

**IMPACT OF TEACHERS INCOME AND REWARDS ON STUDENTS
PERFORMANCE**

**A CASE STUDY OF KIRA TOWN COUNCIL SCHOOLS IN WAKISO
DISTRICT**

BY

BUKENYA SHAFIK

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**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF EDUCATION,
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NOVEMBER, 2017

DECLARATION

I Bukenya Shafik, affirm that the work contained is by my hard work, it has never been submitted for any award here or any other institution of higher education. All the information contained in this report is certain and correct to the best of my knowledge.

Sign:.....

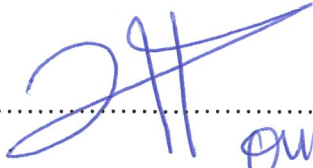
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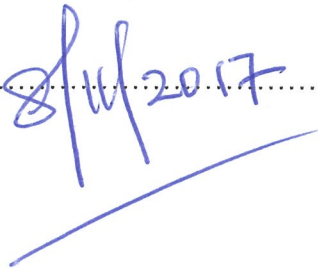
APPROVAL

This is to certify that this research work was supervised and submitted to the academic board for consideration and approval.

Sign:.....
(Supervisor)


Dr. H. S. A.
LWIN

Date:.....


8/11/2017

DEDICATION

I dedicate this book to my dear parents because of the moral support they have rendered to me throughout this research.

ACKNOWLEDGEMENT

I highly appreciate Mr. Onyesiga Living for the guidance and time during the time of carrying out this research.

I thank God for the knowledge, strength, health and the ability he has provided to me, to successfully complete the entire research.

I extend much appreciation to my parents who have supported me in all my education levels with both finance and care as there loved child.

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ABSTRACT

The study investigated the impact of teachers' income and rewards on students performance. The study was guided by specific objections that included;

To determine different levels of income earned by teachers and other Incentives.

To determine the relationships between income and performance

To determine the impact of income and rewards on performance of teachers and students.

The research consisted of five chapters. Chapter one with introduction , chapter two consists of the related literature, chapter three consists of methodology , chapter four consists of data presentation and analysis and chapter five consists of summary of findings ,conclusions and recommendations.

The study was descriptive and analytic in nature where purposive sampling was used in selecting population. It employed a good number of respondents. Data was obtained from primary sources presented using frequencies, percentages and tables.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The aim of this research is to investigate the impact of teachers' income and rewards on students' performance in Kira town council, Wakiso district.

Many complaints have been raised on low income for teachers over the years.

It's always heard and it's known that teachers have to find other means away from class to meet the needs of a high cost of living today. This means less time to student.

1.1 Background to the study

Income is a fixed amount of money paid to a worker, usually calculated on monthly or annual basis. This should imply directly that income is a motivator of any worker and as it is said it determines his or her welfare in such a high costive standard of living economy.

Low income implications in relationship to the teacher to student's ratio is the background that this research is to determine.

Bowen (1983) argues that there is a close relationship between rewards and job performance. This Implies that efforts should be made by employers to seek ways to motivate their employees.

1.1.1 Theoretical Background

This study is based on Adam Stacy's Equity Theory of motivation and Victor Vroom's Expectancy Theory. The Equity Theory states that employees expect fairness when being rewarded for the work done. The theory was developed from the Hertzberg's job satisfaction theory and linked to the reward system by Adam Stacy. An important factor in employer's motivation is whether individuals perceive the reward structure as being fair. The Equity theory essentially refers to an employee's subjective judgment about the fairness of the reward she/he got in comparison with the inputs (efforts, time, education,

and experience) when compared with others in the organization. The Equity theory of motivation concerns on the people's perception and feelings on how they are treated as compared with others (Armstrong, 2001). The argument is that people work well in accordance to what they regard as fair. Employees consider whether management has treated them fairly, when they look at what they receive for the effort they have made. Proponents agree with this that employees expect rewards or outcomes to be broadly proportional to their effort. In this regard, Boddy and Patron (1998) give the formula below to illustrate the comparison.

Input (A) =Input (B)

Reward (A) =Reward (B)

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

On the other hand, the Expectancy theory helped the study to understand how individuals are drawn to make decisions as regards various behavioral alternatives and perceptual differences among people. It also suggests that motivation is based on how much one wants something and how likely he/she could get it. This is because the motivational force of every individual is influenced by his or her expectancies, valences all of which depend on a personal way of perception. The formal framework of expectancy theory was developed by Victor Vroom (1964). This framework states basically that motivation plus effort leads to performance, which then leads to outcomes.

According to this theory, three conditions must be met for individuals to exhibit motivated behavior and these include: effort to performance expectancy must be greater than zero, performance to outcome expectancy must also be greater than zero, and that the sum of the valences for all relevant outcomes must be greater than zero.

The Expectancy theory explains that in any given situation, the greater the number and variety of rewards that are available to the employees (teachers), the greater is the probability that extra effort will be exerted in attaining the set goals or targets in the hope of getting the desired rewards(Boddy,2008). explains that Vroom focused especially on the factors that are involved in stimulating an individual to put an effort in doing something since this is the basis of motivation. The outcomes are the consequence of behavior. This theory is illustrated in figure 1.

