

**NON MONETARY COMPENSATION AND LECTURERS' EFFECTIVENESS IN
KAMPALA INTERNATIONAL UNIVERSITY, UGANDA**

A Thesis

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By:

**Mebrahtu Teclesion Berhe
MED/34485/113/DF**

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DECLARATION B

"I confirm that the work reported in this dissertation was carried out by the candidate under my supervision".


Dr (Mrs) Anumaka, James B.

Name and Signature of Supervisor

25.01.2013

Date

DEDICATION

This study is dedicated to my grandmother, Leteriefiel Haile, who struggled to make my life more colorful and meaningful.

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ABSTRACT

In this study, the researcher looked at the non monetary compensation and lecturers' effectiveness in Kampala International University. Quantitative data was collected using the non probability administered questionnaire that consisted of 23 items in independent variables and 48 items on the dependent variables; and was distributed to samples of 150 lecturers and 360 students from different colleges. A Pearson Coefficient Correlation was used to test the hypothesis on correlation at 0.05 level; and One way Anova was used to compare lecturers' effectiveness within the university. The highest rank in the demographic characteristics of the lecturers: 55.8% male, 70.7% between 20-39 years of age; 68.3% in Masters level; and 46.7% less than five years teaching experiences. SPSS descriptive statistics was used to analyze the level of non monetary compensation which included the status of the profession, esteem needs, delegation of authority, working condition and job enrichment (Mean= 2.27) rated as low; and the level of lecturers' effectiveness which embraced rapport attributes, delivery attributes, fairness attributes, knowledge and creative attributes, and organization and preparation attributes (Mean=3.01) interpreted as high. The null hypothesis was rejected since p value (0.008) was less than 0.05. Therefore, there was a significant relationship; and the research confirmed that there was a significant difference in the level of lecturers' effectiveness among different colleges. Utilizing the non monetary compensation in promoting the effectiveness of lecturers posed a serious challenge to educational administration in Kampala International University; and often found difficult to ensure a sustainable effectiveness with special skills and academic experiences. The effectiveness of lecturers existed because of fear of unemployment or the deserved scholarships for young lecturers. Therefore, the university should be able to promote the non monetary compensation strengthening the lecturers' professional status, esteem needs, delegation of authority, working condition and job enrichment so as to improve the educational standard of the university and to produce quality of students.

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CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the Study

In highest education, a strong motivation and a growing national and international competition to attain better accreditation and the tendency to produce best students becomes a reinforcing pressure for quality teaching and quality assurance. Nonetheless, in most of developing countries promoting the value of the profession and quality of education become very difficult, because of financial problems, ill management, backward infrastructure, and mass recruitment of untrained human power which often hinder to improve the value, status, promotion policies, and living conditions of the lecturers (Kafeero, 2011).

Education is a fountain for renewable national asset that requires careful, patient and skillful management. As universal activity, motivation becomes an effective tool for achieving organizational goals (Lewis, 1995). Most of the time the patterns of motivation are determined by the interactions among conscious and unconsciously factors such as the intensity of desire or need, the incentive or reward value of the goal, and the expectations (Kelly, 1974).

In defining compensation as motivating element, it is a direct and/or indirect monetary and nonmonetary reward given to employees on the basis of the value of the job, their personal contributions, and their performance (Pritchard & Ashwood, 2008). It broadly involves in biological, emotional, social and cognitive forces that activate behavior mostly designed with intention to provide a systematic, positive and consistent approach for reinforcing positive behaviors, correcting problem behaviors, and teaching appropriate alternative behaviors

(Mullins, 2002). Nonetheless, the researcher focused only on the non monetary aspect of compensation which embraced the status of the profession, esteem needs, delegation of authority, working conditions, and job enrichment.

Educational planners point out that the demand for high qualified and committed professional lecturers, trained in science of teaching, rates at the highest speed in academic world (Bennell, 2004). This makes the career more popular and demanding, but the quality of teaching still remain controversial in educational horizon. Basically, the quality of teaching lacks a clear definition, because it can be regarded as an outcome or a process, because the conceptions of teaching quality happen to be stakeholder relative. Besides, the conceptualization gets further complication as individuals usually use the concepts of effectiveness and efficiency interchangeably. But its strict difference is that effectiveness is normally about doing the right things while efficient is about doing the things in the right manner.

Lecturers' effectiveness has become an issue of importance as the landscape of higher education has been facing continuous changes. Education, as growing investment in Uganda, involves in increased local and international competition to attain higher standard. The student body has considerably expanded and diversified both socially and geographically as in Kampala international University becomes one of the growing international universities in East Africa. New students usually require for new, attractive and efficient teaching methods, influential lecturers, and comfortable educational environment. The flowing modern technologies often modify the nature of the interactions between students and lecturers. The governments, the students and their families, the employers, the funds providers

increasingly demand value for their money and desire more efficiency through high standardized teaching.

Assessing lecturers' effectiveness could not be easy as there are various controlled and uncontrolled attributes- the nature of educational policy, the teaching environment, the monetary aspect, the infrastructure of the university, the nature of students, the culture of the institution, the academic freedom and others. The impact of such improper management of the stated elements could cause a substantial dissatisfaction, conflict, lower performance, turn over, and attrition in many cases.

A great number of talented and gifted professionals either perform lower or stay no longer in teaching which frequently hammer media, academicians, politicians and stakeholder to hold various discussion and debates, but not yet tangible, comprehensive and sustainable action to produce lecturers with high level of resilience and quality (Woolcock, 2007). Thus, this research attempted to investigate the nature, character and level of the non monetary compensation and lecturers' effectiveness in Kampala International University so as to improve the quality and standard of education.

Statement of the Problem

There are many mechanisms or practices to strengthen the effectiveness of employees around the globe operated routinely by various institutions and specifically by higher educational bodies. Such strong competition in higher educational institutions especially in Kampala District, which has many private and governmental universities, makes effectiveness of lecturers a significant move in keeping competitive edge in fostering the quality of education and producing productive students. However, the increasing lecturers'

Research Objectives

General Objectives

The study correlated non monetary compensation and lecturers' effectiveness in Kampala International University.

Specific Objectives

The study was guided by the following objectives:

- i) To determine the demographic characteristics of the lecturers in Kampala International University.
- ii) To determine the level of non monetary compensation of lecturers in Kampala International University.
- iii) To determine the level of lecturers' effectiveness in Kampala International University.
- iv) To compare if there is significant difference among lecturers' effectiveness in five colleges.
- v) To establish if non monetary compensation is significantly correlated with lecturers' effectiveness in Kampala International University.

Research Questions

- i) What does the nature of demographic characteristics of the lecturers look like in Kampala International University?
- ii) What is the level of non monetary compensation in Kampala International University?
- iii) What is the level of lecturers' effectiveness in Kampala International University?
- iv) Is there a significant difference of lecturers' effectiveness in five colleges in Kampala International University?

dissatisfaction attributed to motivational issues becomes a serious problem in the educational system of Uganda shacking the quality and standard of education with stagnant performance of lecturers (Nsimomwe, 2011).

Such stagnation in effectiveness of the lecturers could come from improper management of non monetary compensation which hurts the accreditation of the university, retaining qualified lecturers and the growing rate of enrollment of students (Ssesanga and Garrett, 2005). This phenomenon significantly determined the educational standard of Kampala International University as "national treasure exploring the height of knowledge". This research, therefore, attempted to study the relationship between the non monetary compensation and lecturers' effectiveness in Kampala International University so as to ensure the quality and productivity of the institution.

Purpose of the Study

The following were the reasons why the study was conducted:

- i. To test whether there is significant relationship between non monetary compensation and lecturers' effectiveness in Kampala International University;
- ii. To validate which theory of motivation predominant in keeping the performance of lecturers;
- iii. To bridge the gabs identified during the literature review
- iv. To contribute to the existing knowledge

- v) Is there a significant correlation between non monetary compensation and lecturers' effectiveness in Kampala International University?

Hypothesis

This study was guided by the following hypotheses:

HO#1: There is no a significant difference of the lecturers' effectiveness in five colleges in Kampala International University.

HO#2: There is no a significant relationship between non monetary compensation and lecturers' effectiveness in Kampala International University.

Scope

Geographical scope

This study was conducted to securitize the relationship between non monetary compensation and lecturers' effectiveness in Kampala International University found in Uganda.

Content scope

This study intended to examine non monetary compensation and lectures' effectiveness in Kampala International University. It sought to examine if there was a relationship between non monetary compensation and lecturers' effectiveness. In spite of differences in the packages of non monetary compensation practiced in various organization, this research confined namely to status of the profession, esteem needs, delegation of authority, working condition and job enrichment. The study, therefore, sought to establish if there was a significant relationship between non monetary compensation and lecturers' effectiveness in Kampala International University.

Theoretical scope

This study was based on certain specific elements of non monetary compensation looking from various dimensions of motivation theories such as motivation-hygiene theory and hierarch needs of theory developed by Frederick Herzberg and Abraham Maslow respectively.

Time Scope

The research was covered the period from June 2011 up to November 2012. These days the issue of lecturers' effectiveness strongly affected by various elements of dissatisfaction becomes a critical question that shakes the educational standard of the country, because of increasing economic crisis. This research, therefore, studied that critical period exploring the non monetary compensation in relation to effectiveness of lecturers in Kampala International University.

