REWARD MANAGEMENT AND PERFORMANCE OF TEACHING STAFF IN PRIMARY TEACHERS' COLLEGES IN CENTRAL UGANDA

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DECLARATION

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

Sign...~~Nawoova~~.

NAWOOVA SARAH

Date...10/12/2014

APPROVAL

This Dissertation entitled "Reward management and the Performance of teaching staff in Primary Teachers' Colleges in Central Uganda." has been submitted to the Graduate School with the approval of the undersigned as the University supervisor.

Supervisor.................... ....Supervisor..........................

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DEDICATION

I dedicate this work to my family for their endless love and support which has motivated me to accomplish this stage.

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ABBREVIATIONS AND ACRONYMS

APPA: Australia Primary Principals Association

CVI: Content Validity Index

PTC: Primary Teachers' College

MOES: Ministry of Education and Sports

SPSS: Statistical Package for Social Scientists

ABSTRACT

This study was conducted in three Primary Teachers' Colleges to establish the effect of reward management on the performance of tutors in Central Uganda.

The main objective of this study was to establish the effect of reward management on the performance of tutors in Primary Teachers' Colleges in Central Uganda while the specific objectives were: to establish reward practices in PTCs, and to devise reward strategies for rewarding tutors to motivate them to perform.

Judgmental purposive sampling technique was used to select 9 administrators, simple random sampling was used to select 50 tutors and 350 students were randomly selected to constitute the sample. The study was based mainly on Primary data in form of questionnaires and interviews. The study employed both qualitative and quantitative techniques of data collection and then analysis done descriptively using SPSS for frequencies and percentages.

The findings revealed that, the most commonly used rewards in Primary Teachers' Colleges are: public appreciation, certificates of merit/ appreciation, packages/presents, offer of responsibility and some allowances. It was also established that rewards affect the performance of teachers by motivating them and increasing their productivity and efficiency and if they are not well managed, they de-motivate them and affect their performance too.

The study recommended that college administrators and the Ministry of Education and Sports should design and communicate reward strategies that are fair, equitable and motivating so that tutors strive to perform and achieve the college goals expecting motivating outcomes.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study in a historical perspective expressing the historical view of the variables in the study, the theoretical perspective showing the theories that relate to the study, the conceptual perspective defines the key concepts in the study and the contextual perspective showing the area of the study.

1.1Background of the study

In many organizations, rewards referred to pay in terms of salary and wage and were used to attract and retain employees.Armstrong (2001) defines rewards as encompassing the overall value proposition that the employer offers to the employee. This implies that rewards are meant to occupy a big scopeof the expectations of the employee from the employer, although the content of the rewards are not defined here by the author.

The practice of only paying salaries and wages has changed and institutions now realize that there is need to design total reward strategies which comprise of both monetary and non-financial rewards. Zhou, Qian, Henan & Lei (2009) also state that Modern Rewards Management breaks through the categories of "money" and substance, which indicates that indirect income and some non- monetary compensation have been playing parts of increasing importance in Reward Structure Design. Compared with traditional reward systems, total reward system much more deeply reflects in what ways institutions can attract, motivate and retain talents, in what ways employee performances which accord with cooperate goals will appear and in what ways the excellent employee should be motivated and praised.

1.1.1 Historical perspective

Rewarding people has existed since the 19th Century and has revolved from the piece-work system of rewards to traditional merit program, then to performance- based rewards where people were rewarded basing on value for service rendered to people up to today where organizations have different ways of rewarding employees (Kawesa, 2009).

The traditional approach of automatic step progression or merit range which did not prove to improve performance of motivation are still practiced by some administrators in institutions where rewards are based on experience and titles. This is a source of dissatisfaction and demotivation of staff who are not legible to rewards because of that scope but who selflessly contribute to the achievement of institutional goals. Allen (2003) states that reward systems must recognize teams and be inclusive of all staff. They should facilitate the integration of teaching developments with other institutional strategies and activities so that staff do not get mixed messages about what is rewarded and where. In relation to the study, this implies that institutions are expected to design reward strategies that embrace all kinds of achievement so that all staff equitably fit in the scope of those to be rewarded. Lawler (1984) argues that depending on how reward strategies are developed, administered and managed, they can cause the culture of an organization to vary quite widely. So, administrators have to plan together with staff to design the reward strategies so that they are owned by all stake holders in order to achieve their purpose of stimulating the tutors' motivation to perform as expected.

Like all other Human Resource Management approaches and strategies, total reward strategies need to be analyzed and practiced throughout the time to make them work effectively and perfectly. The total reward strategies encompass all kinds of rewards including financial and non-financial rewards and if properly planned for, it can go a long way to motivate tutors to perform their roles.

Several studies have been done on issues regarding motivation and performance and gaps left behind need filling. Ssali (2011) studied rewards and job commitment of primary school teachers in Mityana district and found out that financial rewards do not significantly affect commitment of primary teachers but non-monetary rewards had a positive significance on their commitment. Kawesa (2009) also studied performance- based rewards and the performance of teachers in private schools in Kampala District and concluded that they motivated teachers and increased performance, productivity and efficiency. Candle (2010) also in her investigation of factors affecting teacher turnover in private schools in Wakiso District recommended that stakeholders provide teachers with economic incentives and any other privileges to keep them in schools. Namutebi (2006) studied the effect of reward management practices on commitment of teachers in Secondary schools in Wakiso District. Mpaata (2009) cites Bameka (1996) who studied factors affecting academic staff productivity at Makerere University and concluded that the level of motivation of the academic staff has a significant effect on productivity.

The above cited studies were conducted in different contexts of primary schools, secondary school and University and did not directly relate reward management and performance, a gap that this study wished to fill by studying these variables in a Primary Teachers' College as an educational institution that trains teachers.

1.1.2 Conceptual perspective

Zhou et al (2009) define reward as the compensation which an employee receives from an organization for his or her service, implying that any employee who offered services expected to be compensated by the organization. Rewards are intended to provide incentive to employees to perform their work with willingness and interest. With willingness the workers develop co-corporative action, which is treasured most for realizing the organizational goals.

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According to Maicibi (2007), rewards are concerned with all the strategies by an organization in formulation and implementation of policies that aim at rewarding people justly, fairly, equitably but also differently and consistently in accordance with the value of an organization.

Reward practices in the study involved reward management processes concerned with the design, implementation and maintenance of reward systems that are geared to the improvement of the tutors' performance. It includes offering both financial and non-financial rewards to the tutors.

Stephen and Geoff (2011) cite Kessler (2005) who states that employee reward represents one of the capital pillars supporting employment relationship: Its management is likely to influence the character and quality of that relationship and its outcome .If an organization is to treat its employees as the most important asset, it has to be knowledgeable about what it is that motivates people to reach their full potential Lawler (2003)

Reward Management as stated by Murlis, Armstrong & Hellen (2004) is concerned with formulation and implementation of strategies and policies that aim to reward people fairly, equitably and consistently in accordance with their value to the organization. Maicibi (2007) also asserts that reward management is about understanding the individual contribution factors and determining the level of pay, bonuses and other rewards staff should receive.

One of the challenges faced by many Primary Teachers' Colleges is designing a reward strategy that aims at rewarding people, justly, fairly, equitably but also differentially and consistently in accordance with their value to the organization. This culminates in dissatisfaction and de-motivated staff who do not perform to the organizational expectation. Boddy & Patron (1998) state that this dissatisfaction is likely to breed tension and frustration in such employees and their consequent performance may be negatively affected and this further lowers the rewards.

The reward system in an organization consists of its integrated policies, processes, and practices for rewarding its employees in accordance with their contribution, skills, competences and market

worth, according to Harvey (2003). An organization's reward system is meant to provide and maintain appropriate types and levels of pay, benefits and other forms of rewards. Balassanian (2006) supports this by stating that a good incentive system encourages employees to be productive and creative, fosters loyalty among those who are most productive, and stimulates innovations.

Armstrong (2000) pointed out that performance means both behavior and results. Behavior emanates from the performer and transforms performance from abstraction to action through mental and physical efforts. Therefore, when managing individuals and teams, both inputs (behavior) and outputs (results) have to be considered.

In this study, rewards were looked at in the categories of financial rewards like; salary, wages, bonuses, allowances, honorarium, and overtime pay and non-financial rewards. While the non - financial rewards in this study involved among others; praise, recognition, responsibility, promotion, certificates, good working environment, parties, accommodation, cost sharing on utilities, medical for self and transport.

Tutors in the study involved the teaching staff of all status ;principal tutors, senior tutors and tutors.

1.1.3 Theoretical perspective

The two concepts of rewards management and performance can be explained using the motivational theories. The Victor Vroom's Expectancy theory indicates that individuals are influenced by what they expect to be the impact of their actions. It predicts that one's level of motivation depends on the attractiveness of the rewards sought and the probability of obtaining those rewards Vroom (1964) cited in Bohlander & Snell (2004). The theory refers to an employee's subject judgment about fairness of rewards one gets compared with the input when compared with others in the organization. The theory states that individuals make choices based on their perceived expectancy that certain rewards will follow. It assumes that managers are the

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source of rewards and attempts to predict how different rewards affect the performance of employees. The implication is that, if tutors realize that there effort may be rewarded by the colleges, then they will tend to put great effort to perform as expected in order to get those rewards. Cole (2004) agrees with this and explains that Vroom focused especially on the factors that are involved in stimulating an individual to put an effort in doing something since this is the basis of motivation.

The Expectancy theory in the study helped 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. TheTheory suggests that felt needs cause behavior; and this behavior in the work setting is increased if a person perceives a positive relationship between effort and performance.The researcher adopted this theory owing to the fact that tutors in the colleges have expectations and goals and that these motivate them to put in effort in what they do in order to get rewarded. So, the Expectancy Theory underpinned this study in such a way that tutors in PTCs give priority to whatever they do depending on the value and worth attached to it.

Adam's Equity theory of motivation assumes a balance of employee input as compared to others. This theory is about fairness. Maicibi (2003) agrees with this that employees expect rewards or outcomes to be broadly proportional to their effort. Tutors will compare their input to the output they receive from the college with that received by other tutors in their colleges and those in other colleges to see if they are fairly rewarded. Drafke & Kossen, (2002) state that once they feel they get less outputs than inputs, which means there isn't a balance, employees tend to be unsatisfied and not motivated to perform their duties.So the theories indicate that staff will love their expectations to be met fairly so that they also meet their obligations in the institutions. Thus, when total reward strategy is adopted it must assure that employees realize the justice of the institution. Implication is that when designing total reward strategies, employees' needs must be well considered to motivate the tutors to perform well so that institutions achieve their goals.

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1.1.4 Contextual perspective

The study was conducted in three selected Primary Teachers' Colleges in the central region of Uganda. The government colleges selected for the study have a big enrollment of students from the many secondary schools in and outside the region and are well facilitated in terms of infrastructure ,instructional materials and have competent human resource. The private college on the other hand has challenges of inadequate infra-structure, instructional materials and under enrolment.

There was evidence that tutors were offered rewards to motivating them to perform their duties as expected. Gerhart and Milkovish (1992) state that those organizations which give the most rewards tend to attract and retain most people. This seems to occur because high reward levels lead to high satisfaction, which in turn leads to lower turnover. Mullins (2002) also states that workers would be committed on their jobs by obtaining highest possible wages and salaries. This is supported by Lewis (2001) who states that money may motivate some people to behave in particular ways some of the times, in some circumstances. Torrington and Hall (1995) also projected that money is critical to staff because it determines their standard of living. In many institutions, money is regarded as the only meaningful reward that can motivate tutors to perform well. This has also not been provided to satisfy tutors for the work they do hence leading to complaints of dissatisfactions which are likely to affect performance.

Through the researchers' inquiry prior to the study, it was evident that much as tutors were expected to perform duties which include; teaching, guidance and counseling of students, offering remedial to students, getting involved in co-curricular activities and all other duties assigned to them, many of them did not offer full commitment in these responsibilities. There were incidences of lack of commitment, absenteeism, lack of teamwork and many other situations that challenged their competence to work that the researcher, through a casual inquiry was able to identify. Although there could be other factors contributing to this situation, there was a general

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exhibition of dissatisfaction about the rewards offered to tutors and the way they are managed by the college administrators in these colleges. Maicibi (2007) asserts that it is important that the aims of the organization and expectations of the employees are integrated if a reward strategy is to be a powerful mechanism in the implementation of an organization's human resource strategy. This implies that rewards as stimulants to employees' achievement of institutional goals and their management must be given due attention so that they serve the purpose of motivating tutors to perform as expected.

Tutors in the colleges also showed dissatisfaction because they were not involved in the development of reward strategies in their colleges and this limited their intended purpose of motivating them to perform. Lawler (1995) cited in Lawler (2003) claimed that an inconsistency between what the organization says and does in its reward strategy may lead to employee discontent.

It is true that colleges reward the tutors in several ways to motivate them to perform as expected. It is also true that variations in rewards, reward practices and policies exist between institutions because of their varied status. In the government colleges, reward policies are made by the government which decides their salaries and allowances while in private colleges it's the governing bodies that determine the kind of rewards to employ. In all colleges there are many other forms of financial and non-financial rewards that are given to tutors which are basically determined at the college level.

However, there are notable incidences of varying strategies used to reward staff within the same colleges and also comparisons with reward strategies of other colleges that have yielded discrepancies among tutors. Milkovich &Newman (1982) cited in Mpaata(2009) state that individuals compare their input and outcomes of those of some other person in determining whether they are treated fairly. Kamuhanda (1976) cited in Ssali (2011) found out that, inadequate salary and lack of fringe benefits leads to low teachers social status leading to lack of

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commitment on their jobs. Delany& Huselid (1996) also note that skilled employees' efficacy become inadequate, if they are not motivated to perform well in their jobs.

Motivation through rewards may not be the only intervention that will lead to tutors performing their roles but literature has shown that it plays a big role. Balassanian (2006) also states that capacities may be in place, but appropriate incentives need to be present to put high gear and in motion towards the desired development destination. This implies that rewards are stimulants to employees' achievement of institutional goals and their management is very important.

