



**REWARDS AND PERFORMANCE OF PRIMARY SCHOOL TEACHERS IN
UGANDA;**

**A CASE OF SELECTED GOVERNMENT PRIMARY SCHOOLS
IN BARDEGE DIVISION, GULU MUNICIPALITY.**

BY

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OCTOBER, 2017

DECLARATION

I Kilama Wilfred Acayo declare that this piece of work is my original work and that it has never been presented anywhere before. Unless out of error of omission, all sources used and quoted have been dully recognized using the appropriate citation and presented in the reference section.

Sign.....Date.....

APPROVAL

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DEDICATION

I dedicate this piece of work to the memory of my beloved Mother, Tereza Acayo (RIP) whose contributions and guidance made me who I am today.

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ABBREVIATIONS AND ACRONYMS

| | |
|---------------|-----------------------------------|
| MOES: | Ministry of Education and Sports |
| MOPSU: | Ministry of Public Service Uganda |
| PTA: | Parent Teachers' Association |
| SMC: | School Management Committee |
| UNATU: | Uganda National Teachers' Union |
| UPE: | Universal Primary Education |

ABSTRACT

Guided by the process theories of motivation, the researcher sought to establish the relationship between rewards and performance of teachers in government primary schools in Bardege Division, Gulu Municipality. The three objectives were to find the relationship between: (i) non-monetary rewards (ii) monetary rewards (iii) Teachers' perception of rewards and the performance of teachers. Rewards were taken as the independent variable while teachers' performance was the dependent variable.

The review of literature on rewards as the independent variable and performance of teachers as the dependent variable was done and presented according to the stated objectives. From the empirical studies presented in the literature review most studies agree with the findings and conclusion of this study that, there is a significant relationship between rewards (both non-monetary and monetary) and teachers' Performance.

The target population included the following categories: Teachers, Head teachers, Chairpersons of Schools Management Committees, Chairpersons Parents Teachers' Associations, Municipal Inspector of Schools and the Coordinating Center Tutors. By use of descriptive correlation case study design employing both qualitative and quantitative research approaches, Data was collected from 52 respondents across the different categories using questionnaires, interviews and observation as the tools for data collection.

Both quantitative and qualitative data were collected, analyzed, presented, interpreted and triangulated to derive meanings and draw relevant conclusions. Graphs and tables were used to present the data. Descriptive statistics, namely percentages, mean and standard deviations were used to present the quantitative data. With the help of Statistical Package for Social Sciences (SPSS version 16) the correlation and regression analysis were performed to establish the relationship between the variables and the predictive effects of rewards on performance. Test of hypotheses showed significant positive relationships between (i) non-monetary (ii) monetary rewards (iii) teachers' perception of rewards and the performance of teachers in these schools.

Through the regression models it was found that 43.9%, 57.7% and 36.5% of changes in teacher's performance may be explained in terms of non-monetary rewards, monetary rewards and the perception teachers have about the rewards respectively. Using the findings the researcher came up with a number of recommendations on the use of both non-monetary and monetary rewards for improving teachers' performance in schools. These recommendations apply to Ministry of education and sports, Head teachers, Parents and School Management Committee

CHAPTER ONE

INTRODUCTION

1.1 Introduction

According to Mauro (2016) pupils can acquire quality learning outcomes only when they are taught by motivated teachers who are able to effectively and efficiently perform their teaching roles. The motivation for quality performance by employees is dependent on how well they are rewarded (Sharp, 2017). In schools teachers, like other employees, perform effectively and efficiently in the teaching-learning process when they are sufficiently rewarded for their inputs in achieving the school objectives (Niwamanya, 2016).

Accordingly, this study examined the relationship between rewards (non-monetary and monetary) and performance of teachers in selected government primary schools in Bardege Division Gulu Municipality. Rewards (promotions, training, salary and allowances) were taken as the independent variable while teachers' performance (lesson preparation, time management, and assessments of learning) was the dependent variable.

In the sections that follows; the background of the study, the problem statement, purpose of the study, objectives of the study, research questions, research hypotheses, conceptual framework, significance of the study, justification of the study and operational definitions are clearly brought out.

1.2 Background of the Study

Rewards that organizations provide will influence employee's behaviours and attitudes towards their job if it satisfies their needs and help them to reach their personal goals (Ong &The, 2012). In schools, teachers will perform optimally if they are satisfactorily rewarded (Gohari et al 2013; Adil & Fatima, 2013; Yamoah, 2013). Unsatisfactory rewards causes' low motivation

and poor performance at work among teachers (Mensah, 2012; Adedeji & Olaniyan 2011; Bennell & Ntagaramba 2008).

When schools integrate teachers' needs and expectations into their reward systems teachers will be motivated to work (Wasiu & Adebajo, 2014). However in Uganda and most parts of the world, teachers are not well motivated to perform (Justine, 2011; Lumu, 2010; Mukisa et al, 2009; Nyakundi, 2012).

Teachers' job performance draws out great concerns in every society (Shaikh et al, 2012). That is so because good teacher performance is a prerequisite for the achievement of education goals and learning achievements of pupils in the schools. In Uganda a number of reports and empirical studies have faulted teachers in government primary schools implementing Universal Primary Education (UPE) Programmes for poor job performance (World Bank 2003; MISD, 2009; John Paul II Justice and Peace Centre, 2014; Mazaki, 2014 McGuirk, 2013; NEMACY Uganda, 2012; UWEZO, 2010; Byamugisha & Ogawa, 2009, Oluca & Okurut, 2008).

1.2.1 Historical Background.

The need to motivate people to manipulate their behaviours can be traced to the times of; Socrates, Plato and Aristotle in ancient Greek (Pakdel, 2013). However, it was not until the first half of the 19th century when psychologists and other scholars embarked on serious research to understand the drivers of employees' motivation (Agejev et al, 2005). Early explanations of motivation had focused on instincts as the drivers of human motivation. However, Psychologist writing in the 19th century suggested that human beings were programmed to behave/perform in certain ways, depending upon the behavioural cues or rewards to which they were exposed (Encyclopedia for business, 2nd edition). This laid the foundation for using rewards as a means of improving performance of employees in workplaces.

In Africa the interest to research on the use of rewards to influence employee's performance gained prominence in the 1970's (Pratheepkanth, 2011). Prominent among these researchers were; Oloko (1977), Kayode (1973), Egwuridi (1981), Nwachukwu (1994), Ajila (1997). Most of these studies were outside Uganda.

In Uganda however, the motivation to conduct research to establish the link between rewards, motivation and teacher performance gained prominence with the introduction of UPE in 1997. This was prompted by the growing concerns about decline in the quality of primary education in the UPE schools. Kirunda (2004) investigated performance-based rewards and the performance of teachers in Kampala district. Namutebi (2006) researched on the effects of reward management practices on teachers' job commitment in Wakiso District. Mwesigwa (2009) studied the impact of training on employee's work performance behaviour-a case study of government aided secondary schools in Ibanda district. Nairuba (2011) investigated motivational practices and teachers' performance of private secondary school teachers in Jinja. Other key studies included Aacha (2005), Njenga (2012) and McKinney (2000).

Most of these studies have revealed that the poor performance by teachers was a result of poor motivation arising from poor rewards for teachers. Unfortunately, none of these studies was conducted in northern Uganda where the problem of poor teacher performance seems to be greatest. This has prompted the researcher to conduct a study in northern Uganda particularly Gulu Municipality to fill the knowledge gap.

1.2.2 Theoretical Background

This study was informed by two process theories of motivation. The "Expectancy theory" by Vroom (1964) and the "Equity theory" by Stacy (1965).

1.2.2.1 The Expectancy Theory

The theory posits that, employees like teachers get motivated in their work if they believe that expending their effort will make them get what they desire in the form of a reward. In schools these rewards may include: salary increments, allowances, break tea, promotions training and others. The theory states that individuals have different sets of goals and will be motivated if they believe that: There is a positive correlation between efforts and performance and, that favourable performance will result in a desirable reward. The reward will satisfy an important need.

In a school teachers develop expectations regarding performance-related outcomes. They tend to prefer certain outcomes over others. They then think about what they have to do to be rewarded, and how much the rewards mean to them, before they do the job (Aswathappa, 2005). The implication of the theory to the motivation of teachers is that, job satisfaction that results in high motivation is a function of the perceived relationship between an individual's effort and the outcomes associated to it (Vroom, 1964).

This theory fitted in this study because teachers are rational beings who form expectations and work towards full filling them. The theory also helped to have a clear understanding of why teachers may choose different behavioral alternatives such as moonlighting, absenteeism and refusing to assess learning despite the rewards that schools give them. This knowledge shall help to design rewards that meet the expectations and needs of teachers.

1.2.2.2 Equity theory by Adam Starchy (1963)

The "equity theory" by Adam (1963) on the other hand posits that employees compare their rewards for efforts expended with those of others in similar work situations. If in the comparison the rewards for equivalent effort expended are viewed as equal and appropriate, then the first person feels the treatment is fair and is motivated. However, a discrepancy in rewards for similar effort would result in de-motivation and loss of morale to work.

This theory fitted this study given the constant complains about unfair rewards in terms of salaries that teachers get compared to other civil servants. The unfair pay for teachers has been constantly raised by, Uganda National Teachers Union (UNATU) while demanding for pay rise from government. These demands also show that the salary they get does not tally with what they expect. In Uganda teacher's salary is too low to meet their daily needs (Mulunda, 2008). Further justification for using process theories is that, teachers are motivated by the content and process of their work than by the extra monetary compensation (Johnson, 1984).

1.2.3 Conceptual Background

This section gives the literal, situational and scholarly conceptualizations of the independent and the dependent variables explored together with other concepts which moderates the two.

1.2.3.1 The Concept of Rewards

According to (Otonde, 2014) most organizations try to boost employees' willingness to work harder by incorporating various rewards into their compensation systems. Rewards can be defined as "extrinsic forms of reinforcements such as money, prizes, desirable activities or outcomes, praise, or recognition" (Byron & Khazanchi, 2012). Tibenda (2012) defined reward as a recompense for good working behaviour. Zingheim & Schuster (2000) look at it as the thing that increases the frequency of an employee's action. Crowther et al (1995) look at it as, a thing that is given or received in return for doing something good or for working hard. These definitions point to the fact that reward impacts on actions and is given in return for action performed or in anticipation of desired actions.

In this study it refers to tangible or intangible things given to a teacher in exchange for services rendered to pupils, with the aim to induce more productivity and commitment to work. This can take monetary and non-monetary forms. The following constitute rewards that may be available

for teachers; training opportunities, promotions, recognition and appreciations, salaries, allowances, retirement benefits, study leave with pay, free accommodation, free lunch etc. In this study rewards shall refer to training, promotions salaries and allowances.

1.2.3.2 Concept of Teachers' job performance

Performance may be conceptualized from the economic perspective or the behavioural perspective. From a purely economic perspective performance is synonymous with, efficiency, economy or returns on investment (Summermatter & Siegel, 2009). This study shall adopt the behavioural approach of defining performance since the school in the real sense is not a profit making entity.

From the behavioral perspective, Armstrong (2003) defined performance as the behavioural aspects that define the way organizations and individuals get work done. It is a function of motivation, ability, knowledge and skills. Motowidlo, Borman & schmint (1997) summarises it as the overall expected value from an employee's behaviour carried out over the course of a set period of time. This study defined teachers' performance as the accomplishment of measurable set of activities in relation to the job descriptions of the teacher. This means behaviors that cannot be measured shall not be regarded as constituting job performance

Bowman & Motowidlo (1993) opined that performance is best conceptualized by breaking it down to task performance and contextual performance. Task performance refers to behaviours that relate to the organizational rewards systems and aids in the production of goods and services or the attainment of the organisation's core functions while contextual performance on the other hand refers to behaviour or efforts of the employees that are not directly related to their core functions in the organisation (Jankingthong & Rurkkhum 2012)

This study is concerned with the task performance of teachers which is key in meeting the educational goals of the learners and the national development goals. Otonde (2014) looked at

task Performance as the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed. In this study, teachers' job performance refers to those behaviours of teachers which are deemed relevant in facilitating pupils learning in school. These behaviors include; making lesson plans, drawing schemes of work, preparing teaching aids, teaching, giving assignments to pupils, marking pupils' books in order to assess , managing time which are the core duties of a teacher in a formal school system.

Performance can be good or poor. Poor performance involves late arrivals at work place, leaving early, lack of commitment, absenteeism, too much complaints, and unwillingness to accept the delegated duties and having no control over emotions hence, strikes (Cole, 1998). Specific to teachers, good performance in the job involves; preparing schemes of work, lesson plan, and teaching aids; marking pupils' test, homework and other assignments; keeping records of work and progressive assessments results for the learners, managing time by following schedules on the time table.

Performance is actually a function of motivation, skills, experience, effort and knowledge. A highly skilled and knowledgeable person may fail to perform if the motivation is low. Farazmand (2007) opined that performance is higher in those organizations where employees are adequately motivated. Studies on teacher's performance reveal a positive relationship between motivation and teachers' job performance (Muatafa & Othman, 2010).

1.2.3.3 Concept of Employee Motivation

With the right level of motivation, employees shall work with zeal, initiative, interest, and enthusiasm, and satisfaction, sense of responsibility, loyalty, discipline and pride to achieve the goals of an organisation (Mamoria & Gankar,2005). Despite a clear understanding of what motivation can do in an organization, a clear conceptualization of it is not easy.

Jakolya (2006) perceived it as incentives that induce individuals to perform. Looking at motivation from this lens, it becomes clear that motivation of employees can be manipulated by varying the external factors in the work place. These factors are the rewards that organisations offer. Kamunjeru et al (2014) referred to motivation as the psychological process that causes direction and persistence of an action that is goal oriented. These psychological processes may be self-generated or externally induced. The self-generated motivation is referred to as intrinsic motivation while the externally generated motivation is the extrinsic motivation. Both extrinsic and intrinsic motivation impacts on task performance of teachers. The focus of this study is on the externally induced/extrinsic motivation which is associated with the reward that teachers receive. Extrinsic motivation has to do with rewards/incentives. Incentives are external to a person and are provided by the management in order to encourage workers to perform tasks (Hacket, 1998).

This study shall define teachers' motivation as; the teachers' willingness to ethically carry out the teaching task in compliance with professional requirements without being forced to do so. This willingness to perform the task in schools is affected by many school based factors among them the rewards that the school gives the teachers as well the perceptions about the rewards as held by teachers. Evidence of high work motivation in schools presents in; time keeping, regular marking, lesson preparations, regular attendance which are measures of teacher's performance for the case of these studies (Mulunda, 2008). When staff is highly motivated their performance is always good.

1.2.3.4 Concept of Perception.

According to Hunsucker & Dilamarter (2004) Employees' motivation to perform is moderated by their perception of fairness or discrepancy between personal contributions and rewards they

receive relative to others. Perception is critical in determining employees' contribution to an organisation. Summarizing the central role of perceptions in our life Billah (2016) concluded "Perception is more important than reality, people respond to their perceptions rather than reality". Employees in an employment relationship expect fair treatment from their superiors or employers they will respond negatively where they feel they are being treated unfairly

In human resource literatures, two aspects of employee perception predominates; the perception of fairness or equity and perception of adequately in the value of the rewards. Perceived fairness of employees rewards or the lack thereof is the root cause of why employees leave the organisation or withhold efforts in contributing to the achievement of organisational goals resulting in poor work performance (Ceplenski, 2013). It is therefore important that managers take the issues of employees' perceptions seriously when planning and executing rewards systems

Perceived value of the rewards is another important aspect of perception. A reward item is of value when it can satisfy the needs of an employee. Rewards which do not help the employee meet his or her basic needs are not valuable and may not motivate the employee to perform well. The value of a reward is realised if what the employee expect is what he/she really get. A discrepancy between the expected rewards and the available rewards may be a great source in de-motivating employee hence resulting in poor performance.

1.2.4 Contextual Background

Teacher's performance in terms of attendance, preparation and assessment of learning is generally poor in Uganda and worst in the northern part. A number of school teachers could not correctly state learning objectives in their lesson plan and nor could they adhere to time table

((Byamugisha & Ogawa, 2009). Teachers' absenteeism is high (World Bank. 2003; MISD, 2009; World Bank & ADB, 2015). World Bank African Economic Research Consortium and African Development Bank (2015) report of 2015 still shows that among the East African countries Uganda recorded the highest rate of teacher's absences from school at 23.8% and absences from class at 52.5%.

Table 1: Teacher Absenteeism in East Africa

Source: World Bank African Economic Research Consortium and African Development Bank

| Absenteeism | Kenya | Tanzania | Uganda |
|---------------------|--------------|-----------------|---------------|
| Absence from school | 15.5% | 23% | 23.8% |
| Absence from class | 42.2% | 53% | 52.5% |

(2015).

In Gulu and northern Uganda in general does not fare so well in terms of quality and performance (ODI, 2009). There is; high rate of late coming, absenteeism, dodging lessons, failure to assess pupils learning, and teaching without lesson plans or schemes of work. (Gulu Municipal Council's Schools Inspection Report, 2012). According to the Ministry of Education and Sports (2009) teachers in Gulu and other districts in the north have considerably reduced on preparation, teaching and assessment in order to attend to private business to supplement official wages.

