

**TEACHER REWARDS AND THEIR PERFORMANCE: A CASE STUDY OF
SELECTED SECONDARY SCHOOLS IN SOUTHERN DIVISION,
KABALE MUNICIPALITY**

BY

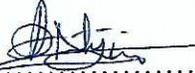
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**A RESEARCH REPORT SUBMITTED TO THE DIRECTORATE OF
POSTGRADUATE TRAINING IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTERS DEGREE
IN EDUCATIONAL MANAGEMENT
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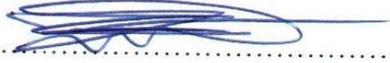
DECLARATION

I **NYINAMASIKO AGNES** declare that this research report has been done by myself and has not been presented for the award of Masters Degree in Educational Management to any other University or any other institution of higher learning.

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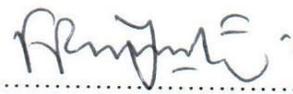
APPROVAL

This research report titled “*Teacher Rewards and their Performance. A Case Study of Selected Secondary Schools in Southern Division, Kabale Municipality*” has been conducted under my guidance and supervision and is now ready for submission to Kabale University with my approval.

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DEDICATION

Dedicated to my parents, brothers and sisters for their contribution towards compilation of this research report.

ACKNOWLEDGEMENT

I would like to use this opportunity to express my deepest appreciation to my supervisors for the constant help, guidance and endless support towards this research.

Great thanks go to my beloved parents for their financial, spiritual and moral support during my studies.

Lastly, I extend a lot of thanks to my friends for their love and encouragement throughout the course of this long journey.

LIST OF ABBREVIATIONS

APPA:	Australian Secondary Principals Association
BOG:	Board of Governors
DEST:	Department of Education, Science and Training
DOS:	Director of Study
PLE:	Primary Leaving Examination
PBR:	Performance Based Reward System
USE:	Universal Secondary Education
UNICEF:	United Nation International Children's Emergency Fund
UPE:	Universal Primary Education
US:	United States

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ABSTRACT

This study aimed at establishing the influence of teachers' rewards to job performance. The study was conducted in selected secondary schools in Southern Division of Kabale Municipality. The study used a cross sectional research design to generate data from 70 participants. The data collection methods used were questionnaire and interview guide. The study revealed that the reward practices (such as financial rewards and non -financial rewards) used in the selected secondary schools enhance staff participation and job performance. The worth of financial benefits and emoluments on teacher performance in secondary section were positive. Gifts allow schools to employ, retain and motivate competent teachers, rewards fulfill the expectations and aspirations of the teachers. Better reward for instructors were linked to good test scores for students. Rewarding teachers is a way of augmenting education outcomes in schools. Further, when properly paid, teachers are able to improve the test scores, it attracts and retain better teachers. Additionally, the study found out that non-monetary benefits also have some positive contributions to improving teacher efficiency and effectiveness in secondary schools. Finally, the study recommends the revamping of the present in-service teacher training and development process. This is to provide opportunity for teachers to continuously retrain and retool their pedagogical methods so as to align them with the 21st study century skills .

CHAPTER ONE

INTRODUCTION

1.0 INTRODUCTION

The relationship between teacher rewards and their performance on the job has long been a subject of interests to educators. Much as rewards systems have been implemented in many academic institutions and having been applied for quite time especially in developed world, it has not yielded outstanding outcomes (Eberts, Hollenbeck & Stone, 2002). The limited write up shows that both the private sectors, non-governmental organizations and government departments are not very different from the education sector when it comes to rewarding to employees for better job performance (Eberts, Hollenbeck & Stone, 2002; Karami, Dolatabadi & Rajaeepour, 2013; Ibrar & Khan, 2015). For the case of Uganda, teacher performance has been on the decline trajectory over the past ten years. The decline is manifested by the low morale among the teachers which leads to poor academic performance by students. It is therefore important to understand in depth whether providing additional rewards to teachers can lead to job commitment. Therefore, this study was carried out to understand teacher rewards and their performance in Southern Division, Kabale Municipality. Among the 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 Ugandan situation, there is a an need to improve the rewarding systems so as to cope with the global standards. Therefore, this chapter is divided into different sections such as the historical, theoretical, conceptual and contextual backgrounds. It also provides the problem statement, objectives, research questions, scope and the significance of the study.

1.1 Background of the Study

This background is broken into three parts, thus: historical, conceptual theoretical and contextual perspectives.

1.1.1 Historical Perspective

The aim of employing better instructors of an institution to raise academic standards has been a panned effort in the schooling environment. The aim is to, attract young teachers by improving their pay overtime during the course of work (UNICEF, 2000). In addition, Beavis (2003), opine that performance-based rewards have a historical

aspect in Education, particularly in the United States. Over time, different countries have adopted pay for performance targets to improve traditional form of payment. Under most systems, teachers are rewarded for the period spent in service and experience instead of their effectiveness. Consequently, many analysts believe the salary scale system determines teacher compensation on incomplete criteria which are incompatible with the reality of teachers' motivations.

Traditionally, teachers' performance in secondary schools has zeroed on effectiveness and the payments. Secondary schools are starting to put in place planning and encouraging individual effectiveness having an important outcomes. Strategic success for the school lies in focusing attention at all planning levels on key activities to be achieved at a given time. The major reason of motivation and recognition programs depends on how institutions define their reward schemes and pass it on in a mode that employees clearly spells out the connection between reward and effectiveness (Flynn, 1998). Effective rewarding promotes worker satisfaction and augments job productivity all of which contribute to increased organizational performance and achievement of organizational goals (Deeprase, 1994).

In Africa, Bennel and Akyeampong (2007), observe that for more than a decade, no detailed study has been done to critically analyze the reward system for teachers pay in low developing countries. There is a generalization that teachers pay in the many of the third world countries is insufficient. This is on account of the fact that gross pay is not enough to meet the basic needs to enjoy a reasonable welfare. Salary payment also execrated by delayed payment.. However, this has both pros and cons on employee effectiveness. (Bennel and Akyeampong (2007) since it the success of USE is dependent largely on teachers' motivations and commitment.

1.1.2 Conceptual Perspective

Simply defined, reward is something or drive that augments the zeal of an employee action in achieving certain task (Zigon, 2008). Monetary rewards are financial benefits provided to employees for meeting their performance targets. In addition, objective rewards reduces teacher turnover. Jimenez (2009) opined that consistent teacher rewarding is a paramount in

retaining highly-performing workers. To obtain targeted objectives, reward systems should be highly designed and linked to institutional objectives (Allen & Helms 2002). Zigon (2008) suggests different strategies of ways to recognize required efficiency and improve its frequency in order to sustain motivated workers who work towards achievement of organizational goals.

This gives headteachers many opportunities to give recognition at different departments and to look for the right form of motivation that tally with each teacher's need. These diverse rewards systems indicate the profound significance it has on improving performance and hence organization's long shot to success.