This provoked the researcher to undertake this study to establish the rewards in the colleges, how these rewards were managed and also the effect of reward management on the performance of tutors in these Primary Teachers' Colleges. The assumption was that the management of these rewards motivated these tutors to perform as expected or demotivated them from performing their duties.

1.2 Statement of the problem

Primary Teachers' Colleges like any other education institutions reward their academic staff in order to motivate them to perform their duties efficiently and effectively. However, this is still a challenge in many colleges where variations in how rewards are given to staff of the same college or to those of colleges of a similar status are very common. This is an indication that colleges lack well designed reward strategies from which they can base to reward tutors in a way that is fair, equitable, consistent that can stimulate good performance from them.

This has stimulated cases of staff dissatisfaction about rewards and institutional expectations and has resulted into tutors conflicting with administrators, leaving colleges (labor turn over), dodging duty, seeking other jobs to supplement their income, low commitment to serve hence leading to their poor performance which spills down to poor performance of students and hence to the entire

college. This stimulated a study to establish the management of the rewards and its effect on the performance of tutors in Primary Teachers' Colleges.

1.3Purpose

The purpose of the study was to establish whether the management of rewards affects the performance of tutors of Primary Teachers' Colleges in Central Uganda.

1.4Objectives

The objectives of the study were;

1. To establish the rewards practices in the Primary Teachers' Colleges of Central Uganda.

2. To investigate the effect of the management of financial and non-financial rewards on the performance of tutors in Primary Teachers' Colleges.

3. To devise appropriate reward strategies for rewarding tutors in Primary Teachers' Colleges.

1.5 Research Questions

The research questions for the study were;

1. What are the rewards practices in the Primary Teachers' Colleges in Central Uganda?

2. What is the effect of management of financial and non-financial rewards on the performance of tutors in Primary Teachers' Colleges?

3. What are the appropriate strategies for rewarding tutors in Primary Teachers' Colleges?

1.6 Significance of the study

1. The study results will be used by the government and other policy makers in the colleges to develop reward strategies that meet the needs of tutors and also support the achievement of the college goals.

2. The study will highlight to the Ministry of Education and Sports and education institutions the effects of reward management on the performance of tutors.

3. It will enhance tutors to act as stake holders in developing rewards strategies.

4. The study will highlight other factors that affect tutors' performance in Primary Teachers' Colleges.

5. The study will form a basis for further research into the effect of reward management on performance of tutors.

1.7 Scope of the study

1.7.1 Geographical Scope

The study was confined to three Primary Teachers' Colleges in Central Uganda namely; Buloba (coded A), Shimoni (coded B) and Sancta Maria Nkokonjeru (coded C) Primary Teachers' Colleges. Institutions included a private, government core and government non- core Primary Teachers' Colleges in order to embrace the three statuses of colleges in the country. The choice of the colleges was based on the fact that the researcher would be able to access those using minimal finances because of their location in Central Uganda where she resides, hence saving some money which was used for other activities in the study.The researcher also felt that it would be easier to collect data from these colleges because she has on a number of times visited them and would use that already established rapport to freely interact with the respondents and collect the required data.

1.7.2 Time Scope

The study was confined to studying the practice of rewarding tutors, as carried out for five years 2009 to 2013 which scope of five years is long enough to stimulate significant recognizable changes in ways of rewarding tutors. The researcher felt that the period was appropriate to give

data that is current enough to exhibit the way colleges are managing rewards in order to avoid collecting very old data that may have changed over the five years.

1.7.3 Content Scope

The content scope was limited to the establishment of the management of the rewards and its effect on performance of tutors. Information was obtained from administrators, academic staff and students (Year 2s).

1.8 Theoretical Framework

The theories that underpinned this study are motivational theories in general and Vroom (1964) Expectancy Theory and Adam's Equity theory in particular.

1.8.1 Vroom's Expectancy Theory and tutors' performance

The theory suggests that the motivation that will lead to job satisfaction is a function of the perceived relationship between individual's effort, performance, and the desirability of consequences associated with job performance Lawler (1993) states that every behavior has associated with it, in an individual's mind certain outcomes (rewards or punishment). This implies that if they behave in a certain way, they will get things. Each behavior also has associated with it, a certain expectancy or probability of success. This expectancy represents the individual's perception of how hard it will be to achieve such behavior and the probability of his/her successful achievement of behavior. The individual believes that a certain behavior will lead to certain outcome (performance-outcome expectancy), the individual also believes that performance at a desired level is possible (effort-performance expectancy). This implies that, employees are influenced by the expected outcomes of their behaviors and motivation at work or the perceptible link between effort and reward. The Expectancy theory explains that in any given situation, the greater the number and variety of rewards that are available to the employees, the greater is the

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probability that extra effort will be exerted in attaining the set goals or targets in the hope of getting the desired rewards Bodden (2008) cited in Ssali (2011) . So, if tutors realize that they may be rewarded by the colleges, they will then tend to put great effort to perform their roles and responsibilities.

This theory also suggests that work motivation is determined by two factors; the relationship between effort and performance and the desirability of various work outcomes that are associated with different performance levels.
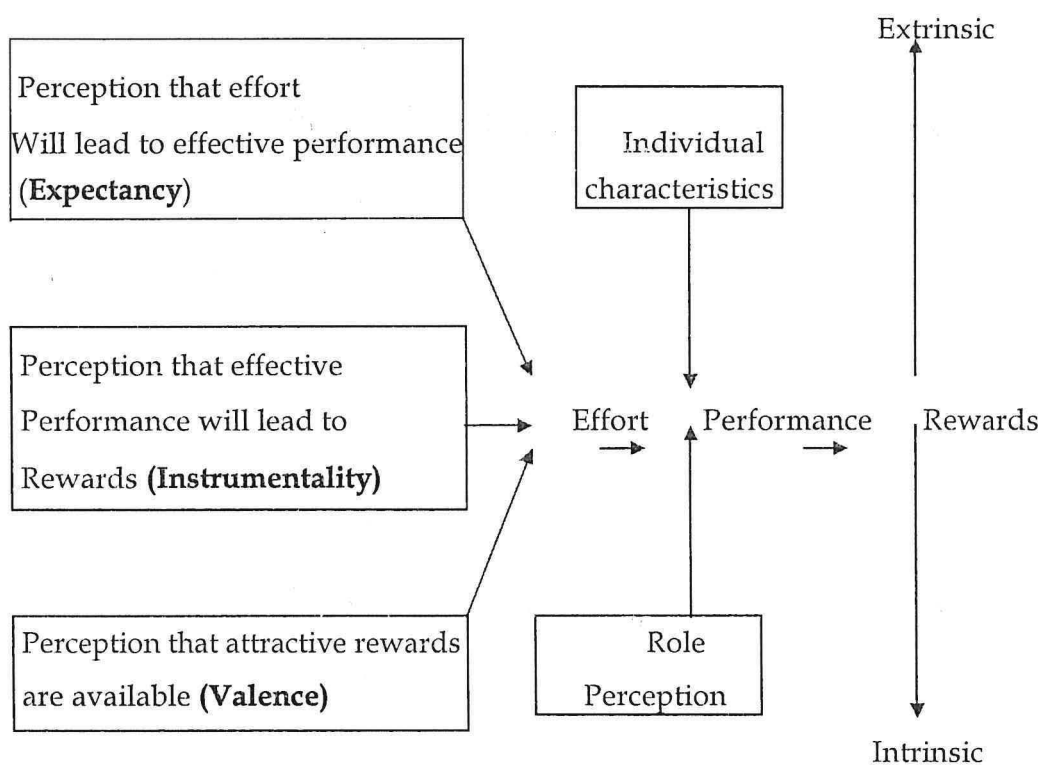
Figure1. The Expectancy Theory

Source: Gerald Cole (2004)

The above model developed by Vroom indicates that 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 in order to be rewarded in the end.

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According to Hersey, Blanchard and Johnson (2001), the Expectancy Theory states that behavior is generally motivated by a desire to attain some specific results. This implies that the perceptions the tutors have about the expectations will drive their efforts to perform as expected in order to be rewarded and if their expectations are not met, there is a likelihood that little or no effort will be invested.

1.8.2 Adam's Equity theory and the performance of Tutors

The Adam's Equity theory (1965) is concerned with the perception people have about how they are being treated compared with others (Armstrong, 2009).It states that employees expect fairness when being rewarded. Equity and fairness has been found to be a major factor in determining employee motivation and job satisfaction. Lewis, et al. (1995) state that the theory assumes that one important cognitive process involves people looking around and observing what effort other people put into their work and what rewards follow that effort.

The theory suggests that a fair balance is achieved to ensure a strong and productive relationship with employees, with the overall results being motivated, both in relation to their job and their employer. Research by Mc Kenna (2000) and Sweeney (1990) cited inNkwachukwu (not dated) confirms equity theory as one of the most useful frameworks for understanding and has a role to play in the study of work motivation. They argue that motivation which calls for a fair balance to be struck between workers ' input e.g. hard work, skill level, tolerance, and enthusiasm and their outputs e.g. salary, benefits and intangibles.

Lewis et al suggest that Adam's 1960, equity theory, which matches the notions of " a fair day's work for a fair day's pay" be applied in all sectors as equity and fairness in work places has been found to be a major factor determining employee motivation and job satisfaction. Saleemi (1995) supports the practicing of equity by stating that there will be differences in wages and salaries of different workers depending on the relative worth of the jobs handled by them, level of education,

skill and experience, nature of jobs and responsibilities as well as working conditions, including occupational risks. The above two citations support the applicability of Adam's Equity theory to this study and also bring out the assumption that tutors will be motivated to perform if the rewards are equitably administered in their institutions.

The equity theory of motivation assumes a balance of employee inputs and outputs as compared to others as illustrated here below.

Inputs		**Out puts**
Skill		Pay and benefits
Effort		Recognition
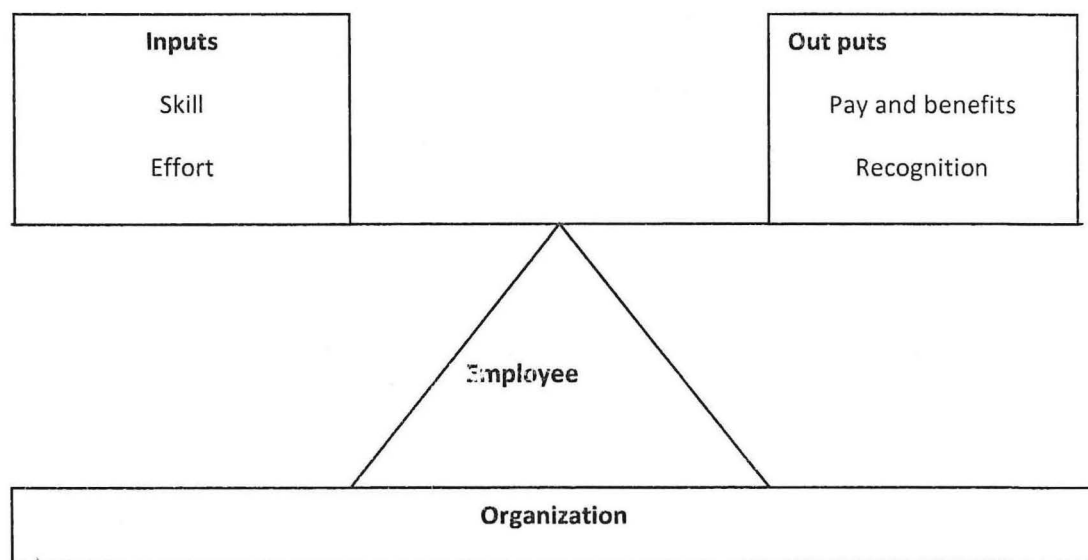
Fig 2; a balance of employees' inputs and outputs

Source: Zhou et al (2009). International Journal of Business and Management. Vol. 4, No 11. Page 183.

Lawler (1993) notes that organizations differ in the degree to which they serve towards internal equity in their pay and reward systems. Organizations that have a highly internal equity oriented work very hard to see that individual doing similar work will be paid the same even though they are in different localities. This is true in the context that there are some colleges that practice equity in rewarding tutors but this is also limited to a certain category of rewards, but not all. The equity theory of motivation assumes a balance of employee inputs and outputs as compared to

others.In a nutshell, this theory underpinned this study in a way that tutors' performance will be affected by their way of realizing that rewards are equitably awarded when they compare what they are given with what is given to others.

1.9 The Conceptual Framework

Independent Variable   **Dependent Variable**

Reward Management	Tutors' Performance
• Total Rewards (financial & non-financial) • Reward Practices • Reward strategies	• Commitment to job • Punctuality • Regularity • Involvement in guidance & counseling • Involvement in co-curricular activities

Manifesting Variables Extraneous Variables

• Individual ability • Management style • Environment • Experience • B	• Good academic performance • High retention of tutors • Increased enrolment • Good public image • Quality output

Fig:3The conceptual framework illustrating how reward management affects tutors' performance as constructed by the author.

Source: Researcher

The independent variable, reward management influences the dependent variable, which is the tutors' performance. When total rewards, which include both financial and non-financial rewards, are offered to tutors, and the presence of good reward practices, policies and procedures, then there is likely to be increased commitment, punctuality, involvement in guidance and counseling of students, involvement in remedial activities and co-curricular activities amongst the tutors. All this will lead to manifesting variable like; excellent performance in academics and all other areas, a good public image about the college, increased enrolment of students, good products from the college and many others.

There are however factors that may interfere with the dependent variable, these are the extraneous variables like; the ability of the tutors, management style of the college administrators, environment, background and experience of tutors, among others. These variables may affect the performance of tutors despite the way rewards are managed. The researcher, during the sampling ensured that it is done randomly to avoid capturing any particular sample strata that may be biased by the extraneous variables highlighted but to have a heterogeneous sample.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter highlights and discusses literature of different authors related to reward management and its effect on the performance of tutors in Primary Teachers' College basing on the objectives of the study.

2.1 Reward practices and performance of tutors in Primary Teachers' Colleges.

Armstrong (2001) definition of rewards encompasses the overall value proposition that the employer offers the employee. 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 variables) and employee benefits which all together comprise total remuneration. However, in the actual practice of rewarding tutors, many of the categories stated by Armstrong are never considered, implying that the practice of administering rewards is not done as expected.

