



**REWARD SYSTEMS AND PERFORMANCE OF TEACHERS IN  
SELECTED GOVERNMENT AIDED SECONDARY SCHOOLS IN  
KAMPALA DISTRICT.**

BY

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**DECLARATION:**

I, Mande Rukia, do here by declare that this is my original work and has not been presented to any University for any academic award before .All secondary sources of information used in this work have been acknowledged.

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## APPROVAL

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## **DEDICATION**

With great regard and esteem, I dedicate this piece of work to Hajji Kizitto and my lovely daughters Ivy Sheba and Isabella Kana for their patience, love and care even when I left them during the time that I was carrying out this research.

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## **ABBREVIATIONS AND ACRONYMS**

DEO	: District Education Officer.
DOS	: Director of Studies.
ESA	: Education Standard Agency
KNUT	: Kenya National Union of Teachers.
MOE	: Ministry Of Education.
PBR	: Payment by Result.
PRP	: Performance Related Pay.
PTA	: Parents Teachers Association.
UPE	: Universal Primary Education.
UNESCO	: United Nations Education Scientific& Cultural Organization.
USE	: Universal Secondary Education.
SPSS	: Statistical Package for Social Scientist.
VSO	: Voluntary Service Organization.

## **ABSTRACT.**

The study examined the relationship between reward systems and performance of teachers in government aided secondary schools in Kampala District.

The major objective was to investigate the relationship between reward systems and performance of teachers in government aided secondary schools in Kampala district. A sample of 183 teachers was selected out of the 240 teachers who were drawn from five purposively selected government secondary schools. Key informants included ten (10) Head teachers and Deputy Head teachers, ten (10) Director of studies and their Assistants, 123 subject teachers, and 40 students. A survey design was used to collect data, both qualitative and quantitative techniques through questionnaires, interviews to conduct research from teachers, Head teachers, Deputies, Director of studies, their assistants and students.

The data collected was analyzed and processed using a computer soft ware known as statistical Packages for Social Scientists (SPSS). Pearson correlation and regression analysis was used to measure the degree and strength of the reward systems and performance of teachers in selected government aided secondary schools in Kampala district.

The study revealed that there was a relationship between Non-financial rewards and performance of teachers in government aided secondary schools. The study recommends that the government of Uganda through the Ministry of Education and sports improve on the rewards of teachers so as to motivate the teachers to perform this may improve on the quality of students produced.

The following were suggested areas for further research. The relationship between management styles, working environment among others and performance of teachers in government aided secondary schools should be studied in details. Reward systems and performance of teachers in government aided primary schools. Also a need to conduct a similar study in another district to check on the reward systems generally In Uganda.

## CHAPTER ONE

# INTRODUCTION

### **1.0 Introduction**

This study is an investigation into the relationship between reward systems and performance of teachers in selected government aided secondary schools in Kampala district. Reward systems were conceptualized as a predictor (independent) variable while performance of teachers was predicted or dependent variable. The emerging constructs and dimensions of both reward systems and performance of teachers as per the study are elaborated in the conceptual frame work presented in chapter one (figure 1.1).The study was conducted among the secondary school teachers in selected government schools in Kampala district which are Kibuli Secondary School, Mengo Senior School, Old Kampala secondary school, Lubiri Secondary School and Makerere College School.

This chapter presents the background of the study, statement of the problem, study objectives, hypotheses, research questions scope and significance of the study. In addition also is the conceptual frame work t hat contains the variables under study which have been operationally defined.

### **1.1 Background to the study**

Performance of employees in a wider perspective looks at one's productivity. A used system has rather been employed to motivate human resource. Performance related pay

(PRP) motivates staff to perform to their expectations. Human resource is relevant in any institution because it leads to better quality output and low rate of absenteeism. In order to achieve optimum performance from employees, an organization or institution must have not only employees with required skills but also the motivation or willingness to perform (Zimmerman, 1998). Heneman, (2000) asserts that decisions made by the administration in relation to performance are motivational and that rewarding influences performance with salary increments and promotional opportunities.

D'Souza (1999) asserts that performance varies from person to person and its not something leaders can directly induce but they create the kind of climate in which people want to work to their full potential. Taylor (1947) points out that money is the most important factor for motivation for institutional workers to achieve great productivity because, money possesses significant power as much as it symbolizes intangible goals like security, power, prestige and feeling of accomplishments and success.

Teachers in government schools are paid basic salary and a benefit and is determined by Parents Teachers Association (PTA) , this depends on the grade and location of the school (Education Strategic Investment Plan 1997,(ESIP). This is paid monthly depending on performance. Salary on the other hand is a monthly payment even if a teacher does not teach.

Parents Teachers Association (PTA) is paid only to those who have taught that month, some schools provide accommodation, break tea , lunch , assisted in cases of loss of relatives and entitled to drugs in the school sick bay. In some of the schools , teachers are given payment by results (PBR) which is a direct link between the outcomes of performance and financial rewards because it led to the



individual to try to continue and increase his level of performance to receive more (Okoth 1999).

Teacher's performance is when a teacher actively participates in the school's daily activities in the school environment and has interest in students discipline and control particularly in the classroom. The teacher's performance could be non academic or academic activities. A teacher translates educational philosophy and objectives into knowledge and skills and they are transferred to students in the classroom. Reward systems consist of organization integrated policies, processes and practices for rewarding employees in accordance with their contribution skills and competence.

According to Armstrong, (2001) rewards constitute both financial and non-financial in accordance the value in the institution, this is how people are appreciated. Maicibi, (2003) defines non- financial rewards as the rewards that are not paid as part of wages and salaries. Financial rewards on the other hand, according to him are rewards paid in monetary terms.

Salaries are usually an annual figure paid monthly , generally with no additions for productivity or over time provided the employee has reached a certain level in the organization. Benefits according to Maicibi, (2003) are non cash addition to basic salary paid to promote welfare of staff in order to maintain the level of satisfaction with performance to the organization.

Braton , (1994) asserts that global forces influence managers to improve quality and productivity of labor and what is paid always has a relationship with the job. He further defined reward as a special payment for special acts. Mayston, (2002) England and Wales the funding mechanism for individual schools is 80% and its from its local education authority (LEA) this performance reward system boosts in the schools total resources thus attracting higher quality staff. The school inspection report in UK asserts that a performance related pay (PRP) induces performance measurements. The system provides a lot of incentives for teachers and schools to fully utilize this frame through performance reward System.

The Department of Education (DOE) in Hawaii in its renewed emphasis on excellence in education has contributed to an increase in teacher's salaries, reduced class size, improved curricular and expanded educational resources. A Hawaii public school offers a wider variety of teaching opportunities for the most qualified and talented teachers, who are caring, effective and committed. In Hawaii teaching means personal involvement in making school improvement through dedicated creative collaborative at all levels in the school systems.

According to a United Nations Education Scientific and Cultural Organization world (UNESCO) report at World Education Forum, Dakar, (2000) reports from some African countries, students can no longer choose a teaching career as the prospects of job security and adequate income are too uncertain.

In Kenya teachers staged a strike in 1997 to 1998 because of the government failure to honor what had been agreed upon with the Kenya National Union of Teachers (KNUT) concerning teachers remuneration. However this was reviewed and teachers are now under employee Teachers Service Commission (TSC) thus a positive attitude towards the profession, terms and condition of service have been improved (better salaries, house allowances, medical allowances, loan scheme and free pension schemes. The presence of strong negotiating machinery has created Job satisfaction thus performance, now teachers channel their energy and also are enthusiastic in their profession (seminar on 6-9 April 1999).

In Mozambique teachers perform poorly because they are not satisfied with their jobs due to poor rewards system, lack of instructional materials (BBC net work Africa). It is perceived that the present poor performance of teachers in Kampala district is due to poor rewarding thus calling upon the teachers as employees to continue performing.

At a meeting between bilateral donors and representation of 5 African countries in London (2002) the success and failures to the reform efforts and the impact of outcomes were discussed among the emerging features were the need of reduce over staffing, address low pay, improve service delivery and bolster morale in the civil service, this however justified that there is a reluctance in the educational sector.

The government of Uganda (GoU) has made all efforts to increase teachers pay but teachers are not yet satisfied with government endeavors. Monitor, (2006) reported a pay rise in the annual budget of 2006/2007 where by teachers

refused the government shilling of 50,000 which was reflected as an increment. They rather opted for Shs 200,000 rise in order to address their needs. Low teacher performance is reflected in the deteriorating conducts like poor lesson preparations, absenteeism and late coming. The Deputy Director of Education Standard Agency (ESA) in the Monitor , ( 2007) reported that the quality of the expected standards was rather still very low and some schools were cited out, where lessons were not fully taught and students had attended only 20 lessons instead of 200 lessons in five weeks . Teachers are expected to prepare schemes of work, lesson notes and teaching aids in advance to effect teaching and learning according to the Professional code of conduct (3)(v).

Mayston, (2002) asserted that the educational resources have been neglected which led to demotivation of teachers because the status of the teachers is not looked into, that's is why substantial numbers of trained teachers are leaving the service to join private business and opting for less lessons to reserve time for part timing for extra pay.

The government of Uganda made commitment to the education sector as a development priority and much emphasis to key human resources which include the reward system in the education strategic investment plan (ESIP) 1998—2003 government of Uganda (GoU) ,1998 the aim of rewards system development was to motivate employees (teachers) improve on performance.

Employee performance is important in every organization Newstron and Davis, (2002) favourable rewards are desired for positive outcomes that managers want, and when reward is poor they may result into absenteeism, low quality and unproductive students. In some privately owned schools, owners engage teachers who are committed and produce results. This is done through paying high and prompt salary benefits and favorable working conditions.

In Kampala district teacher's reward is still not satisfactory enough thus low performance. This however led to poor lesson preparations, reduced participation in school activities among others, some of the top schools have lost qualified teachers for seemingly better paying Jobs. In addition one head teacher lamented that because of lack of enough PTA allowances and enough houses for the teachers there has been a lot of late coming and absenteeism yet they are on government payroll.

## **1.2 Problem statement**

Efforts to improve on the teacher's conditions of work have been addressed by the government, by making the educational sector a priority and putting much emphasis on the teacher reward system. According to the Education Strategic Investment Plan (ESIP) 1998-2003 this was to be done through improved and increased pay and improved conditions of living. Despite the improved pay, performance of teachers is not yet satisfactory; there is a growing concern over low teacher performance in government aided secondary schools by the public as evidenced by the report made by the Director of ESA in the Daily Monitor, (2007) where poor time management, increased

absenteeism of teachers were cited and inadequate lesson preparations by teachers in secondary schools. Teachers are devoting less time to extra curricular activities and teaching preparations. This has compromised the quality of education in government aided schools, bringing out half baked students, reduced level of knowledge attained by the students and the products produced will not make any significant contribution to the community.

It is essential that education becomes a positive social force and this can only happen if teachers were performing to their expectations. Teachers seem not satisfied with the reward, despite the efforts by most schools emphasizing reward systems that are inherently beneficial to the teachers. This situation has to be improved and there is likelihood that teacher performance will not come forth yet information on teacher performance to be achieved is limited. It was therefore necessary that a study be conducted to determine how the uses of rewards, financial and non-financial relate to performance of teachers in government aided schools in Kampala district.

### **1.3 General objective**

To investigate the relationship between rewards systems and performance of teachers in government aided secondary schools in Kampala district.

### **1.4 Specific objective.**

1. To determine the relationship between financial rewards and performance of teachers in government aided secondary schools in Kampala district
2. To find out whether there is a relationship between non-financial rewards and performance of teachers in government aided secondary schools Kampala district.
3. To establish the moderating effect of career advancement on the relationship between reward systems and performance of teachers in government aided secondary schools in Kampala district.