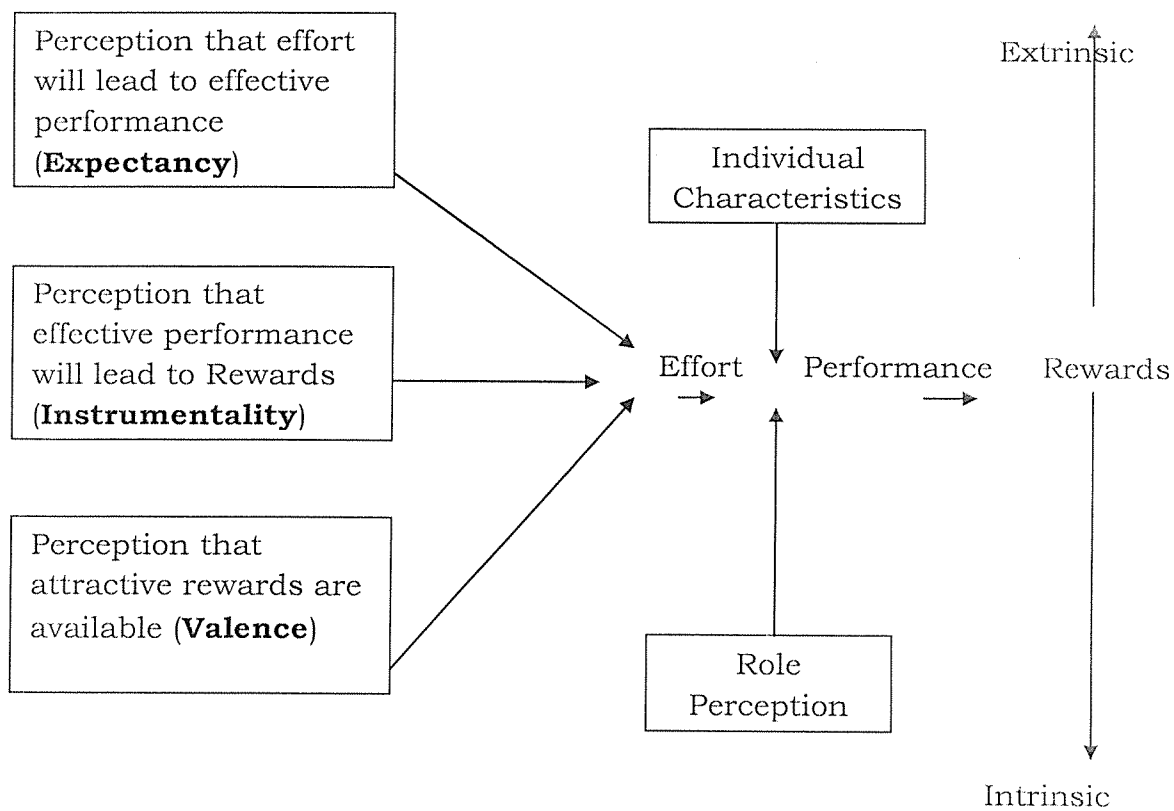


Figure1. The Expectancy Theory

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

1.1.2 Conceptual Background

Zigon (1998) defines rewards as "something that increases the frequency of an employee action". This definition points to an obvious desired outcome of rewards and recognition: to improve performance. Non-monetary recognition can be very motivating, helping to build feelings of confidence and satisfaction Keller, (1999). Another important goal is increased employee retention. Jimenez

(1999) reports on retention research identified consistent employee recognition as a key factor in retaining top-performing workers. To achieve desired goals, reward systems should be closely aligned to organizational strategies Allen & Helms (2002). For example, a company focused on a product differentiation strategy could design their reward practices to foster innovation to provide unique products or services, while a company focused on a cost reduction strategy might focus on rewards for ideas to minimize or eliminate costs and employee stock awards to foster an on-going cost reduction emphasis. Zigon (1998) offers a variety of ways to reward desired performance and increase the likelihood of it happening again, and more frequently than it would have, without these types of interventions.

Zigon's (1998) ideas give managers a lot of flexibility both to offer rewards at various cost levels and to find rewards that match what individual employees will find valuable. To be really effective, this takes time and effort on managers' parts, to get to know different employees' likes and dislikes. How effective is non-cash recognition? Various anecdotal evidence reports nonmonetary recognition as an important factor in retaining excellent employees and for improving performance. A quick search of a news service data base points to articles extolling various perks such as an in-house chiropractor, spa gift certificates, days-off, fancy parties and the use of personal trainers. The givers of such perks see these rewards as a way to keep high performing employees in a shrinking job market; and certainly companies like Walt Disney World have documented the success of employee recognition programs Lynch, (2003).

Non-monetary rewards can be part of comprehensive performance improvement strategy. The type of recognition employees appreciate most is to be recognized by people they work directly for. In fact, 78% of employees indicated that it was very or extremely important to be recognized by their managers when they do good work). The number one choice for recognition is sincere praise given in a timely manner with specific examples. Allen and

Helms'(2002) research confirmed the importance of regular expressions of appreciation by managers and leaders to encourage behavior of employees to reach strategic goals; and this was true for each of the strategies they examined. Reward system is the degree to which reward allocations are based on employee performance in contrast seniority, favoritism or any other nonperformance criterion. Researchers on motivation reported that the organization's reward system should be perceived by employees as reinforcing the notion that most employees are good performers and there should be a linkage between reward and performance.

The definition of rewards encompasses the overall value proposition that the employer offers to the employee according to Armstrong (2001). It is a total package that includes compensation (Comprising of base pay, short-term incentives and long-term incentives), benefits (including health, retirement and work/life benefits, which account for an increasing portion of the rewards package) and careers (including training and development, lateral moves, stretch assignments and career incentives). Other reward systems consist of financial rewards (fixed and variable pay) and employee benefits, which all together may comprise total remuneration. The system also incorporates non-financial rewards like recognition, praise, achievement, responsibility and professional growth, and in many cases, performance management processes (Armstrong, 2001). In general, employees perform more energetically when they feel strongly connected to and valued by the organization.

