of the respondents in the schools show that the majority percentage (39.8%) were subject teachers, 32.3% were class teachers, 18.3% were heads of departments and 9.7% were senior administrators. These results mean that the data collected represented teachers from different categories of responsibility with different perceptions on

rewards and performance. This thus helped the study to capture diverse views representative of different categories of teachers in the schools.

4.4 Findings on Job Performance of Teachers

This section presents data on the findings of job performance of teachers. To measure job performance of teachers, the respondents were asked to indicate whether they prepared schemes of work, carried out effective lesson planning and implementation, communicated effectively to students, wilfully performed activities of the school, ensured that the goals of the schools were accomplished and were positive as they carried out the work assigned to them. The respondents were also asked to tell whether they were very effective at work, were committed to their work, evaluated students' activities regularly, provided feedback to students after evaluation, were confident about their work, were always punctual and put in more effort. In addition, the respondents were asked whether all the time they involved themselves in providing guidance and counselling to students, offered full cooperation in all activities of the school and carried out research for better teaching. To measure job performance of teachers, the respondents were subjected to the five-point Likert scale questionnaire where scales were ranked as code 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree. For each of the above items measuring job performance of teachers, descriptive statistics that included frequencies, percentages and means are presented and their responses are presented in Table 4.3.

Table 4.3: Teachers responses on Job Performance.

Job Performance of Teachers	F/ %	SD	D	A	SA	Mean
I carry out effective lesson planning	F	7	14	54	18	3.67
	%	7.5	15.1	58.1	19.4	
I prepare schemes of work	F	4	14	60	15	3.73
	%	4.3	15.1	64.5	16.1	
I communicate effectively to my students	F	11	17	56	9	3.38
	%	11.8	18.3	60.2	9.7	
I wilfully perform activities of the school	F	7	12	59	15	3.68
	%	7.5	12.9	63.4	16.1	
I ensure that the goals of the schools are accomplished	F	10	16	52	15	3.49
	%	10.8	17.2	55.9	16.1	
I am positive as I carry out the work assigned to me	F	6	24	47	16	3.46
	%	6.5	25.8	50.5	17.2	
I am very effective at work	F	10	20	44	19	3.45
	%	10.8	21.5	47.3	20.4	
I am committed to my work	F	20	29	30	14	2.88
	%	21.5	31.2	32.3	15.1	
I evaluate students' activities regularly	F	17	38	33	5	2.69
	%	18.3	40.9	35.5	5.4	
I provide feedback to students after evaluation	F	7	14	55	17	3.66
	%	7.5	15.1	59.1	18.3	
I am confident about my work	F	12	31	42	8	3.03
	%	12.9	33.3	45.2	8.6	
I am always punctual	F	12	24	48	9	3.19
	%	12.9	25.8	51.6	9.7	
I put in more effort	F	12	28	36	17	3.19
	%	12.9	30.1	38.7	18.3	
I all the time involve myself in providing guidance and conselling to students	F	12	28	34	19	3.21
	%	12.9	30.1	36.6	20.4	
I offer full cooperation in all activities of the school	F	8	14	53	18	3.63
	%	8.6	15.1	57.0	19.4	
I carry out research for better teaching	F	4	16	59	14	3.68
	%	4.3	17.2	63.4	15.1	

The results in Table 4.3 regarding whether the teachers carried out effective lesson planning showed that cumulatively, the majority percentage (77.5%) of the respondents agreed while the

remaining 22.6% disagreed. The mean = 3.67 was close to code four which on the five-point Likert scale used to measure the items corresponded to agreed. This suggested that the respondents agreed. Therefore, the results meant that teachers carried out effective lesson planning. With respect to whether the teachers prepared schemes of work, cumulatively the majority percentage (80.6%) of the respondents agreed with 19.4% disagreeing. The mean = 3.73 was close to four, which corresponded to agreed. This implied that the respondents agreed, thus, teachers effectively prepared schemes of work.

Regarding whether the teachers communicated effectively to students, cumulatively the majority percentage (69.9%) of the respondents agreed with 30.1% disagreeing. The mean = 3.38 was close to the median score, three, which corresponded to undecided. Three being the average, this suggested that the respondents indicated that the teachers fairly effectively communicated to their students. With respect to whether the teachers wilfully performed activities of the schools, cumulatively the majority percentage (79.5%) of the respondents agreed with 20.4% disagreeing. The mean = 3.68 close to four which corresponded to agreed indicated the respondents agreed. This suggested that the teachers wilfully performed activities of the schools.

As to whether the teachers ensured that the goals of the schools were accomplished, cumulatively the majority percentage (72.0%) of the respondents agreed with28.0% disagreeing. The mean = 3.49 was close to the median score, three, which corresponded to undecided. This suggested that the teachers ensured that the goals of the schools were accomplished. Concerning whether the teachers were positive as they carried out the work assigned to them, cumulatively the larger percentage (53.1%) of the respondents agreed while 47.9% disagreed. The mean = 3.46 was close

to three which corresponded to undecided. This suggested that the teachers indicated that fairly, they were positive as they carried out the work assigned to them.

Relating to whether the teachers were very effective at work, the results showed that cumulatively the majority percentage (67.7%) of the respondents agreed with 23.3% disagreeing. The mean = 3.45 close the median score three, corresponded to undecided. This suggested that the teachers indicated that fairly, they were very effective at work. As to whether the teachers were committed to their work, cumulatively the larger percentage (52.7%) of the respondents agreed with 47.4% disagreeing. The mean = 2.88 close to three which corresponded to undecided implied that the respondents were undecided. This meant that fairly, the teachers were committed to their work.

In relation to whether teachers evaluated students' activities regularly, cumulatively the larger percentage (59.2%) of the respondents agreed with40.9% disagreeing. The mean = 2.69 just below the median score three indicated that to a less extent the respondents were undecided. These results suggested that fairly teachers evaluated students' activities regularly. With regard to whether teachers provided feedback to students after evaluation, cumulatively the majority percentage (77.4%) of the respondents agreed with 22.6% disagreeing. The mean = 3.66 close to four implied that the respondents agreed. These results suggested that teachers provided feedback to students after evaluation.

Regarding whether the teachers were confident with their work, cumulatively the larger percentage (53.8%) of the respondents agreed with46.2% disagreeing. The mean = 3.03 was close to the

median score, three, which corresponded to undecided. Three being the average, this suggested that the teachers indicated they were fairly confident with their work. With respect to whether the teachers were always punctual, cumulatively the larger percentage (61.3%) of the respondents agreed while 38.7% disagreed. The mean = 3.19 close the median score, three, which corresponded to undecided indicated the teachers were undecided. This suggested that the teachers indicated that fairly, they were always punctual.

As to whether the teachers put in more effort, cumulatively the larger percentage (57.0%) of the respondents agreed with 43.0% disagreeing. The mean = 3.19 was close to the median score, three, which corresponded to undecided. Three being the average, this suggested that the teachers indicated that fairly, they put in more effort. About the teachers all the time being involved in providing guidance and counselling to students, cumulatively the larger percentage (57.0%) of the respondents agreed while 43.0% disagreed. The mean = 3.21 close the median score, three, which corresponded to undecided indicated the teachers were undecided. This suggested that the teachers indicated all the time being involved in providing guidance and counselling to students.

Regarding whether the teachers offered full cooperation in all activities of the school, cumulatively the majority percentage (76.4%) of the respondents agreed with 23.7% disagreeing. The mean = 3.63 was close to four which corresponded with agreed. This meant that the respondents indicated that the teachers offered full cooperation in all activities of the school. With respect to whether the teachers carried out research for better teaching, cumulatively the majority percentage (78.5%) of the respondents agreed with 21.5% disagreeing. The mean = 3.68 close to four which corresponded to agreed indicated the respondents agreed. This suggested that the teachers carried out research for better teaching. To find out the overall view of how the teachers rated their job performance,

an average index for job performance of teachers was computed for the 16 items measuring job performance. The summary of the statistics on job performance of teachers are presented in Table 4.4.

Table 4.4: Summary Statistics for Job Performance of Teachers

	Descriptives		Statistic	Std. Error
Job performance of teachers	Mean		3.36	0.08
	95% Confidence Interval for Mean	Lower Bound	3.19	
		Upper Bound	3.52	
	5% Trimmed Mean		3.38	
	Median		3.50	
	Variance		0.65	
	Std. Deviation		0.80	
	Minimum		1.00	
	Maximum		4.88	
	Range		3.88	
	Interquartile Range		1.09	
	Skewness		-0.50	0.25
	Kurtosis		-0.03	0.50

The results in Table 4.4 show that the mean = 3.36 was almost close to the median = 3.50. Therefore, despite the negative skew (skew -0.50), the results were normally distributed. The mean and median close to three suggested that job performance of the teachers was average (fair) because basing on the scale used, three represented undecided (average). The low standard deviation = 0.80 suggested low dispersion in the responses. The curve in Figure 4.1 indicated normality of the responses.

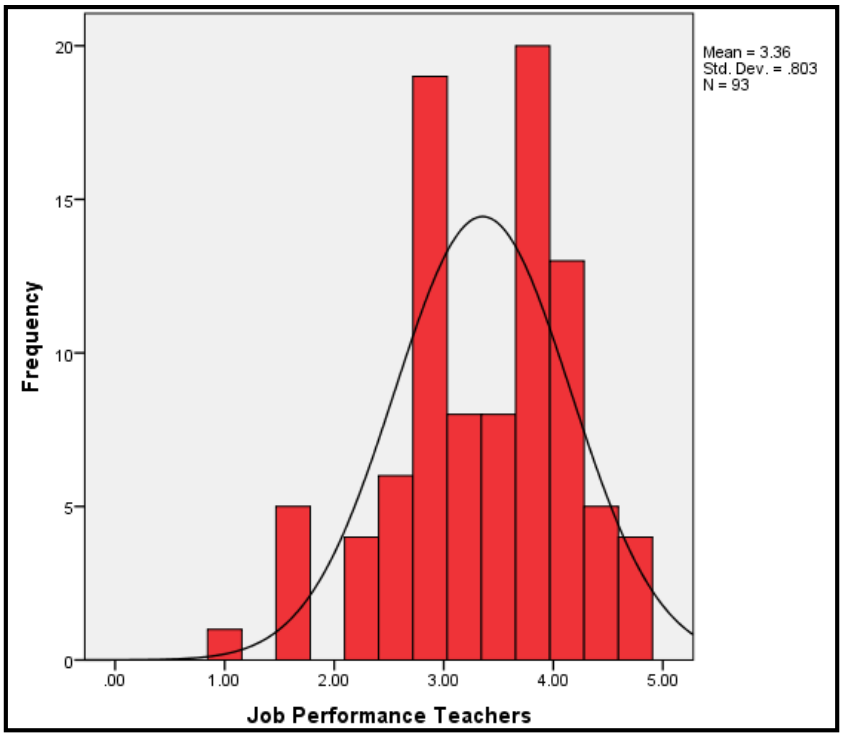

Figure 4.1: Histogram for Job Performance of teachers

Figure 4.1 indicate normal distribution of the responses obtained about job performance of teachers. This suggests that the data obtained on job performance of teachers could be subjected to linear correlation and regression and appropriate results obtained.

To obtain the views of teachers about their own performance, the teachers in the open responses of the questionnaire were asked to comment on how they performed their jobs satisfactorily in their schools. Several related responses were given including the following. One respondent stated;

> "I make effort to perform effectively by attending to all my lessons, giving assignments, involve myself in managing discipline in the school, attend staff termly meetings and some of the weekly meetings, make research and lesson plans. However, there are some activities such as mandatory lesson plans and engagement in every evening sports activities which teachers do not do".

