

**AN ANALYSIS ON THE EFFECTS OF REWARDS BASED SYSTEM ON THE
PERFORMANCE OF TEACHERS IN PRIVATE SECONDARY SCHOOLS IN
KAMPALA DISTRICT**

BY

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DECLARATION

I, CHEROTWO SILAS, do declare that the work herein is presented in its original form and has not been presented to any other university or institution for any academic award whatsoever.


SIGN: cherotwo silas

DATE: 28th / 08 / 2017

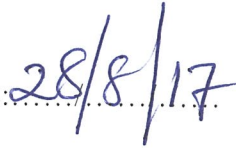
APPROVAL

This Dissertation entitled “Performance-Based Rewards and the Performance of Teachers in Private Secondary Schools in Kampala District” has been submitted to the Graduate School with the approval of the undersigned as the University supervisor.

SIGN.....



DATE:.....



MR. LAKI SAMSON

DEDICATION

There are those close to my heart and home who contributed a lot to the completion of this work by putting the researcher in a position to start, sustain and finish this dissertation. For this reason plus many others, I wish to dedicate this work to my Sister Cherotich Stella who offered me constant support to reach the finishing line. I also dedicate this work to all my many friends whom I consulted now and then, discussed with, supported and encouraged me to reach this far. I also dedicate the work to the teachers as well, that this dissertation brings a change in the rewarding systems in the schools that they happen to teach. Last but not least I dedicate this work to my dad, Samson Simikit who offered me great encouragement

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ABBREVIATIONS AND ACRONYMS

APPA:	Australia Primary Principals Association
PBR:	Performance Based Rewards.
TAP:	Teacher Advanced Team
AFT:	American Federation of Teachers
CVI:	Content Validity Index
SPSS :	Statistical Package for Social Scientist

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ABSTRACT

This study was about performance-based rewards and their effects on the performance of teachers in private secondary schools in Kampala district. The theoretical underpinnings of this study was premised on Adam Stacy's Equity theory of motivation which states that employees expect fairness when being rewarded and Victor Vroom's theory which states that individuals make choices based on their perceived expectancy that certain rewards will follow. The main objective of this study was to assess the effect of performance-based rewards on the performance of teachers in private secondary schools in Kampala district; while the specific objectives were: to identify the types of performance-based rewards used in Private Secondary schools and to establish the effect of performance- based rewards on the performance of teachers in those schools. The study was based mainly on Primary data in form of questionnaires, interviews and documentary reviews of the selected literature. The study employed both qualitative and quantitative techniques of data collection and data was analyzed using descriptive and relational statistics with Pearson Product Correlation Coefficient and Regression analysis.

The findings revealed that, the most commonly used types of performance-based rewards in private secondary schools are: public appreciation, promotion, packages/presents, and duty allowances and overtime pay. It was also established that performance-based rewards affect the performance of teachers by motivating them and increasing their productivity and efficiency. Due to inconsistencies in the reward systems in the private secondary schools, this study recommends that rewards be based on performance considerations after a fair and accurate evaluation of its effects on the beneficiary. Furthermore, the nature of performance-based reward systems in schools should be based on the essence of ensuring that teachers are looked at as the prime components in the success of any school administratively and academically. Administrators should also be trained and sensitized about the value of performance-based reward systems and also be made aware that pay motivates teachers to perform at their best.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study was an investigation of the effect of performance-based rewards on the performance of teachers' in private secondary schools of Kampala district. In Uganda's private 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, objectives, research questions, scope and the significance of the study.

1.1 Background to the Study

1.1.1 Historical Background

Today's reality in the global world is that people influence important aspects of organizational performance in a multitude of ways. People conceive and implement the organizational strategy, while the mix of people and systems mostly determine an organization's capabilities. Competencies are required to execute the strategy, and these competencies are primarily a function of the skills and knowledge of an organization's human capital. Therefore, if an organization is to treat its employees as its most important asset, it has to be knowledgeable about what it is that motivates people to reach their full potential (Lawler, 2003). It is not easy though to know all the things that motivate people in life or at work but an effort has to be made. Traditionally, individual performance in organizations has centered on the evaluation of performance and the allocation of rewards. Organizations are starting to acknowledge planning and enabling individual performance have a critical effect on organizational performance. Strategic success for the organization lies in focusing attention at all levels on key business imperatives, which can be achieved. The planning process is one of the primary elements of the total reward system. It is the process that impacts performance between pay checks and provides the basis on which individuals results are measured. It is the bonding agent in programmes that direct rewards to true performance. The primary focus of reward and recognition programs is how organizations define their reward schemes and communicate this in a manner that employees clearly understand the link between reward and performance (Flynn, 1998). Rewards and recognition programmes create environments especially where jobs provide intrinsic-rewards good feelings that people get from doing the work itself. Yet

in many organizations, recognition is reserved for an elite few and rewards are defined solely in terms of wages and salaries. Effective recognition enhances employee motivation and increases employee productivity all of which contribute to improved organizational performance (Deeprase, 1994).

Because both public and private employers began to lose faith in the traditional merit programs, they realized they "needed to develop new guidelines for assessing how well services were being delivered to citizens" (Brosz & Morgan, 1977: 7) thus justifying the emergence of performance-based rewards. So merit programs lost their appeal in the 1990's (Lisa, 1997). Today many organizations and companies are implementing incentive programs, which recognize employee's efforts and reward them accordingly in a multitude of ways.

Incentive programs have been in existence since the beginning of the nineteenth century. Since then the idea of what an incentive program is for both the employer and the employee has changed. Incentive programs used to be simply a method of payment, meaning the more one produces the more one makes. Today the definition of an incentive program has broadened to include not only a way of paying employees but a way of reducing costs for the employer, while at the same time rewarding the employee for making the extra effort.

1.1.2 Theoretical Background

This study is based on Adam Stacy's Equity Theory of motivation and Victor Vroom's Expectancy Theory. The Equity Theory states that employees expect fairness when being rewarded for the work done. The theory was developed from the Herzberg's job satisfaction theory and linked to the reward system by Adam Stacy. An important factor in employer's motivation is whether individuals perceive the reward structure as being fair. The Equity theory essentially refers to an employee's subjective judgment about the fairness of the reward she/he got in comparison with the inputs (efforts, time, education, and experience) when compared with others in the organization. The Equity theory of motivation concerns on the people's perception and feelings on how they are treated as compared with others (Armstrong, 2001). The argument is that people work well in accordance to what they regard as fair. Employees consider whether management has treated them fairly, when they look at what they receive for the effort they have made. Maicibi (2003) agrees with this that employees expect rewards or outcomes to be broadly proportional to their effort. In this regard, Boddy and Patron (1998) give the formula below to illustrate the comparison.

Input (A) = Input (B)

Reward (A) = Reward (B)

Employee A compares the ratio of his/her input to his/her reward to that of employee B. If he/she feels the ratios are similar, he/she is bound to be satisfied with the treatment received. If he/she feels inadequately treated, he or she is bound to be dissatisfied. This dissatisfaction is likely to breed tension and frustration in such employees and their consequent performance may be negatively affected and this may perhaps further lower rewards (Boddy & Patron 1998). Much as Employees must be rewarded, employers' perception towards performance-based rewards can depend on many factors such as politically rewarding someone because of his/her political affiliation, circumstantial instances like one being in the right place at the right time and be rewarded with a high office position, it can be gender sensitivity, strategic, just because someone teaches well mathematics so it is assumed that he can equally teach physics, it can be ethical, personal, such as one being rewarded because of the relationship he/she has with the head teacher. The factors can even be policy based in that some schools are led and not managed but stagnant because there is a management blockage or poor management. The reasons can vary or be a combination of all the above and many more (Maicibi, 2003).

On the other hand, the Expectancy theory helped the study to understand how individuals are drawn to make decisions as regards various behavioral alternatives and perceptual differences among people. It also suggests that motivation is based on how much one wants something and how likely he/she could get it (Bodden, 2008). This is because the motivational force of every individual is influenced by his or her expectancies, valences all of which depend on a personal way of perception. The formal framework of expectancy theory was developed by Victor Vroom (1964). This framework states basically that motivation plus effort leads to performance, which then leads to outcomes. According to this theory, three conditions must be met for individuals to exhibit motivated behavior and these include: effort to performance expectancy must be greater than zero, performance to outcome expectancy must also be greater than zero, and that the sum of the valences for all relevant outcomes must be greater than zero.

The Expectancy theory explains that in any given situation, the greater the number and variety of rewards that are available to the employees (teachers), the greater is the probability that extra effort will be exerted in attaining the set goals or targets in the hope of getting the desired rewards

(Bodden,2008). Gerald Cole (2004) agrees with this and explains that Vroom focused especially on the factors that are involved in stimulating an individual to put an effort in doing something since this is the basis of motivation. The outcomes are the consequence of behavior .This theory is illustrated in figure 1 on the following page.