Performance on the other hand refers to the outcome of an exercise or task (Boddy,2008). In addition to individuals' results, there are three major ideas of performance-based recognition programmes that are mainly used in schools. The first model is 'merit-pay', which includes individual pecuniary awards based on learners results and support supervision (McCollum, 2001). The second model is 'knowledge and skill-based' compensation, which emphasizes persona pecuniary rewards for achieved academic documents (Odden, 2002). Knowledge and skill-based pay contrasts with merit-pay because it explains proper steps on what is being assessed (Odden & Kelley, 2002). The third model is school-based rewarding, which mainly includes group-based pecuniary recognition, mainly connected to learners results (Odden & Kelley, 2002). In the context of this research, performance-based reward will refer to what an employee gets because of their involvement in different tasks at school.

1.1.3 Theoretical Perspective

Several theories have been developed to explain the subject of rewards and teachers' performance. The focus of this study is to show the effect of rewards on secondary school teachers' commitment in southern Division, Kabale Municipality, Kabale District. The study is anchored on the incentive theory of Clark Hull (1940) which builds on the earlier drive theories.

Studies reveal that inner rewards will reduce with time if external rewards are brought in that a teacher already found satisfying. The effectiveness of external motivators ranges basing on factors such as value for one's self, internal checks, self confidence, and neuroticism (Burrhus Frederic Skinner, 1904-1990).

The incentive theory proposes that people are attracted towards behaviors that lead to rewards and repelled from actions that might lead to negative consequences. Burrhus Frederic Skinner (1904-1990) further explained that different individuals may act in different ways in the same work environment because of the types of incentives that are available to them at that time. The incentive theory of motivation proposes that workers are inspired by a desire for rewards and. This study therefore, adopted this theory as a guide in understanding the effects of rewards on secondary teachers' commitment in the selected context.

The study suggests that performance incentive programs rest on a set of flawed theoretical assumptions. Performance incentives assume that teachers are primarily motivated by financial rewards, are not working as hard as they can, and know how to be more effective. However, these assumptions do not link with the feedback from teachers and administrators about their motivation and practice.

1.1.4 Contextual Perspective

The current trends show teaching in crisis with de-motivating issues like delayed or no payment of salaries, unexplained deletions from payroll, difficulties in processing pension, limited rewards and limited welfare facilities for teachers. This subsequently leads to rising teacher turnover in the selected government aided secondary schools in Southern Division, Kabale Municipality. Additionally, appointments, confirmation and promotions are still limited. To date, we still have caretaker head teachers and deputies who are not substantively appointed graduate teachers. Many teachers have taught for over 10 years but are not confirmed. This demoralizes and de-motivates them resulting into high teacher turnover. Also, teachers still upgrade at their own cost and usually on completion are assigned to teach higher level classes but they continue to be paid as diploma holders.

When teachers are rewarded, it directly impacts student achievement, teacher quality and accountability. Moreover, teacher turnover is a costly phenomenon. The most serious consequence and direct disadvantage of high rate of teacher turnover is that, it erodes teaching quality and student achievement. Therefore, it is crucial for school leaders to retain qualified teachers in the profession and support them to develop quality professionals. In-service training programmes are also limited especially to the Science subject teachers under the Secondary

Science and Mathematics Teachers (SESEMAT) programme leaving out teachers of arts subjects. In addition, in-service training is carried out during holidays when some teachers are not available. The government aided Schools in Southern Division, Kabale Municipality hardly carry out planned in-service training for their teachers to update their skills to match with the current rampant vices in schools like theft, truancy, cultism, drug abuse, rape and examination malpractices.

1.2 Statement of the Problem

Teachers in secondary schools are demotivated due to a on account of job dissatisfaction, poor meager pay, and less controls. The level of professional behavior and efficiency is inadequate in many educational institutions. Rewards for workers in educational institutions in Southern Division, Kabale Municipality to perform well are frequently weak due to ineffective incentives and sanctions. According to the Annual Sector Review Report (2017), the Permanent Secretary Ministry of Education and Sports in Uganda, reported that about 10,000 teachers quit government aided schools annually mainly due to poor pay. In this report, the Minister of Education and Sports revealed that growing attrition rate compromises the quality of education. Over 6900 of the total number are from primary schools while 3060 quit secondary schools opting for greener pastures in private schools and other better paying jobs outside teaching (Review Report, 2017). This has led to many staff leaving the profession. In other schools teachers have side jobs as a means of topping up their pay. This reduces their effectiveness, increases delayed report to work, low commitment to the job and irregularity which continuously results low efficiency teachers and hence the learners failure . Therefore, it is against this background and context that motivated this study.

1.3. Purpose of the Study

The purpose was to establish how teacher rewards influence their performance.

1.4 Specific Objectives of the Study

The specific objectives of the study were:

- i. To identify the teacher rewards used in secondary schools in southern Division, Kabale Municipality.
- ii. To find out the role of monetary incentives on teacher effectiveness in the selected secondary institutions in Kabale Municipality.

- iii. To determine the influence of non-monetary benefits on teacher performance in secondary institutions in Kabale Municipality.

1.5. Research Questions.

The study was guided by the following key questions:

- i. What are the teacher rewards used in secondary schools in southern Division, Kabale Municipality?
- ii. What are the contributions of financial rewards on the teacher performance in the selected secondary schools?
- iii. What is the influence of non-monetary benefits on teacher performance in secondary schools in Kabale Municipality.

1.6. Scope of the Study

This section is divided into the content scope, geographical scope, and time scope as articulated below.

1.6.1 Content Scope

The content scope was based on the research questions; to establish the impact of rewards on teacher's efficiency in selected secondary schools, to identify the employee rewards used, and to establish the effect of rewards on the performance of teachers in the selected secondary schools.

1.6.2 Geographical Scope

The study was carried out in southern Division, Kabale Municipality, Kabale District, South Western Uganda. Kabale is approximately 380 kms from Kampala the Capital City of Uganda. Southern division has 10 secondary schools and 4 secondary schools were for this study selected using purposive sampling. This is because the selected schools have practiced rewards to their teachers to improve performance of the school.

1.6.3 Time Scope

The study covered a period of 3 years. Specifically, it scrutinized reward practices in selected secondary schools from the period from 2016 to 2018.