Bardege Division, in Gulu Municipality, Gulu district is home to most of the traditional church founded schools in the Municipality. These schools used to perform so well in national examinations. However, they have exhibited steady decline in performance in national examinations over the last six years. There is a growing concern that this is due to poor performance of teachers which is exhibited in the poor academic performance of pupils in Primary Leaving Examinations

| Primary Schools | Percentage of candidates scoring division in PLE | | | | |
|------------------------|---|------|------|-------|-------|
| | 2009 | 2010 | 2011 | 2012 | 2013 |
| Christ the King | 1.6% | 6.3% | 5.7% | 16.4% | 11.4% |

| | | | | | |
|-----------------|------|------|------|------|------|
| Mary Immaculate | 1.6% | 6.2% | 6.2% | 1.6% | 1.6% |
| Saint Joseph | 1.2% | 3.2% | 8.4% | 10% | 3.1% |

Table 2: Percentage of Pupils in Division one in PLE

Source: Analysis of official PLE score sheets for schools

Teachers on their side however blame it on poor rewards for teaching. The major rewards for teachers in these schools are their salaries, while in other regions of Uganda parents tend to supplement teachers' salaries in Gulu and generally most districts of the north, families do not have the capacity to do so (Education journal,2006:18) Nonetheless attempts have been made to introduce allowances like; marking allowance, extra-lesson allowances. The schools have also introduced regular training of staff. Much as these strategies have been put in place little is known as to the relationships they have with actual job performance.

1.3 Problem Statement

When rewards are properly implemented in an organisation it will impact on the motivation and satisfaction of employees' needs leading to improved performance (Rizwan & Ali, 2010; Pratheepkanth, 2011; Ajila, 1997). In Gulu District it was noted that teachers ; do not complete the syllabus , do not follow time table, come late to work and some come with smell of alcohol on their body (Uganda Radio Network, 2011; John Paul II Justice and Peace Centre, 2012). Ntagaramba (2008) linked poor performance and unprofessional behaviour of teachers to poor motivation arising from unsatisfactory rewards.

Teachers will perform optimally when they are satisfactorily rewarded (Adil & Fatima, 2013). To curb the problem of poor performance among teachers in Bardege division, schools came up with reward measures such as, extra-lesson allowances, responsibility allowances, duty allowances, school based workshops and refresher courses (Head teacher's report to the Joint meeting of PTA and SMC November, 2011). Implementing rewards does not lead to automatic

improvement in performance unless the perception of employees in terms of adequacy and equity is positive (Otonde, 2014; Agwu, 2013, Thierry 1987).

Despite attempts to provide rewards to teachers there is still ; high rate of late coming, absenteeism, dodging lessons, failure to assess pupils learning and teaching without lesson plans or schemes of work (Gulu Municipal Council's Schools Inspection Report, 2012; John Paul II Justice & Peace Centre, 2014;). Unsatisfactory rewards to employee's leads to: poor quality of output, avoiding work places and low productivity, (Cheema et al, 2015; Sharp, 2017). If the status quo is allowed to continue then the realization of quality education for our children shall remain a dream. This called for an immediate investigation into the relationships between rewards and teachers' performance in Bardege division.

1.4 Purpose of the Study

The purpose of the study was to examine the relationship between rewards and the performance of primary school teachers in selected government primary schools in Bardege Division, Gulu Municipality

1.5 Objectives of the Study.

1. To investigate the relationship between Non-monetary rewards and teachers' performance in the selected government primary schools in Bardege division, Gulu Municipality.
2. To find out the relationship between monetary rewards and teachers' performance in the selected government primary schools in Bardege Division, Gulu Municipality.
3. To find out how teacher's perception of rewards relates to their performance in the selected government primary schools in Bardege division, Gulu Municipality

1.6 Research Questions.

1. How does Non-monetary rewards relate to teachers' performance in the selected government primary schools in Bardege division, Gulu municipality?
2. What is the relationship between monetary rewards and teachers' performance in the selected government primary schools in Bardege division, Gulu municipality?
3. What is the relationship between the perception of rewards by teachers and their work performance in the selected government primary schools in Bardege division Gulu Municipality?

1.7 Research Hypotheses

1. There is no significant positive relationship between Non-monetary rewards and teachers' performance in the selected government primary schools in Bardege division, Gulu Municipality.
2. There is a significant positive relationship between monetary rewards and teachers' performance in the selected government primary schools in Bardege division, Gulu Municipality.
3. There is a significant positive relationship between teachers' perceptions of rewards and their performance in the selected government primary schools in Bardege division, Gulu Municipality

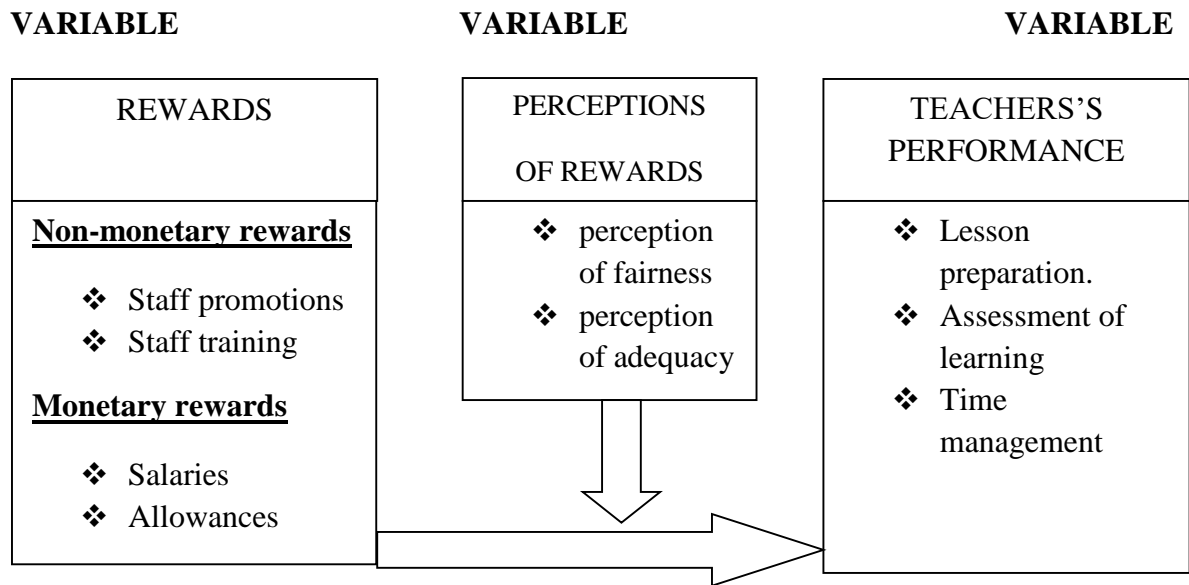
1.8 The Conceptual Framework.

A conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and communicate it (Wambugu & Umbui 2013). It summarises and shows diagrammatically how the dependent variable(I.V) is impacted by the independent variable(I.V) or the moderating variable(M.V) and extraneous variables (E.V) if any.

INDEPENDENT

MODERATING

DEPENDENT



Source: Adapted from Wang et al, (2010) and was modified by the researcher

Figure 1: The Conceptual Framework

The conceptual frame work presented in this study shows the relationship between, rewards, as the independent variable and teacher’s perception of fairness and adequacy as the moderating variable and teacher performance as the dependent variable. The dimensions for rewards are; promotions, training/professional development and salary and allowances, The moderating variable has the dimensions of fairness and adequacy perceptions of rewards while that for the dependent variables /performances are; Time management, lesson preparations and assessments of learning, as represented in figure 1 above. The conceptual framework presented also shows that the perception teachers have about the fairness in the distribution and the adequacy of these rewards moderates the effect of these rewards on the job performance of teachers in these schools.

1.9 Significance of the Study.

It is hoped that findings and recommendations of the study will be useful to:

The school administrators, who manage the distribution of the school based reward packages to adopt better strategies that will help to energize and motivate the teachers for excellent academic performance.

Findings from the study would also help School Management Committees (SMC) and Parent Teacher's Associations (PTA), to design and authorize implementation of appropriate reward policies that would promote active participation of teachers in the teaching learning processes within schools.

The Local Government Education Committees, Ministry of Education and Sports, Civil Society Organizations, and all stakeholders may use it as evidence to lobby for policy reforms and solicit more funding to improve teacher performance and quality of education in UPE schools.

Further benefit of this study is that findings may help to work out solutions for the poor performance of teachers in Gulu Municipality.

1.10 Justification of the Study.

It is believed that teachers are underperforming due to low motivation resulting from inadequate and ineffective reward strategies. Others blame the low learning achievement on lack of concentration by pupils. Yet none of these accusations and counter accusations is informed by empirical research evidence. Many studies (Justine 2011; Zeitlin 2011; Nsubuga, 2008; and Mary 2008) have been conducted across the country in the field of motivation and performance of teachers yet none of these studies focused directly on the relationship between reward and the performance of teachers. More so, no such studies have been conducted in Gulu Municipality itself. It is upon this background that the current study sought to fill the gap by establishing the relationship between Reward and Teachers' Performance in Bardege Division, Gulu Municipality with the hope that the findings would contribute to the theoretical and practical knowledge needed by education stakeholders, this could possibly solve the problems of poor teachers' performance in the division and Gulu Municipality at large. It was further hoped that the finding would reveal facts as to why teachers perform poorly in the division and

this would possibly end the blame game which has been ongoing for such a long time and provides remedies for improving teachers job performance,

1.11 Scope of the Study

This section describes the geographical scope, time scope, and content /boundaries within which the study was focused. This is important because it limits the problem under investigation to a manageable one and saves the time of the researcher by not straying out of the confines of the study.

1.11.1 Geographical Scope

The study took place in Christ the King Demonstration, Mary Immaculate and Saint Joseph's primary schools. These three schools are in Bardege division in Gulu Municipality, Gulu District.

1.11.2 Time Scope

The study covered a period of eight years starting from 2009 to 2013. This period was considered for this study because it is the period within which Gulu Municipality experienced relative peace as the rest of Uganda, after twenty years of war and yet performance within this period has remained poor. Also a lot of government efforts were made to improve education in the region within the same period under the Peace and Recovery programme.

1.11.3 Content Scope

The study focused on the roles of rewards in motivating teachers for improved performance. Both financial and non-financial rewards were taken into consideration. The financial rewards considered were salary and allowances paid to teachers while the non-financial rewards included trainings, and promotions of staff. Teachers' job performance was confined to those aspects that relate directly to teaching and learning particularly; Time management, lesson preparation, and assessments of learning were considered.

1.12 Operational Definitions

Teachers' motivation: The teachers' willingness to ethically carry out the teaching task in compliance with professional requirements without being forced to do so.

Reward: Tangible or intangible things given to a teacher in exchange for services rendered to students with the aim to induce more productivity and commitment to work.

Professional development: Assistance, guidance offered by senior and experience teachers to teachers so as to teach more effectively and with confidence.

Training: Any interaction that leads to performed with the aim of acquiring new skills, knowledge and attitude

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section presents the, theoretical review and thematic review of the research variables presented in line with objectives and the conceptual frame work.

2.2 Theoretical Review

This section presents the review of literature on the process theories of motivation underpinning this research.

2.2.1 Expectancy Theory

Expectancy theory by Vroom (1964) is premised on the assumption that employees come to the organisation with previous experiences and from these experiences they develop expectations regarding the amount and kind of rewards they would get in exchange for their level of job performance. They tend to prefer certain rewards/outcomes over others. They then think about what they have to do to be rewarded, and how much the rewards mean to them, before they do the job (Aswathappa, 2005). Expectancy theory posits that individuals choose between a set of behavioural alternatives on the basis of the motivational force of each alternatives (Scholl, 2009).

According to the Expectancy Theory, effort arises from performance, motivation, and outcomes. The Theory suggests that motivation that will lead to job satisfaction is a function of the perceived relationship between an individual's effort and performance, and the outcomes associated with job performance (Vroom, 1964). Making a greater effort will improve job performance. A high level of performance, in turn, will bring a good reward (outcome). When the three variables (effort, performance, and outcome) are high, we expect the motivation and satisfaction to be high. The theory has three key principles:

Valence is the feeling people have about specific outcomes. It is the anticipated satisfaction from expected outcomes (Mullins, 2005). In schools it refers to teacher's feelings about the rewards they are offered. This feeling about specific rewards may be positive or negative. If the feeling is positive, the teachers will probably make more effort for improved performance. The opposite is also true.

Instrumentality is the belief that if the individuals do one thing, then it will lead to another (Armstrong, 2006). It is an outcome-outcome relationship. It is a belief of the probability of the first outcome, excellent job performance, attaining the second outcome, reward (Amos et al., 2008). Instrumentality is an individual's conviction that his/her performance will result in the desired outcomes.

Expectancy, a worker's perception about the extent to which his or her efforts will result in a certain level of job performance. Workers are going to be motivated to perform desired behaviors at a high level only if they think they can do so. As per theory, an expectancy of 1 signifies that a worker is sure that his or her effort will lead to a certain level of performance. An expectancy of 0 means that a worker believes there is no chance that his or her effort will result in certain level of performance. Expectancy is high when they think they actually will perform at a high level when they work hard. Managers have to boost morale if they think works expectancy is 0. Helping teachers to improve on their skills and abilities can boost their expectancy and results in improved performance.

2.2.2 Equity Theory

Equity theory explains that employees will always compare the reward they receive for their work against those of colleagues at similar level of employment and compare the fairness in its distribution. If they perceived that there is no equity they will be de-motivated and therefore hold back effort which will translate to poor performance. Fairness of rewards is an important

issue for employees (Murlis & Schubert, 2001). In schools individual teachers will form perceptions of fair balance by comparing their own contribution with that of other teachers in and outside the school or even with other professions like nurses, midwives engineers and accountants. The individuals compare the inputs they bring to the job in the form of skills, training, education, work experience, time, and effort with the outcomes they receive in the form of pay, fringe benefits, status, opportunities for advancement, promotions, prestige, and anything else that the workers desire and receive from an organisation, as compared to relevant other employees in the organisation (Green, 2000:9). These comparisons are made against the following outputs like salaries, allowances, opportunities for advancements, promotions and training opportunities. A fair balance serves to ensure satisfied and motivated teachers (Ololube, 2006). If there is a feeling of inequity on the part of teachers, there is a high probability that they will be de-motivated and dissatisfied with their work and with their employer (Ololube, 2006).

The demotivation and lack of satisfaction shall be reflected in reduced effort (Robbins, 2009), absenteeism, failure to mark pupils work, Complaining to management about the compensation package, or lodging a grievances (Amos, et al., 2008). An employee may try to find a new situation with a more favourable balance through absenteeism, request for a transfer, resigning from a job, or from the organisation altogether (Mullins, 2005).

It is a universal fact that salaries of teachers in most countries are relatively lower than those of other professionals with similar qualifications in other sectors (Watson, 2008). This is despite the fact that Ministries of Education in most countries generally receive the largest slice of the national budget (Bowels, 2012).As a result most teachers in Uganda schools are de-motivated since they look at themselves as second class employees who are not valued by the government. The poor performance of teachers can be attributed to the fact that; teachers are

purposely reducing efforts on task because they perceive their rewards compared to other civil servants as unfair.

Much as this theory of motivation has been used widely in research it is not free from weaknesses. According to Shore (2004) the theory describes the reaction of individuals to feelings of inequity, but it fails to recognize differences in how individuals react to situations involving equity. Despite the criticisms labeled against the “Equity Theory”, research indicates that the Theory enjoys considerable support (Miner, 2005)

2.3 Rewards and Teachers’ performance.

In order to achieve optimum performance from its employees organizations must have not only employees with required skills and abilities but also the motivation and willingness to perform (Mulunda, 2008). The motivation to perform in their task can be improved by a combination of intrinsic and extrinsic rewards (Eshun & Duah, 2011). In schools, teachers will devote their time and energy to work when they believe that their efforts will be adequately and fairly rewarded (Serena et al, 2012; Ford & Markova; 2011; Snelgar 2013). Schools and other organisations therefore need to consider reward as one of the crucial measures for improving employee’s performance (Lalam, 2014).

Rewards positively impacts on the motivation and morale of employees resulting in high level of productivity and performance (Chieg & Birtch, 2012; Sajuyigbe et al, 2013; Njanja et al, 2013; Rizwan and Ali, 2010; Ali & Ahmed, 2009). These Rewards range from merit increase of salary to innovative non-financial rewards like hand-written thank you letters (Otonde, 2014).

A number of Empirical studies in Uganda (Maicibi, 2003; Justine, 2011; Tibenda 2012; Aacha, 2010) and outside Uganda (Eshak, Jamian, Jidi & Zakirai, 2016: Arktar, Sachu & Ali, 2012; Njanja et al, 2013; Wambugu & Umbui ,2013; Muhammad, et al 2010; Roberts, 2005 ; Khan

and Farooq ,2010) all confirmed positive links between rewards and the performance of employees. Both extrinsic factors (including salary and allowances, professional advancement, promotion, award/reward schemes) and intrinsic factors (such as ability and competence, consultation, achievements, recognition and good interpersonal relationship) are tools which impact on teacher motivation and task performance at school (Akuoko et al, 2012).

2.3 .1 Non-monetary Rewards and Teachers' performance

According to Dewhurst et al (2010) employees may not be rewarded by financial means only things like, career guidance from managers, leadership training and empowering the employee to take on important projects may be more rewarding compared to cash incentives. These types of rewards increase employees' motivation to work by raising their self-esteem and can satisfy their professional ambitions and personal fulfillment (Mcbeth, 2012). A number of empirical evidence gives support to this assertion.

Alaxelsson & Bokedal (2009) investigated on rewards for motivating different generations at Volvo Car Corporation in Goteborg. Using empirical data from interviews the following conclusions were drawn; challenging work and non-monetary rewards are more motivating to managers compared to bonuses and shares, opportunities for growth are great motivators across generations; despite the generational differences, both generations said salary was and important motivator however non-monetary rewards held the greatest importance.

In his study involving 34 companies in Australia Lawler (2000) found that the use of non-monetary incentives results in; raised enthusiasm, raised productivity timely completion of task; and amplified performance in general. In a related study, findings by Ngulube (2003) came to the conclusion that the use of non-monetary rewards could lead to; lower occupational stress, reduced absenteeism from work, reduced turnover rates, and in turn elevates work morale among others.