The quality of education depends on the teachers as reflected in the performance of their duties. Over time pupils' academic performance in both internal and external examinations had been used to determine excellence in teachers and teaching Ajao, (2001). Teachers have been shown to have an important influence on students' academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice

during interaction with the students Afe, (2001).Both teaching and learning depends on teachers no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher Uchefuna, (2001).

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

1.1.3 Contextual Background

Employers in private secondary schools in Kira have not put up any standard measure upon which employees are rewarded. Some employers have used pecuniary rewards for high levels of performance, usually defined in terms of student outcomes or teacher skills and knowledge Chamberlin et al (2002). It has been evident in some schools that when students perform well, the concerned teachers in candidate classes are given some rewards which may not be the case with other teachers who teach in other classes yet they also play a role in preparing these candidates in lower classes for the final exams.

Other individuals in private schools have also been rewarded on grounds of nepotism and other unclear grounds. It is upon such a background that some teachers have performed reluctantly while others continue to be promoted due to their pseudo performance. Employers have the opportunity to leverage the value of their total rewards program to provide solutions to all the challenges affecting teachers; this would increase their motivation and their performance. Some school employers realized that they could not merely mimic the rewards practices of other schools. A rewards strategy would be deliberately created to support school's unique human capital strategy if increased performance of teachers were to be realized Odden & Kelly, (2002).

1.1.4 Key Definitions

Rewards

A token given in recognition of one's service, effort, or achievement.

This can be these forms recompense, prize, award, honor.

Synonyms: decoration, bonus, premium, bounty, present, gift, payment;

Performance

An act of staging or presenting a play, concert or other form of entertainment.

The action or process of carrying out or accomplishing an action, task or function, Advanced learners dictionary.

Is the result of an activity, Boddy (2008)

Income

Money received, especially on a regular basis of work or through investments. (internet).

OR

Income is money that an individual or business receives in exchange for providing a good or service or through investing capital. Boddy (2008)

1.2 Statement of problem

The concerns of low motivation, poor incentives and inadequate controls are too high for both private and government schools. Very low income and rewards forces many teachers to earn secondary income from other areas of

business and other schools. Those who do not have poor work and living environment. This lowers self esteem hence demotivates them.

As a result, poor time management, lack of commitment, dodging classes hence poor performance of teachers and students.

1.3 General objective

The general objective was to establish the impact of teachers' income and students' performance.

1.3.1 Specific objectives

1. To identify the teachers' monthly income.
2. To establish the effect of teachers' income on the education attainment of learners in schools
3. To establish the education level of teachers.
4. To determine effects of rewards on students performance.

1.4 Research questions

1. What are the different kinds of rewards and incentives given to teachers in Kira town council, Wakiso district?
2. What is the effect of income and rewards on learners and teachers' performance in Kira town, council, Wakiso district?
3. What are the different levels of education attained by teachers?
4. What are the effects of rewards on students' performance?

1.5 Scope

1.5.1 Time scope

The research was carried out between July and November 2017.

1.5.2 Geographical scope

The research was done in Kira town council, Wakiso district.

1.5.3 Subject scope

The study is about the impact of teachers' income and rewards on students' performance. This is aimed at effecting education objectives.

1.6 Significance of the study

1. Be a guide to the ministry and head teachers concerned in monitoring the quality of education.
2. As a reference guide for the district in provision of better rewards to teachers and to review teachers' incomes.
3. Recommend employers to draw up proper performance reward systems to enhance teachers' and students performance to help education attainment.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews different literature of different scholars, about salary, rewards on staff performance. It also gives the importance of rewards on staff performance.

2.1 Perspectives of performance of teachers

Performance of teachers in Wakiso district and all other places depends on a variety of teaching aspects such as subject mastery, effective and highly motivate teachers shall influence the education attainment required.

2.1.1 Income, rewards and performance

Performance based reward proponents point out that there are no consistent links between teachers' education credits or degrees and students' performance and only modest miles between teaching experience and student performance (Heneman, 1999). So rewards should be based on expertise and skills in the classroom. This is the knowledge and skill based pay.

Merit pay or performance pay considers adjustment for higher levels of performance. A standard for individual performance is set such as increased student achievement and a bonus or salary increment is received.

In Uganda particularly Wakiso district, teachers are rewarded according to their academic qualifications, seniority, skill, and expertise. Private schools in Kira base their rewards on the number of distinctions scored by students in a given subject. And public schools base on number of years one has taught and education level.

2.2 The impacts of income and rewards on the performance of teachers in schools, Kira town council Wakiso district.

James (2001) in a paper about performance –based pay for teachers to the congress put it that the interest in performance – based pay for teachers rose, in part, from a basic dissatisfaction with the traditional salary schedule. Many policy makers believed that the traditional salary schedule provided no incentive for teachers to demonstrate subject matter competence, improving teaching or increase academic performance by students.

Despite the difficulty in evaluating teacher's performance, suggestions are made that if teachers are well rewarded as regard, their performance at school might also improve.

Proponents on teachers motivation suggested that the lack of financial recognition of teaching performance is a likely contributor to teachers leaving the profession especially those with attractive job prospects elsewhere.

Though teachers are motivated by rewards like wanting to make a difference, extrinsic factors such as remuneration are most significant factors to motivate the teachers to stay in the profession especially those who are high performers.

It is important to note that a highly motivated teacher shall make students outcome improve (performance) as reflected in high grades because he/she will be committed to do his work.

Rewards on performances improve cooperation among teachers as they come to acknowledge their interdependence.