1.7 Significance of the Study

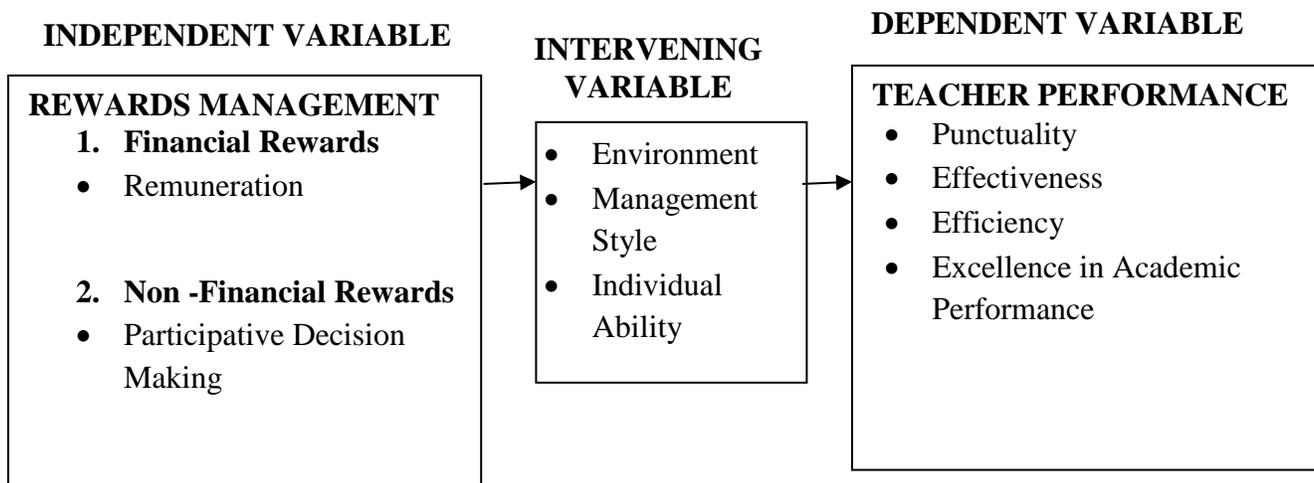
The study will act as an important source for secondary school materials in Uganda. It would also be beneficial to educational planners in determining rewards for institutional workers. The

study will also help employers to develop proper performance reward systems or mechanisms to increase performance.

It will also help policy makers to come up with informed policies/decisions on how rewards should be given.

1.8 Conceptual Framework

Figure1: Conceptual Framework



Source: Adopted from Mc Gaghie et al. (2001)

Figure 1 indicates that the Independent Variable (employee incentives) affects the Dependent Variables (worker efficiency). It shows that when remunerations and non-monetary incentives are given, there will be improved, punctuality, effectiveness, excellence in academic performances at school among others. These would result into high grades in earners , low student and teacher turn-over. . However, it is important the note the contribution of other factors which influences performance.

1.9 Definition of key terms

Reward management refers to the formulation and implementation of strategies and policies, the purposes of which are to reward people, fairly, equitably and consistently so as to keep the organization achieve its strategic goals.

Performance is that activity or act of doing something successfully using knowledge and skills that one is endowed with.

Teacher performance is the teacher's task of influencing learning in class and outside class to achieve desired learning objectives. As Chebet (2015) asserts, **teacher performance** is the teacher's capacity to effectively use and relate the experience, pedagogy, instructional materials, knowledge and skills in influencing learning among students in and outside the classroom

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focuses on the review of what other researchers and scholars have written on the topic of study. The literature has been reviewed according to the objectives of the study.

2.1 Rewards used in Secondary Schools

According to Australian Secondary Principals Association (APPA, 2007), there were a variety of models that were traditionally used for appreciating teachers for their efficiency. Some of these were remuneration given in full or in installments, on the basis of the quality of their achieved results. . More precisely put, the context of the industries in which systems of this kind work well are those where job tasks and results are easily, and objectively, quantifiable. This quantification can usually be reduced and converted to monetary terms (APPA, 2007). Performance-based recognition advocators remark that there is no connection between worker academic credentials and learner efficiency (Heneman & Milanowski 1999; Hoerr, 1998; Tomlinson, 2000). Therefore, pay is supposed to be determined by knowledge and ability portrayed during teaching and learning process.

Performance based recognition was due to added roles as a class teacher or consultant employee for instance facilitating new workers, working in a field with inadequate teachers such as Geography (Tomlinson, 2000). In addition, more recognition would be administered because of working in special places like the city institutions. Moreover, rewards could be because of professional improvement in terms of more training and workshops and in some situations, a reward per year could be administered . (Department of Education, Science and Training, 2007).

According to Reichardt (2003), rewards for efficiency increase pay. The level of personal efficiency is put in place such as improved learner grades. In case an employee becomes efficient, he or she is given a reward. The major reason for performance based rewards is that they increase the morale of employees (Reichardt, Robert, Rebecca 2003).

Further, school-based recognition is also a performance based reward as it encourages group outcomes or achieving general and group educational objectives (Rebecca, 2003). .

In lieu of the above, the Department of Education, Science and Training (2007) indicates that the US Teaching Commission acknowledges that there is no one method to determine classroom performance. The Commission further suggests that a balanced merit pay plan links pay increases to some or all of the following elements, namely; learner achievement benefits, non-biased assessment by principals or peers, additional emolument for extra duties and responsibilities, incentives for earning and special recognition for extra-ordinary skills and expertise..

In their study about diversifying teacher compensation Azordegan *et al.* (2005), found out that different nations have added together personal efficiency rewards into gross pay .Others like to handle them in form of single payments either as a token for a good year's work or a reward for contribution to a company. It was found out that group based efficiency bonuses were rare and were commonly based on finishing or accomplishing a shared objective. Azordegan *et al* (2005) concluded that the effectiveness of any performance- based reward scheme is based mostly on a credible supporting performance management framework that is good and oftenly used.

In Uganda, it is said that educational institutions recognize different teachers for their efficiency without considering their academic credentials. Sometimes they are recognized basing on student grades. And usually, this recognition is offered by educational institutions of high standards. This method is condemned because learner efficiency depends on the methods used by the institution but not personal striving that creates such outcome..

Performance-based bonuses in educational institutions take another dimension. A proper and reliable system of rewarding in educational institutions to be established, one of the more important questions to be answered is that of whether the output of each teacher can be determined in a way which will provide a consistent, fair, and generally accepted basis for awarding different pay rates (Odden, 2002). Very often, the parameters that the majority of schools have used to gauge performance of individual teachers is the academic results of students in a given subject.

2.2 Financial Rewards and Teacher Performance

2.2.1 Remuneration

Remuneration is the pay workers get for their roles played in educational institutions and it is very essential for a worker. (Aswathappa, 2003). This is due to the fact that a worker relies on compensation, in other words living conditions, position in the community, morale, efficiency and loyalty all rely on pay. Remuneration is important in today's competitive job market if schools are to get and keep the best teachers they want. Aswathappa (2003) further states that a good system of compensation is very important in that a lot of problems of workers are related to compensation. This therefore means that compensation should cater for the desires of teachers, better compensation enables the school to get, keep and motivate best workers who will enable the school to obtain its aims. In a rejoinder, Figlio (2007), says that reward for educational instructors enable learners to be serious with studies. Rewards for teachers are linked to good grades of learners.

