



**REWARDS AND THE JOB PERFORMANCE OF TEACHERS IN PRIVATE
SECONDARY SCHOOLS IN KYEGEGWA DISTRICT**

BY

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DECLARATION

I hereby declare that this dissertation is the result of my independent investigation and all the sources used have been acknowledged by means of complete references.

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APPROVAL

This dissertation has been presented for examination in partial fulfillment of the requirements for the award of the Degree of Masters of Business Administration with our endorsement as supervisors:

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DEDICATION

This piece of work is dedicated to my parents and all who have significantly impacted my current and future life.

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ABSTRACT

Rewards constitute one of the factors that employers use to influence desirable employee job performance. Indeed, private schools in Kyegegwa District offer their teachers financial and non-financial rewards as a way of motivating them to effectively execute their mandated duties. However, the job performance of the teachers has been reported poor. The study sought to examine the relationship between rewards and the job performance of teachers in private secondary schools in Kyegegwa District. Its objectives included: (i) finding out the perceptions about financial rewards and their relationship to the job performance of the teachers and (ii) finding out the perceptions about non-financial rewards and their relationship to the job performance of the teachers in private secondary schools in Kyegegwa District. Data from a cross-sectional survey of teachers, head teachers and bursars was analyzed using quantitative and qualitative techniques with the aid of the Statistical Package for Social Science (SPSS). The results showed that the perceptions about financial rewards were poor and these were positively related to the current poor teachers' job performance ($r = 0.784, p = 0.032$). The perceptions about non-financial rewards were also poor and these were positively related to the current poor teachers' job performance ($r = 0.526, p = 0.018$). The implications of the study are that private school administrators should focus more on offering fair financial and non-financial rewards which are perceived to compare well with the teachers' work effort, the financial and non-financial rewards which compare well with those of their colleagues in school, and the financial and non-financial rewards which compare well with teachers in other schools elsewhere in order to eliminate the problem of poor job performance of teachers in private secondary schools in Kyegegwa District.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Rewards constitute one of the factors that employers use to influence positive employee job performance across different organizations. Private schools in Kyegegwa District employ various financial and non-financial rewards to motivate their teachers to effectively execute their mandated duties and responsibilities. In spite of the efforts by the schools, the job performance of the teachers has been reported poor, characterized by rampant absenteeism, late-coming, dodging classes, lack of job commitment, poor teacher-student interaction, and poor content delivery among others. This study sought to find out the perceptions of the teachers about the existing rewards and how they are related to their current job performance. This chapter presents information related to this topic in the following sections: study background, problem statement, purpose, objectives, research questions, hypotheses, conceptual framework, significance, justification, scope and operational definitions.

1.1 Background to the Study

1.1.1 Historical background

Rewards and employee job performance are popular topics in the management field. The linkage between these two concepts can be traced back to the early 1990s when psychologists and researchers undertook to understand human behavior (Medly & Shannon, 1994). According to these authors, one of the first psychologists to study behavior was Sigmund Freud. Since then, many other psychologists improved and added onto his work. The underlying question that has always occupied the minds of behavioral

psychologists and researchers was to find out why people behave the way they do. It is through such efforts that psychologists and researchers have identified various factors that motivate human behavior, and among them were rewards (Clover, Lazly & Becker, 2007; Aaronson, Barrow & Sander, 2007).

The study of the relationship between rewards and human behavior has since spread to various sectors and different human behavioral outcomes including education institutions and teachers' job performance respectively. Quite a good number of authors have tried to study the relationship between rewards and teachers' job performance, but the outcomes show that results are largely mixed. Some studies show that financial rewards are significant predictors of teachers' job performance (Veiling & Arts, 2010; Prentice, Burges & Propper, 2007; Stajkovic & Luthans, 2003; Thomas, 2003; Davidson & Wright, 2004), while other show that they are not significant predictors of teachers' job performance (Markova & Ford, 2011; Furnham, 2006; Cameron, Banko & Pierce, 2001). Results are also mixed concerning the effect of non-financial rewards on teachers' job performance, with some studies showing a significant effect (Robertson, 2008; Nelson, 2001), and other studies showing an insignificant effect (Ahuya, 2002).

In Uganda, issues of rewards and the job performance of teachers are widely documented challenges facing the country's education sector. They are largely considered as vital inputs into the education sector production function which are associated with various individual, community and national outcomes such as students' academic performance, community wellbeing and national growth and development respectively (Ministry of

Education and Sports, 2003). Issues of poor rewards and poor job performance of teachers have dogged the education sector for sometime, and there is concern that if these issues are not addressed, their negative consequences could spill over to various individual, community and national outcomes (MoES, 2003). However, research about the effect of rewards on teachers' job performance in private secondary schools in Uganda is still limited, yet it is needed to inform formulation of policies for appropriate management of private schools in the country. Thus, the study of rewards and the job performance of teachers in private secondary schools in Kyegegwa District was motivated by a desire to fill this knowledge gap.

1.1.2 Theoretical background

This study was based on Equity theory which was advanced by John Stacey Adams in 1963. The theory attempts to explain how and why employees are motivated based on their perceptions of whether or not they are fairly treated in relation to similar colleagues within the same organization and in similar organizations (Arnold, Dissen, Cooper & Gregory, 2010). The theory assumes the following: (i) employees have inputs that they bring into the work place, (ii) employees expect outputs from the inputs they bring into the work station, (iii) employees compare their personal inputs with their outputs, and their inputs and outputs with those of similar colleagues in the same organization and in similar organizations to determine whether or not they are fairly treated (inputs are equal to outputs), and (iv) they have various options at their disposal to correct the unfairness including reducing or increasing their inputs, or increasing or reducing their outputs (Robbins, 2003).

The theory is related to this study in that, teachers' job performance constitutes inputs into the school including their commitment, involvement and morale in school activities, while financial and non-financial rewards such as salaries, bonuses, allowances, training and development, recognition and career advancement constitute outputs they receive from their schools. Thus, the teachers compare their personal inputs with their outputs, and their inputs and outputs with those of similar teachers in the same school and in similar schools else where to determine whether or not they are fairly treated (Robbins, 2003). If they perceive that they are unfairly treated, that is, their personal inputs do not compare well with their outputs, or their inputs and outputs do not compare well with the inputs and outputs of similar teachers in the same school and in similar schools, then they chose to reduce inputs (job performance) as one of the ways of correcting the perceived imbalance or unfairness (Ibid, 2003).

1.1.3 Conceptual background

Rewards are all forms of returns and benefits that employees receive in appreciation of their contribution or efforts (Malhotra, Budhwar & Prowse, 2007). According to the authors, rewards comprise a combination of financial and non-financial rewards and they are normally given to employees in appreciation of their contribution or efforts in a given work setting.

Financial rewards are tangible returns and benefits that employees receive in appreciation of their contribution or efforts (Malhotra et al., 2007). In the case of this study, financial rewards were characterized by salaries, bonuses and allowances and the researcher sought to find out the teachers' perceptions about the financial rewards they receive from their

schools in terms of whether or not they were fair in relation to their work effort in school, their similar colleagues in the same school, and their colleagues in similar schools else where.

Non-financial rewards are intangible in nature, and in the case of this study, they included recognition, training opportunities, and career advancement opportunities. Recognition refers to a range of formal and informal practices in the workplace aimed at making employees feel appreciated and valued for who they are and for what they do (Yap, 2008). Training and development refers to activities aimed at helping employees update their knowledge, skills and competences (Fernandez, 2007). Career advancement is defined as employee's progression through the ranks of the organizational hierarchy (Cohen & Higgins, 2007). Like in the case of financial rewards, the researcher also find out the teachers' perceptions about the non-financial rewards they receive from their schools in terms of whether or not they were fair in relation to their work effort in school, their similar colleagues in the same school, and their colleagues in similar schools else where.

Job performance is defined as the value of the set of employee behaviors and attitudes that contribute positively or negatively to the accomplishment of organizational goals (Nelson, 2003). According to Herman (2007), desirable employee job performance is characterized by the following behavioral and attitudinal tendencies: high commitment, high involvement, and high morale, while undesirable employee job performance may be manifested in the following behavioral and attitudinal tendencies: low commitment, low

involvement and low morale (Herman, 2007). Thus, job performance is multi-dimensional construct that consists of employee behaviors and attitudes such as commitment, involvement, and morale (Ibid, 2007).

Employee commitment is the extent to which employees feel emotionally and intellectually connected towards the organization (Nelson, 2003). Committed employees have some of the following characteristics: they never wish to deliberately stay away from their work; they tend to encourage others—friends, relatives or other employees with requisite qualifications to join their organization; they find it difficult to leave their organization even when a better opportunity arises; and they are comfortable to stay working in their organization as long as they have an opportunity (Ibid).

Employee involvement is the extent to which employees are fully engrossed in their work duties and responsibilities (Nelson, 2003). Involved employees have some of the following characteristics: they voluntarily participate in all organizational activities; they are always willing to cover up for their absent colleagues; they are always willing to assist colleagues with heavy workloads; they are always willing to work beyond prescribed work hours even without being paid for doing so; they complete their work assignments within the allocated time; and they are always willing to listen to and solve needs of the organization's clients (Ibid).

Employee morale is the extent to which employees are confident in themselves and optimistic about their organization (Nelson, 2003). Employees with morale have some of

the following attitudes: they are proud of the work they do for their organization; they are enthusiastic in execution of their duties, they are happy to work in their organization, and they have high hopes in their organization (Ibid).

1.1.4 Contextual background

This study was conducted in Kyegegwa District. Kyegegwa was granted district status in 2009. Apparently, the district has an estimated of population of 159,800, with over 56% of this population considered children under the 18 years (Uganda Bureau of Statistics [UBOS], 2010). The District is one of the most underdeveloped districts in Uganda with some of the poorest education performance indicators. The district has only five private secondary schools and a number of government-aided secondary schools. The private secondary schools, which were the focus of this study, include: King Solomon College Kyatega, Kyaka Secondary School, Bujuburi Vocational Secondary School, St. Lawrence Secondary School and Citizen High School. The schools' academic performance records are also some of the poorest in the country.

However, teachers in secondary schools in Kyegegwa District have recently been criticized by students, parents and education policy authorities for their poor job performance. Indeed, a recent *Kyegegwa District Annual Education Sector Performance Report* (2011) documents incidences of widespread and rampant absenteeism, late-coming, dodging classes, lack of job commitment, failure to complete syllabi, poor teacher-student interaction, and poor content delivery among the teachers. The report further notes that poor teachers' performance in the District occurs more severely in private secondary schools.

Given that the academic performance of private secondary schools in the District are some of the poorest in the country, there are concerns among the District's education policy makers and practitioners that if poor teachers' job performance is not halted, it may continue affecting students' academic performance, and further impact negatively on the future endeavors of the students, community and country at large. It is on the basis of this background that this study sought to find out the perceptions about the existing rewards and their relationship to the current job performance of teachers in private secondary schools in Kyegegwa District.

1.2 Statement of the Problem

Rewards constitute one of the significant factors that employers use to influence desirable employee job performance in organizations. Effective rewards comprise a combination of financial rewards such as salaries, bonuses, and allowances; and non-financial rewards such as training and development, recognition and career advancement among others. Indeed, private secondary schools in Kyegegwa District offer their teachers various financial and non-financial rewards as a way of motivating them to effectively perform their mandated duties and responsibilities. In spite of the schools' efforts, the job performance of teachers in private secondary schools in Kyegegwa District has been reported low and poor, characterized by widespread and rampant absenteeism from school, late-coming, dodging classes, lack of job commitment, poor teacher-student interaction, and poor content delivery among others (*Kyegegwa District Annual Education Sector Performance Report, 2011*). In view of this discrepancy, there was need to find out why the job performance of the teachers is poor in spite of the various rewards offered by their schools. If this is not addressed, the influence of poor job performance of

teachers in private secondary schools in the District may trickle down to the students and impact negatively on their academic and even social endeavors. This will set a dangerous precedent for the future of communities in the District and the country at large.

1.3 Purpose of the Study

The purpose of this study was to find out the perceptions about the existing rewards and their relationship to their current job performance of teachers in private secondary schools in Kyegegwa District.

1.4 Objectives of the Study

- (i) To find out the perceptions of the teachers about the existing financial rewards and their relationship to their current job performance in private secondary schools in Kyegegwa District.
- (ii) To find out the perceptions of the teachers about the existing non-financial rewards and their relationship to the current job performance in private secondary schools in Kyegegwa District.