### **1.5 Research questions**

1. What is the relationship between financial rewards and performance of teachers in Government aided secondary schools in Kampala district?
2. What is the relationship between non-financial reward and performance of teachers in Government aided secondary schools in Kampala district?
3. Does career advancements have a moderating effect on the relationship between reward systems and performance of teachers in government aided secondary schools in Kampala district?

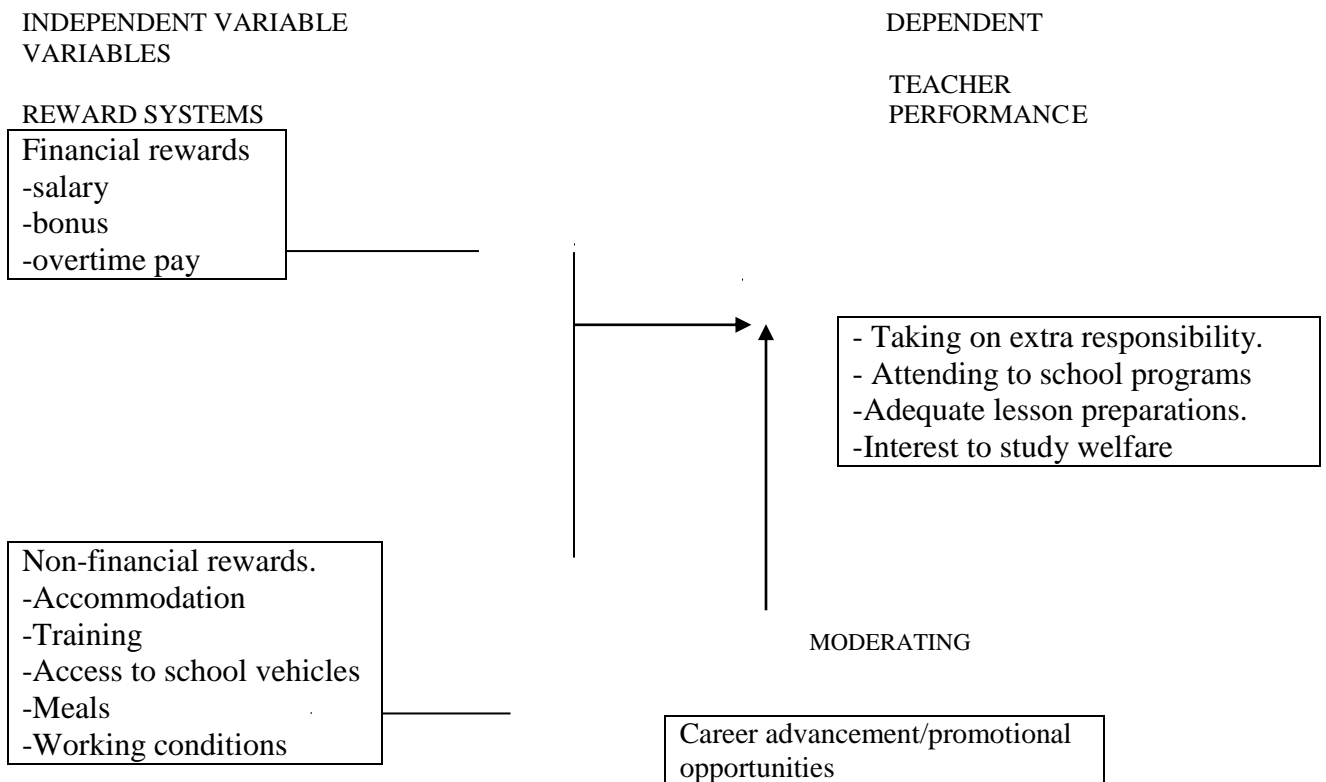
### **1.6 Hypothesis.**

- There is a no relationship between financial rewards and performance of teachers in government aided secondary schools Kampala district .
- There is no relationship between non-financial rewards and performance of teachers in government aided secondary schools Kampala district.

- Career advancement does not have a moderating effect on the relationship between reward systems and performance of teacher in government aided secondary schools  
Kampala district.

**1.7. The conceptual frame work showing the relationship between reward systems and performance of teachers.**

**Figure1.1: Conceptual frame work**



In figure 1.1, the framework shows that rewards (independent variables) influence teacher performance the (dependent variable). Rewards in secondary schools are either financial rewards or non financial rewards. Financial rewards include salary , bonus and overtime while non-financial rewards include study leave, flexible working



hours , training , meals, transport, accommodation and when these are well applied they can lead to performance of teachers. On the other hand, it is assumed that poor rewarding leads to low levels of performance. Indicators of low performance include, absenteeism, late coming and poor Uganda National Examination Board (UNEB) results. Moderating variables are other factors that affect performance either positively or negatively and include promotional opportunities. The over all frame work depicts teachers performance noting that teachers out put is dependent on employers input.

### **1.8 Scope of the study.**

The study was conducted in Kampala district which is located in the central Part of Uganda in five (5) government aided secondary schools, purposively selected to represent rural, peri-urban and urban schools.

The study covered a period of 2005-2007 because this is a period Kampala district experienced high rate of low performance in the area.

The study was limited to analyzing relationship between reward systems and performance of teachers and schools selected to represent rural, peri-urban and urban schools.

## **1.9 Significance of the study.**

The study was important because it may be a contributing factor to the body of knowledge to be used by other researchers. The policy makers in the Ministry of Education and Sports (MoES), parents and other stake holders in the education system who will be in position to contribute to the improvement of teachers performance in secondary schools. The study highlighted the importance of reward systems to performance. To the public at large, the study may benefit them by getting improved service as a result of new strategies by the district and recommendation on how best rewards can be used to increase performance.

## **1.10 Operational definitions.**

**Rewards:** A set of consciously predetermined inducements for employee Performance improvement.

**Performance:** Employee outputs that focus on quality and quantity of work the time taken to release such out puts

**Salary:** Means the money calculated at an annual rate that is paid in monthly installments to teachers on the government pay roll. It is by the government and those not on the payroll its money paid by parents.

**Allowances:** Payments made to teachers to top up their government Salaries for specific purposes e.g. transport allowances, and housing.

## **CHAPTER TWO**

### **LITERATURE REVIEW.**

#### **2.0 Introduction.**

This chapter gives a review of literature related to rewards systems and performance of teachers in secondary schools. Its main focus is how the reward systems are a great motivator to teachers in secondary school. Rewarding of teachers has always been an issue world wide and some people attach a lot of importance to it while others look at it as a mere hygiene factor rather than a motivator. The chapter covers the theoretical review and the actual review which is arranged according to themes derived from dimensions and then the indicator for each of the dimensions but they all follow the objective of the study. The theoretical review concentrates on the key theories essential for an understanding of the interplay between reward systems and performance of teachers in government aided secondary schools in Kampala district, such theories have been identified and offer an understanding of the relationships among study variables.

#### **2.1 Theoretical Frame work.**

The study borrowed two theories .The first one is based on the motivational theory as formulated by Hertzberg (1957) in the two factor model which identified what they called the satisfiers and the dissatisfiers. The wants of employees are divided into two groups.

One group revolves around the need to develop in one's occupation a source of personal growth and therefore satisfiers because they are seen to motivate the employee to superior performance and effort. The second group operates as an essential base for the first and it associates with fair treatment in compensation, supervision, working conditions and administration practice which relates to the dissatisfiers which essentially describes the environment and serves to prevent job dissatisfaction while having little effect on possible job attitude, therefore Herzberg under pins the proposition that rewards system should provide for both financial and non-financial rewards and relating it to the study is to find out what really motivates the teacher to better performance.

Herzberg (1966) through the hygiene theory investigates the question "What do people want from their jobs?" Herzberg concluded that the replies given when people feel good about their jobs are significantly different from the replies given when they feel bad, such characteristics as company policy, salary, administration and supervision were categorized as hygiene factors when they are satisfactorily maintained. People will not be dissatisfied and neither will they be satisfied. Herzberg suggested emphasizing achievements recognition, the work itself, responsibility growth and advancement. These are the characteristics that people will find intrinsically rewarding and will cause motivation. The subsequent section deals with the actual literature review starting with performance and teacher performance, measuring performance and rewards and teacher performance.

The second theory relates to efficiency wage theory proposed by Salop, (1979) which

states that firms will pay more than the market because they believe that high levels of pay will contribute to increase in productivity by motivating superior performance attracting better candidates, reducing labor turnover and persuading workers that they are being treated fairly. The implication from Salop, (1979) wage efficiency theory is when employees are given reward (pay) more than what is on the market rate, they will be motivated and loyal. This theory is not applicable to the teachers in Kampala district because their morale and commitment to their work is still dissatisfactory; not catering for their basic needs, however in response to the recommendations made by the Education policy Review Commission 1989, the government was to make efforts to improve on the conditions of service to induce motivation.

## **2.2 Performance.**

Oarkland, (1999:167) observes that performance refers to how well an employee is fulfilling the requirements of the job. He notes that it results from a combination of ability, effort and direction and it can be influenced by environmental factors. In analysis of performance, Kane, (1996) argues that performance is something that the person leaves behind and exist apart from purpose. Berraadin “et al” (1995) are concerned that performance should be defined as the outcome of work because they provide the strongest linkage to the strategic goods of the organization, customer satisfaction and economic contribution.

Oxford English dictionary defines performance as “the accomplishment, executing, carrying out and working out of anything ordered or under taken, this is an out put or outcome (accomplishment) which states that performance is about doing the work as well

as achieving results". Performance could there for be regarded as behavior in which organizations team and individuals get work done. Regarding teachers, this is regarded as teacher involvement in the school activities like lesson preparation, class attendance, participating in co-curriculum activities among others.

### **2.2.1 Performance measurements**

Measurement of performance is important in promoting equity in reward systems. Measurements begin with identification of critical performance behavior. Oakland, (1999) points out that measurement of performance uses a base line measure to determine the frequency of occurrence. He concludes that measurement should come up with data on quantity, quality, absenteeism, employee's grievances and others. According to Stewart (1997) measurement of employee performance should include a functional analysis of behavior by identifying antecedent behavior, the behavior of an individual and consequences. She adds that the behavior analysis will call for reviews of reward systems among others.

Rue and Byans (1986) points out that employee's performance measurement involves development of an intervention strategy and evaluation. They stress that strategies could be reflected in reward structures and systems and that evaluation should be based on employee quality of work and dependence of employees. An organization performance according to Armstrong, (1997) depends ultimately on quality of its management and employees and the rewards system can help to improve that quality reward system

encourages behavior that will contribute to the achievement of the organization values performance, standard and expectations.

Performance appraisals on the other hand determine the level of performance and are part of the reward and punishment system of an organization. Employees who receive favorable evaluation according to Fisher, (1996) tend to receive organization rewards such as a merit pay increments and promotions and those with unfavorable evaluation tend to receive organization sanctions like demotions.

However, organizations should put strategies regarding rewards of employees for high performance. Since they have played a great role in trying to establish policies and these policies may include guidelines to address issues regarding reward like competitive pay, internal equity and transparencies .Due to competition organization are still looking for value addition of the employees to encourage them perform.

One wonders whether rewards given by the government help in achieving the objective through the set up objects and standards results, from this study the rewards given are not satisfying the teachers at all for good performance to take place; there is more that teachers want other than what is provided by the government of Uganda.