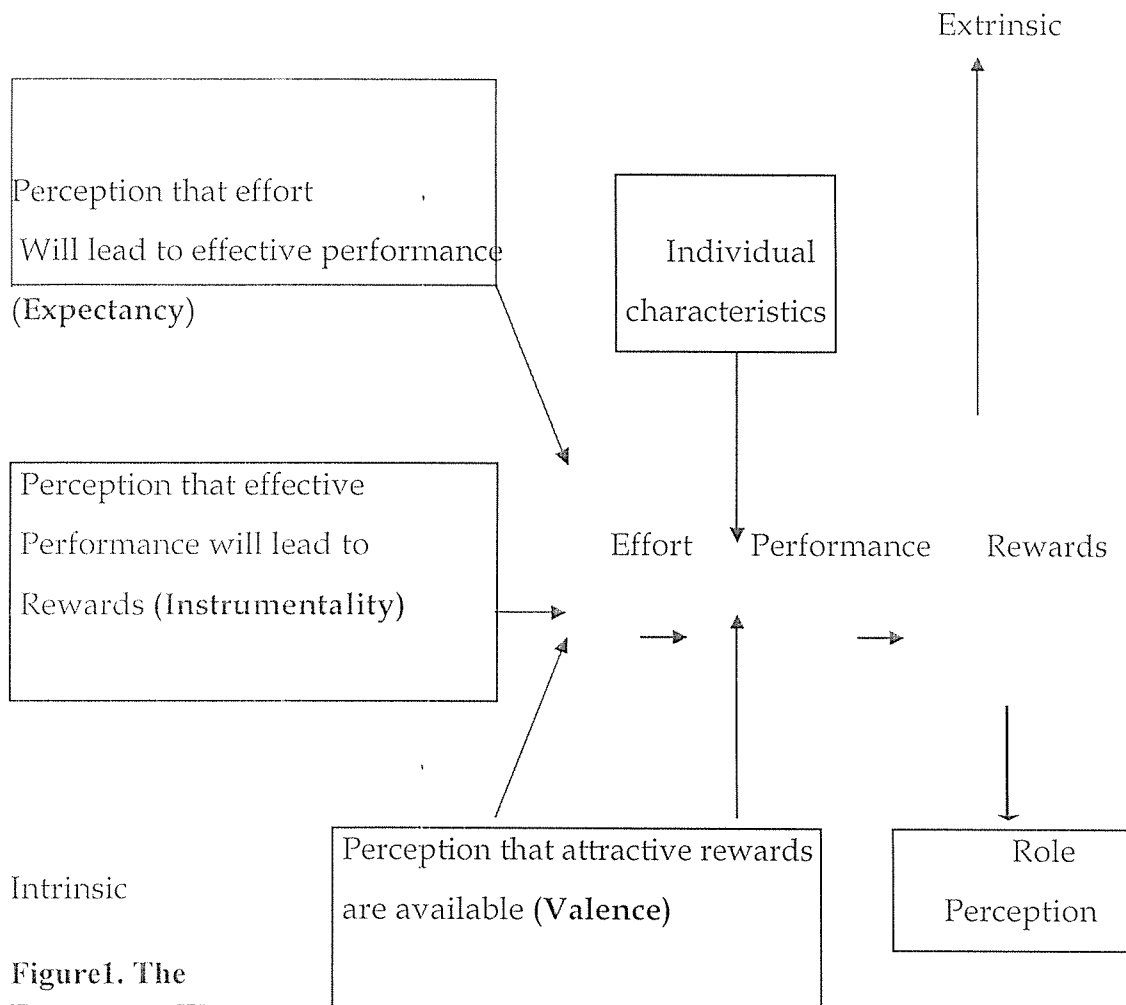


Figure1. The Expectancy Theory
Source: Gerald Cole (2004)

The above model developed by Vroom indicates the components of effort that can lead to relevant performance and the appropriate rewards. Vroom defines the anticipated satisfaction an individual hopes to get from the outcome or reward. According to Vroom, the three factors; Expectancy, Instrumentality and Valence combine to create a driving force which motivates an individual to put in effort and achieve a level of performance to be rewarded in the end.

1.1.3 Conceptual Background

Zigon (1998) defines rewards as "something that increases the frequency of an employee action". This definition points to an obvious desired outcome of rewards and recognition: to improve performance. Non-monetary recognition can be very motivating, helping to build feelings of confidence and satisfaction (Kelle,1999). Another important goal is increased employee retention. Jimenez (1999) reports on retention research identified consistent employee recognition as a key factor in retaining top-performing workers. To achieve desired goals, reward systems should be closely aligned to organizational strategies (Allen & Helms 2002). For example, a company focused on a product differentiation strategy could design their reward practices to foster innovation to provide unique products or services, while a company focused on a cost reduction strategy might focus on rewards for ideas to minimize or eliminate costs and employee stock awards to foster an on-going cost reduction emphasis. Zigon (1998) offers a variety of ways to reward desired performance and increase the likelihood of it happening again, and more frequently than it would have, without these types of interventions.

1.2 Problem statement

There appears to be mounting concerns that unacceptably high proportions of teachers working in private secondary schools in Uganda are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioral sanctions. Consequently, standards of professional conduct and performance are low and falling in many private secondary schools. Incentives for teachers in the private secondary schools in Kampala district to perform well are frequently weak due to ineffective incentives and sanctions. Very low pay forces large proportions of teachers to earn secondary income from private tutoring and other activities. What is expected from teachers (the 'social contract') is not pitched at a realistic level in many private secondary schools in Kampala district given material rewards, workloads, and work and living environments. In many secondary schools, teachers are being asked to take on more responsibilities without rewarding them. The work and living environments for many teachers are poor, which tends to lower self-esteem and is generally de-motivating.

Employers use pecuniary rewards for high levels of performance in schools, usually defined in

terms of student outcomes or teachers skills and knowledge as was observed by (Chamberlin *et al.* 2002), it is expected that without such rewards, teachers' performance would be low. In spite of management of private schools' efforts to reward the teachers for better services to students, the teachers seem not to exhibit signs of well rewarded workers. This has resulted into high labour turnover, teachers part

timing as a means of topping up on the basic salary by teaching in two or more schools, late coming, lack of commitment to the job, dodging classes which consequently results into poor performance of teachers and hence students. There is no study that has so far been undertaken to establish the reasons why private secondary school owners in Kampala district usually have a negative attitude towards rewarding teachers for their work. This raises curiosity and hence the need to establish the effect of performance-based rewards on the performance of teachers in private secondary schools in Kampala District.

1.3 General Objective

The general objective of the study was to establish the effect of performance-based rewards on the performance of teachers in private secondary schools of Kampala district.

1.3.1 Specific Objectives

The specific objectives were as follows:

1. To identify the types of performance-based rewards used in private Secondary schools in Kampala District.
2. To establish the effect of performance-based rewards on the performance of teachers in private secondary schools in Kampala District.

1.4 Research Questions

The study was guided by the following research questions:

1. What are the types of performance- based rewards systems used in private secondary schools in Kampala district?
2. What is the effect of performance -based reward systems on teachers' performance in secondary schools in Kampala district?

1.5 Scope

The study covered the period between May-August 2018. This period was chosen by the researcher because it was when there had been a lot of mushrooming of private secondary schools in Uganda and Kampala District in particular. The research was conducted on the effect that performance based rewards have on the performance of teachers in private secondary schools in Kampala district. There were 157 respondents who participated in the study; these included: 132 teachers and 25 head teachers in 25 schools.

1.6 Significance of the study

Organizationally, the study was to serve as a reference material for private secondary schools in Uganda in general and Kampala district in particular and other stakeholders' in the education sector. It can also be used by Government and other organizations to design future staff reward system strategies. Conceptually, this study has empirically verified the influence of the Performance-Based Rewards on the performance of teachers' in private secondary schools. This forms a basis for subsequent research to explore other factors that could affect teacher's and students' performance. The study would also help employers draw up proper performance rewards systems or mechanisms to increase on the teachers' performance. It would also help policy makers to come up with informed policies/decisions on how rewards should be awarded.

1.7 The Conceptual Framework

INDEPENDENT VARIABLE

Poor Compensation system

- Basic pay
- Short term incentives
- Long term incentives

Career:

- Little pay
- Ineffectiveness of administration

DEPENDENT VARIABLES

- Better payment policy.
- Higher pay
- Sensitization of administration

INTERVENNING VARIABLE

- Punctuality and efficiency at work.
- Commitment at work by employees.
- Review Absenteeism

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter, reviews of different literature of different scholars, about what they say on performance based rewards. The literature reviews reward systems and gives a brief discussion on the theoretical framework of performance. This chapter also, highlights on the importance of rewards on staff performance to give the readers the study focus.

2.1 Theoretical Perspectives of Performance of Teachers

Performance of teachers has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation (Onyeachu, 1996). The influence of teachers teaching effectiveness on the learning outcome of students as measured by students' academic performance has been the subject of several studies (Adediwura & Tayo 2007; Adu and Olatundun, 2007; Lockhead & Komenan, 1988; Schacter & Thum, 2004; Starr, 2002). The above studies suggest that effective teaching is a significant predictor of students' academic achievement. Therefore effective teachers should produce students of higher academic performance.