1.5 Research Questions

- (i) What are the perceptions about the existing financial rewards and how are they related to the current job performance of the teachers in private secondary schools in Kyegegwa District?
- (ii) What are the perceptions about the existing non-financial rewards and how are they related to the current job performance of the teachers in private secondary schools in Kyegegwa District?

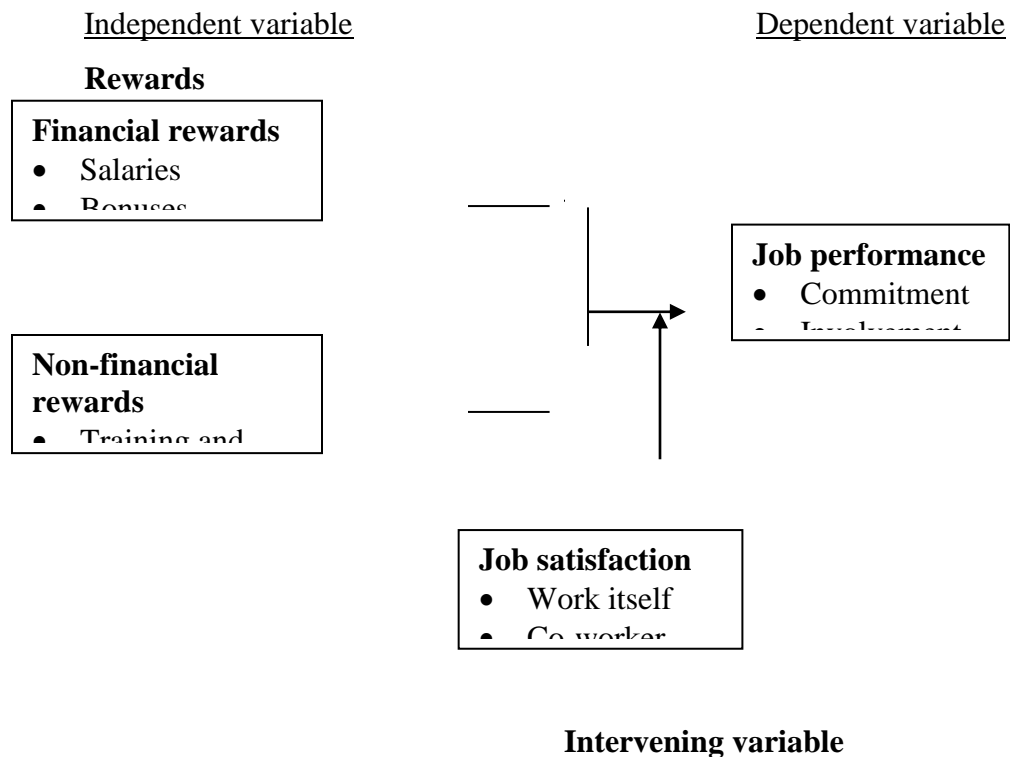
1.6 Hypotheses

- (i) The perceptions about the existing financial rewards are poor and these are positively related to the current job performance of teachers in private secondary schools in Kyegegwa District.
- (ii) The perceptions about the existing non-financial rewards are poor and these are positively related to the current job performance of teachers in private secondary schools in Kyegegwa District.

1.7 Conceptual Framework

The following figure represents the relationship between rewards and the job performance of teachers in private secondary schools in Kyegegwa District. In this conceptual framework, rewards constitute the independent variable, while teachers' job performance constitutes the dependent variable. Rewards include financial rewards such as salaries, bonuses and allowances; and non-financial rewards such as training and development, recognition and career advancement. Figure 1 represents the conceptual framework for this study.

Figure 1: Conceptual Framework



Source: Adopted from Nelson (2003) and Herman (2007) but modified to suit current study

Job performance reflects both behaviors and attitudes including teachers' commitment, involvement and morale. The framework postulates that when the teachers perceive that the salaries, bonuses, allowances, training and development, recognition and career advancement they receive from their schools are fair, then their job performance in terms of commitment, involvement and morale will be high. But if the teachers perceive that the salaries, bonuses, allowances, training and development, recognition and career advancement they receive from their schools are unfair, then their job performance in terms of commitment, involvement and morale will be low.

Job satisfaction is a variable that may intervene in the relationship between rewards and job performance of the teachers. This means that when teachers perceive that the rewards they receive from their schools are fair, then their overall job satisfaction (that is, satisfaction with work itself, co-workers and supervisors) will be high. In turn, this will lead to high job performance of the teachers. Alternatively, when teachers perceive that the rewards they receive from their schools are unfair, then their overall job satisfaction (that is, satisfaction with work itself, co-workers and supervisors) will be low. In turn, this will lead to low job performance of the teachers. Job satisfaction is thus an intervening variable between rewards and the job performance of teachers in private secondary schools in Kyegegwa District. However, this moderating variable was not of interest in studying the relationship between rewards and the job performance of teachers in private secondary schools in Kyegegwa District; thus, it was controlled for by excluding data about it from data analysis involving the major study variables—rewards and job performance.

1.8 Significance of the Study

This study is significant in various ways. First, empirical research on rewards and the job performance of teachers in private secondary schools in Kyegegwa District is scarce. Therefore, this study has contributed valuable empirical knowledge useful to readers and other researchers intending to further research in the field of rewards and teachers' job performance in private schools in other Districts.

Second, the study is helpful to managers/head teachers of private secondary schools in Kyegegwa District. This is because it has revealed the teachers' perceptions about the

rewards offered by their schools and how they affect their job performance, and it has generated recommendations which can form a basis for designing suitable reward practices to enhance teachers' job performance in their schools.

Finally, the study is helpful to the Ministry of Education and Sports Officials who are charged with the responsibility of formulating education policies for effective management of school institutions in the country. This is because it has generated findings and recommendations which can serve as input into formulation of suitable reward policies and guidelines which can enhance the job performance of teachers in private secondary schools in the country.

1.9 Justification of the Study

The job performance of teachers in secondary schools in Kyegegwa District has been reported poor. According to the District's Annual Education Sector Performance Report (2011), there is widespread and rampant absenteeism from school, late-coming, dodging classes, lack of job commitment, poor teacher-student interaction, and poor content delivery among teachers in secondary schools in Kyegegwa District. The report contends that poor job performance of the teachers occurs more severely in private secondary schools. Private secondary schools compliment the Government's efforts in transforming the country through offering education to citizens, thereby contributing to realization of both national and international development goals. Therefore, failure to check the problem of poor job performance of teachers in private secondary schools will compromise the future endeavors of the students, community and country at large. Since rewards are cited in theory as one of the factors that influence employees' job

performance, it was necessary to find out the perceptions about the rewards and whether they affect the current job performance of teachers in private secondary schools in Kyeyegwa District. Through this, the study was able to generate recommendations that can be used to implement suitable reward practices and avert the possible consequences associated with poor job performance of the teachers.

1.10 Scope of the Study

1.10.1 Geographical scope

The study took place in Kyegegwa District. The District was chosen because it is one of the most underdeveloped districts in Uganda in terms of many socio-economic issues including education. It also has one of the worst records of academic performance in national examinations, which is partly attributed to poor job performance of teachers.

1.10.2 Content scope

The focus of this study was rewards and job performance of teachers in private secondary schools in Kyegegwa District. Rewards included financial rewards such as salaries, bonuses, allowances and non-financial rewards such as training and development, recognition, and career advancement. Teachers' job performance was assessed in terms of their level of commitment, involvement and morale in school activities.

1.10.3 Time scope

The study considered the period 2011 – 2013. This is because it is within this period that the issue of teachers' job performance in Kyegegwa District has been documented, and the period was further considered because teachers would easily recall issues under investigation.

1.11 Operational Definitions

Job performance: The extent to which teachers are committed to their work, involved in their work, and have morale to perform their duties (Nelson, 2003).

Employee commitment: The extent to which teachers feel difficult to leave their schools when a better opportunity arises; encourage other qualified teachers to join their schools, intend to stay teaching in their schools as long as they have the opportunity, and never miss teaching their lessons unless under unavoidable circumstances emotionally (Nelson, 2003).

Employee involvement: The extent to which teachers voluntarily participate in all school activities, are willing to cover up for absent colleagues, are willing to assist colleagues with heavy workloads, are willing to work beyond prescribed work hours, and complete work assignments within the allocated time (Nelson, 2003).

Employee morale: The extent to which teachers are proud of the work they do for their schools, have high hopes in their schools, and are happy to teach in their schools (Nelson, 2003).

Rewards: All forms of financial and non-financial rewards that teachers receive from their schools in appreciation of their work (Malhotra et al., 2007).

Financial rewards: Includes tangible or cash benefits that teachers receive from their schools in appreciation of their work including salaries, allowances and bonuses (Yap, 2008).

Non-financial rewards: Includes intangible or non-cash benefits that teachers receive from their schools in appreciation of their work including training and development opportunities, recognition and career advancement opportunities (Milkovich, Newman & Gerard, 2010).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents literature review concerning rewards and employee job performance. The chapter presents information in four sections. Section 2.1 presents a theoretical framework upon which this study was based, while sections 2.2 and 2.3 present literature systematically in following the objectives of the study, while section 2.4 presents the conclusion about the literature review.

2.1 Theoretical Framework

This study was based on John Stacey Adams 1963 Equity theory. Equity theory suggests that employees' perceptions of a working situation in terms of how fairly they are treated compared with others influence their levels of motivation to perform; motivation to perform is thus a consequence of perceived inequity (Adams, 1965). According to Robbins (2003), based on equity theory, employees make comparisons. They determine their own work outcomes versus the effort or inputs required to achieve the outcomes, and compare these with outcomes and efforts of other employees. If they recognize that their compensation is equal to what others receive for similar inputs, they will believe that their treatment is fair and equitable.

According to Arnold, Dissen, Cooper and Gregory (2010), education, experience, effort, ability etc. are the inputs to the job by the employees, while outcomes that employees receive from a job are pay, benefits, promotions and rewards etc. The authors further contend that a state of equity refers to the ratio of one person's outcomes to inputs being

equal to the ratio of another's outcomes to inputs. Inequity takes place when the situation is reverse. For example, when an employee with a high level of education or experience receives the same salary as a new, less educated employee, he/she may perceive it as inequality. Alternatively, perceived inequity may occur when an employee thinks that he/she is paid more than other people who contribute the same inputs to the organization (Ibid, 2010).

Adams (1965) in Samson and Daft (2002) pointed out that perceived inequity creates a tension that can motivate individuals to bring equity into balance, in four common ways. First, by altering effort: individuals may change their level of input to the organization. For example, underpaid individuals may decrease their level of effort or increase their absenteeism. Overpaid individuals may correct the inequity by working harder or getting more education. Second, by altering outcomes: underpaid individuals may request a salary increase, other forms of recognition or a bigger office (Adams (1965) in Samson and Daft, 2002). Third, by changing how people think about inputs or outcomes: according to research, people may alter perceptions of equity if they are unable to change efforts or outcomes. Thus, individuals may unnaturally increase the status attached to their jobs or distort others' perceived rewards to ensure equity (Adams (1965) in Samson and Daft, 2002). Fourth, by leaving: individuals who feel they lack equity in the work place may choose to quit their jobs rather than bearing the inequity of being underpaid. In this way, they may seek balance of equity by applying for new jobs (Adams (1965) in Samson and Daft, 2002).

The implication of equity theory for organizations is that, to motivate employees it is necessary to ensure a state of equity in the work place by establishing mechanisms to deal with perceived inequity situations (Robbins, 2003). Otherwise organizations may face low motivation, low performance, high absenteeism and turnover. As it is mentioned before, a typical example of perceived inequity in a work organization is the situation of employees who believes that their peers do not exert as much effort as them in the work place, although they are all getting the same amount of wage. Alternatively, employees may think that they are performing well above the expectations but being treated the same as other employees who are just satisfying the expectations (Arnold et al., 2010). This may lead employees to lose their motivation to do their best, to do more than what is expected from them, to be creative and to be problem solvers. In that kind of perceived inequity situations, employees may decide that their efforts do not make any difference to the organization, thus may stop working hard to make things fair in their mind.

This example can particularly be observed in secondary schools where generally, teachers of the same status and tenure get the same amount of salary, no matter how hard they work or how successful they are in making contributions to their schools. Likewise, an increase in salary or a promotion will have no motivational effect if it is perceived as inequitable relative to that of other teachers, as it is not linked to performance. Most private secondary schools in Uganda lack an effective incentive system to motivate employees to exert extra effort and to differentiate between who is doing a good job and who is not (Ministry of Education and Sports, 2009). In line with equity theory, teachers in private secondary schools in Kyegegwa District, like other teachers in other private

secondary schools who have a fixed level of salary regardless of performance, may not be motivated to exceed expectations unless they are treated different from other teachers when they make a contribution.