Significance of the Study

For long time ensuring a quality of education remains a challenge: lecturers remain voiceless; status of the profession in wane; performance and commitment of the professionals constantly deteriorate; higher degree of attrition appears; and a number of students become less creative and innovative kept without potential and qualified lectures. Therefore, the following sections will benefit from the findings of the study:

The **lecturers** of Kampala International University will recognize their responsibilities and roles they have to play in finding out what best motivated them to improve their performance, and

promote the educational standard of the university on the basis of resource availability and utilization.

The **administrators** will understand the importance of achieving proper management of non monetary compensation to boost lecturers' effectiveness, and to develop fair job satisfaction among lecturers.

The **educational policy makers and planners** will aware of the lost of huge resource because of frequent failure to retain qualified lecturers and challenges to enroll bulky students from East and Central Africa. Understanding the scarce resource of the new university, they should put strong emphasis about proper management of non monetary compensation while they are designing the educational policy and plan. They ought to conceptualize the role of lecturers as "engine" to build a quality of education.

The **Ministry of Education** will use the findings as empirical information to supervise various private and governmental universities to produce productive citizens who can change the life of Uganda, and to introduce better quality controlling mechanisms of lecturers' effectiveness in tertiary level at nation level.

The **future researchers** will use the findings of this research as benchmark for further exploration to address lecturers' ineffectiveness that could possibly emerge because of mismanagement.

Operational Definition of key Terms

For the purpose of this study, the following terms were defined as they were used in the study:

Independent Variables

Non Monetary Compensation is direct and/or indirect nonmonetary rewards/motivation given to lecturers on the basis of the value of the job, their personal contributions, and their performance.

Elements of Non monetary compensation in focus:

Status of lecturing profession is the feeling and perception about lecturers' title, working condition and working place.

Esteem needs are the expectation of mind and physic of the lecturers to get an admiration, recognition and approval for their accomplishment.

Delegation of authority is a sub-division and sub-allocation of powers to the subordinates in order to achieve effective results.

Working conditions are the feelings of lecturers' about where they work. It importantly refers to learning environment.

Job enrichment is a training given to enhance personality, performance and productivity of teachers.

Dependent Variables

Lecturers' effectiveness is the adequacy to accomplish a purpose; producing the intended or expected result. The commonly used definition is being effectiveness about doing the right things. This should not be mixed with the concept of efficiency which can be defined as doing the things in the right manner.

CHAPTER TWO

LITERATURE REVIEW

Concepts, Ideas, Opinions from Authors/Experts

Non Monetary Compensation

Stella (2008) believes that recognizing the promotion of the motivation of workers in both private and public organizations leads to a higher quality of human resources and optimum performance. Weightman (2008) views satisfaction resulted by motivation as a bi-dimensional concept consisting of intrinsic and extrinsic satisfaction dimensions. Robbins and others (2007) suggests the most important factor in the contemplated educational reconstruction is human power; and particularly ensuring quality, educational qualifications, professional training and the place the lecturer occupies in the university as well as in the community.

Rashid and Arches (1983) insist that both extrinsic and intrinsic job facets should be represented, as equally as possible, in a composite measure of overall job satisfaction. However, according to Mumanyire (2005) the most important motivator to the teacher is money which can be in form of salaries, allowances, wages, bonuses, duty allowances and other monetary rewards.

Sousa-Poza (2000) postulates that job satisfaction depends on the balance between work-role inputs- such as education, working time, effort- and work-role outputs- wages, fringe benefits, status, working conditions, intrinsic aspects of the job. She argues if work-role outputs ('pleasures') increase relative to work-role inputs ('pains'), then job satisfaction will increase. Clemmer (nd), argues that motivation is the key source of fun and excitement, will to win, desire to belong, and passion steadily to improve performance.

In this study, the researcher views the definition, constituents, characters and practices of motivation are many and complex determined by the particular and living situation of the organization. People are motivated by unmet needs; and this varies from person to person according to their particular circumstances, values and beliefs, family, education, personality, and work experience. In fact the package of non monetary compensation differs from organization to organization as each organization has its own design, intent, interest, capacity, resource and means to maintain and motivate its human power.

Most of the authors view that the combination of monetary and non monetary rewards which motivate best lecturers to achieve the desired goals of the organization. Nonetheless, in this study, the researcher will investigate only the non monetary aspects of compensation to correlate with the effectiveness of lecturers in Kampala International University, because a developing country like Uganda which is in deeper economic crisis has failed to involve in salary increment. In spite of its vast constituents, here in this study, the package of non monetary compensation will embrace the status of the profession, esteem needs, delegation of authority, working condition and job enrichment which could be easily practiced by higher academic institution to build an atmosphere of success, accomplishment, and pride for lecturers.

Lecturers Effectiveness

Williams and Stockdale (2004) view quality teaching lacks of clear definitions which is less likely to disconnect from quality culture or environment in higher education. Chireshe (2011) reveals that effective lecturers are well organized, competent, interactive, friendly and

readily available. Mohidin and others (2012) emphasize on the strength teaching methods and lecturers characteristics which include learning-centered approach, teaching-centered approach, knowledge, attitude, and personality for maximum effectiveness of lecturers.

Chireshe (2011) attempts to describe the ineffectiveness of lectures stating the following characters: attending lecture without plan, came late for lectures, not knowledgeable in lecturing, not contributing to students' seminar presentations, intimidating students unreasonably, less interested in students' participation, boasting about their qualifications and family and biased in their marking. Bastick (1995) views effective teaching as maximizing students' academic attainment and course satisfaction. Devlin (2003) states that effective lecturing is a well organized, and presented clearly and enthusiastically with variation and student involvement.

It brings controversial wave of conceptualization to use a very accurate terms that could satisfy different sides. Some scholars regard quality of teaching primarily as an outcome focused on the desired attainment of students. However, teaching is a continuous process of reduction of setbacks, and it often works for higher achievement considering all attributing factors such as the capacity of human power, the nature of curriculum, instructional materials, academic policies, learning environment, needs and interest of students and the interference of parents/community. So in most cases effectiveness of lecturers can never be totally grasped and appraised since it is more a situational process.

In fact, conceptions of quality teaching happen to be different in the eyes of stakeholder- students, teachers or evaluation agencies. They may not share the same conceptualization of what effective lecturing or effective lecturer is. The quality teaching initiatives are

diverse both in nature, in magnitude, in process and in function. Some initiatives for attaining better lecturing effectiveness moves from a top-down initiative; others start at a grass-root level. It depends on the particular situation of the academic institution to give priority of focus on pedagogical methods, content aspect, quality environments in Higher Education institutions, and human power. But for ensuring the effectiveness of lecturers, education has to be viewed as a system which integrates and functions various elements in harmony and sustainable manner.

Non Monetary Compensation and Lecturers' Effectiveness

Nsimomwe (2011) asserts that the Ministry of Education in Uganda has not much involved in utilizing compensation as integrated tool to promote the profession of teaching. This contributes to the deterioration of ethics of the profession that affects the value, dignity and privilege of the lectures. The confidence, motivation and performance of the employees move down constantly: lecturers' unpunctuality or absenteeism becomes frequent; creativity and innovation on task is less; doing research as culture is not much developed; and science of teaching does not move parallel with the growing technology. Lecturers usually devote less time promote the innovativeness of students, commenting on students' assignments, and marking students in time with fairness. These growing problems can negatively affect the efforts of the Kampala International University to be a credible fountain of knowledge and skills for Central and East Africa Students.

Luthan (1998) suggests that motivation is a process that starts with a physiological deficiency or need that activates a behavior or a drive that is aimed at a goal incentive. Chireshe (2011) investigated

university students' perspective on effective and ineffective lecturers in Zimbabwe. However, the study did not specifically look at variables of the non monetary compensation at work hence the relevance of this study in regard to the influence of non monetary compensation on lectures' effectiveness reveals gap of information.

Cheptoeck (2000) carried out a study to establish whether job satisfaction influences job performance among non- academic staff at Islamic University in Uganda. However, the study was not directly related to the lecturers' effectiveness. The current research established the influence of non monetary compensation in developing lecturers' effectiveness focused on particular elements such as status of the profession, esteem needs, delegation of authority, working condition and job enrichment.

Yawe (2010) believes that the deteriorating performance of academic staff in Makerere University was instigated by the endless strikes that have occurred for long time caused by underpayment, low allowances and inadequacy of scholastic materials. Such unfair treatment dissolves skilled, experienced and professional lecturers as they are looking for better job. Dramatically, the age profile of lecturers has become younger in many developing countries due to the rapid expansion of tertiary level and the continuous attrition of qualified and experienced lecturers. This means that there are relatively few experienced lecturers who can serve as coaches/mentors and provide professional support and leadership. In most cases new universities like Kampala International University have usually considerably younger lecturers comparing to historic and old universities.

Mukokoma (2008) explains that putting motivation at the center of their operation, organizations are concerned with having productive,

committed, and enthusiastic workers for excellent organizational performance. The African Researcher adds that in Uganda and possibly world over there are many cases of de-motivated and frustrated workers; and de-motivated employees do not only harm the firm's performance but their lives as well both career wise and physically.

