

**REWARD SYSTEMS AND TEACHER PERFORMANCE IN PUBLIC PRIMARY
SCHOOLS: A CASE STUDY OF KIRA MUNICIPALITY, UGANDA.**

BY

MUDAMBO MISAKI

18/U/GMBA/19383/PD

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DECLARATION

I, Mudambo Misaki declare that this research report is my original work and has not been submitted to any university or institution of higher learning for any award.

Sign 

MUDAMBO MISAKI

18/U/GMBA/19383/PD

Date 11/5/2021

APPROVAL

This work has been done under our supervision and has met the research requirements of Kyambogo University and is now ready for submission with our approval.

Sign.....

Dr. Nabukeera Madinah

Principal Supervisor

Date.....*11/15/2024*.....

Sign.....*Philip*.....

Dr. Philip Owino

Second Supervisor

Date.....*11/15/2024*.....

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LIST OF ABBREVIATION

CoU	Church of Uganda
HRM	Human Resource Management
KPI	Key Performance Indicators
KYU	Kyambogo University
MUHURI	Mombasa County Namely Muslim for Human rights
RTI	Research Triangle International
SPSS	Statistical Package for Social Sciences
UMEA	Uganda Muslim Education Association
UNATU	Uganda National Teachers Union
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education

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ABSTRACT

The success of any organization is significantly based on its ability to achieve its strategic goal and objective, that is mostly achieved while relying and focusing on motivation level of its employees, and it is non-financial rewards that increase intrinsic motivation within employees yet most organizations have been emphasizing extrinsic rewards such as money, which for one reason or the other don't energize or drives employees for better performance. Therefore, the current research study sought to examine how reward systems influence teacher performance in public primary schools of Kira Municipality. The specific objectives of the study were : to establish the type of reward systems adopted in Kira Municipality for public primary teachers, to examine the effect of financial rewards offered by Kira Municipality on motivation of the public primary teachers, To examine the effect of non-financial rewards offered by Kira Municipality on motivation of the public primary teacher, to determine the relationship between reward system, motivation and public primary teachers' performance in Kira Municipality The study adopted a mixed method design on a target population of 190 public primary teachers and staffs of Kira Municipality of which a sample of 128 was selected using simple random and purposive sampling techniques. Data was collected from 109 respondents by means of a questionnaire supplemented with interviews, descriptive statistics, correlation and regression analyses were used to examine the effects of the variables i.e. financial/non-financial rewards, motivation and performance. The regression findings revealed that financial rewards and non-financial rewards offered by Kira Municipality had a positive and significant effect on motivation of the public primary teachers as shown by a positive Beta coefficient ($B=0.366$, $P\text{-value}=0.000$) and ($B=0.542$, $P\text{-value}=0.000$) respectively. The study findings further showed that motivation had a positive weak but significant relationship with public primary teachers' performance in Kira Municipality ($r=0.249$, $P\text{-value}= 0.000$), and that reward system had a positive weak but significant relationship with public primary teachers' performance in Kira Municipality ($r=0.194$, $P\text{-value}<0.05$). This shows that as public primary teachers are motivated by rewards, their performance increase though at a lower level.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The success of any organization mainly depends on its human resources performing what is expected of them in order to achieve organizational goals and objectives. The organization management expect that the employees like teachers would meet the organisation's expectations while at the same time, employees expect that their efforts will be recognized and appreciated thus rewarded in a meaningful way for instance fair treatment, enriched job responsibilities, management support, appropriate working conditions, intrinsic and extrinsic rewards. Rewards are one of the basic tools which supervisors use to motivate their employees, and play a significant role to enhance the motivation and performance of an employee in any organization let it be private or public like the Public primary schools of Kira Municipality (Francis, Zirra & Mambula, 2020; Gerhart, 2017).

All benefits are considered reward determinants that an employee receives from their workplace (Pregolato, Bussin & Schlechter, 2017; Anitha, 2014). Salary is the best predictor of the individual experience within an institution. In fact, employees at different level in an organization are motivated by different types of rewards (Pregolato, Bussin & Schlechter, 2017.) For instance, a small cash prize may significantly motivate a non-managerial staff however, it may not be a significant motivating factor for a top level manager in similar organization. In other words, these types of rewards increase employees' motivation to work by raising their self-esteem. So, most people join and stay with those organizations which provide rewards which keep them motivated to perform more than their ability to perform (Sari, 2018; Dzurainain & Stuart, 2012). The effectiveness of a reward system positively motivates employees to bring their maximum effective output at the right point in time when it is required.

Furthermore, it is maintained that every organization should have interest in sparking employee performance through different strategies such as motivation, retention and development though it is not always the case. Among these strategies are employee welfare, remuneration, compensation, and incentives all commonly referred as rewards. The reward strategy in the education industry is considered vital because the quality of teachers is crucial to any education system (Kitunga, 2009; Akisolu, 2010; Tao, 2013.) Therefore, the performance of teachers is critical to the survival of the quality of any education system (Namuddu, 2010; Khan & Mansoor, 2013; Awan & Asghar, 2014). However, among occupations, one of the most hectic occupations is teaching due to decrease in job satisfaction by inadequate salary and low status and more so in public schools (Hessels, Rietveld & Van der Zwan, 2017; Tehseen & Hadi, 2015). Despite this, an appropriate reward system reinforces performance of all employees which may include remuneration/salary/wages, supporting working conditions, clear job responsibilities, on-time recognition of efforts, fringe benefits (Taba, 2018). In a business organization, the concept of motivation is important in the education sector particularly at the primary level of education in a developing country such as Uganda. This is more so because education outcomes depend on the quality and effectiveness of the teachers and the work of primary teachers in any part of the world is indispensable and requires skills, in-depth knowledge, ability and a positive attitude of the teacher (Njoku, 2011, UNESCO, 2015).

