

**THE EFFECT OF EMPLOYEE REWARDS ON PUPIL
PERFORMANCE IN PUBLIC
PRIMARY SCHOOLS.**

**CASE STUDY OF WOBULENZI TOWN COUNCIL
LUWERO DISTRICT- UGANDA**

BY

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF
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REQUIREMENT FOR THE AWARD OF BACHELORS
DEGREE OF PUBLIC ADMINISTRATION OF
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UNIVERSITY**

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DECLARATION

I **NABUNYA SYLVIA**, declare that this work has never been presented to any Institution
for any academic award or Recognition

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This Research Report has been submitted with my supervision and approval

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SIGNATURE.....

DATE.....

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the main findings of the study and the relevant interpretations of those findings. Various aspects relating to the motivation of teachers in public primary schools and how it impacts on their performance. The chapter looks into the factors that motivate teachers in public primary schools; the forms of motivation or rewards that exist in public primary schools; and the challenges associated with rewards in public primary schools. Activities available, relevant interpretations and Implications of all issues raised above are made.

4.2 Socio-Demographic and Distribution of the Respondents

Statistical analysis of the data related to individual characteristics of the sample, shows how the respondents represented the various socio-demographic categories in the study population (see figure 4.1). It is important to note that the process of obtaining information from the respondents yielded a response rate of 100 percent (N=60) which constituted the total number of target population who were interviewed and whose socio-demographic conditions are hereby presented.

ACKNOWLEDGEMENT

I wish to acknowledge my indebtedness to the following people whose assistance, courtesy, advice and support made this research a success.

Firstly, my sincere thanks go to my employer, granting me this opportunity to take on this course. Specifically, I wish to thank the *head of department*, for releasing me to come to Kampala International University to pursue my education Programme.

Secondly, I want to thank in a special way my supervisor *Mr. Mulegi Tom* for his tireless effort he committed to critically read through this research and guiding me to the completion of this research.

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TABLE OF CONTENTS

DECLARATION	i
APPROVAL	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS	iv
LIST OF TABLES.....	vi
LIST OF FIGURES.....	vii
CHAPTER ONE.....	1
1.0 Introduction	1
1.1 Background to the Study	1
1.2 Statement of the Problem	5
1.3 Objectives of the Study.....	6
1.3.1 The General Objective.....	6
1.3.2 The Specific objectives.....	6
1.4 Research Questions.....	7
1.5 Significance of the Study.....	7
1.6 Scope of Study.....	7
1.7 Limitations of the study.....	8
1.7.1 Cooperation	8
1.7.2 Financial Problem.....	8
CHAPTER TWO	9
LITERATURE REVIEW	9
2.0 Introduction	9
2.1 Types of Rewards that Exist in Organizations	9
2.1.1 Membership and Seniority-Based Rewards	10
2.1.2 Job-status Based Rewards	10
2.1.3 Competency-Based Rewards	11
2.2 Challenges of Rewards	11
2.2.1 Rewards punish.....	11
2.2.2 Rewards rupture relationships	11

2.2.3 Conceptual/Theoretical Framework	13
CHAPTER THREE.....	14
RESEARCH METHODOLOGY.....	14
3.0 Introduction	14
3.1 Research Design	14
3.2 Research Population and Sample	14
3.3 Research Instruments and Procedures	14
3.4 Data Collection Procedures	15
3.5 Data Analysis Procedures	15
CHAPTER FOUR	16
DATA PRESENTATION, ANALYSIS AND DISCUSSION.....	16
4.1 Introduction	16
4.2 Socio-Demographic and Distribution of the Respondents	16
4.3 Respondents views on factors that motivate teacher's performance in public primary schools	21
CHAPTER FIVE	22
SUMMARY OF MAJOR FINDINGS, RECOMMENDATIONS AND CONCLUSIONS.....	22
5.1 Summary of Major Findings.....	22
5.2 Recommendations	22
5.2.1 Accurate Measurement of Performance	22
5.2.2 Ensure that rewards are relevant.....	23
5.2.3 Use Team Rewards for Interdependent Jobs	23
5.2.4 Ensure rewards are valued	23
5.2.5 Watch out for unintended consequences	23
REFERENCES	24
APPENDICES.....	25
APPENDIX 1: TEACHERS' QUESTIONNAIRE.....	25

LIST OF TABLES

Table 4.1: Showing the demographic characteristics of respondents.....	20
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LIST OF FIGURES

Figure 2.1 Conceptual/Theoretical Framework.....	13
Figure 4.1:Socio-Demographic and Distribution of the Respondents.....	17
Figure 4.2: Showing age of respondents.....	17
Figure: 4.3:Showing marital status	18
Figure 4.4:Showing levels of education of respondents.....	19
Figure 4.5: Level of Participation in the Formal Education Activities.....	21

CHAPTER ONE

1.0 Introduction

This introductory chapter maps out the research problem. It details the background to the problem, the statement of the problem, the research objectives and questions. It also explores the significance of the study, scope and limitations of the study and a conceptual framework on which the study was based.

1.1 Background to the Study

Reward management is concerned with all the strategies by an organization in formulation and implementation of policies that aim at rewarding people justifiably, equitably but also differentially and consistently in accordance with their value to the organization (Maicibi, 2007). Indeed reward management is about understanding the individual contribution factors and determining the level of pay bonuses and other rewards staff should receive. According to Maicibi (2007), reward management basically deals with the design, implementation and maintenance of reward practices that are aimed at improving individual, team and organization performance.