William James, the 19th century American philosopher and psychologist, believes "The deepest principle of human nature is the craving to be appreciated" (Clemmer,nd). Law and Glover (2000) explain that an effective organization makes sure that there is a spirit of cooperation and sense of commitment and satisfaction within the sphere of its influence. Nonetheless, in most developing countries the highly practiced leadership styles is authoritarian which often remains conceited, and less likely to appreciate and recognize outstanding performance and to delegate power to subordinate. This old and classical style of management still exists that usually provide passive and less innovative human power. In most cases they fail to build institution and clear rules; they personalize the organization which often creates conflict, power vacuum, mistrust, despair and confusion.

MacDonald (2007) argues that lecturers are often underpaid and under-supported in their need for educational resources for their students. Poor working conditions can lead to many negative issues for lecturers and the students they educate, including depression, anger and lack of interest. According to Maicibi a number of lecturers are dissatisfied with work environments – lack of attractive and sufficient classrooms, inadequate teaching materials, work load, inflexible working hours, authoritarian styles management etc. (Maicibi, 2003). These problems can be worsened by lack of trust and mutual respect between staff and administration. Lecturers need to work in an

environment in which they can thrive, and where they are trusted to make certain decisions in regard to ensure the quality of education.

Greenberg (1992) points out that quality teaching is necessarily student-centred; its aim is most and for all student learning. Thus, attention should be given not simply to the lecturers' pedagogical skills, but also to the learning environment that must address the students' personal needs: students should know why they are working. Adequate support to staff and students (financial support, social and academic support, support to minority students, counseling services, etc) also improves learning outcomes

Rashid and Arches (1983) states that job enrichment enables employees to make jobs which have a greater variety, requires higher level of knowledge and skills, give workers more autonomy, give workers more responsibility, give workers opportunities for personal growth, and a meaningful work experience. Pritchard and Ashwood (2008) view that job enrichment allowing the employees to have more control in planning their work and deciding what strategies used to accomplish desired goals and created ground to be appreciated for their contributions to the organization.

There are basically five areas that are believed to affect an individual employee's motivation and job performance: skill variety, task identity, task significance, autonomy, and feedback (Owens, 1991). Practical job enrichment needs material and financial resources to bring. This is a predominant case which is often reported for misbehavior of lecturers (poor lecturing, biased and unfair marking, absenteeism, unpunctuality, conflict, abusive behaviors). In spite of continuous reports, the administration does not take serious action as far as it fails to remove all barriers that demolish the personality,

values, performance efforts, contribution and dedication of the lecturers.

Hallak and Poisson (2007) explain the growing of corruption in higher education covers a wide range of activities, such as: favoritism; nepotism; clientelism; soliciting or extortion of bribes; and embezzlement of public goods which become an impediment for ensuring effectiveness of lecturers and quality of education. There are rumors of widespread of corruption in most of Ugandan universities which is related with favoritism, and extortion of bribes that paralyze the effectiveness of lecturers. However, the fact remains that very little robust evidence is presented to support these views and assertions concerning lecturers' motivation in developing countries. In the absence of adequate information, the existence of poor lecturers' motivation and misbehavior could well be seriously over-exaggerated mainly because of the persistent rumors, lack of credible research and irregularities of media outlets.

There is a wide range of views about lectures motivation in most developing countries as the type, definition, character, and practicing of motivation is usually controversial in many cases. There is a growing concern about high proportions of lecturers working in public and private universities in many developing countries since they are poorly motivated due to various factors such as ill management, authoritarian leadership style, wrong educational policies, backward infrastructure, academic freedoms, low job enrichment policies, high degrees of corruption, low morale values, poor incentives, low community involvement and negligence of students.

This potential problem is currently escalated in Uganda by difficult living conditions, unattractive working conditions, inadequate service and mismanagement (Education International, 2007). From the

foregoing literature, it has been clear that no study had been conducted to assess the effects of the non monetary compensation and lectures' effectiveness in Kampala International University. The research focused on consistent of individual, job and environmental characters that motivated effectiveness without any cash form. Therefore, a research gap was evident in investigating whether non monetary compensation practiced or not to increase the morale of lecturers as well as the effect of the incentives on the performance of lecturers. This study investigated and provided information to close the above mentioned research gaps.

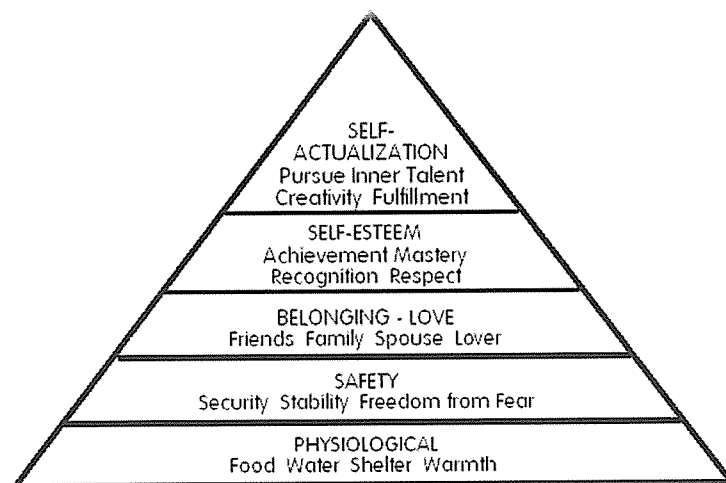
Theoretical Perspectives

Each person is encouraged by various elements of motivation; and it is essential to comprehend how they are motivated in order to direct motivation towards the realization of organizational goals. Entertaining with theoretical perspectives of motivation helped the study to view what drove people to initiate action and to engage in certain activities and would be possible to conclude on the significance of non-monetary incentives as a motivational tool in promoting the effectiveness of lecturers. There are several theories of motivation which focus on different variables in an attempt to explain motivation in the organizational setting. Each of these theories offers perspectives that are not necessarily contradictory but complementary. In line with the scope and purposes of this study, the following theories of motivation concerning non-monetary incentives were analyzed in the above sections:

A. Hierarchy of Needs Theory

One of the first theories that describe behavior as being directed toward the satisfaction of human needs is the hierarchy of needs theory by Abraham Maslow. His theory is a theoretical foundation for many of need based approaches to motivation. According to Maslow people are motivated to satisfy their needs and those needs can be classified into the following five categories that are in an ascending hierarchy: Physiological needs (basic biological needs like air, water, food and shelter); security needs (safety needs refers to the needs for safe jobs, fringe benefits and job security); social needs (needs for interaction with other people, belongingness, love etc); esteem (need for attention, recognition, achievement and appreciation); and self-actualization needs (drive for individuals for self-development, creativity and job satisfaction). His theory was criticized for its lack of empirical data, and problematic methodology.

Figure 1
Maslow's Hierarchy of Needs Theory



Source: <http://www.simplypsychology.org/Hierarchyofneeds.jpg>

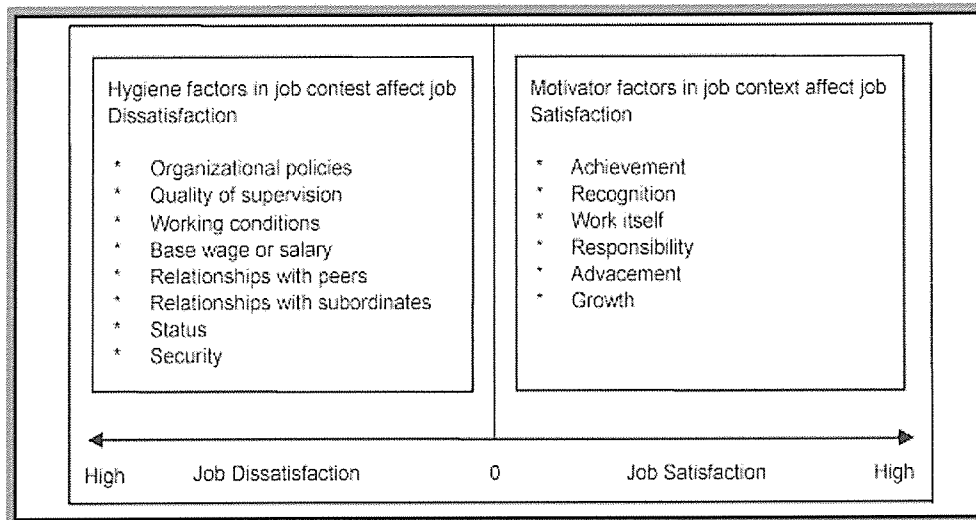
B. Motivation-hygiene Theory

Frederick Herzberg studied the factors in the work environment that caused satisfaction and dissatisfaction among the workers. He found that the factors causing job satisfaction were different from those causing job dissatisfaction and they cannot be treated as opposites of one another (Herzberg, 1966). Herzberg argued that two entirely separate dimensions contribute to an employee's behavior at work: hygiene factors and motivators. Hygiene factors refer to the presence or absence of job dissatisfiers.

Hygiene factors are considered maintenance factors that are necessary to avoid dissatisfaction but they do not themselves contribute to the job satisfaction and motivation of personnel, but they can prevent job dissatisfaction. On the other hand, motivators, leading to job satisfaction, are associated with the nature of the work itself. They are those job-related practices such as assignment of challenging jobs, achievement, work itself, recognition, responsibility, advancement and opportunities for growth in the job etc. Herzberg argued that when motivators are absent, workers are neutral towards work, but when motivators are present, workers are highly motivated to excel at their work (Ibid).