Another respondent stated;

> "Much of the time I try to be punctual in reaching the school and attending to the lessons. I also make schemes of work because it a compulsory requirement, fill appraisal forms, conduct exams and evaluate them producing marks for cumulative reports. However, I have not been able to make daily lesson plans and give regular tests other than beginning of term, midterm and end of term exams because of lack of time".

In the interviews with head teachers, it was revealed that they made effort with help of other administrators in the schools such as deputy head teacher, Director of studies, Careers teacher to enhance effectiveness of teachers. The head teachers revealed that they also put in place measures such as daily reporting and departure books, lesson attendance forms, filling of appraisal forms and regular supervision and monitoring to ensure that the teachers attend to all their responsibilities. However, the head teachers revealed that teachers' performance had very many challenges. For instance, one head teacher stated;

> "Majority of the teachers are cooperative, make effort to do schemes of work, attend to lessons and supervise any other activity assigned to them. However, there are those habitual teachers that dodge lessons, fail to attend meetings and fail to fulfil all activities such as marking examinations in time".

Another head teacher remarked;

> "For most teachers, other than attending to lessons performance in most areas is poor. A few teachers are committed to fulfilling all the activities such as attending meetings regularly, nearly all the teachers have refused to make lesson plans and schemes of work among others".

In the interviews with BOGs and PTA Chairpersons, it was largely revealed that they did not know the performance of teachers but depended on the reports from the head teachers provided informally or in meetings. However, they all indicated that the performance of teachers as reflected in the students' performance in national examinations was wanting because all the schools in the

area were performing poorly with the schools registering few first grades. Some indicated that sometimes the schools failed to register even a single first grade. One respondent stated;

> "Since I became a member of the BOG five years ago, the head teacher has only brought two teachers once in the BOG meeting requesting in that he should be helped in handling them because they had become a problem by not performing. This means that largely the teachers are performing because there are no reports to the contrary".

Another interviewee stated, "Performance of the teachers is fair because the school performance in national examinations is fair. The good performance has not been reflected in the national examinations. A lot more needs to be done by the teachers such that their performance is visible." In the interviews with the students, various views were given but suggested that whereas the larger number of teachers were performing their jobs effectively, there were those who were performing poorly. The students revealed that most teachers attended to their lessons, conducted weekly duty, administered examinations, and participated in class and houses activities especially those who were patrons. However, the students revealed that most teachers came to classes late, delayed to return marks for the tests they administered, a number of teachers dodged classes, most of them did not attend morning and evening parades among others.

One student stated, "Whereas most of the teachers teach their lessons, not all give notes to the students by themselves but send the notes to the class for students to copy and sometimes they do not even come to explain the notes." Another student stated, "Our teachers are good and caring. They attend to lessons except for a few like three who normally dodge and are always absent from the school." Overall, the views from the interviews above suggest that performance of teachers was average. This is because whereas the teachers performed some activities well, there were those

they did not perform such as making lesson plans, being punctual and ensuring the schools performed well in national examinations. These findings concurred with the descriptive results which suggested that the performance of the teachers was average.

4.5 Findings on the Relationship between Monetary Rewards and Job Performance of Teachers.

In this section, the first objective of the study was looked at starting with description of the aspects of monetary rewards namely salary/ wage programs and allowances (compare conceptual framework Figure 1.1). Items for respondents were scaled using the five-point Likert scale where, 1 = Strongly Disagree 2 = Disagree 3 = Undecided, 4 = Agree 5 = Strongly Agree. For each of the two aspects of the monetary rewards, descriptive statistics that include frequencies, percentages, means and summary results are presented. Thereafter, both aspects of monetary rewards combined bivariate tests of their significance as correlates of the dependent variable are made, ending with the testing of the hypotheses using multiple regression modelling. The results are presented item by item basing on the order of the self-administered questionnaire survey as presented in the instrument (Appendix 1).

4.5.1 Salary/ Wage Programmes

Salary/ wage programs comprised the first variable of monetary rewards. Salary/ wage programs were measured using five items (see Appendix 1). The results on the same presented here under include the frequencies, percentages and means. The results were as presented in Table 4.5.

Table 4.5: Teachers responses on Salary/ Wage Programs

Salary/ Wage Programs	**F/%**	**SD**	**D**	U	**A**	**SA**	**Mean**
I am paid a regular monthly basic salary/ wage	F %	20 21.5	29 31.2	- -	30 32.3	14 15.1	2.88
My salary/ wages are proportionate to my work effort	F %	17 18.3	38 40.9	- -	33 35.5	5 5.4	2.69
My salary/ wages are equitable with those of colleagues	F %	7 7.5	14 15.1	18 19.4	36 38.7	18 19.4	3.47
My salary/ wages afford me basic needs	F %	24 25.8	49 52.7	- -	12 12.9	8 8.6	2.25
Payments to me are related to my performance effort	F %	19 20.4	47 50.5	- -	19 20.4	8 8.6	2.46

The results in Table 4.5 regarding whether the teachers were paid a regular monthly basic salaries/ wages showed that cumulatively, the larger percentage (52.7%) of the respondents disagreed while the remaining 47.4% agreed. The mean = 2.88 was close to code three which on the five-point Likert scale used to measure the items corresponded to undecided. This suggested that the respondents were undecided. Therefore, the results mean that fairly, teachers were paid a regular monthly basic salary/ wage. With respect to whether teachers' salary/ wages were proportionate to their work effort, cumulatively the majority percentage (59.2%) of the respondents disagreed with 40.9% agreeing. The mean = 2.69 was close to three, which corresponded to undecided. This implied that the respondents indicated that fairly, the teachers' salary/ wages were proportionate to their work effort

Regarding whether teachers' salaries/ wages were equitable with those of colleagues, cumulatively the larger percentage (58.1%) of the respondents agreed while 22.6% disagreed and 19.4% were undecided. The mean = 3.47 was close to the median score, three, which corresponded to undecided. Three being the average, this suggested that the respondents indicated that fairly, the teachers' salaries/ wages were equitable with those of colleagues. With respect to whether the

salaries/ wages of the teachers afforded them basic needs, cumulatively the larger percentage (78.5%) of the respondents disagreed with 21.5% agreeing. The mean = 2.25 close to two corresponded with disagree which indicated that the respondents disagreed. Hence, this meant that salaries/ wages of the teachers did not afford them basic needs.

As to whether payments to the teachers were related to their performance effort, cumulatively the majority percentage (70.9%) of the respondents disagreed with 29.0% agreeing. The mean = 2.46 was close to two which corresponded with disagreed. This suggested that payments to the teachers were not related to their performance effort. To establish the overall perception of how the teachers rated their salary/ wage programs, an average index of salary/ wage programs of teachers was computed for the six items measuring salary/ wage programs. The summary of the statistics on salary/ wage programs of teachers are presented in Table 4.6.

Table 4.6: Summary Statistics for Salary/ Wage Programs

	Descriptives		Statistic	Std. Error
Salary/ wage programmes	Mean		2.75	0.08
	95% Confidence Interval for Mean	Lower Bound	2.59	
		Upper Bound	2.91	
	5% Trimmed Mean		2.75	
	Median		2.80	
	Variance		0.61	
	Std. Deviation		0.78	
	Minimum		1.00	
	Maximum		4.60	
	Range		3.60	
	Interquartile Range		1.20	
	Skewness		-0.15	0.25
	Kurtosis		-0.12	0.50

The results in Table 4.6 show that the mean = 2.75 was close to the median = 2.80. Therefore, despite the negative skew (skew -0.15), the results were normally distributed. The mean and median close to three suggested that salary/ wage programs were average (moderate) because basing on the scale used, three represented undecided (average). The low standard deviation = 0.78 suggested low dispersion in the responses. The curve in Figure 4.2 indicated normality of the responses.

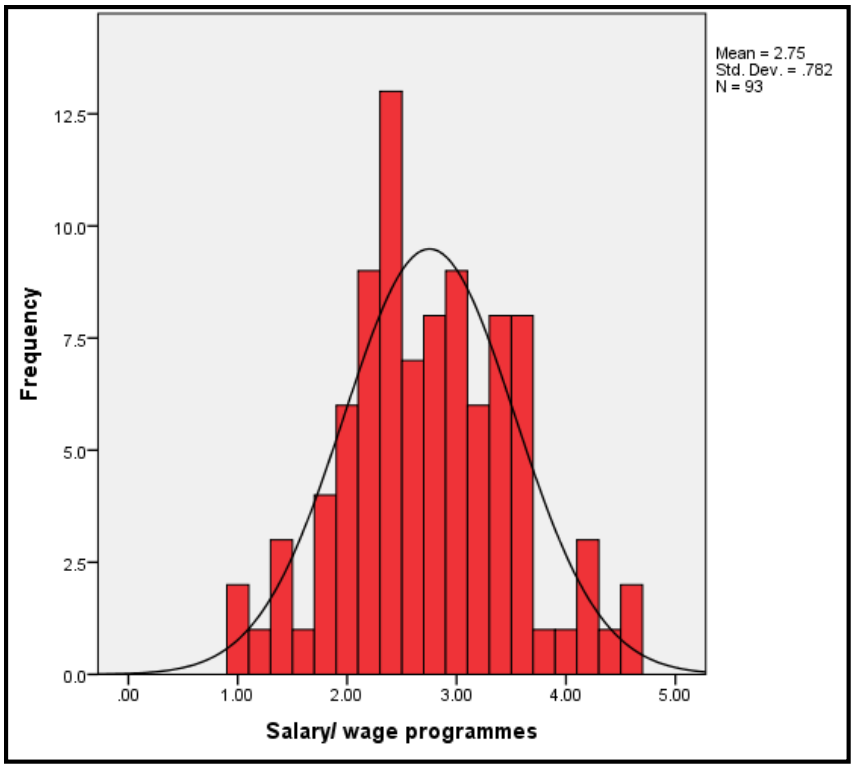

Figure 4.2: Histogram for Salary/ Wage Programs

Figure 4.2 indicate normal distribution of the responses obtained about salary/ wage programs. This suggests that the data obtained on salary/ wage programs could be subjected to linear correlation and regression and appropriate results obtained.

To obtain the views of teachers about their salary/ wage programs, the teachers in the open responses of the questionnaire were asked to comment on the adequacy/ inadequacy of salary/wages and allowances they received in their schools and whether monetary rewards lead to improved performance of teachers. Several responses were given with teachers indicating that salaries were little, largely irregular, inequitable and not proportionate to performance. For instance one respondent stated, “The salary is very low to afford me a decent life style. I have to struggle doing different things including part-timing in several schools to be able to support

myself. However, I always make effort to fulfil my duties effectively as a teacher." Another respondent stated, "This being a private school, the salaries are irregular and inequitable. The salary depends on ones negotiating capacity and how desperate the school needs the teacher. However, even this salary may take a whole term before it is paid. I continue to do the job as I look for alternative." Another teacher remarked;

> "Whereas my pay is very low, I am expected to be at school daily and teach the maximum teaching load of 24 lessons a week. Complaints against salary are not tolerated with teachers being advised to look for better opportunities elsewhere. I only continue to work because I do not have an alternative".

In the interviews with the head teachers, they were asked to comment on the sufficiency of salaries and wages to teachers in the schools, several responses were given but they all pointed to the fact that the salaries were low. For instance, one head teacher stated, "It is a general concern that the salaries for teachers are very low. The situation is worse for those teachers who have not yet been able to access the government pay roll because the school is not able to raise sufficient money to pay them a decent salary that is regular." Another head teacher stated, "I wish there was anything I could do to enhance the salaries of my teachers. They work under straining conditions because with the introduction of universal secondary school education, the school is incapable of raising sufficient funds to supplement their salaries." Another head teacher remarked, "The school tries as much as possible to pay teachers a reasonable salary within the resource envelope of the school. However, I confess that what is paid to them is insufficient."

