



## Teacher rewards and their performance: a case study of selected secondary schools in southern division, Kabale municipality

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### ABSTRACT

Teachers' performance management is a continuous process for identifying, evaluating and developing the work performance of teachers, so that the goals and objectives of the schools are more effectively achieved, while at the same time benefiting teachers. This study was carried out to establish how teacher rewards influence their performance. A case study of selected secondary schools in Southern Division, Kabale Municipality. The study used cross sectional survey research design. Both quantitative and qualitative approaches were utilized for data collection and analysis Interviews guides were used to collect qualitative data while structured questionnaires instrument was used to collect quantitative data. The study participants were 55 teachers, and 15 head teachers in the selected secondary schools in southern division Kabale municipality. The researcher used systematic analysis method to analyze quantitative data and thematic data analysis to analyze qualitative data. The study established that, teachers' rewards is highly influenced their performance, and also, financial rewards highly influenced the teachers' rewards in secondary schools in southern division, Kabale municipality. Finally, it was recommended that the Government of Uganda and the Ministry of Education and sports should provide adequate information and counseling to teachers on creating an environment, inside the classroom and beyond where students can talk openly about their learning, their challenges and what allows them to succeed, teachers' salaries should be determined according to sector needs as opposed to macro-economic policy requirements if Uganda is to attain the Millennium Development Goals related to Education, there is also a need to continuously engage teachers in the National teachers Union (UNATU) a statutory representative of teachers at all levels in both private and government sectors; this will enable teachers to consult on educational, labor and other relevant issues.

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KURJ  
ISSN 2790-1394

pp. 39 - 54  
Vol 1. Issue 4.  
Dec 2022

*Keywords:* Teacher effectiveness, Performance management, Educational leadership

### Introduction

Rewards used in secondary schools are extrinsic rewards attributing to giving bonuses, salary raise, gifts and promotions. The intrinsic rewards attributes to gaining recognition and empowerment. In Uganda's secondary schools, there is a gap in knowledge on the standards employed by the school managers on how teachers are rewarded.

This chapter explains the historical, theoretical, conceptual and contextual backgrounds of the study, Research Problem objectives, research questions, scope and the significance of the study.

Today's reality in the global the idea of attracting good teachers in order for a school to improve performance is internationally acceptable in almost every school system. In Connecticut, for example, a system of monetary rewards is being used to attract better teachers; specifically the state offers a substantial lump sum payment to those who sign a contract to teach for a certain number of years. The underlying logic is that, such an incentive is of more interest to young teachers than a series of pay increments over the course of a professional life. (UNICEF, 2000). In addition, Beavis (2003), observes that performance based rewards have a long history in Education, particularly in the United States. In the last ten years, a number of countries have adopted pay for performance strategies to modify traditional salary scales. Under most current systems of a salary scale, teachers are rewarded for the number of years spent teaching rather than their performance and for this reason; many analysts believe the salary scale system determines teacher compensation on incomplete criteria. In recent years some states have begun to mandate some notion of merit pay for example, Florida now requires school districts to earmark a minimum of 5% of the total salary pool to be used for teacher performance awards and its state board of education recently approved a statewide system of student performance –best merit pay.

Performance refers to the result of an activity according to Boddy (2008). Upon individuals' results, there are three main models of performance-based reward programs that are commonly found in education systems. The first model is 'merit-pay', which generally involves individual pecuniary awards based on student performance, and classroom observation, McCollum (2001). The second model is 'knowledge and skill-based' compensation, which generally involves individual pecuniary rewards for acquired qualifications and demonstrated knowledge and skills, which are believed to increase student performance, Odden (2002). Knowledge and skill-based pay differs from merit-pay because it provides clear guidelines on what is being evaluated (Odden & Kelley, 2002). The third model is school-based compensation, which generally involves group-based pecuniary rewards, typically based on student performance (Odden & Kelley, 2002).

### **Objectives of the study**

The general objective of this study was to establish how teacher rewards influence their performance. A case study of selected secondary schools in Southern Division, Kabale Municipality.

### **Specific Objectives of the Study included the following:**

- i. To identify the teacher rewards used in Secondary schools in Southern Division, Kabale Municipality.
- ii. To establish the contribution of financial rewards on teacher performance in secondary schools in Southern Division, Kabale Municipality.
- iii. To determine the influence of non-financial rewards on teacher performance in secondary schools in Southern Division, Kabale Municipality.