Additionally, Lavy (2007) says rewarding teachers according to their efficiency needs to improve the education system both by stating clearly objectives of teaching and by getting and keeping the best teachers. However, rewarding for efficiency creates a lot of problems since measuring every worker's performance is not easy. Lavy (2007) noted that the proof on personal and school based reward plans carried out in current years in United States and abroad. He assessed two well desired plans in Israel and discovered important profits in learners and instructor efficiency and observed that research evidence shows though not conclusively that reward for efficiency can raise instructor's effectiveness.

The focus of reward execution is to create the minimum cost pay structure that will bring, boost morale and maintain the best workers; this reward should be taken as candid by workers. (Decenzo, 2003). That is to say it defines the amount a certain job is worthy in monetary terms. One of the major cause human searches for work is to get money so as to improve their standards of living. Therefore in case workers discover that what they get monthly cannot satisfy their requirements, then they might be dissatisfied.

According to Muralidharan and Sundararaman (2006), efficiency rewards for employees are always advisable method of raising education results in educational institutions, however, the empirical proof currently on its efficiency is limited and mixed. Performance. For instance,

outcomes from a randomized assessment of the worker reward plan carried out across a selected group of educational institutions in the Indian state of Andhrapradesh were examined. The plan gave rewards to the employees on ground that there was an increment of their learner's grades individually given learning tests. They concluded that learners in rewarding schools did much better compared to those in control schools; rewarding schools in addition got good grades in fields in which there were rewards. Employees in reward educational institutions work harder by giving extra homework and class activities, giving practice tests and giving remedial classes. in incentive schools performed significantly better than those in control schools, incentive schools also performed better on subjects for which there were incentives. Teachers in incentive schools employed exerted extra efforts such as assigning additional homework and class work, providing practice tests and conducting extra classes after school.

Additionally, Kremer (2006), discovered that if rewarded for efficiency, workers raised the test grades to the extent by which they were being paid. Specifically, they discovered two things; one, these good grades of learners dissolved very swiftly once the pay was removed. Two, it appeared as though it was a case of teaching aimed at assessing learners. The instructors tested what they knew was passable to the learners so as to be rewarded, but there did not seem to be any more general learning going on therefore it's not a matter of administering this kind of reward for efficiency but its overall supervising, involvement of societies and good conditions of work so that instructors are motivated to work harder.

Lavy (2007), also states that advocators of reward for efficiency plans believe they will get and keep good instructors as long as they give them better payments. In case payments are determined by learners grades, they give instructors strong indicators of what is important and what is not. In case these indicators are not there, also good instructors may teach what is not important to parents or the job market.

In addition, Hanushek, Kain and Ravkin (1999), also carried out a significant study that examined the connection between instructor payments and learner grades in Texas. They discovered that improved payments have a connection to better learner's grades. Better

emoluments and mentoring by school administrators in coupled with rewards would be significant secondary schools in that they encourage efficiency.

2.2.2 Non- financial Rewards

2.2.2.1 Participative Decision Making

According to Martin (2009), allowing employees to take part in decision making by hierarchical managers and their employees has been a concern of organizational study for many years. Many researchers have examined the connection between participative decision making and worker effectiveness like task performance, job satisfaction and turnover, that policy making authority is the best way to motivate workers for effective performance. It makes them feel respected and encourages them to work hard.

In addition Sugita (2000) that policy making by top management has always lowered the efficiency and productivity of instructors in teaching learners. More co-operative policy making procedure can lead to more effective teaching and student learning. A right carrier should give workers a chance for development in their careers and professional lives. In extending this debate, Picket (1999), calls for proper co-operation between employees. This can enable all learners successfully get the general education curriculum. Allowing instructors to take part in policy making has been encouraged because it develops the relationship between teachers and top management as well as improving the level of education.

2.3 Rewards and Teacher performance of secondary schools

Teachers play a key role in teaching and learning process. Instructors build up a nation .The contribution of an instructor is a complex one. Currently we are concerned about the instructors knowledge and skills .Instructors are supposed support learners and to work in complex multi-cultural educational settings and to give better teaching and learning for all learners. (Richard & Arends 2001). Although the strong effect of the teachers can play a significant role in the personality of the student, his/her academic achievement, and also other factors such as help form the family , economic and social background, self- confidence, aptitude of the student and earlier instructional excellence has been found to manifest either positively or negatively on the examination scores of the student. To this end, Blank stein (1996),said that learners scores are not good evidence of the efficiency of instructors. Instructors condemn the use of learner grades as evidence of their effectiveness .An instructors contribution

is not only teaching. They also scrutinize test scores and other information to enable them understand the course of their teaching and adjust if need be. Instructors also make lesson plans to teacher the standards and give engaging work while taking into account each learner desires. Instructors also work as evaluators, always checking learner's competence through giving exams and solutions so as to upgrade their performance.

Rewarding teachers has been discovered to be one of the major schools strategies that may raise the efficiency of teachers and also raise the quality of products of a school. (Ajila, 2004). Further, competency is majorly a function of the understanding, skills and expertise of individual input (Ajila, 2004). If a school cares for its teachers as a useful resource, it has to understand the things that raise the morale (Lawler, 2003).To get, maintain boost the morale of workers, all the instruments and tools needed should be accessible to them.

Further, Ibbotson (2007) argued that teachers are encouraged to improve their productivity; bonuses are the best approach for achieving their aspirations and upholding work efficiency. He maintained that when supervisors fail to give rewards and motivate the workers for their efficiency, they may treat the clients badly, but if the supervisor gives them bonuses, they will perform excellently.

The diplomatic rewards method is put forward by Sarvadi (2005). The system encourages equal giving to teachers with the aim of motivating them. Four kinds of rewards appreciation, recognition, benefit and compensation are proposed for improving motivation (Sarvadi, 2005). It is very crucial to reward the workers. It should be the focus that schools define the compensation mode to ensure that teachers know the link between efficiency and bonuses (Robert, 2005).

Frey (2007), reported that workers effectiveness depends on appreciation and incentives. The pay for efficiency can be increased by the schools by means of competence related pay scheme, performance management, job design and contributing skill. The best method of boosting morale of workers is recognition (Andrew, 2004; Homan 2000),the teachers who finish their work or produce better grades ,they not only want to focus on their development but also want their efforts to be recognized.

Extrinsic incentives are those which are given to a teacher by his or her school after her good performance or after finishing a certain task. These rewards include some presents, promotions, salary increment and bonuses. Paying is an important factor which affects teacher's motivation (Khan *et al.*, 2010).

Intrinsic incentives are those which are given to a teacher for his /her personal satisfaction to make him/her feel better in the school. This kinds of incentives include emancipation, trust, appreciation, information and feedback (Ibbotson, 2007). If there is no appreciation, the worker would lose morale .There should be appreciation value to encourage the best employers in a school. (Bowen, 2004). Many supervisors are struggling for the appreciation system. Here is one important way to guide and help the appreciation. Supervisors should have made an agreement to reward the workers, at least reward one worker every month. Look for the one who should receive the reward, get that reward and then give it to him/her. (Lamere,*et al*,1996).