Under a policy of rewards and salary increment, the best possible graduates can be recruited by guaranteeing a competitive market based salary. This would give teachers the capability to move beyond the starting salary and earn a comparable salary to the private sector workforce Odden, (1996).

2.3 Difficulties in implementation of Performance-Based Rewards

The literature consistently argues that one of the major difficulties in the implementation of performance-based reward programmes has been the existence of teacher unions who have been strong opponents of these programmes McCollum, (2001). Schools are typically highly unionized workplaces, and teacher unions have traditionally rejected movements towards merit pay. Wage differentiations on the basis of subject taught, and any sort of subjective evaluation of teachers for rewards has been rejected outright, possibly because of existing collective bargaining strategies McCollum, (2001). Typically, unions employ a range of arguments to reject attempts to introduce performance-based rewards, particularly focusing on doubts about accurate evaluation of teachers. By lobbying legislatures against merit pay, unions have frequently changed the shape of systems or reduced the number and frequency of performance-based reward programmes. McCollum further reported that a common feature of schools with performance-based reward systems were the lack strong unions, which suggests that teacher unions can exert strong influences on school reform. This means radical reforms can be difficult to implement where union presence exists.

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

Another reported reason for the failure of performance-based reward programmes is the apparent opposition of teachers. Researchers on teachers' motivation (1993) argued that teachers have been opponents of performance-based pay. Explanations for this opposition vary widely, with some attributing this opposition to the reduction of autonomy of teachers because of constraints on

their teaching style and outputs . When teachers' autonomy is threatened, they are likely to respond negatively which may impact on student outcomes. Furthermore, a scholar (1999) argues there is a fundamental tension between the policy makers and the public, and teachers, since the most attractive component of performance-based pay with policy makers and the public has been the individual and differentiated selection criteria, whereas teachers often have deep-seated concern about the fairness of individual evaluation. This is also one of the most common concerns cited within the literature, which suggests that there is a conflict between past programmes of individual performance-based rewards, and teacher motivation.

Highly politicized and sanctioning programmes can increase the stress levels of teachers which can cause further teacher opposition. For example, the Kentucky School-Based Performance Award (SBPA) had statistically significant less anticipation of positive outcomes and a distinguishing feature between the systems was the existence of sanctions for poorly performing schools in Kentucky Keller, Heneman & Milanowski, (2002). When these programmes become politicized, there appears to be a greater likelihood of teacher opposition. Other analysts argue staff room culture is inimical to a form of performance pay system. Hence, staff room culture must be changed before any performance based systems of reward can be implemented successfully (Starr L, 2002). This may be overcome relatively easily by including teacher input in the design and implementation of performance-based reward programmes.

A study of teachers' attitudes towards performance-based rewards (Refer to Annex 4 for methodology and discussion of this study). They found that most teachers surveyed were in favor of additional pay for additional duties, and as part of a career ladder where performance dictated the speed of advancement Ballou, (1993). However, there was some concern that the evaluation process could be seen as unfair or inadequate. This means performance-based

rewards-in particular pay-is considered to be difficult to administer objectively and fairly (Ballou). Unsurprisingly, performance-based rewards are reported to be more popular when it is viewed as supplementing, rather than replacing, other forms of income. Ballou, (1993)

The level of pay in a school district appears to have no influence on teachers' attitude towards merit pay, yet it was more likely to be supported by teachers with low salaries and by ethnic minorities such as black and Hispanic educators Ballou, (1993). Attitudes towards merit pay were found to be independent of the number of students eligible for free lunches, suggesting the socio-economic status of the students does not affect teachers' views in the United States. Ballou (1993) reported a distinction between private and public school teachers, with private school teachers being more in favor of performance-based pay. This research suggests that teacher attitudes are more malleable than is argued by some analysts, since this research points towards different teacher attitudes depending on programme design.

Traditionally a wide range of political groups have been involved in the organization and promotion of performance-based reward programmes. Implementation can be difficult because any one of a number of bodies can discontinue programmes. For example, Ballou (2001) argues legislators, school superintendents and school boards all have the power to discontinue performance-based reward programmes in the United States. As supporting legislators leave office, the political will to continue what can be a costly enterprise can disappear, particularly in times of economic recession Ballou, (1997); McCollum, (2001). As Cohen (1996) argues, in times of economic recession it can be difficult to implement new performance-based strategies, and existing programmes come under political attack. One possible explanation is the dollar costs of these programmes are more easily measured than the

more vague benefits in student outcomes, so a cost-benefit analysis cannot be completed easily by policymakers Chamberlin, et al., (2002).

Poor design and planning in the past has created difficulties in implementing new performance based pay systems. This sets up the expectation that because it hasn't worked in the past, it will not work in the future McCollum, (2001). This is one of the few areas in the literature where a consensus is evident. Analysts, both proponents and opponents of performance-based rewards argue that previous attempts had poor design and implementation Odden, (1996). Problems in developing fair and reliable indicators and the training of evaluators to fairly apply these indicators undermine any attempt to implement programmes.

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

Several proponents of performance-based reward systems argue that previous systems have been simplistic in their design and implementation. Successful strategies are needed to expand professional development so teachers can learn the new knowledge and skills that are required for skill and knowledge based pay Odden, (2000b). As performance-based curriculum requires deep conceptual understanding of curricula content, and an array of pedagogical strategies, a great deal of strain is placed upon teachers Odden, (1996). One example of a recent attempt to overcome this problem is the Consortium for

Policy Research in Education's (CPRE) work on sophisticated performance-indicators for teachers. They argue these tests can be applied for accurate and objective evaluation Odden, (2000a) of core teacher skills to be completed easily and consistently both across and within school jurisdictions Odden, (2000b). These tests control for a number of social factors such as socio-economic differences, racial differences and previous student outcomes by providing bonuses tied to school performance, which are weighted according to these factors Odden, (2000a). Similarly, Cohen (1996) advocates the use of evaluation by arguing student test scores measures the most fundamental student achievement.