### **LITERATURE REVIEW**

Several theories have been developed to explain the subject of rewards and teachers' performance. The major concern of this report is to show the effect of rewards on Secondary School teachers' commitment in Southern Division, Kabale Municipality, Kabale District.

The report is anchored on the incentive theory of Clark Hull 1940, which began to emerge during the 1940s and 1950s, building on the earlier drive theories established by psychologists such as Clark Hull between the 1940s and 1950s.

Incentive theory argues that behavior is primarily extrinsically motivated: people are more motivated to perform activities if they receive a reward afterward, rather than simply because they enjoy the activities themselves. Intrinsically motivated behaviors are performed because of the sense of personal satisfaction that they bring. Extrinsically motivated behaviors are performed in order to receive something from others such as a promotion, praise, candy, money, or attention. Studies have shown that intrinsic motivation will decrease over time if extrinsic incentives are introduced for behaviors that an individual already found motivating. The efficacy of extrinsic motivators varies depending on factors such as self-esteem, locus of control, self-efficacy, and neuroticism.

The incentive theory proposes that people are pulled toward behaviors that lead to rewards and pushed away from actions that might lead to negative consequences. He further explained that two people may act in different ways in the same situation based entirely on the types of incentives that are available to them at that time. The incentive theory of motivation suggests that people are motivated by a drive for incentives and reinforcement. It also proposes that people behave in a way that they believe will result in a reward and avoid actions that may entail punishment. Employees might behave differently in similar situations depending on the incentives available. For example, an employee might work harder on a project to earn a good review or to avoid a poor review than if they don't receive a review at all. Their motivation is their desire to receive a reward or avoid punishment via a performance review at the end of the project. The value of the same incentive may change depending on the time and circumstance. People may value similar incentives differently. Psychological and social factors can have a role in determining which people have a motivation for different incentives. Incentives only work as motivational tools if individuals place value on the reward they will receive for their actions. This report therefore adopted this theory as a guide in the research about the effect of rewards on secondary teachers' commitment in Southern Division, Kabale Municipality.

### **Rewards used in Secondary Schools**

The Australian Secondary Principals Association (APPA), (2007) explained that traditionally there were a variety of models for recognizing employees on the basis of the quality of their performance. Among the models included paying employees, wholly or partially, on the basis of the quality of their performance. However, the criteria for determining the payment of additional rewards were to be objectively determined; whether in volume of product or sales, increase in profits, or additional hours worked for industries. More accurately put, the context of the industries in which systems of this kind work well are those where outputs and outcomes are easily, and objectively, quantifiable. This quantification can usually be reduced to monetary terms (APPA, 2007). Performance-based reward proponents point out that there are no consistent links between teachers' education credits or degrees and students' performance, and only modest links between teaching experience and student performance (Heneman & Milanowski 1999; Hoerr, 1998; Tomlinson, 2000). Therefore rewards should be based on the expertise and skills exhibited in the classroom.

According to Reichardt (2003), Merit Pay, "Pay for performance" or "Performance pay", adjusts salaries upward or provides compensation for higher levels of performance. A standard for individual performance

is set, such as increased student achievement. If a teacher meets or exceeds this standard, they receive a bonus or a salary increase. Merit pay is frequently used in the industrial and commercial sector as a management tool to achieve organizational goals. The main argument in favor of merit pay is that it can foster individual motivation by recognizing effort, achievement and rewarding it in a concrete way. (Reichardt, Robert, Rebecca 2003).

Rebecca (2003), noted that School-Based Compensation is another variant of merit pay, with more of an emphasis on the team's results. In these schemes, incentives are created that encourage educators to work together to achieve collective goals. An example is a school performance award that links bonuses to school goals and benchmarks.

Department of Education, Science and Training (2007) indicates that the United States (US) Teaching Commission acknowledges that there is no single way to measure classroom excellence. The Commission suggests, however, that a balanced merit pay plan links pay increases to some or all of the following elements: Student achievement gains, satisfactory evaluations by principals or peers, Additional pay for extra responsibilities, Incentives for earning National Board Certification and Special rewards for specialists. Azordegan et al. (2005), in their study about 'diversifying teacher compensation', discovered many countries have consolidated individual performance bonuses into base pay. Others prefer to administer them in the form of one-off payments either as a token for a good year's work or a reward for contribution to a project. It was realized that team-based performance rewards were less common, and were normally associated with completing a particular task or project, or achieving a prescribed performance target. However, Azordegan et al (2005) put it that the success of any performance-based reward scheme depends very much on a credible supporting performance management framework that is fair and consistently applied.