In conclusion therefore, the most common and understood incentive workers receive is monetary reward (Decenzo and Robbins, 2002). It is important that appropriate rewards systems be set up by organizations as a strategy to improve employees' performance as demonstrated by the reviewed literature.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter described the research design, study population, sampling and sample size, data sources, data collection methods, data analysis, limitations and delimitations of the study.

3.1 Research Design

The study used a cross sectional research design. Denscombe (2005), defined cross-sectional design research design as an investigation layout that entails systematic analysis of the features and behaviour of a phenomenon, 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.

3.2 Target Population

Target population is defined as the group of items of interest with unique features that are studied during study survey (Denscombe, 1998). The target population in this study consisted of Head teachers and teachers. Head teachers were considered in this study because they are top level managers of the school while Teachers were considered because they are school policy implementers and therefore useful respondents. The study targeted a population of 85 respondents.

3.3 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 3.1: Sample Size Selection

Respondent	Frequency	Percentage	Method
Head teachers	15	21.4%	Purposive
Teachers	55	78.6%	Simple random sampling
Totals	70	100%	

The study adopted a sample size of 70 out of the target population of 85 participants. These included 15 head teachers, 55 teachers. The study used both simple random and purposive method of sampling.

3.4.0 Sampling Techniques

The study adopted two sampling techniques that was simple random sampling and purposive sampling as expressed herein. The researcher selected Head teachers using purposive sampling while teachers were selected using simple random sampling.

3.4.1 Simple Random Sampling

Simple random sampling technique is where every item in the population has an even chance and likelihood of being selected in the sample and selection depends on chances or probability. In this study, teachers were selected to participate in this study using simple random sampling. This sampling technique was adopted because it gave all the participants in the target group equal chances of participation in the study. The researcher had got the selected schools one by one and randomly select teachers.

3.4.2 Purposive Sampling

Purposive sampling technique is a non-probability sample that is selected based on characteristics of a population and objectives of the study.

It was adopted in selecting participants like the Head teachers. These were selected because they are believed to have in-depth information on the phenomenon under investigation.

3.5.0 Data Collections Methods and Tools

Interview and questionnaire methods were used for the collection of data.

3.5.1 Interview

Interviewing refers to a conversation between an interviewer and interviewee for the purpose of obtaining information. The use of face-to-face interviews helped the researcher to get deeper information from participants.

The researcher used interview guide to derive information from the respondents. It enabled face-to-face interaction between the interviewer and interviewee.

3.5.3 Questionnaire

A questionnaire is set of a previously formulated questions which are attempted by respondent without supervision or guidance by the researcher (Kothari, 2003). Both open ended and closed questions was set. Questionnaires helped the researcher to collect data in shortest time and involved many respondents to get data. The questionnaire was administered to head teachers to actively participate in the study under investigation.

The study used questionnaires with closed and open-ended questions to get respondents' opinions about the research problem. Each respondent received the questions phrased in exactly the same way. The open and closed questions were designed containing short, simple and straight forward questions requiring short answers

3.7 Research Procedure

The investigator received an introductory letter from the Directorate of Postgraduate Studies at Kabae University which was presented to research gate keepers..

3.8 Data Analysis

Collected data was interpreted descriptively and statistically.

3.9 Ethical Considerations

Informed consent was sought from respondents who requested to voluntarily participate in the study. Ethical practices were considered noting confidentiality, welfare, sensitivity, safety and privacy of participants was respected.

3.10 Limitations and Delimitations of the Study

The researcher met uncooperative respondents who were unwilling to give information about the study. To address this, the researcher persuaded the respondents and they finally consented to give data.

The researcher met a problem of delay in administering the questionnaires to respondents. This was due to the busy schedules of the respondents since most of them were busy doing school activities. This was solved by organizing other schedules to go back and administer questionnaires to respondents.

The researcher faced a challenge of limited time for data collection due to Covid -19 lockdown and closure of schools. It was not easy to access respondent and the researcher had to wait until schools were reopened for candidate classes.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents findings about how teacher rewards influence their performance.

4.1 Demographic Characteristics of Respondents

The research considered the gender of the target study population. Table 4.1 presents the background information of respondents.

Table 4.1: Gender Distributions of Respondents

		Frequency	Percent (%)
Sex	Male	47	67.14
	Female	23	32.8
Total		70	100

From Table 4.1 It is shown that the majority of respondents were males at (57.3%) while (42.7%) were females.

This shows that that secondary institutions in Southern Division employed more male teachers than female teachers.

Table 4.2: Respondents by post/ responsibility held

Post Held	Frequency (f)	Percentage (%)
Head teachers	15	21.4
Teachers	55	78.6
Total	70	100.0

Table 4.2 reveals target population by different posts they held in their different educational fields. Out of the 70 total number of target population, 78.6% were instructors and 21% were

heads of schools. All the head teachers of the 15 educational institutions took part in the study as it was expected.

Table 4.3: Respondents by Terms of Service

Educational Experience	Frequency (f)	Percentage (%)
Durable	35	50
Fixed Term	5	7.1
Temporary	30	42.8
Total	70	100.0

Results in Table 4.3 showed that many of the target population (50%) were in the durable group. 42.8% and 7.1% were in the fixed term and temporary categories respectively. The research identified that many teachers in secondary educational institutions in Southern division were normal teachers on payroll. This is because educational institutions require regular staff on permanent basis to operate more effectively.

Table 4.4: Respondents by work experience

Period worked	Frequency (f)	Percentage (%)
Less than a year	11	15.7
1-2 years	10	14.3
2-5 years	30	42.8
5-10 years	15	21.4
10 years and above	4	5.7
Total	70	100.0

Table 4.4 reveals the target population work experience in educational institutions. The outcomes indicate that many were in the group of 2-5 years represented by 42.8% of the total target population. 21.4% were in the group of 5-10 years, and 15.7% and 14.3% in 1 year and

below 1-2 years groups respectively. Only 5.7% were in 10 years and above group. This is true in that many of the target population were new graduates whose work experience was short. It was found out that many of the target population had served for less than 10 years. However, since many were on durable job basis and were well trained teachers, they had the required data needed for this research as teachers who had stayed in one place.

Table 4.5: Respondents by Levels of Education

Educational qualifications	Frequency(f)	Percentage (%)
Diploma holders	20	28.5
Degree holders	40	57.1
Master's Degree holders	10	14.3
Total	70	100.0

Outcomes in Table 4.5 showed that many of the target population (57.1%) were degree holders. The research pointed that this was very clausal that educational institutions should employ and maintain best and qualified teachers since many of their roles are technical in nature and require the use of knowledge, skills and abilities.

4.2 Outcomes of the specific objectives

4.2.1 Rewards used in secondary schools

The researcher gathered data regarding the types of rewards used in secondary schools in Southern Division, Kabale Municipality and the data was then tabulated and interpreted as shown in the table 4.4 below.