### **2.2.2 Teacher performance**

Teacher performance is when a teacher actively participates in the school daily activities and a teacher translates educational philosophy and objectives into knowledge and skills of the learners. According to the Australian Council for Educational Research,(2009)

teaching as a profession needs a system for providing an independent authoritative performance assessment service to schools and school systems seeking to provide incentives to teachers to attain high standards, it will be difficult to create a strong market for highly accomplished teachers.

Teacher performance has been a matter of concern in Uganda since the colonial times and even after the country acquires its independence, a teacher's work was monitored for good performance and had to express good character. In 1992, a teachers' code of conduct was introduced in the country. According to the teachers' code of conduct under section 19 of the Public Service Teachers' Act 1969, among many issues a teacher is expected to teach with diligence, honesty and regularity. The teacher is supposed to set adequate amount of written and practical exercise and mark them properly and carefully. These are important to a teacher because they assist him or her to know how his or her studies are progressing.

Newstron and Davis (2002) contend on the same that when teachers actively participate and engage in school activities this shows performance and they are seen to be committed to their employing institutions, reporting on duty early enough, mentoring, guiding and counseling pupils. Teachers who spend longer periods of time in the teaching profession are seen to be committed.

Eagerness to take on extra responsibilities is an indicator of good teacher performance and adequate lesson preparation is a quantitative indicator of teacher's performance. One of the demands of ESA in Uganda is that the teacher should adequately prepare all his or



her lessons for effective teaching. This however gives a reflection on how a teacher gives time to think through instructional goals. This suggests that teachers work is demanding, the teacher has to work for longer hours so as to mark the students and have adequate time to prepare the next days' lesson. There is a lot of work done outside the normal hours of work. If the teacher is motivated and his or her morale is high he or she will put much effort thus having a positive impact on teachers' performance. There is compelling professional judgment that good teachers must know the subject they teach (Tiberondwa 1975).

There is no doubt that the performance of teachers will be judged by the rate of involvement in the school programmes, this shows interest and satisfaction by the teachers because time spent on school programmes is performance. According to Kireitner and Kinicki (1989), employees' participation increases employee satisfaction and commitment.

In an education system, human resources include professional teachers the supporting staff and non-teaching staff the material resources include the money building and the scholastic materials which material resources are necessary but not sufficient factor for excellence, teacher performance both inputs materials and human are essential for the better performance of the human input. Teachers need motivation in order to stimulate his or her good performance.

According to ESA expectations in Uganda, a teacher has to teach 24 lessons at Ordinarily

level and 8 lesson at Advanced level. The Ministry of Education and Sports (MOES) will transfer a teacher who has less lessons to a school where he or she can get the required number of lessons. In some schools, there is performance related pay and with more lessons one is seen to have worked harder than others and therefore gets more pay. We must consider how best to make the teaching profession more attractive in order to recruit and retain great teachers through proper remuneration thus boosting the morale for teachers and motivating them to work. Routledge, Taylor and Francis Group (2000) concludes that raising standards and providing rewards for individuals are some of the important features for changes to modernize teaching. Are the current financial incentives for attracting teachers into the profession?, can we pay teachers differently and make teaching a more attractive profession?

### **2.3 Rewards and Teacher performance.**

The issue of the use of rewards has stimulated performance and this has proved to be an international topic for discussion. Braton, (1988) for example argues that in Canada, the US and UK top management pay is increasingly linked to the achievement of business objectives and for their subordinates pay is being geared to individual potential and performance. He stresses that this is aimed at gaining commitment of hardworking individuals. White, (1982) observe that pay and motivation are central to achieving employee output and effort above minimally acceptable standards. The present study found out that financial rewards don't have a relationship with performance of teachers in government aided secondary schools in Kampala district, meaning there is more the government of Uganda ought to do. There is a need to encourage payment on the basis of

performance of employees. Swabe, (1989) advises that management should begin practicing performance related pay, a system which an individual's increase in salary is solely or mainly dependent on his or her appraisal (performance) or merit rating.

Grusky, (1966) puts rewards among the most important factors which influence the strength of a person's attachment to an organization. Kajubi ,(1967) stressed that apart from the unsatisfactory salary, what is more important is that teachers are no longer commanding the social status commensurate with the importance of the work. Total package is very important for a civil servant, this helps the employee to meet his or her economic obligation thus satisfaction. In Japan performance of workers on the firms have been attributed to highly committed workers (Ouchi, 1981)

Proponents for pay- for -performance programmes believe that they will attract and retain better teachers if they are able to offer increased salaries to the teachers. They argue that paying poor teachers the same as those who work longer hours, engage more effectively with their students and consistently produce improved academic outcomes, is unfair, inequitable and does little to improve the over all quality of teaching. Turner, (2002) compliments this view adding that the way in which employees are rewarded in terms of their pay and benefits communicates powerful messages which make them agree to perform some jobs, he concludes that rewards is the mainstream of human resource practices, the amount of thoughts managers devote to rewards systems will lead to motivated or demotivated employees. Dessler, (200) like Armstrong, (2003) argues

that rewards and reward system should be designed to result in desired employee performance regarding aspects like quality of work, quantity of work done, the time taken to accomplish the tasks and the over all organizational profitability. The quality of education can only be improved if the qualified teachers stay longer in schools where they have been posted and this can only be achieved if the conditions and terms of service of teachers are favorable and attractive. Teachers can stay in the school having to opt for other employment opportunities else where. However it is not the little salary that makes a teacher grumble, but the complaint about what the money can fetch them and that which they are entitled to but do not get. Kayos concluded that, those who are still teaching are doing so because they are still looking for employment at better jobs but not because the rewards are convincing, thus Rewards in schools are not friendly so better conditions of service should be attractive to retain teachers in service.

It's not true to think that the issue of rewards and performance are obvious things .It is not always easy to use the ideas of rewards to have employees perform. Nevertheless, given the above scholarly expressions, one can not deny the fact that performance and the use of rewards are interlinked. If made into an important venture hence forth, find out the existing relationship between performance and reward systems. Child, (1984) cited by Beard well, (1998) asserts that pay is frequently used as a motivator and reinforcer as it can easily be differentiated and computed, linked clearly and visibly to desired performance and is generally valued. Hegewisch, (1991) concurs with this view and mentions that pay package is one of the most obvious and visible expressions of the employment relation.

In this view related to Lavy, (2007), Hans, (1982) observed that there is a significant inequality in conditions of service and reward management between teachers in urban, peri-urban and the rural areas but only well qualified and experienced teachers in the cities remain in a well remunerated and remain professionals for life, but the rest consider teaching as temporary while looking for some thing better.

Kaahwa,(1991) lamented that teaching is not attracting many people because teachers are poorly paid and the salaries are not matched with inflation changes justifying Odden and Kelley's,(2002) suggestion that money has an influence on teacher motivation while others say money is the only motivator because it has an influence on career choices for at least some teachers. Pay is a reward given to labor for the service rendered. It can be in kind or in cash but some institutions have consolidated benefits like housing and lunch allowances into monthly allowances.

Bernard,(1938) rewards include payment of salaries, allowances, bonus, conducting awards and promotion of employees. Cushway, (1999) has noted that provision of feed back is an essential practice as people have an intense desire to know how they are performing .He emphasizes that feedback is expected from the organization, co-workers as well as customers. He notes that it should be positive, immediate, graphic and specific if it is to work.

Newton and Davis, (2002) assert that rewards distributed to employees should be

appropriate in nature, timing and distribution and should satisfy employees primary needs in order to make them perform. In agreement with the views in point, Torrington and Hall,(1995) observe that employees who feel underpaid or unfairly paid will usually demonstrate withdrawal behavior including lateness, carelessness , disgruntlement and absenteeism.

It's not always true to think that the issue of rewards and commitment are obvious things. Its not always easy to use the idea of rewards to have employees perform, never the less, given the above scholarly expressions, one cannot deny the fact that performance and the use of rewards are interlinked. It made an important venture hence forth to find out the existing relationship between performance and rewards.

#### **2.4 Financial rewards and teacher performance.**

Financial rewards are composed rewards which include base pay, performance competence and cash bonuses, (Armstrong and Murlis ,2004).These make up a total remuneration ,according to Yanuz,(2004), contrived rewards are tangible incentives that are external to work generally involving costs for the organization and generating extrinsic motivation.

Pay has been investigated in related studies and has been defined as what employees receive for their services to the employers, Price, (2000) .Gold Thorpe et al (1968) in his research into the affluent worker, he noted that pay is the dominant factor in the choice of

employer and consideration of pay seems most powerful in binding people to their present job.

Bratton, (1988) presents salaries as the most widely recognized type of reward. He defines salary as a fixed periodical payment of employees usually expressed in term of money. However, according to Bowey, (1979) salary structures comprise a hierarchy of job grades with progressive levels of responsibility, status and authority with corresponding pay increments and relate efforts to these rewards through a system of rules and procedures.

Rewards basically include salaries, wages and benefits. Armstrong, (2001) notes that wages which is one of the recognized financial rewards is defined as a payment made to manual workers expressed as a rate per hour. He notes that wages which is one of the recognized financial rewards is defined as a payment made to manual workers over time. This is for any work done beyond normal working hours.

Nigel and Lloyd, (2005) asserts that financial rewards can often be high for both the individual and the organization but have a negative employment effect on continuity and opportunity for career advancement available to the individual. Mobley, (1982), consents to this that if employees believe they have pay equity, then pay is not a compelling issue in employee turnover. It is argued that if the employees feel rewarded his or her loyalty will increase conversely. It should also be noted that Gustafson, (2002) and Armstrong, (2005) affirms that schemes designed to incentivize and motivate people may fail to do

this directly, although they could be useful means of recognizing contribution.

Graham ,(1986) presented shift pay which is presented to employees who work unusual hours, cost of living allowances which is given in response to a rise in the general rise level, graded salary structures are those where jobs are graded according to their size and progress, the basis of experience, performance or length of service.

Armstrong (1999) asserts that financial rewards provide financial recognition to people for their achievements in the shape of attaining or exceeding their targets or reaching certain levels of competence or skills. He further says that money in form of pay or some other sort of remuneration is the most obvious extrinsic reward.

Bratton, (1994) is however interested in rewarding for two major things in the absolute cost of payment because of its behavior on the profitability or cost effectiveness and secondly organizations view pay as a determinant on employee work attitudes. Pay may affect individual's decision to join a company, work affectively accept additional responsibilities. Piger and Myers, (1981) holds the same view that very low wages are a source of dissatisfaction. Lawler, (1971) argues that if necessary abilities and other enabling conditions are present pay can motivate good performance if employees value pay highly. From Lawler's model it is clear that when employees reward salary, pay is not perceived to be enough, the effects ranging from absenteeism turn over and job dissatisfaction will rise.

Like Armstrong (2001) Barlkin and candy (2004) have observed that meals, travel and housing reimbursement given to the employees motivate them to perform. Aswathapapa



(2004) believes that effective management of financial rewards strengthens employee motivation at work places and reduces absenteeism.

UNESCO (2003), carried out a study in Malawi on motivation and its impact on the teaching and support staff, established that teacher morale was very low due to poor pay and recommended that, Ministry of Education and Sports (MOES) should improve salaries and conditions of service for teachers. Like the World Bank (2004) carried out a study in Africa and South Asia and found out that a high proportion of teachers working in public schools are poorly paid and this leads to low morale and job dissatisfaction. In Uganda, teachers have always struggled to have their pay increased to cater for their needs. In reality, the reason why most individuals move out to work is because they want to be paid and failure to pay them well can be very demotivating, which may lead to poor performance.

The Journal on Micro-save Africa, (2000) clearly states that people go to work in order to earn a living, which most cases means to earn money. We all need an income in order to fulfill our basic needs such as food and shelter. Most people would prefer to earn and promise to be paid more money.