Although teachers' strong effect would significantly influence students' academic achievement, other factors such as socio-economic background, family support, intellectual aptitude of student, personality of student, self- confidence, and previous instructional quality have been found to also influence students' examination score (Starr, 2002) either positively or negatively. To this end, Blankstein (1996) had stated that students' grades and test scores are not good indicators of the quality of teachers' instruction. In support of this view, a study carried out in Nigeria by Joshua et al. (2006) showed that Nigerian teachers condemn the use of student achievement scores as indicators of teachers' competence, performance or effectiveness.

The school administrators' evaluation has also been used to evaluate teachers' effectiveness. The accuracy of school administrators' evaluation of teachers' effectiveness has also been studied. Jacob and Lefgren (2006) found a positive correlation between a principal's assessment of how effective a teacher is at raising students' achievement and that teacher's success in doing so as measured by the value- added approach. The above study suggests that

administrator's rating may also be one of a comprehensive evaluation system to measure teachers' effectiveness in private secondary schools. Hence therefore effective teachers positively influence the academic achievement of students

2.2 Review Literature

2.2.1 Types of Performance Based Rewards

Issues Paper of the Australian Primary Principals Association (APPA), (2007) puts it 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). But it should be pointed out that not all industries and not all occupations share these characteristics. experience and student performance (Heneman & Milanowski 1999; Hoerr, 1998; Tomlinson, 2000). So, rewards should be based on the expertise and skills exhibited in the classroom.

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.

specific quota.

2.2 Effect of Performance Based Rewards on the Performance of Teachers in Private Secondary Schools

Tony et al (1999) in their article, "Rewarding Better Teachers, Performance Related Pay in Schools, put it that spending on services such as education, after the increases in overall public spending fuelled by the Crimean War in Europe. Secondly, there was disquiet over educational standards and the Newcastle Commission (1861: 295) cited inspectors' reports to the effect that no more than a quarter of children were receiving a 'good' education; equally the fault in this respect

was attributed to the ‘failure in the teacher’; more specifically such deficiencies in teaching were said to stem from an inadequate concern to inculcate ‘the simplest but most essential part of instructions’, teachers were indicted for giving insufficient attention to basics Searle. The proposed solution was to link pay with performance, and the fee per pupil was linked to a minimum attendance level and examination results in reading, writing and arithmetic.

The DEST Research Paper report (2007) does however suggest that the lack of financial recognition of teaching performance is a likely contributor to teachers leaving the profession especially those with attractive job prospects elsewhere. This in the end leads to teachers behaving unethically.

Proponents of performance based reward system opionate that it PBR provides motivation to teachers. One of the largest benefits reported by proponents of performance-based rewards is an increase in the motivation of teachers. It is argued that performance-based pay will increase teacher motivation by adequately rewarding productivity gains. This perspective links the attitude of teachers to student outcomes, by arguing that once the motivation and skill of the teacher determine salaries, teacher quality will be improved, Harvey-Beavis (2003).

2.3 Arguments Supporting Performance Based Rewards

Under most current systems of a salary scale, teachers are rewarded for the number of years spent teaching and the number of tertiary degrees, rather than their performance (Odden, 2000a). For this reason, many analysts believe the salary scale system determines teacher compensation on incomplete criteria. For example, Hoerr (1998) argues that any non-merit-based system is unfair for exceptional teachers because they are judged on inefficient criteria. This will cause, it is argued, talented teachers to leave the education system because excellence is not fairly rewarded (Odden, 2001). Only when performance is rewarded and teachers command salaries equal to the private sector without having to progress up an arbitrary salary scale, will the best talent be attracted and retained (Solomon & Podgursky, 2001). Proponents point out that research has found no consistent links between education credits or degrees and student performance, and only modest links between experience and student performance (Heneman & Milanowski 1999; Hoerr, 1998; Tomlinson, 2000). The existing salary scales are thus at best only loosely related to the expertise and skills needed in the classroom (Mohrman, Mohrman & Odden, 1996). If the pay structure is based on this formula, it inevitably produces unsatisfactory outcomes as it is not well aligned to education output (Odden, 2000a). Thus, a substantial body of literature argues performance-based

reward systems are an improvement on the efficiency of salary scales.

While it is argued that teachers are not motivated by money (see, for example, Firestone and Pennell, 1993), financial reward must have some influence on career choices for at least some teachers (Richardson, 1999). Some point out that past research suggests money has an influence on teachers' motivation (Refer to Annex 3), and others argue money is one motivator among many (Odden & Kelley, 2002). Hence, it is argued that performance-based policy which involves a monetary component would attract teaching talent by providing rewards that motivate a large range of people. Another benefit may occur through a rise in the socio-economic status of teachers, which should also attract and motivate talent (Solomon & Podgursky, 2001). However, for this to be feasible, more revenue would be required for teacher salaries. Solomon and Podgursky (2001) argue that when teaching is rewarded based on outcomes, quality teachers can be moved to areas of low socio-economic status since these areas can be specifically rewarded. Different criteria can be used to determine rewards for different areas based on the socioeconomic, racial and gender demographics of the student population.

Furthermore, it is argued there will be a greater consistency in teaching standards across school jurisdiction since the best teachers would not be grouped in the highest achieving, lowest disadvantaged and racially homogenous areas (Tomlinson, 2000). This would occur when objective performance rewards create a market where movement between schools would become easy, and the true value of teachers is established. Teachers would not be locked into a district based on their seniority and qualifications, but would have adequate opportunity to move to jurisdictions where their talent is most highly valued (Solomon & Podgursky, 2001). Conversely, poorly performing teachers would be sanctioned by the market, and command a reduced wage. If retention of teachers is affected by the opportunity cost of staying in the profession, this policy would attract the most capable teachers and discourage the least capable teachers.

Under a policy of performance-based rewards, the 'best' possible graduates can be recruited by guaranteeing a competitive market based salary. This would give teachers the capability to move beyond the starting salary and be paid at a comparable level to the private sector workforces (Mohrman, Mohrman, & Odden, 1996; Odden & Kelley, 2002).

The intellectual foundations of performance-based rewards are found in private sector models.

Because the private sector requires productive workers to compete against other agencies, they have developed policies that seek to maximize output from a set input, or minimize input for a set output. Advances in efficiency, it is argued, can be made in the public sector by observing and adapting private sector worker motivational techniques (Odden & Kelley, 2002). Large firms with complex organizational structures that change their workplace practices to increase productivity and quality can be used as a model. Proponents argue these organizations provide a benchmark for teaching because they have very similar environments to schools, and often use performance-based methods of remuneration (Mohrman, Mohrman & Odden, 1996; Odden, 2000; Ballou & Podgursky, 2001). Any advances in reward strategies for knowledge and skill-based pay in the private sectors thus provide a blueprint for educational salary schedules (Odden, 2000a). Models are also evident in the government and non-profit organizations, such as the higher education model, which suggests performance-based reward programmes, are not mutually exclusive with the public sector (Solomon & Podgursky, 2001).

In summary, the main arguments in favor of performance-based rewards are: the current system is unfair and rewards experience instead of performance; school administration would improve, especially when school-based compensation programmes are implemented; teacher motivation would improve, with an emphasis on knowledge and skill and school-based reward models in the literature; teacher co-operation would improve, which is presented as an argument in support of school based reward programmes. There is some concern about that effect merit-pay systems have on teacher co-operation; student outcomes would improve; Political and public support of the education system would improve, which is presented as an argument specifically in support of merit-pay, but can be used in support of all systems of performance-based rewards; and these programmes represent a relatively cheap financial investment in education.

2.4 Arguments Opposing Performance Based Rewards

A wide body of literature criticizes the evaluation procedures of performance-based rewards. In this literature it is argued that goals are hard or impossible to establish in teaching because key education outcomes have not been identified, and this necessarily reduces goal clarity (Storey, 2000). One problem evident, it is argued, is the complexity of designing a programme that balances clarity of goals and diverse evaluation criteria, since clear criteria are required to measure productivity gains. This problem is compounded since evaluation is often done through proxies, such as self-report surveys that ask teachers about the

motivational impact of the programme, which are at best indirect measures (Richardson, 1999). Rather, it is argued, teacher commitment and knowledge is often a better guide for good instruction than observing and assessing their performance (Firestone & Pennell, 1993). Some analysts argue that the performance of a student is beyond the control of a teacher. Rather than viewing the teacher as a single actor, the vital roles played by the school, the principal, and the family should be acknowledged (Holt, 2001). This means the ‘cause’ of educational achievement is difficult to establish, and includes numerous actors, not simply teachers (Evans, 2001). Confounding this problem, it is argued that, the best teachers are often given classes that perform lowest academically, and may therefore be punished under a performance-based payment system (Evans, 2001). Even the recent efforts to establish ‘value-added’ evaluation criteria are considered problematic because they are in the embryonic stages of development, and there are clear socio-economic and racial biases in these systems (Clotfelter & Ladd, 1996).¹

Another common criticism is that teachers are not particularly motivated by pecuniary reward so they will not respond to financial incentives. If money is a relatively small motivator for teachers, attempts to focus on monetary-reward systems can have the consequence of increasing resentment towards management, and reducing employee loyalty, resulting in a reduction in productivity (Ramirez, 2001). This is supported by numerous surveys that suggest intrinsic rewards are very important to teachers (Firestone & Pennell, 1993). Firestone and Pennell (1993) argue that evaluation can undermine the intrinsic rewards for teachers, as the “feedback in the form of performance evaluation undermines intrinsic motivation, even when *the evaluation is positive*” (emphasis in original).