According to Mcshane (2000), financial rewards are a fundamental part of the employment relationship. Schools distribute money and other benefits in exchange for the teacher's availability, competencies, and behaviors. It is assumed that rewards help to align individual goals with the goals of the school and to provide a return for the individual teacher's contribution. This concept of economic exchange can be found across cultures. The word for "pay" in Malay and Slovak means to replace a loss; in Hebrew and Swedish it means making equal. No matter which culture, a pay check means giving back or rebalancing the employee's contribution to the employer. There is increasing evidence that individual's

inmost cultures value some amount of performance-based-pay, rather than a fixed salary alone. This however, appears to be still largely missing in most African school, Uganda including thus directly have implications on the motivation of the teachers towards work; and thus bearing a negative influence towards their performance.

Motivation is an aspect of human behavior that can be described as label for the determinants of choice to initiate a certain task, the choice to expend a certain amount of effort, and the choice persist in expending effort over a period of time (Stoner, Freeman & Gilbert, 2003). To understand motivation, one has to understand human nature itself (Mullins, 1998). Thus, the term motivation may imply “those processes, both instinctive and rational, by which people seek to satisfy the basic drives, perceived needs and personal goals, and which trigger human behavior” (Cole, 1995, p. 119).

The concept of motivation has been a concern of many management theorists and researchers for many years. Fredrick. W. Taylor, the father of scientific management, averred that money is the primary incentive in motivation. He believed that punishment, especially withdrawal of benefits or threat of dismissal, was a proper part of motivation. Elton Mayo (in Dickson, 1973) set a different stage for theorizing about motivation. He concluded, after a series of studies, dubbed the Hawthorne’s experiments, that people needed social contact at work and that human and social process played a central role in influencing organizational and work-group performance and effectiveness. Mayo’s assertion brought about a new thinking in management called the human relations approach. It triggered a series of researches and writers, notably Abram Maslow (1954) (in Mullins, 2002) who proposed that people’s needs are arranged in a hierarchy in which basic needs generally have to be satisfied before higher needs come into play. Other motivational theorists in literature that were founded on Mayo’s assertions include Alderfer (1967), whose work was simply a

modification of Maslow's theory, Herzberg's (1972) two-factor (Motivator Hygiene) theory and McClelland's (1961; 1966) achievement motivation theory (Stoner et al, 2003).

These theories have now collectively been referred to as content theories. This is because they emphasize more on what actually motivates behavior rather than how motivation actually occurs. They attempt to explain specific things, which actually motivate the individual at work. They are concerned with identifying people's needs and their relative strengths, and the goals they pursue in order to satisfy these needs.

Another set of theories have been also identified in literature, which put more emphasis in their postulations on how motivation occurs rather than what motivates as emphasized by content theories. Such theories are now referred to as process theories. They include Vroom's (1964) expectancy theory, Adam's (1965) equity theory, Locke's (1968) goal theory, and Skinner's (1972) reinforcement theory among others (Mullins, 2002). Vroom's (1964) theory is series of studies, dubbed the Hawthorne's experiments that people needed social contact at work and that human social processes played a central role in influencing organizational and work-group performance and effectiveness. Mayo's assertion brought about a new thinking in management called the human relations approach. It triggered a series of researches and writers, notably Abram Maslow (1954) (in Mullins, 2002) who proposed that people's needs are arranged in a hierarchy in which basic needs generally have to be satisfied before higher needs come into play. Other motivational theorists in literature that were founded on Mayo's assertions include Alderfer (1967), whose work was simply a modification of Maslow's theory, Herzberg's (1972) two-factor (motivator- Hygiene) theory and McClelland's (1961, 1966) achievement motivation theory (Stoner et al, 2003).

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Another set of theories have also been identified in literature, which put more emphasis in theories postulations on how motivation occurs rather than what motivates as emphasized by content theories. Such theories are now referred to as process theories. They include Vroom's (1964) expectancy theory, Adam's (1965) equity theory, Locke's (1968) goal theory, and Skinner's (1972) reinforcement theory among others (Mullins, 2002). Vroom's (1964) theory is based on the belief that employee effort will lead to performance and performance will lead to rewards. Rewards may be either positive or negative. The more positive the reward the more likely the employee will be highly motivated. Conversely, the more negative the less likely the employee will be motivated.

Adams' (1965) theory, its part states that employees strive for equity between themselves and other workers. Equity is achieved when the ratio of employee outcomes over input). Skinner's (1953) theory simply states those employees' behaviors that lead to positive outcomes will be repeated and behaviors that lead to negative outcomes will not be repeated. Managers should negatively reinforce employee behaviour that leads to negative outcomes.

Research has revealed that there are numerous factors that influence employee motivation at work. Such factors tend to include security needs (e.g. job security, adequate financial rewards, promotion prospects), social and affiliation needs (e.g. social contact at work, group membership), recognition and esteem (i.e. acknowledgement by management), need for

acceptable level of autonomy in the job, need to find interest and challenge in work itself, need to achieve and sense of satisfaction in one's work, need to achieve growth in personal repertoire of knowledge and skills, and need to find personal growth and development through work, among others.

Rewards will not work unless schools learn to measure teachers' and tie that information to the reward. This strengthens the performance-to –out come expectancy because accurate performance measurement increases the probability that teachers who perform well are correctly identified and thereby receive larger rewards (Mary Ann, 2000). This occurs because it is partly difficult to measure the many elements of job performance and organizational citizenship. More, evidence suggests that performance pay decisions are biased by school politics) tend to receive higher increases.