Proper remuneration of teachers is therefore important as a means of boosting teachers' morale and motivation to work. Routledge, Taylor and Francis Group (2002) concluded that, raising standards and providing rewards for individuals, teams and whole school performance are some of the important features of the proposed changes in modernizing

teaching. In Kampala district teachers are still lamenting about improper remuneration one Nyambade in the New vision, Thursday, June 16<sup>th</sup> 2005 reported teachers protest on the small pay rise as they displayed placards. “Have we taught the nation to forget us? We want shilling 200,000. Teachers in Kampala district are not yet satisfied with what the government of Uganda is offering for their services.

## **2.5 Non-financial rewards.**

It is important to note that rewards can be financial or non-financial as asserted by Nsibambi, (1990), when he argued that motivators are not necessarily financial they include quantitative and elusive things like recognition. Non-financial rewards are the tangible rewards, social practices or job related factors that are used in an organization to motivate employees without direct payment of cash. They are given to employees in recognition of their good service on performance with an aim of motivating them and their colleagues Hays (1999). Almost 70% say they can work even if there were no financial imperatives or no financial attachments were not sufficient, Bratton argues that such non – financial rewards tend to attract highly qualified and competent people to the organization. It can also facilitate a lowering of turn over. While talking about non – financial rewards, Holden ,(2001) argued that when it comes to producing a lasting change in attitudes and behavior ,he further pointed out that rewards actually punish because they are manipulative, rupture relationships, ignore reasons, discourage risk taking and undermine interest. Teachers are expected to display a positive work attitude towards their profession and when attitudes are negative they may result in wildcat strikes, absence and work slow down. In Kampala district most of the government schools instill in the teachers a positive work attitude by paying promptly their

allowances, giving them bonuses were due, offering a number of fringe benefits and providing a favorable working environment.

Non –financial rewards are very important in trying to achieve organization performance, they focus according to Armstrong, (1997).On the need for achievement, recognition, influence and personal growth.It should be noted however that its impossible to reward employees with only non- financial rewards and Luthan and Locke,(1979) , support the view. They argued that “money is obviously the primary incentive since with out it a few if any employees would come to work. Financial and non-financial rewards should be mutually reinforcing. In addition to the above training is deemed to influence attitude in an organization Craig and Bittel, (1967) assert that through directed training the employer also has the opportunity to build mutually rewarding attitudes .

According to Maritz, (2005) employees need to feel recognized for their accomplishments, Research done in the area show that \$1000 in cash can drive behavior as much as \$ 4000 in cash, there is something people want more than money and that is the promise of experience that money cannot buy.

While trying to design and ensure effective rewards system, Griffins, (1998) puts up characteristics from experts.

a) They must meet the needs of the individual for the physiological and security needs identified by Maslow’s the hygiene factors identified by Hertzberg

- b) Rewards should compare favorably with those offered by other organization unfavorable comparison with people in other settings could result in feelings of inequity.
- c) Distribution of rewards within the organization must be equitable.
- d) The rewards system must recognize that different people have different needs and the expectancy theory contributes to this conclusion, variety of rewards and a variety of methods for achieving them should be made available to employees.

One may therefore pose this question which is more important to employees, financial or non-financial rewards? According to Keith, (1981) both are important, each affect the other in an inter woven pattern and the question should integrate the two rewards successfully in order to achieve the desired performance.

Employers can obtain from employees any type of behavior one desires, simply by making use of positive reinforcement, using non cash recognition program brings value to the employees. Reward makes a difference in their attitude and performance. Therefore every one has a need to be recognized.

Dewey, (2000), found out that money; the old reliable motivational tool is not as it is supposed to be particularly for production workers, for each of these workers, another key factor as Mayo discovered is their work group. The feeling of being in a group according to Mayo motivates more than money offers.

Dewey, (2000) stresses that, individual employee's needs are different and it therefore

makes sense to relate the benefit package to those needs by giving employees a menu of benefit to select from. Benefits are viewed as another example of non-financial rewards. Wages are non- cash additions to basic pay. Armstrong, (2003) presents benefits as time off, work leave social facilities and Maicibi, (2003) presents as maternity leaves, payment of telephone, health insurance among others with the above Bratton and Jeffrey were right when he pointed out that the current thinking is based on a single opinion. In Kampala district in the government aided schools the teachers are most limited to housing allowances, maternity leave sick leave, meals, medical, good working conditions, recognition and others. A clear example was Kibuli secondary school; it recognizes the best staff member each year and Lubiri secondary school gives awards to the teachers who have excelled in producing best students at the national examination. On addition, teachers in Kibuli secondary school are given food baskets at every end of month, this act however motivates teachers to perform because it bring out a sense of commitment because teacher's services are valued in the school.

Armstrong looked at benefits as a sense of supplements to the basic pay and a means to facilitate good work by employees. They are forms of indirect compensation such as housing, medical care, meals, transport facilities. Such benefits may be a source of motivation to the teachers. These may improve on time management and reduce on teacher absenteeism, in Uganda most government schools extend these services to their employees thus cutting down costs (renting of houses) but also make teachers more comfortable in terms of security.

Walusimbi (2006), in his study on teachers' perception of what really affects their

motivation to perform in Uganda, found out that providing teachers with housing facilities could make them more effective and therefore influence their performance positively, schools that lack accommodation for teachers face a problem of attracting and retaining qualified teachers. In the New Vision 16<sup>th</sup> April 28, 2007 the District Education officer (DEO) Kabarole reported that teachers who had been recruited in rural schools without teachers' accommodation had stopped working as they were staying in town and faced a problem of transport to school daily.

UNESCO, (2004) reported that the pull of town and city can distort efforts to deploy good teachers to school in rural areas compounding problems associated with poor living environment and housing shortage in rural areas. From the discussed literature there fore, it can be observed that financial rewards are an important aspect of organization management in the bid to develop a motivated workforce. It is only unfortunate that the application and the effect of financial rewards have not been explored in secondary schools which inspired the researcher into the current study.

## **2.6 Career advancement on reward systems and performance of teachers.**

Ahuja (2002) defines career progression as growth and development of the individual with in the organization. Lack of promotion opportunities may also affect performance of teachers where teachers work so hard for several years without being promoted to positions such as head teacher, deputy head teacher or head of department. According to Rashid (1983) existence of fair opportunities for promotion with in institutions can greatly boost employee performance.

According to the Volunteer Service Organization (VSO) policy research report (2002), teachers are often excluded from development and planning for education. The importance of the teacher's role in decision-making is often ignored.

In Uganda policies such as Universal Primary Education (UPE) and Universal Secondary Education (USE) are made by politicians and officials at (MOES) headquarters and implemented by teachers who are not consulted at the formulation stage, as opposed to the hygiene factors performance should originate from within a group of stakeholders not from the outside. Things like achievement, recognition, personal growth advancement and the nature of the job may reduce levels of performance.

Kakooza (1991) argues that absence of career progression puts the employees in a helpless state, as a result, their commitment decreases and absenteeism increases thus means career advancement opportunities keep the employees to perform and focus on the achievement of institutional objectives.

## **2.7 Summary of literature review**

The purpose of the literature reviewed was to establish how different scholars viewed concepts of reward systems and performance of teachers. Most of the reviewed literature concurs that rewards system is the key resource to influence teachers' performance. The literature reviewed indicates that rewards and teacher performance, financial rewards and teacher performance and non-financial rewards and teacher performance are echoed as key drivers of reward systems in schools, however there is limited literature on non-financial rewards in relation to the education sector. The situation is with or without

rewards, whether financial and non-financial, the researcher does not really know what induces teachers to perform in government aided secondary schools. The an answered question is: Do rewards have a relationship with performance of teachers or is there something more? While this has remained an answered by the previous studies, this study will endeavor to address it.



## CHAPTER THREE

### METHODOLOGY

#### **3.0. Introduction**

This chapter explains the research design that was used to carry out this study. It presents the research design, study area, survey population, the sample that was studied and how it was selected from its parent population. It further highlights methods that were used to enlist relevant data. The chapter also points out the data collection methods used for processing, analyzing and presentation of data.

#### **3.1. Research Design**

A research design is a conceptual structure within which research is conducted and it constitutes the blue print of collection, measurement and analysis of data (Kothari, 1985).

This study adopted a cross-sectional survey design. It employed both quantitative and qualitative approaches to investigate the research problem. Across-sectional survey is conducted at a single point in time (Vogt1993) as cited in Kabanza (2001) and used triangulation of methods of data collection ranging from self-administered questionnaires to interviews. According to Desscombe, (1998), triangulation of methods of data collection enhances the reliability of data for investigating research problems.

The qualitative method was used to gather qualitative information while the quantitative method was used to investigate people's opinions about rewards and performance of teachers.

### 3.2. The Study Population

The study was conducted in Kampala District in only five selected government secondary schools which included Mengo Senior School, Old Kampala Secondary School, Makerere College and Kibuli Secondary School. It involved the head teachers, the Deputy Head teacher, the Director of studies, The Assistant Director of studies, subject teachers in the schools and the prefectorate body. This is because all the secondary school teachers are affected differently by rewards. The Head teacher was included in the sample because they have knowledge about the existing rewards and its influence on performance and the students to check whether teachers participate in the activities they are mandated to.

The table below shows the study population and sample sizes.

Table3.1

<b>CATEGORIES</b>	<b>POPULATION</b>	<b>SAMPLE SIZE</b>
Head teachers&Deputies	10	10
Director of studies &Assistant	10	10
Subject teachers	180	123
Students	45	40
Totals	<b>245</b>	<b>183</b>

### 3.3. Sample size and selection strategies.

Collecting data from the entire population is not possible due to cost and a time constraint

as stated by Mugenda and Mugenda (1999), therefore by studying a sample, the researcher is able to draw conclusions that can be generated to the population of interest.

A sample size of 183 staff was selected. This sample size decision is based on the table (see appendix vii) by Krejcie and Morgan (1970) as cited by Sekaran (2003). The sample was stratified proportionately headteachers&Deputies (n=10), DOS&Assistants (n=10), subject teachers n= (123) students prefectorate body n= (40).

### **3.4. Data Collection Methods.**

These included questionnaires, conducting face-to-face interviews with key informants regarding reward systems in relation to teacher performance. Data was collected with the aid of Questionnaires comprising both structured and unstructured questions because they are instrumental in obtaining detailed information from samples detected. Interviews were conducted from the Head teachers& their Deputies, the Director of Studies (DOS)& their Assistants. This enabled the researcher obtain more elaborative, accurate information in depth data through further probing which may not be possible in the Questionnaires.

Two research assistants were employed to distribute the Questionnaires and ensure that they are collected.

### **3.5. Data collection instruments**

Both primary and secondary data was collected. The researcher commenced by reviewing school documents and establish profile thus helping to establish the employment trends. This helped give a basis for the selection of the appropriate sample. Primary data involved the use of the following instruments.

#### **3.5.1. Self-Administered Questionnaire**

These questionnaires were filled by teachers who were selected to participate in the study and the students on the prefectorate body. The questionnaires comprised both structured, and un structured questions. This however gave the respondents freedom to elicit some information in detail due to the open- ended nature of the questions. It accommodated a wide range of close- ended questions giving more latitude to cover all areas of interest as far as desired data is concerned.

Questionnaires were used in order to cover a large number of respondents in a relatively short time and data generated because, answers were given in their own mood without being affected. This however stimulated the respondents giving an insight into their feeling and opinions. (Mugenda and Mugenda, 1999).