The literature argues performance-based reward schemes require significant performance related supplements in salary if they are to be implemented successfully. On these arguments, increased salaries would require increased education revenue, which may be politically difficult (Hoerr, 1998; Holt, 2001; Chamberlin, et al. 2002). Furthermore, if evaluation and reward is expensive, any attempt to level the salary schedule and supplement rewards is ignoring past failed attempts at performance-related pay (Barber & Klein, 1983).

Even some proponents of performance-based rewards acknowledge that administering such a system would also require an extensive bureaucracy. For example, Odden (2000) argues that it would be expensive to adequately evaluate every teacher, and would require considerable resources if this evaluation were to be completed regularly. Furthermore, the time needed to

administer this kind of a system would have severe budgetary implications (Cutler & Waine, 2000).

Numerous analysts question the application of market ideas to teaching. This body of literature argues education is a public good, and should not be analyzed within a market framework. For example, Richardson (1999) questions the success of individual performance-based reward systems in the public sector in comparison to the private sector. Their lack of success, he argues, means that these private sector models are ill suited to the public sector. Other analysts point out that teachers work with human beings, and not robots or inert objects. In this way, teaching is different from the private sector precisely because education fashions and works with human beings (Cited in Solomon & Podgursky, 2001). Teachers are not permitted to discard any of their “products”, and must consider a wide range of student outcomes, including reading, computation, inferential reasoning and critical analysis, creative expression, handwriting, exposition, social adjustment and more (Chamberlin, et al., 2002).

The kind of motivation provided can have positive or negative effects; e.g. rewarding achievement of stretch targets provides a more positive motivation than does applying penalties for underachieving. Pay spirals & ratcheting can place organizations, particularly those with tight cash flows, at severe risk. Most current performance pay regimes simply increase remuneration as a reward for performance, thus increasing the overhead costs of the organization. This is sustainable as long as the organization is growing its wealth. However, when recession impacts on profitability; most organizations respond by cutting costs. For most organizations the greatest internal costs are employee costs. Thus, without a reward regime which responds to negative as well as positive pressures the usual result is a process of rationalization, restructuring and redundancy.

2.5 Difficulties in implementation of Performance Based Rewards

The literature consistently argues that one of the major difficulties in the implementation of performance-based reward programmes has been the existence of teacher unions who have been strong opponents of these programmes (Ballou&Podgursky, 1993; McCollum, 2001). Schools are typically highly unionized workplaces, and teacher unions have traditionally rejected movements towards merit pay (Tomlinson, 2000; AFT, 2001). Wage differentiations on the basis of subject taught, and any sort of subjective evaluation of teachers for rewards has been rejected outright, possibly because of existing collective bargaining strategies (Ballou&Podgursky, 2001). Typically,

unions employ a range of arguments to reject attempts to introduce performance-based rewards, particularly focusing on doubts about accurate evaluation of teachers. By lobbying legislatures against merit pay, unions have frequently changed the shape of systems or reduced the number and frequency of performance-based reward programmes (Ballou & Podgursky, 1997). Ballou (2001) reported that a common feature of schools with performance-based reward systems were the lack strong unions, which suggests that teacher unions can exert strong influences on school reform. This means radical reforms can be difficult to implement where union presence exists.

Contemporary efforts to introduce performance-based rewards therefore have to consider unions before implementation. However, this has been possible, as there are a group of teacher unions in the United States who now support the Consortium for Research and Policy in Education's (CRPE) efforts to introduce knowledge and skills based pay (Odden, 2001b).

One problem identified is poor goal clarity because of a large number of criteria, which restricts teachers' understanding of the programme and makes implementation difficult (Richardson, 1999). Explanations of how, and on what criteria teachers are assessed may be difficult to articulate. When this occurs, it is almost impossible to give valuable feedback and maintain teacher support for the programme (Chamberlin et al., 2002). If administrators cannot tell workers why one worker got a bonus, while another did not, the programme would face severe pressures (Murnane & Cohen, 1986). Stress levels may also be increased when teachers are expected to work harder towards multiple goals (Kelley, 1999).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the frame work within which the research was conducted. The chapter presents the research design, study population, sample size and sampling techniques, data collection instruments, validity and reliability of research instruments, procedure and data analysis.

3.1 Research Design

The study used a cross-sectional survey design adopting qualitative methodology to a smaller extent and quantitative method. The researcher chose this research design because of its advantages in obtaining data; it is also the simplest and least cost alternative compared to longitudinal (Neumann, 2003). According to Neumann, (2003), cross-sectional research can be exploratory, descriptive or explanatory. Babbie (2007) shares the same views by stating that there are three purposes of social research, exploration, description and explanation each of them with different purposes for the research design. The study was both qualitative and quantitative. According to Creswell et al. (2003), qualitative research helps in getting an in-depth analysis of the problem under investigation and qualitative research was applied in order to describe current conditions or to investigate relationships, including effects relationships. In addition, it helped in answering questions concerning the current state of the subject under study

3.3 Study Population

The study population constituted mainly owners/proprietors of the private secondary schools, head teachers and teachers. This population was chosen because it was assumed to have adequate knowledge of the subject under investigation and the research variables under investigation.

3.4 Sample Size and Sample Selection

The sample size was 157 respondents of which 132 were teachers and 25 were head teachers/proprietors of the private secondary schools. The purposive sampling technique was used to select head teachers and proprietors in order to get in depth information about the problem under study. In addition, stratified random was used to select teachers since this category of respondents comprised of a big number. In each Division of Kampala district, 26 teachers were selected for interviews and 5 head teachers were interviewed.

Table 3.1: Sample Size and Selection of Respondents

Category	Frequency	Percentage	Technique
Head teachers and proprietors	25	39%	Purposive
Teachers	132	61%	Simple random sampling
Totals	157	100%	

3.5 Data Collection Methods and Instruments

The research used primary data which was collected using self administered questionnaires to get information from teachers and guiding questions (interview guide) were designed for focus group discussions with head teachers and proprietors.

3.5.1 Self administered Questionnaire

This researcher used self administered questionnaires for the respondents. These were distributed among the teachers in their respective schools. The justification for using this instrument is that questionnaires are easy to quantify and analyze. In addition, the questionnaire was used because the study focused on opinions, attitudes, feelings and perceptions of teachers.

3.5.2 Interviews

An interview guide consisting of structured questions was designed and administered to the proprietors of secondary schools and head teachers. Information solicited by this instrument helped the researcher enhance responses from the self administered questionnaires and made it possible for the researcher to cross examine some key issues in the research.

3.5.3 Validity

Copies of the questionnaire consisting the objectives of the study were given to two research supervisors to find out whether the instruments measured what it was meant to measure and also check on the phrasing, understandability and wording of the statements. Content validity index (C.V.I) was used to establish whether the questionnaire measured what it was to measure. The content validity index (C.V.I) was found by considering the number of items declared relevant divided by total number of items presented.

3.5.4 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated results (Chronbach 1953). In this study, quality control was done by carrying out a pretest of the questionnaire on 27 respondents to test the reliability using Cronbach's alpha coefficient.

Table3.2 shows the results of the reliability coefficients.

Table 3.2: Reliability Statistics

Cronbach's Alpha	No. of Items
.759	33

From Table3.2 above, the overall reliability coefficient of the questionnaire was .759. This implies that the instrument was reliable for use in data collection. A summary of the item statistics is attached in the appendix 2.

3.6 Data Processing and Management

3.6.1 Qualitative Data

All the qualitative data collected from key informants was edited on a continuous basis to ensure completeness. Data collected with the use of interview schedules was put into meaningful and exhaustive categories. Content analysis was the main method of analyzing the data collected. Data collected was categorized according to emerging variables from each question in the interview guide.

3.6.2 Quantitative

Data collected at the end of each day, was checked to ensure regularity and accuracy; this was useful in ensuring that the objectives of the study were being addressed. Analysis was done according to the objectives of the study, data generated by questionnaires was cleaned, edited and coded before analysis was done; then analyzed using the Statistical Package for educational program. Summary statistics in form of qualitative and quantitative measures, frequencies and percentages were ran and interpretations were made. Finally, conclusions and recommendations were derived at as presented in chapter v. Triangulation of these methods was correlated to improve on the validity and richness of the information gathered.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.0 Introduction

This chapter presents findings from the study about the effect of performance based rewards on the performance of teachers in private secondary schools. The study intended to establish the types of performance based rewards used in private secondary schools, in Kampala district, the effect of these rewards on the performance of teachers. The objectives this study were to identify the types of performance based rewards used in private secondary schools and to establish the effect of the performance based rewards on the performance of teachers. In this section the results of empirical analysis are presented. The upper level of statistical significance for null hypothesis testing was set at 5%.

4.1 Demographic characteristics of Respondents

The study put into account the sex of the respondents and their academic qualification which were considered relevant to this study. Table 4.1 presents the background information of respondents.

Table 4.1: Sex Distributions of Respondents

		Frequency	Percent(%)
Gender	Male	90	57.3
	Female	67	42.7
Total		157	100

Table 4.1 is about the sex distributions of the respondents. It is evident from this gender frequency distribution table that the majority of respondents were males at (57.3%) while (42.7%) were females.