1.1.1 Historical background

From the historical background, one is interested to know where and when did rewards start in the workplace or what did early workplace rewards and recognition look like in the early days? This section attempts to analyze rewards in the workspace has evolved over the years from the time of ancient Greece to the modern times. The first forms of rewards can be traced in the maiden Olympic games in ancient Greece where the winners of Olympic events were awarded with various prizes, including laurel (or olive) leaf crowns, horses, and bronze tripods (Finley

& Pleket, 2012). These athletes were also recognized in the host cities with statues and stone inscriptions of their victories. Olympic medals became a part of the modern games, starting in 1896. Moreover, what was true in ancient Greece is still true today athletes consider it a great honor to participate and be recognized for their Olympic achievements (Papakonstantinou, 2002; Spivey, 2012). Furthermore, around the same era of Olympics and other competitions, early work recognition was the barter system, where a person must give something like a commodity and service and receive something in return (Ozgul, 2017). People were trying to earn a living and provide for their families, which at that time was rewarding enough.

With the Industrial Revolution came a new way to manage and divide workers for better productivity and efficiency. This basic premise of reward systems has been evident throughout the centuries but was especially dominant during the historical period spanning the late 1800s to the early 1920s, a period known as the scientific management era (Wren, 1987 as cited in Caudill & Porter, 2014). Although the ideas of scientific management were expressed by several key contributors, the works of Frederick Taylor are the most widely used and this is what this very study used too. Accordingly, Frederick Taylor studied factory workers and what made them more or less productive and motivated on the job (Caudill & Porter, 2014). In particular, he discussed the need for these plans to offer high wages to the worker and low labor costs to the employer, and to promote individual pay for performance. He also proposed his own payment system, the differential piece rate plan, as the best choice for attaining the “one best” and to do this by a process which was “scientifically” based on records of labor productivity, thus eliminating the “guesswork” in rate-setting on the part of management (Kim, 2018). Indeed, this scientific management practice is a necessary in the reward system, employee motivation, and performance.

Then during the 20th century, most workplace recognition programs were based on Skinner's study of positive reinforcement (Skinner, 1976 as cited in Black & Allen, 2018). Skinner was a ground breaking behavioral psychologist whose theories still influence our lives today. Skinner theorized that employers only reward employees that exhibited hard working behavior every time they observed it in the office or within their business results, and that's why pay incentive plans were popular during this time period. In addition, recognition awards were also heavily influenced by employee tenure. From jewelry to trophies and plaques, employees were rewarded but didn't have much of a choice on what they received, and most of it was based off tenure with the company. Rewards also came in the form of promotions, as status in the office was very important to Baby Boomers at that time (Black & Allen, 2017).

Lastly, the modern reward programs include the following aspects; personalization, timeliness, socialization, peer-to-peer and unique to company culture. Furthermore, employers should reward employees with items that they actually want/will use, and make sure employees also recognize great work being accomplished by other coworkers. Reward programs will continue to evolve with the new and incoming workforce, so it's important to take the time to understand what current employee's value and how they would like to be rewarded and recognized (Locke & Schattke, 2018).

In a nutshell, reward programs continue to evolve but reward systems prevalent during the scientific management era are some of rewards systems in use today. Systems popular today, such as profit sharing, gain sharing, skill/knowledge-based pay, merit-based pay/pay for performance, and variable-based pay, were also advocated during the reign of scientific management.

1.1.2 Theoretical background

This current research will be anchored builds on the Total Reward Model, Herzberg's Two-Factor and the Equity theories. In the Total Reward Model according to Armstrong (2019) simply defines Total Reward as the combination of all types of reward. This concept was further unpacked by Nienaber (2009 as cited in Turnea, 2018), who made a distinction between Transactional Rewards (tangible rewards including pay and benefits) and Relational Rewards (intangible rewards such as recognition and status, challenging work, learning and development, employment security, work experience and work environment). Total reward therefore entails financial and non- financial rewards that are offered to employees. It is essentially everything an employee takes away from his or her relationship with an employer (Armstrong, 2019). The theory links to this study, in such a way that, teachers in public service are rewarded both financially and non-financially. For instance, they are paid a monthly salary, rewarded with allowances such as housing allowance, transport allowances, meals, medical services among others. Hence, the right blend of tangible or financial rewards and intangible or non-financial rewards could therefore have a positive impact on public primary teacher motivation and performance.

On the other hand, the Two-factor Theory or Motivator-Hygiene Theory (Herzberg, 1987 as cited in Bevins, 2018), is to explain the motivations of workers. The basic assumptions of this theory are that there are two types of motivators, one type which results in satisfaction with the job, and the other which merely prevents dissatisfaction (Arka'a, 2018). The two types are quite separate and distinct from one another. Factors that result in job satisfaction are termed 'motivators' and those that simply prevent dissatisfaction are termed 'hygiene'- dissatisfiers. Accordingly, the factors that lead to job satisfaction (the motivators - sometimes called motivational factors) are; advancement and promotions, recognition, interesting work,

responsibility and a sense of achievement, and these for the current study directly falls under non-financial rewards. Meanwhile, the factors which may prevent dissatisfaction (the hygiene - sometimes called maintenance factors) are; pay levels, fringe benefits, job security, working conditions, company policy and administration, supervision, interpersonal relations, money and status. For example, Sanjeev and Surya (2016) maintain that motivators are intrinsic in nature and reflect the content of the job, something which each employee controls and administers personally.

From an employment point-of-view in an educational context mainly at primary schools, these factors usually constitute those facets which either make the job acceptable or enrich the existing job. School teachers are motivated through either external variables that is to say adequate working conditions, physical security, salary, fringe benefits (like medical services provided by the school), organizational policies, interpersonal relationships with colleagues and superiors and many more. In fact, hygiene factors are those whose absence demotivates teachers but their presence don't motivate them either. Similarly, motivators are those factors whose presence motivates teachers namely, primary needs as defined by Maslow's theory of motivation (Maslow, 1970).