1.2 Statement of the Problem

Reward is a major factor that affects employee performance and will in all affect the total firm productivity. Every organizational is unique in itself and organizational reward factors are bound to vary from organization to organization due to organizationally unique factors like leadership, policies, structure, technology and process, people etc. Rewards will not work unless schools learn to measure teachers' and tie that information to the reward. This strengthens the performance-to –out come expectancy because accurate performance measurement increases the probability that teachers who perform well are correctly identified and thereby receive larger rewards (Mary Ann, 2000).

Thus although several studies exist on reward systems,, this study will be conducted in a unique population, Early Child Hood teachers at Wobulenzi Town Council,in Luwero District Uganda.

Cole (1995) asserts that there is need to study organizational remuneration periodically due to changing needs of the employees, personality differences and management attitude. A literature search revealed that no known study exists that explores the nature of rewards among Child Hood Education teachers in Uganda (MoE, 2004). This study will seek to fill this gap on pay differences, career development, leadership styles, and recognition, working environment, retirement schemes, salary structure, job enrichment and appreciation of work.

Against this background, this study will seek to explore the nature of reward among Early Child Hood Education teachers in Uganda taking the case of Wobulenzi Town Council in Luwero district in Uganda.

1.3 Objectives of the Study

The objectives of the study incorporates both the General objective and the specific objectives

1.3.1 The General Objective

The general objective of the study is to assess the impact of Employee Rewards on the performance of Early Child Hood pupils' in Public Primary schools.

1.3.2 The Specific objectives

- 1 To assess the factors in the reward systems that motivate teachers in Early Child Hood Education in Primary schools.
- 2 To assess the types of rewards that exist in Early Child Hood Education schools.
- 3 To assess the problems associated with rewards in Early Child Hood Education in Primary schools.

1.4 Research Questions

The research questions will be as follows:

- 1 What work-related factors in the reward systems that motivate pre-school teachers?
- 2 What are the types of rewards that exist in Primary schools?
- 3 What are the problems associated with rewards in Primary schools?

1.5 Significance of the Study

The role that rewards play to employee performance, especially in our rapidly changing workplaces, has been recognized by numerous researches. Studies indicate that motivated employees help organizations survive and are more productive. To be effective, managers thus need to understand what motivates employees within the context of the roles they perform. This study will seek to avail relevant data on the nature of motivation to the management of Primary schools to sensitize them on how to motivate their teachers and improve their performance levels.

Research also suggests that rewards at work influences employee satisfaction and the quality of work life (Stoner et al, 2003). The data that will be availed in this study hopes to provide a basis for management decisions to improve the quality of work life among Primary teachers and boost their career development prospects through improved attention of management to the teacher motivation and personal factors.

1.6 Scope of Study

This scope study was conducted among teachers of Primary schools in Wobulenzi Town Council Luwero district in Uganda. Generalization to other populations was while considering the specific characteristics of that population. The research covered a period between 2003 when Universal Primary Education was launched in Uganda to-date. The

subject of research was exclusively the assessment of rewards and how they motivate or demotivate teachers into performance or none performance respectively.

1.7 Limitations of the study

The limitations to this study are mainly in areas of cooperation and financial inadequacies.

1.7.1 Cooperation

Since the subject matter requires information from Primary teachers, some of them were uncooperative during interview because they initially would not know the relevancy of the research. The researcher however made all effort to counsel the teachers into compliance; this called for ultimate empathy by the researcher in the process.

1.7.2 Financial Problem

The cost of meeting research expenses and facilities like stationary, typing and photocopying were met by the research in person. With minimum income and limited resources data collection was done with a lot of difficulty. The researcher however, came up with a budget prior, which guided the entire expenditure in the process of research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In recognition of the available existing work already reached in the area of employee rewards, the research reviews the works of other scholars relevant to this particular study. The review of literature provides ideas, theories and methods of research valuable in formulating and studying the problem.

The literature reviewed, is in line with the objectives of study. It mainly focuses on the factors affecting reward systems in organizations, the types of rewards that exist and Performance based reward systems have become tremendously popular, but a few scholars claim that these incentives might do more harm than good for organizations. One strong critic of work place rewards is Alfie Kohn, an educational researcher and writer. Although Kohn identifies many concerns, he mainly links reward systems to the behavior modification problems. He even suggests that praise is unhealthy when applied as reinforcer the challenges facing reward systems in schools.

2.1 Types of Rewards that Exist in Organizations

Financial rewards are a fundamental part of the employment relationship. Organizations distribute money and other benefits in exchange for the employee's availability, competencies, and behaviors. Rewards help to align individual goals and to provide a return to the individual's contribution (Mary Ann, 2000). The concept of economic exchange can be found across cultures as earlier noted in the back ground of the study. There are however, a number of reward systems that are adopted by various organizations including schools; some of which are elaborated in the preceding discussion.

2.1.1 Membership and Seniority-Based Rewards

The largest portion of most paychecks is based on membership and seniority. Employees receive fixed hourly wages or salaries, and many benefits are the same for every one in the firm. Most organizations offer longer vacations to those with higher seniority. Base pay some times increases with the number of years in a job (Von Glinow 20000). Japanese firms usually move employees in a higher pay rate for each year on the job or their age.

Company pension plans emphasize seniority because those who leave within the first five years typically forfeit some or all the company's contribution to the pension plan (Mschane, 2000). Membership-based rewards may attract job applicants, particularly when the size of the reward increases with seniority. Seniority-based rewards reduce turn over because the cost of quitting increases with the employee's length of service. One problem with membership-based rewards is that they do not directly motivate job performance. Another problem is that membership-based rewards discourage poor performers from leaving voluntarily because they seldom have better job offers.