There are several ways in which colleges administer rewards to motivate tutors, and these differ depending on the status of the colleges and their management. Cole (1997) states that the private sector favors the use of merit salary scales depending on job performance and range with no fixed pay whilst the public sector prefers incremental steps which every job-holder must alight on as he/she progressed through the range. This is the fact on the ground. Private colleges have a different pay structure from that of the government colleges. The implication is that there is a likelihood that tutors from the two categories of colleges will compare their pay and this may have an effect on their motivation to perform their expected duties.

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Any civil servant, public teaching staff is entitled to monetary and non-monetary benefits and allowances that complement their wage. Salary structure is issued and reviewed annually by the Ministry of Public Service. Gross pay is composed of basic pay (based on pay structure grade and spine level) and allowances, but some deductions from salary occur to form the net wage. Allowances are almost non-existent, and represent barely 5% of gross wage. Indeed, there are no housing or medical allowances per se. (TISSA, 2013). The implication here is that even the Ministry concerned with paying tutors has limited resources which limit its implementation of a total reward package of incentives. This limitation may have an effect on the motivation of tutors and their performance.

All public teachers are appointed to public service structures. All permanent tutors on payroll are entitled to retirement benefits. They consist of a monthly paid pension commensurate with his/her rank, salary and length of service and gratuity paid at the beginning of the retirement TISSA (2013). Other compensations consist of; extra duty allowances, travel allowances, compensation for injuries, death gratuities and burial expenses that mostly rely on school discretion. The implication here is that tutors that are working on a private basis in both government and private colleges do not expect to receive this entitlement and this may limit their input which is expected to be like that of their colleagues on the government pay roll.

While teachers may in theory benefit from various types of leave (annual leave, special leave of absence, study leave with pay and without pay, maternity and paternity leave, sick leave and sabbatical leave), many of them are not granted whether because the beneficiary is unaware of it (parental leave, sick leave provided on the recommendation of a government medical officer) or because of shortage of funds (TISSA , 2013). The implication is that not all expected benefits are provided to tutors and literature shows that employees are motivated by their expectancy of a reward after their input. So, the gap here is that tutors denied these benefits will be dissatisfied and may not perform to their full potential.

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In the private colleges, both financial and non- financial rewards are also administered in order to motivate tutors to perform their roles. Human resources are the key drivers of the prosperity and success of any institution (Journal of business and social science, 2012). Motivating tutors whether in private or public colleges is one way that can enhance their performance in order to achieve the general college goals. Saleem (1997) states that a number of studies have shown that motivation plays a crucial role in determining the level of performance. She also quotes Allen who said that, "poorly motivated people can nullify the soundest organization". People will do what they are rewarded for doing (Rothwell, 1996). So, colleges, like any other organizations are supposed to design reward strategies to implement the motivation of tutors to perform as expected.

2.2.1 Management of financial rewards and performance of tutors in Primary Teachers' Colleges.

Lewis, Goodman & Fandt (1995) state that an organization's liveliness, whether public or private, comes from the motivation of its employees. The implication is that motivation of tutors in the colleges will have a general effect on the liveliness of the institution. Saleemi (1997) states that management in every work organization tries to govern the behavior of employees by satisfying their needs through incentives.

The management of monetary rewards is very important in colleges and in any other organization because with it the organization can recruit, retain and motivate highly performing employees. Cole (1997) emphasizes that provision of a stable monetary rewards contributes to employee commitment, high job performance and stability on job. Also Maicibi & Nkata (2005) ascertain that pay package, whether salary or wage, is one of the most obvious and viable expression of employment relationship. This has an implication to this study that if tutors value pay, be it salary or wage and if availed then yields of a viable employment relationship will be achieved through performance.

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The researcher's experience has shown that pay is one of the major factors of tutors' dissatisfaction in the colleges because it is not done to their expectation. Balassanian, (2006) asserts that these factors, if not handled well can contribute a culture of absenteeism, alternative employment, rent- seeking and low productivity.

The Government White Paper (1992) also acknowledged that government fully shared the concern of the commission about poor salaries as one of the main causes of exodus of senior staff from tertiary institutions. Kasaija (1996) supports this by noting that in 1970s teachers' remuneration remained low in monetary terms. It was found out that many teachers left the teaching scheme. This implies that the financial rewards are important in motivating tutors to perform their roles in and also stay in the colleges and managing them should be a big part of the college activities.

Armstrong (2009) indicated that financial rewards included; base pay, contingent pay and variable pay which are part of the total reward remuneration. Reuvid (1999) also indicated that pay management requires detailed internal analysis, interviews, data gathering, and understanding of trend and best practices from internal market. However there is no mention about how this can be done in order to come up with a good reward design that can motivate tutors to perform.

Saleemi (1997) states that a person may opt for employment in an organization to satisfy various needs and desires. He/she may do so to satisfy his economic needs, security needs, social needs, recognition and status needs. But satisfaction of his/her economic needs must occupy an important place in his list of priorities. This emphasizes the importance of colleges in handling well the financial rewards in order to satisfy and motivate teachers. However, designing reward strategies that are fair and equitable to satisfy tutors is no easy task, especially because different people have different needs. Khan, Slam &Lodhi (2011) assert that research has shown that young workers are satisfied with salary they have, but experienced workers are not paid according to their functions so the wage structure require further attention.

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Lawler (1993) asserts that one major advantage of cash is that the value of cash in the eyes of the recipient is universally high. Robbins (2003) also stresses that monetary rewards have the strongest energizing force that increases commitment of employees on their jobs. So financial rewards are considered positively by tutors and their implementation must be formally managed to meet their intended goal.

Holden (2001) suggested that in order to administer financial rewards it needs one to establish a pay structure. Saleemi (1997) also states that policies with regard to wage and salary administration and supplementary benefits to employees should form a vital component of the personnel policy of the organization. Armstrong (2001) also noted that effective pay practices should be internally equitable and externally competitive. He however, argued that this is difficult due to pressure of market forces. A study showed that teachers in Nigeria argued that the existing salary structure and working conditions do not satisfy their basic needs in as much as other sectors of the economy which have bigger salary structure, better motivation and enhanced work conditions, (Nuwachukwu, not dated).

Traditionally important rewards are based on types of jobs that people do. Indeed with the exception of bonuses and merit salary increases, the standard policy in most organizations is to evaluate the job, not the person and to set the reward level, Lawler (1993). In the past, automatic step progression or merit range approach to base pay was commonly used by organization but it neither rewarded nor improved performance. Automatic raises did not reflect the quality or quantity of job performance (Nyinakiiza, 2005). Unfortunately, many tutors are still paid by titles and experience rather than performance. Saleemi (1997) states that wage equity fairness and justice are essential in meeting the psychological and social satisfaction to the employees at work. Hess (2004) also pointed out that equal pay and equal treatment are fair only if individuals are equal in their effort and their contributing. If they are not working equally hard or confronting similar challenges, then treating them equally is manifesting unfairness, and that's what

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institutions do today. Lawler (1993) states that it can cause a feeling of intra organizational inequity because better performers are likely to feel inequitably treated when they are rewarded at the same level as poor performers in the same organization, even though they are fairly treated in terms of external comparisons. This stimulates dissatisfaction among employees because psychologically tutors are often interested to know what others get compared to themselves. Armstrong (2001) confirms that people's feelings about adequacy of their pay are based upon comparisons they make between their own pay levels and that of others.

This calls for the government and college administrators to evaluate the tutors' input in order to design and implement equitable pay structures to motivate them to perform their duties. Benavides (2009)states that evaluation of teacher performance can also be used to determine career advancement, award performance rewards or establish sanctions for underperforming teachers. However, contrary to equitable pay, the Public pay reform strategy in April 2002 adopted and approved by cabinet in August 2006, rationalized the public service pay into a single spine structure with the aim of removing inequalities in wages for similar jobs (TISSA report 2013). This structure does not reward people according to their input but according to experience and time spent in the teaching service. In today's classrooms, ineffective teachers are paid as much as highly effective teachers. This results from the seniority-based lockstep salary schedules that enforce low starting salaries that do not permit rises or other bonuses for excellent performance, regardless of a teachers' seniority.

According to one tutor from a private college, tutors are also offered equal pay rates for their work without considering the differences in their input. Some tutors are dissatisfied if they perform more than others while on duty and in the end receive the same pay as those that perform less. However, Hyun-Jo, Ssan-Cheol & Sung – Soo (1998) state that some teachers have been opponents of performance- based pay policy, while others have been proponents of a performance-based pay system. They also assert that the issue of performance pay has led to

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contentious educational debate; particularly concerning whether linking performance and pay is an effective means of improving performance. Kessler (1994) cited in Lewis (2001) also states that most employees agree with the principal of performance- related pay, that the able and industrious employee should be rewarded more generously for that ability and industry than the idle and incompetent. Lawler (1993) proposes that for employees to believe that performance-based pay relationship exists, the connection between performance rewards must be visible, and a climate of trust and credibility must exist in the organization. Visibility is important to build trust. Employees need to know that their input was carefully considered, otherwise employers may lose valuable support for the project (Heneman, 2007). Lewis (2001) states that performance- related pay has been introduced in many organizations to change the culture to reflect the 'new values' which senior managers think are necessary. Oliver (1996) as cited in Armstrong (2009) states that performance pay is beautiful in theory but difficult in practice. He also cites Wright (1991) who states that even the most ardent supporters of performance-related pay recognize that it is difficult to manage. The implication is that even when tutors advocate for performance-based pay, there are assessment of performance parameters that are difficult to be fairly defined for them to believe that rewards are fairly and equitably implemented. To this end, Kawesi (2009) proposes that there must be planning of rewards so that results are accurately measured and rewards offered, but does not give any ways in which this accurate measurement can be achieved.

Lawler (1993) states that for a reward to be effective it has to be both understood and designed in ways that lead to individuals accepting it. He continues to state that participation in the design and administration process helps assure this as well as assuring that the system will fit into the situation, because it allows the people who will be affected by the system to influence its design. Heneman (2007) also asserts that failure to incorporate feedback could jeopardize the entire implementation project as employees may come to resent the new reward system. This is also supported by Lawler (1993) who states that when employees are involved, it leads them to raise

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important issues and to provide expertise which is normally available to the designers of pay systems. So another strategy of management of financial rewards is by involving tutors in designing the pay structures of the reward strategies. However, the extent to which they should be involved is not specified anywhere.

2.2.2 Management of Non-financial rewards and performance of tutors in Primary Teachers' Colleges.

Obisi (1996) stated that human resource being the major essential element of an enterprise need to be handled with care, for they are the key to higher production.

Tutors are not only motivated by financial rewards alone but by other factors like non- financial rewards which make them feel comfortable on the job and motivate them to perform.Owen (2003) cites (Tomlinson, 2000; Odden 2000b) who state that rewards can include; satisfaction from high students achievement, recognition, influence, learning new skills and personal growth. A well thought out and skillfully implemented rewards program can give your organization a competitive edge (Heneman, 2007). This implies that colleges have to design reward programs, even for non-financial rewards in order to motivate tutors equitably. However, Lawler (1993) states that, like all other choices that must be made in structuring a reward system, there is no clear right or wrong approach. Institutions therefore, when designing reward strategies, should consider the kind of rewards to offer that can be in position to motivate tutors as well as align with the college goals and which can be met consistently and equitably. Maicibi (2007) asserts that the choice of any reward should be based the organization's strategic perspective to support the organization's goal. Organizations have to ensure that reward strategy can be implemented at a pace the organization can manage and people can deal with (Armstrong 2009).

David Mc from Cleveland University, who has done extensive research on the issue of money and motivation, points out that several research studies have revealed that persons who score high on

achievement motivation of psychological tests do not work for prospect of making more money alone. They have interest in their work and by the success itself (Kaweesi, 2009). On the other hand, people with low achievement- drive quite often will work for money when it symbolizes something they dearly want. (Saleemi, 1997). This highlights that money is not the only incentive that motivates tutors to perform. However, Ritchies and Martin (1999) argued that though money is not a motivator, people with low money drive do not expect to be exploited by being paid what they think is fair. This implies that even tutors who do not take money as the best reward, have limits on what they can do and may not perform as much as they are expected to do when given non-financial incentives.

Zhou Jiang (2009) cites (Reynolds, 2005) who highlights the importance of non-financial rewards through a survey carried out in 2002 by Nelson Motivation Inc, in San Diego, California on 1,200 employees (of all ages) where the ranks of employee motivators in descending order were; a learning activity, flexible working hours, verbal praise, increased authority, autonomy, time with their choice of manger, time off from work, public praise, choice of assignment and written praise and the cash reward ranked 15th in importance. This implies that there are employees who value the non-financial as motivators much higher than cash rewards. However, Heneman (2007) cited in (Rynes, Gerhart, & Minette, 2004) who stated that though people say that non-financial rewards are more important to them, evidence about what people actually do shows that pay is equally, if not more important to most employees. The Monitor posted an article on Saturday, April 2013 quoting Tweheyo, the UNATU general secretary who said,

> "I fear it may take the rest of the financial year, if salaries are not paid by Monday, thetutors will rest until the bureaucratic processes are completed. You can't teach for six months without salary. They also have needs to meet. They can go in their gardens to find what to eat and send their children to school".

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The implication here is that tutors attach a great value to their salaries to a point that they are ready to leave work if it is not paid, indicating the importance of having reward practices that meet the tutors' expectations.

Saleemi (1995) states that employees, in general, will be happier for escalated status than the increment in pay. A study about teachers in Nigeria indicated that teachers were dissatisfied about the fact that the Nigerian Government paid less attention to teachers' dignity and self-esteem. This is evidence that non-financial rewards like recognition of tutors' status, dignity and enhancing their self-esteem are also important in motivating them to perform.