Lastly, the Equity Theory also considered for this study suggests that individuals engage in social comparison by comparing their efforts and rewards with those of relevant others (Lawler, 1968 in Lim, 2020). The perception of individuals about the fairness of their rewards relative to others influences their level of motivation and performance (Eketu, 2018). Equity exists when individuals perceive that the ratio of efforts to rewards is the same for them as it is for others to whom they compare themselves. Inequity exists when individuals perceive that the ratio of efforts to rewards is different (usually negatively so) for them than it is for others to whom they compare themselves. Under this theory, there are two types of inequity i.e. "under-

reward” and “over-reward” (Allen & White, 2002). Under-reward occurs when a person believes that he/she is putting in more efforts than another, yet receiving the same reward, or putting in the same effort as another for a lesser reward. Equally, with over-reward, a person will feel that his efforts to rewards ratio is higher than another person's, such that he is getting more for putting in the same effort, or getting the same reward even with less effort. Accordingly, individuals are motivated to reduce perceived inequity and at the same time persistent inequity demotivates the under-rewarded ones (Morand & Merriman, 2012).

1.1.3 Conceptual background

To motivate the teachers and to make their performance effective reward is very important. In general, the concept of rewards is associated with the concept of motivation, which indicates the forces that energize, direct and sustain behaviour of individuals (Perry & Porter, 1982 cited in Coccia & Igor, 2018). Rewards systems in organizations are processes, policies and strategies to motivate subjects to achieve strategic goals and enhance the productivity and efficiency of organizations (Armstrong, 2019).

Accordingly, Perkins (2018) defines rewards as any payments linked to the working of an individual or working group with prior arrangements while White (2016), define a reward as the compensation for doing work given to a worker in form of both financial and non-financial incentives Armstrong & Taylor (2020) or rewards involve all the economics and psychological benefits supplied by the organization to the employee (Adoko, 2015). Non -financial rewards are non-monetary rewards that are given by management to employees to satisfy employees' needs to have recognition, achievement responsibility, autonomy, influence and personal growth at the workplace. They incorporate the notion of relational rewards, which are intangible rewards concerned with the work environment such as quality of work life, the work itself as well as work life balance. On the other hand, financial rewards or monetary rewards

also categorized as transactional include Base pay basic salary or fixed (which doesn't vary from time to time), Variable pay varies according to quality and quantity of employees' performance like bonuses, allowances, Contingent pay for performance, competence, contribution and skills, and Employee benefits like insurance, pension, medical, company cars among others. (Coccia & Igor, 2018). For this reason, numerous rewards systems operate within organizations, often used as a key management tool that can contribute to a firm's effectiveness by influencing individual and group behavior (Kemigyereko, 2018).

In view of this study, Dzurain and Stuart (2012) recommended that the level of organizational performance in employees can be raised by giving them both monetary and non-monetary rewards. Sammer (2011) supported this with the "Total reward" concept which he stated includes not only monetary incentives and rewards but also employee training and development scheme, career enhancement opportunities, and non-financial recognition. Whereas non-financial gains are concerned, these create influence on employees of organization and in the form of giving more responsibilities, promotion, praise and recognition in front of public (Stovall, 2003). According to Shujaat and Alam (2013), non-financial rewards or recognition proves to be a better motivator than money. In their study it was observed that money alone is not the only way to motivate high performance but also preferred by those employees who are well established and have some sound position and are highly qualified in the organization.

Furthermore, Sukumaran (2020) holds the view that Non-monetary rewards increase intrinsic motivation within employees; in other words, these types of rewards increase employees' motivation to work by raising their self-esteem. While financial rewards encourage workers' externally, non- financial rewards can satisfy employees just as well by making them feel like a valued part of an organization and showing them that they are appreciated. Examples of non-

financial rewards include job security, personal development programs, praise or recognition and well as employee recognition programs. Non- financial reward can be extrinsic such as praise or recognition or intrinsic associated with job challenge or performance (Okpebholo & Sheikh, 2020).

Although level of motivation due to rewards is different for different employees, some of them prefer financial rewards over non-financial rewards and vice versa. So if organizations want to retain its employees and perform better, they must enhance the motivation level of their employees by offering them both types of rewards although some one prefer one type of rewards over other. But in their study, Khan, Kashif, Ahamd, and Haque, (2017) it was also focused and recommended that by using effective and decisive non-financial reward system in organization, it can achieve its utmost objectives to the great extent which will also persuade employees, behavior together with his association with his organization (Armstrong, 2011) to enhance the employee commitment and performance the role of non-financial rewards is very high, he is follower of the notion that “ total reward says that there is more to rewarding people than throwing money at them”.

It is suggested that whilst employees are compensated correctly, they should also be provided with opportunities to learn and develop their careers and be appreciated and recognized for work well done. The correct combination of tangible or financial rewards and intangible or non-financial rewards could therefore have a positive impact on staff performance and retention. This is supported by Armstrong and Brown (2006) who maintain that relational rewards help deliver a positive psychological contract and position an organisation as an “employer of choice”. Similarly, Giles (2004) argues that effectively recognizing employees and their contributions needs to be a priority in any business as it can contribute significantly to a positive organisation culture and satisfied employees.

Performance management is a tool to explain the methods to improve the employee performance. Further explanations show that better results can be achieved by understanding planned goals of organization (Armstrong, 2019). Employee performance is important tool to analyze the outputs and yields of any organization (Armstrong, 2011). Furthermore, the study shown that employee productivity increased by the level of job satisfaction. Employers have to offer attractive packages to entertain employee for their self-determination. It becomes trend to award employees with attractive packages for better performer. Low level job satisfaction can lead to poor performance in organization.

In public administration, appropriate rewards can enhance motivation and performance of civil servants (Coccia & Igor, 2018). A complete rewards strategy in public organizations should achieve two goals: 1) motivate performance of individuals and 2) support job satisfaction and commitment. Just like other employees, public organizations employees such as teachers are motivated by both intrinsic and extrinsic rewards. Therefore, for any reward system to be effective it must incorporate both sources of motivation especially given that all reward systems are designed to attract, retain and motivate workers (Black & Allen, 2018). Traditional reward systems have been dominated by base payments determined by specific jobs, the need to maintain equity among employees, and the need to pay salaries and wages that are competitive in the marketplace.