2.1.2 Job-status Based Rewards

Almost every organization rewards employees for the status of their jobs in the organization. Firms with many employees typically use job evaluation systems to evaluate the worth of each job in terms of its required skill, effort, responsibility, and working conditions. Jobs that require more skill and effort, have more responsibility, and have difficult working conditions would have more value and consequently would be placed in higher pay grades (Mschane, 2000). Organizations that do not rely on job evaluation still tend to reward job status based on pay survey information about the external labor market.

According to Mary Ann (2000), companies reward job status to maintain feelings of equity. Job evaluation systems try to maintain internal equity; that is, to ensure that employees feel their pay is fair when compared to how much other jobs in the organization are paid.

2.1.3 Competency-Based Rewards

Under this reward system, employees more for their competencies than the tasks they perform at a particular time (Von Glinow1999). Competencies can be said to be the underlying characteristics of people that lead to superior performance. Competence –based pay in schools, pays the teachers for their skills, knowledge and traits that lead to desired behaviors in schools, for instance improved performance in terms of pupils' grades in examinations.

Teachers like any other professionals are expected to have several competencies

Schools should come up with plans that represent a diversity of competency –based up pay.

In this kind of plan, teachers earn higher pay rates with the number of skill modules they have mastered.

2.2 Challenges of Rewards

The challenges of rewards cover areas such as; rewards as punishments and rewards as injurious to relationships in organizations.

2.2.1 Rewards punish

Kohn suggests that there are punitive features built into every reward. First, when rewarding people, we are demonstrating our control over them. This can eventually assume a punitive quality by making the reward recipient feel subservient. Second, after being rewarded, employees come to expect that reward in future. If their expectation is not met, they feel punished and in return this lowers teacher motivation n , which then affects their levels of performance negatively.

2.2.2 Rewards rupture relationships

Kohn complains that individual rewards create jealousies and competition. In other words, rewards usually lead to feelings of inequity because people invariably compare their rewards

to others. Team rewards aren't any better because they encourage peer pressure. Rewards also create a psychological distance between the person giving and receiving the reward. Taken together, rewards disrupt the collaboration needed for organizational learning.

Organizational behaviour scholars have known for years that performance-based rewards are imperfect. Even with these concerns, the organizational behaviour literature generally concludes that, properly implemented financial rewards do motivate employees. Our opinion that, Kohn's assumptions must be viewed as caveats of performance-based rewards, but not an outright dismissal of them.

One important argument for performance-based rewards comes from the economic concept called agency Theory. According to agency Theory, company owners (principals) and the executives and the employees representing the owners have different objectives (agents) have different goals and interests. Agency Theory argues that agents will not support the owners' goals unless they happen to coincide with their personal goals or there is compelling incentive to fulfill those goals. Reward systems are designed to successfully align employee goals and actions with the owners' interests.