Another technique was developed by Solomon (2001) who use regression analysis techniques based on student results to show the effectiveness of teachers. Student scores before the start of an academic year were compared to their end of year scores, with various factors such as socioeconomic indicators controlled for, to provide an evaluation of teachers Solomon, (2001). Teachers can thus be assessed on how much they have added value to student outcomes, which can be considered an accurate tool for evaluation. Therefore, it is argued, evaluations can be made with minimal error, and teacher effectiveness objectively established Solomon, (2001). In fact, Solomon (2001) argue "schools are probably more amenable to monitoring individual performance than are most private goods or service-producing firms", because of the ease of measuring the 'added value' of education. Furthermore, because these evaluations can be measured externally to the schools, political bias in teacher promotion is reduced Solomon, (2001).

However, it has also been argued that previous financial bonuses have been comparatively small, which undermine the motivational value of the programmes. A great deal of literature has noted that the rewards offered have not been enough of an incentive to change teacher behavior. The money rewarded has been limited and this has meant that arbitrary quotas were often

established which provided only small incentives to a majority of practitioners Chamberlin, (2002). Further problems can occur when there is a belief that teachers will not get rewards even for increased performance (Richardson, 1999). This problem has been highlighted in several studies, including the Kentucky programmes, with skepticism about future reward bonuses evident in even well established Programmes Keller, Heneman and Milanowski, (2002).

2.4 The Conceptual Framework

INDEPENDENT

VARIABLE

EXTRANEOUS

VARIABLE

DEPENDENT

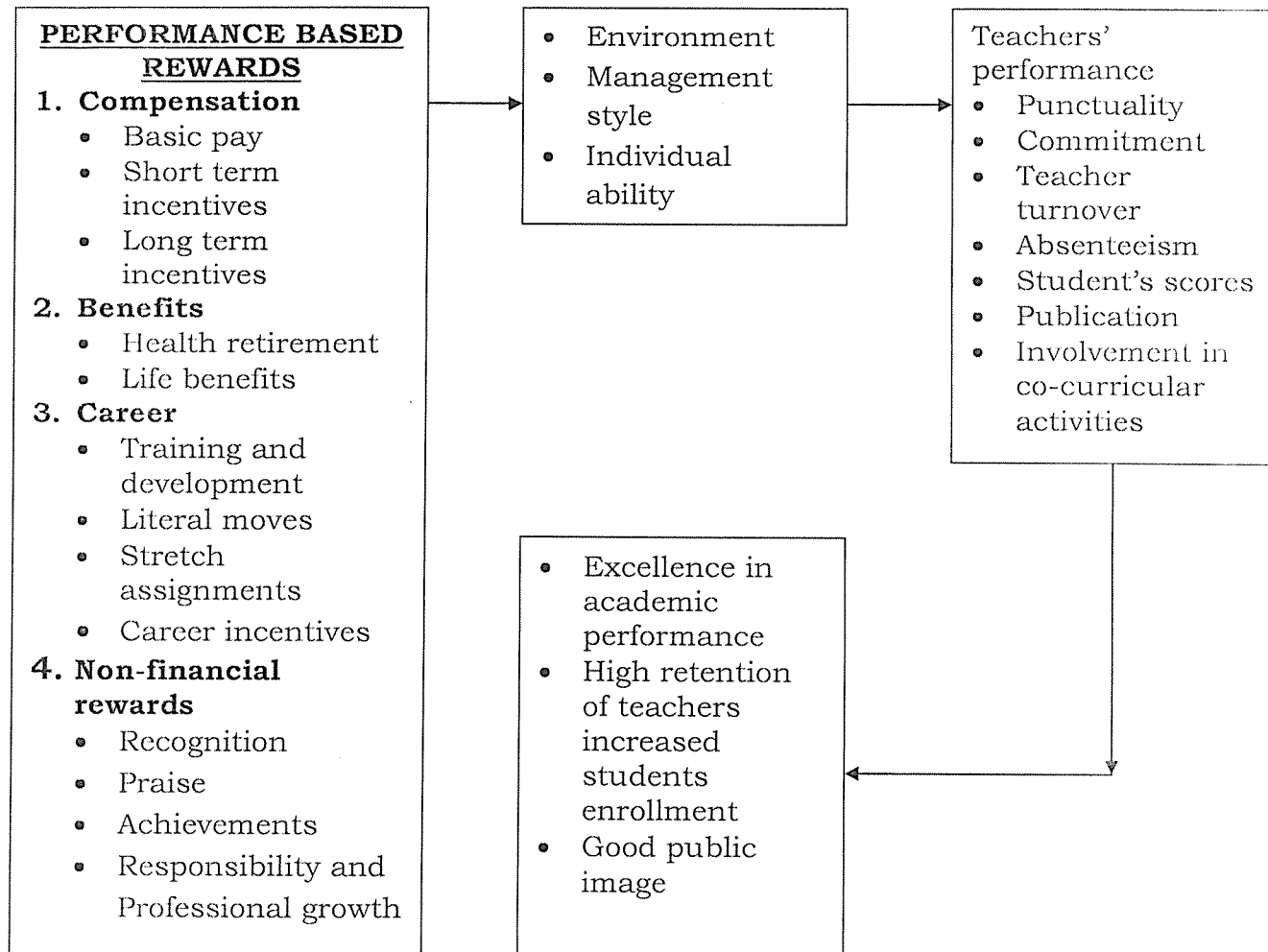


Figure 2. The Conceptual Framework illustrating how Performance-Based Rewards Affect the Performance of Teachers

Figure 2 indicates that the Independent Variable which is performance based rewards influences the Dependent Variables which are Teachers' performance. It indicates that when compensations, benefits, career and non financial rewards are offered, there will be increased level of punctuality, working overtime, high involvement in extra curricula activities at school to mention but a few. The consequent results however will be excellence in school and

individual academic performance, high teachers and students' retention, increased enrolment and accredited public opinion. Other factors were held constant which would otherwise influence teachers performance include environment, management style, interpersonal relationship, experience, students' ability to mention but a few. These influence both independent and dependent variables.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

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

3.1 Research design

The research entails an event study. This used both qualitative and quantitative research designs.