Figure 2

Herzberg's Hygiene and Motivaitonal Factors



Source:<http://ars.els-cdn.com/content/image/1-s2.0-S0149718909001190-gr2.jpg>

Kiseesi (1998) in her study about job satisfaction of workers recommends that, salaries of the workers should be paid promptly and that promotion of workers should have a corresponding increase on the salary they earn. Therefore, from the above expression, financial rewards have greater effects than non financial rewards on the performance of primary school teachers.

However, Herzberg emphasizes that true motivation comes from within a person, that is, intrinsically, not extrinsically. In line with this view he suggested that jobs can be redesigned and enriched to integrate "motivators" to the job, so that employees will be willing to exert effort in their work. Accordingly, Herzberg contributed to the idea of "job enrichment". Job enrichment is adding more tasks to a job to provide greater involvement and interaction with the task. Adding tasks can make the jobs more challenging to the employees and it may enable the employees to use their talents, demonstrate their potential.

Herzberg's theory is commonly criticized because of his methodology and the reliability of the results leading to limitations on the study (Ratzburg, 2004).

Related Studies

Non Monetary Compensations and lecturers' effectiveness

International Institute for Educational Planning reported that the literature produced about teacher motivation and incentives in developed countries has many common or similar themes with the very much more limited literature on this subject in low-income developing countries (Bennell and Akyeampong, 2007). In particular, it is widely contended that the status of teachers in most Organization for Economic Cooperation and Development (OECD) countries has declined appreciably during the last fifty years, teacher autonomy and creativity has been curtailed by more control and regulation, and that teachers are being asked to do more with less (Ibid).

Nlay Yavuz (2004) has done research on the use of non-monetary incentives as a motivational tool (a survey study in a public organization in Turkey). He reported that the types of non-monetary incentives were analyzed separately; their percentages were low compared to wage, monetary incentives and job security. However, the total percentage of employees who selected any type of non-monetary incentive (tangible, social or job-related) in the first rank is 16.1%, which was slightly higher than the percentage of monetary incentives and job security. Based on this finding, he concluded that the non-monetary incentives as effective as monetary incentives in their motivation.

Mary (2005) studied motivation and the performance of primary school teachers in Masaka District, Uganda. She reported that

usefulness of teaching profession to the community (agreed by 79.0% of the respondents), competitiveness of the profession (agreed by 69.0% of the respondents), one of the goals in life (80.0%), enjoy teaching as a profession (agreed by 73.0% of the respondents) and prospects for career development in the teaching profession (agreed by 62.0% of the respondents); (agreed by 45.0% of the respondents) lack of recognition and appreciation, and (agreed by 63% of the respondents) lack of accommodation provided by the schools.

The VSO report on valuing teachers concludes that "a potential crisis in the teaching profession threatens the ability of national government's to reach internationally agreed targets to expand and improve education. In many developing countries, the teaching force is demoralised and fractured" (VSO, 2002). The report is based on three country case studies in Malawi, Zambia and Papua New Guinea. It focuses on factors in four areas: the conditions of employment of teachers; their situation as educators; their relationship with the local community; and their voice in educational policy. The report shows a plethora of negative factors in all these areas and not many redeeming features in the educational systems involved (Bennell and Akyeampong, 2007).

Another study in Ghana also concluded that teacher morale is "reasonably high" (Acheampong, 2003). Only 13 percent of teacher respondents indicated that they did not enjoy teaching" although nearly one-third stated that they did not intend to remain in the teaching profession. Conversely, over 80 percent of primary school teachers interviewed in Sierra Leone said they did not want to be teachers. Nonetheless, Bennell (2004) in another study of primary schools in Sierra Leone, primary school head teachers indicated that, if

they could, they would replace less than 20 percent of teachers because they are poorly motivated.

In most of these related studies, though not conducted at tertiary level, provided indications about the existing level of motivation, status of the profession, the learning environment, the leadership styles, performance of teachers and other challenges the academic world encountered.

Summary of the Identified Gap in Literature

In this study, the researcher views that there is no best or perfectly defined concept of motivation; and its constituents, characters and practices vary and remained complex determined by the particular reality of the organization. Lecturers are motivated by projected needs; and this varies from individual to individual according to their particular circumstances, values and beliefs, family, education, personality, and work experience. In fact the package of non monetary compensation differs from organization to organization as each organization has its own design, intent, interest, capacity, resource and means to maintain and motivate its human power for maximum productivity.

Most of the authors viewed that the combination of monetary and non monetary rewards which motivate best lecturers to achieve the desired goals of the organization. Nonetheless, in this study, the researcher investigated only the non monetary aspects of compensation- the status of the profession, esteem needs, delegation of authority, working condition and job enrichment to correlate with the effectiveness of lecturers which can be easily practiced by higher academic institution to build an atmosphere of success, accomplishment, and pride.

From the foregoing literature, it has been clear that no study had been conducted to assess the effects of the non monetary compensation and lectures' effectiveness in Kampala International University in the real context of the particular environment. The research focused on consistent of individual, job and environmental characters that motivate effectiveness without any cash form.

Most of the authors found that there was a strong relationship between motivation and effectiveness of lecturers. When motivation declined, the level of effectiveness of lecturers got reduced and turned into attrition. It is not necessarily important to bring a general conclusion which is applicable in every institution, because in spite of dwindled motivation rate, the effectiveness of lecturers could remain high. Therefore, a research gap was evident in investigating whether non monetary compensation practiced or not to increase the morale of lecturers as well as the effect of the incentives on the performance of lecturers. This study investigated and provided information to close the above mentioned research gaps.

CHAPTER THREE

METHODOLOGY

Research Design

The researcher used a descriptive correlation and comparative survey since the study sought to establish a relationship between non monetary compensation and lecturers' effectiveness. This was a non experimental research seeking to describe characteristics an individual group. The study also compared the effectiveness of the lecturers in different colleges.

Research Population

The target population in Kampala International University was 3491 students and 240 lecturers.

Sample Size

The researcher used Sloven's formula to determine the minimum sample size from each college. A total of five colleges were involved in the study.

$$n = \frac{N}{1+N(e)^2}$$

Where: n = sample size

N = population size

e = margin of error * desired

Table 1
Respondents of the Study

Selected Colleges	Total Number of Population		Total Target Population		Sample Size	
	Lecturers	Student	Lecturers	Students	Lecturer	Student
CEMS	84	4416	74	1516	46	157
CEDL	40	407	33	170	21	18
SOL	37	1339	37	755	23	79
COIT	61	1389	56	850	35	88
CHDR	40	577	40	200	25	18
Total	262	8000	240	3491	150	360

COEMS= College of Economics and Management of Science; **CEDL**= College of Education and Distance Learning; **SOL**= School of Law; **COIT**= College of IT, **CHDR**= Colleges of Higher Degrees and Research

Sampling Procedure

The researcher utilized purposive sampling to select the respondents to fill the questionnaires based on these criteria:

- Second year and above students; and
- Exclusion of Distance Learning Students
- Lecturers who had more than two years work experience.

From the list qualified respondents random sampling was used to finally select the respondents.

Research Instrument

The research tools that were utilized in this study included the following: 1) Face sheet to gather data on the respondents' demographic characteristics (age, gender, qualifications, work

experience, marital status) 2) standardized questionnaires were used to determine non monetary compensation, and lecturers' effectiveness. The questionnaire for none monetary compensation had 23 items; and for effectiveness 48 items utilized. The response mode and scoring as follow: (4) strongly agree (3) agree (2) disagree (1) strongly disagree.

Validity and Reliability of the Instrument

The researcher used standardized questionnaire for both variables.

Adapted from the following sources:

- Speak Support Providing Employees Association of Kentucky
(www.directcareclearinghouse.org)
- Myskillprofile.com by Smith John
- [www. aspina.com](http://www.aspina.com)
- Hong Kong Baptist University
(<http://webte.hkbu.edu.hk/questionnaire.pdf>)

Data Gathering Procedures

1. An introduction letter was obtained from the college of higher degrees and research for the researcher to solicit approval to conduct the study from the respective university. When approved, the researcher secured a list of qualified respondents from the university and selected through random sampling to arrive at the minimum sample size.
2. The respondents were explained to about the study and were requested to sign the Informed Consent Form (Appendix 3)
3. The researcher produced more than enough questionnaires for distribution.

4. The researcher selected research assistants who assisted in data collection; briefed and oriented them in order to be consistent in administering the questionnaires.

During Administration of the Questionnaires

1. The respondents were requested to answer completely and not leave any part of the questionnaire unanswered;
2. The researcher and assistant emphasized retrieval of the questionnaire from the date of distribution.
3. On retrieval, all returned questionnaires were checked if all were answered.

Data Analysis

The frequency and percentage of distribution was used to determine the demographic characteristics of the respondents.

The mean was applied for the level of the non monetary compensation and level of lecturers' effectiveness. An item analysis illustrated the strength and the weaknesses based on the indicators in terms of mean and rank. From this strength and weaknesses, the recommendations were derived.