2.2.3 Conceptual/Theoretical Framework

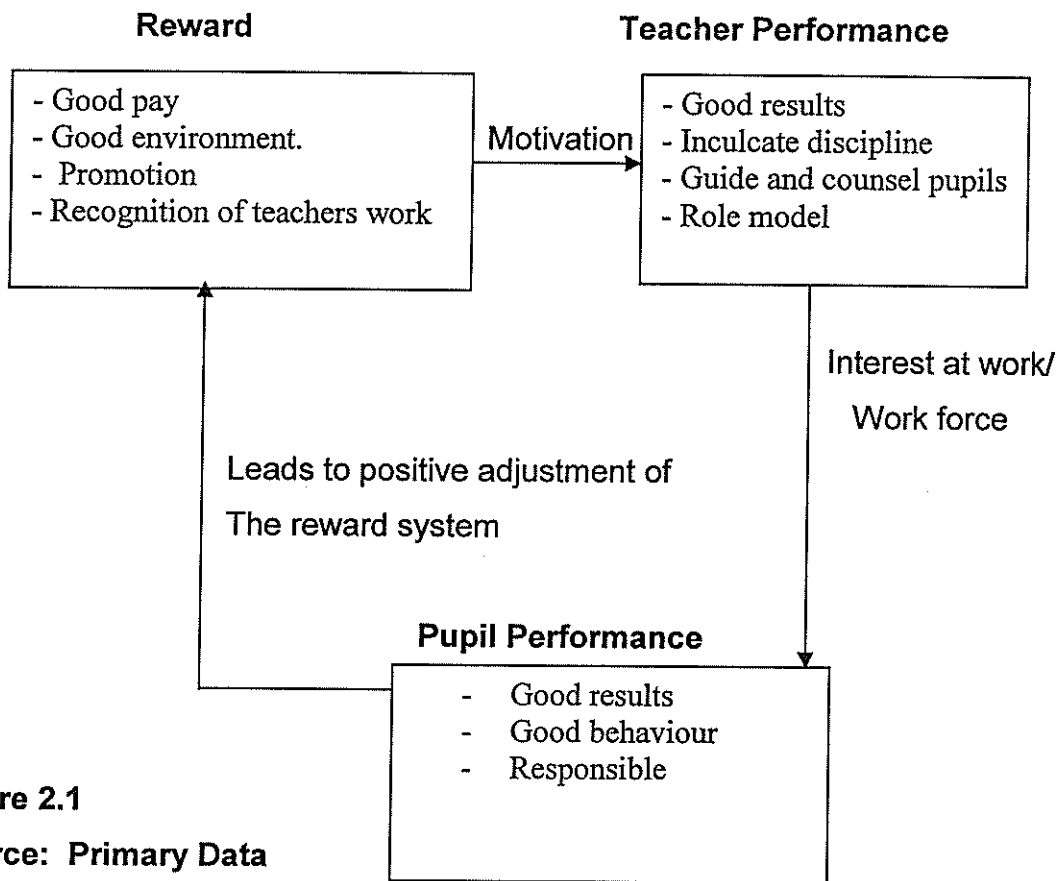


Figure 2.1

Source: Primary Data

A reward system that is good should incorporate aspects like: good pay, good working environment, objective promotion of teachers, and recognition of people's positive contribution to the schools. Such a system leads to a highly motivated and committed teacher workforce. Highly motivated teachers will put all effort directed towards; inculcating moral values among the pupils, playing guidance and counseling role to pupils, and generally acting as role models to the learners' community. Positive effort-out come relationship will result into good pupil grades in examinations, good pupil behavior and generally a responsible community of pupils. When the out come from the pupils is good as reflected in good grades, the employers of the teachers will be triggered into adjusting the reward systems in terms of increased pay rise; promotions and generally making the working environment much better than it were before.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methodology and design that was employed in collecting and analyzing data for this study. It includes a description of the research population and sample, the instruments that were used in data collection, the procedures of data collection and analysis.

3.1 Research Design

This research took the form of a survey research design. Survey design is that in which the researcher seeks to understand the nature of a phenomenon by investigating and identifying the main variables in a research situation (Mugenda & Mugenda, 2003). This study was to assess the nature of rewards and to identify the reward system variables perceived by employees as most important. It will not seek to examine any relationships between variables. This design will be thus suited to aid in answering the study questions.

3.2 Research Population and Sample

All the teachers of Primary schools will comprise the target population for this study; the managers of the schools will also part of the sample population.

From this population, a total 38 teachers and 21 managers will be sampled to participate in the study. The stratified random sampling method will be used in selecting the research sample for the teachers; while purposive sampling will be used for the managers this study. This population will be considered representative enough of the actual population.

3.3 Research Instruments and Procedures

A survey questionnaire will be used in collecting data in this study. This questionnaire will be designed based on a review of literature relating to theoretical conceptualization of the

concept of employee reward and other measures of employee motivation in the research literature. The questionnaire will ask about employees' perceptions of the nature of factors considered in the reward systems like salaries, allowances, working environment, career development, promotion and recognition. The questionnaire will also ask about the extent to which the employees feel that various factors were low or high in motivation, with respect to their organization. A significant percentage of the items will be closed-ended, with few selected open-ended items to clarify on certain issues of concern to the study.

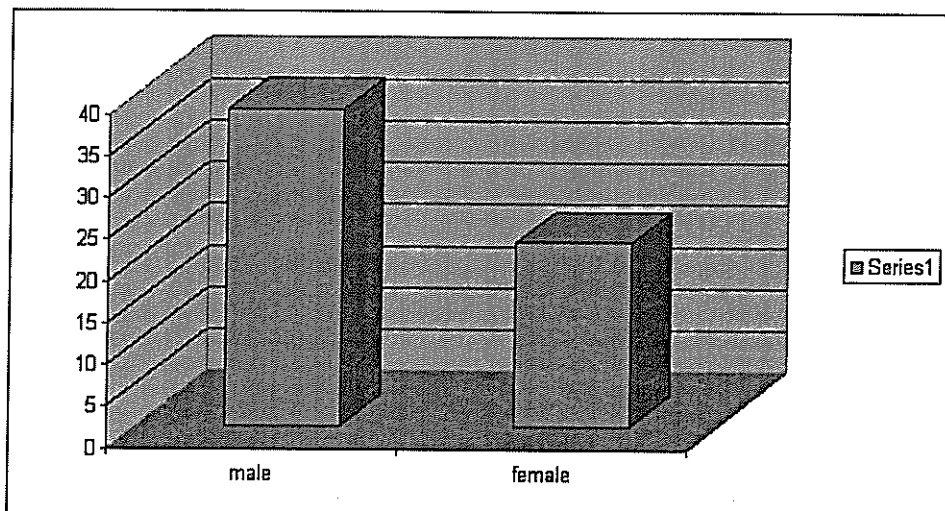
3.4 Data Collection Procedures

Before collecting the data, researcher will first meet with the authorities in Luwero district to gain approval for the research. The purpose and significance will be explained to the management. The school heads will then be approached and briefed about the research process and their approval will be sought. Participation, while approved by the school management, will be voluntary. The researcher will then approach selected teachers and explain the purpose of the research to them, stressing the voluntary nature of their participation and assuring them that confidentiality would be maintained, and answer questions from arising from the research process.

3.5 Data Analysis Procedures

The collected data will be coded and entered into a computer data analysis program (SPSS) for onward analysis and interpretation. Data will be analyzed using descriptive statistics that include frequency distribution tables, charts, percentages and other measures of central tendency i.e. means and standard deviations. The results of this analysis will be presented in the succeeding chapter.