In the interviews with BOGs and PTA chairpersons, they were asked to give their opinions on salary/ wages for teachers in the schools. Generally, they all indicated that the pay to the teachers was low to afford them basic needs. For example, one respondent stated, "The salary the

government pays to the teachers is very low yet the school makes low collections to supplement their salaries. The little money the school is able to collect is paid to the teachers the school has recruited locally who are not on government pay roll." Another interviewee said;

> "The pay to teachers is very low. Since the government decided to reduce the role of parents in the schools with the introduction of universal secondary education as it stopped PTA allowances to the teachers, it should make effort to improve the salaries of teachers. The low performance of the schools in the national examinations can be attributed to low job enthusiasm of the teachers".

Generally, the views above show that all the respondents were of the view that salaries and wages for teachers were low. These results concur with the descriptive statistical results which showed that salaries and wages of teachers were moderate.

4.5.2 Allowances

Allowances comprised the second variable of monetary rewards. Allowances were measured using seven items (see Appendix 1). The results on the same presented here under include the frequencies, percentages and means. The results were as presented in Table 4.7.

Table 4.7: Teachers responses on Allowances

Allowances	F/%	SD	D	U	A	SA	Mean
I get extra pay or prizes for exceeding performance targets	F	20	23	8	24	18	2.97
	%	21.5	24.7	8.6	25.8	19.4	
I receive regular allowances besides my salary	F	26	60	-	5	2	1.89
	%	28.0	64.5	-	5.4	2.2	
I get responsibility allowances	F	4	50	-	26	13	2.94
	%	4.3	53.8	-	28.0	14.0	
I am offered extra pay for additional tasks undertaken	F	8	66	-	14	5	2.38
	%	8.6	71.0	-	15.1	5.4	
I am paid when I do school work during holidays, weekends and after working hours	F	15	65	-	7	6	2.18
	%	16.1	69.9	-	7.5	6.5	
Allowances I receive are satisfactory	F	34	35	-	16	8	2.24
	%	36.6	37.6	-	17.2	8.6	
The school offers me accommodation benefits	F	16	50	-	21	6	2.47
	%	17.2	53.8	-	22.6	6.5	

The results in Table 4.7 regarding whether the teachers got extra pay or prizes for exceeding performance targets showed that cumulatively, the larger percentage (46.2%) of the respondents disagreed while the remaining 45.2% agreed and 8.6% were undecided. The mean = 2.97 was close to code three which on the five-point Likert scale used to measure the items corresponded to undecided. This suggested that the respondents were undecided. Therefore, the results mean that fairly, the teachers got extra pay or prizes for exceeding performance targets. With respect to whether the teachers received regular allowances besides their salaries, cumulatively the majority percentage (92.5%) of the respondents disagreed with 7.6% agreeing. The mean = 1.89 was close to two which corresponded to disagreed. This implied that the respondents indicated that they did not receive regular allowances besides their salaries.

Regarding whether the teachers were paid responsibility allowances, cumulatively the larger percentage (58.1%) of the respondents disagreed with 42.0% agreeing. The mean = 2.94 was close to the median score, three, which corresponded to undecided. Three being the average, this suggested that the respondents indicated that fairly, teachers' salaries/ wages were equitable with those of colleagues. With respect to whether the teachers were offered extra pay for additional tasks undertaken, cumulatively the larger percentage (79.6%) of the respondents disagreed with 20.5% agreeing. The mean = 2.38 close to two corresponded with disagree which indicated that the respondents disagreed. Hence, this meant that teachers were not offered extra pay for additional tasks undertaken.

As to whether the teachers were paid when they did school work during holidays, weekends and after working hours, cumulatively the majority percentage (86.0%) of the respondents disagreed with 14.0% agreeing. The mean = 2.18 was close to two which corresponded with disagreed. This meant that the teachers indicated that they were not paid when they did school work during holidays. With regard to whether the teachers received allowances that were satisfactory, cumulatively the majority percentage (74.2%) of the respondents disagreed with 25.8% agreeing. The mean = 2.24 was close to two which corresponded with disagreed. This meant that the teachers did not receive allowances that were satisfactory.

With respect to whether the schools offered teachers accommodation benefits, cumulatively the majority percentage (71.0%) of the respondents disagreed with 29.1% agreeing. The mean = 2.47 was close to two which corresponded with disagreed. This meant that the teachers did not offer teachers accommodation benefits. To find out the overall perception of how the teachers rated their

allowances, an average index of allowances was computed for the seven items measuring allowances. The summary of the statistics on allowances of teachers are presented in Table 4.8.

Table 4.8: Summary Statistics for Allowances

	Descriptive		Statistic	Std. Error
Allowances	Mean		2.44	0.06
	95% Confidence Interval for Mean	Lower Bound	2.32	
		Upper Bound	2.56	
	5% Trimmed Mean		2.44	
	Median		2.43	
	Variance		0.352	
	Std. Deviation		0.59	
	Minimum		1.00	
	Maximum		4.00	
	Range		3.00	
	Interquartile Range		0.86	
	Skewness		0.05	0.25
	Kurtosis		0.21	0.50

The results in Table 4.8 show that the mean = 2.44 was close to the median = 2.43with a positive skew (skew0.05) which indicated that the results were normally distributed. The mean and median close to two suggested allowances were low because basing on the scale used, two represented disagreed. The low standard deviation = 0.59 suggested low dispersion in the responses. The curve in Figure 4.3 indicated normality of the responses.

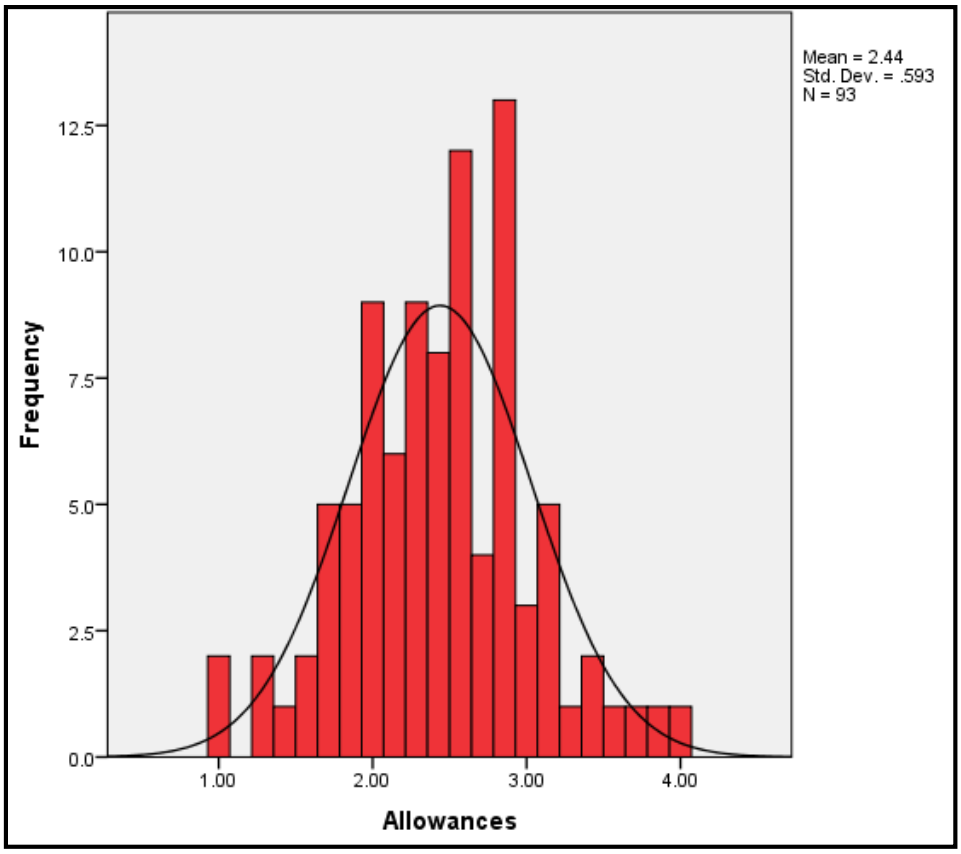

Figure 4.3: Histogram for Allowances

Figure 4.3 indicate normal distribution of the responses obtained about allowances. This suggests that the data obtained on allowances could be subjected to linear correlation and regression and appropriate results obtained.

To obtain the views of teachers about their allowances, the teachers in the open responses of the questionnaire were asked to give their opinion on the adequacy/ inadequacy of allowances they received in their schools and how they were related to their performance. Several responses were given but all the teachers pointed out that there were no allowances or poor allowances. For instance one teacher stated, “There are no allowances because the school claims it has no money due to low collections from students.” Another teachers remarked, “The allowances paid are

miserable and do not have any meaning. For instance, I am paid 10,000 = shillings per month as the allowance for being a class teacher yet the work involved is very heavy. This weakens my morale and commitment to being a class teacher." Another respondent remarked, "There are no allowances and even the incentives given for students good performance in national examinations are meagre. There is nothing motivating to make a teacher commit himself or herself to the activities of the school." Another teacher stated, "More is expected from the teacher than what he/ she is given. Responsibilities are not remunerated in this school because the administration claims that the number of students is small and pay fees poorly to afford the school the ability to pay allowances to teachers."

In the interviews with the head teachers and chairpersons BOGs and PTAs from government aided schools, it was indicated, that since the students did not pay, the schools had no sources from which to get money to provide teachers allowances. However, all the schools indicated that teachers were supported with meals and tea. However, two government aided schools and one private school indicated that some teachers were offered accommodation. However, it was reported that even some teachers refused to take the accommodation because they considered them uncomfortable. One head teacher stated that; "With USE the number of teachers increased, so they cannot be accommodated. This has reduced their presence in the school denying the students the opportunity of consulting teachers in their free time." Another head teacher stated, "The school lack hostels for students how then can it accommodate teachers." These results showed that there were no allowances for the teachers. The head teachers indicated that although they wished to pay teachers allowances for extra work as motivation, the schools lacked resources to do so. The views above

show that there were no or low allowances. These results are consistent with the descriptive statistics which revealed that allowances were low.

4.5.3 Correlation of Monetary Rewards and Job Performance of Teachers

To establish whether there was a relationship between job performance of teachers and monetary rewards, to test the hypotheses to the effect that there is a relationship between monetary rewards and job performance of teachers, the aspects of monetary rewards namely salary/ wage programmes and allowances were subjected to correlation analysis. The results were given as in Table 4.9.

Table 4.9: Correlation Matrix for Monetary Rewards and Job Performance of Teachers

	Job performance of teachers	Salary/ wage programmes	Allowances
Job performance of teachers	1		
Salary/ wage programmes	0.740** 0.000		
Allowances	0.272** 0.008	0.433** 0.000	1

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

The results in Table 4.9 suggest that both aspects of monetary rewards, namely salary/ wage programmes and allowances had a positive significant relationship with job performance of teachers ($p < 0.05$). Therefore, at the preliminary level, salary/ wage programmes ($r = 0.740$, $p = 0.000 < 0.05$) and allowances ($r = 0.272$, $p = 0.008$) were related to job performance of teachers.

Therefore, with both monetary reward aspects relating to job performance of teachers, there is a significant positive relationship between monetary rewards and job performance of teachers. However, salary/ wage programmes had the most positive significant relationship with job performance of teachers followed by allowances respectively.

4.5.4 Regression Model for Monetary Rewards and Job Performance of Teachers

At the confirmatory level, to establish whether monetary rewards namely salary/ wage programmes and allowances influenced job performance of teachers, a regression analysis was carried out. The results were as in Table 4.10.

Table 4.10: Regression Model for Monetary Rewards and Job Performance of Teachers

Monetary Rewards	Standardised Coefficients Beta (β)	Significance (p)
Salary/ wage programmes	0.766	0.000
Allowances	-0.060	0.449
R = 0.550 Adjusted R^2 = 0.540 F = 55.040, p = 0.000		

a. Dependent Variable: Job Performance of Teachers

The results in Table 4.10 show that, monetary rewards namely; salary/ wage programmes and allowances explained 54.0% of the variation in job performance of teachers (adjusted $R^2 = 0.540$).