In other words, without an effective reward mechanism, it may be expected that for most of the teachers, any attempt to exceed expectations will create perceived inequity in time, because their compensation will be equal to what others receive for less contributions. As it is emphasized, teachers may lose their motivation in such cases and may decrease their level of effort in order to get rid of the tension created by perceived inequity. Thus, it is very important that in private secondary schools in Kyegegwa District, an effective reward system should exist, which will differentiate high level performing teachers from lower performing ones. In light of these, use of rewards becomes inevitable for private secondary schools in Kyegegwa District to motivate teachers by acknowledging the contributions exceeding expectations as supported by Robbins (2003) and Milkovich, Newman and Gerard (2010).

This study proposed that rewards, whether financial or non-financial, were considered as the tool that was appropriate for private secondary schools in Kyegegwa District to accomplish this objective. Financial and non-financial rewards offer variety of ways to motivate teachers and other employees in general. In this study, the former category of rewards included salary, bonuses, and allowances, while in the latter categories of rewards, recognition in a meeting, opportunity to attend training program of interest, and career advancement or promotions were considered. Equity theory as indicated in Arnold

et al. (2010) supports the idea that rewards—both financial and non-financial--may be effective in explaining the job performance of teachers in private secondary schools in Kyegegwa District. The following sections present literature review on the effect of financial and non-financial rewards on employee job performance.

2.2 Financial Rewards and Employee Job Performance

According to Milkovich, Newman & Gerard (2010), financial rewards are tangible or cash returns that may include salaries/wages, bonuses and allowances among others. Ogomorach (1994) refers to financial rewards as money incentives offered to employees with the view to motivate them and enhance their job commitment. Both definitions seem to agree that financial rewards are cash incentives which must be given if the desired employee behavioral outcomes are to be achieved.

The concept of financial rewards has aroused strong feelings amongst those who support and those who oppose them. Those who support financial rewards advance a number of arguments for their use. The most powerful argument advanced for financial rewards is that those who contribute more should be paid more. According to Milkovich, Newman and Gerard (2010), it is right and proper to recognize achievement with a financial and therefore tangible reward. This is in accordance with the principle of distributive justice which, while it states that rewards should be provided equitably, does not require them to be equal except when the value of contribution is equal (Ibid, 2010).

Armstrong (2001) notes that monetary rewards have a powerful effect on freedom from worry, fear, and contamination; and if they are fairly determined or adjusted to

employees' basic needs, they have the potential of increasing job commitment. This is further echoed by Cole (1997) and Robins (2003), who contend that providing stable monetary rewards contributes to employee commitment, high job performance and stability on the job. However, all the above authors did not conduct studies to empirically establish the influence of monetary rewards on job performance.

In 2004, an e-reward survey of contingent pay found that, in order of importance, the following were the main reasons produced by the respondents for using financial rewards: to recognize and reward better performance, to attract and retain high quality people, to improve organizational performance, to focus attention on key results and values, to deliver a message about the importance of performance, to motivate people, to influence behavior, and to support cultural change. Overall, the foregoing theoretical observations suggest that there exists a positive relationship between financial rewards and employee job performance. Although the study successfully identified the underlying reasons for use of financial rewards, it did not empirically establish the relationship between financial rewards and employee outcomes, particularly employee job performance and motivation.

In the past, there have been studies that have been conducted to empirically test the hypothesis that financial or monetary rewards influence employee job performance. For instance, Veling & Arts (2010) conducted an experiment to determine whether monetary rewards can reduce failures to act on cued task goal. They found that giving relatively high monetary rewards led to 'overall faster responses' to the specific tasks given to

respondents. Also, research conducted on behalf of the Office of Manpower Economics by Prentice, Burgess and Propper (2007) found evidence that financial incentives can yield productivity improvements for some public sector workers. The evidence was strongest for civil servants and teachers but relatively weak for healthcare workers. However, these studies did not directly link financial rewards to job performance, particularly that of teachers.

In a study involving a meta-analysis of seventy-two field studies, Stajkovic & Luthans (2003) found that the use of monetary rewards by organizations led to a 23% improved performance while social recognition and the giving of feedback improved task performance by 17% and 10% respectively. These findings are consistent with other studies which noted that relatively high monetary rewards may function as a catalyst for enhanced effort or determination by employees to perform well (Bijleveld et al., 2009; Locke & Braver 2008). A second meta-analysis by Stajkovic and Luthans (2003) focused only on manufacturing and service industries. The authors found that the use of financial incentives or rewards generally led to improved performance in manufacturing industries than the service ones. Significantly, their findings suggest that a combination of financial, non-financial, and social rewards produced the greatest effect in task performance. However, the studies were conducted in non-education settings; there was need for a study in an education setting to investigate the linkage between rewards and teachers' job performance.

In a study of 400 companies in the British aerospace industry, Thomas (2003) established that the high value added and low value added companies were clearly differentiated in terms of their pay practices. In fact, virtually double the number of high value added companies compared with their low value added counterparts, applied individual performance related pay schemes to more than two-thirds of their staff. Likewise, attitude surveys were conducted by Davidson and Wright (2004) across a range of public services on employee and line manager judgments on the effects of performance pay. Performance pay was the instrument of a major renegotiation of performance norms, and goal-setting and appraisal by line managers played a key role in this process. These findings show that there is a relationship between performance based pay and organizational performance, but they do not show the actual perceptions of employees about performance pay, and how these affect their job performance.

Although there are empirical studies showing that financial rewards are associated with improved employee job performance, there are scholars who oppose the use of financial rewards based on a number of arguments against them. According to Furnham (2006), financial rewards in the workplace are synonymous with bribes; therefore, they can not work. He asserts that: "Rewards, like punishment, may actually undermine the intrinsic motivation that results in optimal performance. The more a manager stresses what employees can earn for good work, the less interested those employees will be in work itself."

Cameron, Banko and Pierce (2001) argue against financial rewards by stating that people react in widely different ways to any form of motivation. It cannot be assumed that money will motivate all people equally yet this is the premise on which financial reward schemes are based. Also, Gerhart and Rynes (2003) argue that financial rewards may possibly motivate those employees who receive them but they can de-motivate those that don't receive them. They note that this is potentially dangerous to the organization especially if the number of employees who are de-motivated exceeds those who are motivated. Although the authors acknowledge that money may have a negative influence on employee behavior, such assertions are not based on empirical findings. Whether or not their assertion is true needs to be based on validated empirical data.

Other authors such as Pfeffer (1998) argue that financial reward schemes can create more dissatisfaction than satisfaction to employees if they are perceived to be unfair, inadequate or badly managed, thereby leading to poor employee job performance. Lazear (1999) notes that achieving optimal employee job performance using financial rewards is difficult because the requirements for successful financial reward schemes are exacting and difficult to achieve. Markova and Ford (2011) contend that financial rewards may not succeed as a motivation tool of employee job performance as they can militate against quality and team work. The above observations suggest that financial rewards are not a factor in employee job performance. This assertion seems true in developed country settings where financial incentives have long ceased to be basic life necessities; however, in developing countries financial rewards such as salary constitute basic life necessities and there was need to investigate how they are related to the job performance of teachers.

However, there are some studies that have found no significant relationship between financial rewards and employee job performance (Waugh & Gotlib; 2008; Strasburg & Kate, 2012). These previous findings indicate that the reward-employee job performance nexus is still unclear. Further tests need to be done to test the nexus and contribute to its clarity. This explains partly why this study was necessary.

Overall, the above review suggests that there exists a relationship between financial rewards and employee job performance. However, the empirical evidence shows mixed results; some studies found a positive association between financial rewards and employee job performance (Milkovich, Newman & Gerard, 2010; Veling & Arts, 2010; Prentice, Burgess & Propper, 2007; Stajkovic & Luthans, 2003; Bijleveld et al., 2009; Locke & Braver 2008; Thomas, 2003), while others found no significant effect of rewards on job performance (Waugh & Gotlib; 2008; Strasburg & Kate, 2012). This implies a lack of clear nexus between financial rewards and employee job performance. Such a clear nexus between the two variables can be obtained through further empirical investigation. It was for this reason that one of the objectives of the current was to establish whether the poor job performance reported among teachers in private secondary schools in Kyegegwa District was associated with the perceived fairness of financial rewards.

2.3 Non-Financial Rewards and Employee Job Performance

Non-financial rewards comprise of all the non-monetary incentives given by employers to employees in appreciation or acknowledgement of the employees' contribution or efforts (Yap, 2008). There are a variety of non-financial rewards at the disposal of human

resource managers including recognition, training and development and career advancement among others. Sartin & Finney (2003) define recognition as the habit of letting employees know that the company sincerely values what they do by praising them, issuing them with long service awards, and giving sabbaticals among others. Fernandez (2007) defines training and development as all activities aimed at helping employees update their knowledge, skills and competences. Career advancement refers to an employee's progression through the ranks of the organizational hierarchy (Cohen & Higgins, 2007).

There are a number of criteria that non-financial rewards should follow if they are to achieve their objectives. These criteria vary according to a particular reward. According to Nelson (2003), effective recognition should be fair, transparent, inclusive, meaningful, timely and reflect the preferences of the recipient if it is to achieve its objectives.

Ahlich (2003) notes that organizations should have well defined training policies in place and ensure that employees are fully aware of the policies and how they can benefit them, while Withers (2001) notes such programs should seek to first understand the expectations of beneficiaries and proceed to provide training that addresses those expectations, and Jackson (2006) argues that for training to be effective, organizations must identify ways of using the employees' newly acquired knowledge and skills. Armstrong & Murlis (2004) point out that the career advancement element is linked to the learning and development part of the employee management process. They propose that in order for organizations to do this well, they need to set clear organizational career

paths which are clearly understood by employees. The employees should, for instance, know the criteria used in promoting employees to higher positions within the organization, and that the criteria should be fair and transparent.

The proponents of non-financial rewards advance various arguments. According to Clive (2004), non-monetary incentives such as free bus service, a ticket to a football game, discount on a store, a gift certificate or subscription to a magazine can be used to satisfy the “wants” and “interests” of employees. Most of the employees have interests outside the workplace. Offering the employees things that they value can make them feel that the organization cares about them as valuable human beings. They may contribute to create a positive work environment for the employees make them feel more motivated to work. Moreover, while employees may feel guilty for not spending a cash incentive on basic needs, they can enjoy non-monetary incentives guilt-free as they do not have other choice. However, the validity of the author’s claims is limited by the fact that they were not rooted on empirical data.

In line with this view, Hill and Pavetti (2000) stress that low income working parents often have difficulty in devoting enough time and money to pleasurable activities with their family. Providing tangible non-monetary incentives such as a ticket to a movie or an amusement park, purchasing school supplies or clothes, opportunity to join a local sports team or summer camp for children etc. may have great value for the employees. On the other hand, employees would probably hesitate to spend a cash incentive of the same

value for these kinds of activities rather than necessities. Like in the above study, the authors of this study produced claims which were not based on empirical findings.

Gale (2002) argues that non-monetary incentives provide employees a tangible symbol of achievement and it becomes something physical to show off. Non-monetary incentives that are awarded as recognition of a good performance can often be shown to co-workers and friends as a trophy and there is no reason not to brag about them. On the other hand, it is unlikely that employees do the same thing with a cash incentive; socially it is not an acceptable way to seek peer recognition.

Jeffrey (2002) notes that non-monetary incentives provide a lasting reminder of the employees' achievements and the efforts put towards their achievement. The more symbolic an item is to the success, the more likely it is powerful in reminding the employee of why it was given (Spitzer, 1998). Small gifts, plaques, a coffee mug, a pen set, rings/tie pins etc. remain most of the time in the employees, in their offices or in their home; they continue to have a memory value long after its initial receipt. The employee is more likely remember how he/she felt when the reward was awarded, what the achievement was etc. On the other hand, people when asked how they spent their last cash reward often don't remember it (American Express Incentive Services, 2003). However, this study was generic in nature, and did not specifically show, for instance, the perceptions about non-financial rewards and their effect on the job performance of teachers.