Similarly, Sirisha (2015) argues that organizations succeed or fail, based on the quality and effectiveness of their workers. Summermatter and Siegel (2009) performance in the public sector is viewed at three levels, that is: micro performance that refers to individual public sector organizational performance; the meso performance which refers to performance of a policy; and macro performance which refers to performance of the government as a whole. Performance is taken to mean economy, efficiency, effectiveness and return on investment

(OECD, 2010). The classification shows that performance is a multi-dimensional concept that is applicable to governments, government agencies, policies, projects, processes, programmes, industrial establishments, the private sector and individual employees. It is further stated that the most common dimensions of performance are outcome, output, efficiency, requirements, input, effectiveness, quality; but there is not a one-size-fits-all definition of performance in the development of the principles and practice of management (Van Loon, 2017).

In relation to the current study, therefore, education outcomes depend on the quality and effectiveness of the teachers. The work of primary teachers in any part of the world is indispensable and requires skills, in-depth knowledge, ability and a positive attitude of the teacher (Mazaki, 2017; UNESCO, 2015). Teacher performance is essentially teachers' action in building students' academic outcomes (Tehseen & Hadi, 2015) and such action, too, can be variable, particularly in schools where high incentives and disincentives are used in attempts to improve teaching quality (Ssentanda & Asiimwe, 2020).

Furthermore, teacher performance is still a critical factor in most developing countries that are implementing universal primary education yet the quality of an education system depends on the performance of its teachers (Akpanobong & Asuquo, 2015; Muthoni & Wafula, 2016). Here teacher performance is seen as the extent to which teachers in a school achieve the requirements of their job in an effort to fulfil school objectives (Mazaki, 2017). Teacher performance must be geared towards promoting the process of teaching and learning for the benefit of the pupils. In this study, teacher performance is conceptualized as the extent to which the teacher achieves school objectives through lesson preparations which involve making schemes of work, lesson plans, record of work done, preparing and using learners' registers, actual classroom teaching, assessment and evaluation of the learners, attending staff meetings, management of learners' discipline, involvement in co-curricular activities, student's pass rate,

counselling and guidance (Richards, 2017). Therefore, rewards are defined as any payments linked to the working of an individual or working group with prior arrangements Perkin (2018), with the intension of motivating the individual. Where motivation is referred to a human psychological characteristic that add to a person's degree of commitment. It is the management process of influencing employees' behavior (Badu, 2005). More so, teacher performance is well-defined as a set of attitudes and behaviours that result in learning for students thus, the more that students learn, the better their performance is judged (Richards, 2017).

1.1.4 Contextual background

Organizations succeed or fail, based on the quality and effectiveness of their workers. Therefore, education outcomes depend on the quality and effectiveness of the teachers. The work of primary teachers in any part of the world is indispensable and requires skills, in-depth knowledge, ability and a positive attitude of the teacher (UNESCO, 2015; Sirisha, 2015). Kira Municipal Council (formerly Kira Division until 2015) is one of the local government units (Dyzenhaus & Cheeseman, 2018) that has civil servants or public servants as persons in the public sector employed for a government unit, department or agency (Bukonya & Muhumuza, 2017).

Primary teachers, often called civil servants or public employees, work in a variety of fields such as teaching, sanitation, health care, management, administration and many others for national, local and municipal governments. Therefore, one of the civil servant groups in Kira Municipal Council are the teachers like those employed in public primary schools, which include; Buwaate Catholic Primary School, Buwaate CoU Primary School, Kira Primary School, Kimwanyi Umea Primary School, Kijabijo Primary School, Kitukutwe Primary School, shimoni Demonstration School Kira, St. Florance Bulindo Primary School, Nambogo Memorial Primary School, Kirinya Catholic Primary sch, Kirinya CoU Primary sch,

Bweyogerere CoU primary Sch, Bweyogerere Muslim P/S, Kamuli COU P/S and Kireka UMEA Primary school (USG, 2020; KMC, 2019).

In the context of this study, the concept of rewards in the teaching sector in Uganda can be traced as far as the introduction of school education in the country by missionaries in 1877. This education was modeled on the British system of education since Uganda was under British colonial rule from 1894 until independence in 1962. During that time, teachers were held in high esteem and their welfare included housing, medical care, bread and tea during break time; and the school environment was largely conducive for teachers to perform their duties as educators. However, the military rule of 1971-1979 affected all public employees including teachers and their welfare leading to poor teacher performance majorly because of inadequate welfare (USG, 2020; KMC, 2019).

Furthermore, Uganda suffered a severe shortage of teachers during the 1980s, made acute by the departure of both Ugandan and expatriate teachers during the 1970s and early 1980s. Teaching conditions for remaining teachers became difficult. Salary in real term was at its lowest in the early 1980s. In 1993, untrained and under-trained teachers constituted nearly 50% of the teaching force in the country. Low and irregular wages for teachers made it hard to recruit and retain qualified teachers, particularly in rural areas. There were almost no incentives for potential teacher trainees to join the teaching profession as teaching was considered a profession of last resort. In addition, the primary teacher pay-roll was poorly managed causing delayed access to it by teachers.

Consequently, parents had to step in with the formation of Parents and Teachers' Associations (PTAs) which introduced extra charges paid by parents/guardians that helped to reduce the financial burden of the teachers' welfare (Okuda, 2014). With the introduction of Universal Primary Education in 1997, the PTA charges were abolished in public primary schools and the

issues of teacher welfare were undertaken by government (Oonyu, 2012). Abolishing PTA charges was politically popular and it helped attract enrolment; but it did not emphasize teachers' welfare, yet teachers are a key determinant in quality education. Then the government responded to the increased demand in education by undertaking several reforms and policies which included: building and renovation of schools; procurement of instructional materials; training, hiring and retaining teachers; fighting against pupil absenteeism; curriculum reform and decentralization of primary education (Ministry of Education and Sports, 2013).