### **3.5.2 Interviews schedule**

Interviews were administered to head teachers of the schools& their Deputies, the Directors of studies& their Assistants. These instruments permit both the use of close and open-ended questions and allow respondents to answer the questions thus the researcher collecting additional and more revealing information. The Headteacher willingly gave frank and open views after they were convinced about the importance of the research. The interviews were conducted at the respective schools in the respondents' offices.

## **3.6. Validity and Reliability of the Instrument**

### **3.6.1 Validity of the questionnaire.**

Sekaran (2003) defines validity as the accuracy and meaningfulness of inferences which are based on research results. Validity was established through a validity test using content validity index, which is the measure of the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept.

The researcher therefore conducted a pretest of the questionnaire and interview guide on a group of 10 respondents who did not take part in the actual study from Kampala High School. The data collection instrument was discussed with the research's supervisors and academic colleagues to ensure validity.

The questionnaires were constructed and given to the supervisor for recommendation and appropriate adjustment.

### **3.6.2 Reliability of the questionnaire.**

Sekaran (2003) defines reliability as the measure of degree to which a research instrument yields consistent results.

To ensure reliability, the research instruments were pretested to selected (10) respondents to ensure consistence and comprehensiveness. According to Amin (2005), test -retest reliability can be used to measure, the extent to which the instrument will produce consistent scores when the same group of individuals is repeatedly measured under same conditions. In addition, consultation with experts, supervisors and peers were done to review on the research instruments. The data was captured in computer software known as Statistical Package for Social Scientists version 16 and a reliability statistic of cronbach's alpha was computed at 0.774 rewards and 0.748 performances of teachers.

(Attached as appendix 11)

### **3.7 Procedure of data collection**

A letter of introduction was obtained from Uganda Management Institute (UMI). This letter was used to obtain permission from head teachers to conduct a survey in their respective schools.

The researcher made necessary introductions out of the objectives of the study to the top administrators, permission was granted, then the researcher carried out the investigations at school.

Primary data included all staff who had served for at least a minimum of one years to respond to the questionnaire and interviews were only carried out with the head teacher & Deputy Head teachers , the Director of studies & their Assistants. Secondary data was

sourced from the relevant publication office documents and internet.

### **3.8 DATA MANAGEMENT AND ANALYSIS**

**Sekaran**, (2003) suggests that data analysis is the evaluation of data which is a process of systematically applying statistical and logical techniques to describe summaries and compare data. Data was collected using both qualitative and quantitative methods, edited to ensure clarity and accuracy of the information gathered, followed by qualitative and quantitative data analysis. Quantitative data got from the questionnaire was computed into frequency counts and percentages. Qualitative data got from interviews was arranged into themes according to the stated objectives and presented in a narrative form.

Correlations and regressions were used to analyze and measure the degree of relationships between the independent variables and dependent variables. According to Sekaran (2005), a correlation study is most appropriate to conduct the study, in the natural environment of an organization with minimum interferences by the researcher and no manipulation.

The Director of studies helped the researcher to distribute the questionnaires to the teachers and to the members of the students body. The researcher was given another date for collection of the questionnaires after carrying out an interview with the head teachers & the Deputy head teacher, the DOS & his Assistants, an arrival book was given to the researcher.

Data processing went through stages first responses from formal and informal interviews were noted then organized, secondly was editing of data, this involved the processing of

examining and carefully scrutinizing of the collected raw data through questionnaires formal and informal interviews to detect errors and omissions corrections had to be made were possible. Thirdly was coding, this involved the process of assigning symbols to answers so that responses or data were put in limited but comprehensive categories. The data was collected through self administered questionnaires which were assigned and formal interviews were carried out. Then lastly, data was classified, there was a large volume of raw data that had to be reduced, drawn and analyzed based on the themes that were to be developed from objectives of the study using the Statistical Package for Social Scientists Program (SPSS) version 16.

### **3.9 Measurements of Variables**

According to Mugenda and Mugenda (1999), measurement of variables gives the research information regarding the extent of individual difference on a given variable. It's on the basis therefore that appropriate measuring instruments will be used to measure and data will be categorized in an orderly form using the five likert scale used on the questionnaire as indicated below

5	4	3	2	1
Strongly agree	Agree	Neither agree nor disagree	disagree	Strongly disagree

A likert scale was used and numbers were assigned to the different variables to serve as



its name and create sameness or difference. This enabled the researcher to know the difference between variables.

## **CHAPTER FOUR**

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

#### **4.1 INTRODUCTION**

This chapter presents the findings from the study in the context of objectives, the main objective of the study was to investigate the relationship between reward systems and performance of teachers in government aided secondary schools in Kampala district. To achieve this objective, data was collected from four categories of respondents, the Head teachers, the Deputy Head teachers, the Director of studies and their Assistants, the teachers and the students. Data was gathered through use of questionnaires and interview guides that were administered to the respective category.

In the study, there was a total of 245 respondents who included subject teachers, prefectorate body, the Director of studies & Assistant, the Head teacher & the deputies. Its from these that the sample size of 183 respondents were selected to be appropriate for this study. Of these sampled respondents a total of 140 teachers returned the questionnaires which were fully completed, implying a response rate of 76.5%. A response rate of 50% or higher is adequate, 60% or higher is good and more than 70% is very good (Lin1976).

## 4.2 Background characteristics of the respondents

This section presents the demographic characteristics of the respondents based on gender, age, marital status, duration or length of service and highest qualification attained.

**Table 4.2: Teacher's demographic characteristic.**

VARIABLES		FREQUENCY	PERCENTAGE
Age	18-35	66	47.1
	36-65	74	52.9
	Above 65		
Gender	Female	76	54.3
	male	62	44.3
Marital status	Married	67	47.9
	Single	52	37.1
	Widowed	2	1.4
	divorced	18	12.9
Highest qualification attained	Certificate	1	.7
	Diploma	32	22.9
	Postgraduate diploma	24	17.1
	bachelors	73	52.1
	Others	10	7.1
Duration or length of service	Less than 6months		
	6months- 1yr	6	4.3
	Over 2yrs	16	11.4
	Over 3yrs	40	28.6
	Over 5yrs	78	55.7

*Source: field data from selected government secondary schools.*

Analysis of the data indicated that of the 140 teachers who responded 54.3%(76) were females and 44.3%(62) males, meaning that there were more female teachers than male teachers in government aided secondary schools in Kampala district and more females are in the teaching profession. Although the results revealed that the respondents had

worked for varying years over all highest percentages 55.7% of the respondents had served more than 5 years. Beyond 5 years in public service as a teacher, means that one has mastery of content; he or she is ready to deliver and a committed teacher. It is perceived that, the respondents in this age bracket (36-65yrs) are senior teachers, who have grown in their career and are knowledgeable and well versed with the teaching profession. The results also indicate that the majority of the teachers were married 47.9% and settled to their jobs and hold Bachelors Degrees with 52.1%, meaning most teachers were highly qualified, mature with family responsibilities, which may be costly to the schools in terms of financial and time resources.

#### **4.3 Results of objectives 1. Relationship between financial rewards and performance of teachers.**

The results below were respondents views on how financial rewards impact teacher's performance. The researcher wanted to know if the respondents were satisfied with their financial rewards.

**Table 4.3: Results of the relationship between financial rewards and performance of teachers.**

ITEM	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Agree
I am willing to work harder for gov't secondary school for the money paid.	25.7%(36)	30.7%(43)	11.4%(16)	20.4%(28)	12.1%(17)
We receive allowances at school.	29.3 %(41)	40.7%(57)	7.9%(11)	8.6%(12)	13.6%(19)
The level of salary given determines the extent I execute my duties.	14.3%(20)	9.3%(13)	11.4%(16)	49.3%(69)	15.7%(22)
I am able to meet most of my requirements with the monthly salary.	11.4%(16)	8.6%(12)	18.6%(26)	30.0%(42)	31.4%(44)
My pay is good.	11.4%(16)	26.4%(37)	20.7%(29)	20.0%(28)	21.4%(30)
Salary offered to me by gov't encourages me to perform	9.3%(13)	24.3%(34)	11.4%(16)	35.0%(49)	20.0%(28)

*Source: Field data from selected government secondary school.*

Table 4.3 above, shows the results of the relationship between financial rewards and performance of teachers in percentages. Teachers who were willing to work harder in their respective schools were 30.7% agreed, 25.7% of the teachers strongly agreed, 11.4% were not certain, 20.0% disagreed and 12.1% strongly disagreed with the idea of working for harder for government money. Most teachers disagreed with the level of salary determining their duties 49.3%, 15.7% strongly disagreed, 14.3% strongly agreed, 9.3% agreed that the level of salary determines the extent of duty execution and 11.4% were not sure. According to the table most teachers are not able to meet their monthly requirements 31.4 %strongly disagreed, 30.0% of the teachers disagreed, 8.6%of the teacher agreed, 11.4% strongly agreed and 18.6% were not sure whether the monthly requirements are met. Teachers strongly disagreed with adequacy of the pay 21.4%, 20.0% disagreed, 26.4% agreed that their pay was fair, 11.4% strongly agreed and 20.7%

were not sure whether their pay was fair or not. 29.3% strongly agreed that they receive allowances at school, 40.7% Agreed, 8.5% disagreed, 13.6% of the teachers strongly disagreed and 7.9% were not sure about the allowances.

According to the findings in table 4.3, the majority of the respondents 70.0%(98) indicated that the teachers receive allowances, this is rather very motivating because it is an addition sum to the monthly salary being given and helps in catering for human needs. In accordance with the qualitative data, one Head teacher asserted that teachers are given PTA allowances, food baskets, marking payments and Saturday tests payments, in addition some little payment is given for official duty when assigned, this indicates appreciation from the administration for what is done by the teachers. According to the findings, 22.2 %( 31) totally disagree that the allowances are given, probably this indicated that the allowances given were not enough compared to the work given, like one respondent said,

*“We are not given allowances for extra time  
yet the work load given is very big, we are  
expected to be at school by 6:00am yet we come from very  
far and expected to leave rather late this is however  
very unfair because no motivation to force us work diligently.”*

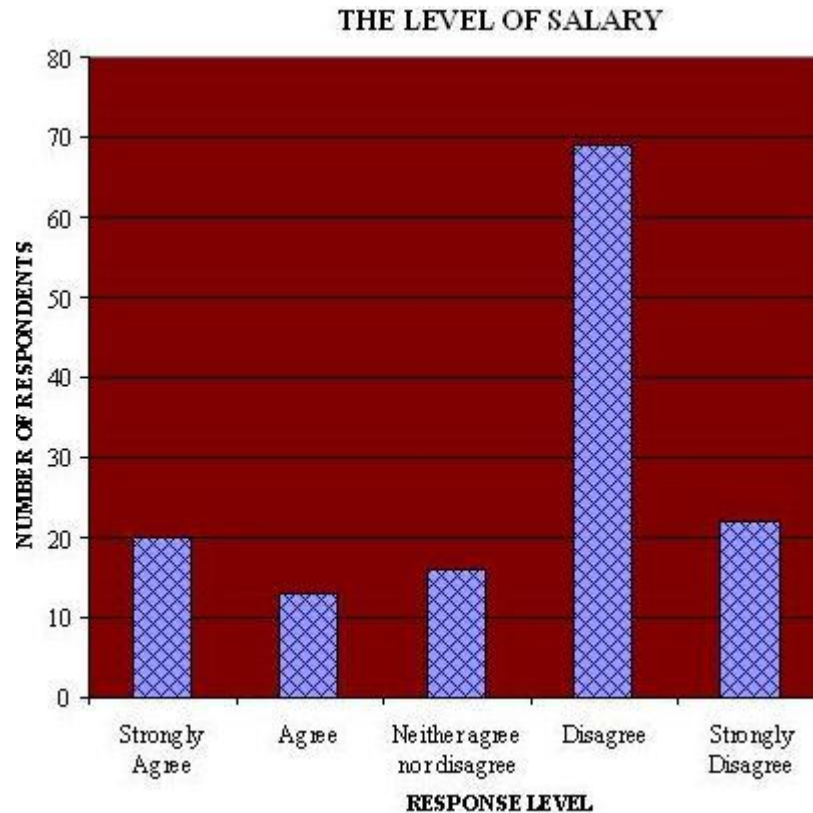
This is however in agreement with the statistics that 22.2% (31) of teachers were not happy and probably their performance is at stake.