## **Financial Rewards and Teacher Performance**

### **Remuneration**

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

Figlio (2007), asserts that a carrot for teachers helps the students to stick to their books; merit pay for instructors equates to better test scores for their pupils. Pay incentives for teachers have more positive effects on students' test scores than such school improvement methods as small class sizes or stricter requirements for class room attendance. This research provided the first systematic evidence of a relationship between individual teacher performance incentives and student achievements in the United States. Figlio further

noted that students learn more when teachers are given financial incentives to do a better job. Students at schools with teacher pay for performance programs scored an average of one to two percent points higher on standardized tests than their peers at schools where no bonuses were offered.

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

## **Non-financial Rewards**

### **Participative Decision Making**

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

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

### **Rewards and Teacher Performance of Secondary Schools**

Teachers play a vital role in education system. A teacher builds up a nation. The role of a teacher is a complex one. Today we are more concerned about the teacher instructive abilities. Teachers are expected to help students and to work in complex multicultural educational settings and to provide good educational experiences for all children (Richard & Arends 2001). Although the strong effect of the teachers can play a significant role in the personality of the student, his academic achievement, and also other factors such as support from the family, economic and social background, his self-confidence, aptitude of the student and his earlier instructional excellence has been found to persuade either positively or negatively on the examination scores of the student. To this end, Blankstein (1996), had stated that students' grades and test scores are not good indicators of the quality of teachers' instruction. Teachers criticize the use of student achievement scores as indicators of teachers' competence, performance or effectiveness. A teacher's role involves more than simply standing in front of a classroom and lecturing. They analyze test results and other data to help determine the course of their instruction and make changes in their classrooms. Teachers also design lesson plans to teach the standards and provide engaging activities, while taking into account each student's interests and instructional needs. Teachers also play the role of evaluators, constantly assessing students' abilities through formal and informal assessments, providing suggestions for improvement and assigning grades.

Rewarding teachers has been found to be one of the main organizational policies which can increase the performance of staff and increase the outputs of organizations (Ajila, 2004). He further noted that competencies is mostly a role of the knowledge, skills and experience of individual investment. If an organization cares for its employees as an important talent, to reach their full potential it has to be knowledge about what is that which increases the motivation of the people (Lawler, 2003). He further argued that, to attract, retain and motivate the employees, all the tools needed should be available to them. In the earliest years it was the organization profession to provide reward practices. That practice was mostly based on formulas that serve up an employee population in an organization. Their structure of salary was highly controlled and inflexible.

Ibbotson (2007), asserted that teachers are encouraged for good job performance, rewards are the powerful method for achieving their dreams and maintaining good performance. He maintained that when managers don't recognize rewards and encourage the employees for their performance, then they can upset the customers, and when the manager will give reward to them, they will exceed the expectations of customers. Between the corporate strategy and the various rewards management processes, the rewards management system can be seen as a set of relationship. The aim of rewards management is to develop the psychological contact and to develop a positive relationship in employment.

A strategic rewards system is proposed by Sarvadi (2005), which creates a balanced offering to employees. The author supports at least four areas of rewards; appreciation, recognition, benefit and compensation. It is very important to motivate the employees. It must be focus that how organizations define the reward system, to make the employees understand the connection between performance and reward (Robert, 2005).

Extrinsic rewards also drive worker's morale and the distribution of these rewards always has loomed large in companies, especially in accordance with performance evaluations in present globalization eras (Chang & Hahn, 2006).



Frey, (2007) reported that employees' commitment is based on appreciation and rewards. The motivation for achievement can be increased by the companies by the process of competency related pay scheme, performance management, job design and contributing skill. The most powerful motivation is recognition (Andrew, 2004). Homan (2000), the employees who accomplish their task or give good performance, they not only want to focus on their achievement but they want their achievement to be appreciated. The third factor of reward is responsibility.