All government teachers are appointed according to the public service pay structure and paid by Ministry of Public Service directly (primary teacher salaries are budgeted for at the district level, whereas secondary and tertiary teaching staff pay is budgeted for at the central level by Ministry of Education and Sports). Salaries are fixed at annual rates and paid in twelve equal monthly installments into individual bank accounts (as noted in the 2007 Teacher Report, although the introduction of bank wire transfers has eased the payment of teachers overall, it has also made it more difficult to suspend the payment of teachers who fail to report for duty or to adjust payments following promotions or relocation). In addition, the Ministry of Public Service (MoPS) provides a clear description of teachers' welfare system which includes salaries, allowances and benefits. For instance, all permanent teachers, on the payroll, are entitled to retirement benefits; including a monthly pension commensurate with a teachers rank, salary and length of service, and a gratuity paid at the beginning of the retirement (Namara & Kasaija, 2016).

To improve the quality of education in schools, the government of Uganda and its development partners have initiated substantial quality enhancement measures such as the introduction of the thematic curriculum to improve the teaching and learning of literacy and numeracy in lower primary, teacher training, salary increment, regular monitoring and assessment of learning

achievement of pupils, construction of more classrooms and purchase and delivery of instruction materials (Mazaki, 2017). Further, the government of Uganda has undertaken a number of reform initiatives over the last 10 years to strengthen civil service efficiency and performance. The Public Service Pay Reform Strategy, adopted in April 2002 and approved by the cabinet in August 2006, rationalized public service pay into a single-spine structure with the aim of removing wage inequalities among similarly graded jobs. The strategy also targeted personnel and recognized the need to enhance pay for scientists and researchers in 2006, introducing new salary grades.

Since 1996, the education sector has undergone various reforms in order to send all children to school and ensure that their training in key skills improves (Mazaki, 2017). While implementing these reforms, one area the education system that needs to focus on concerns teacher issues which include, but are not limited to, welfare and teacher performance (NPA, 2015; UNESCO, 2015). Worse still, even those that have been implemented didn't holistically address every teachers' issue. For example, the relative pay increases varied between different salary scales, but overall nominal wages were to double by 2009/10. However, the overall progress was hampered by a number of developments; rapid growth of public employment, driven by the expansion of service delivery, wage provisions in the budget were insufficient to meet salary targets; U7 primary teachers (Grade III teachers' complaints about their low pay and high attrition rates.

The government or public service generally has witnessed several human resource issues including; budget cuts, push for better wages and working conditions leading to several industrial unrests. The public service has high standards on performance and expects employees to follow the rules and regulations, work according to the standards set for them;

the employees expect good working conditions, fair pay, fair treatment, secure career, power and involvement in decisions.

More so, Kira primary schools are densely populated for example, a school called Bukasa is densely populated with a population of 850 pupils, given the low salaries accompanied by the high ratio of pupils to teacher demotivates them to performance as expected. More so, poor working conditions such as poor sanitation, poor classroom ventilation, very old buildings that have not renovated, poorly facilitated medical care services, poor diet among others. Consequently, this has led to teacher's demotivation that later resulted into high rates of teacher absenteeism that later affected the performance of pupils which is an indicator of poor performance of teachers in Kira municipality. (Kira Municipal Council report, 2019).

For the public service to address these expectations, an understanding of employees' "rewards holistically" is required but more often than not, all negotiations and industrial unrests have been centered on financial rewards. Evident from previous studies also showed that school teachers are increasingly losing their commitment with their chosen profession because, they are not motivated enough with the value they receive in response to their services in terms of both financial and non-financial benefits. It is against this background that the current study seeks to examine impact of rewards on public primary teachers' motivation and performance.

1.2 Statement of the Problem

Accordingly, rewards and particularly intrinsic or non-financial rewards tend to sustain motivation for performance and the MoPS provide a clear description of teachers' welfare system which includes salaries, allowances and benefits (Namara & Kasaija, 2016). Despite this, teachers in Uganda (Kira Municipality inclusive) have consistently been disgruntled by the low remunerations which according to them do not measure up to their welfare needs. They are increasingly de-motivated to the extent that 84% of teachers in active service are willing to

leave the profession (Ministry consultative council meeting, October 2013, cited in UNATU, 2013). This has been illustrated in the recent strikes and intentions to strike by teachers (Ahimbisibwe, 2019; Murungi & Katongole, 2019).

Furthermore, this limited motivation is more reflected in deteriorating teaching, performance and learning outcomes (UNATU, 2013) in spite of Ministry of Education's efforts to ensure that teachers perform their duties as educators through a number of quality assurance measures which include: Directorate of Education Standards, District Education Officers, District Inspector of Schools, School Management Committees and annual teacher appraisal forms. The low quality of education being provided has put teachers on spot light and disapproval by politicians, parents and communities. UNATU (2013) maintain that low pay, late pay, and no pay affect the morale of teachers and their image in society.

Consequently, it has been observed that the performance of teachers all over the world is deteriorating (Reaves & Cozzens, 2018) and particularly in Uganda, the performance of teachers is characterized by absenteeism, inadequate lesson preparation and rote-teaching; while the status of teachers and working conditions are also getting worse (Kigenyi, Kakuru & Ziwa, 2017; Wandira, Onen & Kimoga, 2015; Muwonge, & Ssenyonga, 2015). Also, absenteeism and failure to cover the syllabus is a sign of poor teacher performance which affects the overall pupil academic achievement at the primary level of education coupled with inadequate teacher lesson preparation, low syllabus coverage and late coming (Kigenyi et al., 2017; Kagolo, 2014). Furthermore, the Education for All Global Monitoring Report shared the consensus that inequality in education and quality of learning at primary level is still poor, with millions of pupils leaving primary schools without basic skills (Ssentanda, Nakijoba, Nakayiza & Ajayi, 2020; UNESCO, 2015). This is an undesirable situation in the Ugandan education system in general and Kira Municipality in particular that calls for an urgent attention.

1.3 Justification of the study

At the moment, there has been efforts towards improving literacy levels for all children due to poor teacher performance in Uganda through public and private programmes such as the Universal Primary Education (UPE), mother tongue education and the Research Triangle International's (RTI's) School Health and Reading Programme. Despite such efforts, the advancement of literacy levels still remains slow in the rural areas (Ssentanda et al., 2020) as compared to their counterparts-private primary schools (Datzberger, 2018). Therefore, there is a strong cause to investigate the cause of poor performance especially in UPE schools.