Nelson (2001) contends that non-monetary incentives cost much less than cash incentives for the organizations' compensation budget. Non-monetary incentives have a higher perceived value than their actual monetary value. According to a study by Alice Kendrick in 2000, when focus groups were asked to assign a cash value to a number of tangible non-cash incentives, most assigned a higher value to the items than they actually had (Ibid, 2001). On the other hand, no greater emotional value is attached to cash incentives. However, the study was conducted in a developed country setting where the socio-economic conditions are different from those in developing country settings like Uganda. There is need to investigate this from the developing country setting and compare with results developed country settings.

Indeed, a number of studies have been conducted about the effect of non-financial rewards on employee job performance. For instance, a number of studies have found a positive relationship between training and development and employee job performance (LaPlagne & Bensted, 1999; Moore, Blake, Phillips, & McConaughy, 2003; Huang, 2001; Jones, 2004; Cosh, Hughes, & Weeks, 2000; Edelman, Brush, & Manolova, 2002; Bartel, 2000). A positive link between recognition and employee performance was found in earlier studies by Nelson (2001) and Spangenberg (1994). Relatively fewer studies have empirically investigated the linkage between career advancement and employee job performance. Robertson (2000) found a positive and significant relationship between career progress and employee performance in South African High institutions. Also LaPlagne & Bensted (1999) showed that investment in career advancement has a positive relationship with employee productivity growth in medium and large-sized organizations.

Ahuya (2002) notes that lack of promotion opportunities may also affect performance of teachers. The shortcoming of all these studies is that they were conducted in developed countries. Similar studies in developing countries may produce different results.

Overall, the literature review shows that there exists a relationship between non-financial rewards such training and development, recognition and career advancement and job performance. However, much of literature reviewed shows that the studies were conducted in developed country settings which are different from those existing in developing countries like Uganda. This implies that the conclusions and recommendations generated from these studies may not be extrapolated directly to solve similar problems in Uganda. Secondly, some of the literature was not empirically-based; and therefore, it is difficult to estimate the extent of the perceptions of employees on whether compensation compares well with work effort and whether such perceptions are associated with employee retention. This study will sought to fill gap by conducting an empirical investigation into perceptions about non-financial rewards and how they are related to the current job performance of teachers in private secondary schools in Kyegegwa District.

2.4 Summary of Literature Review

This chapter has reviewed both the theoretical and empirical literature related to rewards and job performance. All the above reviewed literature concurs that rewards (both financial and non-financial) are key influential in teachers' performance. However, it has been noticed that the linkage between financial rewards and employee job performance seems inconclusive as the reviewed literature reveals mixed results. It has also been

noticed that although non-financial rewards significantly influence job performance, the empirical evidence seems skewed, with much of it covering western countries where environments differ from those in African countries like Uganda. Therefore, it is not clear whether findings from such studies can be appropriately generalized to include African countries. More studies based on African environments need to be conducted and results compared with those generated from western countries. These gaps thus made this study necessary.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methods and procedures used in conducting this study. These are explained in the following subsections: research design, study population, sample size and sampling technique, data collection methods, data collection instruments, validity and reliability of instruments, data collection procedure, and data analysis techniques.

3.1 Research Design

The study employed a cross-sectional survey design. The design involved collecting data at once, over a period of 2 weeks from a sample of teachers, head teachers and bursars of private secondary schools in Kyegegwa District. The design was chosen because of two reasons. First, the nature of data required was in form of opinions, feelings, views and perceptions; such data did not exist anywhere and could only be obtained from a field survey. Second, this design was chosen due to limited time and financial resources. Within this survey study, mixtures of quantitative and qualitative research approaches were employed. The former involved generating quantitative data using questionnaires and analyzing it using numbers, while the latter involved generating qualitative data through interviews and analyzing it using words. According to Desscombe (1998), the use of a mixture of research approaches off-sets any disadvantage associated with a particular approach and enhances the reliability of study findings.

3.2 Study Population

The target population of this study consisted of all teachers in private secondary schools in Kyegegwa District. The District has five private secondary schools including King Solomon College Kyatega with 40 teachers, Kyaka Secondary School with 22 teachers, Bujuburi Vocational Secondary School with 11 teachers, St. Lawrence Secondary School with 19 teachers and Citizen High School with 8 teachers. The total number of teachers in the respective schools was 100 (Source is Directors of Studies of the respective schools). In addition, the research sought opinions of key informants including Head Teachers and School Bursars of the five selected schools. Together, the total study population was 110 individuals.

3.3 Sample Size and Sampling Techniques

Table 1: Sample size and sampling procedure

Teacher	Population size	Sample size	Sampling technique
King Solomon Col.	40	$40 \times (80/100) = 32$	Proportional stratified random sampling
Kyaka S. S	22	$22 \times (80/100) = 18$	
Bujuburi Vocational	11	$11 \times (80/100) = 9$	
St. Lawrence S. S	19	$19 \times (80/100) = 15$	
Citizen High	8	$8 \times (80/100) = 6$	
Head Teachers	5	5	Purposive sampling
Bursars	5	5	Purposive sampling
Total	110	90	

Source: Respective schools

This study targeted a sample of 80 teachers. This was determined using Krejcie & Morgan's (1970) table of appropriate sample size for a given population in Amin (2005). In this table, for a population size of 100, the corresponding appropriate sample size is 80. A sample of the table can be found in Appendix 3. The probability technique of

proportional stratified random sampling was used in selecting teachers. Proportional stratified random sampling involves dividing the population into mutually exclusive and exhaustive strata, and then selecting a random sample of subjects which is proportional to size of a given stratum (Sekaran, 2003). In the case of this study, teachers were grouped into five stratum based on their respective schools and a sample was drawn from each school, which was proportional to the number of teachers in each school. The technique was preferred because the number of teachers varied across the schools; therefore, its use ensured fair representation of teachers from the respective schools in the sample.

Five head teachers and five bursars of the respective schools that participated in this study were selected using the technique of purposive sampling. This technique involved selecting key informants (Head Teachers and Bursars) for interviews on issues related with the subject of study. These individuals were chosen because they were assumed to be highly knowledgeable about issues of rewards and teachers' job performance. The inclusion of these key informants was based on recommendations of Amin (2005), who contends that purposive sampling should always involve subjects who are most advantageously placed to provide the information required.

3.4 Data Collection Methods

The study employed both primary and secondary research methods of data collection. Primary data were collected using questionnaire survey and key informant interviews, while secondary data was collected through documentary review. The application of these methods is explained in the following sub-sections.

3.4.1 Questionnaire survey

Questionnaire survey is a method that involves collecting data from a selected group of individuals using structured questionnaires (Sekaran, 2003). In the case of this study, the researcher, with the assistance of a research assistant distributed structured questionnaires individually to the teachers in the selected schools. The teachers were asked to fill the questionnaires within a specified time period. The filled questionnaires were then collected after the allotted time for filling had elapsed. This method was used because it was quick, less time consuming and could adequately cover the entire sample within the proposed time frame as supported by Mugenda and Mugenda (2003).

3.4.2 Key informant interviews

Key informant interviews are qualitative in-depth face-to-face engagements with people who are knowledgeable about issues being investigated concerning a given population under study (Sekaran, 2003). In this study, the researcher conducted face-to-face interviews with Head Teachers and Bursars of the selected private secondary schools. These were purposively chosen because they were the major players concerned with issues of rewards and teachers' job performance; thus, they were presumed to have the relevant information that was vital to this study. The purpose of the interviews was to obtain views and opinions of Head Teachers and Bursars of the selected private secondary schools about issues raised by teachers in the questionnaires. The method was used because it enables respondents to seek clarity on particular questions, which guarantees increased degree of accuracy and validity of data gathered. In addition, the method permits the researcher to follow up leads and thus obtain more information (Amin, 2005).

3.4.3 Documentary Review

Documentary review involved extensive reading of secondary documents that had relevancy to the topic under investigation as supported by Amon (2005). Data obtained through secondary sources is indispensable for organizational research.

3.5 Data Collection Instruments

The study employed two research instruments including a self-administered questionnaire and an interview guide.

3.5.1 Self administered questionnaire

The self-administered structured questionnaire comprised of sections on respondents' demographic characteristics, status of financial and non-financial rewards, teachers' performance, job performance and government policies. The constructs of rewards, teachers' performance and government policies were measured using structured items adopted from previous research studies and assessed using a five-point likert scale ranging from 1=strongly disagree to 5=strongly agree. All items in the questionnaire were close-ended. Such items were chosen because they were easier to administer since each item was followed by specific alternative answers. They were also easier to analyze since they were in an immediate useable form as supported by Mugenda and Mugenda (2003). The justification for using a questionnaire was that it was a quick method of collecting data, and the data generated was easy to quantify and analyze (Ibid, 2003). A sample questionnaire can be found in Appendix 1.

3.5.2 Interview guide

An interview guide consisted of open-ended items which complemented data gathered using structured questionnaires. The construction of this instrument was guided by

recommendations of Amin (2005) who concluded that open-ended questions allow respondents to give detailed information. A sample interview guide can be found in Appendix 2.

3.5.3 Documents

A number of documents related to the topic of study will be extensively reviewed. These will include: Government publications, newspaper articles, published and unpublished dissertations, journals, periodicals and text books among others.

3.6 Validity and Reliability of Instruments

3.6.1 Validity

Validity refers to the ability of an instrument to measure what it is supposed to measure (Amin, 2005). Validity of an instrument is done to ensure relevance, clarity, and simplicity of items in the questionnaire (Sekaran, 2003). A review of literature concerning rewards and job performance was conducted to identify possible indicators of the variables under investigation. Then a scale with 51 items was developed. Thereafter, two experts from the Ministry of Education and Sports in the department of Secondary Education Commission were asked to rate each item based on relevance, clarity, simplicity and ambiguity on a four-point scale. Content Validity Index (CVI) for each item was determined. CVI is given by the Content Validity Ratio (CVR) formula:

$$CVR = \frac{(n_e - N/2)}{(N/2)}$$

Where CVR = content validity ratio, n_e = number of subject matter expert (SME) panelists indicating “essential,” and N = total number of SME panelists. The results

showed that of the 51 items, those with CVI over 0.75 remained and the rest were discarded resulting to 29 item scale. Table 2 summarizes results of validity analysis.

Table 2: Results of validity analysis

Concept	No. of items before computing CVI	No. of items after computing CVI
Financial rewards	12	6
Non-financial rewards	15	8
Job performance of teacher	15	12
Job satisfaction	9	3
Total	51	29

Source: Primary data

In addition, validity of the questionnaire was determined through pilot testing it before being administered. The purpose of this was to ensure that the items in the questionnaire were clearly understood and could elicit the appropriate responses.

3.6.2 Reliability

The reliability for questionnaire items was established through calculating the Cronbach Alpha using the following formula adopted from Amin (2005):

$$\alpha = \frac{k}{k-1} \left(1 - \frac{\sum \sigma_k^2}{\sigma^2} \right)$$

where $\sum \sigma_k^2$ is the sum of variances of the k parts (usually items) of the test and σ is the standard deviation of the test. Table 3 presents the results.

Table 3: Reliability analysis results

Variables	No. of items	Cronbach Alpha	Indicator
Financial rewards	6	0.754	Moderate reliability
Non-financial rewards	8	0.802	High reliability
Job performance	12	0.747	Low reliability

Source: Primary data

Table 3 shows that the Cronbach's Alpha coefficients values for the variables under consideration ranged from 0.747 to 0.802. Based on guidelines by Hinton et al. (2004), this implies high inter-items consistency for each variable. They suggested four cut-off points for reliability including: excellent reliability (0.90 and above), high reliability (0.70-0.90), moderate reliability (0.50-0.70) and low reliability (0.50 and below).

3.7 Data Collection Procedures

Once the data collection instruments were ready and approved, the researcher sought written permission from the Uganda Management Institute (UMI) Research Coordinator and from the Head Teachers of the selected private secondary schools to proceed with data collection at the selected sites. The researcher gave questionnaires to teachers found at the sites, who were willing to participate in the study. The teachers were asked to fill the questionnaires and return them immediately after the exercise.

3.8 Data Analysis

The study employed both quantitative and qualitative techniques in analyzing data. These are explained in the following sub-sections.