Table 4.6 Response on rewards used

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

Statistics from table 4.6 showed 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. Others constituting 42.8% of the respondents disagreed that participative decision making was not used as a non-financial reward in secondary schools in Southern Division, Kabale Municipality.

2.2.1. Teachers rewards and their performance

Table 4.7 shows responses on Teachers rewards and their performance.

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
Reward for teachers lead to improved test grades for their learners	6	8.5
Rewarding teachers is a method of raising education results in educational institutions.	21	30
If rewarded for efficiency, instructors are able to raise the test grades.	17	24.2
Pay for performance attract and retain better teachers	13	18.5
Total	70	100

According to the above findings, majority of the respondents 21 (30%) revealed that rewarding teachers is a method of raising education outcomes in educational institutions. This is because

rewarding teachers increases 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 who said:

“Reward and recognition programmes 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 Director of Study (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 a school to keep and boast the morale of competent teachers – competent people. To this, teachers felt that in since they are rewarded, they can put all the effort on teaching so as to have better results. Further, majority of teachers felt that rewarding them was mainly influenced by other factors such as Board of Governors (BOG) 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.

4.2. Role of monetary incentives on teacher effectiveness .

The researcher gathered data regarding the rewards used in secondary schools. The data was then tabulated and interpreted as shown in Table 4.8 below.

Table 4.8: Contribution of financial rewards on the performance of Teachers.

Role of monetary incentives on teacher effectiveness	Number of respondents	Percentage (%)
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

According to the above table, 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.

4.3 Influence of Non-monetary incentives on Teacher Performance in Secondary

Schools

Table 4.4: Influence of Non-monetary incentives on Teacher Performance in secondary

Non-financial Rewards on Teacher Performance	Number of Respondents	Percentage (%)
Boast teachers morale	20	28.5
Certificates add to ones record	18	25.7
Encourages better performance	15	21
promotes administrator/instructor relations	16	22.8
shows just and unbiased treatment	1	1.7
Total	70	100

Statistics in Table 4.4 reveals that non-financial rewards enabled instructors to improve their efficiency and 28.5% of the target population agreed with it. Whereas 19% of the target population showed that rewards help to show just and unbiased treatment to instructors. In interviews with the instructors, the research revealed that if instructors are paid for their effectiveness, it showed a sense of justness that their efforts are recognized hence working harder. Instructors discovered that top supervisors in the educational institutions are well compensated at the expense of their subordinates 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.....”

In addition the research discovered from the top managers that non-financial incentives worked as reinforcements to instructor’s effectiveness. one head of a school said:

“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"

In addition, the research showed that non-financial incentives like certificates were much valued by instructors for record purposes to add onto the Curriculum Vitae. One instructor said:

"it is of no use to recognize me before people without giving me something for future remembrance.I need papers for my records"

Giving certificates was viewed by one of the head teachers as a way of minimizing cost. This is because designing and printing certificates is cheaper and can also be referred to by the recipients for many years during their career.

4.3 Summary of Findings

Data was collected from a number of 70 respondents of whom 67.1% were men and 42.7% were women. These respondents consisted of heads of schools and instructors and this made 21.4% and 78.6% respectively. Many (50%) of the target population were lasting employees, while 42.8% and 7.1% were in the fixed term and temporary groups. According to the educational qualifications, 57.1% of the target population had bachelor's degree, 28.5% had diploma and 14.3% were master's Degree holders.

According to the kind of incentives used in secondary educational institutions in Southern division, it was revealed that public recognition, promotions, gifts, duty allowances and overtime pay were mostly used. It was also observed that performance-based incentives boosted teacher's morale to improve their performance. Furthermore, it was observed that rewarding shows just and unbiased treatment to the instructors. Other target population said that certificates added to teachers records and encouraged their efficiency.

Out comes reveal that rewards have important impact on the student's grade in non-government educational institutions. This was demonstrable in educational institutions where rewards are used in which instructors admitted that their learners level of commitment went up hence improving academic performance. It therefore, remains to be seen how the other schools not currently implementing reward systems can benefit from the finding of this study. Clearly, rewarding employees leads to better job performance which enhances the output.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion of results, conclusions and recommendations.

5.1 Discussion

5.1.1 Teacher Rewards used in Secondary Schools in Southern Division, Kabale

Municipality

The study revealed that rewards in secondary schools include financial rewards (remuneration), non-financial rewards (participative decision and appreciation). Further, it was found out that 45 (64.2%) of respondents agreed that one of the most financial rewards used in secondary schools is remuneration. Respondents stated that remuneration is the pay or other financial compensation provided in exchange for an employee's services performed. Out of the number that participated, 25 (35.8%) disagreed with the statement. Additionally, 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 further revealed that in secondary schools, teachers incentives according to Tomlinson (2000), based on added roles as a master or mentor employee for stance facilitating new workers, working in science filed more incentives could be administered basing on working in high priority situation like in the city educational institutions. According to Tomlinson (2000), it was found out that some rewards especially for science instructors were oftenly used. This was used as a way of bringing and keeping based science instructors.

The findings link with DEST (2007) reported that performance-based incentives for instructors knowledge and skill-based incentives were identified as very important in teacher motivation. It is proposed that in knowledge and skill-based reward project, instructors are rewarded for having particular kind of knowledge and skills needed to meet higher performance requirements. This

resonates with the findings of this research. Non-government educational institutions recognize instructors basing on learner results. Private schools reward teachers according to students' grades. However, it was revealed that they rarely support teachers for academic advancement. It was also discovered if teachers were found to have gone for further studies; the private schools often terminate the teachers' contracts. This has often be due to the fact that some mangers of non-government educational institutions do not employ highly educated head teachers. Therefore incase an instructor went for more studies it looked as if he/she was planning to take over the position of the head teacher. This unfortunate situation takes place in some private schools' despite of the fact that knowledge- and skills-based reward is seen as a good method in education in that instructors have a multi-dimensional and changing knowledge and skill set (DEST, 2007).

On the same objectives, teacher's incentives were considered crucial because they boast the moral of instructors, encourage efficiency, promote supervisor/employee relations, show just and unbiased treatment and add to personal records. It was found out that performance based incentives show just and unbiased treatment to employees. It was discovered that non-government educational institutions give small salary to instructor's in spite of their academic performance. In addition on the salary, incentives contribute a lot to cover up the gap. Head teachers said that incentives work as reinforcements to employee effectiveness.

Furthermore, Rebecca (2003), noted that school-based reward system is another kind of merit pay, encouraging the group outcomes. In these programmes, rewards are put in place to motivate teachers to work as a group to attain collective objectives. Forinstance a school performance incentive that connects rewards to organizational aims and objectives.