Bowen (2000) also states that non-financial rewards such as recognition have memory value and their effect on performance is long lasting than financial rewards. Recognition is a public expression of appreciation given by a group to individuals who undertake desired behaviors. Saleemi(1995) states that many people have an inherent feeling that their work must be recognized and acknowledged. Appreciation and applause are the chief ways of recognizing the hard work done by an employee and such appreciation motivates employees. Drennan and Pennington (2000) also noted that recognition is not about money but sincere appreciation of the right thing people have done and reinforcing that behavior through prizes, promotion, giving more responsibility and saying " thank you". Effective recognition enhances employee motivation and increases employee productivity all of which contribute to improved organizational performance (Deeprose, 1994). However, Bowen (2000) asserts that recognition programs may be particularly valuable for a certain group. It is for managing and motivating more senior people and people at the lower level. This to the researcher implies that not all kinds of rewards are able to motivate all tutors, some staff are driven mainly by achievement or recognition, others are concerned primarily with money or security, and so on, hence the issue of involving them in the designing of their rewards may help managers to make appropriate choices of rewards. Effective communication of the reward strategy is another important way of managing non-financial

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rewards. Lawler (1993) states that organizations differ widely in how much information they communicate about their reward systems. Some organizations are extremely secretive, particularly in area of pay. They forbid employees from talking about their pay, giving minimal information to individuals about how rewards are decided upon and allocated, and have no publicly disseminated policies about potential increases and rewards. This is supported by Dreher, Ash, & Bretyz (1998) cited in Heneman (2007) who state that research has clearly shown that employees in many organizations are unaware of or do not understand the benefits offered by their employers. The TISSA report (2013) also notes that very few teachers are aware that government provides free medical and dental attention for permanent teachers, their children and spouses. BeardWell and Holder (2001) suggest that expectations and objectives need to be communicated to make the staff understand the required behavior if they are to perform well. The implication of this to the study is that tutors should be aware of rewards available to them in the colleges and the criteria through which they are offered so that they are motivated to perform in order to achieve these rewards. Lawler (1993) confirms this by stating that in the area of performance, it needs to be very clear what kind of performance is to be motivated, how much emphasis is to be placed on individual or group performance.

Saleemi (1995) states that promotion is widely used incentive in almost all organizations, but promotion depends on performance, skills, competence and faculty of employee. The practice in the colleges is centrally to this statement because the promotions available are done basing on seniority and experience in the teaching service rather than basing on performance skills and competence, which is also de-motivating them.

2.2.3 Strategies for rewarding tutors in the Primary Teachers' Colleges.

Saleemi (1997) states that human beings are the most important assets of an organization. The success of an enterprise depends on the caliber and motivation of its employees. Poor employee motivation in the workplace predisposes parties in a work place to resort to behavior such as strike, boycotts, intimidation, lock out, low team morale, lack of initiative, lack of energy, mistakes and high staff turnover etc., Each of the above actions have grim consequences on the productivity of an organization (Obisi, 1996).

Bruce & Blackburn (1992) cited in Mpaata (2009) state that employees encounter satisfaction when they perceive that promotion decisions are the result of fair policies and processes. This implies that tutors can be motivated to perform if they are fair policies and processes to give then opportunity to be promoted to places of responsibility in the colleges. Increase in responsibility is one kind of non-financial incentive to the employee because it satisfied those who are enthusiastic, dynamic and versatile in encountering the challenging assignments. Mpaata (2009) also cites Turyagenda (2004) who studied work satisfaction of academic staff of Makerere University and confirmed that staff were dissatisfied with the current compensation practices but very satisfied with the promotion practices. So, even in cases where colleges cannot compensate staff because of financial constraints, promotion can be an alternative because it has an intrinsic way of stimulating some kind of satisfaction in tutors. However, like Saleemi (1997) asserts, promotion depends on performance, skills, competence, and faculty of employee. This implies that tutors have to strive to achieve these requirements so that they are promoted.

Saleemi (1997) states that finance has become integral part of everyman's life. Money is the primary means to satisfy the basic physical needs of daily life of a man; for example, food, clothing, shelter etc. Kamal & Hanifah (2009) state that pay is thought to be a key factor behind job satisfaction. Also Cole (1997) asserts that provision of stable monetary rewards contribute to employee commitment high job performance and stability on the job This implies that pay is one

appropriate way of rewarding tutors which should be done consistently and equitably to motivate them to perform well. Heneman (2007) cites Folger & Kovinsky (1989) who noted that employee attitude and behavior are also influenced both by how much they are paid and also how their pay is determined. This calls for a system for administering pay to employees which is effective, fair and inclusive. All kind of pay, especially salaries which tutors expect to earn should be availed as expected in order to serve its purpose of rewarding them. On the other hand, Saleemi (1997) states that according to Herzberg, pay has little to do with motivation to perform effectively. He strongly condemns that it is the only motivator. He contends that if workers are given increased pay, it will cure dissatisfaction momentarily. They will get hungry for an increase in pay again in no time. In reality, much as tutors receive their pay, it is not yet as motivating as it should be and this may lead to turn over. Saleemi (1997) states that without motivation the workers may not put their best efforts and may seek satisfaction of their needs outside the organization.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the frame work within which the research was conducted. The chapter presents a description of the research design, areas of study, 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 researcher used a cross-sectional survey research design to establish whether reward management affects the performance of tutors. This method was considered appropriate for the study owing to the fact that it is used to gather data from a sample of a population at a particular time in order to obtain information about preferences, attitudes, practices, concerns or interests of a group of people; as noted by Amin (2005). The cross sectional survey was employed because its results can be generalized to a larger population within defined boundaries, and also because of its stability for data collection from the target population at one point in time. It has been suggested that a survey may increase the generalizability of the research findings (Johnson and Onwuegbuzie 2004).

The study took both quantitative and qualitative methods in collecting data. The quantitative method was used for the purpose of generalizing the findings about reward practices in the PTCs and the effect of reward management on the performance of tutors and the qualitative method was used to get the deepest understanding possible about the situation studied. Bryman (2007) suggests that bringing quantitative and qualitative findings together has the potential to offer insights that could not otherwise be gleaned. Descriptive, explanatory and analytical strategies were used.

3.4 Target population

Due to the large population in Primary Teachers' Colleges and the geographical dispersion of these colleges in Uganda, the study targeted a population of 594. The colleges are given pseudonyms to respect confidentiality as the researcher captures information about them. The target population was obtained by stratification whereby the population was taken from different strata of administrators (9), tutors (50) and students (532) from the colleges. Administrators included; principals, deputy principals and directors of studies who provided information about the way tutors' rewards are designed and managed in the colleges. Tutors provided information about available rewards, their importance and how they are perceived in line with the college requirements for their desired behavior. Students from year two were selected to provide information about the tutors' performance in issues like; instructional delivery, assessment, guidance and counselling, remedial and any other aspects that reflect the tutors' performance roles in the colleges. Year two students were preferred because the year one students had just spent one month at the colleges and their information may not have been very appropriate for this particular study scope.

Table 1: Showing the Target population for the study

Name of college	Administrators	Tutors	Year two Students
A	3	10	82
B	3	19	202
C	3	24	248
Total	9	53	532

The total parent population was 594.

3.2.2 Sample size

The unit of analysis in this study was the tutors. It is their performance that captures the gist of the study. A table by Krejcie& Morgan (1970) cited in (Amin, 2005) (Appendix   ) is what the researcher used to determine the sample size from the three categories of population.

Table 2: Sample size

Category	Sample size	Sampling Technique
Students	350	Random
Administrators	9	Purposive/ Judgmental
Tutors	50	Random
Total	409	

The sample size compromised of 50 tutors, 9 administrators and 350 year two students from the three colleges, making a total sample size of 409respondents.

3.2.3 Sampling Techniques

A simple random sampling technique was used in the selection of tutors and students in those colleges to ensure that information is got from each of these categories. Simple random sampling is a technique that involves giving numbers to every element of the accessible population which are then chosen at random to include in the sample. Purposive sampling was used to select all administrators in the colleges that have a role to play in determining the rewarding of tutors. Enon (1995) observed that purposive sampling helps to increase utility of findings. The target group was specifically of administrators that are concerned with determining management of college rewards, who could provide the desired information for the study.

3.3 Data Collection

Data for the study was collected using questionnaires and Interview schedules. The justification for the triangulation approach is because it achieves a higher degree of validity and reliability, and reduces bias considerably (Amin, 2005). The two sets of data provide opportunities for empirical triangulation as the researcher can compare findings. Primary data was collected using questionnaires and interviews as explained below;

Research instruments.

3.3.1 Questionnaires

The questionnaire involved use of a set of questions printed in definite order (Kothari, 2004). This method gave ample liberty for respondents to give their well-considered opinions. Questions for respondents were designed and administered. These questions were structured, close ended and open ended questions to get information from students (Appendix 2) and some tutors (Appendix 3). The administrators' questionnaire (Appendix 1) had structured questions. The open ended questions allowed greater freedom of expression and allowed a wider range of responses and explanations and the few close ended questions were preferred because they captured common responses and for their ease to code during data analysis. The questions stimulated respondents' views, opinions, perceptions and attitudes in regard to the study. Questionnaires were preferred because they cover a wider area and could be administered in a short period and yet accumulate a cross-section of views that can be generalized to a larger population of interest. Amin (2005) states that it is a tool for data collection that is less expensive to administer than other instruments. The researcher personally administered the questionnaires to the students and tutors, those for the administrators were left and collected later within the stipulated time.

3.3.2 Interview schedules

An interview schedule (Appendix 4) v·as used to structure the interview for 10 tutors to ensure that that the focus of the study was maintained. An interview is an oral administration of question which involves a face to face encounter and requires maximum cooperation between researcher and respondent in order to obtain accurate and reliable information or data (Muganda& Muganda 2003). The interview method took the form of personal interviews with persons believed to have critical information related to the objectives of the study. The aim of this was to gather more in-depth information and ensure that any unanswered issues that were generated by the survey data analysis are explained.

Semi-Structured interviews were administered to 10 tutorsfrom the sample who did not fill the questionnaires, to get more descriptive information to bridge some gaps which could have been created in the questionnaires responses of other tutors. Gay (2003) states that 10% of the accessible population isadequate enough to serve as a study sample.So, the researcher found it appropriate to use at most 10 of the tutors which is 20%. These tutors were also randomly picked from all the 3 colleges. The interviews were intended to provide the researcher with supporting or supplementary views to those expressed in the questionnaires bytutors. This approach is widely recognized as being objective while still allowing an extensive exploration of the interviewees' opinions and experiences. Although conducting and interpreting qualitative interviews takes considerable time they enable collection of detailed data with a human dimension and thus a greater chance of getting honest answers and improving validity of the findings.

3.4 Research Procedure

The researcher obtained a letter of introduction from the Head of Department of Education policy planning and management at the faculty of Education of Kyambogo University. This was used to seek permission from the principals and make arrangements of days and time to administer the

questionnaires and to conduct interviews in the colleges. The researcher personally administered the questionnaires and conducted interviews in the colleges. This was done during the time when Pre promotional and mock exams were taking place, which gave the researcher an opportunity to find the staff at the colleges enhancing the realization of the sample for the study.

The researcher also conducted interviews with the sampled number of tutors in order to supplement the opinions stated in the questionnaires administered to the rest of the sample.

3.5 Quality Control

3.5.1 Validity of instruments.

Validity of a test refers to the degree to which the instrument actually measures what it was designed to measure (Ravid, 2011).Construct (or content) validity assesses the degree to which individual items in the questionnaire represent the construct being measured and that they cover the full range of the construct. The researcher exposed the questions to two research experts to vet their content relevance in regard to acquiring data relevant to the research questions. The validity was then calculated using the Content Validity Index (CVI) to establish whether the questionnaires measure what they are intended to measure.

The formula for finding the CVI, according to Amin (2005: 288) is:

$$\frac{\text{Average No. of items judged relevant by both experts}}{\text{Total No. of items in the instrument}}$$

The CVI for the tutors' questionnaire was 0.8, for the students was 0.75 and the administrators was 0.8 making them valid for the collection of the relevant data (refer to Appendix 5). The researcher however made some adjustments in questionnaires as advised by the experts.

3.5.2 Reliability of instruments

Reliability is a measure of degree to which a research instrument yields consistent results after repeated results. A questionnaire that is reliable is expected to provide results that are both accurate and consistent. Ravid (2011) defines reliability as the degree of consistency of a questionnaire and the extent to which the same results are obtained when employing the instrument repeatedly to the same groups or individuals

The researcher used two research experts to judge and rank the items in the questionnaire for the tutors using the Inter Rater Reliability Index using the formula which yielded 75%, which is above the administrators' questionnaire had 60% and the students' instrument had 83.3 %, all above the average of 50% indicating that the items in the instruments were valid.

Adjustments were made on the instrument and a test-retest procedure of the questionnaire was conducted. Ten tutors of Kibuli PTC, an institution which trains tutors like the selected PTCs were used to fill the questionnaire. The questionnaire was re-administered after three days to the same tutors. The results were consistent making the instrument reliable for use.

3.6 Data Analysis

Quantitative data was checked to ensure accuracy in relation to the study objectives. It was edited and coded in themes before being analyzed using the Statistical Package for Social Scientist Research (SPSS) computer program. Summary statistics in form of qualitative and quantitative measures, frequencies and percentages were obtained and interpretations were made.

Qualitative data was edited on a continuous basis to ensure that it is complete. It was put into categories according to the variables.Content analysis was the main method of analyzing the data collected. Data collected was categorized according to emerging variables from each questions in the interview guide.Conclusions were made from both types of data.

3.7 Ethical considerations

As this study involved the participation of third parties, it was necessary to seek ethical approval for the research. Ethical approval was sought in advance from the principals of the PTCs in which research was to be conducted. The questionnaires had a preamble written by the researcher to request for the prospective respondents consent and assure them of treating their respondents with confidentiality. The prospective participants were contacted only after obtaining ethical approval from the principals whom the researcher assured that the colleges would also be protected by the researcher using pseudonyms to refer to them in most areas of the study. Participants' identities and institutional names have been omitted except from the definition of the scope of the study where it was necessary to mention them. The records were carefully stored and the filled questionnaires will be destroyed after final use.

3.8 Assumptions and Limitations

The topic of reward is a sensitive one especially to the administrators; it was assumed that some information may be retained on purpose, limiting the true picture on the ground but the respondents willingly and openly cooperated hence provided the necessary data.

It was also assumed that tutors on the other hand would limit themselves from giving out their full information and opinions about rewards, for fear of being implicated of exposing college practices by the administrators. The researcher found ways of winning trust of the respondents by ensuring that their responses are treated with utmost confidentiality and also used both data from questionnaires and interviews to analyze the true picture on the ground.