Kepner (2010) justified the need for non-monetary rewards in organisations and went on to explain that given the increasing economic decline, organizations need to consider the use of rewards that are not valued in terms of money as a way of ensuring that their employees do work. Lamenting the failure by most organisations to use non-monetary rewards. Dzuaranin (2012) summarises;

“It is evident that most organizations still apply the traditional reward systems that were mainly monetary because there is lack of enough knowledge regarding how non-monetary rewards relate with employees’ performance, how these rewards can impact on the performance as well as organizational competitive advantage, and most importantly, how effective they can be if used in boosting employees’ performance in the workplace”. Many organizations are suffering from high turnover rates and down falls because they do not apply non-monetary rewards that may only need little effort (Aktar, Sachu & Ali, 2012).

2.3.1.1 Promotions and Teachers’ Performance.

Promotion as a reward has a direct relationship with the employee’s performance (Filipkowski & Johnson, 2008). In Uganda Teacher’s Scheme of Service (2008) recommends regular promotions of teachers as a way of motivating them. However these promotions are tied to qualifications as opposed to performance. A number of reports and empirical studies justifies the importance of promotion as rewards for motivating employees.

Kongyuy (2015) took a study to identify and examine the effects of motivation on teacher’s output in government secondary and high schools in the North West region of Cameroon findings from his study showed that among other factors promotion of teachers would result in increased output from the teachers. Similarly a study by Chingos & West (2010) found that promoting teachers into positions of authority and higher responsibilities, and school leaderships provides an opportunity to reward highly effective teachers with additional compensation and professional responsibility they went on to say that, promotion is useful in

retaining effective teachers who have stronger earning potentials outside the public education system compared to their less effective counterparts

A report by South East Asia Ministers of Education Organization (SEAMAO) on achieving Education for All (EFA) goals by year 2015 recognized the great role played by teachers and consequently recommended teacher motivation strategies through regular performance based promotions.

When investigating the influence of rewards on teachers' performance, in Uganda Njuba (2011) found that most teachers prefer promotions but believed promotions were not done on merit. In a related Study from Kenya it was found that lack of promotion and opportunities for advancement among Kenyan primary and secondary school teachers was causing job dissatisfaction. According to Watson (2001), different demographic groups are motivated differently; older employees are motivated by benefits while younger employees are more motivated by promotional opportunities and prospects of professional development.

Bennel & Akyeangpong, (2007) cited irregular promotions as one of the factors responsible for poor job satisfaction and low level of motivation among teachers in Sub Saharan Africa (SSA). It is therefore important for school administrators to meet the motivational needs of the young teachers who wish to climb up the career ladder by provision of good professional development programs while emphasizing benefits to the older generation of teachers

2.3.2.2 Training and Teachers' performance.

The work of a teacher involves setting learning objectives; organizing learning experiences assessing learning; correcting learners and guiding them (Onyejekwe, 2006).To do these

teachers require knowledge, skills and attitudes imparted through training sessions. Karanbenic and Conley (2011) opined that among the factors which can motivate a teacher to perform well training is most crucial. Teachers' motivation for effective job performance can therefore be raised by coaching teachers and guiding them on how to manage their classrooms (Mendez, 2011).

A teacher who has the right knowledge of the curricular and the teaching methods would get motivated and perform effectively (Kiwauka, 2005). Training of teachers improves performance by enhancing skills, attitudes, and increasing job satisfaction (MOPUSU, 2006) The ministry recommends that training shall be based on identified training needs of both the individual Government Officials and the Government. There shall be no discrimination in award of training opportunities. According to Ekpoh, Imo, Edet, Oswald, Nkama and Inyang (2013) such training Programmes include workshops, conferences, seminars, induction and orientation for new staff, refresher courses, in- service training and so on.

Research suggest that inadequate training increases teachers' sense of isolation; failure to meet professional learning needs and reduces opportunity for teachers to collaborate and learn from each other; and give them little time to assess and make use of extensive range of curricular materials available(Watson,2005). In Uganda attending training is mandatory for civil servants in Every Public Official shall undergo at least one performance improvement training programme once in every three years (MOPUSU-2006) .A teacher who has failed to upgrade him/herself can be removed from service and government payroll (Teachers 'Code of Conduct-1996). According to Masikye (2013) teachers in Uganda are characterized by low morale, low level of job satisfaction, poor incentives arising from poor human resource management practices which does not provide for induction and continuous professional development. In Malaysia teachers are entitled to 100 hours of professional development annually which can occur during school hours with resources provided for teachers. The Ministry also provides

funding for scholarships and study leave—both locally and abroad and facilitates “teachers’ movement along selected career ladders and learning along multiple dimensions” (Goodwin, in press). For instance, MOE provides postgraduate scholarship for outstanding teachers tenable at top universities in the US, UK, Canada, Australia and elsewhere.

In Uganda the opportunities for continuous professional development for teachers are limited to formal certificates, diploma and degree courses which merely prepare teachers for academic work with low emphasis on pedagogic and didactic competencies most needed for effective job performance in the teaching learning environment like a school (Mauro, 2016).

A report by the Teachers Initiative in the Sub Saharan (2011) reveals that next to salary teachers considers opportunity for professional growth as one of the most motivating factor to perform, however many of them are not availed the opportunity. According to a handbook developed by quality educators’ project in Uganda (2011) head teachers are responsible for the professional development of the teachers they supervise. They are supposed to mentor, counsel train and couch teachers. However pragya (2008) in a study to compare organizational practices and employees’ perceptions found out that; there was always a gap between what most organisations provide to their employees in terms of trainings and development and what the employees really require for their job and career development. The following empirical research studies confirm the importance of training and professional development programmes for teachers.

Kasirye (2009) conducted a study to find out the determinants of learning achievements in Ugandan schools and came to the conclusion that *teacher* training is important for improving school performance. Schools should therefore provide good training programmes which can give the teachers the opportunity for self-improvement and to meet the challenges and

requirements of new equipment and new techniques of performing the teaching task (Mensah, 2011).

Matoke, Okibo & Nyamongo (2015) in their study titled motivation determinants in public secondary schools in Masabu south sub-county in Kenya found that staff development is a key motivation factor for improved teachers' performance. They recommended that management of schools should sponsor teachers to workshops and seminars as a way of improving on their motivation and work performance

2.4 Monetary Rewards and Teachers' performance

Pay (salary and allowances) is the most obvious and widely recognised basic means for motivating workers (Paulsen, 2008). UNESCO (2006) reaffirms the importance of monetary rewards and concluded that the poor performance of schools in Uganda in general was the outcome of poor remuneration of teachers. The importance of monetary rewards in enhancing motivation and performance of employees was empirically confirmed by a number of field studies (Dee & Wyckoff, 2013; Salem, 2011; Mudor & Todksoon 2011; Khan et al 2010; Khan, 2005).

Omolayo & Owolabi (2007) found that monetary rewards affect commitment and reduces absenteeism, late coming, and turnover intentions among employees. This indicates that if schools properly reward teachers by use of money, the teachers would remain committed to their work. Obameta, (1995); Akinbote, Oduolowu & Lawal 2001); Okoye (1981) & Awoyemi (1988), all reaffirm the importance of monetary rewards in motivating teachers for high performance and suggested higher salaries and allowances to raise the morale of teachers, so that they could be dedicated and committed to their duty. However Njanja, Maina, Kibet, & Njagi (2013) conducted a study to establish the effect of rewards on employee's performance in the Kenya power and lighting company limited in Nakuru , Inferential statistics generated

from the collected data was obtained and indicated that cash bonus has no effects on employee's performance. They recommended that further research should be done to find the effects of other types of rewards on employees' performance

2.4.1 Salaries and Teachers' performance

According to Matoke et al (2015) Low and declining salaries for teachers is a major cause of low motivation and poor teachers' job performance in schools. In a study conducted in Malawi, Kadzamira (2006) found that teachers were highly dissatisfied with their remuneration which had resulted in low morale and poor performance. Low salaries were cited among the factors fueling absenteeism and teacher attrition in Malawi. Over the last fifteen years teachers in Uganda have gone on strikes demanding improvement in their salaries. The most recent of these strikes came in 2015 when teachers laid down their tools following government failure to implement a promised salary increment of 30%.

Hanushek, et al (1999) conducted an important study that examined the relationship between teacher salaries and learners outcomes in Texas. They found that increased salaries are correlated with improved learners' outcomes. This finding shows that salary increases motivate teachers to work harder if students test scores are taken as a quantitative measure of teachers' performance.

Increasing salaries motivates employees in the organization and makes it easy for them to perform well (Babirye, 2011). According to Farazmand (2007) employees who receive the same wages regularly are more likely to perform poorly than employees who receive some increments.

In a study by Willis-Shattuck et al (2008) inadequate salary was found to be a core factor in worker's de-motivation resulting in poor task performance. Kanagwa (2014), found a strong correlation between salaries and employee performance. This show that if salaries of teachers

are increased they would perform well in their task. In Uganda teachers' salaries were increased by 30% in the financial year 2016/2017. Going by these findings one would expect performance to correspondingly improve.

However a study carried out in Belgium found that civil servants were less motivated by salaries compared to those in private sector (Buelens and Broeck, 2007). Even if people were principally concerned with their salaries, this does not prove that money is motivating. There is no firm basis for the assumption that paying people more will encourage them to do better work or even, in the long run, more work (Ghazanfar et al, 2011). This was supported by findings from a study in Iganga district which found that increased pay or salary may not motivate teachers, although, low salaries made many teachers to engage in other income generating activities thus affecting their performance (Nairubi, 2010). This is in line with what Dieleman et al, (2006), Agyempong et al, (2004) had observed that, poor pay, negatively affect employees' performance.

2.4.2 Allowances and Teachers' performance

According to the ministry of education and sports (2013) allowances are part of the fringe benefits that accrue to teachers as they perform their duties. In Nigeria a study by Ikenyiri and Ilua-madnenyi (2012) found that enhanced transport allowance was a good predictor of teacher's classroom effectiveness. Kadzamira (2006) analyzed teacher motivation and incentives in Malawi and found out that teachers pay at both primary and secondary school level was inadequate to meet minimum basic needs for food, transport and clothing. He recommended hardship allowances for teachers working in the remote hard to reach rural schools.

In a related study titled teachers for rural schools as a challenge for Africa across Lesotho, Malawi, Mozambique, Uganda and Tanzania; Mulkeen(2005) found that hard to reach

allowances were given to teachers in rural schools however the allowances were too small to motivate the teachers in their work. For the case of Uganda Allowances of up to 20% of salary for hard-to-reach areas was introduced in 2001 for qualified teachers. However it became difficult to determine which schools are hard-to-reach. (Mulkeen & Chen 2008).

For schools in Bardege division, teachers are not entitled to get “the hard to reach” allowances this has made parents to come in. They contribute money which is paid out to teachers as allowances or inducement to teachers. This inducement is ranging from around 15,000 per month to 30,000 per month depending on the school enrolment.

In the same vain Selemani-Meke conducted a study in Malawi to establish the factors that negatively affects teachers’ motivation to implement what they learn while at professional development training in the classroom level. She found that the little allowances they receive during the period of their professional development lessons were to blame.

2.5 Reward’s Perception and Teachers’ Performance

Many studies have shown that a firm’s reward system plays a critical role in motivating employees like teachers to perform creatively (Eisenberger & Rhoades 2001; Koch CG, 2007). However, the mere presence of rewards may not result in improved performance. The perception teachers have about the reward in terms of fairness, equity, adequacy, transparency (Otonde, 2014; Agwu, 2013; Thierry, 1987) is a major determinant of the effectiveness of a given reward to improve their performance.

Different individuals have different perceptions of rewards (La Belle, 2005). Thus the mere present of rewards in an organisation does not lead to motivation and improved performance unless employees have positive perception of the rewards. According to Brian (2005) negative perception of the reward practice by employees result in significantly reduced human productivity and increased human conflict within the organization.

Otonde (2014) investigated the link between employees' perception of rewards and the relationship it has with employee performance at liquid telecom Kenya Ltd. She found that the use of rewards in the company did not improve the performance of employees because; the company lacked consistency when administering policies concerning rewards and were not providing adequate opportunities for employees to contribute to decisions that affect them. More so employees were not provided benefits that are comparable to those offered by other companies.

2.5.1 Perceived Reward fairness and Teachers' performance.

Perception of fairness and equitable treatment is a core driver of retention, engagement and Performance (Tom & Dana, 2011). In line with the "equity theory", Employees will naturally make comparisons between their pay, benefits and treatment to others both within and outside the organization. If an employee feels that they are contributing more than their colleagues, but perceive that their colleagues are receiving greater rewards, there will be a perception of unfairness or inequity.

Employees expect 'fairness' i.e. reward should be proportional to their contribution from their employers. Perceptions of reward fairness have been found to impact on employees/organizational performance such as absenteeism, individual output and organizational output (Simons & Roberson, 2003); employee individual performance (Cohen-Charash & Spector, 2001; Colquitt et al., 2001). No matter how sophisticated the design, reward programs, policies and practices that are not perceived as fair will not successfully attract, retain and engage employees (World at work, 2011).

The IBM's Work Trend survey of 2012 indicates that employees who believe they are fairly paid are more engaged, less likely to quit, experience less stress at work, feel healthier physically and psychologically, and are more satisfied with their personal life. In a related study

from Nigeria Agwu (2013) found that, to a large extent the implementation of a fair reward systems influenced improved employees' job performance and reduced rate of industrial action. However a study conducted by Zakaria; Hussin; Noordin; Sawal; Zuriawati Zakaria; Faiz ; Mohammad Noor; & Priscilla (2011) came to the conclusion that there was no significant relationship between employees' perception on fairness of reward practice and employees' performances. This creates a gap in knowledge which has to be filled by further research in this area

2.5.2 Perceived Adequacy of Rewards and Teachers' performance.

The perceived value of the rewards given out to employees either leads to satisfaction or dissatisfaction with the rewards system. Satisfaction leads to reciprocal pay back in which employees expend more effort while dissatisfaction with the value of the reward would result in employees withdrawing their effort and engagement in meeting organizational goals.

According to "equity theory" Stacy (1963), and the "expectancy theory" Vroom (1964) the adequacy of such rewards will to a large extent depend on the value the teachers place on the inputs they bring to the job in the form of education, experience, training, time, effort etc, with the outcomes (rewards) such as pay, promotions, praises and recognitions they receive as a result of performing the job (Fajana, 2002). Teachers who feel that they are being rewarded inequitably are unlikely to be highly motivated to perform effectively and are much more prone to stay away from work (absenteeism) or to leave the organization altogether (turn over) (Maduabum, 2006).

A study conducted by Probst & Brubaker (2001) concluded that the difference between job satisfaction and dissatisfaction lies in the amount/value and the type of rewards provided or given to the employees. This idea is supported by previous researchers, Magione & Quinn (1975) who consider both job satisfaction and dissatisfaction to be the result of the perceptions

of an employee with regards to personal expectations about what and how much rewards they deserve for contributing towards the organisation that they work for. In other words, employees expect that their contributions and efforts should be valued and given importance to in the same way that they value their job and work towards accomplishing the tasks assigned

2.6 Summary

From the review of related literature it was concluded that: teachers will perform optimally if they are satisfactorily rewarded (Gohari et al 2013; Adil & Fatima, 2013; Yamoah, 2013) and that, Unsatisfactory rewards causes' low motivation and poor performance at work among teachers (Mensah, 2012; Adedeji & Olaniyan 2011; Bennell & Ntagaramba 2008).

Teachers are motivated by both non-monetary (Alaxelsson & Bokedal 2009; Matoke, Okibo & Nyamongo, 2015) and monetary rewards (Kanagwa 2014, Babirye, 2011) however it is not a guarantee that monetary rewards would always lead to improved task performance (Buelens and Broeck, 2007; Ghazanfar, 2011) yet most schools in Uganda rely on the use of money mostly salaries and allowances to motivate their teachers. This has to be supplemented by nonmonetary rewards as well.

Where reward is absent employees will not offer their maximum effort leading to poor job performance. However, most schools and organizations always rely on monetary rewards at the expense of non- monetary rewards missing out on the expectation of teachers thus failing to elicit the motivation required for excellent performance.

Poor performance of teachers in different parts of the world are linked to poor motivation arising from unsatisfactory rewards, ranging from poor remuneration to failure to provide non-monetary rewards in form of promotions, training, and appreciations. This is despite a number of empirical studies (Chieg & Birtch, 2012; Sajuyigbe et al, 2013; Njanja et al, 2013; Rizwan and Ali, 2010; Ali & Ahmed, 2009) supporting the use of rewards in motivation of teachers.

It was also revealed that, the mere presence of rewards will not motivate employees to perform unless they have a positive perception of the available rewards (Otonde, 2014; Agwu, 2013; Thierry, 1987). It is therefore incumbent upon school managers to ensure adequacy and fairness of the rewards they give to teachers if these rewards are to have any tangible effect on the motivation and job performance of the teachers.

The review of literature also revealed that much as many studies (Maicibi, 2003; Justine, 2011; Tibenda 2012; Aacha, 2010) were conducted in Uganda on the subjects of teachers' performance, most of these studies were not conducted in Gulu District or northern Uganda this created a gap which must be filled by this study.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

In this chapter the research design, study population, sampling techniques and procedure, data collection methods, data collection instruments, Validity and reliability, procedure of data collection, techniques of data analysis, measures of variables and ethical considerations are presented.

3.2 Research Design

A descriptive correlation case study design employing both qualitative and quantitative approaches was adopted and used in conducting this research. Ngechu (2004) recommends the use of a descriptive design where the aim of the study is at finding out the what, why and how of a phenomenon. It fit in this study which aimed at finding how rewards relate to performance of teachers. Amin (2005) asserts that results from such a design are easily extrapolated to the entire population. It was preferred in this study because it is time saving and less expensive. The descriptive-correlation design helped the researcher to describe the existing situation and establish the relationship that exists between rewards and teachers' performance in the selected primary schools in Bardege division. This design is good for establishing relationship between variables (Justine, 2011).