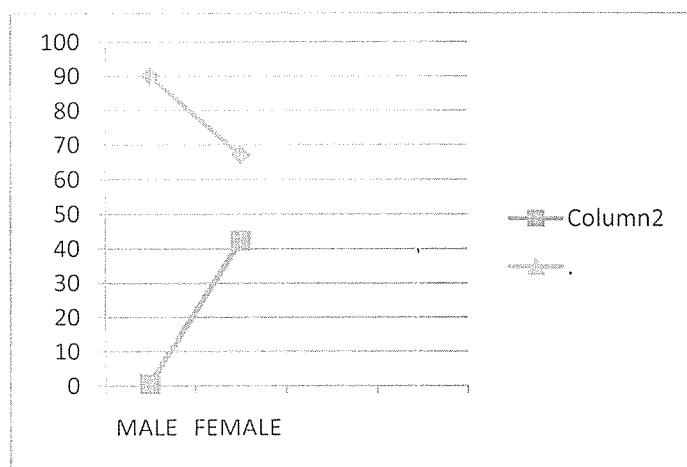
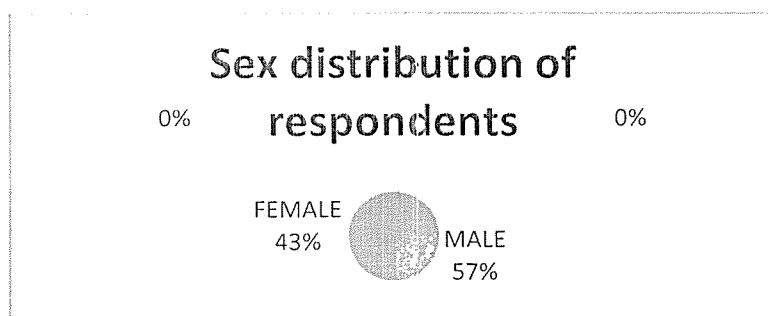


Table 4.2: Respondents by position held

Position Held	Frequency(<i>f</i>)	Percentage (%)
Head Teachers and proprietors	25	15.9
Teachers	132	84.1
Total	157	100.0

Table 4.2 shows respondents by various positions they held in their respective schools. Out of the 157 total number of respondents, 84.1% were teachers and 15.9% were head teachers and proprietors, of which, all the head teachers of the 25 schools participated in the study as it was anticipated, the majority participated thus making the outcomes of the study reliable.

respondents by position held

■ head teachers and proprietors ■ teachers ■ total

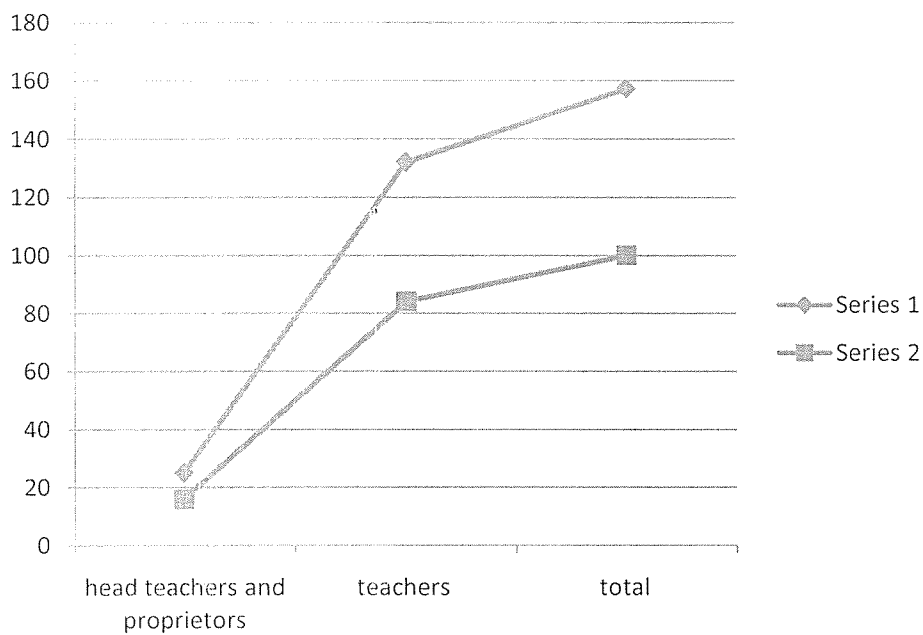
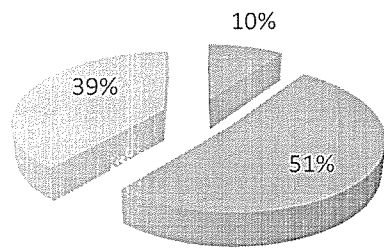


Table 4.3: Respondents by terms of service

Experience	Frequency(<i>f</i>)	Percentage (%)
Permanent	74	47.1
Fixed Term	21	13.4
Temporary	62	39.5
Total	157	100.0

Results in Table 4.3 revealed that most of the respondents (47.1%) were in the permanent category. 39.5% and 13.4% were in the fixed term and temporary categories respectively. The study noted from the above results that majority of staff in private secondary schools in Kampala district were regular employees on pay roll. This may seem that these in their desire operate effectively as educational institutions, needed regular staff on permanent basis.

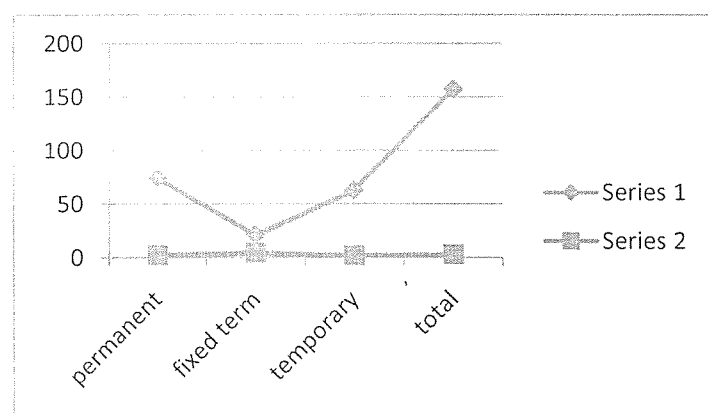
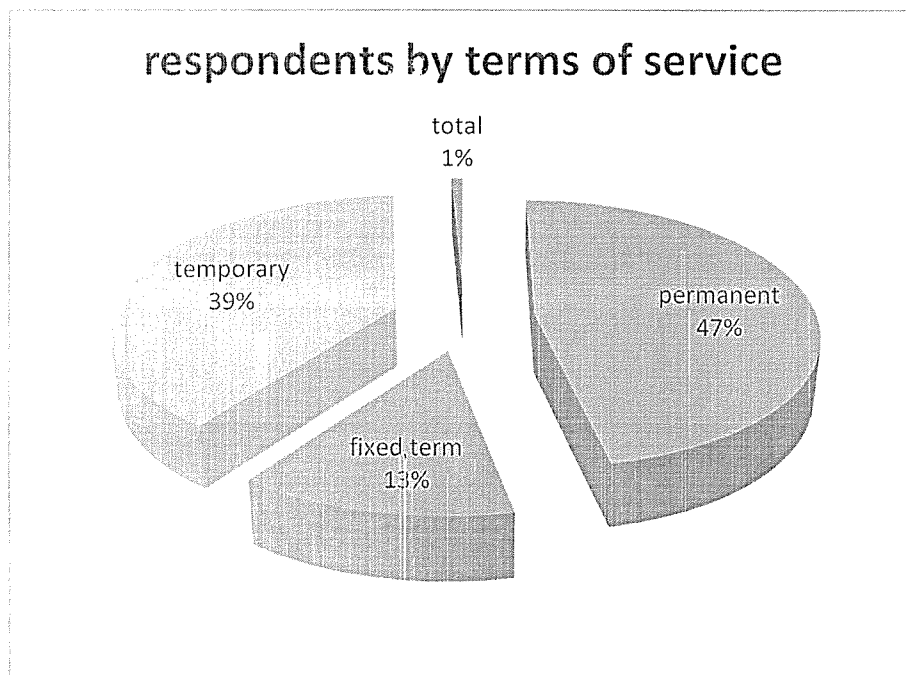


Table 4.4: Respondents by work experience

Period Worked	Frequency(f)	Percentage (%)
Less than a year	21	13.4
1-2 years	18	11.5
2-5years	80	51
5-10 years	31	19.7
10 years and above	7	4.5
Total	157	100.0

Table 4.4 shows the respondent's work experience in the school. The results indicates the majority were in the category of 2-5 years represented by 51% of the total respondents. 19.7% were in the category of 5-10 years, and 13.4% and 11.5% in 1 year and below. 1-2 years categories respectively. Only 4.5% 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 was on permanent job basis, they had relevant information needed for this study as individuals who had stayed in one place.