The cost for collecting data was also not very friendly in terms of transport to colleges, stationery for the instruments and the general production of the dissertation, but the researcher found ways of getting funds to accomplish these tasks.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents findings from the study about the effect of reward management on the performance of tutors in Primary Teachers' Colleges in Central Region. The objectives of this study were; to identify how rewards are managed in Primary Teachers' Colleges, to establish the effect of rewards on the performance of tutors and to establish the appropriate methods of rewarding tutors. The researcher used 3 types of questionnaires; for the administrators, tutors and students (Appendices 1, 2& 3). The data collected using quantitative methods was presented by using tables of frequencies and percentage distribution and supported with data from the qualitative source. The main subject of analysis was the tutors.

4.1 Background characteristics of Respondents

The background characteristics of the respondents (tutors) included; gender, age distribution, designation, and teaching experience. The questionnaire rate of return was 40 out of the 40 (100%), questionnaires administered to tutors were complete and properly filled to the expectation of the researcher. Another 10 tutors who did not fill the questionnaires were interviewed to get the qualitative data to support the quantitative data in the questionnaires. The administrators involved in the study were 9 and these provided qualitative data by answering structured questions in a questionnaire. All the 350 questionnaires administered to students were complete and valid.

4.1.1 Gender of the respondents

Table 3: Gender of tutors who filled the questionnaires

Gender	Frequency	Percentage %
Male	14	35
Female	26	65
Total	40	100

The tutors by gender stood at 14 (35 %) male and 26 (65 %) female. Female tutors therefore dominated the study.

4.1.2 Age of the tutors

The respondents were required to indicate their age bracket in the research instrument. The majority of the tutors 50 % were within the 31-40 age range, 25% were within the 41-50, 15% in age range 31 and above and the least number was in age range 21-30 representing 10% as shown in the table below.

Table 4: Age range of the tutors

Age range	Frequency	Percent
51 years and above	6	15
41-50 years	20	50
31-40 years	10	25
21- 30 years	4	10
Total	40	100

This kind of age distribution implies that most of the study respondents (90%) were 31 years and above indicating adults who could most likely give non-biased and accurate information.

4.1.3Highest Academic Qualifications

The respondents were required to indicate their highest academic qualification in the research instrument. The results are as indicated in the table.

Table 5: Highest academic qualification of the respondents

Highest qualification	Frequency	Percent %
Diploma	1	2.5
Bachelor's Degree	35	87.5
Masters	4	10
Total	40	100

In Table 5 above 1 (2.5%) of the respondents possessed a diploma, 35 (87.5 %) possessed a Bachelor's degree, 4 (10%) of the respondents possessed a Master's degree. This indicates a very small variation in the qualifications of the respondents and an indication that the majority 90% possess the minimum academic requirements for one to teach in a Primary Teachers' College, which is a degree.

4.1.4 Status of tutors

The tutors in the study were of the different status as indicated in the table.

Table 6: Status of tutors

Status	Frequency	Percent %
Principal tutors	2	5
Senior tutors	5	12.5
Tutors	33	82.5

4.1.5 Positions of responsibility

The respondents were required to indicate the positions of responsibility they hold in the colleges.The table below shows the positions of responsibility of the tutors in the study.

Table 7: Positions of responsibility of the tutors in the study

Responsibility held	Frequency	Percent %
Welfare tutor	3	7.5
Senior woman tutor	3	7.5
Senior man tutor	2	5
Class tutor	6	15
School practice coordinator	3	7.5
Tutor in charge of students' guild	3	7.5
Tutor in charge of guidance & counselling	3	7.5
Tutor in charge of Performing Arts	3	7.5
Tutor in charge of games& sports	3	7.5
Tutor	11	27.5
Total	40	100

It is evident here that most 11 (27.5%) of the tutors in the study do not hold any other positions of responsibility, apart from that of being tutors. It also indicates that the study inco-oporated 29 (72.5%) of tutors who hold different offices of responsibility, enhancing a collection of a variety of responses from the different strata.

4.1.6 Teaching experience

The researcher considered the tutors' teaching experience as an important factor in the study because it was expected to be considered during rewarding.
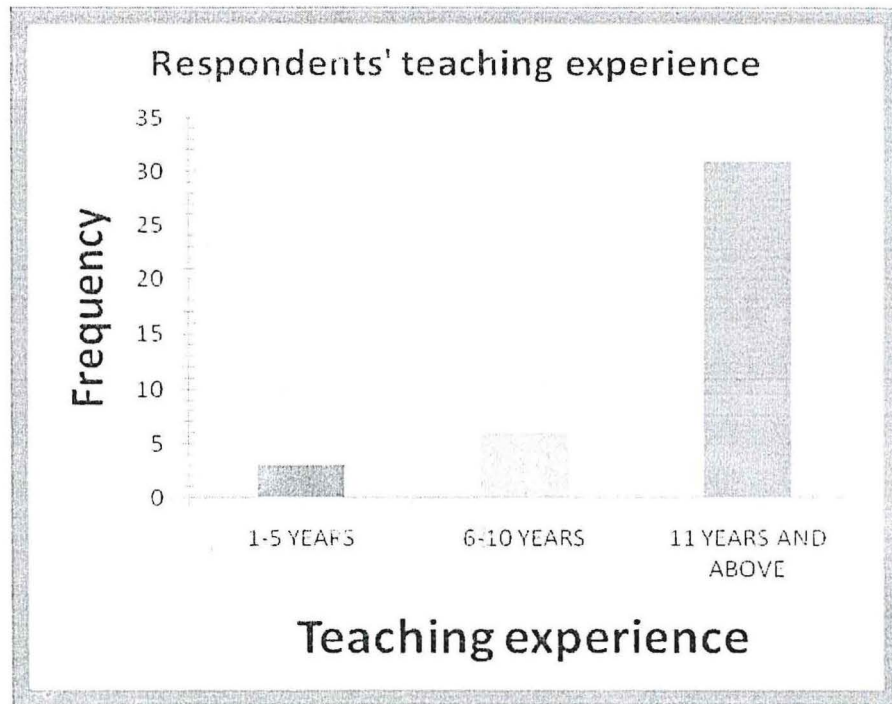
Figure 4: Teaching experience of the tutors.

The findings indicated that, 3 (7.5%) of the respondents have a teaching experience of 1-5 years, 6 (15%) of the respondents have been teaching for a period of 6-10 years and 31 (77.5%) of the respondents have been teaching for more than 11 years. The results in the figure show that most of the respondents have been in the college service for more than 11 years. This is an indication that the majority of tutors were people with a lot of teaching experience and could ably explain the issues of how rewards are managed in colleges and their effect on performance over the study time scope of five years (2009-2013).

4.2 Objective One: Establishment of reward practices in the colleges.

In order to get the data about how rewards are managed in the different colleges, the researcher sought to first identify the rewards offered in the colleges. Respondents were given a set of rewards in two categories of financial and non-financial, from which to pick the rewards offered

to them by the college on top of their salaries. They picked Agree and Disagree to express their opinions.

4.2.1 Financial rewards

Table 8:Financial rewards offered to the tutors in the colleges

Financial rewards	Percentage (%)	
	Agree	Disagree
Wages	25	75
Marking allowance	78	32
Co-Curricular participation allowance	48	52
Per diem & transport for workshops	72	28
Invigilation allowances	68	32
School practice supervision top up allowance	82.5	17.5
Overtime allowance	0	100
Medical allowance	0	100
Housing allowance	0	100
Bonuses	13	87

The analysis in table 8 above shows that the majority (80%) of respondents indicated that they are offered a top up allowance at the end of the school practice which is done on top of the transport allowance given during the period. The respondents 78% agreed that they receive marking allowances for marking external examinations while 32% disagreed. 72% of the respondents agreed that they receive per diem and transport allowance whenever they go out to attend workshops. However those interviewed admitted that there was no uniformly set amount to be

paid because it usually varied from time to time. Also 68% of the respondents receive invigilation allowance offered when a tutor invigilates any external examination done in the college. On the other hand 17.5% of the respondents do not receive the school practice top up allowance. Also 48% of the respondents agreed that they receive an allowance for participating in co-curricular activities like game, sports, music, dance and drama. Also 25% of the respondents in the study agreed that they receive wages compared to 75% who don't. There was a 13% of the respondents who agreed that they receive bonuses. The researcher noted from the responses that there was no uniform distribution of rewards basing on the fact that even tutors in the same colleges had variations in the rewards they receive.

4.2.2 Non financial rewards

Table 9: Non-financial rewards offered to the respondents

Non-Financial Rewards	Percent (%)	
	Agree	Disagree
Public verbal appreciation/ recognition	82	18
Certificate of merit/ appreciation	48	52
Staff parties	42	58
Free medical services	38	62
Packages/ Gifts	71	29
Good physical working environment	31	69
Free home utilities(water/electricity)	20	80
Extra responsibility	43	57

Analysis from the table indicates that public appreciation and recognition (82%) was the commonest way of rewarding tutors, also packages/ gifts (71%) were common. The tutors (48%)

agreed to receiving certificates of merit/appreciation while 52% disagreed. It was also noted that assigning tutors with extra responsibilities was also one way of rewarding tutors practiced in colleges and 43% agreed to it while 57% disagreed to being assigned extra responsibilities. In regard to good working conditions, only 31% of the tutors agreed but 69% disagreed indicating that the working condition does not meet their expectations. It was also important to note that only 20% of the tutors agreed that the college pays for their utilities while a big number of 80% disagreed. The issue of provision of free medical attention also covered 38% of the tutors while 62% disagreed to receiving free medical services.

2.3 Reward management(Independent variable)

This variable was based on the reward practices in the Primary Teachers' Colleges. Opinions of tutors were expressed using a Likert scale from which they were to choose from;**Strongly Disagree, Disagree, Agree and Strongly Agree**to express their opinions. The findings are summarized in the tables that follow.

Table10: Tutors' opinions on the financial rewards practices in the colleges.

Propositions	SD		D		A		SA	
	F_o	%	F_o	%	F_o	%	F_o	%
1.Allowances are based on performance	9	22.5	19	47.5	8	20	4	10
2.Rewards match with academic levels	26	65	7	17.5	5	12.5	2	5
3.Tutors are consulted when determining rewards	10	25	15	37.5	6	15	9	22.5
4.Reward policies are fair and equitable	6	15	22	55	10	25	2	5
5.Allowances are adjusted to meet the cost of living	10	25	19	47.5	6	15	5	12.5
7.There is transparency in distribution of financial rewards	12	30	13	32.5	8	20	7	17.5

Analysis from table 9 indicates that 82.5% of the respondents disagreed that rewards match with academic levels compared to 17.5% who agreed that they do, also 72.5% disagreed that allowances offered are adjusted to meet the cost of living, 70% disagreed that reward policies are fair and equitable as well as the those 70% that also disagreed that allowances are based on performance. It is also indicated by 62.5% that there is no transparency in distribution of financial rewards compared to the 37.5% who agreed that there is transparency. The proposition that tutors are consulted when determining rewards was supported by 35%, while the 65% disagreed with it. On the other hand 80% agreed that pay contributes to their performance against the 20% who disagreed. The general impression from the analysis indicates that the tutors disagreed about the existence of most of the proposed good reward management practices.

Qualitative data

Some tutors that receive the school practice top up allowance appreciated that it is some consolidated amount that can be used to cover some personal expenses, hence motivating to perform the duty in order to be rewarded. On the other hand, one tutor interviewed stated that "I am given ten thousand shillings only for my day's transport and lunch, but it is not enough, I end up using my own money, and that is de-motivating".

A tutor stated that "a very small amount of money is given to those who are selected to invigilate papers, the criteria for selection is not known and the money comes after a period of waiting".

Tutors also indicated that most of the bonuses given were not related to the tutors' classwork done but were given to some of those that did duty outside the classroom like; accompanying students for field work, supervising a college program or having the best students results which they claimed is not specific and limits them from equal opportunities.

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Table 11: Tutors responses on the Non-financial reward practices in the colleges

Propositions	Responses							
	SD		D		A		SA	
	F_o	%	F_o	%	F_o		F_o	
1. The working environment is friendly& motivating	6	15	16	40	8	20	10	25
2. Recognition and appreciation is offered for good work.	4	10	7	17.5	15	37.5	14	35
3. There are opportunities for professional development.	4	10	10	25	17	42.5	9	22.5
4. There is clear communication of what tutors are expected to do to be rewarded.	5	12.5	5	12.5	4	10	26	65
5.Promotional opportunities are available.	9	22.5	12	30	11	27.5	8	20
6. The criteria for rewarding tutors is clear.	7	17.5	14	35	9	22.5	10	25
7. There is frequent feedback on the performance of tutors.	8	20	12	30	14	35	6	15
8. Benefits offered are commensurate to the work done.	10	25	14	35	9	22.5	7	17.5

Results in Table10 show that the most common non-financial reward are recognition and appreciation for good work as indicated by 72.5%, this was followed by the presence of clear communication of what tutors are expected to do, indicated by 70% of the tutors. It should also be noted that 65% of the respondents agreed that there are opportunities for professional development and 52.5% also agreed that there are promotional opportunities. On the other hand the results indicate that 60% disagreed that the benefits offered are appropriate, 55% also disagreed that the environment is motivating, followed by 52.5% who disagreed that the criteria for rewarding tutors is clear. About the practice of giving feedback on the performance of tutors, 50% agreed while 50% disagreed that it is done.

4.3 Objective Two: Establishment of the effect financial and non-financial reward management on the performance of Tutors in the colleges in Central Uganda.

4.3.1 Performance of tutors (Dependable variable)

The first sub-section presents descriptive statistics on the dependent variable, performance of tutors. Tutors expressed their opinions about their performance using a 4likert-scale choosing from: Strongly disagree, Disagree, Agree and Strongly agree (refer to Appendix 3). The tables below, presents a summary of responses.

Table 12: Tutors' rating of how their performance.