Extrinsic rewards are those which an employee receives from his or her organization after her good performance or after accomplishing the specific task. These rewards include some gifts, promotions, salary raise and bonuses. Paying is a vital factor which affects employee's motivation (Khan et al., 2010).

Intrinsic rewards are those which are given to an employee for his personal satisfaction, to make him feel better in the organization. These types of rewards include empowerment, trust, recognition, information and feedback (Ibbotson, 2007). If there is lack of appreciation and appreciation value, the employee would be de-motivated. There should be recognition value to motivate the important workers in organization (Bowen, 2004). Majority of the managers are struggling for the recognition system. Here is one best tip to guide and help the recognition. It will benefit the results. Managers should have made a commitment to recognize the employees, at least recognize one employee per month. Find out that who deserve the recognition. It should be determined what the recognition will be then deliver the recognition (Lamere, et al, 1996).

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

## Research methodology

### Materials and Methods

A cross sectional research design that utilized both qualitative and quantitative data analysis was used for this study. Denscombe (2005), defined that a cross-sectional design research design is a research plan that is concerned with systematic description of the characteristics of an event, place, population or item being studied at a given time. The design allowed accessing respondents from various sections of the population. The descriptive research was most desired because the research was based on use of questionnaires, interview guide and interpretation of the problem under study. Qualitative approach was used because it helped to view comprehensively and in detail the available data from the questionnaire

### Sample Size

To discard unguided generalization, a sample (accessible population) was used as suggested by Denscombe (1998) that sampling is vital in selecting elements from a population in such a way that the sample elements selected represent the population. The respondents for this study were drawn from schools selected randomly from Southern Division, Kabale Municipality.

**Table 1:** Sample Size Selection

Category	Frequency	Percentage	Technique
Head teachers	15	21.4%	Purposive
Teachers	55	78.6%	Simple random sampling
Total	70	100%	

Source: Krejcie & Morgan (1970)

## Data Analysis

Data analysis is the process of bringing order structure and meaning to the mass of information gathered (Mugenda & Mugenda 1999). The study has both quantitative and qualitative data and these were analyzed separately.

### Quantitative Data Analysis

According to Amin (2005), the aim of data analysis is to reduce and to synthesize information to make sense, and to allow an inference about the population. After collecting data, the researcher checked for the completeness of the questionnaires. The responses were edited, coded and scored. The scores for each respondent was totaled to obtain their final raw score. Data were analyzed with the aid of micro soft excel and Microsoft word. This programs are appropriate because the large sample which cannot be analyzed manually. It was necessary to calculate the extent of responses in each item in order to help draw up conclusions. The data was analyzed using frequencies, percentages and mean analysis. Descriptive statistics (frequencies and percentages) were done to justify the representative of the respondents' perception, views and opinion.

### Qualitative Data Analysis

Qualitative data from open ended questions as well as interviews were analyzed thematically. This was done by narrative as recorded during face to face interview and through observation. The researcher used a quick impressionist summary in analyzing qualitative data; summarized key findings by noting down the frequent responses of the respondents during the interview on various issues concerning financial rewards, non-financial reward and teacher's performance in selected secondary schools in southern division, Kabale Municipality. This technique of qualitative data analysis has been chosen because it saves time and it is not very expensive. Interviews were listened to attentively, in order to identify the emerging themes and through sorting, recording and interpretation of the meaning data (Amin, 2005)

## Results and Discussion

The results show that simple majority indicates the majority were in the category of 2-5 years represented by 42.8% of the total respondents. 21.4% were in the category of 5-10 years, and 15.7% and 14.3% in 1 year and below. 1-2 years categories respectively. Only 5.7% were in 10 years and above category. This may be true because most of the respondents were fresh graduates whose work experience was short. It was realized that most of the respondents had worked for not more than 10 years. However, since majority were on permanent job basis, they had relevant information needed for this study as individuals who had stayed in one place.