The findings further show that, nearly 55.0%(77) indicate that the salary is inadequate and does not encourage teachers to perform, this is rather unfortunate, the researcher believes that the inadequate salary makes the teachers to loose zeal, this bring about absenteeism, looking out for money hence missing out on proper lesson preparations and teaching. According to the statistics ,61.4 %( 86) cannot meet their monthly needs so how can a teacher perform to the schools expectations? Writers like Carasco, (1996) reveals that rewards, incentive are essential in making teachers develop a positive attitude towards their profession. Further the statistics agree with one scholar Mayston, (2002) who asserted that educational resources have been neglected, leading to demotivation of teachers because the status of teachers is not looked into.

According to the findings the respondents strongly believe that with inadequate salary or with low remunerations they are not motivated, 41.4 %( 58) disagreed with the fact that their pay is not adequate. In accordance with the work load given at their respective school, this probably indicates that, the government does not have enough resources to cater for the rapidly growing number of teachers this however demotivates teachers because they impart knowledge to the country's citizens. In addition rewards are required for the fulfillment of wants, drives, and needs which could rather be social, economical, political, psychological, among others.Ndyomugenyi, (1994) and Decenzo, (1996) assert that there is a close relationship between pay and performance. If further need be maintained that rewards fundamentally determines performance and satisfaction, the strength and quality of work which virtues underlie professionals, Wayne k, Hoy and Cecil, Mickey,(1987).

Salary is the major reward system in government secondary school as said by one of the head teachers. The findings below in figure 4.2 are to show whether salary is related to performance.

**Figure 4.2. Results from the level of salary**



*Source: Field data from selected government secondary schools.*

Figure 2 above, shows that 14.3% (20) strongly agree that the level of salary determines the extent to which duties are executed, 9.3% (13) agreed, 49.3% (69) disagreed and 15.7% (22) strongly disagreed with the statement and 11.4% (16) were no sure they were just teaching.



The study has shown a big percentage of the teachers were in disagreement with the level of salary given determining the extent to which duties are executed 65.0%(91) this probably indicated that they are professional teacher and following the professional code of conduct where teachers are expected to prepare schemes of work, lesson notes and teaching in advance to effect teachings, this is justified by the students response where they said their teachers give exercises 75% *see index 1* meaning they planned.

#### 4.3.1 Influence of bonuses on teacher’s performances.

The results below are respondent’s views on how bonuses have an impact on their performance at their respective schools.

**Table 4.4 results of bonus on teacher performance**

Item	Strongly agree	Agree	Neither agree nor disagree	disagree	Strongly disagree
The bonus i get after performance makes me want to work much more.	12.7% (18)	27.1% (38)	15.7% (22)	23.6% (33)	20.7% (29)
I am willing to perform duties because I will be given a bonus.	18.6% (26)	15.0% (21)	19.3% (27)	23.6% (33)	23.6% (33)

*Source: Field data from selected government secondary schools:*

Explaining the Table above 12.7 %( 18) strongly agreed that the bonuses they get after performance make them work much more, 27.1 %( 38) agreed, with the statement, 23.6 %( 33) disagreed that the bonuses don’t make them work much more. The teachers who strongly agreed were 20.7 %( 29) and 15.7%were not sure about the influence of the bonuses. the teachers who were willing to perform their duties due to the bonuses given

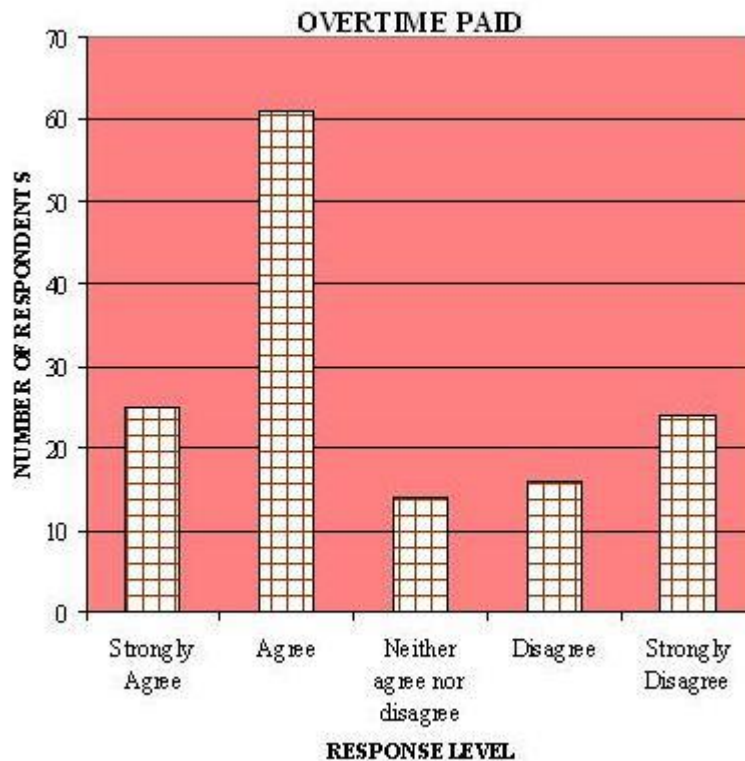
were 18.6%(26), 15.0%(21) agreed, 23.6%(33) disagreed with the statement, 23.6%(33) strongly disagreed and 19.3%(27) were not sure.

The findings in Table 4.4 above further show that majority of the respondents, 34.1%(47) were not willing to perform their duties because they disagreed with the fact that bonuses were not given to them and 47.2%(66) showed that, they were not satisfied with the bonuses given after a good performance this however, destroyed or lessened the courage and confidence at work, this affects performance negatively because they are demotivated an indication that probably there are limited resources in the school to cater for the teacher bonuses possibly due to little financial base. According to the percentages, bonuses as part of reward are required for the fulfillment of wants, drives and needs. In relation to the finding, Torrington and Hall ,(1995) observe that employees who feel unfairly paid after a good job will usually demonstrate ,withdraw behavior including lateness, absenteeism, carelessness among others.

#### **4.3.2 Over time payment.**

The study sought to establish the number of respondents who actually work over time and rate payments for it in selected government schools. The results are presented in figure 4.3 below.

**Figure 4.3.Over time payment.**



*source: Field data from selected government schools.*

Figure 4.3 above, shows that majority of the respondents agreed that over time is paid with 43.6%(61), those who strongly agreed were 17.6%(25) and 11.4%(16) disagreed that they are not given over time payment,17.1%(24) strongly disagreed and 10.0%(14) were not actually sure about over time payment.

The study has shown that the majority of teachers 61.5%(86) strongly agreed that when they work beyond normal hours there is a payment made, this indicates that teachers excessive work is financially recognized and there is an achievement in reaching or attaining a speculated target, this however, brings out the willingness for teachers to produce quality work, quality students and the teachers are mindful of the students

performance and level of attainment. In relation to student’s response, 90% of the students agreed that teachers were willing to help them outside class time *see appendix 1*, this initiative shows that teachers actually are paid over time. Those respondents who strongly disagreed that they are not given over time payment were 28.5% (40) probably because the extra work done is not official thus not recognized by the administration, in relation to qualitative data one respondent asserted that “*there is no reward for extra’s*” this may however represents this percentage of people..

### 4.3.3 Monetary rewards and Teacher performance.

The table below shows the relationship between monetary rewards and performance of teachers in government aided secondary schools in Kampala district.

**Table 4.5: correlation between monetary rewards and teacher performance.**

		Correlations	
		monetary	tr performance
monetary	Pearson Correlation	1	.118
	Sig. (2-tailed)		.165
	N	140	140
teacher performance	Pearson Correlation	.118	1
	Sig. (2-tailed)	.165	
	N	140	140

Correlation implies a relationship rather than a cause and effect relationship n= Number of respondents, p= is the significance, results are significant if p = to 0.05 or less.

The first objective of this study sought to determine the relationship between financial rewards and performance of teachers in selected government aided secondary schools in Kampala district.

From table 4.5 above, the correlation coefficients between financial rewards and teacher performance is 0.118 showing that there is no correlation between the two variables.

The p-value corresponding to this correlation coefficient is 0.165 since it's more than 0.05, then the correlation between the two variables is not statistically significant. The results are in accordance with one scholar kayos who asserted that it is not the little salary that makes a teacher grumble, but they are complaining about what the money can fetch for them and that which they are entitled to but do not get.

**Table 4.6. Regression Model summary of financial reward and performance.**

Mode	R	R square	Adjusted R sq	Std error of estimate	R square change	F change	Df1	Df2	Sig f change
1	.118	.014	.007	.45367	.014	1.953	1	138	.165

From the table above, the significance level of .165 indicated that a coefficient of determination (R square) value is 0.14 implying that the amount of variation in performance in government aided secondary schools explained by financial rewards is 1.4%, obtained with a standardized error of estimate of 0.454. the correlation coefficient R=0.118 approximately 11.8% so the remaining balance is explained by other factors than financial rewards.

**Table 4.7 Regression coefficient of financial reward and performance of teacher.**

		Coefficients				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.074	.162		12.805	.000
	monetary	.072	.052	.118	1.397	.165

a. Dependent Variable: tr performance

From the above coefficients the regression equation is  $y = a + bx$ . Where y is the dependent variable, a is the constant, x is the independent variable. This means 52% is the total variation of the monetary reward.

#### **4.4 Results of objective 2. The relationship between non-financial reward and performance of teachers.**

The study sought to establish the respondent's view on the relationship between non – financial rewards and performance of teachers in selected government secondary schools in Kampala district and in table 4.8 below are their responses.

#### 4.4.1. Provision of accommodation.

**Table 4.8 Results from provision of accommodation.**

Item	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The school provides me with accommodation	21.4%(30)	31.4%(44)	6.4%(9)	26.4%(37)	14.3%(20)

Table 4.8 above, shows that 21.4% strongly agreed that they are given accommodation, 31.4% agreed , 26.4% disagree that they were not given accommodation and 14.3% strongly disagreed with 6.4% were not sure.

The findings showed that, the provision of benefits like accommodation are available with only 52.8%(78) of the teachers are accommodated thus able to attend to students after class and interacting with them and the students were in agreement with this because 84.3% of the students agreed that teachers do interact with them( *see index vii*) and they are punctual 81.3% of the students were in agreement because their response justified that teachers come early to class, provision of accommodation however reduces on the teachers distance which they can travel to school, teachers can leave late and supervise night preparations and nearly a half of the staff were not accommodated 40.7%(57), this is rather a big percentage of teachers who are not accommodated yet they are needed at school early in the morning. This probably affects teachers willingness to perform extra duties beyond normal working hours, this is an indication that most schools lack enough

staff quarters with in easy reach, this becomes expensive for the teachers to rent in the surrounding areas since the cost of living is rather high or there is a probability that the school does not have land to expand to put up teachers houses. This induces absenteeism and late coming because a lot of time is spent travelling thus less time left for teaching.