Propositions	SD		D		A		SA	
	F_o	%	F_o	%	F_o	%	F_o	%
1. I report early to college.	3	7.5	7	17.5	17	42.5	13	32.5
2. I regularly attend to my lessons.	4	10	6	15	10	25	20	50
3. I assess students' work and give feedback to them.	2	5	7	17.5	17	42.5	14	35
4. I guide and counsel students regularly.	9	22.5	12	30	11	27.5	8	20
5. I attend meetings and other college functions.	2	5	5	12.5	18	45	15	37.5
6. I actively participate in co-curricular activities.	8	20	12	30	9	22.5	11	27.5
7. I supervise students on school practice effectively.	3	7.5	6	15	18	45	13	32.5

The analysis in table 11 indicates that majority 43 % of tutors report early to college which is an indicator of being committed to their work. Also 36 %, agreed that they attend to their lessons regularly. It is important to note that 41% of the respondents agreed that they attend meetings and other college functions, which is a major requirement in the colleges, compared to 9 % who disagreed. Results also indicated that, 77.5% supervise students on school practice effectively. On the other hand 55.5% disagreed to regularly guide and counsel students and 50% also disagreed to actively participate in co-curricular activities.

Qualitative data

One respondent who receives a wage stated that "it is not fair that only the time spent in class is paid for, I do a lot of work with students out of class but this is not considered, I get de-motivated to continue helping students outside the class".

The tutors also expressed that reward management affected their staying at college after their routine teaching, they revealed that they use the time when they are not in class to engage in other income generating activities to supplement their salaries and rewards which are not appropriate to enable them meet their expectations.

The analysis from the tutors' rating of their performance is supported by the administrators' interview responses who stated that many tutors are committed to their work, they strive to be accurate in what they do and are committed to teamwork. However, they indicated that tutors are not very committed to helping students out of class and to guide and counsel them regularly, the involvement in co-curricular activities is also very minimal. This revelations tally with the tutors' own rating of their performance.

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4.3.2 Students' responses about the tutors' performance in the colleges

Students were involved in this study because the researcher wanted to seek their opinions about how teachers perform around them. A lot of the expected tutors' activities are done when they interact with students in and out of class. These include; teaching, assessing, guiding and counseling, involvement in co- curricular activities, offering remedial help, holding seminars, among others.

Table 13: Students' responses about the tutors' performance in the colleges

Propositions	Responses							
	SD		D		A		SA	
	Fo	%	Fo	%	Fo	%	Fo	%
1. Students have access to tutors for academic assistance outside class.	103	29.4	110	31.4	74	21.1	63	18.0
2. Tutors always keep time for classes.	56	16.0	60	17.1	170	48.6	64	18.3
3. Tutors display knowledge of course material.	30	8.6	60	17.1	118	33.7	142	40.6
4. Tutors give students assignments and mark them within a short period.	63	18.0	170	48.6	65	18.6	52	14.9
5. Tutors are available to guide and counsel students.	134	38.3	110	31.4	66	18.9	40	11.4
6. Tut3rs organize seminars/ workshops for students.	120	34.3	119	34.0	56	16.0	55	15.7
7. Tutors present well planned and organized lessons to students.	18	5.1	37	10.6	150	42.9	145	41.4
8. Tutors actively guide student during co-curricular activities.	137	39.1	105	30.0	62	17.7	46	13.1
9. Tutors are good role models to students.	21	6.0	24	6.9	130	37.1	175	50.0
10. There is a good relationship between tutors and students.	5	1.4	37	10.6	162	46.3	146	41.7

The statistics from the students' opinion on the tutors' performance indicate that a big percentage of them agreed that tutors keep time for lessons, display knowledge of course material and have well organized lessons. 87.1% also agreed that tutors are good role models and 88% agreed that there is a good relationship between students and tutors.

However, a number of students 60.8% disagreed that they have access to tutors for academic assistance out of class. A reasonable number 66.6% also disagreed that tutors give students assignments and mark them within a short time. It is important to note that 69.7% disagreed that tutors regularly guide and counsel them. Many 68.3% also disagreed that tutors organize workshops and seminars for students and 69.1% disagreed they guide students in co-curricular activities. These opinions indicate that tutors are physically available in the classes and do most of what they are expected to do but many out of class expectations are not met.

4.4 Objective Three: Devising appropriate reward strategies to motivate tutors.

4.4.1Importance of Reward

The researcher wanted to establish the opinion of the tutors as regards the importance of rewards to them. This was important in the study because it was assumed by the researcher that the tutors' performance would in some way relate to how much value they attach to the rewards offered. Tutors were given a set of items from which to pick the items that showed their opinions about the importance of rewards offered to them in the colleges. The results are summarized here below.

Table 14: Importance of rewards to tutors' motivation

Importance of Rewards	Frequency	Percentage (%)
Cementing a good relationship with administration	20	50
Exhibition of equity among tutors	30	75
Motivate tutors to perform their duties.	40	100
Additional papers to one's CV	26	65
Accountability for tutor's efforts	24	60

Statistics in Table13 show that all 100% of the respondents indicated that rewards motivate them to perform their duties. The statements from the interviews also indicate that tutors felt that their efforts are recognized and appreciated when they are rewarded in some reasonable way, and this enhanced their performance. Also 75% of the respondents indicated that rewards exhibited equity among tutors because all of them expected to receive equal rewards for an agreed achievement and a fulfillment of this expectation motivates them to perform as expected. 65% of the respondents indicated that rewards in form of certificates of merit and appreciation were additional papers to their CVs. The interviewees stated that these were permanent records that would augment their achievements and could be used even when they left the colleges. Rewards were also regarded important as accountability for the tutors' effort by 60% of the respondents while 20% indicated that it was a way of cementing a relationship between tutors and the administrators.

The above statements concur with records from responses of the administrators for the structured questions (Appendix 1) when asked if they noticed any positive changes after rewarding the tutors. They indicated that tutors became more available at the colleges, were more active in the staff meetings, and were more willing to take on extra duties. However, there were also administrators who stated that, they didn't notice any positive change implying that the tutors may not show any positive changes even after being rewarded especially if they feel that rewards are not commensurate to their effort.

4.4.2Reward strategies to motivate tutors to perform in the colleges.

Tutors were asked a structured question to propose ways through which colleges should manage rewards in order to motivate them to perform their duties as expected (Appendix 3).Their opinions are summarized here below.

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Table 15: Propositions of how rewards should be managed in the colleges.

Propositions	Frequency	Percentage %
Better working environment	34	85
Strict supervision	7	17.5
Promotion	22	55
Enhanced allowances	31	77.5
Study leave/ Leave of absence	13	32.5
Offer more professional development opportunities	27	67.5
Communicate all available rewards in the college	17	42.5
Enhance performance based rewards	28	70
Rewards should be commensurate to performance	29	72.4
Offer housing allowances to non-residents	23	57.5
Offer transport allowance to non-residents	25	62.5
Contribute to medical bills outside the college	36	90
Transparency in reward practices.	29	72.5

The opinions of the respondents on how rewards should be managed indicate that a big number 72.5%, advocate for transparency in reward practices and 85% for improvement of the working environment. Also 57.5% proposed that the colleges should offer housing allowance and 62.5% advocated for transport allowances for non-resident tutors who do not stay in the quarters. There was also a reasonable percentage of 70 that proposed that performance based rewards are enhanced. Tutors also want the rewards available to be communicated to everyone to know them, as proposed by 42.5%. There 67.5% of the tutors who proposed that more professional development opportunities are offered while 32.5% wanted colleges to allow study leave and

leave of absence for those that applied for them. The highest percent of 90% proposed that the college contributes to their medical bills.

Though it is just only 17.5%, it is also important to note that these proposed for strict supervision of tutors while at work be emphasized.

Qualitative data

The qualitative narratives of tutors also proposed that the environment should be upgraded to suit their status, citing the nature of their staff houses and lavatories that were not good enough.

There were proposals of study leave to enable tutors to enroll for higher education and conduct research to enhance their professional growth. There were many statements made about the strictness of administrators limiting tutors to even take on short courses because they wanted them at college all day.

Those interviewed also proposed that the criteria for rewarding should be made clear to allow everyone to strive to get rewarded.

Many tutors felt that their health should be given priority by the college adinistrators, for if they had any ill health problems, then all the college expectations would also not be met

There were proposalsthat some tutorsneed to be supervised in order to perform as expected. Douglas McGregor (1966) Theory X assumes that most people prefer to be directed, are not interested in assuming responsibility, and want safety above all. Accompanying this philosophy is the belief that money, fringe benefits, and the threat of punishment motivate people. So, it is also in order for administrators to monitor the tutors input to ensure that they perform as expected. In contrast, Theory Y assumes that people are not by nature lazy and unreliable. It suggests that people can be basically self-directed and creative at work, if properly motivated. This theory is supported by the tutors who agreed to the fact that they work with minimal supervision.

General findings

- All colleges offer to tutors rewards and the mostly common rewards noted; public appreciation, certificates, gifts and allowances.

- Colleges do not have written down reward practices to guide in the procedures of rewarding the tutors, hence rewards practices are not properly defined.

- Reward management affects tutors positively by motivating them to perform when rewards meet their expectations.

- Reward management de-motivates tutors from performing, if it is unclear, unfair, inconsistent and unequitable.

- There is evidence that all tutors perform their roles to a certain extent in the colleges.

- Majority of the administrators indicated that budget limits affected their reward practices because there were several items to spend on, others cited a limited resource base as hindering good reward practices as expected by the tutors, hence failing to meet their expectations.

- There were proposals from tutors on how to have appropriate reward strategies in the colleges.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The main objective of this study was to establish the effect of reward management on the performance of tutors of selected primary Teachers Colleges in Central Uganda. The objectives were achieved through the use of three set research question from which a set of questions for a questionnaire were deduced as well as a structured interview questions.

This chapter therefore presents discussion, conclusions and recommendations within the context of the objectives and the corresponding research questions, as outlined in chapter one. Suggested herewith are also areas for further research.

5.1 Discussion of research Question One: What are the reward practices in the primary Teachers Colleges in Central Uganda?

The findings of the study revealed that tutors receive financial rewards in form of; wages, marking allowances, school practice allowance, transport allowance to external workshops and duties, co-curricular participation allowance, extra responsibility allowance and invigilation allowances. Research also established that the most commonly used types of non-financial rewards in PTCs were; public appreciation, packages/presents, certificates of merit/appreciation, offer of extra responsibility. The study revealed however that, public appreciation was so common and this was due to the fact that it had no financial implications on the colleges which have limited resources. Analysis from table indicates pay contributes to the performance of the tutors. Results about the management of rewards indicate that; rewards offered do not match with academic levels of tutors. This implies that the reward systems in the colleges are not well designed. Balassanian (2006)describes a good incentive system as that which encourages employees to be productive

and creative and also fosters loyalty among those who are most productive and also stimulates innovations. The researcher also asserts that such reward incentives should be the ones designed in the PTCs to stimulate all those mentioned competences in the tutors.

It was also noted that allowances offered are not adjusted to meet the cost of living. Tutors cited stagnant rates of pay over years which, in the current time cannot have the same impact as before. So those that receive allowances may not appreciate them because of their being of little value in the current situation, this is also can lead to dissatisfaction and loss of commitment of the tutors. This is supported by Malen (1999) cited in Ssali (2011) asserts that a great deal of literature has noted that the rewards offered have not been enough of an incentive to change teacher behavior. The researcher also insinuates that if rewards are just offered as a formality without considering the impact they are to make to those that receive them, then the whole practice of rewarding tutors will not be motivating at all.

Many of the tutors indicated that reward policies are not fair and equitable. This points to the absence of well-designed achievable reward policies. This demotivates tutors from putting in effort to perform as expected and it is one of the reasons why tutors mainly do work in the classes as do not perform their duties outside class. Students indicated that they are not available to offer guidance and remedial help. In a similar situation are students in Zimbabwean schools who reported that they were not adequately prepared in the TTCs for classroom because their trainers (tutors) were demotivated by the same factors as the general student teachers hence their efforts were minimal (Okamla, 2011). The researcher emphasizes that many students yearn to meet the tutors outside the class time for several reasons like; academic and spiritual guidance, others have social and emotional challenges hence, the importance of incentives to motivate them to play those roles.

The results also indicated that allowances are not based on performance. They are mainly given to tutors who are also appointed to offer other services like marking, invigilation while those that put

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in effort to be competent in many other ways are not considered.APPA (2007) indicated that the system of determining payments could only be effective with quantifiable out puts; payments were made as per the volume of output which would be difficult with the provision of services in education.

In the study 62% of the tutors revealed that there is no transparency in distribution of financial rewards and this is a big percentage of the sample. The researcher feels that transparency is very important and if administrators do not open up to inform tutors about the way rewards are managed, then distrust can erupt to a point of many being de-motivated from diligently offering their services.

It was established from 60% of the respondents that they are not consulted when determining their rewards. This they say, has an effect on the kind of rewards that are agreed upon by the administrators and the criteria to identify tutors to reward which may not be appreciated by the tutors. The administrators however pointed out the use of input from the different departments' records and opinions from some members of the college community when determining rewards.

The findings revealed that rewards, especially financial payments did not commensurate to the performance of the tutors. This maybe one reason for the gaps in their performance. Armstrong (2002) states that employees expect rewards that reflect their contribution to work and employees expect to be paid what is considered to be fair for the work done. Also OECD Paris, (2005) indicate that while people who have chosen teaching as a career are chiefly motivated by 'intrinsic' rewards (such as wanting to make a difference), extrinsic factors such as remuneration are the most significant factors influencing people not to choose teaching as a career, and to leave the profession. It thus means that rewards play a significant role in the performance of tutors.

The general impression from the analysis indicates that the tutors disagreed about the existence of most of the proposed good reward management practices. Their opinions are supported by their overwhelming option that there are limited rewards, and many of them do not match their

academic levels and are not commensurate to their performance. To justify the causes of this gap, majority of the administrators indicated that budget limits affected their rewarding of tutors because there were several items to consider, others cited a limited resource base as hindering the management of reward as promptly as it should be. One of the interviewees stated that "the college receives very limited resources from the government and the college projects fetch very little money to allow rewards that are commensurate to the tutors' effort". One administrator also admitted that, "we sincerely do not have written down policies drafted by the college on who to reward or how to reward tutors, we act according to the situation at hand". The researcher acknowledges that there are challenges in meeting the expectations of the tutors and also realizes from the findings that some tutors have higher expectations than the colleges can satisfy. To this end, Timothy & Karen (2005) assert that the reward must be significant enough to motivate the employee but should not exceed the value of benefit to the principal. Therefore, in order for colleges to gain from rewarding the tutors to motivate them to perform well, there should be set achievable strategies to guide and enhance reward policies, procedures and practices. Kaweesa (2009) proposes that to get optimum results from a motivational strategy, the manager has to realize and understand issues, which requires recognition of each individual's unique values, beliefs and practices.