Quantitative approach helped the researcher; for large-scale measurement of ideas, beliefs, attitudes, and the use of statistical analysis to describe trends, compare groups, explain the relationship among variables, and compare the results with past research (Gill et al, 2008). Further, it was preferred given the fact that it is highly structured and allowed for cost efficient and less tedious data analysis (Schutt, 2006). The tool for the quantitative approach was questionnaire designed on a five point likert scale.

The qualitative approach on the other hand was used to probe and get in-depth information on the study variables and to validate results from the quantitative approach. Combining qualitative and quantitative approaches ensured for simultaneous descriptions of views, perceptions and beliefs at any single point in time (White, 2000). The tool for the qualitative approach were observation checklist and key informant interview guide.

3.3. Study population

The target population for the study was made up of the following categories; the Municipal Inspector of Schools (MIS), the Coordinating Center Tutor for the division, the chairpersons

School's Management Committees (SMC) and Chairperson Parent's Teachers Associations, head teachers and all teachers in the selected primary schools. The researcher was confident that these sub-categories can provide realistic information which would be used to answer the research questions since they all play active roles in the delivery of education services in primary schools. The table below shows the population category with their proportion.

Table 3: Category and Proportion of Target Population

| S/No | Population Category | Number in the category |
|------|---|------------------------|
| 1 | Municipal inspector of schools | 1 |
| 2 | Coordinating center tutors | 1 |
| 3 | Chairperson parents teachers associations | 3 |
| 4 | Chairperson school management committees | 3 |
| 5 | Head teachers | 3 |
| 6 | Teachers | 60 |
| | Total | 71 |

Source: *Stakeholders profile for schools*

Teachers were chosen to be part of the study because they are directly affected by rewards that schools offer; the head teachers control the distribution of rewards and are responsible for performance of teachers. The CCT is in charge of training and professional development of teachers in the Division and would provide relevant information on professional development programs of teachers in these schools. The PTA provides money which is used in schools to finance the implementation of reward and the SMC's are policy makers and supervise the school performance.

The target population was drawn from three selected government primary schools in Bardege division. The schools selected were, Saint Joseph Primary School, Mary Immaculate Primary School and Christ the King Demonstration Primary School. These schools were selected because they are the oldest primary schools in the division and have high pupil and teacher population. This would give a good representation of the division.

3.4. Determination of sample size

Results from a representative sample can easily be applied to the entire study population (Gall et al, 1996). According to Morgan and Krejcie (1983) there are given sample sizes(s) for the given population sizes (N). The samples were determined by use of Morgan and Krejcie (1983).

Table 4: Sample size and sampling Techniques

| Category | Target population | Sample population | Sampling technique |
|---------------------|-------------------|-------------------|----------------------|
| Teachers | 60 | 52 | convenience sampling |
| Head teachers | 3 | 3 | Purposive |
| Chairpersons SMC | 3 | 3 | Purposive |
| Chairpersons PTA | 3 | 3 | Purposive |
| CCT | 1 | 1 | Purposive |
| Inspector of school | 1 | 1 | Purposive |
| Total | 71 | 63 | |

Source: Staff and Stakeholders' Profile for Schools.

3.5. Sampling Techniques and Procedure

Convenience sampling was employed in selecting the teachers to be involved in this study, this involved giving the questionnaires to any teacher who was available at station and was ready to participate in the study. This was done to avoid non response and save time for the researcher.

The head teachers were purposively picked because as school administrators they control the distribution of rewards to teachers and also have typical and useful information on teachers' performance and the reward distribution in schools. The CCT's the Inspector of school the chairperson PTA and SMC'S were also purposively selected, given their oversight roles in monitoring school activities.

3.6. Data Collection Methods

Data collection is a very important aspect of research process (Murphy, 2015). This is because if caution is not taken irrelevant data may be collected. When wrong data is collected the findings of a research may be undermined. Hart (2005) advised that in order to conduct good analysis a

researcher need to systematically collect data in sufficient quantity and quality. This requires careful selection of the methods that shall generate sufficient data needed to answer the research questions. A researcher may need to collect both primary and secondary data to help answer the research questions; primary data always yield greater truth and value (Thiertart et al, 2000).

If sufficient data is not collected the aims and objectives which the research seeks to address may not be fully addressed (Murphy, 2015). Accordingly the researcher based on a number of methods which were used to collect sufficient secondary and primary data to answer the research questions these methods involved; the use of questionnaires, key informant interviews and Observation

3.6.1 Questionnaires.

Questionnaires were used to get information on the available reward options in these schools. Questionnaire is a set of systematically structured questions used by a researcher to get information from the respondents. The questionnaires were self-administered. McMillan and Schumacher (2001) recommend the use of questionnaires in cases where, we are sure, respondents will be in position to answer them. In this study the researcher was sure that teachers were able to read and understand the language of the questionnaires. Use of questionnaires was also preferred here because it saves time since it collects data from many people within a short time (Lalam 2014) given the limited time the researcher had to carry out the study.

3.6.2 Interviews

It is generally agreed that interviewing is a key method of data collection in educational research (Berry, 1999). Gill et al (2008) recommends the use of key informant interviews when collecting data on sensitive issues where participants may fear to talk about in group. In this study interview was considered appropriate since the sample to be interviewed were small and the researcher needed to get more information from respondents than would be possible using

a questionnaire (Kiess and Bloomquist, 1985). In this study the choice of interviews was to obtain detail information about the rewards in these schools as well as understand the personal feelings, attitudes and opinions of the key respondents about, rewards, motivation and teachers' performance in their schools.

3.6.3 Observation

Observation is a way of gathering data by watching behaviour, events, and noting physical characteristics in their natural setting (Barry, 1999). Observation has been selected as a method in this study because it allowed the researcher to directly see what the teachers did in their previous work and what went on in the current lessons. This avoided relying on their given responses which would have created biases due to the sensitivity of the topic (aspects of teachers' performance) which directly affects them. Secondly some teachers would not be willing to tell the truth about their performances. Therefore, the information they gave on the questionnaires were cross checked and verified by carrying out direct observation of lessons, and other school activities as well as pupil's books.

3.7. Data Collection Instruments

This section describes the research tools used to collect and analyze data. The tools included self-administered questionnaires, key informant interview guide and observation checklist.

3.7.1 Self-administered Questionnaire

Self-administered questionnaires designed on a five point Likert scale with short closed ended statements were used to generate quantitative data on rewards and performance. The questionnaires consisted of three sections.

The first section included items on demographic data which were; gender, age, marital status, education level, works period. The second part consisted of statements which aim to find out

attitude of teachers about rewards distribution in their school as well as their true feelings about specific rewards items and motivation. The third part of the questionnaires consisted of items which sought to find out the performance of teachers in the school with particular focus on time management, lesson preparations, and assessments of learning in the primary schools in schools under study. These statements were graded using a 5-point Likert scale. These points in the scale are “Strongly Disagree” (1), “Disagree” (2), “undecided or uncertain” (3), “Agree” (4), “Strongly Agree” (5)

3.7.2. Interview Guide

Interview guide was used to get in-depth information from the head teachers and other key informants who included chairpersons’ PTA, chairperson’s School Management Committees, Coordinating Center Tutors and the Municipal Inspector of Schools. The use of a prepared interview guide was intended to ensure that the same general area of information was collected from each interviewee. This provided more focus than the conversational approach, but still allowed a degree of freedom and adaptability in getting the information from the interviewee (Justine, 2011). The guide was made up of questions aimed at getting information on rewards and performance of teachers in the schools under study. Sample Key informant interview guides for the different categories of the key informants are attached in the appendix sections.

3.7.3 Observation Checklist

A Checklist which highlights the key observable aspects of teachers’ job performance was developed and used. The checklist looked for performance indicators like marking pupil’s work, use of lesson plans and schemes of work, use of teaching aid, and arrival time as registered in the attendance book. The guide highlighted what the researcher needed to observe. The guide ensured that time was not wasted on other things which were not relevant.

3.8. Validity and Reliability

This section describes in detail the steps the researcher used to ensure the validity and reliability of the instruments used for data collection.

3.8.1 Validity of the Research Instruments

Validity refers to the extent to which an instrument of data collection does what it is supposed to do, or the extent to which an instrument of data collection measures what it is supposed to measure (Amin, 2005). To establish the validity of instruments used in this research, the instruments were first pre-tested by administering the questionnaires to 10 teachers and 3 head teachers to correct any errors that might be identified before the actual study was done, and the construct validity calculated and compared with the standard figures. Construct validity was used as an index to measure the validity of the instrument. According to Amin (2005), if the Construct Validity Index is 0.7 and above, it means the Instrument used is valid.

3.8.2 Reliability of Instruments

Reliability is the extent to which a test or procedure of data collection yields similar results under similar conditions on all occasions (Bell, 1997). A measure is said to have a high reliability if it produces similar results under consistent conditions, (Neil, 2009). Reliability is present if the research has no random errors (William, 2010). According to Bell (1997), there are several devices for checking reliability in scales and tests such as pre-test, alternative forms methods or the split half method. The reliability of instruments in this study was determined by the use of the test retest reliability technique. Wherein the instruments were administered to 10 respondents in six primary schools outside Bardege Division After a period of two weeks the instruments were again re-administered and the data collected in the two instances were analyzed using the Pearson Product moment Correlation coefficient. Pre-testing the research instruments helped to detect ambiguous and biased items which may cause problems to the researcher at some later time (Negussie, 2014).

3.9. Procedure of data collection

A letter of authorization was got from the institute before the researcher proceeded to the field. The researcher also sought permission from the management of these schools in advance.

The questionnaires were then hand delivered to the participating schools. The purpose of the study was clearly stated to the participating teachers and the key informants in clear and simple English. Each participant was given a form containing an Informed Consent Agreement to sign to prove his /her willingness to take part in the study. This agreement stressed the issue of confidentiality of the research data that the respondent would provide.

3.10. Data analysis

Analysis of data refers to organizing the collected data into meaningful information and drawing deductions and inferences from organized data or set of information. Both quantitative and qualitative data were collected, analysed and presented.

3.10.1 Analysis of Quantitative Data

Quantitative data generated from the questionnaires were summarized coded and entered into a database and analyzed using a statistical computer package SPSS (Statistical Package for Social Scientists), to generate descriptive statistics. Descriptive statistics making use of frequency tables was used to present report and describe the results. The correlation between the study variables was determined by using Pearson's correlation coefficients. To understand the nature of the relationships between the study variables regression analysis was conducted.

3.10.2 Analysis of Qualitative Data

The source of qualitative data for this study was the face to face interviews with the key informants reinforced by direct observation of activities in schools. The interview responses were recorded in writing to ensure that the researcher have time to revisit them at later point in time. To analyse the qualitative data the researcher used the quick impersonator summary, this involved summarizing the key findings as provided by the given respondents, making interpretation of them and explaining the findings (Kombo & Tromp, 2006). The summary of key

findings and conclusions were drawn based on the interview responses and the results coming from the observation. The responses are either paraphrased or presented in direct quotations. However, findings from the qualitative data were merged and triangulated with that of the quantitative data analysis to give a complete understanding of the study findings.

3.11 Measurement of Variables

Table five below summarises the measure and interpretation of responses on the likert scale

Table 5: Measure and Interpretation of Likert Scales

| Response | Mean range | Interpretation |
|-------------------|-------------------|-----------------------|
| Strongly agree | 4.51-5.00 | Very high effect |
| Agree | 3.11-4.50 | High effect |
| Undecided | 2.51-3.10 | Moderate effect |
| Disagree | 1.00-2.50 | Low effect |
| Strongly disagree | Less than 1 | Very low effect |

Questionnaires on a five point likert scale were used to measure the variables of the study. A Likert scale is an ordered scale from which respondents choose one option that best aligns with their view. It is often used to measure respondents' attitudes by asking the extent to which they agree or disagree with a particular question or statement. A typical scale used ranges from “Strongly disagree, Disagree, Neutral, Agree, strongly agree.

3.12 Ethical Considerations

The first ethical consideration was the issue of informed consent. The researcher sought permission from the head teachers to conduct the study in their schools. The researcher also requested for the free consent of the teachers to participate in the study before distributing the questionnaire. Further, the researcher informed the participants the reasons for conducting the study as well as how and why they were selected for the study. It was also made clear to them,

how the information provided by them shall be handled including ways in which the study would affect them.

Privacy of person and confidentiality of information was yet another important ethical consideration for this study. To address the issues of confidentiality and privacy the researcher ensured that no respondent indicated his or her identity on the questionnaire. The respondents were also assured that the information collected from them shall be used strictly for this study and not be passed to a third party.

CHAPTER FOUR

PRESENTATION ANALYSIS AND INTERPRETATION

4.1 Introduction

This section contains the presentation, analysis and interpretation of the research data. The findings were presented, analyses and interpreted according to the following research objectives:

1. To investigate the relationship between Non-Monetary Rewards and Performance of teachers in the selected Government Primary Schools in Bardege division, Gulu municipality.

2. To find out the relationship between monetary rewards and performance of teachers in the selected government primary schools in Bardege division, Gulu municipality.
3. To study the relationship between teachers' perception of the Rewards and performance of teachers in the government primary schools in Bardege Division, Gulu Municipality.

4.2 Response Rate

The response rate for this study was presented following the different categories in the sample observed as in the table below;

Table 6: Questionnaire Response Rate

| Response per research tool | No.in the sample | No. of Response | Response rate |
|-----------------------------------|-------------------------|------------------------|----------------------|
| Questionnaire | 52 | 44 | 84.6% |
| Interviews | 11 | 08 | 72.7% |
| | 63 | 52 | 82.5% |

Source: *field data*

The researcher distributed 52 self-administered questionnaires to 52 teachers in the selected schools .44 teachers filled the questionnaires and returned them giving a questionnaire response rate of 84.6%. It was planned that 11 key informants would be interviewed but only 8 were interviewed giving a response rate of 72.7% response for the interviews. Overall only 52 respondents took part in the study giving overall response rate of 82.5% which is quite representative of the population. According to Babbie (2010) a response rate of 50% percent is believed to be adequate for analysis and reporting, whereas 60% is considered good while above 70% response rate is deemed to be very good.

4.3 Demographic Characteristics of Respondents

The demographic characteristics have a bearing on the expectations (Vroom, 1964), perceptions (Stacy, 1963) and preferences of rewards and career goals (Meyer & Kirsten, 2012) which eventually affects motivation and ultimately their work performance. Rewards packages

that fit well with such characteristics and preferences of employees can result in increased motivation and, ultimately, improved performance (Lawton & Chernyshenko, 2008).

4.3.1 Gender of Respondents

Table 7: Distribution of Respondents By Gender

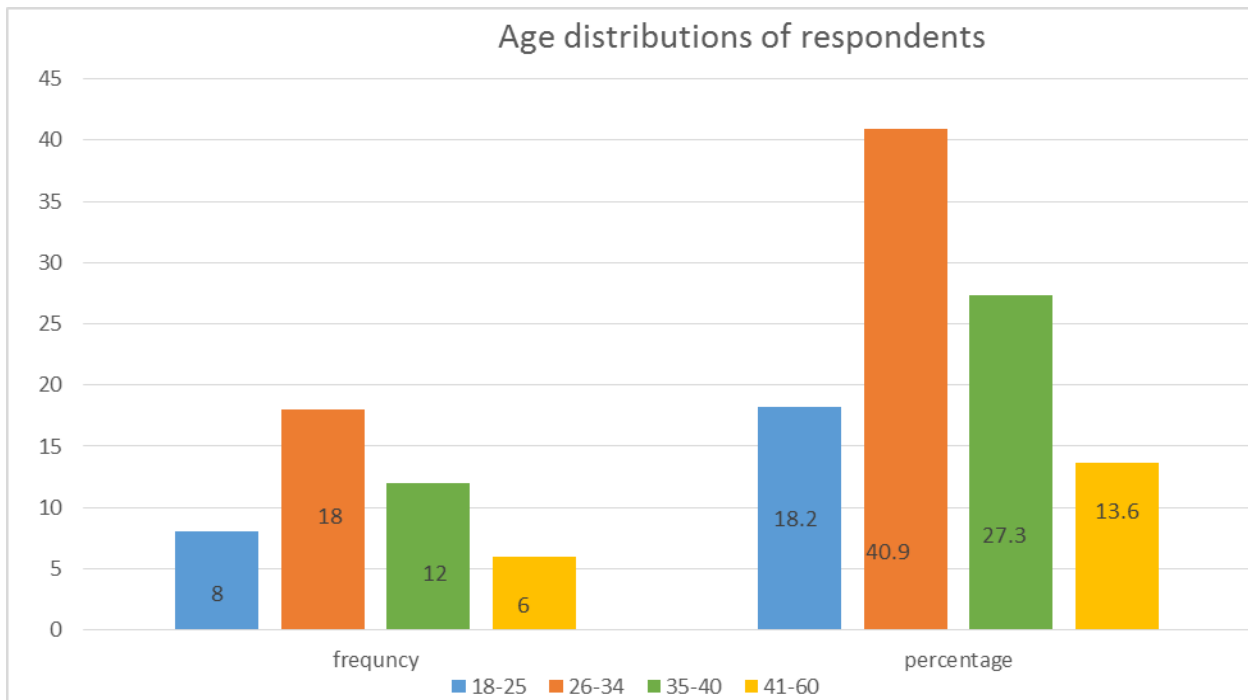
| Category | Frequency | Percentage |
|-----------------|------------------|-------------------|
| Male | 33 | 63.4% |
| Female | 18 | 34.6% |
| Total | 52 | 100% |

Source: primary field data

Table 2 above show that, 33(63.4%) male respondents and 18 (34.6%) female respondents took part in the study. This shows that males are over represented compared to women. It was necessary to know how many males or females took part in the study. This is because the gender of an individual teacher may affect his or her perception and expectation of the rewards and eventually the actual task performance.