1.4 Purpose of the study

The purpose of this study is to examine how reward systems influence motivation and performance of teachers in public primary schools of Kira Municipality at a time when government is now struggling to motivate its employees in a cash strapped economy where external factors impact the financial viability of government.

1.5 General objective of the Study

The main objective of this study was to examine how motivation out of rewards impacts public primary teachers' performance in Kira Municipality.

1.5.1 Specific objectives of the Study

The study was guided by the following specific objectives;

- I. To establish the type of reward systems adopted in Kira Municipality for public primary teachers.
- II. To examine the effect of financial rewards offered by Kira Municipality on motivation of the public primary teachers

- III. To examine the effect of non-financial rewards offered by Kira Municipality on motivation of the public primary teachers
- IV. To determine the relationship between reward system, motivation and public primary teachers' performance in Kira Municipality.

1.6 Research Hypotheses

Ho₁: There is no significant effect of financial rewards offered by Kira Municipality on motivation of the public primary teachers

Ho₂: There is no significant effect of non-financial rewards offered by Kira Municipality on motivation of the public primary teachers

Ho₃: There is no significant relationship between reward system, motivation and public primary teachers' performance in Kira Municipality.

1.7 Scope of the Study

The scope of the study covered the content/subject, geographical and time scope.

1.7.1 Subject scope

The content scope focused on the relationship between rewards, motivation and public primary teacher performance in Kira Municipality noting that rewards are very vital in motivating employees for better performance.

1.7.2 Geographical scope

The geographical scope of this study covered teacher's in public primary schools in Kira Municipality totaling to over 15 schools in both the rural and city setups.

1.7.3 Time scope

Finally, the time scope of this study covered a period of ten years from 2010 to 2020 a period that has seen a series of strikes and near to strike by government teachers over remuneration

issues, and poor performance in public primary schools where one would be interested to understand why.

1.8 Significance of the Study

The study findings may benefit Kira Municipality who will gain insight into how it can effectively manage rewards that are in line with public primary teachers' perception and get the desired results-performance.

The understanding of the relationship between rewards and employee motivation may be useful to Kira Municipality administration to formulate and implement reward schemes that best motivate teachers and enlist their performance.

The government can also use the study findings for policy formulation e.g. government policy makers, since an understanding of the impact of reward on performance and motivation will enable them come up with appropriate policies that encourage performance

The study findings may help the public service and local governments solve the ever growing challenge of motivating public servants on a cash strapped budget.

Researchers and scholars of KyU and others can use this information to add to their understanding on reward in Uganda public institutions. The study would be of value to researchers as a basis for future research as existing literature.

1.9 Conceptual framework

According to Kothari (2004) the kind of relationships that exists between the variables in a study is normally depicted through a conceptual framework, and Figure 1 below demonstrates the perceived relationship between rewards, motivation and teacher performance.

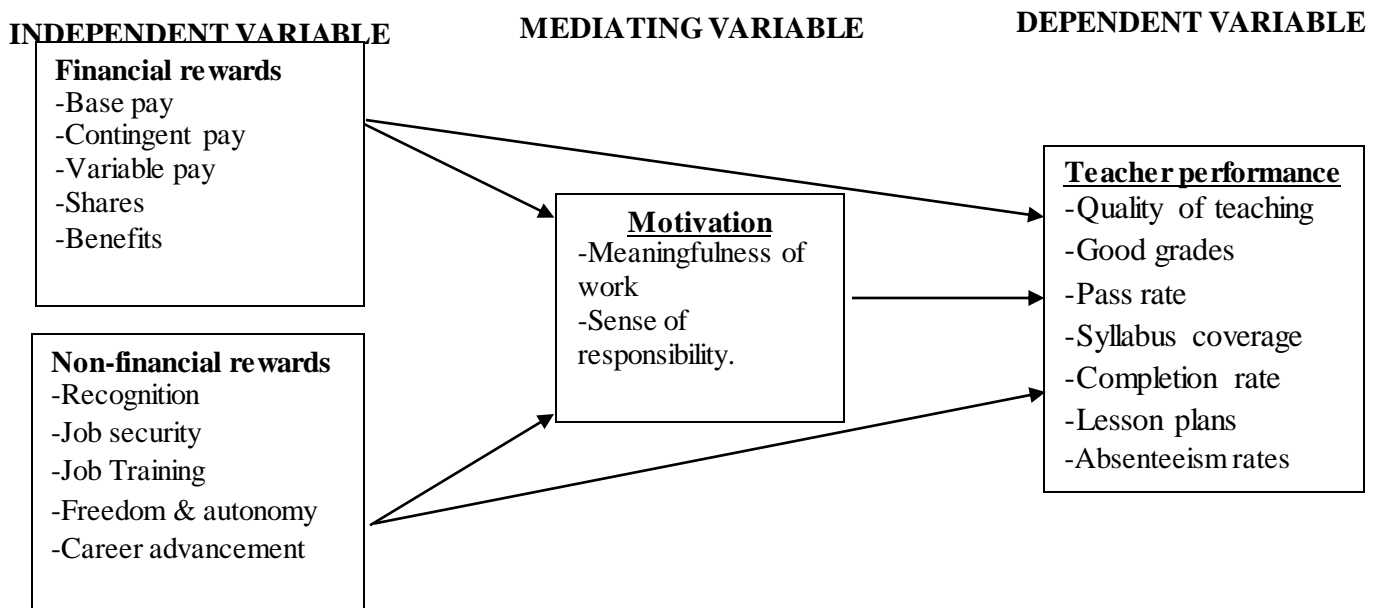


Figure 1: Conceptual framework of rewards, motivation & performance of public P/S Kira: Source: Adopted from Khan, et al., (2017) and adapted by Researcher, 2020

From the conceptual framework above, it is hypothesized that rewards represented by variables of financial rewards and non-financial rewards increase motivation of employees, which keep them motivated to perform more than their ability to perform; in other words, these types of rewards increase employees' motivation to work by raising their self-esteem. Consequently, teachers' ability to achieve and succeed with their goals influenced by motivation have an effect on their performance, therefore, these aspects of rewards are important in bettering motivation for improved teacher performance that would be manifested in the quality of work done, good grades, completion rates, pass rates, syllabus coverage and teacher absenteeism rates.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed and presented the existing knowledge and literature about the study variables i.e. rewards as the independent variable, motivation as mediating variable and teacher performance the dependent variable. Specifically, contains a review of reward concept and components, theoretical review, motivation, and relationship between rewards, motivation and performance.