Qualitative design was used to obtain detailed information from respondents using questionnaires and interviews. Quantitative design on the other hand to come up with information in tabular form.

3.2 Study population

The study population consisted mainly owners of private schools, head teachers of public schools and teachers in Kira town council Wakiso district.

3.3 Sample size and sample selection

The sample size was 157 respondents of which 132 were teachers and 25 were head teachers and owners of private and public schools.

3.4 Data collection methods and instruments

The research use primary data which was collected using self administered questionnaires to get information from teachers.

3.4.1 Self administered questionnaires

These were distributed among the teachers in schools. The reason for this method is that questionnaires are easy to analyze and good for opinions and attitudes.

3.4.2 Interviews

This consisted of structured questions administered to owners of private and head teachers of public schools. The method gave data which dealt with the topic in depth, where the respondents gave their views and opinions in depth.

3.4.3 Sources of data

Primary source of data

This was got through self administered questionnaires and interviews.

Secondary data

Text books and related works of outstanding scholar's magazines, newspaper articles and internet source.

3.4.4 Data analysis

Data was analyzed qualitatively and quantitatively. It was tabulated, represented on a pie chart and tables were also presented. Different data sets were used like package statistical package for social services.

Frequencies and percentages done and interpretation were made.

3.5 Delimitations

Research was facilitated by the following factors;

- The researcher was a resident of the area, hence less expenditure on transport and other costs.
- Good infrastructure in Kira town council facilitated the research.

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION

4.0 Introduction

Data collected from the respondents is analyzed and presented in accordance with research questions and objectives of the study.

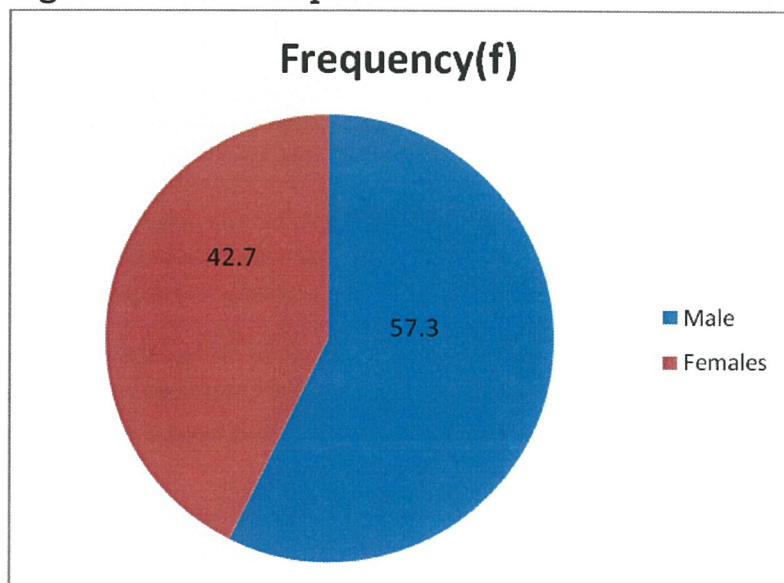
4.1 Demographic background of the respondents.

Table 4.1 shows the distribution of respondents

Sex	Frequency	Percentage
Male	90	57.3%
Female	67	42.7%
Total	157	100%

It is evident from the table that majority of the respondents were males. This means that the area has more than female teachers.

Figure 3: Sex of respondents

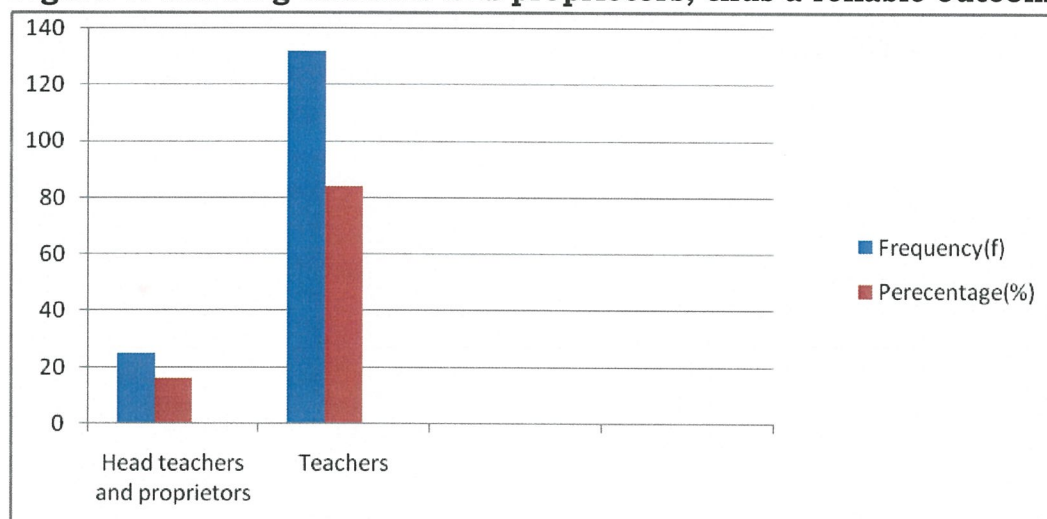


4.2 Respondents by position held

Position held	Frequency	Percentage%
Head teachers and proprietors	25	15.9
Teachers	132	84.1
Total	157	100