The following mean range was used to arrive at the mean of the individual indicators and interpretations.

Response Mode	Mean Range	Interpretation
Strongly Agree	Very high	3.26 – 4.00
Agree	High	2.51 – 3.25
Disagree	Low	1.76 – 2.50
Strongly Disagree	Very low	1.00 – 1.75

A Pearson Coefficient Correlation was used to test the hypothesis on correlation at 0.05 level; and One way Anova was used to compare effectiveness among different colleges.

Ethical Considerations

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the following activities were implemented by the researcher:

1. The respondents were coded instead of reflecting the names
2. Permission was solicited through a written request to the concerned officials of the universities included in the study.
3. The respondents were requested to sign in the *Informed Consent Form* (Appendix 3)
4. The authors quoted in this study and the authors of the standardized instrument were acknowledged through citations and referencing
5. The findings were presented in a generalized manner.

Limitations of the Study

In view of the following threats to validity, the researcher claimed an allowable 5% margin of error at 0.05 level of significance. Measures were also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study. There was a problem *Attrition/Mortality* as not all questionnaires were retrieved back due to circumstances on the part of the respondents such as travels and sickness.

There were some variables that the researcher could not control such as: honesty, personal biases, and uncontrolled setting of the study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETION OF DATA

Table Two presents profile of respondents in terms of Age, Gender, Educational Level, Teaching Experience and Marital Status.

Table 2
Profile of the Lecturers

Category	Frequency	Percentage
Age of Respondents		
20-39	83	70.7
40-59	30	26.7
60 and above	7	2.7
Total	120	100
Gender of the Respondents		
Male	67	55.8
Female	53	44.2
Total	120	100
Level of Education		
Certificate	0	0
Diploma	0	0
Bachelor	15	12.5
Masters	82	68.3
PhD	23	19.2
Total	120	100
Teaching Experiences		
0-5 years	56	46.7
6-10 years	27	22.5
11-15 years	20	16.7
16-20 years	13	10.8
21 years and above	4	3.3
Total	120	100
Marital Status		
Married	59	49.1
Single	49	40.8
Divorced	8	6.7
Widow/widower	4	3.4
Total	120	100

Primary source data 2012

Table 2 shows lecturers 55.8% were Male, and 44.2% were female. The respondents were gender sensitive. The respondents between 20-39 years were 70.7%; 26.7% between 40-59 years, 2.6% were between 60 and above. Most of the lectures in Kampala International University were young as the university offered scholarship through teaching assistantship for graduates. The educational qualifications of lecturers were Bachelor 12.5%; Masters 68.3% and PhD 19.2%. The biggest number of lectures was in Masters since most of them were in internship programme. The lecturers had the following teaching experiences: less than 5 years were 46.7%; between 6 and 10 years were 22.5%; 14.7% was between 11 and 15 years; 16.7% was 16 and 20 years; and only 3.3% above 21 years. These figures indicate the majority of lecturers in Kampala International University had few years of teaching experience, but they were young and energetic. Lecturers, who were married, were 49.1%; 40.8% were single; 6.7% were divorced; 3.4% were widow/widower.

Table 3 (A)
Level of Non Monetary Compensation

Indicator	Mean	Interpretation	Rank
Status of the Profession			
Teaching profession recognized by community	3.28	Very high	1
The university administration values teaching profession	2.69	High	3
Professional ethics and quality of lecturers in KIU	2.56	High	7
Prestige in teaching profession	2.48	Low	8
Clear standards of recruitment and selecting policies in KIU	2.32	Low	10
Average Mean	2.70	High	
Esteem Needs			
Students give much value to lecturers	2.65	High	4
Innovations appreciated and recognized by administration	2.16	Low	14
Appreciation and recognition given to outstanding performance by KIU	2.10	Low	15
Moral support from stakeholders	2.0	Low	21
Average Mean	2.23	Low	
Delegation of authority			
KIU makes efforts that make lecturers to feel more responsibility and leadership	2.01	Low	19
KIU has an approach that encourages lecturers to involve in planning and policy analysis	2.01	Low	19
KIU creates grounds to solve problems independently	2.09	Low	16
KIU provides opportunities for building managerial skills and values through delegation of responsibility	2.02	Low	18
Average Mean	2.03	Low	

Primary source data 2012

Table 3 (B)
Level of Non Monetary Compensation

Indicator	Mean	Interpretation	Rank
Working Condition			
Pleasantness and adequacy of university infrastructure	2.34	Low	9
System social networks within school community	2.30	Low	11
KIU has a fair policy/scheme of teaching load	2.58	High	6
KIU has defined procedures for obtaining materials and services	2.28	Low	13
Flexible working hours in KIU	2.64	High	5
Academic freedom in KIU	2.30	Low	11
Average Mean	2.40	Low	
Job Enrichment			
KIU has opportunities for educational and personal advancement	2.70	High	2
KIU affords various trainings for lecturers to cope with the growing technology	2.05	Low	17
KIU has good mechanisms to avoid monotonous job style	1.90	Low	22
KIU holds trainings and seminars to ensure responsibility of lecturers	1.84	Low	23
Average Mean	2.01	Low	
Grand Average Mean	2.27	Low	

Primary source data 2012

Teaching profession being recognized by the community was ranked first with a mean of 3.28 interpreted as very high. This means that most lecturers concur that the teaching profession is recognized by the community. This can be explained by the fact

education is a basic need. Pritchard and Ashwood (2008) observed true appreciation and recognition are highly drives the motive of the employees for high degree of performance.

Kampala International University having opportunities for education and personal advancement was ranked second with the mean of 2.70 interpreted as high. This means that lecturers in KIU were offered opportunities for educational and personal advancement. This is because lecturers in KIU offered scholarship to study in the same university in the areas of specialization. The findings partly agree with Rashid and Arches, (1983) that, employees should have a variety of job which requires higher level of knowledge and skills, more autonomy, more responsibility, more opportunities for personal growth, and a meaningful work experience.

Values given to teaching profession by the university administration was ranked third with a mean of 2.69 interpreted as very high. This indicates that lecturers agree that the university administration respected the value of teaching profession, because the academic institution understood, felt, and promoted the value of the profession very comparing to other stakeholders.

Value given to lecturers by students was ranked fourth with a mean of 2.65 interpreted as very high. This signifies the students brought good value to lecturers. This can be explained by the fact that students are well disciplined and respectful to their lecturers.

Flexible working hours was ranked fifth with a mean of 2.64 interpreted as very high. This means that lecturers had flexible working hours which could help them to work as part time in other institutions so as to solve the financial problems they had. However, according to Maicibi (2003) identified that a number of lecturers are dissatisfied with work environments such as inflexible working hours.

The rank for a fair policy/scheme of teaching load was sixth with a mean of 2.58 interpreted as high. This indicates that the lecturers did not have much load. This can be explained by the fact that most of the lecturers could have better chance either to study or engaged in part time work.

Professional ethics and quality of lecturers was ranked seventh with a mean of 2.56 interpreted as high. This signifies moral well being of the lecturers was in good condition because the university administration practiced certain rules and regulation to manage the behavior of the employees.

Prestige in teaching profession was in eighth rank with the mean of 2.48 interpreted as low. This means that teaching profession had low prestige because of low salary, uncomfortable working condition, position in the community and attitudinal differences. Bennell and Akyeampon (2007) widely insisted that the status of teachers, especially in Sub-Saharan Africa, has declined appreciably during recent decades which results "de-professionalization" of teachers; and teaching is reported to have become 'employment of the last resort' among university graduates and secondary school leavers in many countries.

Pleasantness and adequacy of university infrastructure was ranked ninth with the mean 2.34 interpreted as low. This means that Kampala International University had unpleasant and inadequate infrastructure. This can be explained by the fact that the university had insufficient library, IT, laboratory and other science research facilities. MacDonald (2007) observed that lecturers are often underpaid and under-supported in their need for educational resources for their students.

Clear standards of recruitment and selecting policies in Kampala International University was ranked tenth with the mean 2.32 interpreted as low which indicates the university had inadequate procedure of job description and specification to recruit and select the right person at the right position. This can be explained by the fact that the university could have problem of placing, developing, maintaining, promoting and retaining.

System social networks within university community were ranked eleventh with the mean of 2.30 interpreted as low. This signifies the system social networks in Kampala International University are inadequate as the lecturers were usually occupied by social affairs and part time jobs.

Academic freedom was ranked eleventh with mean of 2.30 interpreted as low. This means that the lecturers concur the Kampala International University had no much academic freedom. This can be explained by the fact that the university administration detected the academic works of the lecturers. However, MacDonald (2007) stated that lecturers need to work in an environment they are trusted to make certain decisions in regard to ensure the quality of education.

Defined procedures for obtaining materials and services were ranked thirteenth with mean of 2.28 interpreted as low. This indicates that the university had clear rules and regulation on how to distribute resources and services, because it had no good management system.

Appreciation and recognition of innovation by administration was ranked as fourteenth with mean of 2.16 interpreted as low. This means that the lecturers concur that the innovation or creativity was less appreciated and recognized by university administration, because in authoritarian leadership style there is no much culture of appreciation, and most likely the administration ignored as there was

means to reward them. Similarly, Bennell and Akyeampon (2007) discovered that teacher management tends to be authoritarian, based on rigid hierarchical structures, which results in limited participation, delegation, and communication by teachers with respect to major school management functions.