On the response of education level, the results reveal that (57.1%) had University Bachelor's degrees. The study noted that this was very important that schools should employ and retain competent and qualified staff because most of their activities are technical in nature and require the use of knowledge, skills and abilities



### H1: Rewards Used in Secondary Schools in Southern Division, Kabale Municipality

Response	Response	Respondents	Percentage (%)
Financial rewards	Yes	45	64.2
Remuneration	No	25	35.8
Non -financial rewards	Yes	40	57.1
Participative decision	No	30	42.8

*Source: Results of the Analysis (2021)*

Majority that 45(64.2%) of respondents agreed that one of the most financial rewards used in secondary schools is remuneration. Respondents showed that remuneration is the pay or other financial compensation provided in exchange for an employee's services performed while 25(35.8%) of the respondents disagreed with the statement. Results also showed that 40(57.1%) of the respondents agreed that participative decision was used as a non-financial reward in secondary schools. Respondents agreed that participative decision-making is the extent to which employers allow or encourage employees to share or participate in organizational decision-making. Other 42.8% of the respondents disagreed that participative decision making was not used as a non-financial reward used in Secondary Schools in Southern Division, Kabale Municipality.

### H2: Teachers Rewards and their Performance in Secondary Schools in Southern Division, Kabale Municipality

Teacher Rewards and their Performance	Frequency	Percentage (%)
Rewards allow an organization to employ, retain and motivate competent teachers	5	7.1
Rewards fulfill the expectations and aspirations of the teachers	8	11.4
Pay for instructors equates to better test scores for their students	6	8.5
Rewarding teachers is a way of improving education outcomes in schools	21	30
When paid for performance, teachers are able to lift the test scores along the dimensions	17	24.2
Pay for performance attract and retain better teachers	13	18.5
Total	70	100

*Source: Results of the Analysis (2021)*

According to the above findings, majority of the respondents 21(30%) revealed that rewarding teachers is a way of improving education outcomes in schools. This is because rewarding teachers increases in production capacity in terms of teaching. It also saves head teachers time for supervision because teachers are motivated for better performance. This concurred with the views of one of the interviewed head teachers of one of the secondary schools in Southern Division, Kabale Municipality who said:

Reward and recognition programs motivate teachers. They help them hit personal targets and achieve their own professional goals; they can also be used to bring teams and departments closer together.

In addition, the views of one of the interviewed DOS at one of the secondary schools in southern division stressed that:

By rewarding teachers means equipping teachers with better strategies, investing for better performance or plans to cover deficiencies in some areas of education. This commits teachers to their profession and to their duty station.

However, from the above findings only 5(7.1%) of the respondents reported that rewards allow an organization to retain and motivate competent people. To this, teachers felt that in since they are rewarded, they have put all the effort on teaching so as to have better results. However, majority of teachers felt that rewarding them was mainly influenced by other factors such as B.O.G and Government policy on recruitment and transfer of teachers. This concurs with the views of one of the interviewed head teachers of one of the selected USE schools who noted“

Rewarding of teachers in a school depends on one’s relations with the foundation body of the school and the status of the school.

In conclusion, the study revealed that there is positive relationship between rewards and teacher performance. Majority of the respondents agreed that rewards equip teachers with the means to handle challenges affecting education sector for better results.

### **H3: Contribution of Financial Rewards on the Performance of Teachers in Secondary Schools in Southern Division, Kabale Municipality.**

<b>Contribution of financial rewards on performance of teachers</b>	<b>Number of respondents</b>	<b>Percentage (%)</b>
Motivate teachers	13	18.5
Provides teachers with a measure of familiarity and stability	15	21.4
Promotes good performance	17	24.2
Improves administrator/teacher relations	10	14.2
High productivity level	6	8.5
Allows teachers to retain experience and knowledge base	9	12.8
Total	70	100

*Source: Results of the Analysis (2021)*

Results above show that majority of the respondents 17(24.2%) revealed that rewards promote good performance of teachers by making them committed to their job. This is because rewards make teachers happy and get involved in various school activities. This also allows greater flexibility in decision making and makes it possible for better decisions to be made and actions are more closely related to the problem. The above is in line with views of one of the interviewed Head teacher who said that;

In rewarding teachers, you show trust in their potential to develop a school and keeping them interested in serving the school. This helps to enlist their support to school management and work more as they expect further rewards.

However, from the above findings only 6(8.5%) of the respondents said that rewards promote high productivity level of teachers. This had the lowest percentage of respondents as most teachers were not rewarded and had little hopes of rewards. Therefore, teachers didn’t see this as a means of attracting competent teachers. This was in agreement with one of the interviewed Head teachers in one of the secondary schools in Southern division Kabale Municipality who said:

Rewards promote high productivity level of teachers. He further said that when teachers are rewarded they tend to love their job hence concentrating on the job leading to high productivity.