4.3.2 Age Group Distribution of Respondents

The age group distribution of the respondents was well explained using the bar graph below.



Source: Primary data

Figure 2: Age Group Distribution of Respondents

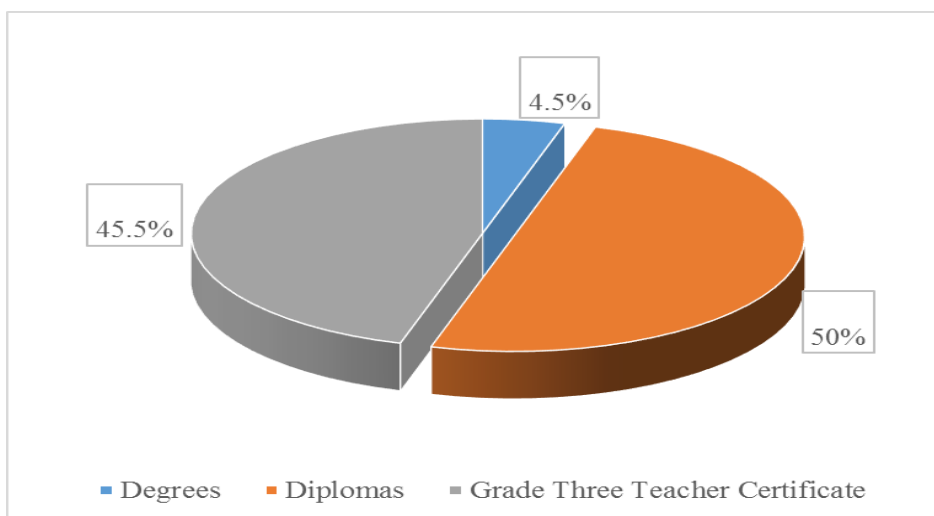
The findings show that most of the respondents are mature young teachers within the productive age of 26 to 40. The detail of this distribution shows that 8 teachers (18.2%) are between 18-25 years, 18 (40.9%) are between the age of 26-34, 12(27.3%) are in the age range of 35-40 and only 6 (13.6%) in the age bracket of 41-60.

This composition shows that about 86.4% of the teachers are in the youthful bracket (18-40). By implications they are full of ambitions to help the learners succeed and at the same time grow in their professions through well planned promotions and training opportunities. It should also be noted that, the age group 18-40 are mostly within the child bearing age and as they raise their family they expect reasonable income financially. There is need to have rewards which will carter for the needs of these group. There is therefore needed to get the right rewards which can motivate this age group to remain committed and devoted in their work. They expect opportunity for growth through regular and fair promotion opportunities.

This finding on demographic composition tends to agree with that of Kikoito (2014) from Tanzania and Aacha (2010) from Masaka in Uganda who reported 61.5% and 77.5% of the teachers participating in her study below the age of 36years respectively an indication that many young people are joining the teaching profession.

4.3.3 Academic Qualification of Respondents.

The academic qualification is presented in the pie chart below



Source: Primary data

Figure 3: Academic Qualification of Respondents

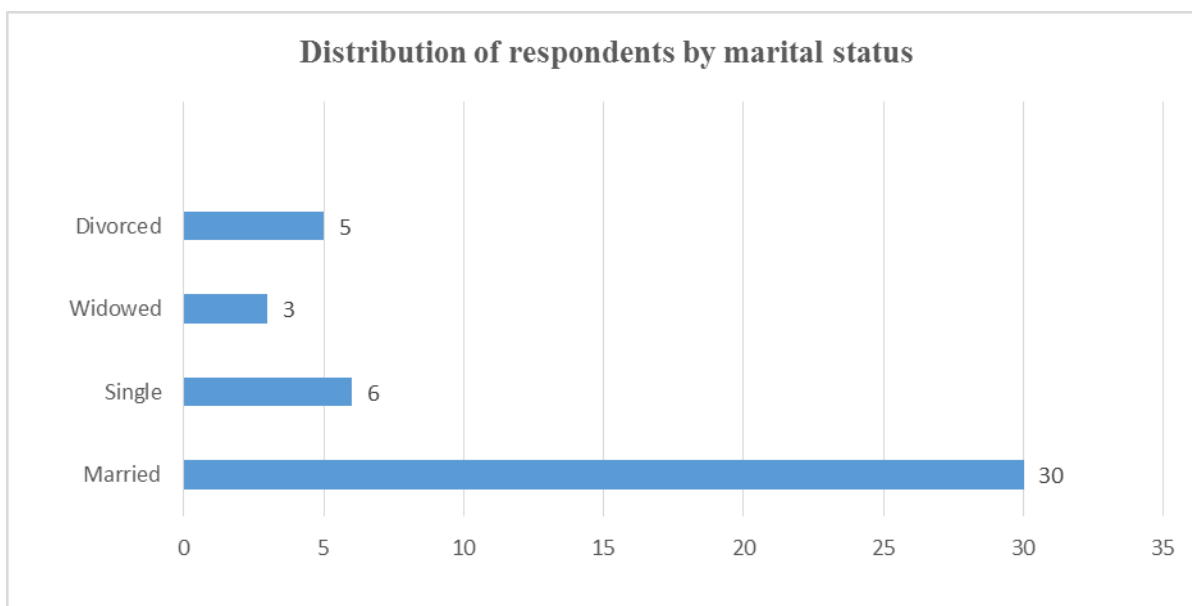
Findings on academic qualifications revealed that, 4.5% had bachelor degrees, 50% had diploma qualifications and 45.5% had grade three teachers' certificate. The qualification data shows that teachers in these schools are all qualified to teach however many of them i.e. 95.5% have not yet attained the Degree qualification. The implication is that they would expect opportunities for further studies to be availed this would motivate them to perform. As such, they need to go for further training. With all teachers having minimum qualification and 54.5% of the teachers having qualifications above grade three certificates if the school implement appropriate reward that is fair and meet their expectations good performance shall be realised.

The findings on qualifications compares well with those of Aacha (2010) who reported a cumulative percentage of 95% teachers above grade two certificates at and also that of Nairubi (2011) with 93.2% of his primary school respondents had qualifications ranging from diploma to Master's degree. This means in terms of skills and knowledge teachers of government primary schools are competent.

Ayeni (2011) found a significant positive relationship between academic qualification of teachers and their instructional task performance. This means highly qualified teachers perform very well in their task compared to their counter- parts whose qualifications are low. However, from this study teachers' performance is below average an indication that qualification alone without proper rewards cannot leads to good performance.

4.3.5 Marital Status of Respondents

It was found that 68.2% were married, 13.6% single, 6.8% widowed and the rest divorced. The biggest percentage of the respondents is therefore married men and women. The implication is that married teachers require both financial and non-financial rewards to meet the basic needs of their family members. Thus, reasonable pay (salary and allowances) which make it easy to provide for the daily needs of their families will motivate them to perform. This group would be motivated to perform in the face of good salary, allowances and prospects of promotions to higher positions. Distribution of the marital status of the respondents was presented as indicated in the graph below;



Source: Primary data

Figure 4: Marital Status of Respondents

4.2.5 Longevity of Teachers in the School

Data on longevity in the school was collected because the longer a teacher has spent in the school the more knowledge and information he/she has about the performance and rewards practices in the school and information they give can be reliable

Table 8: Longevity of Teachers in the School.

| Longevity | No. of respondents | Percentage |
|--------------------|--------------------|-----------------|
| Less than one year | 11 | 25 % |
| 1-5 years | 16 | 36.36 % |
| 5- 10 years | 11 | 25 % |
| More than 10 years | 6 | 13.64 % |
| Total | 44 | 100.00 % |

Source: primary data

The longevity of the teachers in the profession and within the school was important in this study because the longer the experience of the teacher the more knowledgeable she /he is about the reward practices of the school. Table show that 11 (25%) teachers had stayed in their current work station for less than a year, 16(36.36%) had stayed at least from 1 to 5 years, 11 (25%) had spent between 5 to ten years while 6 (13.64%) had been in their work station for more than 10

years. This means 75% of the teachers who took part in the study new their school well since they had served in it for at least one year. This means they are fully aware of the reward practices and policies of the school. Being fully aware and acquainted with the issues of reward and performances of teachers in these schools the information gathered from them can be regarded as true and dependable.

4.4 Non-Monetary Rewards

This section presents teachers’ responses on the use of non-monetary rewards in their schools.

4.4.1 Promotion as a Reward Item

Responses to promotion items are shown in the table below

Table 9: Responses to Items on Promotions

| | Promotion | Disagree | Uncertain | Agree | Mean | SD |
|----|--|----------|-----------|-------|------|------|
| 1 | Teachers are promoted regularly in their job. | 72.7% | 11.4% | 15.9% | 2.23 | 1.10 |
| 2 | Teachers are promoted on merit. | 29.5% | 6.8% | 63.6% | 3.32 | 1.09 |
| 3 | Chances for promotions are very high | 59.1% | 4.5% | 36.4% | 2.59 | 1.17 |
| 4 | The criteria for promoting teachers are fair. | 47.7% | 20.5% | 31.8% | 2.61 | 1.17 |
| 5 | Teacher’s promotion is based on hard work | 18.2% | 22.7% | 59.1% | 3.33 | 1.05 |
| 6 | Only academic qualification is considered when promoting teachers. | 36.4% | 4.5% | 59.1% | 3.16 | 1.36 |
| 7 | Longevity is the major criteria for promotions. | 45.5% | 13.6% | 40.9% | 2.84 | 1.38 |
| 8 | Teachers who are hardworking are always promoted. | 13.6% | 11.4% | 75.0% | 3.68 | 1.03 |
| 9 | Regular promotions motivate teachers in their work. | 4.5% | 0.00% | 95.5% | 4.38 | 0.99 |
| 10 | Being promoted is a source of motivation. | 15.9% | 0.00% | 84.1% | 4.05 | 1.31 |

From the table it is revealed that there is no regular promotion (72.7%) much as the promotions are on merits (63.6%). Chances for promotions are very low (59.6%). This is an indication that the promotion is not easy to come by in these schools and neither do they expect to be promoted

soon. This was also confirmed by the Mean of 2.23 and SD of 1.10. In such a situation, the teachers operate in a condition wherein they are not motivated in the first place as they expect very few promotions yet majority of teachers (95.5%) believe that being promoted is a great source of motivation in their job, unfortunately 59.5% of these teachers don't see the chances of being promoted. This could seriously de-motivate them leading to poor performance.

It was further revealed that teachers who work hard are always promoted this view was supported by 75% of the teachers who took part in the study much as 59.1% are of the view that hard work and academic qualifications are considered when promoting teachers up to 45.5% are of the view that tenure/longevity is a major criterion for promotions thus making the criteria for promotions unfair, this position was supported by 47.7% of the teachers. The average mean score for all items on promotions is 3.22 and indication that it is highly valued as rewards by teachers.

4.4.2 Training

The descriptive results pertaining to the training of the staff was indicated as shown in the table below;

Table 10: Responses to Items on Training as a Reward

| | Training | Disagree | Uncertain | Agree | Mean | SD |
|----------|---|-----------------|------------------|--------------|-------------|-----------|
| 1 | Attending regular training motivates me in my job | 11.4% | 4.5% | 84.1% | 4.02 | 0.90 |
| 2 | The school organize regular trainings for teachers | 40.9% | 11.4% | 47.7% | 2.66 | 1.43 |
| 3 | Teachers on long training are granted study leave with pay | 29.5% | 4.5% | 65.9% | 3.36 | 1.24 |
| 4 | Management encourage teachers to go for trainings | 45.5% | 13.6% | 40.9% | 2.95 | 1.31 |
| 5 | Information on trainings are made available to teachers | 18.2% | 0.0% | 81.8% | 3.73 | 1.02 |
| 6 | The school conducts training needs assessments | 43.2% | 11.4% | 45.5% | 2.95 | 1.18 |
| 7 | Trainings that the school organizes are relevant to our job | 22.7% | 0.0% | 77.3% | 3.82 | 0.50 |
| 8 | In this school new teachers are given induction | 40.9% | 18.2% | 40.9% | 2.93 | 1.15 |

Analysis of results revealed that 84.1% of the respondents feel motivated by attending regular training and 77.3% confirmed that the trainings that the school organizes are relevant to their job as teachers. The results in the table above further showed that the greater percentage of the teachers agree that the teachers on long training are granted a leave but with pay (65.9%). This implies that the teachers are encouraged to go for additional training which is very good in improving skills of teachers.

4.5 Monetary Rewards

The responses to items on monetary rewards were presented as shown in the table below;

Table 11: Responses to items on salaries and allowances as rewards

| | Monetary rewards | Disagree | Uncertain | Agree | Mean | SD |
|----------|---|-----------------|------------------|--------------|-------------|-----------|
| 1 | The salary I earn is enough to meet my basic needs | 70.5% | 11.4% | 18.2% | 2.18 | 1.35 |
| 2 | The salary I earn is equivalent to the work I do | 61.4% | 11.4% | 27.3% | 2.27 | 1.45 |
| 3 | Teachers' salaries are paid promptly | 34.1% | 6.8% | 59.1% | 3.32 | 1.16 |
| 4 | salary increment awarded to teachers is unrealistic | 72.7% | 6.8% | 20.5% | 2.16 | 1.27 |
| 5 | Salary increment is a great motivation to teachers | 68.2% | 11.4% | 20.5% | 2.18 | 1.19 |
| 6 | Teachers are paid allowances for extra work | 45.5% | 4.5% | 50.0% | 2.98 | 1.27 |
| 7 | Allowances to teachers are paid promptly | 47.7% | 25.0% | 27.3% | 2.68 | 1.25 |
| 8 | The allowances paid to teachers is adequate | 79.5% | 4.5% | 15.9% | 1.80 | 1.39 |
| 9 | Teachers who excelled get more allowances | 68.2% | 6.8% | 25.0% | 2.34 | 1.16 |

The greater percentage of the teachers revealed that the salary that they earn is not enough to meet their basic needs (70.5%) and is not equivalent to the work that they do (61.4%). In addition, a greater proportion of the teachers further indicated that the salary increment awarded to teachers is not quite realistic (72.7%). Much as 68% of the teachers do not look as salary as a great source of motivation. The financial rewards which they receive are not quite adequate from their opinion.

When it comes to payment of allowances 50% accepted that they get allowances for extra work. 47.7% of the teachers said it is not paid promptly and 79% said this allowance is not adequate, 68.2% said the teachers who excel do not get more allowances compared to those who do not. This breeds a situation of unfairness in the rewards distribution which is not good. This means they may not necessarily do some extra work which is outside their job description even when it is for the good of the organisation. Also in line with equity theory teachers may not be motivated to exert extra effort since teachers who excelled get same allowances with those who do not.

The inadequacy of the allowances and the delay in its payment was re-echoed by one of the chairperson parents' teacher's associations when he said "*I know 20,000/= is not worth a teacher's contribution for a whole month but how I wish parents were able to give their*

contributions in time so that we can pay it promptly to save our head teacher the wrath of teachers”

4.6 Teachers’ Perception of the Rewards

It was one of the objectives of this study to find the relationship between teachers’ perceptions of rewards their performance. The responses showing teachers perceptions of rewards practices were collected and presented in the table below.

Table 12: Responses to items on Rewards Perceptions

| | Perception about rewards | Disagree | Uncertain | Agree | Mean | SD |
|---|--|-----------------|------------------|--------------|-------------|-----------|
| 1 | In this school rewards are distributed rightfully and fairly. | 54.5% | 11.4% | 34.1% | 2.68 | 1.41 |
| 2 | Teachers receive rewards equivalent to their work effort | 72.7% | 11.4% | 15.9% | 1.84 | 1.38 |
| 3 | I am satisfied with the quality/quantity of the rewards given to me | 86.4% | 4.5% | 9.1% | 1.68 | 0.93 |
| 4 | I am prepared to work hard in order to gain the rewards | 79.5% | 4.5% | 15.9% | 2.06 | 1.39 |
| 5 | The rewards have a positive effect on the work performance of teachers | 43.2% | 22.7% | 34.1% | 2.89 | 1.63 |

4.7 Teacher’s Performance

Teachers’ performance was measured in terms of Time Management, Lesson preparations and Assessments of Pupils’ Learning. Pupil’s academic scores were not taken as a measure of teachers’ job performance as it is always the case in most studies on teacher’s performance. This is due to the fact that pupil’s achievements may be impacted on by a number of environmental factors that the teacher has no control over them. These factors may arise from within the schools as well as outside the school.

4.7.1 Responses to items on Lesson Preparation

Only 47.7% of the respondents said teachers teach using lesson plans while up to 72.7% agree that teachers prepare their schemes of work however only 38.6% believe that teachers adhere to the schemes of work they prepare. Further it was revealed that most of the teachers don't use teaching aids in their lessons (65.9%). This was in agreement with the results from observation of lessons carried out by the researcher, where in eight lessons observed only three of these lessons had teachers teaching with teaching aids to facilitate pupils learning.

Much as 45.5% of the teachers said most teachers in the schools do not teach with lesson plans actual observation of lesson reveals the contrary, it shows that most teachers had lesson plans for their lessons, of the eight lessons observed all the teachers were having lesson plan. It was however noted that the lesson plan was not adhered to by most teachers while delivering their lessons. This could have been due to the fact that teachers were briefed about the coming of the researcher in advance by the head teacher; the observation further revealed that most teachers had schemes of work. However, some few had incomplete schemes of work.