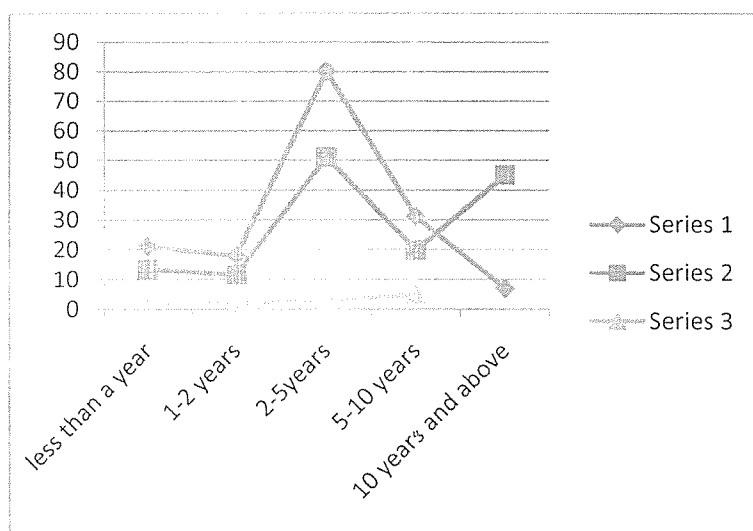
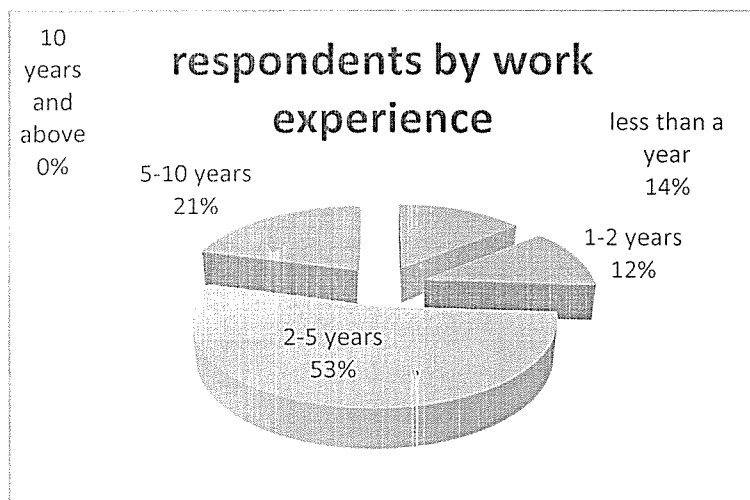
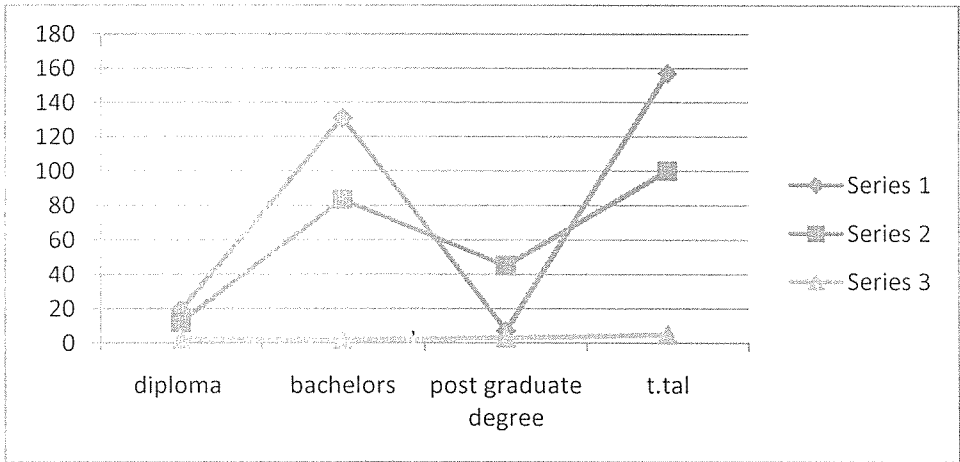
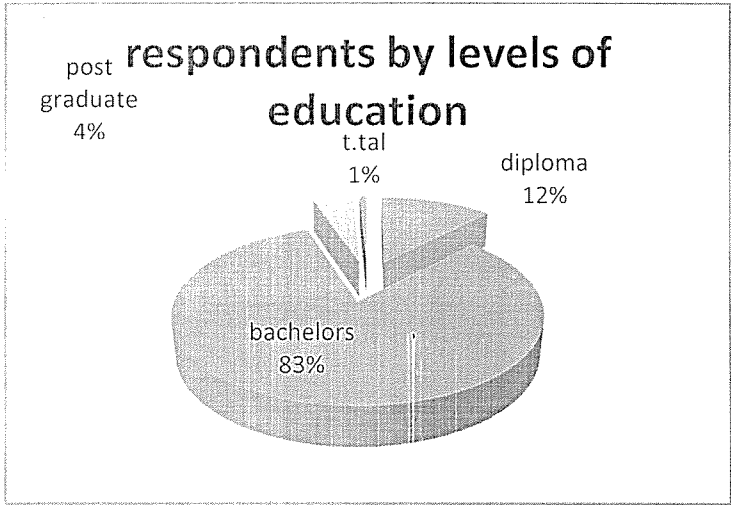


Table 4.5: Respondents by Levels of Education

Educational Levels	Frequency(f)	Percentage (%)
Diploma	19	12.1
Bachelors Degree	131	83.4
Post Graduate Degree	7	4.5
Total	157	100.0

Results in Table 4.5 revealed that the majority of the respondents (83.4%) 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 requires the use of knowledge, skills and abilities.



4.2 Results of the Specific Objectives

4.2.1 Types of Performance-Based Rewards used in Private Secondary Schools in Kampala District?

The first research question aimed at establishing the types of performance based rewards used in the Private Secondary Schools. Table 4.6 captures the response of the respondents.

Table 4.6: Performance Based Rewards Available in Schools

Types of PBR in Schools	Frequency	Percentage(%)
Salary Increment	14	9
Overtime pay	18	11
Certificate of merit	12	8
Packages/presents/gifts	25	16
Duty allowance	17	11
Individual/group photograph	13	8
Public appreciation	29	19
Promotions	30	19

Results in table 4.6 show that the most common rewards used included:- public appreciation (19%), promotion (19%), packages/presents (16%), duty allowances (11%) and overtime pay (11%). Analysis of the results indicate that public appreciation and promotion were mostly used, and this according to the respondents interviewed was due to the fact that they had no or little financial implication costs to the school as it would have been for salary increment, duty allowances and overtime pay where the school has had to incur financial costs. The study noted that in private schools, directors are after maximizing profits at the cost of over exploitation of workers.