3.8.1 Quantitative analysis

Quantitative data was scrutinized, cleaned, coded, entered into a Microsoft Office Excel computer program and analyzed using the Statistical Package for Social Scientists (SPSS Version 18.0). The findings were presented using tables, graphs and pie charts where appropriate. In addition, descriptive statistics such as frequencies and percentages were used to describe teachers' responses on issues of rewards and performance, while the Pearson's correlation coefficient was used to investigate the relationship between the study variables as outlined in the objectives. The formula for Pearson's correlation coefficient is given as follows:

$$\rho_{X,Y} = \frac{E(XY) - E(X)E(Y)}{\sqrt{E(X^2) - (E(X))^2} \sqrt{E(Y^2) - (E(Y))^2}}.$$

Where, ρ_{xy} = Pearson correlation coefficient, x = values in first set of data, y = values in second set of data, and E = total number of values. In addition, the coefficient of determination (r^2) was used to estimate the magnitude of change in the dependent variable caused by a change in a particular independent variable, holding the other factors constant.

3.8.2 Qualitative analysis

The qualitative data obtained through interviews was analyzed using guidelines of Creswell (2003). First, themes were identified in the data, then redundant information deemed to lack a direct or indirect bearing on the themes was eliminated, and themes were classified into major categories. The categories from all questions of the interview

guide were integrated into a total description of the effect of rewards on the performance of teachers in selected private secondary schools in Kyegegwa District.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the study finding, followed by their analysis and interpretation in the following sections: response rate, demographic characteristics of respondents, descriptive analysis of respondents' views on job performance, effect of financial rewards on teachers' job performance, and effect of non-financial rewards on teachers' job performance.

4.1 Response Rate

A total of 88 individuals (including 78 teachers, 5 head teachers and 5 bursars) out of the targeted sample of 90 individuals successfully provided the necessary data using questionnaires and interview guides. This represented a response rate of 97.7%. This response rate was considered very good for analysis based on Mugenda and Mugenda (2003) guidelines. They contend that a response rate of 50% is adequate; one of 60% is good, while a response rate of 70% and above is very good for analysis and reporting.

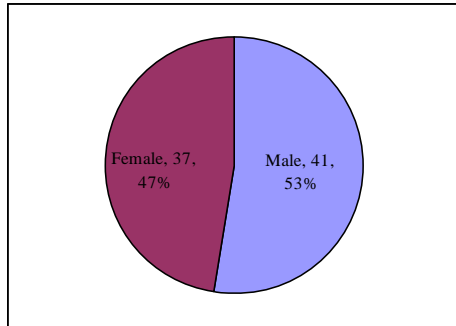
4.2 Demographic Characteristics of Respondents

The respondents who participated in this study varied in terms of their demographic characteristics such as age, gender, education and occupation. The following sub-sections present findings concerning these variables, followed by their analysis.

4.2.1 Respondents' gender distribution

The respondents who participated in this study included both male and female teachers. The following figure presents summarized findings concerning the respondents' distribution with respect to gender.

Figure 2: Gender distribution of respondents

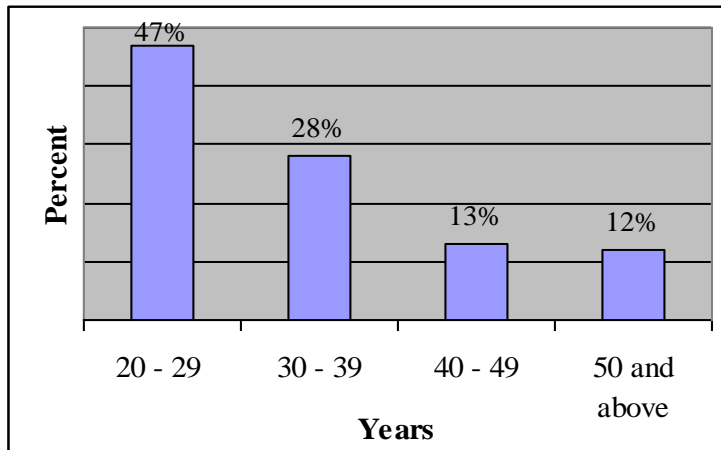


Out of 78 respondents who successfully answered the questionnaire, 41 respondents (53%) were male and 37 respondents (47%) were female. The findings suggested that private secondary schools in Kyegegwa District were dominated by male teachers. The finding was consistent with an earlier survey by the Uganda Bureau of Statistics (UBOS, 2010), which indicated that there are more male than female teachers across all the different education levels in Uganda.

4.2.2 Respondents' age distribution

The respondents who participated in this study differed in terms of age. The following figure summarizes the distribution of respondents by age.

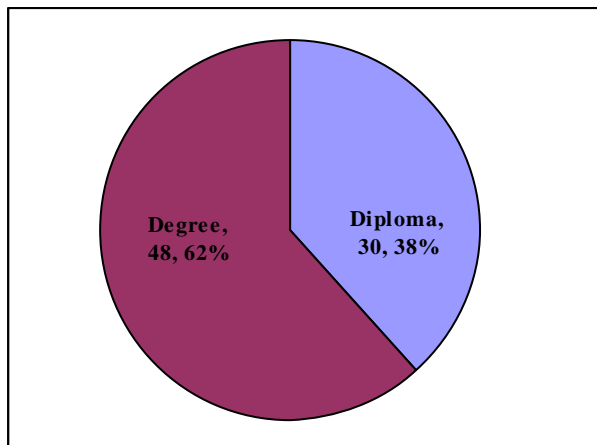
Figure 3: Distribution of respondents by age



It was found that out of the 78 respondents who filled questionnaires, 36 respondents (47%) were aged 20 - 29 years, 22 respondents (28%) were aged 30 – 39 years, 11 respondents (13%) were aged 40 – 49 years and 9 respondents (12%) were over 50 years. This suggests that most teachers in private secondary schools in Kyegegwa District were mature; therefore, they could be relied upon to give mature responses to issues related to rewards and job performance.

4.2.3 Respondents' education distribution

Figure 4: Education distribution of respondents



It was found that 48 respondents (62%) were degree holders and 30 respondents (38%) were diploma holders. This suggested that most teachers in private secondary schools in Kyegegwa District had the minimum qualification for teaching in secondary schools in Uganda, which is a diploma.

4.2.4 Respondents' work experience distribution

Table 4: Distribution of respondents by work experience

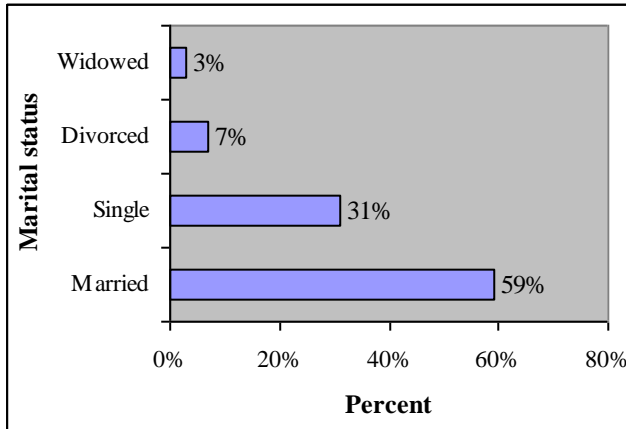
Work experience (years)	Frequency	Percent
Less than 1	08	10
1 – 5	42	53
6 – 10	24	30
Over 10	4	7
Total	78	100

Out of the 78 respondents who filled questionnaires, 42 respondents (53%) had taught in their schools for 1 – 5 years, 24 respondents (30%) had taught for 6 – 10 years, 8 respondents (10%) had taught for less than a year, and 4 respondents (7%) had taught for more than 10 years. This suggested that most teachers in private secondary schools in Kyegegwa District were relatively experienced, and deemed to be widely knowledgeable about issues of rewards and job performance.

4.2.5 Respondents' distribution by marital status

The marital status of respondents in this study differed widely, and the following figure summarizes the distribution of respondents by marital status.

Figure 5: Distribution of respondents by marital status



Of the 78 respondents who successfully filled questionnaires, 59% were married, 31% were single, 7% were divorced, and 3% were widowed. The findings suggested that most teachers in private secondary schools in Kyegegwa District were married individuals with responsibilities, and could be relied upon to give appropriate responses to issues under investigation.

4.3 Effect of Financial Rewards on Teachers Job Performance

The first objective of this study was to find out the perceptions about the financial rewards and their relationship to the current job performance of teachers in private secondary schools in Kyegegwa District. In order to achieve this objective, the researcher first sought the perceptions of teachers regarding their job performance at their schools and their perceptions regarding the financial rewards given to them by their schools, and then correlated them to statistically determine the relationship between financial rewards and job performance. The following table presents findings concerning the teachers' perceptions to various issues related with their job performance.

Table 5: Respondents' perceptions on job performance

Items on job performance (n = 78)	SDA (%)	DA (%)	N (%)	A (%)	SA (%)
Teacher Commitment					
Would find it difficult to leave this school when a better opportunity arises	10	46	7	30	7
Would encourage other qualified teachers to join this school	33	26	5	21	15
Intend to stay teaching in this school as long as I have the opportunity	25	43	11	17	4
Never miss teaching my lessons unless under unavoidable circumstances	15	45	10	18	12
Teacher Involvement					
Always voluntarily participate in all school activities	25	20	8	28	19
Always willing to cover up for colleagues who are absent	43	24	0	11	22
Always willing to assist colleagues with heavy workloads	30	31	5	16	18
Always willing to work beyond normal working time	42	21	3	27	7
Always cover syllabus within allocated time	32	24	4	31	11
Teacher Morale					
Proud of the work I do for this school	28	36	5	20	11
Have high hopes in this school	25	44	3	18	10
Happy to teach in this school	31	27	6	21	15

Notes: SDA=strongly disagree, DA=disagree, N=neutral, A=agree, SA=strongly agree

In order to assess commitment, teachers were asked whether they would find it difficult to leave their school even when a better opportunity arises. It was found that 10% of the respondents strongly disagreed, 46% disagreed, 7% were neutral, 30% agreed and 7% strongly agreed. Overall, most respondents (56%) disagreed with this statement. When asked whether they would encourage other qualified teachers to join their school, 33% strongly disagreed, 26% disagreed, 5% were neutral, 21% agreed and 15% strongly agreed. The finding shows that most respondents (59%) disagreed with the statement. Furthermore, when asked whether they intend to stay teaching in their schools as long as

they had the opportunity, 25% of the respondents strongly disagreed, 43% disagreed, 11% were neutral, 17% agreed and 4% strongly agreed. It was clear that most respondents (68%) disagreed with the statement. Finally, the teachers were asked whether they never miss teaching their lessons unless under unavoidable circumstances. It was found that 15% respondents strongly disagreed, 45% disagreed, 10% were neutral, 18% agreed and 12% strongly agreed. Generally, most respondents (60%) disagreed with this item. The findings mean that the teachers were likely to leave their schools when in case of better opportunities, they would discourage qualified teachers to join their schools, they are uncomfortable staying teaching in their schools, and they are often absent from class. All this suggests that commitment among teachers in private secondary schools in Kyegegwa District was low.

While assessing teachers' involvement, it was found that 25% of respondents strongly disagreed when asked whether they always voluntarily participate in all school activities, while 20% disagreed, 8% were neutral, 28% agreed and 19% strongly agreed. In addition, 43% of the respondents strongly disagreed when asked whether they were always willing to cover up for colleagues who are absent, while 24% disagreed, 11% agreed and 22% strongly agreed. So, most respondents (67%) disagreed with this item. Further still, when asked whether they were always willing to assist colleagues with heavy workloads, 30% of the respondents strongly disagreed, 31% disagreed, 5% were neutral, 16% agreed and 18% strongly agreed. Clearly, most respondents (61%) disagreed with this item. It was also found that 42% of the respondents strongly disagreed when asked whether they were always willing to work beyond normal working time,

while 21% respondents disagreed, 3% were neutral, 27% agreed and 7% strongly agreed. Teachers were also asked whether they always cover the syllabus in the allocated time. It emerged that 32% of them strongly disagreed, 22% disagreed, 4% were neutral, 31% agreed and 11% strongly agreed. Overall, most respondents (54%) disagreed with this statement. Generally, the findings show that most respondents disagreed with items on teacher involvement, which means that involvement among teachers in private secondary schools in Kyegegwa was found low.

In order to assess teachers' morale, respondents were asked whether they were proud with the work they do for their schools. It emerged that 28% respondents strongly disagreed, 36% disagreed, 5% were neutral, 20% agreed and 11% strongly agreed. Clearly, most respondents (64%) disagreed with this item. Still from the table, 25% respondents strongly disagreed when asked whether they had high hopes in their school, while 44% respondents disagreed, 3% were neutral, 18% agreed and 10% strongly agreed. This shows that most respondents (69%) disagreed with this statement. It was also found that 31% respondents strongly disagreed when they were asked whether they were happy to teach in their school, while 27% respondents disagreed, 6% were neutral, 21% agreed and 15% strongly agreed. It is clear that most respondents (58%) disagreed with this item. Overall, the findings show that most respondents disagreed with items measuring morale, which means that morale among teachers in private secondary schools in Kyegegwa District was found low.