5.1.2.1 Financial incentives on the effectiveness of instructors in secondary educational institutions

The research revealed that there are several contributions of monetary incentives on the effectiveness of instructors in secondary educational institutions in Southern Division, Kabale district. These included rewards allow an organization to employ, retain and motivate competent teachers, fulfilling the expectations and aspirations of the teachers, better test scores for students, improving education outcomes, attracting and retaining better teachers, and lifting the

test scores among others. The results further revealed that 17 (24.2%) of participants agreed 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 taking actions that are more closely related to the problem. This is in agreement with The APPA (2007).most of the times, the yard stick many secondary educational institutions have used to measure the effectiveness of every instructor is the learner results in different disciplines .Teaching is gradual and corrective effort of different teachers. It is sometimes hard to tell which instructor worked harder and therefore be recognized accordingly.

In addition, assessing employee effectiveness is not easy.Murnane and Cohen's (1986) have shown. In spite this difficulty, instructors impressions of performance assessment methods play an important role in the development of performance best reward plans. However, it is important to note that there is no way of measuring classroom performance. Therefore, an equal merit pay plan that connects salary increment to these items is worth considering; Student achievement gains; satisfactory evaluations by managers or learners; Additional reward for added roles; rewards for earning National Board Certification and Special incentives for specialists (DEST, 2007).

Inspite of other often used kinds of incentives, instructors opted for incentives in form of salary increment to any other kind of incentive .It was said that school board of governors does not usually fulfill their promises. For other kinds of incentives there are no specific and clear ways of enforcing them for stance giving allowances, bonuses, present. In addition, raising salaries would enable instructors to access loans which is not a case with bonuses and presents. However, it has been a common habit for non-government educational institutions to deny their instructors to acquire loans due to the fact that they do not oftenly give them appointment letters.

It also depends on the instructor's connection with the head teacher or managers. When they promote a teacher, the salary scale is often not commiserating with the new position. At times, teachers are given additional roles which are not rewarded.

Heneman *et al.* (2000) oppose Odden (2002), by saying that there are no continuance connection between instructor's academic credentials and learner grades and only modest connections between teaching experience and learner grades. Heneman *et al.* (2000) statement could be right on the grounds that some instructors are gifted in teaching inspite of their bad academic performance in schools. This is because; some of the teachers are funny and are able to put all measures to make sure that students have grasped the subject matter. In some other situations, what is taught in higher institutions of learning is not the same as what is taught in secondary educational insititutions. In agreement, Figlio (2007) says that a reward for instructors enables the learners to work hard; reward for teachers lead to improved test grades for their learners. Pay rewards for instructors have more good impact on learners test grades than such school improvement methods as small class sizes or stricter requirements for class room attendance

5.2.1.2 Influence of non-financial rewards on Teacher performance

The study showed the influence of non-financial rewards on teacher performance to include motivating teachers, certificates, and non-financial rewards promotes good performance in the school; they improve administrator/teacher relations, non-financial rewards demonstrate just and unbiased treatment in the school. The research revealed that 19% of the respondents revealed that rewards help to demonstrate just and unbiased treatment to instructors. In interviews with the instructors, the instructors are paid for their efficiency, it brings in a sense of justness that their efforts are recognized hence improving their performance .The research discovered that open recognition and promotion were oftenly used. This was because they did not impact the educational institutions in monetary terms. This is corroborated by APPA (2007) report which shows that historically, there were many ways of appreciating teachers depending on their effectiveness. Among the models included paying teachers fully or part of the money depending on their produced results. Noting the fact that secondary educational institutions in Uganda usually targeted at making profits and gains. They ensure high level minimization of costs. So, they would naturally avoid monetary incentives to the best teachers in terms of performance.

In secondary schools, teachers reward relied on added roles as master or mentor instructor for stance facilitating new instructors, teaching in the science department. (Tomlinson, 2000). Other

incentives could be administered because of working in high priority situation like inner city educational institutions. In agreement to Tomlinson (2000), it was found out that some rewards especially for science instructors were commonly given. This was used as a way of keeping and boosting the morale of best science instructors.

On the same subject, Frey, (2007) reported that teachers efficiency depends on recognition and incentives. The motivation for efficiency can be increased by the school through the process of efficiency related pay scheme, performance management, job design and contributing skill. The major and powerful motivation is recognition. Homan (2000) added that teachers who finish their work or produce best results do not only wish to focus on their achievement but they wish their achievement be recognized. .

5.3 Conclusions

5.3.1 The rewards used in secondary educational institutions .

The study concluded by revealing financial reward such as remuneration, non-financial reward, packaging, gifts among others as the kinds of incentives given in the selected secondary schools.

5.3.2 Financial reward used in secondary schools

The major and oftenly used kinds of performance based incentives were duty allowances and extra time pay. Increasing remuneration was the least used by many head teachers since it always require a lot of money and may not be removed if there are inadequate funds. Performance-based regulation motivates instructors, encourages efficiency, promotes supervisor/instructor relations, shows just and unbiased treatment and contributes to personal records.

5.3.3 Non- monetary incentives on Teacher performance of secondary schools

The study revealed 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 educational institutions. It was also finalized that performance-based incentives impact the efficiency of instructors in different ways and it was found out that performance based incentives boost the morale .However; the method promotes competition rather than co-operation and impacts the concept of collegiality method of effective educational insitutions,stifling cooperation and promoting miss understanding in educational insitutions.However,it was discovered that performance based incentives impact the performance of instructors in non-government educational institutions.

5.4 Recommendations

The following solutions are linked to the research questions.

5.4.1 Monetary incentives and instructor effectiveness.

With today's economic concerns, there should be specific method to instructor payments, pensions or gratuity and ways of administering it. Instructor payments must depend on sector requirements as disagreed to macroeconomic policy needs if Uganda is to achieve the Millennium Development Goals as far as education is concerned.

Furthermore, teaching profession has continuously become less attractive to the young people due to the different reseason like seeing education as a low caliber job and hence taken as a last option. Further, the bad conditions under which the teachers who have worked for a long time are not good. There is therefore need to make the teaching profession attractive and increase the entry points to the teaching profession. Today, primary instructor who is new in service and the one who has worked for many years are given the same pay apart from the heads of school. Therefore, there should be a clear path for instructors and such a path may include; the promotion structure, parallel progression, salary increment and continuous professional enhancement .

5.4.2 Non-monetary incentives and instructor effectiveness

It is important to put to days instructors in service training and enhancement program to help it to play more important role in helping instructors to always refresh and retool their skills so as to copy with ever changing education system.In many primary educational insitutions

,instructors with certificate level are many .Instructors lack the same qualifications like other professions like doctors. Instructors always are slightly better learned than their learners. Therefore creation of training courses is proposed as a remedy so that all instructors can take part in carrier enhancement activities throughout their professions .It is necessary to employ enough,qualified,compentent,well supported and motivated instructors in all educational insititutions. There should be no more employing of unqualified instructors and the incompetent ones who are already working should be helped to attain the needed qualifications. It also important to always make instructors take part in the National teachers Union (UNATU), a statutory representative of instructors at all levels in both non-government and government schools. This will help instructors to get more knowledge in education, work and many more.