College administrators also gauge the performance of individual teachers from the performance outcomes of students in a given subject. To contract this consideration, Blankstein (1996) states that students' grades and test scores are not good indicators of the quality of teachers' instruction. In support of this view, a study carried out in Nigeria by Joshua et al. (2006) showed that Nigerian teachers condemn the use of student achievement scores as indicators of teachers' competence, performance or effectiveness. However, DEST Research Paper (2007) indicates that the United States (US) Teaching Commission acknowledges that there is no single way to measure classroom excellence. The Commission suggests, however, that a balanced merit pay

plan links pay increases to some or all of the following elements: Student achievement gains; satisfactory evaluations by principals or peers; Additional pay for extra responsibilities; Incentives for earning National Board Certification and Special rewards for specialists. So, in regard to this, the researcher, as a teacher asserts that students' performance may be one indicator of tutors' performance but it cannot be attributed to individual tutors becauseteaching is a process and collective effort of many individuals; it is at times difficult to determine which tutor performed better than the other and be rewarded accordingly and this may create dissatisfaction and friction.

5.2 Research question two: What is the effect of financial and non-financial reward management on the performance of tutors in Primary Teachers' Colleges?

5.2.1 The effect of financial and non-financial reward management on the performance of tutors in Primary Teachers' Colleges.

Results showed that tutors get some other financial benefits apart from their salaries in form of allowances. The interview results indicated that there are different forms of payments in form of allowances and bonuses that are offered by the colleges for certain outcomes that are defined by the colleges. However, some tutors revealed that because of the status of their college being private, very few outcomes are rewarded and this supported the questionnaire responses about the kind of financial rewards available in the colleges.

The findings revealed that all tutors agreed that financial rewards motivated them to work. Those interviewed also stated that financial rewards received helped them to facilitate their personal needs and hence lifted some burden off their shoulders giving them time to commit themselves to the job and perform as expected. This is in line withWhite and Drunker (2000) cited in Kaweesa (2009)who state that benefits are viewed as motivators that can be a basis for enabling employee cooperation in new approaches to performance improvement. This is also supported by Cole (1997) who emphasizes that provision of stable monetary rewards contributes to employee

commitment high job performance and stability on the job. It was also revealed from the interviews that the lack of financial rewards de-motivated tutors from getting committed to perform as expected because they instead looked for other ways of enhancing their financial base by involving in other activities that limit their presence at college. Paul Abul, the DEO Moroto cited on the URN blog commented that the Ministry's failure to pay tutors could lead to poor performance of teachers in the offing, indicating that the tutors will not play their roles in the classes if they are not paid and the students will in the end be affected.

However, it should be noted from the findings that there are certain tutors who indicated receiving of some rewards that were not received by others. This was pointed out by those tutors interviewed as an unfair practice which even creates a gap in the relationship between tutors because some are envied for getting these benefits which many don't get at all.

Some tutors pointed out that financial rewards did not have an effect on their performance which indicates that there are tutors that agree that financial rewards are not the only motivators. It is also evident that despite the limited financial rewards, tutors still performed their roles as exhibited in the tutors' and students' responses. This finding contradicts with the DEST Research Paper report (2007) which indicates 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. The researcher also emphasizes that many tutors have stayed on their jobs for long despite the financial constraints they face, an indicator that leaving the jobs is not a very common option.

The majority of the tutors indicated that they are not consulted in determining their rewards, the interview results also recorded comments that indicate that the issue of eliminating tutors from determining their rewards results in administrators offering them rewards that have no positive impact to them. These they claim, do not motivate them at all and are received as a formality.

They felt that the practice was not democratic and needed to be improved upon to embrace them in the process of managing their rewards.

As regards the exhibition of fairness, equity and transparency in the reward process, the responses were more negative than positive. Some tutors interviewed indicated that there are many scenarios where rewards are offered to a few of their peers and many of them that do not receive any are left wondering about reasons why they are not rewarded. This is a result of a set and known criteria on what and who should receive the available rewards.

However, the overall findings regarding the gaps in the administrators' management of financial rewards, the administrators highlighted challenges like; budget limits, limited resource base which have an effect on the consistency and equity in the managing rewards in Primary Teachers' Colleges. There was no major reason given for the lack of transparency in the reward practices, except from college A, where respondents stated that some employees have different terms of service which were agreed upon on getting the jobs, which may not be communicated to other employees because they are different.

5.2.2 Effect of non-financial reward management on the performance of tutors

It is noted from the respondents of the questionnaires and even the structured interview results that non-financial rewards have an effect on the performance of tutors in Primary Teachers' Colleges, mainly in a positive way. Non-financial rewards were considered important due to the fact that they motivate teachers, promote good performance, demonstrate a fair and equal treatment and contribute to individual records. It was discovered that these rewards demonstrate fair and equal treatment to teachers. It was realized that colleges offer very limited financial rewards to their tutors despite their academic qualifications and performance. This practice is contradictory toTorrington and Hall (1995) who projected that money is critical to staff because it determines their standard of living. So, colleges offer non-financial rewards as a supplement to

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the salary, wages or allowances available. Administrators indicated that rewards act as reinforcements to tutors' performance rewards. In support of non-financial rewards(Odden, 2000a) proposes that teachers, who are not motivated by financial rewards, can be encouraged with non-financial rewards Similarly Ministry of Education and Sports (1995) observes that money is not everything for employees in various schools. And recommends that school heads need to use additional things to motivate teachers. These might include assignment of special tasks, delegation of authority and involving them in decision making to raise their sense of belonging and commitment with the school.

Data revealed that the work of tutors is rewarded through; public praise and recognition, staff parties, offering of responsibility, certificates of merit/appreciation, professional development opportunities. The tutors interviewed indicated that they were motivated to work harder whenever administrators recognized their contribution and appreciated it. This is in agreement with Allen &White (2002) research which confirmed the importance of regular expressions of appreciation by managers and leaders to encourage behavior of employees to reach strategic goals.

However, a certain percentage indicated that they were not appreciated for their contribution. This may be because of the gap of an unclear criteria of identifying tutors to reward which was indicated as prevailing in colleges by many of the respondents. Those left out cited an unfair reward practice which de-motivated them from performing as expected.

Almost all tutors agreed that there is clear communication of what they are expected to do. The interviewees highlighted that communication is done at staff meetings, departmental briefings, through memos and circulars. They also noted that, clearly stated expectations helped them to know where to focus their effort and also to get motivated when they achieve them. However, the small number that disagreed to this statement may be attributed to the fact that the communication made may not be clear or understood by all tutors.This is supported by Stone (2000) who states that a major cause of substandard performance is that people don't know what is expected.

The majority of the tutors agreed that there are opportunities available for them to develop professionally. Interview data indicates that seminars, academic workshops, CPDs and conferences are commonly held internally and outside the colleges. Some pointed out that there are opportunities for partial sponsorship for further studies of long and short courses in their fields to enhance competency among the tutors, these are through the Ministry of Education and Sports. This is in line with Bowen (2000) who states that workers expect to learn new skills and competences to increase their own value in and outside the workplace.

Tutors also indicated that feedback on their performance is given. Administrators highlighted that the mechanism to assess tutors is through staff appraisal and departmental discussion and feedback is offered. Interview data also indicated that tutors are offered feedback on their performance and are often encouraged to improve on their weak areas. This is done during the time when they discuss results. Kouz& Posner (1999) support this practice when they define encouragement as a positive information which tells people that they are making progress.

Many of the tutors disagreed that promotion opportunities are available. Those interviewed indicated that it is very rare for one to move from one status to another, citing that there are very few senior and principal tutors in their colleges. They pointed out that promotion opportunities, when available are mainly focused on the senior staff, yet many of the junior staff members are capable of performing as well as their senior counterparts hence deserving equal opportunities for promotion. This said this made them feel less important than their senior colleagues. They however noted that there are internal college practices of appointing tutors to take on responsibility that makes them feel as if their status is raised, something that can keep them motivated to perform.

The students' opinions on the performance of tutors indicated that majority agreed that tutors display knowledge of course material, present well planned and organized lessons. These are indicators that the tutors in the colleges exhibit competency in their instruction. Students are

becoming ever more conscious of their rights and continue to be more aware of the quality of their learning experience, this in turn places a greater responsibility on teaching staff to ensure that seminars, lectures and tutorials they deliver are well planned and appropriate to them.

A good number of students 'responses indicate that they appreciate the tutors' performance as regards; keeping time for classes, displaying knowledge of course material, presenting well planned and organized lessons, having a good relationship with students and being good role models. Harvey (1994) states that judgments on quality teaching and assessment are made by taking into account the response from students. However, Nuhfer (2004) warned that students rating should be one of a comprehensive evaluation system but should never be the only measure of teachers' effectiveness. The implication of this to the study is that it supports the inclusion of students' opinions about the tutors' performance in addition to opinions from other sources.

However, students rated tutors undesirable in terms of being available for guidance and counseling of students, organizing seminars and workshops for students, actively guiding students during co-curricular activities, giving assignments and marking them within a short period. However, this compared with the results from the tutors interview results, the noted gap in assessment and quick feedback may be attributed to the big number of students that the tutors pointed out that limit thorough administration of continuous assessment. They also pointed at the absence of incentives for marking internal work. The gap failure to organize seminars and workshops may be attributed to the workload which tutors claim is increasing with time leaving them with little time to also perform their personal administration issues.

All that has been discussed above shows that the administrators in the colleges have made some efforts towards rewarding tutors to motivate them to perform. There is also evidence that tutors are motivated in some areas and are performing to their expectations, while the gaps in reward management as well as in performance of tutors are also highlighted.

5.3 Research question 3. What are the appropriate reward strategies for rewarding tutors?

The findings from the respondents on the appropriate methods for rewarding tutors indicated that, almost all tutors proposed that the financial payment in terms of salary, wages or allowances received should commensurate with their efforts. Many respondents proposed that performance based rewards be emphasized so that there are parameters for measuring one's contribution and then pay that is commensurate is made. This is in line with Armstrong (2009:740) who proposes that financial rewards must be provided in relation to competence, contribution, and skill or service grade. However, Fowler (1998) states that it is difficult to measure effort or required level of performance in white collar and service jobs where most of the work is done in teams. This implies that administrators may still find a challenge of designing strategies of measuring individual tutor's input in order to reward them satisfactorily according to their efforts. The researcher proposes that if tutors are made aware of the parameters to assess their performance and are also aware of the available rewards then their psychological contract can be positive and they will strive to achieve the expectations stipulated to them.

There were proposals that rewards should be fairly and equitably provided. This was also a major proposal of the tutors that were interviewed. They cited incidences where they felt that the rewards were not fairly provided which led them to loosing morale to perform as expected. Saleemi (1997) asserts that care should be taken to see that any differences in payment are a result of an objective evaluation, and in accordance with the relative worth of each job to the organization and not because of personalized and arbitrary decisions of management. Also Mpaata (2009)cites Milkovich & Newman (1982) who state that individuals compare their input and outcomes of those of some other person in determining whether they are treated fairly. However, having an objective evaluation system is also a challenge cited by many tutors. To this, Kaweesa (2009) suggests that administrator's rating may also be one of a comprehensive

evaluation system to measure teachers' effectiveness but she also does not give how it can be done to have a fair outcome.

There are proposals of colleges opening up more opportunities to allow tutors to upgrade their academic status by the Ministry of Education through TIET sponsoring more tutors for courses that enhance them academically like masters degrees, without putting stringent requirements like minimum age which hinders many from qualifying for sponsorship. The researcher supports the continual training of tutors to update their knowledge and improve on their competences so that they fit in the current educational setting with changes and interventions.

There were proposals that tutors should be involved in the determination of their reward policies so that rewards are friendly and worthy their effort. They also felt that the criteria for those to be rewarded should then be democratically and fairly agreed upon with the administrators. This is supported by Lawler (1990) who states that employee acceptance is a key determinant of reward strategy success and perceived inequity by employees will lead to a lack of employees' acceptance of the reward strategy. The researcher supports the involvement of tutors in determining the reward management because this will result in appropriate reward designs that will cater for the variations among the staff. Heneman (2007) cites Stajkovic & Luthans (2003) recommended that the combination of different total reward strategies led to higher employee performance than did any single strategy. So as college administrators design reward policies, practices and procedures, they must consider the fact that tutors are different with different needs and motivators, which they must consider by offering total rewards.

There were proposals for provision of a conducive and motivating work environment that befits the status of the tutors. Good and safe infrastructure and also availability of basic utilities like; water, electricity, internet connectivity, library, college sickbay equipped with medicine and recreational facilities. They stated that these would motivate them to comfortably keep at college and offer class and out of class assistance to students as expected. Mullen (2007)in a study about

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why Zimbabwean teachers seem de-motivated, reported that teachers proposed that their dignity be restored, their working conditions be improved and adequate resources be provided in order for them to enjoy their teaching jobs.

5.3 Conclusion

From the data collected and the subsequent discussions, the following conclusions were made:

i) As regards the rewards, it was concluded that, the most commonly used types of performance based rewards were public appreciation, recognition, certificates, offering responsibilities and some allowances.

ii) Many of the rewards offered were not commensurate to the tutors input and they demotivated them.

iii) Financial and non-financial reward management affected the tutors in positively by; motivating them, exhibiting fairness, creating a good relationship with the administrators, adding artifacts to their CVs.

iv) Financial and non-financial rewards affect tutors negatively if their expectations are not met, rewards are not adjusted to the current costs and rewards policies are not transparent, fair or equitable.

v) Colleges despite their policies to reward tutors for their input, they face financial limitations which affect the provision of total rewards which comprise of a variety of financial and non-financial rewards that befit the tutors' status to motivate them to perform.