In a nut shell, teachers’ job performance was assessed by asking them the extent to which they agreed with various statements measuring commitment, involvement and morale. It emerged from the results that most respondents disagreed with most items measuring commitment, involvement and morale, meaning that job performance of teachers in private secondary schools in Kyegegwa District was found generally low.

The researcher also sought the teachers’ perceptions about the financial rewards given to them by their schools. Table 6 presents a summary of the findings concerning teachers’ perceptions about the financial rewards in their schools, particularly salary, allowances and bonuses.

Table 6: Respondents’ perceptions on financial rewards in their schools

Items on financial rewards (n = 78)	SDA (%)	DA (%)	N (%)	A (%)	SA (%)
Salary paid compares well with my work effort at school	37	42	0	11	10
Salary paid compares well with that of my colleagues in this school	30	33	14	16	7
Salary paid compares well with that of teachers in other secondary schools	41	28	13	6	12
All teachers are often paid bonuses when they perform well	25	33	8	14	20
Allowances paid compare well with actual cost of transport and accommodation	37	28	5	17	13
Allowances paid compare well with those of teachers in other secondary schools	27	27	20	12	14

Notes: SDA=strongly disagree, DA=disagree, N=neutral, A=agree, SA=strongly agree

In order to assess the perceptions of teachers regarding the salary they were paid by their school, respondents were asked whether the salary they were paid compares well with their work effort at school. It emerged that 37% respondents strongly disagreed, 42% disagreed, 11% agreed and 10% strongly agreed. Clearly, most respondents (79%)

disagreed with this statement. It was also found that 30% respondents strongly disagreed when asked whether the salary they are paid compares well with that of their colleagues in their schools, while 33% disagreed, 14% were neutral, 16% agreed and 7% strongly agreed with this item. This shows that the majority of respondents (63%) disagreed with this item. Further still, respondents were asked whether the salary they received compares well with that of teachers in other secondary schools. It was found that 41% of the respondents strongly disagreed with the statement, 28% disagreed, 13% were neutral, 6% agreed and 12% strongly agreed with this item. This shows that most respondents (69%) disagreed with the statement.

The findings presented above mean that payment of salaries was perceived by the teachers as being inadequate, discriminatory, uncompetitive and generally unfair. This could lead to low teacher commitment; for instance, it could encourage absenteeism, teachers could discourage other qualified teachers from joining their school, and teachers could end up leaving the school. Unfair perceived salaries could lead to low teacher involvement; for instance, teachers may decline covering up for absent colleagues, assisting colleagues with heavy workloads, voluntarily participating in all school activities. Further still, unfavorable salaries could lead to low teachers' morale; for example, teachers' enthusiasm and happiness for doing school-related activities may decline.

From the qualitative findings, when school Head Teachers and Bursars were asked to comment about the status of financial offered by their schools and whether they affect the

job performance of their teachers, one of themes that emerged relating financial rewards and job performance of the teachers was that salaries affect the commitment, quality of work, and morale of teachers. One of the responses corresponding to this theme is presented below.

“We still have a challenge of paying our teachers salaries which are at least comparable to those elsewhere. Because of the relatively low salaries, some of our teachers are less committed to their work and to the school in general”
(Respondent 2).

This response shows that the salaries paid to teachers is lower than that paid to teachers in other similar schools else where, and this affects their job performance in terms of commitment. Therefore, improving the teachers’ salaries to a level that matches the salaries paid elsewhere, would improve the job performance of the teachers in terms of their commitment to their work and their schools.

Another respondent said this:

“The quality of work by some of the teachers is questionable. I believe many factors could be responsible for this, but certainly, it would be unfair to expect teachers to produce quality work especially if they are not well compensated as is the case with many of our schools in rural areas” **(Respondent 5).**

This response shows that compensation for teachers is poor, and this has negatively affected their job performance in terms of the quality of work they do at the schools. Therefore, improving compensation for the teachers would improve the quality of work they do for their schools.

One respondent also hinted that salaries that did not compare well with those paid in government schools affected the teachers' job performance in private secondary schools.

He commented that:

“True, we are concerned about the job performance of some of our teachers, but if we could be in position to pay our teachers salaries that comparable to those paid by government schools or some other private schools elsewhere, I believe this would raise their morale and ultimately, their job performance would improve” (**Respondent 7**).

The finding shows that salaries paid are lower than those paid in government schools, and this has contributed to poor job performance of the teachers. Therefore, paying teachers salaries that compare well with those paid by government schools would improve the job performance of teachers in private secondary schools in the district.

In order to assess the teachers' perceptions concerning the allowances they were paid by their schools, respondents were asked whether the allowances they were paid compare well with the actual cost of transport and accommodation. It emerged that 37% respondents strongly disagreed, 28% disagreed, 5% were neutral, 17% agreed and 13% strongly agreed. Clearly, the majority of respondents (65%) disagreed with this item. Respondents were also asked whether the allowances they were paid compare well with those of teachers in other secondary schools. It was found that 27% respondents strongly disagreed, 27% disagreed, 20% were neutral, 12% agreed and 14% strongly agreed. Overall, most respondents (54%) disagreed with this statement. The findings mean that allowances paid to most teachers in private secondary schools in Kyegegwa District are

inadequate, uncompetitive and unfair. This could lead to low teacher commitment; for instance, absenteeism may become rampant. It could also lead to low teacher involvement; for instance, teachers' voluntary participation in all school activities and willingness to work beyond normal work hours may become low. Further still, the teachers' morale may be compromised; for instance, their pride and enthusiasm in the work they do for the school may be dented.

The other theme that emerged from the qualitative findings about financial rewards was that allowances affect teacher absenteeism and involvement, and one of the respondents had this to say:

“Some of our teachers often miss their lessons because they come from far, yet the school is unable to adequately meet their transport costs on a regular basis”

(Respondent 4).

This response shows that inadequate transport allowances sometimes causes teachers' absenteeism at the school. Therefore, providing adequate transport allowances to the teachers would improve their job performance by reducing their absenteeism from schools.

The qualitative findings also revealed that inadequate or lack of allowances affects the teachers' job performance in terms of their willingness to work over time. The respondent said:

“Most of our teachers can not work overtime because allowance available is not incentive enough to get them working overtime” **(Respondent 6).**

This finding shows that because of inadequate or lack of allowances, teachers' are less willing to work over-time. Therefore, providing over-time work allowances would increase their willingness to work over-time, thus improving their job performance.

The findings show that the situation in the schools concerning allowances seems unfavorable—in some cases it is inadequate, while in other cases it is not comparable with allowances in other schools elsewhere. Unfavorable allowances can lead to teacher absenteeism and low involvement in school activities; for instance, willingness among teachers to cover up for absent colleagues and to assist colleagues with heavy workloads will be low. Therefore, the finding implies that improvement in teachers' allowances would improve teachers' job performance in terms of reducing absenteeism and increasing involvement.

While assessing teachers' perceptions about the bonuses they receive from their schools, respondents were asked whether all teachers are given bonuses when they perform well. It emerged from the study that 25% respondents strongly disagreed, 33% disagreed, 8% were neutral, 14% agreed and 20% strongly agreed. Overall, the majority of respondents (58%) disagreed with this statement. This finding suggested there was discrimination in the award of bonuses to the teachers. Such discrimination reflects unfair treatment of the teachers which could lead low teacher morale; for instance, enthusiasm and happiness among teachers may become low. Overall, it was found that most teachers had unfavorable perceptions about the financial rewards they receive from their schools.

After establishing the teachers' perceptions about the financial rewards in their schools, the perceptions on financial rewards were integrated into a single index figure and correlated with an index figure representing job performance in order to statistically determine the relationship between financial rewards and teachers' job performance. Correlation was performed under the following hypothesis: there is a significant positive relationship between financial rewards and the current job performance of teachers in private secondary schools in Kyegegwa District. The results are summarized in the following table.

Table 7: Correlation between financial rewards and teachers' job performance

Variables		Financial rewards	Job performance
Financial rewards	Coefficient	1	.784
	Sig. (2-tailed)		.032
	N	78	78
Job performance	Coefficient	.784	1
	Sig. (2-tailed)	.032	
	N	78	78

Source: Primary data

The findings revealed a strong correlation coefficient (r) of 0.784 and a probability value (p) of 0.032 which is less than the pre-determined value of 0.005. This finding means that favorable financial rewards were associated with high teachers' job performance, while unfavorable financial rewards were associated with poor teachers' job performance. The pre-formulated hypothesis was accepted and it was concluded that there is indeed a significant positive relationship between perceptions about financial rewards and the current job performance of teachers in private secondary schools in Kyegegwa District.

Therefore, improving financial rewards in terms of salaries, bonuses and allowances would lead to lead to improvement in the teachers’ job performance in terms of commitment, involvement and morale.

Since the Pearson’s correlation coefficient does not determine by how much a dependent variable changes when there is a change in the independent variable, regression analysis was conducted to determine the coefficient of determination, which is the square of the correlation coefficient. The results are summarized in Table 8.

Table 8: Regression—financial rewards and teachers’ job performance

<i>R</i> = 0.784, <i>R</i> ² = 0.614, Adjusted <i>R</i> ² = 0.609 <i>F</i> = 64.904, Sig. <i>F</i> = 0.000					
Variables in the model	Unsatandardized coefficients		Standardized coefficients	<i>t</i>	<i>ρ</i> -level
	β	Std. Error	Beta		
(Constant)	4.226	1.745		2.421	0.003
Financial rewards	0.588	0.246	0.784	3.390	0.035

a. Dependent variable: Job performance

The results in the table show a coefficient of determination (*r*²) of 0.614. When expressed in percentage, this finding means that, holding other factors constant, increasing the level of community members’ participation in planning through increasing their involvement in water-related meetings, assessing water needs in the area, identifying the appropriate water system technology, and identifying the appropriate water system sites would lead to a positive change in the functional status and working condition of the piped water supply systems in the surveyed areas by approximately 44.4%. The *F*-statistic (64.904)

was significant at the 5% level, showing that the regression coefficient was significantly different from zero. Therefore, financial rewards were found to be a significant predictor of the job performance of teachers in private secondary schools in Kyegegwa District.

Thus, taken together, the quantitative and qualitative findings from this study clearly demonstrated that the perceptions about financial rewards were poor and these were positively related to the current poor job performance of teachers in private secondary schools in Kyegegwa District. Therefore, improving financial rewards given to the teachers' in terms of salaries, allowances and bonuses would improve their job performance in terms of commitment, involvement and engagement. The following section examines the association between non-financial rewards and the teachers' job performance.

4.5 Effect of Non-Financial Rewards and Teachers' Job Performance

The second research objective sought to find out the perceptions about non-financial rewards and their relationship to the job performance of teachers in private secondary schools in Kyegegwa District. In order to achieve this objective, teachers were first asked for their views about the non-financial rewards offered by their schools that generally include recognition, training and development, and career advancement opportunities. It is these perceptions on financial rewards that were correlated with perceptions on job performance to statistically determine the relationship between the two constructs as specified by the objective. Table 9 presents a summary of the findings concerning teachers' perceptions on non-financial rewards in their schools.

Table 9: Respondents' perceptions on the fairness of non-financial rewards

Items on non-financial rewards (n = 78)	SDA (%)	DA (%)	N (%)	A (%)	SA (%)
School usually recognizes teachers who perform outstandingly	24	16	0	32	28
Recognition I receive compares well with my outstanding performance	43	23	5	19	10
Equal recognition of teachers in the school who perform outstandingly	24	38	2	20	16
Way teachers are recognized in school compares with teacher in other schools	32	28	8	23	9
School usually conducts regular training and development programs for all teachers	25	14	9	34	18
There is equality in selection of teachers for training and development programs	37	27	2	18	16
School offers career advancement opportunities to teachers	23	20	6	22	29
There is equality in access to career advancement opportunities for all teachers	42	21	7	15	15

Notes: SDA=strongly disagree, DA=disagree, N=neutral, A=agree, SA=strongly agree

Respondents were asked whether their schools usually recognize teachers who perform outstandingly. It was found that 24% respondents strongly disagreed, 16% disagreed, 32% agreed and 28% strongly agreed. The findings showed that most respondents (60%) agreed with this item. However, when asked whether the recognition they usually receive compared well with their outstanding performance, 43% respondents strongly disagreed, 23% disagreed, 5% were neutral, 19% agreed and 10% strongly agreed. Clearly, most respondents (66%) disagreed with this statement. Teachers were also asked whether they felt they were equally treated as far as recognition is concerned. It was found that 24% respondents strongly disagreed, 38% disagreed, 2% were neutral, 23% agreed and 9% strongly agreed. Generally, most respondents (62%) disagreed with this item. It was also found that 32% respondents strongly disagreed when asked whether the way they are recognized compares well with the practice elsewhere, while 28% disagreed, 8% were neutral, 23% agreed and 9% strongly agreed. Overall, most respondents disagreed with

most items on recognition, meaning recognition practices in the schools are unfavorable. This could lead to low teacher morale; for instance, the teachers' pride and enthusiasm for doing school work may become low.