This means that 46.0% of the variation was accounted for by other factors not considered in this model. Only, monetary reward, namely; salary/ wage programmes ($\beta = 0.766$, $p = 0.000$) had a positive and significant influence on job performance of teachers, however, allowances ($\beta = -0.060$, $p = 0.449$) had a negative and insignificant influence on job performance of teachers. This means that salary/ wage programmes were the only monetary rewards that had a positive significant influence on job performance of teachers but allowances did not.

4.6 Findings on the Relationship between Non-Monetary Rewards and Job Performance of Teachers

In this section, the second objective of the study was looked at starting with description of the aspects of non-monetary rewards namely flexible work time, training, pleasant work environment and promotion (compare conceptual framework Figure 1.1). Items measuring the various variables were scaled using the five-point Likert scale where, 1 = Strongly Disagree 2 = Disagree 3 = Undecided, 4 = Agree 5 = Strongly Agree. For each of the four aspects of the non-monetary rewards, descriptive statistics that include frequencies, percentages, means and summary results are presented. Thereafter, for both aspects of non-monetary rewards combined bivariate tests of their significance as correlates of the dependent variable are made, ending with the testing of the hypotheses using multiple regression modelling. The results are presented item by item basing on the order of the self-administered questionnaire survey as presented in the instrument (Appendix 1).

4.6.1 Flexible Work Time

Flexible work time comprised the first variable of non-monetary rewards. Flexible work time was measured using six items (see Appendix 1). The results on the same presented here under include the frequencies, percentages and means. The results were as presented in Table 4.11.

Table 4.11: Teachers responses on Flexible Work Time

Flexible work time	**F/%**	**SD**	**D**	U	**A**	**SA**	**Mean**
My timetable allows me freedom to attend to and manage personal activities, responsibilities, commitments and appointments	F %	5 5.4	25 26.9		36 38.7	27 29.0	3.59
The time table has been structured to suit my preferences/choice	F %	9 9.7	25 26.9	14 15.1	35 37.6	10 10.8	3.13
My time table allows me time for relaxation, exercise, study, family and domestic responsibilities and social activities	F %	10 10.8	25 26.9	14 15.1	34 36.6	10 10.8	3.10
When with a genuine excuse, administration allows me to absent from work	F %	5 5.4	3 3.2	11 11.8	56 60.2	18 19.4	3.85
Whenever it is necessary, I have the opportunity to work at convenient time	F %	9 9.7	12 12.9	13 14.0	42 45.2	17 18.3	3.49
I am entitled to annual leave	F %	5 5.4	21 22.6	7 7.5	41 44.1	19 20.4	3.52

The results in Table 4.11 regarding whether the teachers timetables allowed them freedom to attend to and manage personal activities, responsibilities, commitments and appointments showed that cumulatively, the majority percentage (67.7%) of the respondents agreed while the remaining 32.3% disagreed. The mean = 3.59 was close to code four which on the five-point Likert scale used to measure the items corresponded to agreed. This suggested that the respondents agreed.

Therefore, the results mean that teachers' timetables allowed them freedom to attend to and manage personal activities, responsibilities. With respect to whether the time tables had were structured to suit teachers' preferences/choice, cumulatively the larger percentage (48.4%) of the respondents agreed with 36.6% disagreeing. The mean = 3.13 was close to three, which corresponded to undecided. This implied that the respondents were undecided, thus, indicated that fairly, time tables had were structured to suit teachers' preferences/ choice.

Regarding whether time table allowed teachers time for relaxation, exercise, study, family and domestic responsibilities and social activities, cumulatively the larger percentage (47.4%) of the respondents agreed while 37.7% disagreed and 15.1% were undecided. The mean = 3.10 was close to the median score, three, which corresponded to undecided. Three being the average, this suggested that the respondents indicated that the teachers fairly time table allowed teachers time for relaxation, exercise, study, family and domestic responsibilities and social activities. With respect to whether the teachers had genuine excuses, administration allowed them to be absent from work, cumulatively the majority percentage (79.6%) of the respondents agreed while 8.6% disagreed and 11.8% were undecided. The mean = 3.85 close to four which corresponded to agreed indicated the respondents agreed. This suggested that when the teachers had genuine excuses, administration allowed them to be absent from work.

As to whether whenever it was necessary, the teachers had the opportunity to work at convenient time, cumulatively the larger percentage (63.5%) of the respondents agreed while 22.6% disagreed and 14.0% undecided. The mean = 3.49 was close to the median score, three, which corresponded to undecided. This suggested that the fairly, whenever it was necessary, the teachers had the

opportunity to work at convenient time. Concerning whether the teachers were entitled to study leave, cumulatively the majority percentage (64.5%) of the respondents agreed while 28.0% disagreed and 7.5% were undecided. The mean = 3.52 close to four corresponded to agreed. This suggested that the teachers indicated that they were entitled to annual leave. To find out the general picture by which teachers rated their flexible work time, an average index of flexible work time was computed for the six items measuring flexible work time. The summary of the statistics on flexible work time are presented in Table 4.12.

Table 4.12: Summary Statistics for Flexible Work Time

	Descriptives		Statistic	Std. Error
Flexible work time	Mean		3.45	0.09
	95% Confidence Interval for Mean	Lower Bound	3.26	
		Upper Bound	3.63	
	5% Trimmed Mean		3.47	
	Median		3.67	
	Variance		0.82	
	Std. Deviation		0.91	
	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile Range		1.42	
	Skewness		-0.56	0.25
	Kurtosis		-0.47	0.50

The results in Table 4.12 show that the mean = 3.45 was almost close to the median = 3.67. Therefore, despite the negative skew (skew -0.56), the results were normally distributed. The mean and median close to three suggested that flexible work time was average (moderate) because basing on the scale used, three represented undecided (average). The low standard deviation = 0.91

suggested low dispersion in the responses. The curve in Figure 4.4 indicated normality of the responses.

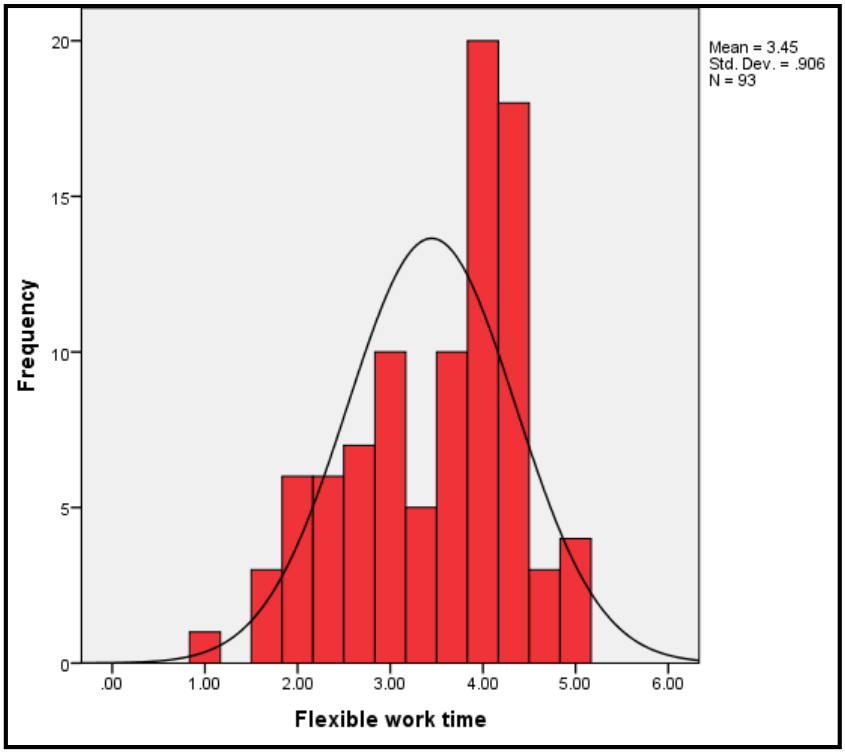

Figure 4.4: Histogram for Flexible Work Time

Figure 4.4 indicate normal distribution of the responses obtained about flexible work time. This suggests that the data obtained on flexible work time could be subjected to linear correlation and regression and appropriate results obtained.

To obtain the views of teachers about their flexible work time, the questionnaire in the survey on the same asked the respondents to give their assessment on flexible work time in their schools they worked in and how flexible work time was related to performance of teachers. One teacher stated, "Flexitime work time is provided for provided one forwards the time when he/ she needs to be left free to the timetable teacher before the time table is made. However, one suggested that time must

conveniently fit in the timetable. This helps one to perform effectively as he or she has to use the time allocated effectively." Another respondent stated, "We female teachers are entitled to maternity leave, this helps one to attend to the new born and regain perfect life which makes working easy." Another teacher remarked, "Time table arrangements allow the teachers flexitime, however, this is an informal arrangement that is not openly communicated as a school policy. This makes one effective as he/ she programmes one's self to attend to personal matters without interfering with the school programmes." Another respondent remarked, "I am a part-timer in this school, so the school time table is made when having that in mind that I can continue to serve effectively."

In the interviews with the head teachers, they all agreed that somehow the time table is prepared having it in mind that teachers need flexible work time. For instance, one head teacher;

> "This is a day school and most teachers stay far away from the school, so a time table cannot be made in a way that a teacher comes to school for one lesson because it is not cost effective in terms of transport. This allows teachers to have some time when they are off the school. It also enhances their efficiency because on those days when they are at school, they survive without having to leave to attend to other issues except in cases of emergency".

Another head teacher stated, "I have a number of teachers who are part-timers. The time table thus has to be made putting their needs in consideration. Otherwise they might not be able to fit in the table. Allowing them flexible work environment enhances their job performance." Another respondent stated, "This is a government school so they are expected to be at school all the time. However, in making the timetable it is kept in mind that teachers cannot be at school every day and so they are allowed flexible work time. Indeed I have found out that flexible work time make teachers more productive as they ensure that they are available when they are expected at school."

Overall, the views above suggest that teachers were allowed flexible work time in the schools. This finding is some close to the results of the descriptive statistics which revealed that moderately, teachers were allowed flexible work time.

4.6.2 Training

Training comprised the second variable of non-monetary rewards. Training was measured using five items (see Appendix 1). The results on the same presented here under include the frequencies, percentages and means. The results were as presented in Table 4.13.

Table 4.13: Teachers responses on Training

Training	F/%	SD	D	A	SA	Mean
In this school, I receive regular training in the different aspects of my job	F	17	44	27	5	2.56
	%	18.3	47.3	29.0	5.4	
My training needs in this school are identified through a formal performance appraisal mechanism	F	29	40	21	3	2.24
	%	31.2	43.0	22.6	3.2	
The training programmes available for me in this school are relevant to the changing needs of my job	F	18	38	27	10	2.71
	%	19.4	40.9	29.0	10.8	
In this school, I have been encouraged to participate in seminars and workshops	F	17	50	14	12	2.51
	%	18.3	53.8	15.1	12.9	
The mentoring I have received in this school has been vital to my job performance	F	12	16	58	7	3.34
	%	12.9	17.2	62.4	7.5	

The results in Table 4.13 regarding whether the teachers received regular training in the different aspects of their jobs showed that cumulatively, the majority percentage (65.6%) of the respondents disagreed and 34.4% agreed. The mean = 2.56 was to a lesser extent close to code three which on the five-point Likert scale used to measure the items corresponded to undecided. This suggested that the respondents were to a lesser extent undecided. Therefore, the results meant that to a lesser extent the schools received regular training in the different aspects of their jobs. With respect to whether the teachers training needs in the school were identified through a formal performance appraisal mechanism, cumulatively the majority percentage (74.2%) of the respondents disagreed with 25.8% agreeing. The mean = 2.24 was close to two which corresponded to disagreed. This implied that the respondents indicated that teachers training needs in the school were not identified through a formal performance appraisal mechanism.