Appreciation and recognition given to outstanding performance was ranked fifteenth with mean of 2.10 interpreted as low. This indicates that Kampala International University had least motivation for outstanding lecturers; the management did not concern much about well performed and qualified lecturers.

Creating grounds to solve problems independently was ranked as sixteenth with mean of 2.09 interpreted as low. This means that the university did not create a conducive ground for lecturers to solve their problems. This can be explained by the fact that the university had problem in management of motivation system.

Affording various trainings for lecturers to cope the growing technology was ranked seventeenth with means of 2.05 interpreted as low. This shows that university did not engage in promoting the technological capability of the lecturers, because it had not well developed IT, laboratory and research library.

Opportunities for building managerial skills and values through delegation of responsibility were ranked eighteenth with the mean of 2.02 interpreted as low. The lecturers concur that the university did not attempt to develop the managerial skills of the lecturers via delegation of responsibility. This can be explained by the fact that the university did not practice top down management style which was not participative in nature.

Approach that encourages lecturers to involve in planning and policy analysis was ranked nineteenth with the mean of 2.01

interpreted as low. This indicates the lecturers had no much role to play in planning and policy analysis of the university, because the management practiced authoritarian type of leadership which ignored the participation of bottom line. But, Ward and Wilcox (1999) found that meaningful participation and cooperation from the subordinates would easily help to achieve the desired organizational goals.

Efforts making lecturers to feel more responsibility and leadership was ranked nineteenth with the mean of 2.01 interpreted as low. This displays that the university did less efforts to develop a sense of responsibility and leadership among lecturers, because the management did not create ground to impact the upper body of the system.

Moral support from stakeholders was ranked twenty first with the mean of 2.00 interpreted as low. This indicates that the lecturers concur that they had no moral support from stakeholders. This can be explained by the fact that the lecturers were resilient to work in Kampala International University.

Practicing good mechanisms to avoid monotonous job style was ranked twenty second with the mean of 1.90 interpreted as low. This means that the lecturers concur that the university had no much mechanisms to avoid monotonous job style, because it did not give moral and financial support for lecturers to participate in various activities of the university. Pritchard and Ashwood (2008) pointed out that job enrichment allowing the employees to have more control, creativity and responsibility to attain the erected goals.

The least ranked item is the activities holding trainings and seminars to ensure responsibility of lecturers with the mean of 1.84 interpreted as low. This signifies the university did not attempt to promote the responsibility of the lecturers as far as the decision flew from top to down.

Table 4 (A)
The Level of Lecturers' Effectiveness

Indicator	Mean	Interpretation	Rank
Rapport Attributes			
Lecturers friendly to students	3.30	Very high	7
Lecturers always enthusiastic to help students	3.18	High	13
Lecturers readily available	2.90	High	43
Lecturers are patient	2.95	High	39
Lecturers are helpful	3.25	High	8
Lecturers are tolerant	2.96	High	37
Lecturers are comfortable with students	3.11	High	21
Lecturers not underestimating students	2.84	High	46
Lecturers are sensitive to students needs	2.95	High	39
Lecturers are gender sensitive	2.97	High	36
Average Mean	3.04	High	
Delivery Attributes			
Lecturers invite students to share their knowledge and experiences	3.02	High	33
Lecturers stimulate students to think critically	3.25	High	8
Lecturers give every student chance to participate	3.41	Very high	4
Lecturers give students time to ask questions and answer questions well	3.46	Very high	1
Lecturers have good voice projection	3.15	High	17
Lecturers give and explain course outlines	3.31	Very high	6
Lecturers explain issues/materials/notes well	3.13	High	18
Lecturers give out handouts and extra materials	3.46	Very high	1
Lecturers involve students in class presentations	3.45	Very high	3
Lecturers demystify issues	2.96	High	37
Lecturers are fluent in English	3.25	High	8
Lecturers use learning aids	3.04	High	28
Lecturers give guidelines	3.23	High	11
Average Mean	3.24	High	

Primary Source Data 2012

Table 4 (B)
The Level of Lecturers' Effectiveness

Indicator	Mean	Interpretation	Rank
Fairness Attributes			
Lecturers mark content not names/handwriting/past records	3.13	High	18
Lecturers have impartiality	2.90	High	44
Lecturers are unbiased	2.92	High	41
Lecturers give constructive criticism	3.00	High	34
Lecturers consider creativity	3.21	High	12
Lecturers mark reflect content of assignment	3.10	High	22
Lecturers provide clear marking schemes	3.06	High	26
Lecturers are rational in marking	2.87	High	45
Lecturers give comments on weaknesses and strengths for assignments	3.04	High	30
Lecturers mark on time	2.91	High	42
Average Mean	3.01	High	
Knowledge and Creativity Attributes			
Lecturers are competent	3.18	High	13
Lecturers are knowledgeable	3.34	Very high	5
Lecturers are experts in their areas	3.16	High	16
Lecturers have good mastery of the contents	3.06	High	27
Lecturers are analytical in their approach	3.07	High	25
Lecturers are creative/innovative	3.03	High	31
Lecturers are resourceful	3.17	High	15
Average Mean	3.14	High	
Organization and Preparation Attributes			
Lecturers are well prepared for lectures	3.03	High	31
Lecturers are punctual	2.77	High	48
Lecturers are time conscious	2.80	High	47
Lecturers are hard working	3.09	High	23
Lecturers are well focused	3.09	High	23
Lecturers are well organized	2.99	High	35
Lecturers stick to course outline	3.04	High	28
Lecturers identify important issues	3.12	High	20
Average Mean	3.00	High	
Average Grand Mean	3.10	High	

Primary Source Data 2012

The findings agree with Mohidin and others (2012) that emphasize on the strength teaching methods and lecturers characteristics which include learning-centered approach, teaching-centered approach, knowledge, attitude, and personality for maximum effectiveness of lecturing. However, the characteristics of effectiveness of lecturers in Kampala International University contradict with findings of Chireshe (2011) who attempted to describe the ineffectiveness of lectures stating the following characters: attending lecture without plan, came late for lectures, not knowledgeable in lecturing, not contributing to students' seminar presentations, intimidating students unreasonably, less interested in students' participation, boasting about their qualifications and family and biased in their marking. This can be evidenced by the following findings:

Giving time to ask questions and answer questions well was ranked first with the mean of 3.46 interpreted as very high. This means that students concur that lectures gave them enough time to ask questions and to get answer. This can be explained by the fact that lecturers used participative approach in teaching.

Providing handouts and extra materials was ranked first with the mean of 3.46 interpreted as very high. This means that students received enough handouts and extra materials from lectures.

Involving students in class presentations ranked third with the mean of 3.45 interpreted as very high. This means that students had ground to participate in class.

Providing chance for every student to participate was ranked fourth with mean of 3.41 interpreted very high. This indicates that lecturers allowed students to participate in class without any distinction.

Being knowledgeable was ranked fifth with the mean of 3.34 interpreted as very high. This shows that the lecturers did good preparation while they were lecturing.

Lecturers give and explain course outlines was ranked sixth with the means of 3.31 interpreted as very high. This indicates that the lectures informed what they taught ahead of time.

Being friendly to students was ranked seventh with the mean of 3.30 interpreted as very high. This shows that the lecturers were friendly to their students.

Stimulating students to think critically was ranked eighth with the mean of 3.25 interpreted as high. This displays that the lecturers promoted the critical thinking of their students.

Helpfulness of lecturers was ranked eighth with the mean of 3.25 interpreted as high. This means that lecturers in Kampala International University were helpful to their students.

Fluency in English was ranked eighth with the mean of 3.25 interpreted as high. This means that lecturers were fluent in English language.

Giving guidelines to students ranked eleventh with the mean of 3.23 interpreted as high. This means that lecturers gave good guidelines to their students.

Considering creativity of students was ranked twelfth with the mean of 3.21 interpreted as high. This means that lecturers considered the creativity of the students while they were lecturing.

Enthusiastic to help students was ranked thirteenth with the means of 3.18 interpreted as high. This shows that lecturers were enthusiastic to help their students.

Competency of lectures was ranked thirteenth with the means of 3.18 interpreted as high. This indicates that lecturers in Kampala International University were very competent.

Resourcefulness of lecturers was ranked fifteenth with the mean of 3.17 interpreted as high. This means that lecturers were resourceful to their students.

Expertise of lectures in their areas was ranked sixteenth with the mean of 3.16 interpreted as high. This means that lecturers were expertise in their areas.

Marking content, not names/handwriting/past records, was ranked eighteenth with the mean of 3.13 interpreted as high. This indicates that lecturers marked content not names/handwriting/past records.

Explaining issues/materials/notes well was ranked eighteenth with the mean of 3.13 interpreted as high. This means that lecturers explained issues/materials/notes well.

Identifying important issues was ranked twentieth with the mean of 3.12 interpreted as high. This means that lecturers were able to identify important issues while they were lecturing.

Being comfortable with students was ranked twenty first with the mean of 3.11 interpreted as high. This means that the lecturers were comfortable with students.

Marking reflect content of assignment was marked twenty second with the mean of 3.10 interpreted as high. This indicates that the lecturers' marking reflected the content of the assignment.