In relation to the qualitative data collected, one Director of Studies lamented that, amongst the 103 staff members only 30 teachers were provided with accommodation and this was really affecting their efficiency because incase a teacher is on duty he is needed at school by 6pm and for security purposes they are not safe. One respondent also lamented that,

*“I wake up so early in order to be on time with my morning lessons immediately after breakfast at 11:00am ,i am already sleepy and tired, i reach home around 8:30pm very tired and I hadly get time to prepare for my lessons and others like marking.”*

Walusimbi, (2006) asserted that providing teachers with housing facilities could make them more effective and therefore affect their performance positively. Further more schools that don't have accommodation tend to face a problem of not attracting and retaining qualified teachers.

#### **4.4.2 Training and education advancement.**

Table 4.9 below, shows how respondent's views were rated on educational advancement and the number of respondents who actually enjoy this benefit in the selected government aided schools in Kampala district.



**Table 4.9 Results from training and education advancement.**

Item	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I get training regularly	11.5%(16)	13.7 %(19)	19.4%(27)	33.8% (47)	21.6%(30)
I attain study leave incase of any education advancement.	7.9%(11)	15.0%(21)	20.7%(29)	32.1% (45)	24.3%(34)

Table 4.9 above shows that, 11.5%(16) strongly agreed that they get training and 13.7%(19) agreed, 33.8%(47) disagreed and 21.6%(30) also strongly disagreed with the statement and 19.4%(27) were not sure. However 7.9 % ( 11) strongly agreed that they attained study leaves, 15.0 % ( 21) agreed, 32.1 % ( 45) disagreed that they are not given study leave, 24.3 % ( 34) strongly disagree and 20.7 % ( 29) were not sure.

The findings further show that 55.4%(77) of the teachers do not get training and only 25.2%(35) agree on acquiring training, this shows that there is inadequate development, this could mean that there is no serious strategies or course of action deliberately taken to facilitate employers to achieve technical academic development to help the teachers to identify their individual development needs and aspiration and enable them achieve according to their potential. Further more, in the study 56.4%(79) showed that they were not at all given study leaves incase of any Educational advancement and a very small percentage of 22.9%(32) are given study leave, indicating that training programmes are not definitely continuous and probably some teachers are not allowed raise their level of professionalism, competence to increase on efficiency or they have no right to access the

benefit explaining why 19.4%(27) of the teachers don't know whether they have to access training or not. Many studies cited from Armstrong, (1998), Harrison, (1989), beard well, (1997) show that training opportunities is one of the factor that determines efficiency. However, organizations that do not do training may find that it's not meeting its personnel requirements or goals.

#### 4.4.3 Access to use school vehicles in case of need.

In table 4.10 below, shows how respondent's views were rated and the number of respondents who actually benefit from training in selected government aided schools Kampala district

**Table 4.10 Results from access to vehicles.**

Item	Strongly agree	agree	Neither agree nor disagree	disagree	Strongly disagree
I have access to school vehicles in case of any need.	8.6% (12)	16.4% (23)	17.1% (24)	34.3% (48)	23.6% (33)
I am able to use the school vehicle at any time	8.6% (12)	14.3% (20)	14.3% (20)	30.0% (42)	32.9% (46)

Table 4.10 above, shows that 8.6 %( 12) strongly agreed that they have access to school vehicles, 16.4 %( 23) agreed, 34.3 %( 48) disagreed that they did not have access to school vehicles, 23.6 %( 33) strongly disagreed and 17.1 %( 24) were not sure. Those who were able to use the vehicle at any time 8.6 %( 12) strongly agreed, 14.3 %( 20) agreed, 30.0 %( 42) disagreed, 32.9 %( 46) strongly disagreed and 14.3% (20) were not sure.

The study further revealed that 25.0%(35) of the teachers access the school vehicles in case of need and 57.9%(81) can not have access to school vehicles incase of need, this probably indicates that there are limited resources like funds to buy fuel to cater for individual's needs, that is why a bigger percentage of teachers is not accessing the vehicles at any time however, this shows that the administration is actually not mindful about their employees because a teacher might request for a vehicle when his or her child is sick or taking their children to school, all employees need to have equal benefit this actually demotivates them. Looking at the respondents who are able to use the vehicles any time, 22.9 %( 32) agreed, 62.9 %( 88) totally disagreed this indicated that probably only the senior teacher and the administrators are catered for incase of transport and juniors always improvise or vehicles are given out depending on the period of service and loyalty to the school.

#### **4.4.4 Meals and a special diet are provided at school.**

Table 4.11 below, shows the number of teachers who actually have meals at school and a special diet at school.

**Table 4.11. Results from respondents about meals and special diet.**

Item	Strongly agree	Agree	Neither agree nor disagree	disagree	Strongly disagree
I am provided with meals at school	27.9%(39)	47.9%(67)	12.1%(17)	6.4%(9)	5.7%(8)
Special diet is given to teachers	25.7%(36)	29.3%(41)	14.3%(20)	16.4%(23)	14.3%(20)

In table 4.11 above, 27.9%(39) strongly agreed , 47.9%(67) agreed, 6.4%(9) disagreed, 5.7%(8) disagreed and 12.1%(17) not sure and those who responded on having special diet ,25.7%(36) strongly agreed,29.3%(41) agreed,14.3%20) were not sure,16.4%(23) disagree and 14.3%20) strongly disagreed.

In the findings 75.8 %( 106) agreed that they were given meals at school. According to the head teacher’s response, meals are provided at school which helps teachers to manage their time for lessons, since break tea and lunch are provided thus building better relationship as teachers freely interact during these sessions. A smaller percentage of 12.1% disagreed with the fact that, their respective schools provide them with meals, this indicates that there is value attached to the work being done by the teachers, in this way, teachers will be more committed to the service they render and probably there is no class dodging in the name of hunger. This response is justified by the students response where 56.2% (*see appendix vii*) of the students disagreed with the fact that teachers dodge class because they have a good meal which induces them to attend to their classes.

For the 12.1%, probably they are part time respondents because according to observation made by the researcher, it was noticed that the respondents were all eating food at the time of data collection, this is rather evident enough. However, 55.0% (77) agreed that they had a special diet, 30.7% (43) disagreed with this fact, not having a balanced diet all the time may indicate lack of enough resources to facilitate a balanced meal, moreover a balanced meal probably depends on one's personality. So if teachers are not provided with meals before teaching they will probably be worried about how they will find what to eat and all efforts will be wasted in fulfillment of the need but not work, like Fleet, (1991) expounds more on this that noting effective rewards should satisfy basic need of the employee.

Qualitative data from the Head teachers confirmed the following rewards as existing in their schools they included salaries accommodation, allowances, overtime, meals, parties financial support. One of the respondents interviewed asserted that enough salary depends on one's interest and responsibility and the respondent was not sure whether salaries were enough or not. One Head teacher in an interview said

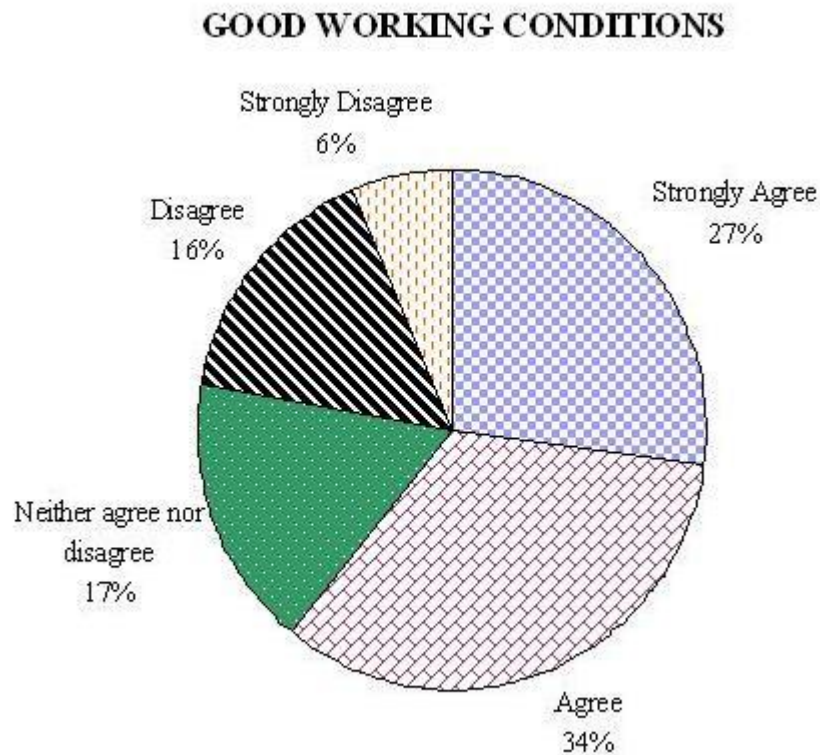
*“We give a minimum to enable them perform.”*

This justifies that reward is an important issue which facilitates performance in every institution, however the amount and nature of each of these rewards provided varied from school to school for example Mengo Seniors School offers 30 houses for accommodation yet they have a population of over 100 and Kibuli Secondary School doesn't have accommodation but housing which is under allowances.

#### 4.4.5 Flexible working hours.

The study sought to establish the level of working conditions and flexibility of working hours in selected government aided schools. The results are presented below in figure 4.

**Figure 4.4 Results of good working condition.**



In figure 4.4 above, 27.1 % ( 38) strongly agreed about the working condition, 33.6 % ( 47) agreed, 15.7 % ( 22) disagreed, 6.4 % ( 9) strongly disagreed and 17.1 % ( 24) were not sure.

In the study 60.7%(85) agreed that the government selected schools offered a good working environment, this however reflects concern for ones interest and intension to treat people in a reasonable and benevolent manner and this way one attaches his or her job with loyalty and passion irrespective of other disparities because, the inner feeling of man is catered for, also the government schools are trying their best to put in place or create a good working condition, this is evident in the students response because student showed that teachers interact with them 84.3%, participate in co-curriculum activities 65.6% (*see index vii*) this shows that the conditions are good at school thus much involvement of teachers.

The findings agree with Seyfarth (2005) who observed that teachers are more productive when the school buildings and their surroundings are clean and repairs are made promptly. A maintaince schedule that includes painting at regular interval and improvements to run down classrooms, work rooms and rest rooms send a message to teachers that their work is valued. The researcher established that there was an expression of discontentment about working condition of 22.1%(31) of the teachers this indicates that, this percentage of teachers are not satisfied with the conditions probably there is a lot of pressure put on them to teach subject content or probably they didn't have any free time at their disposal bringing discomfort this mostly affects the part time teachers, who mostly teach from the time they arrive at school up to when they leave because little time is dedicated to a particular school.

In the qualitative data, the following were listed to be among the rewards i.e. Basic salary, bonus, accommodation, meals. They are not directly related to the concept of

Non-monetary rewards this however reflects the respondents perception on the concept of Non-monetary rewards.

#### 4.6 Non-monetary reward and teacher performance.

The results below in table 4.12 sought to establish the relationship between non-monetary reward and teacher performance in government aided secondary Kampala district.

**Table 4.12. Correlation between non-monetary reward and teacher performance.**

		non	tr performance
Non-monetary	Pearson Correlation	1	.255**
	Sig. (2-tailed)		.002
	N	140	140
teacher performance	Pearson Correlation	.255**	1
	Sig. (2-tailed)	.002	
	N	140	140

The results in the table 4.12 above, show that the correlation coefficient between Non-monetary reward and performance is 0.255, meaning there is a moderate positive relationship between non-financial rewards and performance of teachers and the p-value is 0.002 since it is less than 0.05 then the correlation between the non-financial reward and teacher performance is statistically significant, meaning that the more non-financial rewards teachers are given in government aided secondary schools the more they will be motivated to perform.