Regarding whether the training programmes available for teachers in the schools were relevant to the changing needs of their job, cumulatively the larger percentage (60.3%) of the respondents disagreed with 37.9% agreeing. The mean = 2.71 was close to the median score, three, which corresponded to undecided. Three being the average, this suggested that the respondents indicated that fairly, training programmes available for teachers in the schools were relevant to the changing needs of their job.

With respect to whether in the schools teachers were encouraged to participate in seminars and workshops, cumulatively the majority percentage (72.1%) of the respondents disagreed with 28.0% disagreeing. The mean = 2.51 was to a lesser extent close to code three which corresponded to undecided. This suggested that the respondents were to a lesser extent undecided. Therefore, the

results meant that to a lesser extent in the schools teachers were encouraged to participate in seminars and workshops.

As to whether the mentoring of teachers received in the schools were vital to their job performance, cumulatively the majority percentage (69.9%) of the respondents agreed with 30.1% disagreeing. The mean = 3.34 was close to three which corresponded to undecided. This meant that the teachers indicated that fairly, the mentoring they received in the schools was vital to their job performance. To establish the general rating of training by the teachers, an average index of training was computed for the five items measuring training. The summary of the statistics on training are presented in Table 4.14.

Table 4.14: Summary Statistics for Training

Descriptives			Statistic	Std. Error
Training	Mean		2.67	0.09
	95% Confidence	Lower Bound	2.48	
	Interval for Mean	Upper Bound	2.86	
	5% Trimmed Mean		2.66	
	Median		2.40	
	Variance		0.82	
	Std. Deviation		0.91	
	Minimum		1.00	
	Maximum		4.80	
	Range		3.80	
	Interquartile Range		1.30	
	Skewness		0.19	0.25
	Kurtosis		-0.54	0.50

The results in Table 4.14 show that the mean = 2.67 was close to the median = 2.40with a positive skew (skew0.05) which indicated that the results were normally distributed. The mean and median close to three suggested training opportunities were fair because basing on the scale used, three represented undecided (average/ fair). The low standard deviation = 0.91 suggested low dispersion in the responses. The curve in Figure 4.5 indicated normality of the responses.

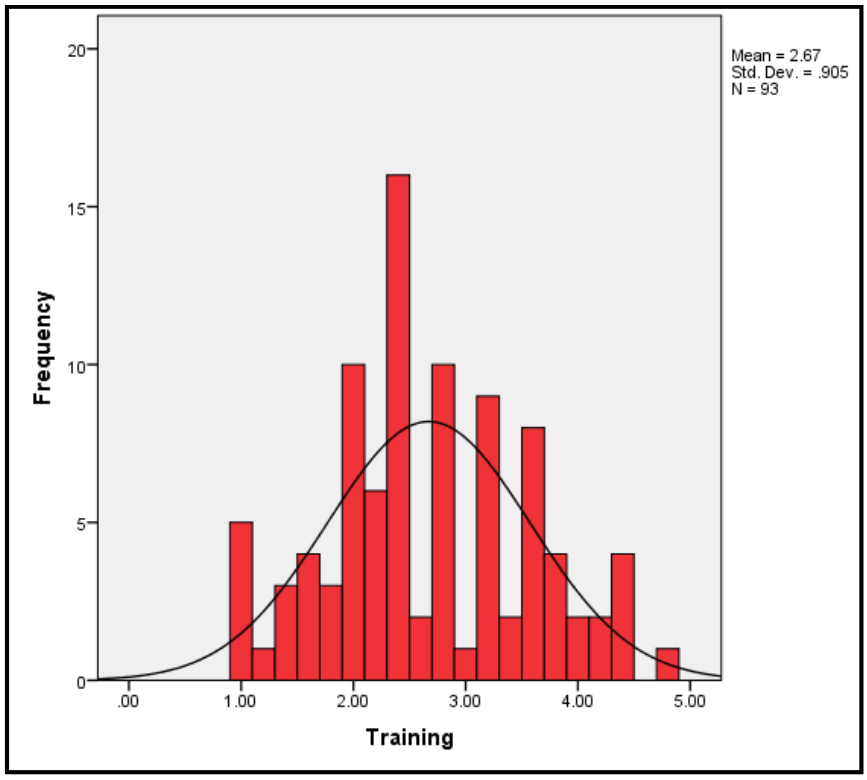

Figure 4.5: Histogram for Training

Figure 4.5 indicate normal distribution of the responses obtained about training. This suggests that the data obtained on training could be subjected to linear correlation and regression and appropriate results obtained.

To obtain the views of teachers about training provided in the schools, the teachers were asked to give their opinion on training provided to the teachers by the school in which they worked and the

training related to performance of teachers in those. Several responses were given, however, they largely indicated existence of very limited training opportunities for the teachers in the schools. For instance, one respondent stated, “The school does not have training opportunities except if an individual chooses to go for further studies on his / her own. For example, I am now pursuing a distance degree on a holiday programme, however, this has nothing to do with the school.” While another teacher remarked that; “Training enhances performance because after attaining a degree through distance education done during holidays, it enhanced my confidence and capacity because I now handle “A” level classes which could not be allocated to me before.”

During the interviews, the head teachers, also indicated that schools did not have training programmes like workshops, seminars, scholars, on job and off job training programmes. However, generally indicated that they encouraged teachers to go for further studies especially for those who undertook holiday studies because there was no provision by the Ministry of Education for study leave. One head teacher stated that; “I have allowed some teachers to undertake further studies as they continue to teach their normal classroom load but are offered a flexible time – table and excused supervision of co-curricular activities. However, this same head teacher further indicated that, “some of the teachers were not trustable because when allowed the opportunity, after the studies they look for better opportunities in bigger schools.” He also indicated that, “they just concentrate on their studies at the expense of the students.” This implies that further studies negatively affected job performance of the teachers as they got destructed and above all, it was not a guarantee that teachers will keep in the schools. Nevertheless, all the head teachers pointed out that for science teachers there was the annual Secondary Science and Mathematics Teachers (SESEMAT) project in annual workshops organised by the Ministry of Education, Science,

Technology and Sports. Nonetheless, overall, the schools have no organised training for the teachers. This finding is consistent with the results of descriptive statistics which suggested that there were low training opportunities for teachers.

4.6.3 Pleasant Work Environment

Pleasant work environment comprised the third variable of non-monetary rewards. Pleasant work environment was measured using seven items (see Appendix 1). The results on the same presented here under include the frequencies, percentages and means. The results were as presented in Table 4.15.

Table 4.15: Teachers responses on Pleasant Work Environment

Pleasant Work Environment	F/%	SD	D	A	SA	Mean
My safety is guaranteed in this school	F	16	26	38	13	3.06
	%	17.1	28.0	40.9	14.0	
I work without fear of threat of transfer or sacking	F	5	48	24	16	2.98
	%	5.4	51.6	25.8	17.2	
This school is a pleasant place to work in		4	42	35	12	3.10
		4.3	45.2	37.6	12.9	
The facilities for teaching and welfare in this school are good	F	9	28	44	12	3.24
	%	9.7	30.1	47.3	12.9	
My school tries hard to educate its teachers to become better professionals	F	6	28	43	16	3.38
	%	6.5	30.1	46.2	17.2	
My school tries hard to help its teachers to be the best they can professionally	F	10	17	50	16	3.48
	%	10.8	18.3	53.8	17.2	
In this school, everyone is encouraged to express his or her creativity	F	5	21	49	18	3.58
	%	5.4	22.6	52.7	19.4	

The results in Table 4.15 in the first row on whether the safety of teachers was guaranteed in the schools, cumulatively the larger percentage (54.9%) agreed with 45.1% disagreeing. The mean = 3.06 suggested that the respondents were undecided. With results close to three, suggested that there was fair guarantee of safety of teachers in the schools. With respect to whether the teachers worked without fear of threat of transfer or sacking, cumulatively the larger percentage (57.0%) disagreed with 43.0% agreeing. The mean = 2.98 suggested that the respondents were undecided. These results meant that the teachers indicated that fairly, they worked without fear of threat of transfer or sacking.

As to whether the schools were pleasant places to work in, cumulatively the larger percentage (50.5%) of the respondents agreed with 49.5% disagreeing. The mean = 3.10 implied that the respondents were undecided. Therefore, the respondents indicated that fairly, the schools were pleasant places to work in. With regard to whether facilities for teaching and welfare in this school were good, cumulatively the larger percentage (60.2%) agreed with 39.8% disagreeing. The mean = 3.24 suggested that the respondents were undecided. With results close to three, the results suggested that facilities for teaching and welfare in the schools were fair.

With respect to whether the schools tried hard to educate its teachers to become better professionals, cumulatively the majority percentage (63.4%) agreed with 36.6% disagreeing. The mean = 3.38 suggested that the respondents were undecided. With results close to three, it was suggested that fairly, the schools tried hard to educate its teachers to become better professionals. Regarding whether the schools tried hard to help their teachers to be the best they could to be professionally, cumulatively the majority percentage (71.0%) agreed with 19.1% disagreeing. The

mean = 3.48 indicated that the respondents were undecided. Therefore, the results above suggested that fairly, schools tried hard to help their teachers to be the best they could professionally.

As to whether in the schools teachers were encouraged to express their creativity, cumulatively the majority percentage (72.1%) agreed with 28.0% disagreeing. The mean = 3.58 implied that the respondents agreed. The results above meant that in the schools teachers were encouraged to express their creativity. To find out how the teachers rated how pleasant work environment was in the schools, an average index of pleasant work environment was computed for the seven items measuring pleasant work environment. The summary of the statistics on pleasant work environment are presented in Table 4.16.

Table 4.16: Summary Statistics for Pleasant Work Environment

	Descriptives		Statistic	Std. Error
Pleasant work environment	Mean		3.26	0.08
	95% Confidence Interval for Mean	Lower Bound	3.09	
		Upper Bound	3.43	
	5% Trimmed Mean		3.29	
	Median		3.43	
	Variance		0.67	
	Std. Deviation		0.82	
	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile Range		1.14	
	Skewness		-0.45	0.25
	Kurtosis		-0.19	0.50

The results in Table 4.16 show that the mean = 3.26 was close to the median = 2.43. Despite the skew (skew -0.45) the results were thus normally distributed. The mean and median close to three suggested the pleasantness of work environment was fair because basing on the scale used, three represented undecided (average/ fair). The low standard deviation = 0.82 suggested low dispersion in the responses. The curve in Figure 4.6 indicated normality of the responses.