performance based rewards available in schools

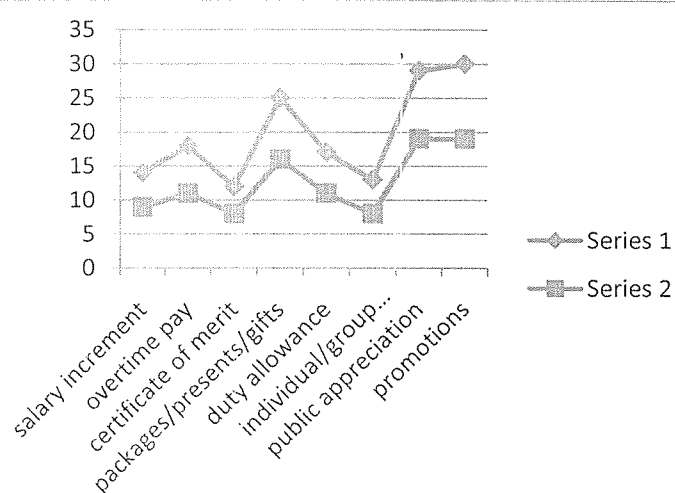
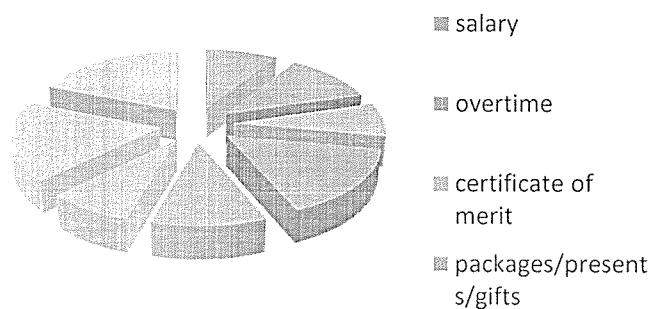
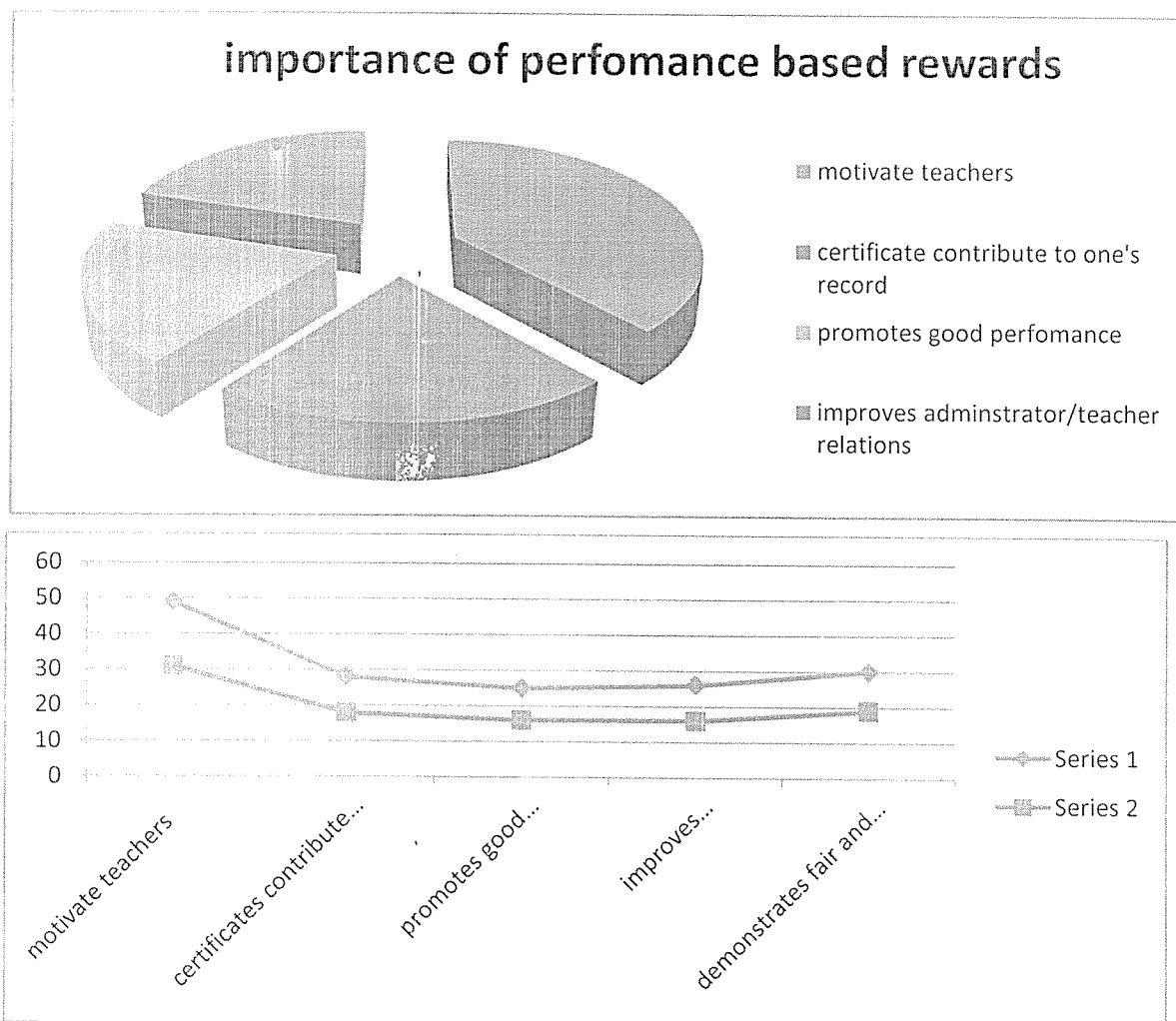


Table 4.7: Importance of Performance-Based Rewards

Importance of PBR	Number of respondents	Percentage (%)
Motivate teachers	49	31
Certificates contribute to crm's record	28	18
Promotes good performance	25	16
Improves administrator/teacher relations	26	16
Demonstrates fair and equal treatment	30	19

Statistics in Table 4.7 shows that PBR helped to motivate teachers to perform and 31% of the respondents supported it. While, 19% of the respondents revealed that PBR demonstrates 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.....”



4.2.2 Effect of Performance-Based Rewards on the Performance of Teachers in Private Secondary Schools in Kampala District?

The second research question was set to establish the effect of performance-based reward on the performance of teachers in private secondary schools. However, the researcher first prompted the participants to reveal their skills and expertise in teaching. The teachers' competence was

measured by the academic performance of the students. It was after establishing the level of the teachers' competence, that the researcher employed the independent samples t-test to establish whether performance based rewards had a significant effect on teachers' performance. Table 4.8 presents teachers' competencies in teaching.

Table 4.8: Teachers' Rating of their Performance under the following aspects

Teachers' competencies		Number of respondents	Percentage (%)
Possession of adequate problem solving skills	Very poor	1	.6
	Poor	19	12.2
	Average	56	35.9
	Good	46	29.5
	Very good	34	21.8
Commitment to teamwork	Very poor	2	1.3
	Poor	7	4.5
	Average	68	43.3
	Good	42	26.8
	Very good	38	24.2
Understanding students' problems	Very poor	3	1.9
	Poor	11	7.0
	Average	30	19.1
	Good	64	40.8
	Very good	49	31.2

Teachers' level of enthusiasm for teaching in this school	Very poor	8	5.1
	Poor	58	36.9
	Average	28	17.8
	Good	41	26.1
	Very good	22	14.0
Willingness to help students' learn	Very poor	3	1.9
	Poor	39	24.8
	Average	38	24.2
	Good	58	36.9
	Very good	19	12.1

Doing their job effectively without complaining	Very poor	7	4.5
	Poor	7	4.5
	Average	64	41.0
	Good	45	28.8
	Very good	33	21.2
Having pride in their work	Very poor	6	3.8
	Poor	8	5.1
	Average	69	43.9
	Good	43	27.4

	Very good	31	19.7
Strive to be consistently accurate in all aspects of their work	Very poor	3	1.9
	Poor	8	5.1
	Average	68	43.3
	Good	45	28.7
	Very good	33	21.0

Findings in Table 4.8 reveal that a number of items upon which teachers were rated and they included possession of adequate problem solving skills, commitment to teamwork, understanding students' problems, teachers' level of enthusiasm for teaching in this school, willingness to help students' learn, doing their job effectively without complaining, having good working practices, having pride in their work and being consistently accurate in all aspects of their work.

According to the findings in the Table, many teachers (91.1%) had the ability to effectively diagnose and understand students' problems. However, teachers' enthusiasm to teach in private schools was low according to the findings. Statistics show that 42% of respondents disclosed that they never wanted to teach in private schools. According to them, this was due to low level of motivation accompanied with too much load; teaching and non-teaching activities at school. Nevertheless, 58% respondents had high level of enthusiasm for teaching. Results show that 73.2% participants unveiled to have willingness to help students to learn. This implies that teachers were ready to do all that is needed to ensure students' development and growth. This then drives the study to establish whether rewards added any value to teachers' performance despite their willingness to assist students to learn. And on top of that, teachers according to the results in Table 4.4 could do their work effectively without complaining, this was revealed by 91% respondents.

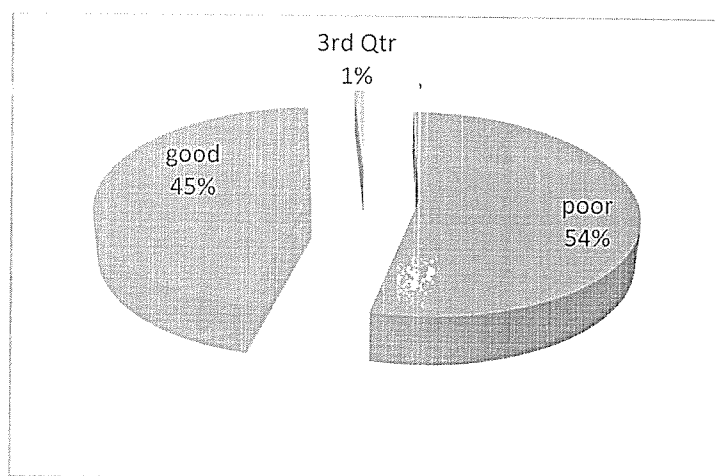
Further still results in Table 4.8 indicate that 91% respondents were proud of being teachers

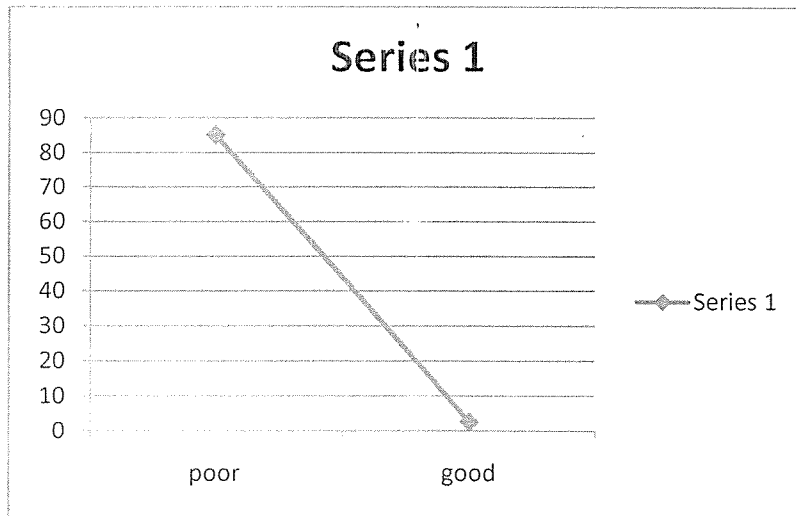
Table 4.9: Effect of Performance Based Rewards on Teachers' Performance in Private Schools

Performance based rewards	N	Mean	Std. Deviation	t-statistic	p-value
Poor	85	30.39	4.257	-4.034	.000
Good	72	33.42	5.151		

The t-test results in Table 4.9 revealed that participants whose welfare was good as a result of performance based rewards have 33.42 mean statistics which is higher than 30.39 mean statistics of those whose welfare was poor. It was noted that this mean difference was significant since the p-value of .000 was less than .05 level of significance. The implication of this was that performance based rewards affected the performance of teachers in private schools.