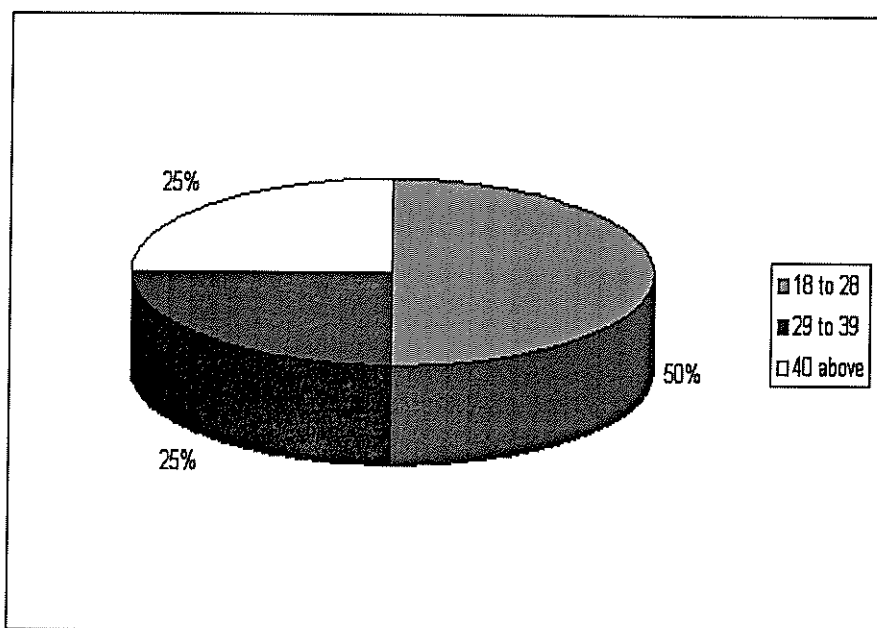
Figure 4.1:Socio-Demographic and Distribution of the Respondents



Source: field data

The research sampled 60 as the total number of respondents as indicated in above among which 38 respondents were male while 22 respondents were female. The difference in number was brought about due to the total population of the study area which had more male respondents as compared to their female counterparts.

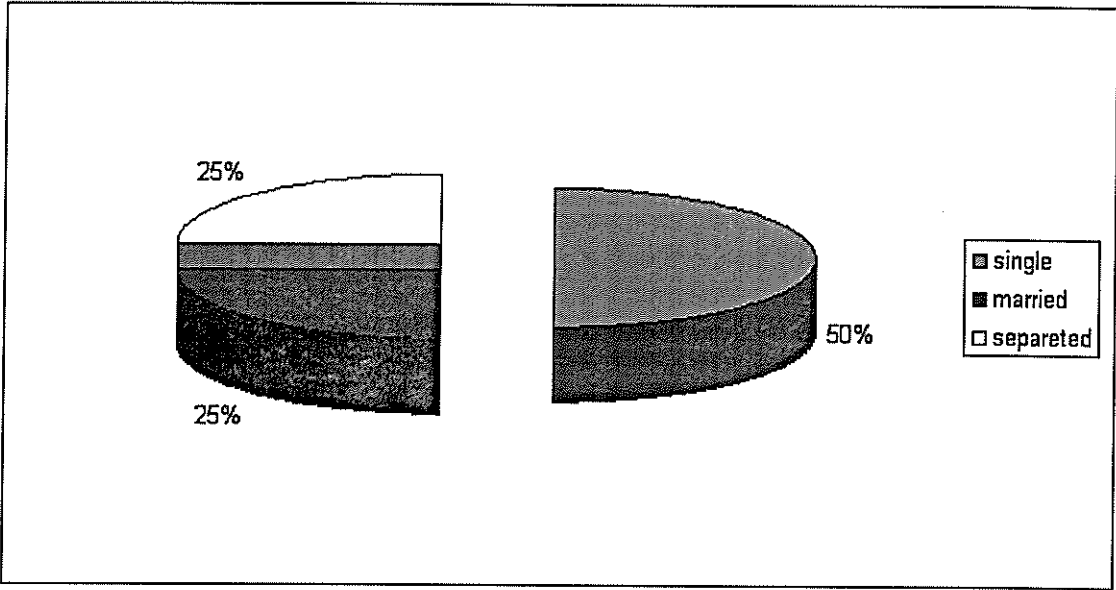
Figure 4.2: Showing age of respondents



Source: field data

Figure 4.2 is a demogragraphic reflection of the age of respondents in the study. The figure indicates the age of respondents was between 18 years to 40years above. The largest number of respondents was between 18 to 29 years.