2.2 Theoretical review

The theoretical literature reviewed helped establish an understanding around the importance of the concept of rewards within organisations. To this effect, the study will be anchored on the Total Reward Model, Herzberg's Two-Factor and the Equity theories. In the Total Reward Model according to Armstrong (2019), simply defines Total Reward as the combination of all types of reward. This concept was further unpacked by Nienaber (2009) as cited in Turnea (2018) who made a distinction between Transactional Rewards (tangible rewards including pay and benefits) and Relational Rewards (intangible rewards such as recognition and status, challenging work, learning and development, employment security, work experience and work environment). Total reward therefore entails financial and non- financial rewards that are offered to employees. It is essentially everything an employee takes away from his or her relationship with an employer (Armstrong, 2019).

Within the Public Service under which public primary teachers of Kira Municipality falls, a total reward model is equally applicable because while employees are compensated financially, they are also provided with opportunities to learn and develop their careers as well as appreciated and recognized for work well done. The right blend of tangible or financial rewards

and intangible or non-financial rewards could therefore have a positive impact on public primary teacher motivation and performance.

On the other hand, the Two-factor Theory or Motivator-Hygiene Theory (Herzberg, 1987 as cited in Bevins, 2018), is to explain the motivations of workers. The basic assumptions of this theory are that there are two types of motivators, one type which results in satisfaction with the job, and the other which merely prevents dissatisfaction (Arka'a, 2018). The two types are quite separate and distinct from one another. Factors that result in job satisfaction are termed 'motivators' and those that simply prevent dissatisfaction are termed 'hygiene'- dissatisfiers. Accordingly, the factors that lead to job satisfaction (the motivators - sometimes called motivational factors) are; advancement and promotions, recognition, interesting work, responsibility and a sense of achievement, and these for the current study directly falls under non-financial rewards. Meanwhile, the factors which may prevent dissatisfaction (the hygiene - sometimes called maintenance factors) are; pay levels, fringe benefits, job security, working conditions, company policy and administration, supervision, interpersonal relations, money and status. For example, Sanjeev and Surya (2016) maintain that motivators are intrinsic in nature and reflect the content of the job, something which each employee controls and administers personally.

From an employment point-of-view in an educational context mainly at primary and secondary schools, these factors usually constitute those facets which either make the job acceptable or enrich the existing job. School teachers are motivated through either external variables e.g. adequate working conditions, physical security, salary, fringe benefits (like health or family insurance), organizational policies, interpersonal relationships with colleagues and superiors, etc. In fact, hygiene factors are those whose absence demotivates teachers but their presence

don't motivate them either. Similarly, motivators are those factors whose presence motivates teachers namely, primary and secondary needs as defined by Maslow's theory of motivation.

Lastly, the Equity Theory also considered for this study suggests that individuals engage in social comparison by comparing their efforts and rewards with those of relevant others (Lawler, 1968 in Lim, 2020). The perception of individuals about the fairness of their rewards relative to others influences their level of motivation and performance (Eketu, 2018). Equity exists when individuals perceive that the ratio of efforts to rewards is the same for them as it is for others to whom they compare themselves. Inequity exists when individuals perceive that the ratio of efforts to rewards is different (usually negatively so) for them than it is for others to whom they compare themselves. Under this theory, there are two types of inequity i.e. "under-reward" and "over-reward" (Allen & White, 2002). Under-reward occurs when a person believes that he/she is putting in more efforts than another, yet receiving the same reward, or putting in the same effort as another for a lesser reward. Equally, with over-reward, a person will feel that his efforts to rewards ratio is higher than another person's, such that he is getting more for putting in the same effort, or getting the same reward even with less effort. Accordingly, individuals are motivated to reduce perceived inequity and at the same time persistent inequity demotivates the under-rewarded ones (Morand & Merriman, 2012). Is this the case of public primary teachers vs. private teachers?

2.3 Financial rewards and Non-financial rewards concept

Perkins (2018) defines rewards as any payments linked to the working of an individual or working group with prior arrangements while White (2016), define a reward as the compensation for doing work given to a worker in form of both financial and non-financial incentives. On the other hand, Armstrong and Taylor (2020) defines rewards as referring to all monetary, non-monetary and psychological payments that an organization provides for its

employees in exchange for the work they perform. Whitaker (2010) identifies non-financial rewards as psychological or intrinsic rewards that people do, and their working environment.

They are programs that an employer uses to supplement employees' compensation, such as paid time off, medical insurance, company car, and more for job well done, or good employee performance. It involves all the economics and psychological benefits supplied by the organization to the employee (Adoko, 2015). Reward can either be Monetary (financial Reward) or Non-Monetary based (Non-Financial) according to Luthans (Erkal, Gangadharan & Koh, 2018). Non-financial rewards are non-monetary rewards that are given by management to employees to satisfy employees' needs to have recognition, achievement responsibility, autonomy, influence and personal growth at the workplace. They incorporate the notion of relational rewards, which are intangible rewards concerned with the work environment such as quality of work life, the work itself as well as work life balance.

Whitaker (2010) posit that different individuals have different perceptions of rewards and believes that such factors are the main driving force of satisfaction and that they help boost the employee to work harder and better, due to the motivation that it brings about. Some specific non-financial rewards are reviewed below; Job security is basically income security that can be derived from employment, either dependable employment or self-employment. The security is derived from the level of human capital of the individual on the one hand and the functioning of the labour market on the other (Munnell & Fraenkel, 2013). Employment security generally refers to protection against unfair or unjustified dismissals, (Benokraitis, 2019).