This further concurs with the views of one of the interviewed teacher at one of the selected secondary schools who said:

Their effort is not valued and rewarded as they are not appointed by ministry and not paid government allowance for being a teacher. This discourages them from active participation in school management.

In conclusion, the study revealed that there is positive relationship between reward and teacher performance. This is because when teachers get rewarded, they increase commitment to the school.

#### **H4: The Influence of Non-financial Rewards on Teacher Performance in Secondary Schools in Southern Division, Kabale Municipality.**

<b>Non-financial Rewards on Teacher Performance</b>	<b>Number of Respondents</b>	<b>Percentage (%)</b>
Motivate teachers	20	28.5
Certificates contribute to one's record	18	25.7
Promotes good performance	15	21
Improves administrator/teacher relations	16	22.8
Demonstrates fair and equal treatment	1	1.7
<b>Total</b>	<b>70</b>	<b>100</b>

*Source: Results of the Analysis (2021)*

The study findings shows that non-financial rewards helped to motivate teachers to perform and 28.5% of the respondents supported it. While, 19% of the respondents revealed that rewards helps to demonstrate for fair and equal treatment to teachers. In interviews with the teachers, the study discovered that when teachers are rewarded for their performance it brought in a sense of fairness that their efforts are paid for thus making them to perform better. Teachers revealed that top administrators in the school are highly paid at the expense of their (teachers) token fee. One teacher remarked:

.....when I am given such rewards, I feel my efforts are compensated for and I am considered useful to the development of the school.....

Further still the study revealed from the Head teachers that non- financial rewards acted as reinforcements to teachers' performance. One Head teacher put it:

..... since the introduction of performance based rewards, performance of teachers improved, some teachers were even forced to work for longer hours to earn bonuses inform of gifts as given by the school and others started working on Saturdays and Sundays.

As a school, we benefited a lot because the syllabus can be covered in the required time and it gives students enough time to revise and consequently improved students' grades.....

Furthermore the study revealed that non-financial rewards in form of certificates were much needed by teachers for record purposes; to add onto the Curriculum Vitae. One teacher stated:

It is useless to appreciate me in public without giving me anything for my records. I need papers for my future. To the Head teachers however, giving certificates mainly was intended to minimize on school costs on

## Discussion

Basing on the objective one; the study findings revealed that rewards in secondary schools include financial rewards (remuneration), non-financial rewards (participative decision). The study findings revealed that 45(64.2%) of respondents agreed that one of the most financial rewards used in secondary schools is remuneration. Respondents showed that remuneration is the pay or other financial compensation provided in exchange for an employee's services performed while 25(35.8%) of the respondents disagreed with the statement. Results also showed that 40(57.1%) of the respondents agreed that participative decision was used as a non-financial reward in secondary schools. Respondents agreed that participative decision-making is the extent to which employers allow or encourage employees to share or participate in organizational decision-making. Other 42.8% of the respondents disagreed that participative decision making was not used as a non-financial reward used in Secondary Schools in Southern Division, Kabale Municipality. The study findings further revealed that In secondary schools, teachers' reward according to Tomlinson (2000), depended on additional responsibilities as a master or mentor teacher (for example supervising new teachers), teaching in a shortage field such as Physics, Biology, Chemistry and Mathematics. Other rewards could be given depending on teaching in a high priority situation such as in an inner-city school. In conformity to Tomlinson (2000), it was discovered that some allowances particularly for science teachers were common. This was applied as a mechanism of retaining and attracting good science teachers.

The findings agree with DEST (2007) who reported that Performance-based rewards for teachers, Knowledge and skill-based compensation or reward was pointed out. It is suggested that in knowledge and skill-based compensation schemes, teachers are compensated for the acquisition of specific knowledge and skills required to meet higher expectations for performance. This seemed otherwise according to the findings of this study. Private schools reward teachers according to students' grades and unfortunately rarely have they supported teachers for academic advancement and if it happens in some cases, such teachers' services are terminated. This has always been attributed to the fact that some directors of private schools do not employ qualified head teachers. So, if a teacher went for further studies, it would seem as if he/she is plotting to oust the unqualified head teachers. However, knowledge- and skills-based pay is regarded as appropriate to education because teachers have a complex and changing knowledge and skill set DEST (2007). Furthermore, teacher's rewards were considered important due to the fact that they motivate teachers, promote good performance, improve on administrator/teacher relations, demonstrate a fair and equal treatment and contribute to individual records. It was discovered performance-based rewards demonstrate fair and equal treatment to teachers. It was realized that many private school pay less to their teachers despite their academic qualifications and performance. As a supplement on the salary, rewards play a big role to cover up the gap. Head teachers disclosed that rewards act as reinforcements to teachers' performance.