The average of the mean scores for items on lesson preparation is just 2.92 and indication that performance of teachers in terms of lesson preparation is moderate

Table 13: Responses to items on Lesson Preparation as a measure of Teachers' performance

| | <i>Lesson preparation</i> | Disagree | Uncertain | Agree | Mean | SD |
|----------|--|-----------------|------------------|--------------|-------------|-----------|
| 1 | Teachers in these school teach with lesson plans | 45.5% | 6.8% | 47.7% | 3.07 | 1.04 |
| 2 | Teachers prepare schemes of work | 27.3% | 0.0% | 72.7% | 3.50 | 1.15 |
| 3 | Teachers follow their schemes of work | 47.7% | 13.6% | 38.6% | 2.91 | 1.14 |
| 4 | Most teachers in this school use teaching aids in their lesson | 65.9% | 11.4% | 22.7% | 2.39 | 1.04 |
| 5 | Teachers in this school do not value lesson preparation | 43.2% | 13.6% | 43.2% | 2.77 | 1.40 |
| 6 | Teachers always prepare teaching notes | 40.9% | 13.6% | 45.5% | 2.93 | 1.11 |

4.7.2 Assessments of learning.

The Descriptive statistics for Assessment, a component of the Teacher performance were collected and presented here below;

Table 14: Responses to items on Assessments of Learning as a measure of teachers' performance

| | Assessment of learning | Disagree | Uncertain | Agree | Mean | SD |
|---|---|----------|-----------|-------|------|------|
| 1 | Teachers give assignment to pupils regularly | 45.5% | 11.4% | 43.2% | 2.89 | 1.20 |
| 2 | Teachers marks pupil's books regularly | 50.0% | 4.5% | 45.5% | 2.93 | 1.26 |
| 3 | Teachers corrects all assignments given to pupils | 43.2% | 13.6% | 43.2% | 2.91 | 1.72 |
| 4 | Teachers give enough exercise to pupils | 6.8% | 29.5% | 63.6% | 3.57 | 0.62 |
| 5 | Teachers give feedback to pupils through test results | 25.0% | 6.8% | 68.2% | 3.43 | 0.87 |
| 6 | Teachers give a lot of formative exams to pupils | 63.6% | 0.0% | 36.4% | 2.57 | 1.52 |

Regarding the assessment of pupils' learning, 45.5% of the respondents said teachers do not give assignments to pupils. 50% of the teachers revealed their pupil's books are not marked regularly while only 40.3 agreed that there was regular marking of pupil's work. Much as 63.6% said teachers give regular assignments to pupils surprisingly 63.6 believed enough formative assessments of learners is not taking place.

The above findings from teacher's responses were confirmed by direct observations of pupils' book and records of marks as kept by the individual teachers'. Checking through the pupil's book the researcher discovered that many pupils had work which were not corrected by the teachers. Checking teacher's records of cumulative pupil's performance shows that most teachers were not having detailed records from which they could ascertain the pupil's progress. There was an indication of less formative assessment of pupils' progress this was confirmed by the fact that much as the study was conducted in third term, some teachers had only two sets

of marks. The average mean score is 3.05 and indication that teacher job performance in terms of assessment is just average.

4.7.3 Time Management

As the saying goes “Time wasted is never regained”. Teachers work scheduled are always programmed within specified time frame. Proper time management is there for a meaningful measure of teachers’ job performance. The responses to the items on time management are presented in the table on the next page.

Table 15: Responses to items on Time Management

| | | Disagree | Uncertain | Agree | Mean | SD |
|---|---------------------------------------|----------|-----------|-------|------|------|
| 1 | Teachers report for work early enough | 45.5% | 0.0% | 54.5% | 3.05 | 1.08 |
| 2 | Most lessons begin on time | 50.0% | 4.5% | 45.5% | 2.95 | 1.12 |
| 3 | Syllabus are completed on time | 45.5% | 11.3% | 43.2% | 2.89 | 1.08 |
| 4 | Teachers produce report cards in time | 68.2% | 6.8% | 25.0% | 2.41 | 1.11 |

It was noted that a significant percentage of these teachers, never report for work on time (45.5%), much as 54.5% reports for work early. To validate this finding from the questionnaire the researcher carried out actual observation of the attendance register for teachers and noted that generally most teachers report to work before 8:30 am the official time in the public service standing order. It was also confirmed through interview in which one of the head teachers said, *“I don’t have any problem with my teachers, they all report very early, even the inspector has commended us for that however I may not tell whether they report early out of fear or because they like their work”* through observation the researcher noted that most teachers reported to work on time. However, it was not clear whether their reporting early was a result of good work motivation as a result of adequate reward or the fear of the consequences of late coming. More so the early reporting did not tally with timely beginning of lessons which is in agreement with

50% of the teachers confirmed that that the lessons in their schools did not begin on time. This is bad as it affects completion of the syllabus. This same position was supported by both interview and observation of actual lessons. In the interview results one head teacher said

“I know they may not adhere to the time table as it is, but to me that is better than missing it completely after all don’t they say better late than never?”

Despite this results tallied well with observation that the researcher carried out in the schools. In the unannounced surprised visits to these schools the researcher noted that most teachers reported to work on time.

However, this early reporting did not tally well with completion of the syllabus findings revealed that, the syllabus is not completed on time by 45.5% of the teachers and some 68.2% of them don’t produce the report cards in time. This shows a challenge on the side of the learners, i.e. the students and the guardians, the parents because they need to receive feedback about the performance of the students from time to time.

“People have a misconception that teachers do not produce report cards on time simply out of laziness, it’s not teachers or the school that fails to produce reports on time circumstances has forced it on us. If a teacher is to mark and produce report on time it would be at the expense of coverage since we have many students and marking will take a lot of time..... this presents an opportunity cost which to me is prudent to make teachers mark over holiday’s rather than make the pupils loose on coverage”.

4.8. The relationship between Rewards and teachers’ performance.

The results for the relationship between the study variables were examined using the Pearson (r) correlations coefficient. The regression analysis was also undertaken to find out the predictive effect of the independent variable on the dependent variable.

4.8.1 The Relationship between Non-Monetary Rewards and Performance of Teachers.

Here the hypothesis was that there is no significant positive relationship between non-monetary rewards and teacher's performance in the selected primary schools. The relationships between the Non-Monetary Rewards and Performance of teachers were tested using Pearson (r) correlations

Table 16: Correlation Analysis for the Relationship between Non-Monetary Rewards and Teacher's Performance.

| | | Non-Monetary Rewards | Teacher Performance |
|--|---------------------|----------------------|---------------------|
| Non-Monetary Rewards | Pearson Correlation | 1.000 | |
| | Sig. | | |
| Teacher Performance | Pearson Correlation | .672** | 1.000 |
| | Sig. | .000 | |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | |

As indicated in the table above The value of the adjusted r square (regression coefficient) is 67.2% an indication that any variance in teachers' performance can be explained by changes in the non-monetary rewards provided to teachers and it also show that changes in non-monetary rewards can explain up to 67.2% of teachers work performance in this primary schools. Results revealed that there is a statistically significant relationship between the Non-Monetary Rewards and the Teacher Performance ($r = .672^{**}$, $p < .01$). The results are indication that when non-monetary rewards such as Promotions are professionally managed then the performance of the teachers will improve.

4.8.1.1 Test of hypothesis for the relationship between non-monetary rewards and teacher's performance in the selected government primary schools

To test the hypothesis, the regression model was run and presented in table 16 below.

Table 17: The Regression Model for Non-Monetary Rewards and Teacher's Performance.

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|---|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| (Constant) | 2.240 | .225 | | 9.939 | .000 |
| Non-Monetary Rewards | .535 | .091 | .672 | 5.882 | .000 |
| Dependent Variable: Teacher Performance | | | | | |
| R | .672 | | | | |
| R Square | .452 | | | | |
| Adjusted R Square | .439 | | | | |
| F Change | 34.601 | | | | |
| Sig. | .000 | | | | |

The results in the table show that the Non-Monetary Rewards can explain 43.9% (Adjusted R Square = .439), the regression model was statistically significant. This shows that if the Non-Monetary Rewards are well managed, they shall predict a better performance in the future of these primary schools by improving motivation of teachers. The results in the table above further indicated that the regression model was statistically significant (sig. <.01)

Analysis of variance (ANOVA) in table 17 returns a high value of F at 34.601 at a significant level less than .05 and this means the model is statistically significant. Going by the decision rule we reject the null hypothesis (H0) if the significance level is less than 0.05 or 5% and accept the alternate hypothesis (H2). Thus, the large value of F ratio at 34.601 and low value of significance level [F = 34.601, p<.000] indicates that we have to reject the null hypothesis that there is no significant relationship between non-monetary rewards and teachers performance in the selected government primary schools in Bardege division and accept the alternative hypothesis that there is a significant relationship between non-monetary rewards and the performance of teachers in the selected government primary schools in Bardege division, Gulu Municipality.

In order to find the contributions of non -monetary rewards on teachers' performance the values of the standardized coefficients (Beta) were analysed. Greater values of beta and less values of

the significance for the independent variable show a strong contribution to the dependent variable (pallant, 2005). In this study the beta coefficient for the non-monetary rewards is 67.2% and the level of significance is 0.000($P < 0.1$) meaning that non-monetary rewards as an independent variable has a very strong contribution in understanding and explaining teachers' performance in the primary schools in Bardege division, Gulu municipality.

4.8.2 The relationship between monetary rewards and performance of teachers. Similarly, the researcher predicted no significant positive relationship between monetary rewards and teachers' performance in the selected primary schools in Bardege division, Gulu municipality. The relationships were investigated by carrying out correlation analysis on Rewards and Performance were tested using Pearson (r) correlations and regression models together with ANOVA as presented in table 18 below.

Table 18: The Correlation Analysis for the Relationship between Monetary Rewards and Performance of Teachers.

| | | Monetary Rewards | Teacher Performance |
|--|---------------------|------------------|---------------------|
| Monetary Rewards | Pearson Correlation | 1.000 | .766** |
| | Sig. (2-tailed) | | .000 |
| Teacher Performance | Pearson Correlation | .766** | 1.000 |
| | Sig. (2-tailed) | .000 | |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | |

The value of the adjusted r square (regression coefficient) was returned to be 76.6% an indication that any variance in teachers' performance can be explained by changes in monetary rewards provided to teachers and it also show that changes in monetary rewards can explain up to 76.6% of teachers work performance in these primary schools. Results revealed that there is a statistically significant relationship between the Monetary Rewards and the performance

of Teachers ($r = .766^{**}$, $p < .01$). The results are indication that when monetary rewards such as salaries and allowances are managed well, the performance of the teachers will improve.

8.2.2.1 Test of hypothesis on the relationship between monetary rewards and Teachers' Performance in the selected primary schools

To test the hypothesis a regression model was presented and analysis of variances performed and is presented in table 19 below;

Table 19: The Regression Model Showing the Relationship between Monetary Rewards and Performance of Teachers

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|--|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| (Constant) | 1.859 | .221 | | 8.416 | .000 |
| Monetary Rewards | .528 | .068 | .766 | 7.722 | .000 |
| Dependent Variable: Teacher Performance | | | | | |
| R | .766 | | | | |
| R Square | .587 | | | | |
| Adjusted R Square | .577 | | | | |
| R Square Change | .587 | | | | |
| F Statistic | 59.630 | | | | |
| Sig. | .000 | | | | |

Source: field data

The regression model for the effect of monetary rewards on the performance of teachers show that the Monetary Rewards can explain 57.7 % (Adjusted R Square = .577), the regression model was statistically significant. This shows that if the Monetary Rewards are well managed, they shall predict a better performance in the future of academic institutions. The results in the table above further indicated that the regression model was statistically significant at (sig. $< .01$)

Analysis of variance (ANOVA) in table 19 returns a high value of F at 59.630 at a significance level less than .05 and this means the model is statistically significant. Going by the decision rule we reject the null hypothesis (H_0) if the significance level is less than 0.05 or 5% and accept the alternate hypothesis (H_2). Thus, the large value of F ratio at 59.630 and less value of

significance level [$F = 59.630, p < .000$] indicates that we have to reject the null hypothesis that there is a significant positive relationship between monetary rewards and teachers performance in the selected government primary schools in Bardege division and accept the alternative hypothesis that there is no significant positive relationship between monetary rewards and the performance of teachers in the selected government primary schools in Bardege division, Gulu Municipality.

In order to find the contributions of monetary rewards on teachers' performance the values of the standardized coefficients (Beta) were analysed. Greater values of beta and less values of the significance for the independent variable show a strong contribution to the dependent variable (pallant, 2005). In this study the beta coefficient for the monetary rewards is 76.6% and the level of significance is 0.000 ($P < 0.1$) meaning that monetary rewards as an independent variable has a very strong contribution in understanding and explaining teachers' performance in the primary schools in Bardege division, Gulu municipality.

It was noted that the Monetary rewards have a positive predictive effect on the Teacher Performance (Adjusted R Square = .766). The results show that the regression model was statistically significant (Sig. < .01). In other words, careful consideration of the monetary reward structure and continuous positive improvements of this, will inevitably improve the teacher performance.

4.8.3 The relationship between the Reward perception and the Performance of Teachers

Table 20: Correlation Analysis for the Relationship between Rewards Perception and Teachers Performance.

| | Rewards perceptions | Teacher Performance |
|--|---------------------|---------------------|
| | | |

| | | | |
|--|---------------------|--------|-------|
| Reward perceptions | Pearson Correlation | 1.000 | |
| | Sig. | | |
| Teacher Performance | Pearson Correlation | .616** | 1.000 |
| | Sig. | .000 | |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | |

The result reveals a statistically significant relationship between the perceptions of teachers about the rewards with their performance given the higher value of $r = 61.6\%$. The implication is that the perceptions teachers have about a given reward in place may affect their work performance by 61.6%. Thus the perceptions teachers have about the rewards affects accounts for up to 61.6% of the total variations in their work performance.

4.8.3.1 Test of hypothesis on the relationship between rewards perceptions and Teachers Performance in the selected primary schools

The hypothesis here was that there is a significant positive relationship between teachers' perceptions of rewards and their performance in the selected government primary schools in Bardege division, Gulu municipality. The regression model below and the subsequent analysis of variance (ANOVA) were used to test this hypothesis.

Table 21: The Regression Model for the Rewards Perception and Teachers Performance.

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|--|-----------------------------|------------|---------------------------|--------|------|
| | B | Std. Error | Beta | | |
| (Constant) | 2.425 | .225 | | 10.790 | .000 |
| Rewards perceptions | .509 | .101 | .616 | 5.067 | .000 |
| Dependent Variable: Teacher Performance | | | | | |
| R | .616 | | | | |
| R Square | .379 | | | | |
| Adjusted R Square | .365 | | | | |
| R Square Change | .379 | | | | |
| F Change | 25.673 | | | | |
| Sig. | .000 | | | | |

The regression model for rewards perceptions and performance of teachers in table 20 above shows that the perceptions teachers have of a given reward 36.5% (Adjusted R Square = .365), the regression model was statistically significant. An indication that if teachers have positive

perception of the rewards that schools provide they shall predict a better performance. The results in the table above further indicated that the regression model was statistically significant at (sig. <.01)

Analysis of variance (ANOVA) in table 20 returns F value of 25.673 at a significance level less than .05 and this means the model is statistically significant. Going by the decision rule we reject the null hypothesis (H0) if the significance level is less than 0.05 or 5% and accept the alternate hypothesis (H2). Thus, the low F ratio at 25.673 and less value of significance level [F = 25.673, p<.000] indicates that we have to accept the null hypothesis that there is a significant positive relationship between teachers' perceptions of rewards and their performance in the selected government primary schools in Bardege division and reject the alternative hypothesis that there is no significant positive relationship between teachers' perception of rewards and the performance of teachers in the selected government primary schools in Bardege division, Gulu Municipality.

In order to find the contributions of teachers' perceptions of rewards on teachers' performance the values of the standardized coefficients (Beta) were analysed. Greater values of beta and less values of the significance for the independent variable shows a strong contribution to the dependent variable (pallant, 2005). In this study the beta coefficient for the perception of rewards is 61.6% and the level of significance is 0.000 (P<0.1) meaning that perceptions teachers have about rewards as an independent variable has a very strong contribution in understanding and explaining teachers' performance in the primary schools in Bardege division, Gulu Municipality.

It was noted that the perceptions teachers have about the rewards offered to them have a positive predictive effect on the Teacher Performance (Adjusted R Square = .365.). The results

show that the regression model was statistically significant (Sig. <.01). In other words, school managers need to take into consideration the expectancies and needs of teachers to ensure a positive perception for improved performance,

CHAPTER FIVE

SUMMARY, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussions, summary, conclusions and recommendations in light of the research findings presented in chapter four.

5.2 Summary of findings

The study was carried out in the selected government primary schools in Bardege division Gulu Municipality to find out the relationship between rewards given to teachers and their job performance. Non -monetary, monetary rewards and teachers' perception of rewards were taken as the independent variable and teacher performance was taken as the dependent variable. This subsection that follows summarizes the findings in line with the research objectives.

5.2.1 Summary of findings on the relationship between non-monetary rewards and teachers' performance in the selected schools.

It was discovered that teachers in these schools were provided non-monetary rewards in form trainings and promotions. However, the promotions were not regular and the chances of teachers being promoted was very low more so only academic qualifications were considered a vital criterion for being promoted. The fact that these promotions are not tight to work performance of the individual teachers means they cannot be drivers of teachers' performance. This is because according to the expectancy theory teachers expect to be promoted and yet the promotions do not come by and are not linked to hard work.

Taking training as a nonmonetary rewards the teacher's belief that attending regular training motivates them in their job. This is possibly due to the fact that training equips them with knowledge and skills that build in them the confidence that they can perform. According to the expectancy theory if employees have the belief that they can perform a job to get the available outcome they will be motivated to perform. This has the implication that teacher training programmes need to be encouraged and training needs assessments done to ensure the training equip teachers with the missing skills.