**Table 4.13 Regression model summary of non-financial rewards and teacher performance**

Model	R	R square	Adjusted R square	Std error of the estimate	R square change	F change	Df1	Df2	Sig f change
1	.255	.065	.058	44178	.065	9589	1	138	.002

The R- square in the model summary above is .065 meaning approximately 6.5% of the variation in performance may be explained by non-monetary rewards

**Table 4.14 Regression coefficient of non-financial rewards and teacher performance.**

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.718	.189		9.072	.000
	non	.191	.062	.255	3.097	.002

a. Dependent Variable: tr performance

The regression equation is  $y = a + bx$  where  $y$  = dependent variable,  $a$  = constant  $x$  = independent variable. Performance = 1.72 + 0.191 non-financial reward The equation shows that a unit increase in non- monetary reward will increase performance by 0.191.

The results agree with Armstrong, (1997) who asserted that non –monetary reward are very important in trying to achieve organization performance.

#### **4.5 RESULTS OF OBJECTIVE 3.**

In the qualitative data, one of the respondents was asked if teachers had any chance of being promoted, the respondent said that they have little chance to promotion and the available positions were few and one can hold a post for over three years, yet the teachers looking at that position are rather many for example being a Deputy head teacher or the Director of studies among other positions, This demoralizes the teachers because there is no career advancement, showing that there are no clear procedures for promoting the teachers. The respondent further said that most teachers have given up and seemingly not interested in any career advancement because they are let down. He further lamented that many of the teachers had worked in their respective schools without any promotion or delegation of responsibility to them by the Head teacher. This however makes the teacher to concentrate on their daily needs which are not well satisfied by low pay than having the urge to or compete for promotions.

One head teacher in an interview said, *“most our teacher have really gone to school to acquire what they call better opportunities”*, from the ministry this is reflected in their responses where 52% had bachelors degree, 17.1% had gone back for postgraduate diplomas and 7.1% had acquire masters, they a demoralized with the few vacancies which are always advertised yet the number of teachers is high and at times they are ghost positions which are available, it is all about “who is who.”

In an interview with another head teacher, he revealed that promotion of teachers was based on both hard work and being in good books and not necessarily papers. He put it this way;

*“How do you bring some one who does not agree with you! As a Head teacher I delegate carefully.”*

Where teachers work so hard with no promotions their morale is affected. According to Rashid (1983), he asserts that existence of fair opportunities in an organization can greatly boost employee motivation. An employee always expects an up ward movement within an organization thus giving him a sense of achievement.

**4.6** In consideration to the above view, majority of the teachers indicated that their salary was not adequate, and even with the absence of housing, no enough allowances were given. However most head teacher confided to the researcher that the ability to motivate teachers was limited by financial constraints as they rely entirely on school fees, the only source of revenue and parents contributions to cover the over whelming demands and needs, as a result lack of motivation has affected teachers delivery yet a lot of pressure to teach very early morning to late evenings.

The results agree with Armstrong, (1997) who asserted that non –monetary rewards are very important in trying to achieve organization performance

## **CHAPTER FIVE**

### **SUMMARY OF DISCUSSIONS, CONCLUSION, AND RECOMMENDATIONS**

#### **5.0 Introduction**

In this chapter, the researcher presents a summary of the findings, conclusions and recommendations. The study was set to investigate the relationship between reward systems and performance of teachers in selected government aided secondary schools Kampala district. The study specifically emphasized the monetary rewards and non-monetary rewards in the selected government aided secondary schools in Kampala district and the relationship between career advancement on rewards and performance of teachers in selected secondary government aided schools Kampala district.

#### **5.1 Summaries of Findings.**

The study revealed that majority of the staff in government schools in Kampala district are degree holders and have worked for over five years and observation made in government schools is that fresh graduates are very few and mostly women were found out to have the biggest percentage of teacher to males.

The study has also revealed that respondents are more interested in the non-monetary rewards like accommodation, training and career advancements; however the study reveals that there are both the monetary and non-monetary rewards and included transport, accommodation, meals, good working condition and basic salaries, bonuses

over time payments. According to the finds most of the respondents were not satisfied with their rewards they receive since most of the staff had grown in service and had responsibilities to cater for.

The teachers seemingly were interested in accommodation, career advancement and bonuses as the motivating reward according to the findings so the government should put much more consideration to the rewards.

## **5.2 Discussions.**

### **5.2.1 Financial rewards and performance of teachers.**

The first objective was to determine the relationship between financial rewards and performance of teachers in government aided secondary schools in Kampala district. The research under taken established that financial rewards and teacher performance in government aided secondary schools in kampala district do not have a significant relationship , in chapter four ( $R = .118$  ,and the p value  $= .165$ ) that financial rewards do not automatically lead to improvement of teachers performance in government aided secondary school. In accordance with the results in chapter 4, 65.0% of the respondents were not influenced by salary to execute their duties and 61.4% were not able to meet most the requirements and 55.0% were not encouraged to perform and 41.4% revealed that their pay was not fair, justifying that salary in government schools have no impact on teacher performance.

All other things being equal, most of the people would prefer to earn and the promise to be paid more money to generally attract them in school and to work harder, like Gold Thorpe et al, (1968) note that in a researcher in the 'affluent worker' pay is the most dominant factor in the choice of employer and consideration of pay seems most powerful in binding people to their present jobs.

The findings from the research are in agreement with Fisher (2002) who questions whether it is necessary to offer money in the first place to induce performance.

The findings from the research are in disagreement from the literature where Armstrong,(1999) asserted that money is the most obvious extrinsic reward.

The results are in disagreement with what Kaahwa, (1991) who lamented that teaching is not attracting many people because teachers are poorly paid and the salaries are not matched with inflation changes justifying odden and Kelley,(2002) suggestion that money has an influence on teachers motivation and others saying money is the only motivator because it has an influence on career choices for at least some teachers.

### **5.2.2 Non financial rewards and performance of teachers.**

From the second objective, the researcher was to find out whether there is a relationship between non-financial reward and teacher performance. The analysis showed that there is a significant relationship between non- financial rewards and performance of teachers in government aided secondary schools where( $R = 0.255$ , and the  $p$  value= $0.002$ ).According to the finding the respondents were interested in the non-financial rewards like

accommodation which rated 52.8% who were provided with accommodation, training, access to school vehicles, meals and flexible working hours. The respondents revealed in chapter 4 that when given non- financial rewards they feel recognized in accordance to the good service, this however motivates them.

In accordance to the results when benefits of teachers are looked into performance automatically will be perfect because, like Armstrong (2003)said that they are looked at as a sense of supplements and facilitate good work by employees and scholars like Barlkin and Candy (2004) have observed that meals, travel and housing reimbursement given to the employees motivate them to perform thus being in agreement with results.

The results are in accordance with one scholar Bratton (1988), who argues that non financial rewards tend to attract highly qualified and competent people in an institution, so if schools can increase on their benefits then more teachers of substance will always be attracted and retained.

The findings were in agreement with scholars like Losyk, (1995), Price, (1997), Wood et al (1998) and Hendry, (2004) who agreed that to impact the bottom line, one must invest in people and not just with money but also with recognition rewards.

Also the findings were in agreement with one scholar Walusimbi ,(2002) who asserts that provision of non-financial like accommodation make them effective therefore affect their performance positively.

### **5.2.3 Promotional opportunities on rewards systems and performance of teachers.**

The final objective of the study stated above was to establish whether there existed a relationship between promotional opportunities as a moderating variable on reward systems and performance of teachers in Uganda. The findings from the research were analyzed qualitatively and an observation was made that government aided secondary schools were not availing the teachers with career advancement this however demotivates the teachers.

According to the analysis in chapter 4 teachers, were not given any promotion despite of the hard work in their respective schools. This is in agreement with F.Herzberg, (1959) who views remuneration as a 'hygiene' factor rather than a 'motivator'. Motivators as opposed to hygiene factors should originate from the outside and include achievement and the nature of the job it's self. Lack of these factors in an organization may reduce levels of motivation.

In relation to the literature reviewed, one scholar argues that the absence of career progression puts the employee in a helpless state, as a result, their commitment decreases and absenteeism increases meaning career advancement opportunities keep the employees to perform and focus on the achievement of institutional objective.

### **5.3 Conclusions:**

The results of the study have led to the following conclusions:



### **Financial rewards and performance of teachers.**

There was no significant relationship between financial rewards and performance of teachers, meaning there are other factors to improve performance.

A good number of respondents were not satisfied with their current payment. The main causes of dissatisfaction were little salaries, not enough bonuses for some work done. Late payment of salaries and limited range of rewards

### **Non- financial and performance of teachers.**

There was a significant relationship between non-financial rewards and teacher performance, meaning that as the non-financial rewards increase also the performance of teachers definitely will have to improve.

All the schools showed that meals were provided to their staff and the schools were mindful of the teacher's diets this however makes the employees to feel more valued.

Most of the schools in Kampala district give their teacher's accommodation and smaller percentages are not accommodated at school but are given housing allowance this however reduces on absenteeism and late coming, if the biggest percentage of teachers stays at school.

Training and study leave were not very common in secondary schools in Kampala district because granting of a study leave meant that one's work load is added to another

person , which may probably be demoralizing and equally means an institution has to pay for no work done.

The working conditions and flexibility of the working hours was observed as a fostering factor to performance, most of the schools in Kampala district are well facilitated and an expression of nearness to the service centre, many schools had good buildings with facilities like television sets in the staff room and computers for the teachers. Teachers are more productive when their surroundings are clean and attractive. At least every government has a maintenance schedule for painting and improving on the class rooms.

#### **Promotional opportunities on teachers' rewards and performance.**

Promotional progress was not common for most schools, this de-motivates teachers as a whole because it is seen as not wanting your staff to acquire more knowledge, and probably this is meant to keep the wage bill very low since promotions in most organization come with additional benefits for workers, which is a cost to the institution.

Generally the study established the nature of financial rewards and non- financial rewards in selected government schools in Kampala district to be more or less the same. The only difference was the value attached to some particular rewards especially non-financial rewards.

#### **5.4 Recommendations.**

In view of the research findings, the following recommendations are drawn;

Uncompetitive remuneration offered by the government does not encourage staff to put in a lot of effort in their work. Since salaries are controlled by the Ministry of Education and Sports, teachers need supplements with reasonable bonuses, over time pay, allowances from non-wage allocation. When rewards are improved, a clear performance measure should be known to and comply with it.

Equally important is to improve on the take home package, so that the staff can be in position to cater for their individual needs and survive the effects of inflation. It is further recommended that if all employees would be on the same level of payment with all other institutions to increase on the value rate, that is to say bachelor holder have the same salary scale through out all the organization among other qualifications, with this employee would work whole heartedly without complaining since every one is having the same salary.

It was recommended that schools should look at prospects of self improvement through further studies and workshops, so also the teaching staff should get involved and not only the Head teacher and their deputies, this limits employees chances to learn new skills in vital areas like technology.

While putting in place good performance, the governments together with the head teachers of various secondary schools need to look at a variety of factors such as work environment, accommodation, meals promotions instead of assuming that money alone is the answer.

**Recommendation for further studies.**

There are many factors that can be related to teacher performance in one way or another. The factors studied should be investigated further like monetary rewards; several other factors outside the study relate close to those studied and affect performance. The relationship between management styles, working environment among others should be studied in details.

There is need to conduct a similar study in another district to check on the reward systems generally in Uganda.

There is also need for further research to be done on rewards and performance but in primary schools. This will help to bring out a full picture of how rewards are being managed in the education sector.