Basing on the objective two; The study findings revealed that there are several contributions of financial rewards on the performance of teachers in secondary schools in Southern Division, Kabale Municipality and these included Rewards allow an organization to employ, retain and motivate competent teachers, Rewards fulfill the expectations and aspirations of the teachers, Pay for instructors equates to better test scores for their students, Rewarding teachers is a way of improving education outcomes in schools, Pay for performance attract and retain better teachers, When paid for performance, teachers are able to lift the test scores along the dimensions. The results further revealed that 17 (24.2%) revealed that rewards promote

good performance of teachers by making them committed to their job. This is because rewards make teachers happy and get involved in various school activities. This also allows greater flexibility in decision making and makes it possible for better decisions to be made and actions are more closely related to the problem. The study findings were in agreement with The APPA (2007) who further revealed that the system of determining payments could only be effective with quantifiable outputs; payments were made as per the volume of output which would be difficult with the provision of services say, in education. An effective and workable reward system in secondary schools, one of the more crucial questions to be answered is that of whether the contributions of individual teachers can be measured in a way which will provide a valid, fair, and generally accepted basis for varying pay rates (Odden, 2002). Very often the yardstick majority secondary schools have used to gauge the performance of individual teachers is the performance outcomes of students in a given subject. Teaching is process and collective effort of many individuals; it is at times difficult to determine which teacher performed better than the other and be rewarded accordingly. Further still evaluating teacher performance is difficult, as Murnane and Cohen's (1986) research demonstrated. Despite this difficulty, teachers' impressions of performance-evaluations systems play a crucial role in the success of performance-based pay programs. However, DEST Research Paper (2007) indicates that the United States (US) Teaching Commission acknowledges that there is no single way to measure classroom excellence. The Commission suggests, however, that a balanced merit pay plan links pay increases to some or all of the following elements: Student achievement gains; satisfactory evaluations by principals or peers; Additional pay for extra responsibilities; Incentives for earning National Board Certification and Special rewards for specialists.

The study findings more so on objective three indicated if non-financial Rewards on Teacher Performance of Secondary Schools in Southern Division has an influence thus these are include; motivating teachers, certificates as non-financial reward contribute to one's record, non-financial rewards promotes good performance in the school, they improve administrator/teacher relations, non-financial rewards helps to demonstrate for fair and equal treatment in the school. The study findings revealed that 19% of the respondents revealed that rewards helps to demonstrate for fair and equal treatment to teachers. In interviews with the teachers, the study discovered that when teachers are rewarded for their performance it brought in a sense of fairness that their efforts are paid for thus making them to perform better. The study revealed however that, public appreciation and promotion were so common and this was due to the fact that they had no or little financial implications on the secondary schools. This is corroborated by APPA, (2007) which indicated that traditionally there were a variety of models for recognizing employees on the basis of the quality of their performance. Among the models included paying employees, wholly or partially, on the basis of the quality of their performance. Noting the fact that secondary schools in Uganda are mostly aimed at profit making, they ensure high level minimization of costs. So they cannot afford financial rewards to the performing teachers.

## Recommendations

In regard to the findings and drawn conclusions, the following recommendations were made to different education stake holders:

The study recommended that with the current economic concerns, there must be a particular system or policy specific to teacher salaries, pensions or gratuity and mechanisms of paying it. Teachers' salaries should

be determined according to sector needs as opposed to macro-economic policy requirements if Uganda is to attain the Millennium Development Goals related to Education.

The study recommended that it is necessary to revamp the current teacher in service training and development system to enable it to play a more meaningful role in assisting teachers to continuously refresh and retool their skills in order to cope with the ever changing teaching and learning environment.

The study recommended that government should there should be no further recruitment of unqualified teachers and the unqualified teachers who are already in the system should be supported to get the required qualifications.

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

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

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