Overall the study found a significant positive relationship between non-monetary rewards and the performance of teachers which disagreed with the researcher's hypothesis that there was no significant positive relationship between these variables. These means if the non-monetary rewards are used properly the teachers will be motivated to perform excellently provided their expectations are taken into account by the school administrators.

5.2.2 Summary of findings on the relationship between non-monetary rewards and teachers' performance in the selected schools.

It was confirmed in this study that the schools provide allowances to teachers as a form of reward and this is meant to supplement the official salary however teachers held that the salaries and allowances offered to them is not meeting their expectation. They are paid salaries which are not equivalent to their work. This may have negative impact on their motivation at work.

Overall the correlation analysis and the regression model again confirmed significant positive relationship between rewards and teachers' performance in these schools. This is an indication that the monetary rewards may be used to boost teacher's performance.

5.2.3 Summary of findings on the relationship between rewards perception of teachers and teachers' performance in the selected schools.

Teachers expressed dissatisfaction with the rewards provided in these schools. At least 86.4% said they were dissatisfied with the rewards offered to them and about 79.5% expressed their unwillingness to work towards earning these rewards. This means where teachers have exhibited reasonable level of performance could be due to the intrinsic motivation but not a result of the extrinsic rewards offered. The correlation analysis and regression model once again confirm a significant relationship between the perception teachers have about the rewards and their work performance.

5.3 Discussion of findings

The study sought to answer three research questions in order to achieve the purpose of the study which was to examine the relationship between rewards and performance of teachers in the selected primary schools in Bardege Division Gulu Municipality.

5.3.1 How does non-monetary rewards relates to teachers' performance in the selected government primary schools?

The non-monetary rewards considered in this study were promotions and attending training. It was shown that teachers value promotions and attending training 95.5% of respondents confirming that promotions motivates them in their work and 84.1% taking training as a motivator to perform. However, they were disappointed that the promotions are not regular nor attached to good performance. This has the implication that teachers need to be taken for refresher courses and other long training regularly based on the needs. Promotions has to be regular and on affair and clear criteria if it has to have an impact on teachers' performance.

Test of hypothesis revealed that there exists a significant positive relationship between these non-monetary rewards and performance of teachers in the selected schools ($r = .672^{**}$, $p < .01$). 95.5% of the teachers said promotions motivate them in their work. However, on a sad note 75% of the teachers held the view that hardworking teachers are not always promoted. This has the implication that government need to design appropriate promotional ladders which shall make teachers move from one level to another. Teachers also need to be taken for regular training to updates their knowledge and get the confidence and motivation to work. Further implication to practice and policy is that schools and other stakeholders should design policies that linked promotions to hard work. When hard working teachers are not promoted they

become demotivated and perform poorly as it is the case in this study where the mean scores on performance items were generally low.

These finding is consistent with; Rehman, Zaheer. & Sufwan (2007) who found that promotion, and training have positive significant impact on job satisfaction of employee; Onyango & Wainyoke, (2014) which found that there is a strong positive relationship between training and development of employees and their job performance.

Within most education institutions given relatively low pay, promotions play a key role in teachers' motivation (Wang, 2009), this was confirmed in this study by 95. 5% of teachers confirming that promotions motivate teachers in their work. Earlier studies on promotions and employees' performance (e.g. Filipkowski & Johnson, 2008; Kostea 2009, Blau & DeVaro 2007) had also revealed similar findings. For example, Filipkowski and Johnson (2008) stated that there is a link between the lack of promotion and weaker performance. This finding indicates the importance of the promotion chances in the primary schools and shows that when the teachers have more chances of being promoted and attending training they will try more and do their tasks better with more excitement; and it is important to consider this element in the schools to motivate them more for having a better outcome.

Kawesi (2004) in her study to investigate the effect of performance based rewards on teacher's performance in which promotions was considered a form of performance based rewards, came to the conclusion that, performance-based rewards (e.g. promotions) affect the performance of teachers in schools. And that it can be manipulated to motivate teachers and increases their performance, productivity and efficiency. Clearly a motivated teacher by implication shall perform as expected. Unfortunately, in this very study it was discovered that; 72.5% of the teachers believes promotions are not regular and 59.1% say the chances of promotions in the teaching career is very low. Much as this is so responses on training shows that the schools are

committed to improving teachers' competencies through regular trainings and is a good source of motivation.

Wong & Wong (2010) as quoted by Mugweru (2013) looked at teacher promotion as an important reward tool through which teachers can strive to meet standards set by the employers. This is due to the fact that teachers' salaries are relatively fixed and it is only through promotions that one has the opportunity to jump to the next higher scale. This implies if the schools design good promotional criteria and use it as a tool for motivating teachers their performance is bound to improve immensely given the fact that in this very study 95.5% of the teachers confirmed that regular promotions motivate them in their task.

5.3.2 What is the relationship between monetary rewards and teachers' Performance in selected government primary schools?

Salaries and allowances were the dimensions and monetary rewards used in this study. It was established in this study that salary increment is not a big source of work motivations for teachers with 68.2 % of teachers confirming that it does not motivate them and further that the salaries and allowances provided by these schools are not adequate and does not meet teacher's expectation which in line with the Vroom (1964) cannot motivate them to perform well. Further the teachers cited unfairness in the distribution of allowances is not based on performance in line with equity theory this will demotivate the teachers in their work resulting in poor performance. It was confirmed that the monetary rewards affect teacher motivation to perform. This was evidenced by the fact that 61.4% of teachers believed the salary they earn does not match the work they do and up to 72.7% strongly disagreed with the statement that the salary increment awarded to teachers is realistic.

Tang, Luna-Arocas, and Sutarso (2005) argued that individual's satisfaction with pay depends on his love for money and how he compares with referent others, in this study it is clear teachers

are not satisfied with what they earn and this could be a result of them comparing their earnings with the referent others within and outside their profession (Stacy, 1963). This has implications for policy and practice in that government should design a fair pay structure that rewards equitably equivalent contributions across professions.

The correlation analysis showed a positive relationship between the Monetary Rewards and the Teacher Performance ($r = .766^{**}$, $p < .01$). The results show that monetary rewards enhance the Teacher performance in a very commendable way. This is consistent with earlier research findings from other parts of the world. For instance; a study conducted by Malik M. S., Maria M., & Muhammad S. R in Pakistan 71.9% employees strongly agreed and agreed that they are motivated through good salary. Comparing the r values for the non-monetary and monetary rewards indicates that teachers are motivated most by monetary rewards. This is in agreement with Met & Ali, (2014b) who assert that monetary incentives influenced employees' motivation to perform; Gbadamosi and Joubert (2005) found that money is significantly and positively related to job performance of employees in the public sector in Swaziland ($r = .36$, $p < .01$); Met & Ali (2014a) who found a positive and significant correlation between monetary motivation and job performance ($r = .33$, $p < .01$), however it disagreed Harunavamwe & Kanengon (2013) who found no significant relationship between monetary rewards and motivation to perform ($r = .161$, $p > .01$).

5.3.3 What is the relationship between the perception of rewards by teachers and their work performance in the selected government primary schools?

The results in this study showed that the Teachers don't receive rewards equivalent to their work effort. This was revealed by a very high percentage (72.7%) of teachers who participated in the study. In addition, the results showed that these employees are not quite pleased with the quality/quantity of the rewards given to them (86.4%) and they are not prepared to work hard in order to gain the rewards (79.5). This could be attributed to their low levels of satisfaction

with the reward system practice. Clearly the rewards the schools are giving is not motivating the staff enough to perform.

According to expectancy theory (Vroom, 1964) workers' commitment and productivity in organization is based on their answers to basic questions: is desirability of outcomes that organization provides high? Is high performance instrumental for obtaining these outcomes? Is expectancy high? Going by these one would say teachers in these schools are not motivated given the fact that, they expressed reservation in working towards achieving these rewards a sign that the desirability of the outcomes offered by the school is not there and more so high performance is not instrumental in obtaining the outcomes (rewards).

Employees work performance is moderated by; the subjective certainty that the act will be followed by outcome and also the subjective certainty that the act will not be followed by the outcome." (Vroom, 1964). In light of the: expectancy theory", the employees' choice of work behaviour is dependent on the preferences, perceptions and the belief of employees, that the desired outcomes are possible (Salanova & Kirmanen, 2010). In this study the outcomes or the rewards are not valued hence cannot motivate teachers in their work. This is because teachers are getting what they don't expect. People are motivated to do something because they think their actions will lead to their desired outcome (Redmond, 2009).

This calls for management to set in place measures that can ensure the satisfaction and contentment with the existing reward systems. Some of these measures may include but not be limited to; communicating with the teachers about the promotion criteria, such measure may involve increasing the amount of rewards, offered, by mobilizing resources from PTA. Correlational analysis reveals a significant positive relationship between the perceptions of teachers about the rewards with their performance and once again the hypothesis is proved true.

5.4 Conclusions

The conclusions for this study are drawn in line with the research objectives; however the general conclusion is that there is a direct and positive relationship between rewards and teacher's performance. The implication being; a change in the rewards offered to teachers would result in a corresponding change in employee work performance. These call for proper use of rewards in schools to improve work performance of teachers in schools. The schools can use both types of rewards to improve performance of their teachers

5.4.1 Conclusions on the relationship between non-monetary rewards and teachers'

Performance.

The non-monetary rewards used in this study were training and promotions. From the study findings, presented in chapter four it is confirming that these non- monetary rewards when used properly can lead to improved performance by teachers.

Training as a form of non-monetary rewards has impact on the motivation of school teachers. This was confirmed in this study by a very big percentage of teachers who claimed that attending training is a great source of motivation in their work. Although findings indicate that the schools organize regular training only 45% of teachers confirmed that these trainings are conducted as a result conducting training needs assessments. Conducting training without identifying the knowledge and skills gap may not motivate teachers. Training may lead to better performance by teachers provided what is presented to teachers during the training sessions is what they expected to get. Where the attitude of teachers towards training provided is negative because the training initiatives are not designed properly at all and there is no value attached to those who have trained then such trainings may not lead to any motivation and improvement of performance, for that matter schools should come up with very clear policies for training as well as realistic tools for identifying knowledge and skills gap which is the basis for training.

Promotions as a reward are highly valued by teachers who took part in this study. This could be due to the fact that promotions come with increased responsibility and increased remuneration. However, chances of being promoted were very narrow, more so the promotions are not linked to hard work as a priority criterion. This means hardworking teachers who are not promoted may lose the motivation to perform if they realise that effort will not be rewarded by the desired reward outcome. Policy makers should therefore make provisions for teachers to rise in their career without necessarily becoming school administrators.

5.4.2 Conclusions on the relationship between monetary rewards and teachers'

Performance

The research established a significant positive relationship between monetary rewards and the performance of teachers in these schools. This means when the monetary rewards are properly aligned to the expectations of teachers and linked to their work performance the schools shall realise improvement in teachers work performance.

Further, the research found that schools provide allowances to teachers to supplement the salary paid to them by the government. Teachers are motivated by salary increments. The salary teachers are getting does not meet their expectation and is so small to meet their daily need. The salary increments teachers are getting is not realistic according to this study which is an indication that it is not able to motivate them to perform. Much as the schools are offering allowances to teachers it is not paid promptly and the amount is not adequate. This means the motivational effects of allowances are not felt. This means the allowance at the current level does not motivate teachers and therefore the school's managers and other stakeholder's needs to design mechanisms and strategies to ensure prompt payment of allowances and linked the rates of allowances to effort invested by teachers.

5.4.3 Conclusions on the relationship between teachers' perception of rewards and

Teachers' performance.

People consciously chose a particular course of action, based upon perceptions, attitudes, and beliefs as a consequence of their desires to enhance pleasure and avoid pain" (Vroom, 1964)

This study also found that teachers' personal perception of the rewards they get plays a significant role on their work performance given the existence of a significant positive relationship to their work performance. In this study it was noted that teachers' performance in terms of time management, preparations and assessments is not very good. This is explained by the fact that teachers in these schools have perception of unfairness and inadequacy in relation to the rewards that they receive.

To improve teachers' performance, the schools should come up with reward policies that are fair and linked to performance of the teachers. The policy should ensure that the rewards that teachers get a reward that is commensurate to the amount of effort invested. When conditions of fairness exist the teachers shall be motivated to perform.

5.5 Contributions of the Study

This study contributes to the deeper understanding of the relationship between rewards and performance of government primary school teachers in Gulu Municipality. Having a clear understanding of how rewards motivate teachers, and what teachers expect to get as rewards from head teachers shall help school administrators to plan and effectively implement reward strategies that would result in the expected performance target in their schools.

The study showed that promotions and trainings are assets that schools could use to realise the motivation required for excellent performance, findings from this research shall help to inform policy decisions on areas of staff promotions and training which would result in teacher friendly policies that induce motivation in teachers leading to improved teacher's performance in schools.

This research shall serve as motivation for further research studies in the field of teacher performance in northern Uganda given that, it's not only rewards that impacts on the job motivation of teachers, having clear knowledge on the other school based factors and external factors may be necessary in improving the quality of the teaching- learning process in Bardege division and Gulu Municipality in general.

Finally the study demystifies the use of money as the only reward tool that can help to make teacher perform effectively in their jobs and open doors for schools to explore and capitalize on the use of non-monetary options which had not explored before. This would relieve the parents who are the main contributors in support of the allowances that school pays teachers .this is a big relief to a region where poverty is so rampant.

There is scarcity of literature and empirical evidence on the use of rewards to influence teachers' performance in northern Uganda. This study therefore provides the evidence to fill the gap in literature on rewards and performance of primary school teachers.

5.6 Implications of findings to theory, policy and practice

Important theoretical and practical implications to theory, and practice for the management of rewards and teachers' performance in primary schools is presented in this section.

5.6.1 Theoretical implications of findings

The findings from this study contribute to the theoretical knowledge on the use of rewards in motivating teachers for improved job performance. There being very few empirical studies about the relationship between rewards and performance of teachers in northern Uganda. Having a clear understanding of the implementation of the non-monetary rewards and the monetary rewards and how they relate to performance of teachers will add to the body of knowledge required to fill the gap and improve teachers' motivation in these schools.

Both non-monetary and monetary rewards play an important role in motivating teachers to improve their performance provided they meet their expectations and needs.

Perceptions teachers have about the available rewards is a good predictor in improving their work performance. It means that mere presence of rewards cannot directly affect teachers' performance but it is their perception of adequacy and fairness of the rewards that trigger significant improvement.

Given that most of the past studies in Uganda looked mostly at monetary rewards this study throws more light into the understanding of the relationship between non-monetary rewards and performance of teachers'. This will help in diversifying the available rewards options hence meeting the different expectation of teachers and catering for individual differences.

This study further provides support to the existing theories of motivation which underpinned this study in the following ways:

Teachers are going to be motivated to perform desired behaviors at a high level only if there is a link between performance and the expected rewards leading to high expectancy. This confidence to perform is built when the teachers have the right knowledge and skills. Knowledge and skills can be enhanced through availing training opportunities. In this study it was found that the teachers are getting training opportunities much as they are not informed by their needs and expectancies. The implication of this to the school administrators is that the trainings teachers get has to be a reflection of the knowledge and skills gap that they need to fill in order to raise their expectancies to perform. This is a confirmation of the relevance of this theory in understanding teacher rewards practices in relation to their performance.

The study reinforces the assertion of expectancy theory that performance is dependent on the expectation employees have about the rewards they get as a result of working hard. In these

schools' performance was poor and a good percentage of the teachers said they were not willing to work to earn these rewards since it does not meet their needs and expectations.

5.6.2 Implications of findings to policy and practice

Findings from this study provide useful information for school managers for a thorough understanding of how rewards can be used to ignite the right level of motivation among their teachers for effective performance. The study brought to light the need for school managers to consider the expectancies and perceptions of teachers in designing and executing rewards policies and strategies that would lead to improved teacher performance in schools.

Teachers bring in their knowledge, skills and experiences as inputs to the school and in turn get salaries allowances, promotions and trainings opportunities as outputs. In this study it was confirmed that the input-output relationship is weak resulting in poor work performance. The implication is that school administrators have to ensure that rewards given to teachers are commensurate to the knowledge skills and experiences that they bring in. This is due to the fact that mere presence of rewards does not translate to performance unless it is what the teachers expect to earn.

In this study it was found that the rewards like salaries and allowances were given out uniformly without taking into consideration the performance of individual teachers. This has the implication of discouraging the teachers who work hard. The education administrators can benefit more from the distribution of rewards when it is linked to performance in such a way that the level of individual performance determines the amount and kind of rewards teachers receive. The education administrators should therefore ensure fair rewards practices in their schools which can be realised by introducing performance based rewards practices so that teachers who excelled in their work get more rewards compared to those who do not

Finally, these findings serve as a reminder to those who design and implement reward policies and strategies in schools to always be concerned with the aspects of equity and fairness in the distributions of rewards as having a major effect on the effectiveness of the rewards in realizing the desired performance.

5.7 Recommendations

From the findings and conclusions of the study, the following recommendations are made:

5.7.1: To the Ministry of Education Science Technology and Sports

- i) The Ministry of education and sports should judiciously implement the teacher's scheme of service to ensure regular promotions in order to increase teachers 'motivation to teach in primary schools. These promotions should be pegged to performance of the individual to ensure that superior teachers are rewarded and less performing teachers are encouraged to work harder. This is possible since promotions come with increased in salary which is a motivational factor for all teachers.
- ii) The current reward policy especially in terms of salary, teachers' salaries is determined by the academic qualifications. The higher the academic qualification the higher the salary scales. This is frustrating since it rewards both hardworking teachers and the non-performing teachers equally. This violates equity and justice principles and demotivates the hardworking teachers from continuing to work hard. It is therefore required that new policies where teachers who work hard are rewarded more than those who are lazy be passed.
- iii) Despite the salary increment so far implemented most teachers still complain of inadequate salary which is not commensurate to the work they do. Aware that the resource base of government is constraint, teachers Sacco's should be strengthened to help teachers meet their daily needs.

iv) Teachers should be involved in designing policies governing rewards distributions in schools. Involving teachers at the policy formulation process will ensure that what their expectations of rewards are captured and issues of equity addressed at an earlier point in time.

iv) Both internal and external equity affects teachers' motivation to perform the ministry should address the issues of in-equity by ensuring the harmonization of salaries of civil servants so that people across professions at equal level of employment are rewarded equitable this would reduce the constant strikes by teachers demanding salary enhancement.