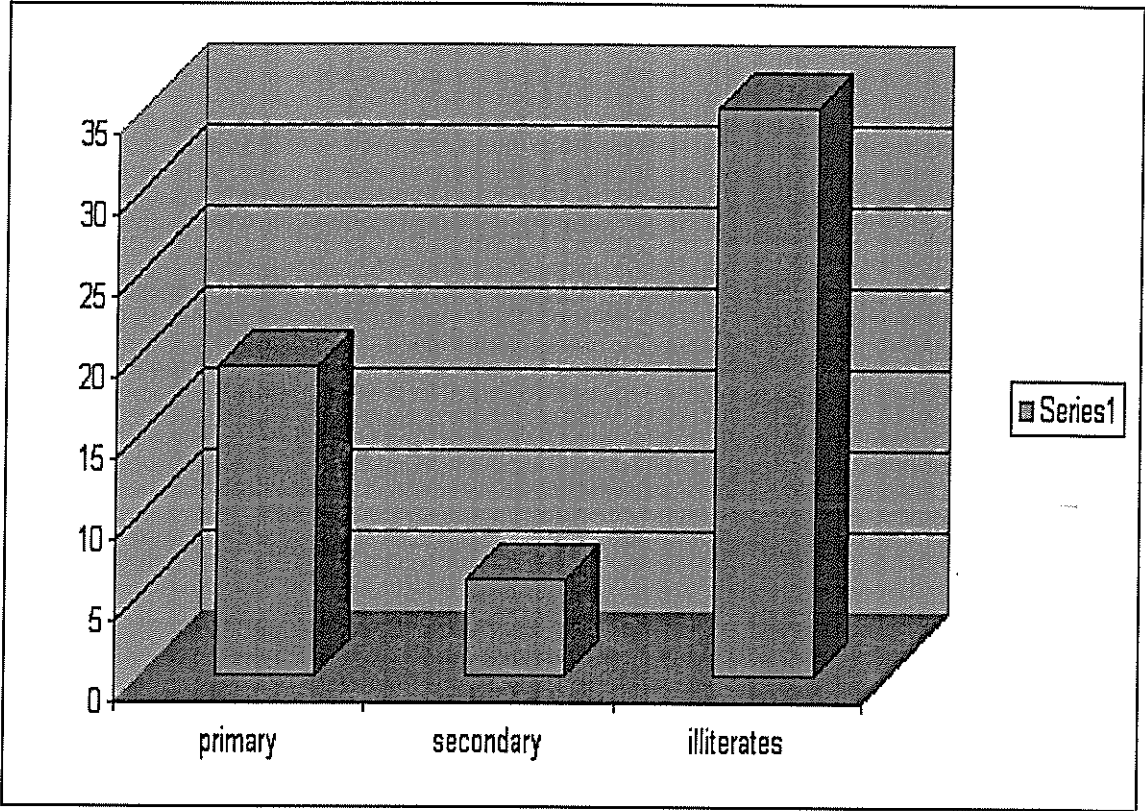
Figure: 4.3:Showing marital status



Source: field data

The above figure shows are reflection of the marital status of the respondents which indicated that 50% of the respondents reported to be single. This majority could have been attributed to the fact that 50% of the respondents who participated in the study were in the age bracket of 18 to 28 years of age. The study further found out that 25% of the respondents reported to be married while 25% of the respondents reported to be either separated or widowed

Figure 4.4: Showing levels of education of respondents



Source: field data

Table 4.1: Showing the demographic characteristics of respondents

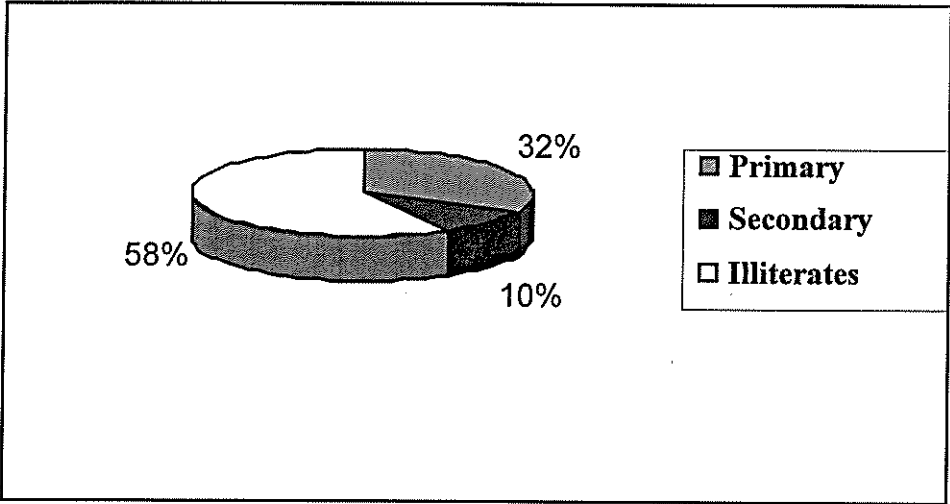
Characteristic	Total (N)	Frequency %
All respondents	(60)	100
Male	38	63.3
Female	22	36.7
Age of respondents		
12-18	30	50
19-39	15	25
40-Above	15	25
Marital status		
Single	30	50
Married	15	25
Separated/widowed	15	25
Level of Education		
Primary	19	31.6
Secondary	06	10
Illiterates	35	58.3

Source: Field Study

Table 4.1 above summaries the demographic composition and distribution of respondents showing their age, marital status, and the level of formal education. It is true however,

according to the literature reviewed that gender by and large plays a significant role in the participation in education activities

Figure 4.5: Level of Participation in the Formal Education Activities



Source: Derived From Table: 4.3

4.3 Respondents views on factors that motivate teacher’s performance in public primary schools

On factors that motivate teachers at school, 20 respondents (33.3%) were of the view that they are mostly encouraged to work when they are given tasks that match their qualifications. 10 respondents (16.6%) of the respondents are said to be motivated by being given encouraging words by the top management. 20 of the respondents (33.3%) of the respondents say they are mostly encouraged to work when they are given assistance by other co- workers whenever they are faced wit a problem. While 10 respondents (16.6%) contended that, they get to work harder when the general pupil class performance goes above average with minimum and at peak when there are no recorded pupil class academic failures.

All the 60 respondents (100%) were however in agreement that salary increment and additional monetary allowances would make them work a little harder.

CHAPTER FIVE

SUMMARY OF MAJOR FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1 Summary of Major Findings

Teachers are motivated when; they are given tasks that match their qualifications, when given encouraging words by top management, when given assistance by co workers; and when the general performance of their pupils is good. The study reveals mainly six forms of motivation in public primary schools. Performance-based-pay; incentives; membership and seniority, competence; and performance. The challenges associated with motivation are; that, rewards at times assume punitive quality; they create a psychological difference between members in the same school environment; rewards most times may kill intrinsic motivation; as they concentrate on quick fixes.

5.2 Recommendations

Recommendations in this study are in areas such as: accuracy in measurement of performance; the relevancy of rewards; reward interdependency with the jobs; value of rewards; and consideration for unintended consequences.

5.2.1 Accurate Measurement of Performance

Public primary schools will work best if only they can learn how to measure teacher performance and tie that information to the form of reward to be given to the respective teaching staff. This is likely to strengthen the performance –to- out –come expectancy because accurate performance measurement increases the probability that teachers who perform well are correctly identified; which further motivates the teacher.