Being hard working was ranked twenty third with the mean of 3.09 interpreted as high. This means that the students concur that the lecturers were hard working.

Being well focused was ranked twenty third with the means of 3.09 interpreted as high. This indicates that the lecturers were well focused.

Being analytical in their approach was ranked twenty fifth with the mean of 3.07 interpreted as high. This means that the lectures were analytical in their approach.

Providing clear marking schemes was ranked twenty sixth with the mean of 3.06 interpreted as high. This means that lecturers provided clear marking schemes to their students.

Having good mastery of the contents was ranked twenty sixth with the mean of 3.06 interpreted as high. This shows that the lecturers in Kampala International University had good mastery of contents.

Using learning aids was ranked twenty sixth with the mean of 3.04 interpreted as high. This means that lecturers used learning aids to run the class.

Providing comments on weaknesses and strengths for assignments was ranked twenty eighth with the mean of 3.04 interpreted as high. This shows that the lecturers provided comments on weaknesses and strengths for assignments.

Sticking to course outline was ranked twenty eighth with the mean of 3.04 interpreted as high. This means that the lecturers stick to course outline.

Doing well preparation for lecturing was ranked thirty first with the mean of 3.03 interpreted as high. This means that the lecturers had good preparation for lecturing.

Innovativeness and creativeness of lecturers was ranked thirtieth first with the mean of 3.03 interpreted as high. This means

that the lecturers in Kampala International University were innovative and creative.

Inviting students to share their knowledge and experiences by lectures was ranked thirty third with the mean of 3.02 interpreted as high. This indicates that the lecturers invited students to share their knowledge and experiences.

Providing constructive criticism was ranked thirty fourth with the mean of 3.00 interpreted as high. This means that the students concur that the lecturers provided constructive criticism.

Bing well organized was ranked thirty fifth with the mean of 2.99 interpreted as high. This indicates that the lecturers were well organized.

Being gender sensitive was ranked thirty sixth with the mean of 2.97 interpreted as high. This means that the lecturers were gender sensitive while they were lecturing.

Demystifying issues was ranked thirty seventh with the mean of 2.96 interpreted as high. This means that the lecturers demystified issues.

Being sensitive to students needs was ranked thirty seventh with the mean of 2.96. this means that the lectures were sensitive to the needs of students.

Being patient to students was ranked thirty ninth with the mean of 2.95. This indicates that the lecturers were patient to students.

Being unbiased to students was ranked thirty ninth with the mean of 2.95. This displays that the lecturers were unbiased to students.

Marking on time was ranked forty first with the mean of 2.92. This means that the lecturers marked on time.

Having impartiality was ranked forty second with the mean of 2.91. This indicates that the lecturers had impartiality towards the students.

Being readily available was ranked forty third with the mean of 2.90. This shows that the lecturers were readily available.

Being rational in marking was ranked forty third with the mean of 2.90. This indicates that the lecturers were rational in marking.

Not underestimating students was ranked forty sixth with the mean of 2.84. This means that the lecturers did not underestimate students.

Being time conscious Lecturers was ranked forty seventh with the mean 2.80. This signifies that the lecturers were time conscious.

Punctuality of the lecturers was ranked forty-eighth with the mean of 2.77 interpreted as high. This means that the lecturers were punctual, but it is least one

Table 5
Significant Difference Among the Level of Lecturers’
Effectiveness in Various Colleges

Variable	Category	Mean	F-value	Sig value	Interpretation	Decision HO
Lecturers’ Effectiveness	CEMS	3.5842	33.602	.000	Significant difference	Rejected
	COEDL	3.1920				
	SOL	2.8315				
	COIT	2.7962				
	CHDR	2.7827				

In table 5, there is a significant difference among the level of lecturers’ effectiveness in various colleges in Kampala International University since the sig-value is less than 0.05 and so, we reject the null hypothesis that was there is no significant difference among the level of lecturers’ effectiveness in various colleges. We accept the alternative hypothesis. Therefore, we conclude that there is a significant difference among the level of lecturers’ effectiveness in various colleges finding out that the College of Economics and Management Science ranked the highest effectiveness (mean=3.5842).

Table 6
Relationship between Non Monetary Compensation and
Lecturers' Effectiveness in KIU

Variables correlated	Computed r-value	p-value	Interpretation of correlation	Decision on Ho
Non monetary compensation and lecturers effectiveness	0.945	0.008	significant relationship	Rejected

In table 6, the relationship between the two variables (non monetary compensation and lecturers' effectiveness) is statistically significant or big enough since the accompanying p-value is less than 0.05 and so, we reject the null hypothesis that was there is no significant relationship between non monetary compensation and lecturers' effectiveness and accept the alternative hypothesis that was there is a significant relationship between non monetary compensation and lecturers' effectiveness. Therefore, we conclude that there is a significant relationship between non monetary compensation and lectures' effectiveness.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the summary of the findings, conclusions, recommendations following the study objectives and pertinent hypotheses and areas of future research.

Findings

This study was set out to establish the relationship between non monetary compensation and lecturers' effectiveness in Kampala International University which was guided by the following objectives: to determine the demographic characteristics of respondents in terms of gender, age, educational qualification, teaching experience and marital status; to determine the level of non monetary compensation; to determine the level of lecturers' effectiveness; to determine whether there was a significant difference among the level of lectures' effectiveness in five colleges; and to determine whether there was a significant relationship between the non monetary compensation and lecturers' effectiveness in Kampala International University.

In regard to demographic characteristics of the lecturers (Table 2), the study found out that 55.8% were male, the greatest percentage- 70.7% was between 20-39 years of age; 68.3% were in Masters level; 46.7% had less than five years teaching experiences; 49.1% were married.

Data was analyzed using SPSS descriptive statistics for means and averages for (i) level of non monetary compensation in terms status of the profession, esteem needs, delegation of authority, working condition, job enrichment (Mean= 2.27) rated as low (ii) level

of lecturers' effectiveness in terms of rapport attributes, delivery attributes, fairness attributes, knowledge and creativity attributes, organization and preparation attributes in Kampala International University (Mean=3.01) interpreted as high (iii) the hypothesis of saying there is no a significant difference among levels of lecturers' effectiveness in various colleges is rejected since the sig value (0.00) is less than 0.05. Thus, the alternative hypothesis is accepted (iv) the hypothesis of saying that there is no a significant relationship between non monetary compensation and lecturers' effectiveness is rejected as p value (0.008) is less than 0.05. Therefore, the alternative hypothesis which says that there is a significant relationship between non monetary compensation and lecturers in Kampala International University is accepted.

Conclusions

Both the null hypotheses of no significant difference among the level lecturers' effectiveness in five colleges, and insignificant relationship between non monetary compensation and lecturers' effectiveness in Kampala International University were rejected. Therefore, there was a significant difference among the level of lecturers' effectiveness in five colleges; and the study confirms that there was a significant relationship between non monetary compensation and lecturers' effectiveness in Kampala International University.

The research found out that most of the lecturers (70.7%) in Kampala International University were between 20-39 years old; they were less experienced with masters level (i.e. below 5 years), but they were young and energetic. The majority of the young lectures were working as the university offered further studies opportunities.

According to Maslow people are motivated to satisfy their needs and those needs can be classified into the following five categories that are in an ascending hierarchy: Physiological needs, security needs, social needs, esteem needs and self-actualization needs. However, the level of non monetary compensation was low as most of the lecturers could not exceed beyond physiological needs; even sometimes they found so difficult to survive with economic crisis running in Uganda. The lecturers were not well motivated by the university, but the finding has confirmed that the lecturers were effective.

Similarly, Herzberg argued that two entirely separate dimensions contribute to an employee's behavior at work: hygiene factors and motivators. Hygiene factors refer to the presence or absence of job dissatisfiers, but when motivators (i.e. assignment of challenging jobs, achievement, work itself, recognition, responsibility, advancement and opportunities for growth in the job etc) are present, workers are highly motivated to excel at their work. Nonetheless, with the absence/low of the motivators, the lecturers were found effective. Therefore, the researcher confirmed that Maslow and Herzberg's theories were not the source for the effectiveness of lecturers in Kampala International University with the exception of afforded scholarship to young lecturers.

Under related studies, it was clear that there was a strong relationship between non monetary compensation and lecturers' effectiveness. In spite of the fact that the research found that there was a significant relationship between non monetary compensation and lecturers' effectiveness in Kampala International University, the effect of the non monetary compensation on lecturers' effectiveness is less. In spite of the fact that there was low level of non monetary compensation (mean= 2.27), lectures were still effective, because the

young lecturers deserved scholarship opportunities or possibly fear of unemployment.

Recommendations

This section deals with recommendations arising from the pertinent findings and conclusions of this study, following the study objectives and hypotheses:

The administration of Kampala International University has not utilized proper management of the non monetary compensation to strengthen the effectiveness of the lecturers and salary increment either. As the university has less revenue and at large the nation is in economic challenges, it is, obviously, very hard to motivate the lecturers with monetary aspects. The university should be creative and innovative enough to improve the status of the profession, esteem needs, delegation of authority, working condition, and job enrichment.

The administration should strengthen the prestige in teaching profession, and should develop clear standards of recruitment and selecting policy in order to promote the status of the profession.