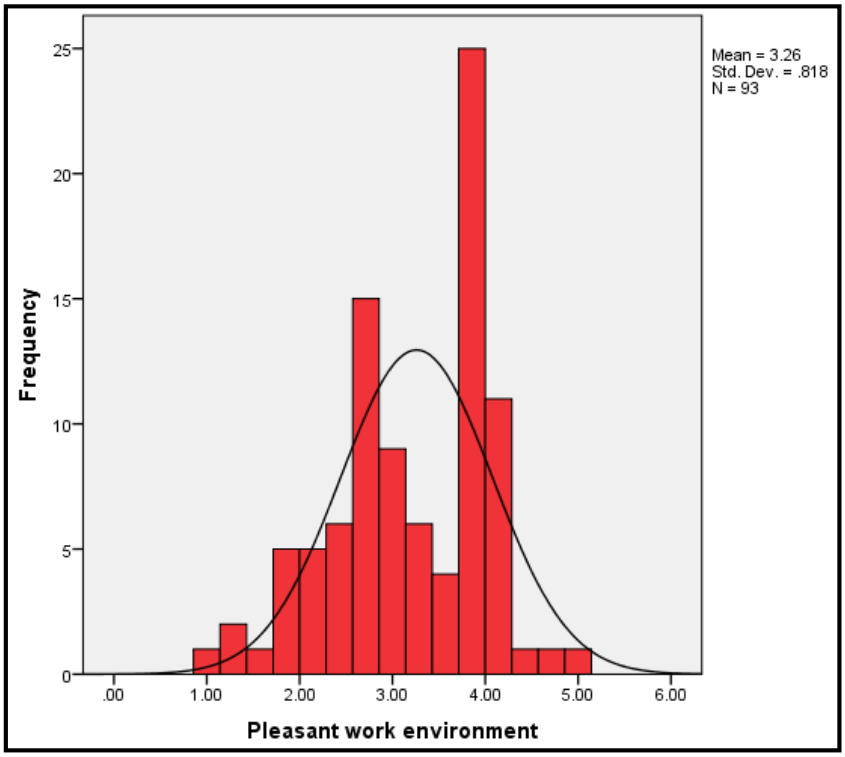

Figure 4.6: Histogram for Pleasant Work Environment

Figure 4.6 indicate normal distribution of the responses obtained about pleasant work environment. This suggests that the data obtained on pleasant work environment could be subjected to linear correlation and regression and appropriate results obtained.

To obtain the views of the teachers' consideration of how pleasant the work environment was in the schools, the teachers were asked to describe how pleasant was the work environment of the schools they worked in and how it promoted performance of teachers. In their responses the teachers gave varied responses. For instance, one teacher stated, "The school is largely safe because the administration makes effort to maintain high discipline amongst students." Regarding job security, those teachers in government schools indicated that they were guaranteed of their jobs because by the nature of their occupations as civil servants they were assured of their jobs and retirement benefits.

However, the above views were not reflected in the responses of the teachers in private schools. Whether with a contract or not, the teachers indicated that the security of their jobs depended on the whims of the owners or directors of the school. Generally, the teachers had no job security in the private schools because they indicated that to a large extent they abandoned the jobs because of poor pay or after getting the opportunity to be recruited by government. With respect to the quality of the physical working environment, the teachers pointed out that in the schools the physical working conditions were fair enabling performance. The teachers indicated that this included good classroom environment, nice compounds and staff rooms. However, the teachers revealed that there was need for improvement because most of them indicated that they lacked accommodation in the schools. The schools lacked enough houses and did not cater for the rent although for some teachers rent was just subsidised.

In the interviews with the head teachers, a number of views were given about the pleasantness of the school working environments. For instance, one head teacher stated, "I ensure that school rules

and regulations are effectively implemented as a measure for protection of teachers from students. In case of a criminal matter by students against teachers, the police are involved". With respect to job security, head teachers in the government aided secondary schools reiterated the view of the teachers. They indicated that the jobs for those employed by government were guaranteed, even if the teachers had a problem in one school, they could easily transfer to other schools. However, the head teachers in the private schools indicated that whereas they wished for teachers' stability of tenure, due to lack of sufficient funds it was not possible. However, all the head teachers indicated that they made effort to provide pleasant work environment and were unanimous that provision of enough facilities made teaching easy. The facilities pointed out included chalk, stationary, laboratory equipments and practical materials, charts and maps, textbooks and pamphlets, computers and printers. Overall, the views above suggest that fairly, in the schools there was effort to provide pleasant working environment. This finding was consistent with the descriptive statistics which showed the work environment in the schools was fair.

4.6.4 Promotion of Teachers

Promotion of teachers comprised the fourth variable of non-monetary rewards. Promotion of teachers was measured using five items (see Appendix 1). The results on the same presented here under include the frequencies, percentages and means. The results were as presented in Table 4.17.

Table 4.17: Teachers responses on Promotion

Promotion of Teachers	F/%	SD	D	U	A	SA	Mean
I have a clear understanding of the promotion requirements of my job in this school	F %	24 25.8	28 30.1	- -	27 29.0	14 15.1	2.77
Administration of this school has communicated the promotion policy to me very clearly	F %	27 29.0	32 34.4	- -	23 24.7	11 11.8	2.56
There is an opportunity for me to get promoted in this school soon	F %	15 16.1	34 36.6	16 17.2	20 21.5	8 8.6	2.70
Promotion in this school is based on merit	F %	23 24.7	22 23.7	17 18.3	21 22.6	10 10.8	2.71
The promotional opportunities available to me in this school are satisfying	F %	9 9.7	43 46.2	12 12.9	26 28.0	3 3.2	2.69

The results in Table 4.17 in the first row on whether the teachers had clear understanding of the promotion requirements of their job in the schools, cumulatively the larger percentage (55.9%) disagreed with 44.1% agreeing. The mean 2.77 suggested that the respondents were undecided. With results close to three, suggested that teachers had a fair understanding of the promotion requirements of their job in the schools. With respect to whether administration of the schools had communicated the promotion policy to the teachers very clearly, cumulatively the larger percentage (63.4%) disagreed with 36.5% agreeing. The mean = 2.56 suggested that the respondents to a lesser extent were undecided. These results meant that to a lesser extent the administration of the schools had communicated the promotion policy to the teachers very clearly.

As to whether there was an opportunity for the teachers to get promoted in the schools, cumulatively the larger percentage (52.7%) of the respondents disagreed while 30.1% agreed and

17.2% were undecided. The mean = 2.70 implied that the respondents were undecided. Therefore, the respondents indicated that there was fair opportunity for the teachers to get promoted in the schools. With regard to whether promotions in the schools were based on merit, cumulatively the larger percentage (60.2%) disagreed with 39.8% agreeing. The mean = 2.71 suggested that the respondents were undecided. With results close to three, the results suggested that promotions in the schools were fairly based on merit.

With respect to whether the promotional opportunities available to teachers in the school were satisfying, cumulatively the majority percentage (55.9%) disagreed while 31.2% agreed and 12.9% were undecided. The mean = 2.69 suggested that to a lesser extent the respondents were undecided. With results close to three, it was suggested that fairly, the promotional opportunities available to teachers in the school were satisfying. To establish how the teachers considered promotional opportunities in the schools, an average index of promotion of teachers was computed for the five items measuring promotion of teachers. The summary of the statistics on promotion of teachers are presented in Table 4.18.

Table 4.18: Summary Statistics for Promotion of Teachers

	Descriptives		Statistic	Std. Error
Promotion of teachers	Mean		2.69	0.11
	95% Confidence Interval for Mean	Lower Bound	2.47	
		Upper Bound	2.90	
	5% Trimmed Mean		2.68	
	Median		2.40	
	Variance		1.05	
	Std. Deviation		1.02	
	Minimum		1.00	
	Maximum		4.80	
	Range		3.80	
	Interquartile Range		1.40	
	Skewness		0.27	0.25
	Kurtosis		-1.04	0.50

The results in Table 4.18 show that the mean = 2.69 was almost close to the median = 2.40 with a positive skew (skew 0.27) indicating that the results were normally distributed. The mean and median close to two suggested that promotion of teachers were low because basing on the scale used, two represented disagreed. Despite the high standard deviation = 1.02 with the mean and median almost close, the results indicated normal distribution of the data. The curve in Figure 4.7 indicated normality of the responses.

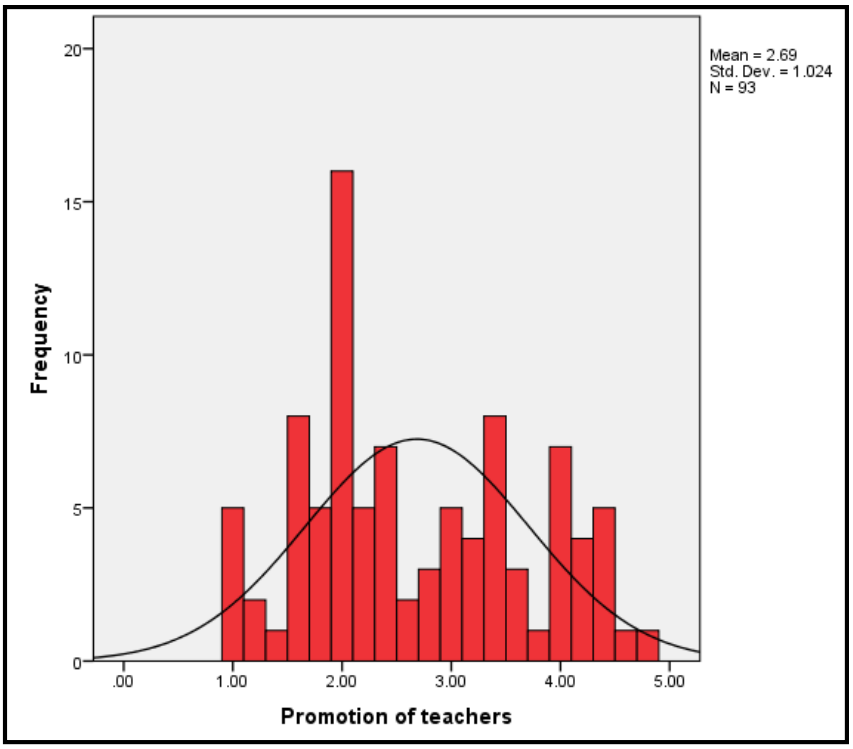

Figure 4.7: Histogram for Promotion of Teachers

Figure 4.7 indicate normal distribution of the responses obtained about pleasant work environment. This suggests that the data obtained on promotion of teachers could be subjected to linear correlation and regression and appropriate results obtained.

To obtain the teachers' views on promotion in the schools, the teachers were asked to comment on the promotion policy of the schools they worked in and whether the promotion policy of the school promoted performance of teachers. In their responses, the teachers pointed out that there were promotions in the teaching career both locally (internally) within the school and by the Ministry of Education and Sports. However, most of the teachers indicted that local promotions under the Universal Education School system did not mean anything because little or no allowances accrued

to them since the schools lacked funds. The teachers in private schools also indicated that there were promotions but did not make value.

On the other hand, the teachers in government secondary schools expressed appreciation for the promotions from Ministry of Education and Sports. However, the teachers indicated that the way of getting promoted was irregular. It was pointed out that officially one needed to continue filling appraisal forms year after year until positions of deputyship or headship were advertised. It was also pointed out that the requirement for becoming a deputy head teacher was to be in acting position with an appointment for a period of more than two years. For headship, one also needed to be in a position of a deputy head teacher for more than two years. However, it was indicated that those conditions were not a guarantee because of corruption in the system. Accordingly, some teachers became head teachers or deputy head teachers even when they had never been heads of departments or class teachers.

During the interviews with the head teachers, it was also pointed out that two forms of promotions existed for the teachers. Internal promotions within the school systems and promotions made by the Ministry of Education and Sports to school headship or deputyship. One head teacher said, "Internal promotions are routine and any capable teacher can be promoted to one position or the other." Positions of internal promotions identified included acting deputy if the position is available, director of studies, heads of departments, heads of subjects, class teachers, students and teachers' welfare, deans, hostel masters and mistress and election to various committees among others. On whether the promotions enhanced performance of teachers, several varied responses were given. For instance one head teacher stated, "For young teachers, internal promotions

motivate them, however, as they grow in experience job performance goes on reducing when they fail to make a breakthrough of further career growth." Another head teacher said, "Internal promotions are motivating when there are allowances associated with them but with USE, schools have no money to offer to teachers and so they do not respect promotions." However, all the head teachers indicated that promotions by the Ministry of Education and Sports were motivating except that the positions were few and so most of the teachers lacked the chance of getting promoted. Overall, the views above show that there were promotional opportunities for teachers however, their attainment was not equitable. This finding was consistent with the descriptive results which suggested promotional for teachers were fair.