Table 4.2 shows that out of 157, 84.1% were teachers and proprietors, thus a reliable outcome

Figure 4: Showing teachers and proprietors, thus a reliable outcome

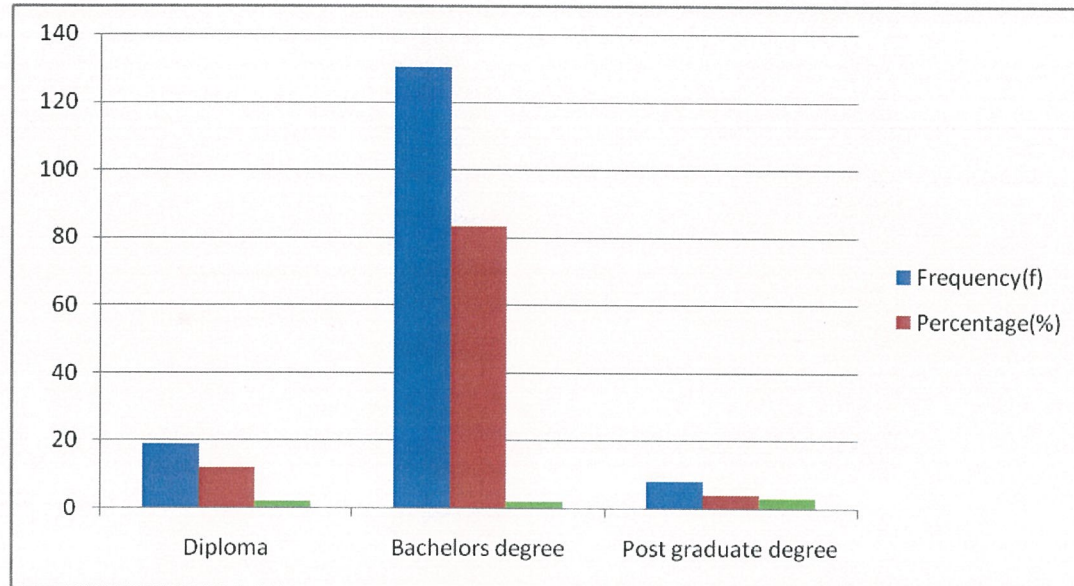


4.3 Respondents by levels of education

Education level	Frequency(f)	Percentage (%)
Diploma	19	12.1
Bachelors degree	130	83.2
Post graduate degree	8	4.3
Total	157	100

Table 4.3 shows that majority of the respondents 83.2% were bachelor holders, so schools had competent and qualified staff.

Figure 5: Showing percentage of Diploma, Bachelors and post graduate holders



4.4 Results of the specific objectives

Table 4.4: Showing types of performance based rewards in schools Kira Wakiso district

Type	Frequency
Salary increment	14
Overtime pay	18
Certificate of merit	12
Packages	25
Duty allowance	17
Promotion	30

Analysis shows that promotion and packages took lead especially for teachers in private school were administrators aim at maximizing profits. Overtime was also common in well established schools as some could not afford the expense.

Table 4.5: Showing the respondents who were asked to state the importance of performance based rewards

Importance	Number of respondents	Percentage (%)
Motivate teachers	49	31
Certificate efforts	28	18
Promotes good performance	25	16
Improves administration/ teacher relationship	26	16
Shows fair and equal treatment	30	19

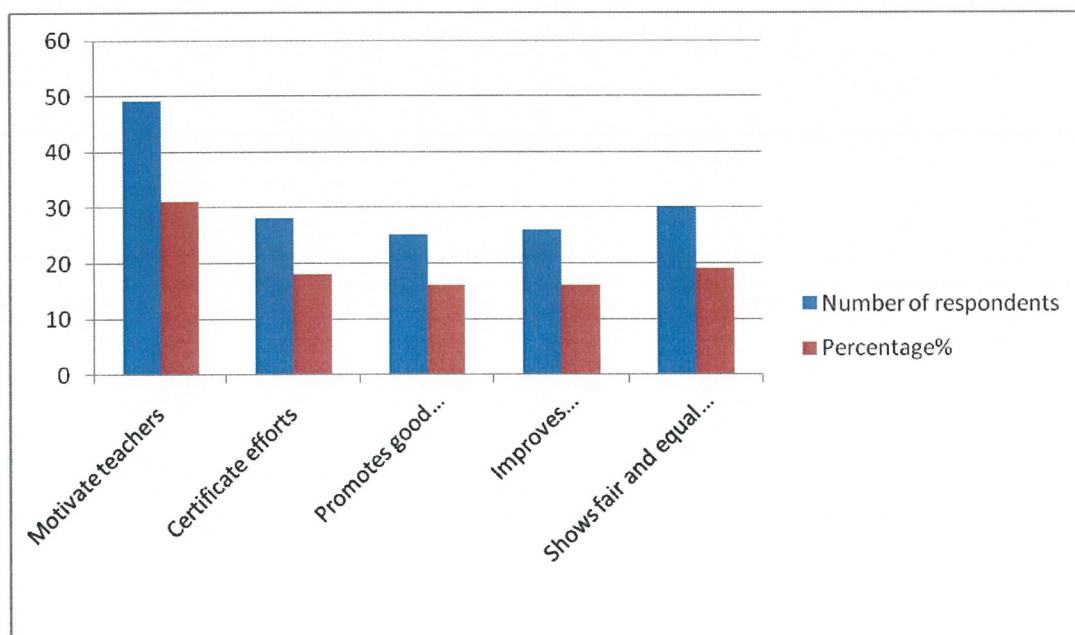


Figure 6: Showing percentages of respondents who were asked to state the importance of performance based rewards

Rewards helped to motivate teacher and 31% of the respondent support of 19% said rewards demonstrate fair treatment to teachers-thus in turn make them perform better as they fell efforts are compensated and appreciated.