5.2.2 Ensure that rewards are relevant

Public primary schools need to align rewards with performance within the teachers' control.

Reward systems in public primary schools also need to correct for situational contingencies.

5.2.3 Use Team Rewards for Interdependent Jobs

Public primary schools should use team (or organizational) rewards rather than individual rewards where the teaching staff work in highly interdependent jobs. This is for the reasons that, teachers will be able to see that their bonuses or other incentives depend on how well they work with co workers, and they will act accordingly. The other reason for having team rewards in public primary schools is that, such rewards in team settings support teacher preferences for team based work arrangements, which eventually would boost school performance.

5.2.4 Ensure rewards are valued

Schools often introduce a reward without considering, whether teachers really value it, the issue relates to the valency concept of expectancy theory. If a reward is not valued, then it won't motivate. And yet schools should also determine whether there are counter valent factors related to the reward that would undermine its motivational value.

5.2.5 Watch out for unintended consequences

Public primary schools should bear in mind that performance based reward systems, which are predominantly used in these schools , some times have un expected –and un desirable-on teacher performance.

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APPENDICES

APPENDIX 1: TEACHERS' QUESTIONNAIRE

SECTION A (*Introduction*)

Please tick in ink the appropriate answers in the bracket.

- 1 Rank: Subordinates () Supervisory () Middle Management () Senior Management ()
- 2 Year of joining the school
- 3 Gender: Male () Female ()

SECTION B (*General Factors of Reward systems*)

1 The following factors relate to factors of rewards. Rate the extent to which they are important in motivating you as an employee on a scale from 1= least important to 5= most important.

<i>Factor of Motivation</i>	<i>Rating Score</i>
Feeling of being on things	
Good pay/wages	
Interesting work,	
Job Security	
Promotions and growth in the organization	
Full appreciation of work done	
Good Working Conditions	
Sympathetic help with personal problems	

SECTION C (*Salaries, Allowances and Benefits*)

1 Comment on the school's salary package in comparison with the civil service sector.

() Above () Below

2 To what extent are salaries, allowances and benefits distribution fair within the school?

1=Quite unfair	2=Unfair	3=Moderately Fair	4-Fair	5=Quite Fair
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If 1 or 2 rating why

3. Please rate your agreement or disagreement with the following statement.

My Salary, allowances and benefits are commensurate to my input in the organization				
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

1 Please indicate whether you perceive annual salary reviews to be motivating to you:

Yes () No ()

1 What Suggestions do you have on salaries and Benefits?

.....

SECTION D (*Working Environment*)

1 How do rate your working set up?

() Very Turbulent () Turbulent () Stable

2 What improvement would you want put in place?

.....

3 How do you rate provision of shelter by your organization?

() Excellent () Average () Poor

- 4 How do you react to work environment within your organization?
- () Most proactively () Moderate () very reactively

SECTION E (*Career Development, Promotion & Recognition*)

- 1 Does the school have a career development policy?
- () Yes () No
- If No, why do you think so:.....
- 2 How career development is planned in the ECPE schools?
- () Clear () Ambiguous () Don't Know
- 3 To what extent do you think career plans in your organization are motivating
- 4 Have you ever been promoted/recognized? () Yes () No
- 5 To what extent do you think promotion/recognition motivates staff of ECPE schools?
- () High extent () Medium () Not at all
- If yes, what makes you fell recognized? (Rank them 1 – Least to 5-most)
- () Annual pay rise () promotion () Increased benefits () Awards of excellence
- 6 How often are you recognized or appreciated at work?
- () Occasionally () Often () Most of the time () Rarely
- 7 Please rate the extent to which you agree or disagree with the following statement.

The nature of work is quite interesting and challenging				
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

SECTION F (General)

- 1 Below are some contemporary employee reward strategies. Which one (s) do you consider most motivating? (Please tick appropriately).

	Least considered			Most	
	Considered				
	1	2	3	4	5
Money	()	()	()	()	(5)
Job rotation	()	()	()	()	()
Job enlargement	()	()	(3)	()	()
Job enrichment	()	()	()	()	()
Job design	()	()	()	()	()

- 2 Rate the following in terms of most motivating to least motivating.

	<u>Least Motivating</u>			<u>Most Motivating</u>	
	1	2	3	3	4
Salaries/Benefits/Allowances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Dev./ Promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working Envi./Conditon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership Style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 3 How would you assess the level of motivation at your work place? (Tick appropriately)

High () Moderate () Low ()

- 4 Which among the following factors if fulfilled by your employer do you find most motivating?

	<u>Least Motivating</u>			<u>Most Motivating</u>	
	1	2	3	4	5
Pay	()	()	()	()	()
Staff Loans	()	()	()	()	()
Pension scheme	()	()	()	()	()
Security of the job	()	()	()	()	()
Coffee /tea Services	()	()	()	()	()
Sports teams	()	()	()	()	()
Training & Education	()	()	()	()	()
Social events (Health Clubs)	()	()	()	()	()
Work teams	()	()	()	()	()
Recognition of work	()	()	()	()	()
Responsibility	()	()	()	()	()
Pay (as a symbol of status)	()	()	()	()	()
Prestigious furnishing/location	()	()	()	()	()
Career advancement	()	()	()	()	()
Challenging job	()	()	()	()	()
Autonomy on discharge of duties	()	()	()	()	()
Conflict Resolutions	()	()	()	()	()
Corporate Leadership	()	()	()	()	()
Organization Culture	()	()	()	()	()

END END