5.4 Recommendations

In regard to the overall findings, the researcher wishes to recommend that in order to motivate tutors to perform as expected, the following should be done:

i) College administrators, policymakers, and other stakeholders in the education field should

know that financial rewards are not the sole factor that enhance the performance of tutors. They should instead look for other reward practices to motivate tutors to perform as expected.

ii) Policymakers, administrators and all stakeholders in the different Primary Teachers' Colleges should reward tutors through non-financial rewards by praising, promoting, giving them responsibilities, housing, transport and medical allowances to motivate them to perform their duties.

iii) College administrators should design reward management policies that are fair and equitable to all tutors to motivate them to perform well.

iv) There should be a fair and objective assessment of tutors' performance.

v) There should be continuous open and honest communication of administrators about the rewards that are available and the criteria to select tutors to reward.

5.5 Areas for further research

Future studies can build on the results of this study to enrich existing literature on the areas being studied. Based on the data analyzed and the subsequent findings, the following recommendations are presented for consideration;

1. Other studies can be undertaken to produce more knowledge in the area. Such studies may consider changing the population, sampling techniques or data collection methods.

2. Although this study was primarily based on management of financial and non-financial rewards, there are many other variables like leadership styles, appraisal mechanism, and communication which affect the performance of tutors in the colleges that can be handled by future researchers.

3. The study can be done in different colleges to establish how rewards are managed.

4. Given the fact that respondents here were mainly female, had a long teaching experience and were of a high age, a similar study could be done with younger staff, less experienced

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APPENDIX 1

QUESTIONNAIRE FOR COLLEGE ADMINISTRATORS

My name is Nawoova Sarah, a student at Kyambogo University, pursuing a Master's in Education Policy Planning and Management. I am carrying out research on "REWARD MANAGEMENT AND PERFORMANCE OF TUTORS IN SELECTEDPRIMARY TEACHERS' COLLEGES IN CENTRAL UGANDA". I kindly request you to provide me with information about which I will treat as confidential and use for academic purpose only.

SECTION A

BACKGROUND INFORMATION ABOUT ADMINISTRATORS

1 Name of the college...

2 Position of responsibility..

3 What is your age range (please tick under only one)

Age range	26-30 years	31-35 years	36-40 Years	41-45 Years	46-50 years	51-55 Years	56-60 years

4. Gender

1. Male ☐   2. Female ☐

5. How long have you been employed in this institution?

1. Less than a year ☐   2. 1-2 years ☐   3. 3-4 years ☐   4.Above 5 years ☐

SECTION B

FINANCIAL AND NON-FINANCIAL REWARDS

6. Each of these statements describes a reward used in institutions to motivate tutors for their performance. Please indicate by ticking the ones that are offered in your college.

FINANCIAL REWARDS

	YES	NO
Wage	☐	☐
Overtime pay	☐	☐
Allowances	☐	☐
Bonus pay	☐	☐

Any other...

NON-FINANCIAL REWARDS

	YES	NO
Professional development	☐	☐
Packages/presents	☐	☐
Public appreciation/praise	☐	☐
Promotion	☐	☐
End of year parties	☐	☐

Any other rewards..

SECTION C

REWARD MANAGEMENT

7. In what ways is the contribution of tutors recognized?

....

8. Are there set policies regarding the rewarding of tutors in the college?

....

9. What criteria do you use to identify tutors to be rewarded?

....

....

10. In what ways are tutors involved in determining their reward scheme?

....

11 What are the challenges faced in management of rewards in this college?

....

12. What strategies are set to follow up tutors' performance after rewarding them?

....

13. Is there any positive change noted when tutors are rewarded?

....

14. What strategies do you think are appropriate in rewarding tutors to increase their performance?

SECTION D

PERFORMANCE OF TUTORS (Dependent variable)

15 .Kindly rate the performance of tutors in the college (by ticking) using the scale (Satisfactory, Fair, Unsatisfactory)

Statements	Responses		
	Satisfactory	Fair	Un satisfactory
1. Tutors are committed to teamwork.			
2. Tutors attend to their duties willingly.			
3. Tutors exhibit good working practices.			
4. Tutors attend to all students' issues as expected.			
5. Tutors have pride in what they do.			
6. Tutors strive to be consistently accurate in all their work.			
7. Tutors exhibit a high level of enthusiasm to work.			

APPENDIX 2

QUESTIONNAIRE FOR STUDENTS

Dear student,

You have been selected to participate in the study by a Master's student for the award of Master's in Education Policy Planning and management of Kyambogo University. The purpose of the study is to establish whether Reward management affects the performance of tutors in your Primary Teachers' Colleges.

You are kindly requested to complete the questionnaire to the best of your ability. Your views will be accorded utmost confidentiality and only be used for the purpose of the study.

Thank you in advance for your cooperation.

Nawoova Sarah

Med.PPM   student, Kyambogo University.

Tick the best alternative that represents your view using the scale (Strongly Disagree, Disagree, Agree, and Strongly Agree).

Name of college

Gender   Age

Statements	Responses			
	Strongly Disagree	**Disagree**	**Agree**	**Strongly Agree**
1.Students have access to tutors for academic assistance				
2. Tutors always keep time for classes.				
3. Tutors display knowledge of course material.				
4. Tutors give students assignments willingly and mark them within a short period.				
5. Tutors are available to guide and counsel students.				
6. Tutors organize seminars/ workshops for students.				
7. Tutors present well planned and organized lessons to students.				
8. Tutors actively guide students during co-curricular activities.				
9. Tutors are good role models to students.				
10. There is a good relationship between tutors and students.				

QUESTIONNAIRE FOR TUTORS

My name is Nawoova Sarah, a student at Kyambogo University, pursuing a Master's in Education Policy Planning and Management. I am carrying out research on **"REWARD MANAGEMENT AND PERFORMANCE OF TUTORS IN SELECTED PRIMARY TEACHERS' COLLEGES IN CENTRAL UGANDA"**. I kindly request you to provide me with information about which I will treat as confidential and use for academic purpose only.

SECTION A

BACKGROUND INFORMATION ABOUT TUTORS

1. Name of the college...

2. Position of responsibility (Please tick)

In charge welfare	In charge guidance	In charge games& sports	In charge Guild council	Senior man tutor	Senior woman tutor	In charge MDD	Any other

3. Gender

1 Male ☐   2. Female ☐

4. What is your age range (please tick under only one)

Age range	26-30 years	31-35 years	36-40 Years	41-45 Years	46-50 years	51-55 Years	56-60 Years

5. Highest Education level attained (Please tick under only one)

Qualification	Diploma	Degree	Masters	PHD	Any other

Status of respondents

Please tick the appropriate status

Status	Principal tutor	Senior tutor	Tutor

6. How long have you been teaching in this institution?

1. Less than a year ☐   2. 1-2 years ☐   3. 3-4 years ☐   4. Above 5 years ☐

REWARDS

Please indicate the financial rewards that you get in your college by ticking Agree or Disagree to express your response.

Financial rewards	Agree	Disagree
Piece meal		
Marking allowance		
Co-Curricular participation allowance		
Per diem & transport for workshops		
Invigilation allowances		
School practice supervision top up allowance		
Overtime allowance		
Medical allowance		
Housing allowance		
Bonuses		

Any other ....

Please indicate the non-financial rewards that you get in your college by ticking your opinion.

Non-financial rewards	Agree	Disagree
Public verbal appreciation/ recognition		
Certificate of merit/ appreciation		
Staff parties		
Free medical services		
Packages/ Gifts		
Free home utilities(water/electricity)		

REWARD MANAGEMENT (Independent variable)

Financial Reward management

For each of the following statements, please indicate (by ticking) the extent to which you agree with them to express your opinion, using the following scale; (Strongly Disagree, Disagree, Agree and Strongly Agree).

Propositions	Strongly Disagree	Disagree	Disagree	Strongly Disagree
1. The salary received is motivating				
2. Salary is based on performance				
3. Salaries match with academic levels				
4. There are opportunities to get allowance advance				
5. Pay policies are fair and equitable at college				
6. Tutors are consulted when determining pay.				
7. There is transparency in distribution of financial rewards.				
8. Pay has a contribution to performance.				

SECTION C

Non- financial reward management

For each of the following statements about non- financial rewards, please indicate (by ticking) the extent to which you agree with the item, using the following scale; (Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree).

Statements	Responses			
	Strongly Disagree	Disagree	Agree	Strongly Agree
1.Job Security is guaranteed and motivating				
2. The working environment is motivating.				
3. Recognition and appreciation is offered for good work.				
4. There are opportunities for tutors to develop professionally				
5. The criteria for rewarding tutors is clear.				
6. There is clear communication of what tutors are expected to do.				
7. There is frequent feedback on the performance of tutors.				
8. Benefits received are appropriate.				
9. Job status is motivating.				
10.Promotional opportunities available are motivating.				

SECTION D

PERFORMANCE OF TUTORS

The following statements express the behavior of tutors in terms of performance as related to reward practices that avail in the colleges that may affect them in their performance of duties. For each of the following statements about performance of tutors, please indicate (by ticking) the extent to which you agree with them, using the following scale (Strongly Agree, Agree, Strongly Disagree, Disagree)

Behaviour of tutors	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The tutors report early to college.				
2. The tutors regularly attend to their lessons.				
3. The tutors assess students' work and give feedback to them.				
4. The tutors supervise all the assigned activities.				
5. The tutors guide and counsel students always.				
6. The tutors attend meetings and other college functions.				
7. The tutors actively participate in co-curricular activities.				
9. The tutors supervise students on school practice effectively.				
10. The tutors meet the set timelines for the assigned tasks.				

11. What is the importance of rewards to you?

....

12. What methods can be devised to improve reward management in this college?

END

Thank you for your time and cooperation.

APPENDIX 4

INTERVIEW SCHEDULE FOR TUTORS

1. Are rewards essential for enhancing your performance?

2. Mention other ways through which your performance can be enhanced.

3. Comment about the pay policies in your college?

4. How does reward management affect your regularity at the college?

5. How does reward management affect your involvement in guidance and counselling of students?

6. In what way does reward management affect your involvement in co-curricular activities?

7. How does reward management affect your supervision of assigned duties?

8. Is there transparency in the way financial and non-financial rewards are managed in the college?

9. Is there a way reward management affects your commitment to the job?

10. Propose ways through which rewards can be managed in the colleges to motivate tutors.

APPENDIX 5

Summary of the Content Validity Index (CVI) for the tutors' questionnaire

	R	NR	Total items
Judge 1	22	3	
Judge 2	20	5	
			25

R- Relevant

NR- Not relevant

CVI= Average No. of items judged relevant by both experts

Total No. of items in the instrument

$$\frac{22+20\ /2}{25}$$

$$=\frac{42/2}{25}$$

$$=\frac{21}{25}$$

CVI = 0.8

Summary of the Content Validity Index (CVI) for the administrators' questionnaire.

Judges	R	NR	Total
1	13	2	
2	12	3	
			15

R- Relevant

NR- Not relevant

CVI = Average No. of items judged relevant by both experts

Total No. of items in the instrument

$$\frac{14 + 12 \ /2}{15}$$

$$= \frac{26/2}{15}$$

$$= \frac{13}{15}$$

CVI = **0.8**

Summary of the Content Validity Index for the students' questionnaires

Judges	R	NR	Total
1	8	4	
2	10	2	
			12

R- Relevant

NR- Not relevant

CVI=   Average No. of items judged relevant by both experts

        Total No. of items in the instrument

$$\frac{8+10 \,/2}{12}$$

$$= \frac{18/2}{12}$$

$$= \frac{9}{25}$$

CVI   = 0.75

APPENDIX 6

CALCULATION OF QUESTIONNAIRE RELIABILITY USINGFOR TUTORSUSNG

THE INTER RATER RELIABILITY INDEX

RANKING OF ITEMS FOR THE TUTORS' QUESTIONNAIRE

JUDGE	ITEMS																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	5	4	5	3	4	4	3	5	4	4	5	3	5	4	4	4	5	3	3	5	4	4	5	5	3
2	5	4	5	2	3	4	3	5	4	2	5	4	5	4	4	5	5	3	3	5	4	4	4	5	4

SCALE

5- Very good

4- Good

3- Fair

2- Weak

1-Very weak

18 items out of 24 have similar ranking

Inter Rater Reliability Index

IRRI = Number of items given similar ranking × 100

Number of items in the instrument

$$= \frac{18}{24} \times 10$$

= 75%   which is above 50% making the instrument reliable for use.

CALCULATIONS OF ADMINISTRATORS' QUESTIONNAIRE RELIABILITY USING THE INTER RATER RELIABILITY INDEX.

RANKING OF ITEMSFOR THE ADMINISTRATORS' QUESTIONNAIRE

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Judge 1	5	3	4	5	3	3	4	5	3	5	3	3	4	4	5
Judge 2	5	2	4	5	2	3	4	5	4	4	3	4	3	4	5

SCALE

5- Very good

4- Good

3- Fair

2- Weak

1-Very weak

9 items out of 15 have similar ranking

Inter Rater Reliability Index

IRRI = $\dfrac{\text{Number of items given similar ranking}}{\text{Number of items in the instrument}} \times 100$

$= \dfrac{9}{15} \times 100$

= 60% which is above 50% making the instrument reliable for use.

CALCULATIONS OF STUDENTS' QUESTIONNAIRE RELIABILITY USING THE INTER RATER RELIABILITY INDEX (IRRI)

RANKING OF ITEMSFOR THE STUDENTS' QUESTIONNAIRE

Judges	ITEMS											
	1	2	3	4	5	6	7	8	9	10	11	12
1	5	5	4	3	4	3	5	4	4	4	4	5
2	5	5	4	2	4	4	5	4	4	3	4	5

SCALE

5- Very good

4- Good

3- Fair

2- Weak

1-Very weak

10 items out of 12 have similar ranking

Inter Rater Reliability Index

$$\text{IRRI} = \frac{\text{Number of items given similar ranking}}{\text{Number of items in the instrument}} \times 100$$

$$= \frac{10}{12}$$

= 83.3% which is above 50% making the instrument reliable for use.