Salary descriptions

The following descriptions show the different levels of income for government teachers. Incomes vary depending on level of education, seniority of a particular teacher and the responsibilities a teacher holds.

Incomes for teachers in private school vary from school to school. Some reward according to the number of distinctions obtained for a subject.

Primary teachers

Level of education	Income after taxes
Grade3	Shs.350000-450000
Grade5	Shs.450000-600000 (depending on years in service)

Secondary teachers

Level of education	Income after taxes
Diploma holders	Shs.500000-650000
Bachelor holders	Shs.650000-800000(considering years in service)

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATION AND CONCLUSION

5.0 Introduction

This chapter includes the general summary, recommendations and conclusions to the study. They are derived from the study findings that are based on the objectives of the study.

5.1 Summary

The data used in the study was gathered from a total of 1st respondents of whom 57.3% males and 42.7% females. The population comprised of head teachers, teachers who made a percentage of 15.9% and 84.1% respectively.

With regard to educational level, 83.4% were degree holders, 12.1% diploma and 4.5% post graduate holders.

With regard to performance based rewards in schools in Kira town council promoters, presents, duty allowances, overtime pay, income increment were established. And these promoted good performance and relations.

It was established that teachers are rewarded depending on the number of years spent teaching and number of tertiary degrees. Rewards are given according to number of distinctions scored by a department especially in private schools.

5.2 Effects of income, rewards on performance of teachers in Kira town council, Wakiso district.

Rewards were considered important as they motivate teachers, promote good performance, improve administrator /teacher relations, show fair and equal treatment and contribute to individual records.

It was found out that due to the fact that some schools pay less to their teachers, rewards bridge this gap.

Head teachers asserted that rewards act as reinforcements to teachers' performance.

Rewards maintain good performing teachers in teaching profession. So bigger rewards help to retain, attract highly performing teachers.

Improved efficiency and healthy competition due to rewards for the right things done by teachers.

5.3 Conclusion

Rewards and income levels affect the performance of teachers in so many ways through motivation and increasing performance, efficiency and productivity in schools.

5.4 Recommendation

The system of rewarding teachers is inadequate because it is limited; rewards are given on levels of experience and formal qualifications instead of performance. Therefore rewards should be done after thorough evaluation of performance. Training administrators on the value of incentives to performance and productivity.

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APPENDICES
APPENDIX I
QUESTIONNAIRE

Dear respondent

I am a student of KIU carrying out a research on the impact of salary levels reward and incentives on the education attainment of learners in Kira town council, Wakiso district.

SECTION A: Demographic background

1. Please indicate your position

- | | |
|------------------|--------------------------|
| (a) Teacher | <input type="checkbox"/> |
| (b) Head Teacher | <input type="checkbox"/> |
| (c) Director | <input type="checkbox"/> |

2. Age of the respondent

- | | |
|-------------|--------------------------|
| a. Below 25 | <input type="checkbox"/> |
| b. 25-34 | <input type="checkbox"/> |
| c. 35-44 | <input type="checkbox"/> |
| d. 45+ | <input type="checkbox"/> |

3. Education level

- | | |
|---------------------|--------------------------|
| a)Diploma | <input type="checkbox"/> |
| b) Bachelors degree | <input type="checkbox"/> |
| c) Postgraduate | <input type="checkbox"/> |

4. Years of service

- | | |
|----------------------------|--------------------------|
| a. Less than 2 years | <input type="checkbox"/> |
| b. 1 to less than 2 years | <input type="checkbox"/> |
| c. 2 to less than 5years | <input type="checkbox"/> |
| d. 5 to less than 10 years | <input type="checkbox"/> |
| e. 10 years or more. | <input type="checkbox"/> |

SECTION B: REWARD IN SCHOOL

5. Please indicate the reward, available in your school among the following.

- | | | |
|------------------------|--------------------------|--------------------------|
| a. Salary movement | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Overtime pay | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Unfits / presents | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Public appreciation | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Promotion | <input type="checkbox"/> | <input type="checkbox"/> |

6. Why do you think it's important to have rewards on performance in schools (apply tick).

- | | |
|---|--------------------------|
| a. Motivate | <input type="checkbox"/> |
| b. Promotes a good performance | <input type="checkbox"/> |
| c. Good teacher administration relation | <input type="checkbox"/> |
| d. Fair treatment | <input type="checkbox"/> |
| e. Others (specify) | <input type="checkbox"/> |

SECTION C:

Relation between salary levels and reward on education attainment / leaving?

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What are your recommendations as far as this relationship is concerned?

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.....

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APPENDIX II

BUDGET

ITEM	AMOUNT
Printing	Shs.22,000
Transport	Shs.25,000
Research	Shs.15,000
Binding	Shs.62,000
Total	50,000

APPENDIX III

WORK PLAN

Activity	2017	2017	2017	2017	2017
	JULY	AUG	SEPT	OCT	NOV
Development of proposal					
Approval					
Data collection					
Dissertation Writing					
Submission					