Concerning training and development, teachers were asked whether their schools usually conduct regular training and development opportunities for them. The results indicated that 25% of the respondents strongly disagreed, 14% disagreed, 9% were neutral, 34% agreed and 18% strongly agreed. The results showed that most respondents (52%) agreed with this statement. However, when asked whether all teachers had equal access to training and development opportunities offered by their schools, 37% strongly disagreed, 27% disagreed, 2% were neutral, 18% agreed and 16% strongly agreed. It was clear that most respondents (64%) disagreed with this statement. This finding suggests that the schools' training and development practices seemed unfair. Unfair training and development practices may lead to low teacher morale; for instance, teachers' happiness to work in their schools and their hope in the schools may become low. It could also lead to low teacher involvement; for instance, the quality of their work may be come low.

The status of career advancement opportunities in the schools was one of the issues for which the researcher sought teachers' perceptions. Teachers were asked whether their schools usually offer them career advancement opportunities. It emerged from the study that 23% of the respondents strongly disagreed, 20% disagreed, 6% were neutral, 22% agreed and 29% strongly agreed. Clearly, most respondents (51%) agreed with this statement. However, it was found that 42% of the respondents strongly disagreed when

asked whether they had equal access to the career advancement opportunities provided by their schools, while 21% disagreed, 7% were neutral, 15% agreed and 15% strongly agreed. The result shows that most respondents (63%) disagreed with this statement. This means that access to career advancement opportunities by teacher seemed unfair, and this can lead low teacher commitment; for instance, it could lead to high teacher turnover. It could also lead to low teacher morale; for instance, teachers' hopes in their schools, happiness to work in their schools, and pride in work they do for their schools may be dented.

The overall results concerning perceptions about the non-financial rewards offered by private secondary schools in Kyegegwa District clearly showed that most respondents disagreed with most items measuring the dimensions of non-financial rewards. This means that non-financial rewards were largely perceived unfair and unfavorable. This can negatively affect the job performance of the teachers in terms of commitment, involvement and morale.

One of the respondents when asked to comment about the feeling among teachers that there unequal access to training and development opportunities and that this negatively affected the productivity of teachers. One of the respondents answered:

“It is true not all teachers are given the opportunity to be trained because the criteria followed in the selection process include certain factors which are not supposed to be known by them. But overall, the performance of those who normally get such opportunities improves, and I think as a school, we should

consider giving all teachers training opportunities so that even the performance of others can be enhanced” (**Respondent 8**).

This finding suggests that even school authorities acknowledge that their training practices are unfair to the extent that not all teachers have equal opportunities of accessing the existing training and development opportunities. This perceived unfairness in the training and development practices can lead to low job performance of the teachers; for instance, it can lead to teachers’ morale and low quality work of the teachers. Therefore, improving access to training and development opportunities for all teachers would improve their job performance.

After establishing the teachers’ perceptions about the non-financial rewards currently existing in their schools, the items measuring non-financial rewards were integrated into single index variable. This index variable representing items on non-financial rewards was correlated with an index figure composed of a combination of items on job performance in order to statistically determine the relationship between non-financial rewards and job performance of teachers as specified and required by the second objective. Data on the second objective was analyzed under the hypothesis “there is a significant positive relationship between perceptions about non-financial rewards and job performance of teachers in private secondary schools in Kyegegwa District.” Table 10 presents a summary of the findings concerning the correlation between financial rewards and job performance of teachers.

Table 10: Correlation--non-financial rewards and teachers' job performance

Variables		Non-financial rewards	Job performance
Non-financial rewards	Coefficient	1	.526
	Sig. (2-tailed)		.018
	N	78	78
Job performance	Coefficient	.526	1
	Sig. (2-tailed)	.018	
	N	78	78

Source: Primary data

The findings in the table showed a moderate positive relationship between financial rewards and job performance of the teachers ($r = 0.526$, $p = 0.018$). This finding means that favorable non-financial rewards were associated with high teachers' job performance, while unfavorable non-financial rewards were associated with poor teachers' job performance. The pre-formulated hypothesis was accepted, and it was concluded that there is a significant positive relationship between perceptions about non-financial rewards and the job performance of the teachers. Therefore, improving non-financial rewards in terms offering equal opportunities for teachers to training and development, recognition and career development opportunities would increase the job performance of teachers in terms of commitment, involvement and morale.

However, the Pearson's correlation coefficient could not determine by how much a teachers' job performance changes when there is a change in non-financial rewards. Therefore, regression analysis was conducted to determine the coefficient of determination, which is the square of the correlation coefficient. The results of regression analysis are summarized in Table 11.

Table 11: Regression—non-financial rewards and teachers’ job performance

$R = 0.526, R^2 = 0.276, \text{Adjusted } R^2 = 0.268$ $F = 15.457, \text{Sig. } F = 0.000$					
Variables in the model	Unsatandardized coefficients		Standardized coefficients	t	ρ -level
	B	Std. Error	Beta		
(Constant)	4.267	1.452		2.968	0.006
Community participation in implementation	0.473	0.356	0.526	1.329	0.018

a. Dependent variable: Operation and maintenance of piped water supply systems

The findings in the table show that the coefficient of determination (r^2) stood at 0.276. This finding implies that, holding the other factors constant, a positive change in non-financial rewards involving offering more training and development opportunities, recognition, and career advancement opportunities, would lead to an improvement in the job performance of the teachers by 27.6%. The F -statistic (15.457) was significant at the 5% level, showing that the regression coefficient was significantly different from zero. Therefore, holding other factors constant, changes in non-financial rewards predict approximately 28% change in the job performance of teachers in private secondary schools in Kyegegwa District.

The analysis of the quantitative and qualitative findings generated from this study clearly show that perceptions about non-financial rewards were poor and these were positively related with the current job performance of teachers in private secondary schools in Kyegegwa District. That is, poor non-financial rewards are related with the current poor job performance of teachers in private secondary schools in Kyegegwa District. Overall,

the variable financial rewards emerged as more important predictor of the job performance of teachers in private secondary schools in Kyegegwa District.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the findings, discussion of the study findings, conclusions and recommendations from the study. It also highlights the contributions of the study, areas for future research and study limitations.

5.1 Summary of Findings

The purpose of this study was to examine the association between rewards and the job performance of teachers in private secondary schools in Kyegegwa District. The results of this study are summarized in the following sub-sections following the objectives.

5.1.1 Financial rewards and job performance of the teachers

As evidenced in Table 6, teachers had unfavorable perceptions about the financial rewards given to them by their schools. Most of them felt that salaries they received did not compare well with their work effort; their colleagues in the same school, and their colleagues in other schools. Further still, teachers felt that the allowances paid do not reflect the actual cost of transport and accommodation and that they do not compare well with those paid to teachers elsewhere. Unfavorable financial rewards can affect the job performance of teachers in terms of commitment, involvement and morale. Indeed, the findings in Tables 7 and 8 statistically established that financial rewards were positively related with the job performance of teachers in private secondary schools in Kyegegwa District.

5.1.2 Non-financial rewards and job performance of the teachers

It was also established that most teachers had unfavorable perceptions about the non-financial rewards given to them by their schools. The results in Table 9 indicated that teachers were not happy with the schools' recognition practices as they seemed discriminatory and incomparable to recognition practices elsewhere. It also emerged that training and development and career advancement opportunities were perceived unfair because they did not offer equal opportunities to all teachers. Such unfavorable non-financial rewards can affect the morale, commitment and involvement of teachers. Indeed, the findings in tables 10 and 11 statistically showed that there perceptions about non-financial rewards were significantly positively related to the job performance of teachers in private secondary schools in Kyegegwa District.

5.2 Discussion of Findings

The findings of this study are discussed in the following sub-sections following an objective-by-objective approach.

5.2.1 Financial rewards and job performance of the teachers

The finding of a significant positive association between financial rewards and job performance of the teachers as evidenced in Tables 7 and 8 implies that the hypothesis that perceptions about financial rewards are poor and are positively related to the job performance of the teachers private secondary schools in Kyegegwa District was accepted. This means that financial rewards may be an important factor in the job performance of teachers in private secondary schools in the District. Thus, offering favorable financial rewards in terms of salary, allowances and bonuses may enhance the job performance of the teachers in terms of commitment, involvement and morale, while

offering unfavorable financial rewards in terms of salary, allowances and bonuses may lead to poor job performance of the teachers in terms of commitment, involvement and morale.

The results are in agreement with similar previous studies that investigated the effect of financial rewards on the job performance of teachers reviewed in Chapter two of this report. For instance, a study by Veling & Arts (2010) found that giving relatively high monetary rewards led to ‘overall faster responses’ to the specific tasks given to respondents. In addition, Burgess and Propper (2007) found evidence that financial incentives can yield productivity improvements for some public sector workers. Further still, Stajkovic & Luthans (2003) found that the use of monetary rewards by organizations led to a 23% improved performance. In another study by Stajkovic and Luthans (2003), it was found that the use of financial incentives or rewards generally led to improved performance in manufacturing industries than the service ones. There were also studies by Bijleveld et al. (2009), Locke and Braver (2008) and Davidson and Wright (2004) that found significant positive effects of financial rewards on employee job performance. Therefore, the findings of the current study are consistent with earlier empirical studies mentioned above because they showed that the relationship between financial rewards and the job performance of teachers in Kyegegwa District was positive and significant.

The finding of a positive association between financial rewards and the job performance of teachers in private secondary schools in Kyegegwa District can be explained by John Stacey Adam’s Equity theory. According to this theory, employees’ perceptions of how

fairly or unfairly they are treated in terms of the relationship between their personal inputs and outputs, and the relationship between their personal input-output ratio and the input-output ratios of their colleagues within and outside a given work setting, determines their motivation to perform (Robbins, 2003; Arnold et al., 2010). Employees are said to be de-motivated to perform when they perceive that their input-output ratio is low (unfair), and that it is lower than the input-output ratios of their colleagues within and outside a given work setting (unfair). The current study found that largely teachers perceived the payment of salaries, allowances and bonuses by their schools to be unfair—lower than their work effort, and lower than those of their colleagues within the same school and in other private secondary schools as evidenced by findings in Table 6, while they poorly rated their job performance in terms of commitment, engagement and morale as evidenced in Table 5. Thus, the findings of a statistically positive association between financial rewards and the job performance of teachers in private secondary school in Kyegegwa District as evidenced in Tables 7 and 8 was consistent with the Equity theory (Robbins, 2003), which presupposes that employees' motivation to perform will be low if they perceive that their personal input-output ratio is low, and that this personal input-output ratio is lower than the input-output ratios of their colleagues within and outside a given work setting.

The finding of a positive relationship between perceptions about financial rewards and the job performance of teachers in private secondary schools in Kyegegwa District can also be explained by the qualitative findings. It emerged from the study that the current job performance of the teachers in private secondary schools in Kyegegwa District in

terms of commitment and morale is related to salaries paid to the teachers which are inadequate, unfair and uncompetitive or do not compare with those paid in other similar schools elsewhere as supported by Robbins (2003) and Arnold et al. (2010). In addition, the inadequate or lack of allowances to finance basic necessities such as transport and accommodation partly explains the current low job performance of teachers in private secondary schools in Kyegegwa District.

The finding of a significant positive association between financial rewards and the job performance of the teachers is quite beneficial for the private school managers in Kyegegwa District. The schools' managers can solve the problem of poor job performance of their teachers by providing them with favorable financial rewards as supported by the Equity theory in Robbins (2003). For instance, they should consider increasing teachers' salaries, ensuring that teachers with the same qualifications are paid the same salaries, and ensuring that the salaries paid are competitive and compare well with salaries of teachers elsewhere. In addition, they should consider paying teachers allowances which are competitive and reflect the true cost of transport and accommodation. By doing this, teachers will feel that the personal financial rewards they receive from their schools are fair in the sense that they are equivalent to their personal work efforts, and that these rewards are equivalent to the rewards received by their colleagues within and outside their schools, which in turn, will motivate them to improve their job performance.