Effect of Performance Based Rewards on Teachers' Performance in Private Schools





4.3 Summary of findings

The data used in this study was gathered from a total of 157 respondents of whom 57.3% males and 42.7% females participated. This population comprised of Head teachers/ Proprietors and Teachers and these made 15.9% and 84.1% respectively. Majority (47.1%) of the respondents were found to be permanently employed, while 39.5% and 13.4% were in the fixed term and temporary categories. With regard to the educational levels 83.4% of the respondents were degree holders, 12.1% were diploma and 4.5% were Post Graduate Degree holders. With regard to the type of performance based rewards used in private secondary schools in Kampala district, it was established that Public appreciation, promotions, packages/presents, duty allowances and overtime pay, certificate of merit, salary increment and individual/group photographs were commonly used. It was also established that performance based rewards significantly motivated teachers to perform better. In addition, it was revealed that PBR demonstrate fair and equal treatment to the teachers. Other respondents stated that certificates contribute to one's personal record and promote good performance and improves administrator-teacher relations.

Results also show that PBR have significant effect on the performance of students in private secondary schools in that in schools where PBR are used teachers can confidently demonstrate that their students competently perform and show that learning has taken place since they could ably interpret questions and thus provide desired correct answers to the questions.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion of results, draws conclusions according to the findings on each of the study objective and gives recommendations as per research objective.

5.2 Discussion

5.2.1 Performance-Based Reward used in Private Secondary Schools in Kampala district

Research established that the most commonly used types of rewards in secondary schools were public appreciation, promotion, packages/presents, duty allowances and overtime pay. 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 private 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 private 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. Packages were also found popular in private secondary schools together with overtime and duty pay. It was revealed that they had a cheaper financial implication to the school yet yielded high satisfaction to the performer. They included giving out home utensils, clothes, Christmas gifts, organizing performance parties, giving uniforms to performing students and books. Such gifts were financially cheaper and did not strain the school budget.

5.2.2 Effect of Performance-Based Rewards on the Performance of Teachers in Private Secondary Schools in Kampala District?

In private schools, performance-based 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.

There disquiet over educational standards in Newcastle which resulted from poor education service delivery to students as a result of 'failure in the teachers' deficiencies in teaching were said to stem from inadequate concern to inculcate 'the simplest but most essential part of instruction (pp. 295–6); teachers were indicted for' giving insufficient attention to basics Searle, (1993: 249). The proposed solution was to link pay with performance. This in other words imply that performance-based rewards have got an impact on the performance of teachers, confirming the disclosure by Performance-based pay schemes improve efficiency because they provide some incentive for teachers to 'do the right thing'. That is, they encourage teachers to find ways to enhance student performance; encourage individual teacher professional development; and discourage teachers who are unable to lift performance to continue in the profession.

However, Harvey-Beavis (2003) argued that performance-based compensation programs encourage competition rather than collaboration among teachers. Many would argue that the concept of individual merit is at odds with the collegiate approach of effective schools, stifling collaboration and creating conflict and tension in the school environment. Nevertheless, Harvey-Beavis (2003) argument contradicts with the findings of Solomon and Podgursky, 2001; Cohn, 1996, who realized that performance-based reward systems can increase collegiality by rewarding cooperation between teachers especially through administering group-based rewards, also, Mohrman, and Odden, (1996; McCollum, 2001) proved it.

Opponents of pay-for-performance, on the other hand, argue that it is almost impossible to evaluate and measure teachers' performance fairly. They point to the many variables involved in student academic outcomes, such as family support, socio-economic status, ethnicity, natural ability, location, and ask how can teacher performance be measured fairly?

Another problem in relation to pay-for-performance is the fact that the true outcomes of education might not materialize for many years. If we accept that one of the key goals of education is to empower students with skills that they can use to enhance a productive career and sustain their economic well being (Lavy, 2007), it may be many years before we can measure whether or not a teacher has been successful. Nevertheless, it can then be concluded that performance-based rewards affect the performance of teachers in private schools.

5.3 Conclusions

5.3.1 Performance-Based Reward used in Private Secondary Schools in Kampala district

As regards the types of performance-based rewards, it was concluded that, the most commonly used types of performance based rewards were public appreciation, promotion, packages/presents, and duty allowances and overtime pay. Salary increment was the least considered by many head teachers because it often constrains the school budget and it cannot easily be re-adjusted in case of any financial crisis. Purposely, PBR motivate teachers; promote good performance, improve on administrator/teacher relations, demonstrate a fair and equal treatment and contribute to individual records.

5.3.1 Effect of Performance-Based Rewards on the Performance of Teachers in Private Secondary Schools in Kampala District?

It was also concluded that performance-based rewards affect the performance of teachers in different ways and it was realized that PBR motivate teachers and increases their performance, improve teachers' productivity and efficiency. However, the approach encourages competition rather than collaboration and affects the concept collegiate approach of effective schools, stifling collaboration and creating conflict and tension in the school environment. Nevertheless, it was concluded that performance-based reward affects the performance of teachers in private secondary schools.

5.4 Recommendations

The current system of rewarding teachers as it is in schools is inadequate, unfair and limited in scope because the rewards are given on levels of experience and formal qualifications instead of performance. This means that reward based systems should be based on performance considerations. The offer of rewards based on non-performance considerations should be done after a fair and accurate evaluation of its effects on the beneficiary. Since, performance-based rewards improve the governance of schools by increasing the efficiency of resource allocation, the nature of performance-based rewarding systems in schools should be based on the essence of ensuring that teachers are looked at as the prime component of resource allocation and distribution where school administration becomes hierarchical and co-operation between school management and staff becomes furthered interdependently.

5.5 AREAS FOR FURTHER RESEARCH

- The findings of the research appear to indicate that administrative team doesn't know their role in an analysis on the effects of rewards based system on the performance of teachers in private secondary schools. This necessitates a need to study the role of owner interference and the performance of the Kampala district secondary schools.

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4. What is the highest educational qualification you hold?

- a) Diploma
- b) Degree
- c) Postgraduate degree

6. Which of the following describes your current status?

- a) Single
- b) Living with spouse or partner
- c) Divorced/Separated
- d) Widowed

7a. SECTION B: Performance Based Rewards in Schools

Each of the following statements describes an aspect of performance based rewards used in organizations to compensate employees for the services they provide. Please indicate the ones that are available in your school

		No	Yes
a.	Salary Increment		
b.	Overtime pay		
c.	Certificate of merit		
d.	Packages/presents/gifts		
e.	Duty allowance		
f.	Individual /group photograph		
g.	Public appreciation		
h.	Promotions		

7b. Why do you think it is important to have performance based rewards in your school
(Please tick all that apply)

		No	Yes
a.	Motivate teachers		
b.	Certificates contribute to one's record		
c.	Promotes good performance		
d.	Improves administrator/teacher relations		
e.	Demonstrates fair and equal treatment		
f.	Others (specify)		

Appendix 2:
Summary item statistics for the reliability coefficient

	Mean	Std. Deviation	N
Salary Increment	,48	,509	27
Payment for working overtime or extra hours	,56	,506	27
Certificate of merit	,30	,465	27
Packages/presents/gifts	,67	,480	27
Duty allowance	,56	,506	27
Individual/group photograph	,41	,501	27
Public appreciation	,81	,396	27
Promotions	,85	,362	27
Are you comfortable with the system of rewarding teachers in your school?	1,41	,501	27
Motivate teachers	1,26	,447	27
Certificates contribute to one's record	1,37	,492	27
Promotes good performance	1,74	,447	27
Improves administrator/teacher relations	1,74	,447	27
Demonstrates fair and equal treatment	1,70	,465	27
Possession of adequate problem solving skills	3,81	1,145	27
Commitment to teamwork	3,63	1,149	27
Understanding students' problems	4,15	,818	27
Teachers' level of enthusiasm for teaching in this school	3,56	,974	27
Willingness to help students' learn	3,44	1,050	27
Doing their job effectively without complaining	3,56	1,086	27
Having good working practices	3,70	,993	27
Having pride in their work	3,52	1,122	27
Strive to be consistently accurate in all aspects of their	3,67	,877	27

work			
Being able to effectively interpret questions given to them in class	3,48	1,189	27
Being able to provide correct answers to the exercises/test given	3,67	1,074	27
Feeling proud of their performance	3,89	1,155	27
Feel that the school work assigned to them is meaningful and important	3,93	,917	27
Being able to relate what is taught in class with everyday life	3,37	1,214	27
Being interested in the work at school	3,89	1,013	27
Liking school work best when it is challenging	3,78	1,219	27
Attitude towards the relevance of the things they learn in class for their future	3,96	1,091	27
Their performance in end of term exams	3,30	1,409	27
Overall performance in national exams	2,63	,839	27