4.6.5 Correlation of Non-Monetary Rewards and Job Performance of Teachers

To establish whether there was a relationship between job performance of teachers and non-monetary rewards, to test the hypothesis to the effect that there is a relationship between non-monetary rewards and job performance of teachers, the aspects of non-monetary rewards namely flexible work time, training, pleasant work environment and promotion were subjected to correlation analysis. The results were given as in Table 4.19.

Table 4.19: Correlation Matrix for Non-Monetary Rewards and Job Performance of Teachers

	Job performance of teachers	Flexible work time	Training	Pleasant work environment	Promotion of teachers
Job performance of teachers	1				
Flexible work time	0.753** 0.000				
Training	0.171 0.101	0.288** 0.005	1		
Pleasant work environment	0.745** 0.000	0.843** 0.000	0.328** 0.001	1	
Promotion of teachers	0.228* 0.028	0.412** 0.000	0.521** 0.000	0.411** 0.000	1

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

The results in Table 4.19 suggest that of the four aspects of non-monetary rewards, three aspects namely flexible work time, pleasant work environment and promotion had a positive relations with job performance of teachers ($p < 0.05$) except training. Therefore, at the preliminary level, flexible work time ($r = 0.753$, $p = 0.000 < 0.05$), pleasant work environment ($r = 0.745$, $p = 0.000 < 0.05$) and promotion of teachers ($r = 0.228$, $p = 0.000 < 0.05$) related to job performance of teachers but training ($r = 0.171$, $p = 0.10 > 0.05$) did not. Therefore, there is a significant positive relationship between flexible work time, pleasant work environment and promotion with job performance of teachers. However, flexible work time had the most positive significant relationship with job performance of teachers followed by pleasant work environment and promotion respectively.

4.6.6 Regression Model for Non-Monetary Rewards and Job Performance of Teachers

At the confirmatory level, to establish whether non-monetary rewards namely flexible work time, training, pleasant work environment and promotion influenced job performance of teachers, a regression analysis was carried out. The results were as in Table 4.20.

Table 4.20: Regression Model for Non-Monetary Rewards and Job Performance of Teachers

Non-Monetary Rewards	Standardised Coefficients Beta (β)	Significance (p)
Flexible work time	0.458	0.000
Training	-0.040	0.610
Pleasant work environment	0.419	0.001
Promotion of teachers	-0.112	0.169
R= 0.624 Adjusted R^2 = 0.607 F = 36.572, p = 0.000		

Dependent Variable: Job Performance of Teachers

The results in Table 4.20 show that, Non-monetary rewards namely; flexible work time, training, pleasant work environment and promotion explained 60.7% of the variation in job performance of teachers (adjusted R^2 = 0.607). This means that 39.3% of the variation was accounted for by other factors not considered in this model. However, two non-monetary rewards, namely; flexible work time (β = 0.458, p = 0.000) and pleasant work environment (β = 0.419, p = 0.001) had a positive and significant influence on job performance of teachers, however, training (β = -0.040, p = 0.610) and promotion (β = -0.112, p = 0.169) had a negative and insignificant influence on job

performance of teachers. This means that only non-monetary rewards; flexible work time and pleasant work environment had a positive significant influence on job performance although flexible work time was more significant than pleasant work environment.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATION OF FINDINGS

5.1 Introduction

This chapter presents the discussion of the findings, conclusions and recommendations of the study on rewards, namely; monetary and non-monetary in relation to job performance of teachers.

5.2 Discussion of the study findings

5.2.1 Job Performance of Teachers

This section discusses findings on job performance of the teachers. The results revealed that job performance of the teachers was fair (average). This suggests that job performance of the teachers was low. Therefore, this finding is consistent with the context of the study, the ground on which this study was based that teachers' performance was unsatisfactory with teachers consistently reporting late for duty, some teachers hardly appearing at schools and not making adequate preparations for lessons (Kanyerezi, 2010). In the schools, there was low teacher turn up for classes, late reporting and failure to execute all their professional duties like making schemes of work, lesson plans and performing weekly duty by many teachers. Many teachers did not perform their jobs as required (Ataike, 2014). Only 68.3% of the teachers made schemes of work, 11.8% made lesson plans, absenteeism rate of teachers was at 38.1%, missing of lessons was at 77.2% and punctuality of teachers at 59.7% (Inspectorate of Education Luwero District Local Government, 2015). With the findings of the study consistent with contextual evidence, this means that performance of the teachers in the town council was low.

5.2.2 Rewards and Job Performance of Teachers

5.2.2.1 Monetary rewards and job performance of teachers

Monetary rewards were conceptualised as referring to salary/ wage programmes and allowances. The findings of the study showed that whereas salary/ wage programmes had a positive significant influence on performance of teachers, allowances did not. The findings to the effect that salary/ wage programmes have a positive significant influence on performance of teachers is consistent with a number of previous scholars. For instance, Alam et al. (2012) revealed that monetary reward had a positive significant effect on employee outcomes such as performance. Hameed et al. (2014) indicated that salary had a positive significant impact on employee performance. Ibrar and Khan (2015) revealed that there was positive significant relationship between rewards (extrinsic) and employees' job performance. Most of the organisations implement reward system to increase the job performance and job satisfaction. Mehta (2014) revealed that monetary rewards had an impact on employee performance.

Similarly, Odunlami and Asabi (2014) revealed that compensation was a significant determinant of employee performance. Olubusayo et al. (2014) Onu, Akinlabi and Fakunmoju (2013) revealed that there existed a strong positive and significant relationship between remuneration with job performance. Saani (2013) indicated that compensation had a positive significant effect on work performance. Subroto (2013) indicated that teachers' salaries not only influenced their performance but also the quality of education. Wekesa and Nyaroo (2013) suggested that compensation had an effect on performance of teachers in public secondary school. With the findings that salary/ wage programmes influenced job performance of previous consistent with the findings of previous scholars, this means that the hypothesis of the study was appropriate. The

information further makes the theory on which this study was based consistent with the findings i.e. Expectancy theory which suggests that an individual puts in more effort when he or she is rewarded leading to improved performance where the outcome is positive.

On the other hand, the findings to the effect that allowances did not have a significant and positive influence on job of performance is to large extent inconsistent with the findings of previous scholars. For instance, Hameed et al. (2014) indicated that indirect rewards such as purchase of pay, health insurance, paid holiday and other benefits such as wide range purchases discount had a positive significant impact on employee performance. Olubusayo et al. (2014) showed that a strong relationship existed between incentive packages and employees' job performance. Onu et al. (2013) revealed that there existed a strong positive and significant relationship between incentives and remuneration with job performance. Park and Sturman (2016) revealed that merit pay, bonuses and long term incentives had a significant positive effect on employee job performance. Wasiu and Adebajo (2014) revealed that there is a significant relationship between employee's performance and employee job allowances. However, the findings were consistent with Njanja et al. (2013) who showed that cash bonus had no effect on employee performance. Neverthless, the findings of the study were to a large extent inconsistent with the findings of previous scholars, this means that in the context of Ugandan secondary schools and Bombo Town Council in particular, allowances did not have a positive and significant influence on job performance of the teachers possibly because allowances were virtually non-existent.

5.2.2.2 Non-Monetary rewards and performance of teachers

Non-monetary rewards were conceptualised as referring to flexible work time, pleasant work environment, training and promotion. However, the findings revealed that flexible work time and pleasant work environment had a positive and significant influence on job performance of teachers while training and promotion had a negative and insignificant influence on job performance of teachers. The findings to the effect that flexible work time had a positive and significant influence on job performance of teachers concurs with a number of previous scholars. For instance, Downes and Koekemoer (2011) explored challenges and benefits associated with implementing flexitime with employees from the research field, an international auditing and consulting organisation in Johannesburg, South Africa, as units of analysis. Interview results revealed that flexi-time led to increased productivity because employees were able to manage responsibilities in their personal lives, to control their work, suffered reduced anxiety and stress, concentrated, became loyal, motivated and committed to the organisation. Solanki (2013) revealed a significant positive relationship between flexitime and work productivity. Wolf and Beblo (2004) indicated that firms using work time arrangements allowing moderate flexibility turned out to be more efficient than establishments with fixed time schedules. With the findings of the study consistent with previous scholars, this means that flexible work time was related to performance of teachers.

With respect to the findings that training had a negative and insignificant influence on job performance of teachers; it was inconsistent with the findings of previous scholars. For example, Alipour et al. (2009) revealed that on job training strongly positively affected creativity, achieving organizational objectives and improves work quality. Jagero et al. (2012) indicated that there was a strong relationship between on-the-job training and employee performance Marin-Diaz et al. (2014) indicated that work-related development activities were associated significantly with higher

productivity (a 1% increase in training was associated with an increase in value added of about 0.6% per hour). In addition, in Canada it was established that employee development had a positive effect on productivity in 12 out of 14 manufacturing companies examined. Evidence from British companies revealed that development programmes enhanced workers' productivity with employees who received training being significantly better prepared to do their work more efficiently, with a greater sense of responsibility, creativity, job satisfaction, and personal motivation. Evidence from companies in France and Sweden showed that firms obtained the largest part of the returns from their investments in employee development programmes through productivity increase.With the findings of the study incosistent with the findings of previous scholars, this means that in the context of secondary schools in Uganda and Bombo town concil in particular, training did not influnce job performance of teachers. However, this was because there was very limited training for teachers in secondary schools.

With regard to the findings that a pleasant work environment had a positive and significant influence on job performance of teachers; it resonated with the findings of previous scholars. For instance, Asigele (2012) revealed that the working environment in terms of availability of facilities and working equipment had a significant effect on the performance of employees. Chandan (2010) agreed that good working conditions are highly desirable because they lead to greater physical comfort. People put in a high premium on a clean and orderly work-station and factors such as heating, air conditioning, humidity, lighting, noise level and desirable work schedules contribute to higher level of satisfaction hence job performance. However, the conditions presented here are from the context of developed countries. Malik et al. (2011) reported that work environment influenced employee performance. The work environment had an impact on an individual's ability

to work safely, competently and in compliance with operational performance targets. NaikandPradhan (2010) revealed that working conditions are part of non-monetary rewards that make people increase their productivity. The conditions under which the workers perform their duty have a great bearing on their general health, efficiency and productivity. With the findings of the study in agreement with previous scholars, this means that a pleasant work environment had a positive and significant influence on job performance of teachers.

On the other hand, the findings to the effect that promotion had a negative and insignificant influence on job performance of teachers disagrees with the findings of most previous scholars. For instance, Amit (2011) revealed that taking up special assignments aided employee performance. Osibanjo et al. (2014) showed that skills career development in terms of promotion positively influenced organisational growth. Muogbo (2013) showed that there existed a positive significant relationship between employee motivation in terms of promotion and organisational performance. Ramli and Jusoh (2015) revealed that factors influencing productivity were extrinsic including promotion. With the findings of the study disagreeing with the findings of previous scholars, this means that in the context of Uganda and Bombo Town Council in particular, the promotion of teachers did not influence performance of teachers. However, this was because the teachers indicated that promotion in the schools was almost non-existent.

5.3 Conclusion of the study findings

The study reached the following conclusions guided by the findings and discussions of the study;

1. Salary/ wage programmes were the most probable monetary rewards necessary to enhance the job performance of teachers. This is when teachers are paid a regular monthly basic salaries/ wages that are proportionate to work effort and equitable with those of colleagues.
2. Flexible work time and pleasant work environment were pre-requisite non-monetary rewards crucial for job performance of teachers. This is when timetables give teachers freedom of when to work and attend to non-school matters, and when teachers safety in terms of physical safety and job security are guaranteed and teachers are encouraged to express their creativity.