The university should be able to appreciate and recognize creativity, innovation and outstanding performance of the lecturers in order to keep the esteem needs of the lecturers. Besides, the stakeholders should bring all necessary moral support for lecturers in order to make them more effective.

The university should encourage the lecturers to involve in planning and policy analysis, and independent problem solving mechanisms by establishing the system of delegation of authority. Moreover, the university should develop a sustainable managerial skills and values through delegation of responsibility.

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competency-and-teacher-job-satisfaction-among-secondary

school-teachers-3108434.html

APPENDIX I

TRANSMITTAL LETTER FROM CHDRS



**KAMPALA
INTERNATIONAL
UNIVERSITY**

Ggaba Road - Kansanga
P.O. Box 20000, Kampala, Uganda
Tel: +256 - 414 - 266613 / +256 - 772 - 322563
Fax: +256 - 414 - 501 974
E-mail: admin@kiu.ac.ug
Website: www.kiu.ac.ug

**OFFICE OF THE HEAD OF DEPARTMENT, EDUCATION, OPEN AND
DISTANCE LEARNING
COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)**

Date: 14th June, 2012

**RE: REQUEST OF MEBRAHTU TECLESION MED/33485/113/DF
TO CONDUCT RESEARCH IN YOUR ORGANIZATION.**

The above mentioned is a bonafide student of Kampala International University pursuing Masters of Educational Management and Administration.

He is currently conducting a research entitled "**Non- Monetary Compensation and Lecturers' Effectiveness in Kampala International University, Uganda**".

Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him from your organization shall be treated with utmost confidentiality.

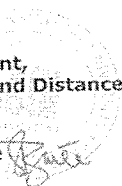
Any assistance rendered to him will be highly appreciated.

Yours truly,

**Dr. Ssemugenyi Fred
Head of Department,
Education, Open and Distance Learning (CHDR)**

NOTED BY:

Dr. Sofia Sol T. Gaite
Principal-CHDR



"Exploring the Heights"

APPENDIX II
CLEARANCE FROM ETHICS COMMITTEE

Date _____

Candidate's Data

Name _____

Reg.# _____

Course _____

Title of Study _____

Ethical Review Checklist

The study reviewed considered the following:

- ___ Physical Safety of Human Subjects
- ___ Psychological Safety
- ___ Emotional Security
- ___ Privacy
- ___ Written Request for Author of Standardized Instrument
- ___ Coding of Questionnaires/Anonymity/Confidentiality
- ___ Permission to Conduct the Study
- ___ Informed Consent
- ___ Citations/Authors Recognized

Results of Ethical Review

- ___ Approved
- ___ Conditional (to provide the Ethics Committee with corrections)
- ___ Disapproved/ Resubmit Proposal

Ethics Committee (Name and Signature)

Chairperson _____

Members _____

APPENDIX III
INFORMED CONSENT

I am giving my consent to be part of the research study of Mr. Mebrahtu Tecelsion Berhe that will focus on "Non Monetary Compensation and Teachers' strike".

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: _____

Date _____

APPENDIX IV
RESEARCH INSTRUMENT

SECTION A: FACE SHEET PROFILE OF LECTURERS

Please tick where appropriate

Age: ____ (1) 20-39
____ (2) 40-59
____ (3) 60 and above

Gender: ____ (1) Male
____ (2) Female

Level of Education:

____ (1) Certificate
____ (2) Diploma
____ (3) Bachelors
____ (4) Masters
____ (5) Ph.D.

Number of Years Teaching Experience:

____ (1) 0-5yrs
____ (2) 6- 10yrs
____ (3) 11-15yrs
____ (4) 16-20yrs
____ (5) 21yrs and above

Marital Status:

____ (1) Married
____ (2) Single
____ (3) Divorced
____ (4) Widow/widower

SECTION B: QUESTIONNAIRE ON NON MONETARY COMPENSATION

Direction: Please write your preferred option on the space provided before each item.

Kindly use the **RATING** guide below:

Response Mode	Rating	Interpretation
Strongly Agree	(4)	Very high
Agree	(3)	high
Disagree	(2)	Low
Strongly disagree	(1)	Very low

A. Status of the Profession

- _____ 1. Teaching professionalism is recognized by community.
- _____ 2. The university administration values teaching profession.
- _____ 3. There is professional ethics and quality of lecturers in KIU.
- _____ 4. There is a prestige in "teaching" profession.
- _____ 5. There are clear standards of recruitment and selecting policy in KIU.

B. Esteem Needs

- _____ 1. Students give much value to lecturers.
- _____ 2. Innovations are appreciated and recognized by administration.
- _____ 3. Appreciation and recognition are given to outstanding performance by KIU.
- _____ 4. There is moral support from stakeholders.

C. Delegation of Authority

- _____ 1. KIU makes efforts that make lecturers to feel more responsibility and leadership.

- _____ 2. KIU has an approach that encourages lecturers to involve in planning and policy analysis.
- _____ 3. KIU creates ground for lecturers to solve problems independently.
- _____ 4. KIU provides opportunities for building managerial skills and values through delegation of responsibility.

D. Working Condition

- _____ 1. There are pleasantness and adequacy of university infrastructure.
- _____ 2. There are systems social networks within school community.
- _____ 3. KIU has a fair policy/scheme of teaching load.
- _____ 4. KIU has defined procedures for obtaining materials and services.
- _____ 5. There is a habit of having flexible working hours in KIU.
- _____ 6. There is academic freedom in KIU.

E. Job Enrichment

- _____ 1. KIU has opportunities for educational and personal advancement.
- _____ 2. KIU affords various trainings for lecturers to cope the growing technology.
- _____ 3. KIU has good mechanisms to avoid monotonous job style.
- _____ 4. KIU holds trainings and seminars to ensure responsibility of lecturers.

SECTION C: QUESTIONNAIRE ON LECTURERS' EFFECTIVENESS

Direction: Please, write your preferred option on the space provided before each item.

Kindly use the **RATING** guide below:

Response Mode	Rating	Interpretation
Strongly Agree	(4)	Very high
Agree	(3)	high
Disagree	(2)	Low
Strongly disagree	(1)	Very low

A. Rapport Attributes

- ____1. The lecturers are friendly to his/her students.
- ____2. The lecturers are always enthusiastic to help.
- ____3. The lecturers are readily available.
- ____4. The lecturers are patient.
- ____5. The lecturers are helpful.
- ____6. The lecturers are tolerant.
- ____7. The lecturers are comfortable with students.
- ____8. The lecturers are not underestimating students.
- ____9. The lecturers are sensitive to students' needs.
- ____10. The lecturers are gender sensitive.

B. Delivery Attributes

- ____1. The lecturers invite students to share their knowledge and experiences.
- ____2. The lecturers stimulate students to think critically.
- ____3. The lecturers give every student chance to participate.
- ____4. The lecturers give students time to ask questions and answer the questions well.
- ____5. The lecturers good voice projection.

- ____6. The lecturers give and explains course outline.
- ____7. The lecturers explain issues/materials/notes well.
- ____8. The lecturers give out handouts and extra materials.
- ____9. The lecturers involve students in class presentations.
- ____10. The lecturers demystify issues.
- ____11. The lecturers are fluent in English.
- ____12. The lecturers use learning aids.
- ____13. The lecturers give guidelines.

C. Fairness Attributes

- ____1. The lecturers mark content not names/ handwriting/past record.
- ____2. The lecturers have impartiality.
- ____3. The lecturers are unbiased.
- ____4. The lecturers give constructive criticism.
- ____5. The lecturers consider creativity.
- ____6. The lecturers mark reflects content of assignment.
- ____7. The lecturers provide clear marking scheme.
- ____9. The lecturers are rational in marking.
- ____10. The lecturers give comments on weaknesses and strengths for your assignments.
- ____11. The lecturers mark on time.

D. Knowledge and Creativity Attributes

- ____1. The lecturers are competent.
- ____2. The lecturers are Knowledgeable.
- ____3. The lecturers are expert in their areas.
- ____4. The lecturers have good mastery of content.
- ____5. The lecturers are analytical in their approach.
- ____6. The lecturers are creative/ innovative.
- ____7. The lecturers are resourceful.

E. Organization and Preparation Attributes

- ____1. The lecturers are well prepared for lectures.
- ____2. The lecturers are punctual.
- ____3. The lectures are time conscious.
- ____4. The lecturers are hard working.
- ____5. The lectures are well focused.
- ____6. The lectures are well organized.
- ____7. The lecturers are sticks to course outline.
- ____8. The lecturers identify important issues.

Adapted from the following sources:

- Speak Support Providing Employees Association of Kentucky
(www.directcareclearinghouse.org)
- Myskillprofile.com by Smith John
- [www. aspina.com](http://www.aspina.com)
- Hong Kong Baptist University
(<http://webte.hkbu.edu.hk/questionnaire.pdf>)

RESEARCHER'S CURRICULUM VITAE

Personal Profile

Name: Mebrahtu Teclesion

Gender: Male

Nationality: Eritrean

Educational Background

Bachelor of Arts in History from University of Asmara
(2003)

Work Experiences

- 5 years Teaching in Secondary School
- 4 years working as junior researcher in Research and Documentation Center, Eritrea (RDC)
- 7 years researcher, and peace and human rights activist