However, the limitations for this study must also be noted. The data used in this study was collected on cross-sectional basis; longitudinal data may need to be generated because it could produce different results especially since the level of teachers' job performance explained by financial rewards may vary over a period of time. Secondly, the study was largely based on a correlation design, which could not be used to determine whether there a cause-effect relationship between financial rewards and job performance of the teachers. So, in future, experimental designs may need to be used to determine whether there exists a cause-effect relationship between financial rewards and the job performance of the teachers.

5.2.2 Non-financial rewards and job performance of the teachers

The second research question stated: what is the relationship between non-financial rewards and the job performance of teachers in private secondary schools in Kyegegwa District? Based on the results of this study summarized in Tables 10 and 11 , it was found that the relationship between non-financial rewards and the job performance of teachers in private secondary schools in Kyegegwa District was positive and significant. The findings supported the earlier stated hypothesis that: perceptions about non-financial rewards are poor and are positively related to the the job performance of teachers in private secondary schools in Kyegegwa District. This means that non-financial rewards may constitute an important factor in the job performance of teachers in private secondary schools in the District.

The finding of a significant positive association between non-financial rewards and the job performance of teachers in private secondary schools in Kyegegwa District is in

agreement with earlier research studies. For instance, LaPlagne and Bensted (1999), Moore, Blake, Phillips, and McConaughy (2003), Huang (2001), Jones (2004) Cosh, Hughes, and Weeks (2000), Edelman, Brush and Manolova (2002) and Bartel (2000) found a positive relationship between non-monetary rewards such as recognition, career advancement and training and employee job performance behaviors such as commitment, morale, involvement and productivity. This study, too, found a positive relationship between non-financial rewards such as recognition, training and development opportunities and career advancement opportunities and job performance of the teachers in private secondary schools such as their commitment, involvement and morale. Therefore, the findings of the current study are consistent with earlier empirical studies.

According to the Equity theory, if employees feel that their input is not proportional to their output, and that this input-output ratio is not comparable to that of colleagues within and outside a given organization, then it will result in the employees feeling unfairly treated, leading to low motivation to perform well (Arnold et al., 2010; Robbins, 2003). The findings of this study were in support assumptions of Equity theory. This is because it was found that the teachers had unfavorable perceptions about the financial rewards they received from their schools. They felt that the recognition practices were discriminatory and did not compare well with recognition practices in schools elsewhere. They also felt that the schools' training and development and career advancement practices were unfair because teachers did not have equal access to these opportunities. These unfair perceptions about the non-financial rewards affected the commitment and morale of the teachers as was statistically established by results in Tables 10 and 11.

Thus, the existence of a positive association between non-financial rewards and the job performance of the teachers can be explained by Equity theory which presupposes that employees' motivation to perform is directly related to their perceived personal input-output ratio, and the perceived fairness of their personal input-output ratio and the input-output ratio of other colleagues within and outside a given setting as supported by Robbins (2003) and Arnold et al. (2010).

The finding of a positive relationship between non-financial rewards and the job performance can also be explained by the qualitative findings obtained through face-to-face interviews with key informants. One of the respondents acknowledged that there exist differences in teachers' job performance, which was attributed to differences in access to training and development opportunities. In other words, the poor job performance of teachers in some of the private secondary schools in Kyegegwa District is related to differences in access to training and development opportunities provided by the schools. It emerged that one of the ways schools can improve the job performance of teachers; they should give all teachers training opportunities so that even the performance of others can be enhanced as supported by Robbins (2003) and Arnold et al. (2010).

The finding has implications for school managers. If they are to enhance the job performance of their teachers, they need to provide them with favorable non-financial rewards. For instance, they could ensure that the recognition practices compare well with the teachers' job performance, that all teachers have equal opportunities of being recognized, and that such practices compare well with recognition practices elsewhere.

They could also ensure that the training and development and the career advancement opportunities are equally accessed by all the teachers. In this way, teachers will feel that the personal non-financial rewards they receive from their schools are fair, which in turn, will motivate them to improve their job performance as supported by Robbins (2003).

However, the findings of this study were largely based on cross-sectional data, which only capture data at a specific point in time. A study based on longitudinal data may be needed because it could produce different results especially since the level of teachers' job performance explained by financial rewards may vary over a period of time. In addition, the study was largely based on a correlation design, which could not be used to determine whether there a cause-effect relationship between non-financial rewards and job performance of the teachers. There may be need for a study based on an experimental design to determine whether there exists a cause-effect relationship between non-financial rewards and the job performance of the teachers.

5.3 Conclusions from the Study

The conclusions from this study are based on discussion of the study findings. They are presented following sub-sections following the objectives of the study.

5.3.1 Financial rewards and job performance of the teachers

From the study, it was found that the perceptions about the financial rewards were poor and these were related to the current poor job performance of teachers in private secondary schools in Kyegegwa District was positive and significant. The conclusion derived from the study findings is that if the schools are to improve the job performance of the teachers, they need to offer favorable financial rewards.

5.3.2 Non-financial rewards and job performance of the teachers

The findings of the study also revealed that perceptions about non-financial rewards were poor and these were related with the current poor job performance of teachers in private secondary schools in Kyegegwa District. The conclusion that can be drawn from the study findings is that schools need to offer teachers favorable non-financial rewards if they are to improve their job performance. Overall, based on results of regression analysis, the variable of financial rewards was found a more important predictor of the job performance of teachers in private secondary schools in the district, and therefore, more emphasis should be put on improving financial rewards in order to attain a more effective improvement in the teachers' job performance.

5.4 Recommendations from the Study

The recommendations from this study are derived from the discussion of its findings and are presented systematically following the objectives.

5.4.1 Financial rewards and job performance of the teachers

In order to improve the job performance of teachers in private secondary schools in Kyegegwa District, the study recommends that depending on the availability of resources/finances, the following measures concerning financial rewards: (i) increase salaries to teachers so that they compare well with their work effort, compare well with the salaries paid to their colleagues in the same school, and compare well with the salaries paid to teachers in other schools elsewhere; (ii) pay teachers allowances which reflect the actual cost of transport and accommodation in their areas, and allowances which compare well with those received by teachers in other schools elsewhere; and (iii)

pay all teachers bonuses when they perform well at school so as to remove perceptions of discrimination among teachers.

5.4.2 Non-financial rewards and job performance of the teachers

The study recommends the following measures concerning financial rewards as a way of improving the job performance of teachers in private secondary schools in Kyegegwa District: (i) offer teachers recognition which compares well with their outstanding performance, give all teachers who perform outstandingly equal recognition, and adopt recognition practices that compare well with recognition practices elsewhere; (ii) give all teachers equal opportunities to access training and development opportunities; and (iii) give all qualifying teachers equal opportunities to access career advancement opportunities.

5.5 Contributions of the Study

There is scarcity of empirical information on the association between rewards and the job performance of teachers in private secondary schools in Kyegegwa District. The study thus, fills this knowledge gap and adds empirical value to the existing body of knowledge on rewards and their effect on employee job performance.

Secondly, the study came up with a unique valid research instrument that other researchers and academicians in general can use to investigate the association between financial rewards and the job performance of teachers in other Districts at large.

Finally, the study has generated recommendations which can be adopted by school managers to improve teachers' job performance in Kyegegwa District with specific reference to making changes in the existing financial and non-financial rewards.

5.6 Areas for Further Research

In light of the current research findings, the following are suggested areas for possible future research: (i) a study based on longitudinal data should be undertaken in future as this could produce different results especially since the level of teachers' job performance explained by financial rewards may vary over a period of time; (ii) a study based on an experimental design should be undertaken in future as this could help in determining a cause-effect relationship between rewards and job performance of teachers in private secondary schools in Kyegegwa District; and (iii) a study should be undertaken in other Districts to improve the robustness and generalizability of the findings.

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APPENDICES

Appendix I: Sample Questionnaire

Dear Sir/Madam,

RE: Survey Questionnaire on the Effect of Rewards on the Job Performance of Teachers in Private Secondary Schools in Kyegegwa District

I am doing a survey research as part fulfillment of the award of a masters' program from Uganda Management Institute (UMI). I would like to invite you participate in this research. All the information given by you in this questionnaire will be treated confidentially and used strictly for academic purposes. I request you to spare a few minutes and respond to the questions frankly and honestly.

Thank you.

SECTION A: RESPONDENTS' BACKGROUND

Respondent's School: _____

Kindly tick in the box whichever particular is applicable

1. Gender:

Male

Female

2. Age category in years:

20 – 29

30 – 39

40 – 49

50 and above

3. Marital status:

Married

Single

Divorced/separated

Widowed

4. Highest education qualification:

Diploma

Degree

5. Working experience at the university:

Less than 1 year

1 – 5 years

6 – 10 years

Over 10 years

Using the following scale, indicate with a tick (✓) whether you strongly agree, agree, are neutral, disagree, or strongly disagree with the various statements about rewards (financial and non-financial) and job performance.

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

		1	2	3	4	5
SECTION B: ITEMS ON FINANCIAL REWARDS						
6	My salary compares well with my work effort					
7	My salary compares well with that of other teachers in my school					
8	My salary compares well with that of other teachers in other secondary schools					
9	The school usually pays bonuses to all teachers when they perform well					
10	The school offers teachers allowances for their basic needs					
11	I am normally paid allowances that reflect the true cost of transport and accommodation in the area					
12	The allowances I receive from my school normally compare well with those of other teachers on the school					
SECTION C: ITEMS ON NON-FINANCIAL REWARDS						
13	The school usually recognizes teachers who perform outstandingly					
14	The recognition I receive compares well with my outstanding performance					
15	There is equal recognition of teachers in the school who perform outstandingly					
16	The way teachers are recognized in this school compares well with teachers in other private secondary schools					
17	The school usually conducts regular training and development programs for teachers					
18	There is equality in selection of teachers for training and development programs					
19	The school offers career advancement for teachers					
20	There is equality in access to career advancement opportunities to all teachers in the school					
SECTION D: JOB PERFORMANCE						
21	I would find it difficult to leave this school even given a better opportunity					
22	I would encourage other qualified teachers to join this school					
23	I intend to stay teaching in this school as long as I have the opportunity					
24	I never miss teaching unless under unavoidable circumstances					
25	I always voluntarily participate in all school activities					
26	I am always willing to assist colleagues who are absent					
27	I am always willing to assist colleagues with heavy workloads					
28	I am always willing to work beyond normal school working hours					

29	I always cover the syllabus within the allocated time					
SECTION E: ITEMS ON JOB SATISFACTION						
30	I am satisfied with the work of my immediate supervisors towards achievement of my endeavors					
31	I am satisfied with the role of my co-workers towards the achievement of endeavors					
23	I am generally satisfied with the work I do for the school					

Thanking you for your cooperation

Appendix 2: Interview Guide for Head Teachers and School Bursars

1. What is your view about the current salaries paid to teachers in your school, and how they affect their job performance?
2. What do you think can be done in terms of salary to improve the job performance of teachers in our school?
3. What is your view about the payment of allowances to teachers in your school, and how they affect their job performance?
4. What do you think can be done in terms of payment of allowances to improve the job performance of teachers in our school?
5. What is your view about the payment of bonuses to teachers in your school, and how they affect their job performance?
6. What do you think can be done in terms of payment of bonuses to improve the job performance of teachers in our school?
7. What is your view about the training and development opportunities existing in your school, and how they affect their job performance?
8. What do you think can be done in terms of training and development to improve the job performance of teachers in our school?
9. What is your view about the current recognition practices in your school, and how they affect the teachers' job performance?
10. What do you think can be done in terms of recognition practices to improve the job performance of teachers in our school?

11. What is your view about the school's career development practices, and how they affect the teachers' job performance?
12. What do you think can be done in terms of career development to improve the job performance of teachers in our school?

Appendix 3: Table for Determining Appropriate Sample Size

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Source: Krejcie and Morgan (1970) in Amin (2005); N = Population and S = Sample

Appendix 5: Estimated Budget

Activity	Budget
Plan for data collection: collaboration, communications, printing and photocopying	200,000
Data collection: transport, meals, and communications	650,000
Data entry	360,000
Data analysis	250,000
Draft report: typing and other secretarial services	100,000
TOTAL	1,560,000