The Ministry of Education and sports should give enough data, guiding and counseling to instructors on how to make an environment within and outside the classroom where learners can freely share their learning experiences, problems and what makes them excel.

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APPENDICES

APPENDIX I

QUESTIONNAIRES FOR TEACHERS

Dear Respondents,

I am **NYINAMASIKO AGNES** a student of Kabale University offering Master's Degree in Educational Management of Kabale University. Carrying out a study on; "*teacher's rewards and their performance. A case study of selected secondary schools in Southern Division, Kabale Municipality*" You are kindly requested to spare a moment of your time and participate in the study.

Thanks for your co-operation

SECTION A

SOCIAL DEMORGRAPHIC CHARACTERISTICS OF RESPONDENTS

Please tick the appropriate answer: or provide an appropriate answer where necessary

1. Designation

- | | | | |
|-------------------------|--------------------------|--------------------------|--------------------------|
| a) Headteacher | <input type="checkbox"/> | b) Deputy Head teacher | <input type="checkbox"/> |
| (c) Director of studies | <input type="checkbox"/> | (d) Senior woman teacher | <input type="checkbox"/> |
| (e) Senior man teacher | <input type="checkbox"/> | (f) Class teacher | <input type="checkbox"/> |
| (g) Head of department | <input type="checkbox"/> | (h) Class room teacher | <input type="checkbox"/> |
| | <input type="checkbox"/> | | <input type="checkbox"/> |

2. Sex

- | | | | |
|----------|--------------------------|------------|--------------------------|
| (a) Male | <input type="checkbox"/> | (b) Female | <input type="checkbox"/> |
|----------|--------------------------|------------|--------------------------|

3. Age

- | | | | |
|-----------|--------------------------|-----------|--------------------------|
| (a) 19-28 | <input type="checkbox"/> | (b) 29-38 | <input type="checkbox"/> |
| (c) 39-48 | <input type="checkbox"/> | (d) 49-59 | <input type="checkbox"/> |

4. Marital status

- | | | | |
|--------------|--------------------------|-------------|--------------------------|
| (a) Single | <input type="checkbox"/> | (c) Married | <input type="checkbox"/> |
| (b) Divorced | <input type="checkbox"/> | (d) Widowed | <input type="checkbox"/> |

5. Professional Grade

- | | | | |
|----------------------|--------------------------|-------------------------|--------------------------|
| (1) Licensed teacher | <input type="checkbox"/> | (2) Grade III teacher | <input type="checkbox"/> |
| (3) Grade teacher | <input type="checkbox"/> | (4) First Degree holder | <input type="checkbox"/> |
| (5) Masters' holder | <input type="checkbox"/> | (6) Others | <input type="checkbox"/> |

6. How long have you been in the teaching service?

- | | | | |
|--|--------------------------|--------------------------------------|--------------------------|
| (1) Up to five years | <input type="checkbox"/> | (2) Five years but not more than ten | <input type="checkbox"/> |
| (3) Ten but not more than twenty years | <input type="checkbox"/> | (4) Twenty years and above | <input type="checkbox"/> |

SECTION B

Rewards and Teacher's Performance of Secondary Schools

Please tick the appropriate answer: or provide an appropriate answer where necessary

Statement	Agree	Strongly agree	Disagree	Strongly disagree	Not sure
Rewards motivate teachers					
Promote good performance					
Improve administrator and teacher relations					
Demonstrates fair and equal treatment					
Providing suggestions for improvement and assigning grades					
Improving teacher competencies					

Suggest other ways other ways in which rewards affect teacher performance in your school.....

SECTION C

Rewards Used in Secondary Schools

Please tick the appropriate answer: or provide an appropriate answer where necessary

Statement	Agree	Strongly agree	Disagree	Strongly disagree	Not sure
School-Based Compensation					
Performance-based reward					
Skill-based compensation schemes					
Bonuses from Headteacher					
Paid accommodation allowances every month					
Transport allowances every month					
Medication allowances					

Suggest other kinds of rewards given to teachers in Secondary Schools

.....

SECTION D

Effects of Rewards on the Performance of Teachers in Secondary Schools

Please tick the appropriate answer: or provide an appropriate answer where necessary

Statement	Agree	Strongly agree	Disagree	Strongly disagree	Not sure
Public school teachers only increase their pay based on their years of teaching and level of higher education					
Lack of adequate financial recognition of teaching performance					

Teacher's impact on student learning is difficult to isolate					
Teachers are indicted for giving insufficient attention to basics of teaching					

Suggest other effects of rewards on the performance of teachers in secondary schools

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.....

APPENDIX II

INTERVIEW GUIDE FOR HEADTEACHERS

I am **NYINAMASIKO AGNES** a student of Masters of Arts Degree in Educational Management of Kabale University conducting research on the topic; *“teacher rewards and their performance. A case study of selected secondary schools in Southern Division, Kabale Municipality”*. This study is completely for academic purposes only and any response given will be confidential and your name is not even required. I am therefore, kindly requesting for your assistance in answering these questions.

1. Show how rewards in your school improve on teacher performance?
2. How do allowances given to teachers in your school motivate them?
3. How many times do you give rewards to your teachers in a year?
4. Which kinds of rewards are given to teachers in your school to improve their performance?
5. In which ways does job enhancement affect teacher performance in your school?
6. Describe how you think adding responsibilities to teachers improve their performance in your school?
7. How does delegation improve teacher performance in your school?
8. Describe how work shops improve teacher performance in your school?
9. What is the effect of seminars on teacher performance in your school?
10. How do staff meetings improve teacher performance in your school?

APPENDIX III: BUDGET

NO.	ITEM	QUANTITY	UNIT (UG)	TOTAL COST
1.	Stationery (Paper)	1 ream	18000	18000
2.	Printing and typing	60 pages	300	18000
3.	Photocopying	60 pages	100	6000
4.	Data collection and assorted transport charges	“Boda-boda”- Motorcycle hire to field	60000	60000
5.	Report binding		20000	60000
6.	Transport, meals and accommodation to meet the supervisor.	2 times	50000	100000
7.	Miscellaneous expenses		300000	300000
	Total			562,000=

**APPENDIX IV
TIME FRAME 2019-2021**

SN	SCHEDULE ACTIVITY	October 2019-sept. 2021				JANUARY				FEBRUARY				MARCH – APRIL				MAY – JUNE				JULY				AUGUST				SEPTEMBER					
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
1	Submission of research proposal 1 st draft	■	■																																
2	Approval of research topics			■	■																														
3	Submission of research proposal 1 st draft					■																													
4	Submission of research proposal 2 nd draft						■																												
5	Final Submission of research proposal							■	■	■	■	■	■																						
6	Data collection and dissertation writing													■	■																				
7	External examiners dissertation review															■	■	■	■	■															
8	Dissertation Defense																	■	■	■	■	■	■												
9	Correction of dissertation by external and internal examiners																									■	■	■	■	■	■				
10	Submission of final dissertation																													■	■	■	■	■	■