5.4 Recommendations of the study findings

On the basis of the conclusions made from the findings and discussions of this study, the following recommendations were made;

1. The government of Uganda and directors of private schools should provide satisfying salary/ wage programmes. These should be regular salaries/ wages that are proportionate to work effort and equitable with those of colleagues.
2. Schools administration should implement flexible work time and provide pleasant work environments. The timetables should give teachers freedom of when to work and attend to non-school matters, physical safety, job security and teachers should be encouraged to express their creativity.

5.5 Implications of the study findings

The findings of this study have practical significance to the government of Uganda, directors of private schools and stakeholders in the management of schools such as school administrators and chairpersons of BOGs and PTA. In particular, the findings showed that salaries/ wage

programmes, flexible work time and pleasant work environment have a positive significant influence on job performance of teachers. Therefore, the government of Uganda, directors of private schools and stakeholders should attempt to provide salaries/ wage programmes, flexible work time and pleasant work environment to teachers to enhance performance.

5.6 Limitations of the study findings and Suggestions of areas for Further Research

This study makes significant contributions as far as suggesting steps for enhancing performance of teachers. However, limitations emerged in this study with steps previously confirmed by previous scholars, namely; allowances, training and promotion as necessary for enhancing performance of teachers proving negative and insignificant. Therefore, future researchers should further investigate on allowances, training and promotion in relation to performance of teachers in secondary schools in Uganda, Bombo town council in perticular.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR TEACHERS

Uganda Management Institute

P. O. Box 20131

Kampala

Dear Respondent

I am currently undertaking research on the topic "rewards and job performance of teachers in secondary schools in Uganda: The Case of Bombo Town Council, Luwero District." The information sought is required only for academic purposes. Participation is entirely out of your volition and necessary for the success of this work. I request you to respond with truthfulness and honesty for the success of the research. Information provided will be treated with maximum confidentiality.

Sincerely

.....

Jackline Kemigyereko

SECTION A: Background Characteristics

Tick in the appropriate place provided

1. My Sex

Male	Female
1	2

2. My age group

20-29 years	30-39 years	40-49 years	50 years and above
1	2	3	4

3. My highest level of education attained

Diploma	Bachelor's Degree	Master Degree
1	2	3

4. I have worked in this school

Less than 5 years	5 - 10 years	11 years and above
1	2	3

5. The responsibility I hold in this school

Subject Teacher	Class teacher	Head of Department	Senior administrator

Section B: Job Performance of Teachers (DV)

This section presents items on job performance of teachers. You are kindly requested to indicate the extent to which you carry out your job in the school you work in using the scale where, 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree**.**

B	**Job Performance Teachers**	**SD**	**D**	**U**	**A**	**SA**
		1	**2**	**3**	**4**	**5**
B1.1	I prepare schemes of work					
B1.2	I carry out effective lesson planning					
B1.3	I effectively communicate to my students					
B1.4	I effectively teach my lessons					
B1.5	I ensure that the goals of the schools are accomplished					
B1.6	I am positive as I carry out the work assigned to me					
B1.7	I will fully perform activities of the school					

B1.8	I am committed to my work					
B1.9	I evaluate students' activities					
B1.10	I provide feedback to students after evaluation					
B1.11	I am confident about my work					
B1.12	I am always punctual					
B1.13	I put in more effort					
B1.14	I all the time involve myself in providing guidance and counselling to my students.					
B1.15	I offer full cooperation in all activities of the school					
B1.16	I carry out research for better teaching					

In a few words, comment on how you perform your job in this school satisfactorily.

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Section C: Rewards (IV)

This section presents items on rewards and is divided into two sections, namely: monetary and non-monetary rewards. You are kindly requested to indicate the extent to which the different rewards are offered in the school you work using the scale where, 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree**.**

C1	**Monetary Rewards**	**SD**	**D**	**U**	**A**	**SA**
C1.1	**Salary/ wage programmes**	**1**	**2**	**3**	**4**	**5**
C1.1.1	I am paid a regular monthly basic salary/ wage					
C1.1.2	My salary/ wages are proportionate to my work effort					
C1.1.3	My salary/ wages are equitable with those of colleagues					
C1.1.4	My salary/ wages afford me basic needs					

C1.1.5	Payments to me are related to my performance effort					

In brief, comment on the adequacy/ inadequacy of salary/ you receive in this school. How do salaries and wages affect your performance in this school?

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C1.2	**Allowances**	**1**	**2**	**3**	**4**	**5**
C1.2.1	I get extra pay or prizes for exceeding performance targets					
C1.2.2	I receive regular allowances besides my salary					
C1.2.3	I get responsibility allowances					
C1.2.4	I am offered extra pay for additional tasks undertaken					
C1.2.5	I am paid when I do school work during holidays, weekends and after working hours					
C1.2.6	Allowances I receive are satisfactory					
C1.2.7	The school offers me accommodation benefits					

In summary, what is your opinion on the adequacy/ inadequacy of allowances you receive in this school? How do allowances relate to your performance in this school?

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C2	**Non-Monetary Rewards**	**SD**	**D**	**U**	**A**	**SA**
C2.1	**Flexible work time**	**1**	**2**	**3**	**4**	**5**
C2.1.1	My timetable allows me freedom to attend to and manage personal activities, responsibilities, commitments and appointments					

C2.1.2	The time table has been structured to suit my preferences/choice.					
C2.1.3	My time table allows me time for relaxation, exercise, study, family and domestic responsibilities and social activities					
C2.1.4	When with a genuine excuse, administration allows me to absent from work					
C2.1.5	Whenever it is necessary, I have the opportunity to work at convenient time.					
C2.1.6	I am entitled to annual leave					

Precisely, what is your assessment on flexible work time in the school you work in? How does flexible work time relate to performance of teachers in this school?

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C2.2	**Training**	**SD**	**D**	**U**	**A**	**SA**
		1	**2**	**3**	**4**	**5**
C2.2 .1	In this school, I receive regular training in the different aspects of my job					
C2.2.2	My training needs in this school are identified through a formal performance appraisal mechanism					
C2.2 .3	The training programmes available for me in this school are relevant to the changing needs of my job					
C2.2.4	In this school, I have been encouraged to participate in seminars and workshops					
C2.2.5	The mentoring I have received in this school has been vital to my job performance					

Briefly, what is your view on training provided to the teachers by the school in which you work? How does training relate to performance of teachers in this school?

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C2.3	**Pleasant work environment**	**SD**	**D**	**U**	**A**	**SA**
		1	**2**	**3**	**4**	**5**
C2.3 .1	My safety is guaranteed in this school					
C2.3.2	I work without fear of threat of transfer or sacking					
C2.3 .3	This school is a pleasant place to work in					
C2.3.4	The facilities for teaching and welfare in this school are good					
C2.3.5	My school tries hard to educate its teachers to become better professionals.					
C2.3 .6	My school tries hard to help its teachers to do the best they can professionally.					
C2.3.7	In this school, everyone is encouraged to express his or her creativity					

In summary, describe how pleasant is the work environment of the school you work in? How does the work environment of the school promote performance of teachers?

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C2.5	**Promotion**	**1**	**2**	**3**	**4**	**5**
C2.5.1	I have a clear understanding of the promotion requirements of my job in this school					
C2.5.2	Administration of this school has communicated the promotion policy to me very clearly					
C2.5.3	There is an opportunity for me to get promoted in this school soon					
C2.5.4	Promotion in this school is based on merit					

C2.5.5	The promotional opportunities available to me in this school are satisfying					

Precisely, comment on the promotion policy of the school you work in? How does the promotion policy of the school promote performance of teachers?

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APPENDIX II: INTERVIEW GUIDE FOR HEAD TEACHERS

1. Assess the effectiveness of teachers' performance in this school?
2. What is your comment on the sufficiency of salaries and wages offered to teachers in this school?
3. Comment on the allowances offered to teachers in this school.
4. How has work been arranged to ensure that teachers' timetables allows free time to attend to their private issues.
5. How are teachers provided training in this school?
6. Comment on the work pleasantness of the work environment provided by this school to the teachers.
7. What is the effectiveness of the promotion opportunities available for teachers in this school?
8. In your view, do rewards lead to improved performance?

APPENDIX III: INTERVIEW GUIDE FOR BOGs AND PTA CHAIRPERSONS

1. Give your opinion on salary/wages for teachers in this school.
2. Assess your satisfaction with the allowances the school offers to teachers
3. What is your opinion about the non-monetary recognition this school provides to teachers?
4. Comment on the training opportunities you provide to the teachers in this school.
5. What is your assessment of job performance by teachers in this school?

APPENDIX IV: INTERVIEW GUIDE FOR STUDENT'S LEADERS

1. What is your opinion on the teachers' preparation of notes and exercises in this school?
2. How effective are teachers in the delivery of lessons in this school?
3. Comment on the assessment of students work by teachers in this school
4. What is your opinion on teachers' provision of feedback after assessing students in this school?
5. How do teachers participate in co-curricular activities management in this school?
6. How is the provision of Guidance and counselling by teachers to students in this school?
7. How effective are teachers during weekly duty?

APPENDIX V: VALIDITY TEST RESULTS

Validity Results for Job Performance of Teachers

Judges	Relevant	Irrelevant	
Judge 1	14	2	
Judge 2	12	4	
			16

CVI = 14+12= 26 ÷2 = 13

13 ÷ 16 = 0.81

Validity Results for Monetary Rewards

Judges	Relevant	Irrelevant	
Judge 1	9	3	
Judge 2	10	2	
			12

CVI = 9+ 10 = 19 ÷ 2 = 9.5

9.5 ÷ 12 = 0.79

Validity Results for Non-Monetary Rewards

Judges	Relevant	Irrelevant	
Judge 1	19	4	
Judge 2	20	3	
			23

CVI = 19 + 20 = 39÷2 = 19.5

19.5 ÷ 23 = 0.84

APPENDIX VI: RELIABILITY TEST RESULTS

Reliability Statistics for Job Performance of Teachers		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.903	0.905	16

Summary Item Statistics for Job Performance of Teachers			
	Mean	Variance	N of Items
Item Means	3.377	0.100	16
Item Variances	1.562	0.083	16
Inter-Item Covariances	0.575	0.163	16
Inter-Item Correlations	0.374	.064	16

Reliability Statistics for Monetary rewards		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.719	0.713	12

Summary Item Statistics for Monetary rewards			
	Mean	Variance	N of Items
Item Means	3.660	0.088	12
Item Variances	1.162	0.191	12
Inter-Item Covariances	0.219	0.077	12
Inter-Item Correlations	0.184	0.042	12

Non-monetary rewards Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.900	0.898	23

Non-monetary rewards Summary Item Statistics			
	Mean	Variance	N of Items
Item Means	3.056	0.185	23
Item Variances	1.597	0.074	23
Inter-Item Covariances	0.449	0.120	23
Inter-Item Correlations	0.278	0.044	23

APPENDIX VII: TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N	*S*	*N*	*s*	*N*	*s*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	102	1800	317
45	40	290	105	1900	320
50	44	300	109	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	198	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note: *N* = population size
S = sample size

Krejcie, Robert V., Morgan, Daryle W., "determining sample size for research activities", educational and psychological measurement, 1970

APPENDIX VIII: LETTER OF CONSENT

UGANDA MANAGEMENT INSTITUTE

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11 September 2017

TO WHOM IT MAY CONCERN

INTRODUCTORY LETTER FOR MS. JACKLINE KEMIGYEREKO

Ms. Jackline Kemigyeremo Registration Number **16/MMSPAM/39/159** is a Student of Masters in Management Studies, specializing in Public Administration and Management at Uganda Management Institute.

In partial fulfillment of the requirements for award of the Masters, she is conducting a research study titled ***"Rewards and Job Performance of Teachers in Secondary Schools in Uganda": The Case of Bombo Town Council, Luwero District"***

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

Dr Sylivester Kugonza
DEAN, SCHOOL CIVIL SERVICE PUBLIC ADMINISTRATION AND GOVERNANCE