5.7.2 Recommendation to school administrators

- i) School administrators should promote the use of non-monetary rewards in their schools since it is difficult to implement monetary rewards due to resource constraints.
- ii) Trainings teachers get has to be a reflection of the knowledge and skills gap that they need to fill in order to raise their expectancies to perform schools should therefore conduct regular training needs assessments.
- iii) Management of schools should try to understand the needs of teachers and design rewards strategies in such a way that these needs are addressed by the rewards in place

5.7.3 Recommendation to parents

- i) Parents should be mobilized and encouraged to pay their PTA subscriptions timely so that teachers' allowances are promptly paid to keep their motivation high.
- ii) Some chairpersons of Parents Teachers Association had very narrow view of what constitute rewards. There is need to continuously sensitized them on the rewards options available to teachers

5.7.4 Recommendation to Gulu Municipal Council

The Municipal Council needs to come up with reward a policy that incorporates non-monetary rewards for teachers. Teachers need to be involved in the development of this policy so that their expectations are captured. This could possibly result in improved teacher performance.

The Municipal Council should carry out sensitization of parents to get involved in cofounding of the education of their children since the source of monetary rewards for teachers come from parents' contribution.

The Municipality also needs to strengthen school inspection to ensure compliance to professional ethics and requirements of the Teachers' Code of Conduct

5.8 Limitations of the Study

It was not a slide down the valley but rather an uphill task to collect data and come up with these results. The hurdles along the way were much:

1. Some respondents were difficult to access and others were not willing to divulge information that the researcher wanted to have access to, despite stating clearly the intention of the research. A case in point was when a head teacher told the researcher I have all the facts about the school no need to look for them in documents; do you doubt what I tell you? However, the researcher had to overcome this by staying cool and trying to build rapport and make the respondent really see the need of the alternative source of information.
2. Given limitation in time and resource for conducting the research, the researcher confined the study to only government primary schools in one division of the Municipality. Which means the findings may not be applicable to private primary schools in the division or the Municipality. In light of this the researcher recommends for a parallel study to be conducted in the private primary schools so as to have a comprehensive representation across primary schools.

3. The study was conducted in few selected schools within an urban setting and its findings may not apply to rural settings and therefore the findings of this study may not be generalized to all primary schools in Uganda. The study may need to be replicated in a rural setting and similar urban centers in the country so as to have a wider and comprehensive understanding of the relationship between these variables.

5.9 Suggestions for further research

Many factors affect the performance of teachers rewards are just one of the many factors. This study looked at the relationship between rewards and teachers' job performance. To have a complete understanding of factors impacting teachers' performance the researcher advises that further studies may be undertaken in the following areas;

1. The relationship between head teacher's management practices and teachers' job performance may also need to be investigated.
2. The relationship between stakeholders' involvement and the performance of teachers in the selected government primary schools in Bardege Division, Gulu municipality.
3. This study was conducted in public primary schools, to get a comprehensive understanding of the relationship between rewards and teachers performance the same study may need to be replicated in a private primary school as well.
4. A study may also need to be conducted to find out the influence of school environmental factors on the job performance of teachers in the public primary schools.
5. The researcher is aware that needs of teachers may vary according to the settings and locations of their schools. The study was conducted in Urban UPE schools a similar research could be carried out in rural settings to give a complete picture of how rewards affect the job performance of teachers.

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**APPENDIX 1: LETTER OF INTRODUCTION FROM UGANDA MANAGEMENT
INSTITUTE**



UGANDA MANAGEMENT INSTITUTE

Telephones: 256-41-4259722 /4223748 /4346620

256-31-2265138 /39 /40

256-75-2259722

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E-mail: admin@umi.ac.ug

Plot 44-52, Jinja Road

P.O. Box 20131

Kampala, Uganda

Website: <http://www.umi.ac.ug>

Your Ref:

Our Ref: G/35

28th October, 2016

TO WHOM IT MAY CONCERN

MASTERS IN MANAGEMENT STUDIES DEGREE RESEARCH

Mr. Kilama Wilfred Acayo is a student of the Masters in Management Studies of Uganda Management Institute 30th Intake 2013/2014, Reg. Number 13/MMSPAM/30/089.

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

HIS research Topic is: *"Rewards and Teachers' Performance in Uganda: A case of Selected Government Primary Schools in Bardege Division, Gulu Municipality, Uganda"*.

Yours Sincerely,

Stella Kyohairwe (PhD)

AG. HEAD, POLITICAL AND ADMINISTRATIVE SCIENCE

APPENDIX II: LETTER OF AUTHORISATION TO CONDUCT FIELD RESEARCH



UGANDA MANAGEMENT INSTITUTE

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P.O. Box 20131
Kampala, Uganda
Website: <http://www.umi.ac.ug>

Your Ref:

Our Ref: G/35

28th October, 2016

Mr. Kilama Wilfred Acayo
13/MMSPAM/30/089

Dear Mr. Kilama,

FIELD RESEARCH

Following a successful defense of your proposal before a panel of Masters Defense Committee and the inclusion of suggested comments, I wish to recommend you to proceed for fieldwork.

Please note that the previous chapters 1, 2 and 3 will need to be continuously improved and updated as you progress in your research work.

Wishing you the best in the field.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Stella Kyohairwe', is written over a circular stamp or seal.

Stella Kyohairwe (PhD)
AG. HEAD, POLITICAL AND ADMINISTRATIVE SCIENCE

**APPENDIX III:
TEACHERS' QUESTIONNAIRES**

SECTION A: personal information

Tick the appropriate answer where choices given are applicable.

1. Sex:

(a) Male _____ (b) Female _____

2. Age

(a) 18-25 years (b) 26-35years (c) 35-50 years (d) 51-59 years and above

3. Marital status

(a) Single (b) Married (c) Divorced (d) widowed

4. Education level

(a) Grade three teacher Certificate (b) Diploma (c) Bachelors" (d) Master's degree

5. Number of years you have spent in the current school

(a) Less than one year (b) Between 1- 5 years (c) Between 5-10 years (d) More than 10 years

SECTION B: Reward Practices

In this section tick inside the box which show your level of agreement with the given statement

KEY: (i) SA means strongly agree (ii) A means Agree (iii) N means not decided

(iv) DA means disagree (V) SDA means strongly disagree

| S/ No | ITEMS ON NON-FINANCIAL REWARDS | SA | A | N | DA | SDA |
|---|--|----|---|---|----|-----|
| Promotions as a non -monetary reward | | | | | | |
| 1 | Teachers are promoted regularly in their job. | | | | | |
| 2 | Teachers are promoted on merit | | | | | |
| 3 | Chances for promoting teachers is very high | | | | | |
| 4 | The criteria for promoting teachers is fair | | | | | |
| 5 | Teachers promotions is based on hard work | | | | | |
| 6 | Only academic qualification are considered in promoting teachers | | | | | |
| 7 | Longevity is a key criteria for promoting teachers | | | | | |
| 8 | Teachers who work hard are always promoted | | | | | |
| 9 | Regular promotions motivate teachers in their job | | | | | |
| 10 | As a teacher being promoted is a great source of motivation | | | | | |
| Training as a non-monetary reward | | | | | | |
| 11 | Attending regular training motivates me in my job | | | | | |
| 12 | The school organizes regular training for teachers | | | | | |
| 13 | Teachers on long training programs are granted study leave | | | | | |
| 14 | Management encourages teachers to go for further training | | | | | |
| 15 | Information on training opportunities are passed to teachers regularly | | | | | |
| 16 | The school conducts training needs assessment | | | | | |

| | | | | | | |
|----------------------------------|--|-----------|----------|----------|-----------|------------|
| 17 | Trainings that the school organizes are relevant to us teachers | | | | | |
| 18 | In this school new teachers are given induction | | | | | |
| Items on monetary rewards | | | | | | |
| | | SA | A | N | DA | SDA |
| 19 | The salary I earn is enough to meet my basic needs | | | | | |
| 20 | Salary increments motivate teachers in their work | | | | | |
| 21 | Salary is paid promptly to teachers | | | | | |
| 22 | Increasing salaries makes teachers work hard. | | | | | |
| 23 | In this school teachers are paid allowances | | | | | |
| 24 | Teachers are paid allowances for extra work | | | | | |
| 25 | Allowances are paid promptly | | | | | |
| 26 | Teachers who excel get more allowances | | | | | |
| | Items on rewards perception | SA | A | N | DA | SDA |
| 27 | In this school rewards are distributed fairly. | | | | | |
| 28 | Teachers receive rewards equivalent to their work effort | | | | | |
| 29 | I am pleased with the quality/quantity of the rewards given to me | | | | | |
| 30 | I am prepared to work hard in order to gain the rewards | | | | | |
| 31 | The rewards have a positive effect on the work performance of teachers | | | | | |
| 32 | I am willing to work hard to earn the rewards from this school | | | | | |
| 33 | The rewards motivate me to perform well in my job | | | | | |
| | Items on Teachers Performance | SA | A | N | DA | SDA |
| Lesson Preparation | | | | | | |
| 35 | Teachers in this school always teach with lesson plans | | | | | |
| 36 | Teachers in this school prepares their schemes of work | | | | | |

| | | | | | | |
|--------------------------------|--|--|--|--|--|--|
| 37 | Teachers always use teaching Aids in their lesson | | | | | |
| 38 | Teachers in this school do not value lesson preparations | | | | | |
| 39 | Teachers prepare their schemes of work adequately | | | | | |
| 40 | Teachers always prepare their teaching notes | | | | | |
| Assessments of Learning | | | | | | |
| 41 | Teachers give home work to pupils regularly | | | | | |
| 42 | Teachers mark the work they give pupils | | | | | |
| 43 | Teachers corrects all assignments given to pupils | | | | | |
| 44 | Teachers give enough exercises to pupils | | | | | |
| 45 | Teachers give feedback to pupils through test results | | | | | |
| 46 | Teachers give a lot of formative assessments | | | | | |
| Time management | | | | | | |
| 47 | Teachers report to work on time | | | | | |
| 48 | Most lessons begin on time | | | | | |
| 49 | Syllabus are completed on time | | | | | |
| 50 | Teachers produce report cards timely | | | | | |
| 51 | Teachers adhere to the time table schedules | | | | | |
| 52 | When meetings are called teachers report early enough | | | | | |
| 53 | Teacher always meet the set deadlines | | | | | |
| 54 | Teachers have their schemes of work ready before the term begins | | | | | |
| 55 | Teachers in this school value time management | | | | | |

APPENDIX IV: KEY INFORMANT INTERVIEW GUIDE FOR MUNICIPAL INSPECTOR OF SCHOOLS

1. How long have you been in this position?
2. What are the most common performance challenges that you encounter among teachers in the primary schools you inspect?
3. What factors do you think are responsible for the performance challenges common in the primary schools?
4. Arising from your work experience as an inspector of schools give an overview of
 - (i) Lesson preparation by teachers of primary schools in Bardege division
 - (ii) Assessments of learning by teachers in the primary schools of Bardege Division
 - (iii) Time management by teachers in the primary schools in Bardege division
5. Kindly comment on the can assertion that teachers in Bardege division perform poorly
6. What advise do you give to the relevant stakeholders on how to improve teacher's performance?

**APPENDIX V: KEY INFORMANT INTERVIEW GUIDE FOR MUNICIPAL
INSPECTOR OF SCHOOLS**

7. How long have you been in this position?
8. What are the most common performance challenges that you encounter among teachers in the primary schools you inspect?
9. What factors do you think are responsible for the performance challenges common in the primary schools?
10. Arising from your work experience as an inspector of schools give an overview of
 - (i) Lesson preparation by teachers of primary schools in Bardege division
 - (ii) Assessments of learning by teachers in the primary schools of Bardege Division
 - (iii) Time management by teachers in the primary schools in Bardege division
11. Kindly comment on the can assertion that teachers in Bardege division perform poorly
12. What advise do you give to the relevant stakeholders on how to improve teacher's performance?

**APPENDIX VI: KEY INFORMANT INTERVIEW GUIDE FOR COORDINATING
CENTER TUTORS.**

- 1.How often do you visit the schools under your area of jurisdiction?
- 2.What are the most common performance challenges facing these schools?
- 3.Teachers need to attend regular refresher courses to keep pace with the curriculum, how often are these courses organized?
- 4.Teachers are commonly blamed for late, coming, dodging lessons, failure to assess pupil's work.in line with your work what are the probable causes of this.

**APPENDIX VII: INTERVIEW GUIDE FOR CHAIRPERSONS SCHOOLS
MANAGEMENT COMMITTEES**

1. How do you ensure that teachers of your schools perform well?
2. What challenges do you face in trying to keep teacher's performance high?
3. What are the most common rewards for teachers in your school?
4. Which rewards motivate teachers most?
5. What policies guide the distribution of these rewards?
6. How do you ensure equitable distribution of rewards among teachers?
7. What could be the reasons behind the poor job performance by teachers?
8. How good is the performance of teachers in your school?
9. What are the linkages between the rewards you offer and the performance of teachers?

**APPENDIX VIII: INTERVIEW GUIDE FOR CHAIRPERSONS PARENT
TEACHER'S ASSOCIATIONS**

1. How do you rate the performance of teachers in your School?
2. What do you think is responsible for the rating you have given in (1) above
3. The parents pay allowances to teachers through the PTA collections, what are the criteria set for getting these allowances?
4. What would you recommend as a measure to improve teachers performance in our school?
5. Apart from paying allowances how does PTA help in ensuring good teacher performance in the school?

APPENDIX IX: INTERVIEW SCHEDULES FOR HEADTEACHERS

1. What is your level of education?
2. For how long have you served as a head teacher?

2. What form of reward do you provide teachers in this school?

(i) _____

(ii) _____

(iii) _____

(iv) _____

(v) _____

3. What effect does the provision of these reward items have on teachers' performance?

4. What challenges do you face in administering these rewards to teachers?

SECTION TWO: TEACHERS PERFORMANCE

5. What can you say about time management by teachers of this school?
6. What challenge to you face from your teachers when it comes to time management?
7. What measures have you put in place to manage time?
8. Teachers are required to prepare schemes of work and lessons plans, before delivering it to pupils. How compliant are your teachers to these requirements?
9. How regularly do teachers in your school use teaching aids in their lesson delivery?
10. Do teachers in your school carry out regular assessments of learning as required?
11. What challenges are associated with assessments in this school?

APPENDIX X: OBSERVATION CHECKLIST

| Performance Measure | Items to be observed | Key Observed =1 Not observed=0 | Description |
|-------------------------------|-----------------------------|---|--------------------|
| Time management | Attendance Register | | |
| | Records of work covered | | |
| Lesson preparation | Lesson plan | | |
| | Schemes of Work | | |
| | Teaching Aids | | |
| Assessment of learning | Teachers records of Marks | | |
| | Pupils book | | |
| | Actual lesson | | |

APPENDIX XI: KREJCIE AND MORGAN’S SAMPLING TABLE

| N | S | N | S | N | S | N | S | N | S |
|----|----|-----|-----|-----|-----|------|-----|--------|-----|
| 10 | 10 | 100 | 80 | 280 | 162 | 800 | 260 | | 338 |
| 15 | 14 | 110 | 86 | 290 | 165 | 850 | 265 | 3000 | 341 |
| 20 | 19 | 120 | 92 | 300 | 169 | 900 | 269 | 3500 | 246 |
| 25 | 24 | 130 | 97 | 320 | 175 | 950 | 274 | 4000 | 351 |
| 30 | 28 | 140 | 103 | 340 | 181 | 1000 | 278 | 4500 | 351 |
| 35 | 32 | 150 | 108 | 360 | 186 | 1100 | 285 | 5000 | 357 |
| 40 | 36 | 160 | 113 | 380 | 181 | 1200 | 291 | 6000 | 361 |
| 45 | 40 | 180 | 118 | 400 | 196 | 1300 | 297 | 7000 | 364 |
| 50 | 44 | 190 | 123 | 420 | 201 | 1400 | 302 | 8000 | 367 |
| 55 | 48 | 200 | 127 | 440 | 205 | 1500 | 306 | 9000 | 368 |
| 60 | 52 | 210 | 132 | 460 | 210 | 1600 | 310 | 10000 | 373 |
| 65 | 56 | 220 | 136 | 480 | 214 | 1700 | 313 | 15000 | 375 |
| 70 | 59 | 230 | 140 | 500 | 217 | 1800 | 317 | 20000 | 377 |
| 75 | 63 | 240 | 144 | 550 | 225 | 1900 | 320 | 30000 | 379 |
| 80 | 66 | 250 | 148 | 600 | 234 | 2000 | 322 | 40000 | 380 |
| 85 | 70 | 260 | 152 | 650 | 242 | 2200 | 327 | 50000 | 381 |
| 90 | 73 | 270 | 155 | 700 | 248 | 2400 | 331 | 75000 | 382 |
| 95 | 76 | 270 | 159 | 750 | 256 | 2600 | 335 | 100000 | 384 |

KEY “N” is population size “S” is sample size.

Krejcie, Robert V., Morgan, Daryle W., “Determining Sample Size for Research Activities”, Educational and Psychological Measurement, 1970.