Career advancement: Since employees ought to have appreciation and recognition for the goal achievable effort he has done. Indeed, even the most experienced and knowledgeable employee desires that he should be notified that he is doing well (Whitaker, 2010). Absence of job having no real future opportunity for advancement and promotion chances through pre-eminence or

otherwise may bring about disappointment which results in dissatisfaction that simmers in an employee's mind until he finally leaves (Bratton & Gold, 2017; Umar, 2015) and that if there are ample opportunities for personal as well as professional growth for him satisfaction level will be increased (Umar, 2015).

Recognition is the exhibition and revelation by appraisal of performance, in the contribution and achievement of an objective which is influential and commanding tool for any organization for motivation and retention of employee (Seman & Suhaimi, 2017) such recognition can be formal or informal, expressed or implied. Individuals want to enlighten and celebrate their achievements with others and when this need is satisfied, it works as a tremendous motivator. In the same stream, Mendis (2017) found out in his study that motivation, retention of employee and recognition is influential and commanding tool for any organization.

Finally, Ngcobo and Naidoo (2015) noted that the working conditions within the banking industry suggest the need for financial organisations to adopt a total reward strategy. A total reward strategy is a combination of both tangible and intangible rewards. It highlights the importance of non-monetary rewards such as recognition, feedback, coaching, mentoring and career development. These non-monetary factors, if implemented correctly, lead to increased staff motivation, satisfaction and retention. It helps to make the organisation become an "employer of choice" and this gives the organisation the ability to attract and retain talented staff (Armstrong & Brown 2019).

2.4 Employee Motivation

Hauser (2014) defines Motivation as the force that energizes, directs, and sustains behavior Employee Motivation is an employee's intrinsic enthusiasm about and drive to accomplish activities related to work. An individual's motivation is influenced by biological, intellectual, social and emotional factors. As such, motivation is a complex, not easily defined, intrinsic

driving force that can also be influenced by external factors. Every employee has activities, events, people, and goals in his or her life that he or she finds motivating. So, motivation about some aspect of life exists in each person's consciousness and actions.

Motivation is a chain process that begins with need or shortage and deprivation, then it is led to demand and causes tension and action towards a purpose that behavior of gaining the purpose is its result. Sequence of this process might be led to satisfaction of needs. Therefore, motivations encourage and stimulate the individual to perform a task or behavior. While motivation reflects a general demand, punishment and encouragement are still regarded as very strong motivations in all motivation studies. In this regard, money is considered as a tool to grant reward but it is not the only motivational factor (Weiner, 2013).

Employee motivation is pegged on the motivation theory that is concerned with what determines goal directed behavior and how behavior is initiated by needs and expectations on achievement of goals which will satisfy the need. Pfeiffer, (2009) views the process of motivation as being initiated by someone recognizing an unsatisfied need, a goal is then established which, it is thought will satisfy the need, and a course of action is taken to reach the goal and satisfy the need. Motivation is the intrinsic force and a psychological phenomenon that drives from the stimulation, direction, and persistence of behavior (Stoyanov, 2017).

Employee motivation at work can take place in two ways: Intrinsic motivation: It can be described as the process of motivation by the work itself so far as it satisfies people's needs or at least leads them to expect their goals will be achieved. Grant (2010) views this motivation to being derived from the content of the job. Intrinsic motivation is itself generated in that people seek the type of work that satisfies them, but management can enhance this process through their values as well as employee empowerment, employee development and job design policies and practices. The factors affecting intrinsic motivation include responsibility, scope

to use and develop skills and abilities, as well as challenging work and opportunities for advancement. Extrinsic motivation: Armstrong, (2019) views this kind of motivation as being derived from what is done by the management to and for employees to motivate them. It arises when management provides rewards to employees at work such as increased pay, promotion, recognition and even awards. Extrinsic motivation can have an immediate and powerful effect on employees but does not last for long as compared to intrinsic motivation.

Locke and Schattke (2018) holds the view that employers have to figure out how to inspire employee motivation at work, and to create a work environment in which an employee is motivated about work. This involves both intrinsically satisfying and extrinsically encouraging factors. Employee motivation is the combination of fulfilling the employee's needs and expectations from work and the workplace factors that enable employee motivation - or not. These variables make motivating employees challenging. Employers understand that they need to provide a work environment that creates motivation in people. But, many employers fail to understand the significance of motivation in accomplishing their mission and vision. Even when they understand the importance of motivation, they lack the skill and knowledge to provide a work environment that fosters employee motivation.,

2.5 Reward and motivation

Furthermore, another study reveals that rewards just not the means to focus in financial reimbursements against employee's performance. sometimes included opportunities, career advancement in other words in non-financial reimbursement by managers (Dewhurst, Guthridge, & Mohr, 2010) but almost ignored that what factors of rewarding actually make employee's more efficient and effective for organization. However, Ibrar and Khan (2015) are agreed and investigated the positive and statistical significant correlation between reward system and employees commitment towards their performance. However, they are also ignored

what employees actually perceived from organization against their efforts and determination. “Rewards management strategies” positively hit employee’s satisfaction level (Meyer and Nujjoo, 2012). In current study want to explored how managers can manage effective rewards system for better and effective organization achievement. Rewards system is very crucial in any organization, school, institution etc for best employee performance and employee satisfaction. According to this research paper and researchers there is positive relationship of rewards (intrinsic and extrinsic) on employee performance and employee satisfaction.

According to another research get the same results of rewards on employee satisfaction as well as performance (Ibrar & Khan, 2015). Furthermore, researchers continue research on Rewards like financial and non-financial can affect employee satisfaction and performance but according to these studies only intrinsic rewards are highlighted. therefore, there exists negative relation of extrinsic rewards and positive relation of intrinsic rewards on employee satisfaction and performance (Njanja, Main, Ki,bet, & Njagi, ,2013; Uzonna, 2013). But there are some limitations in these papers that some important points ignored by researchers are that they discourage monetary benefits that is unfair way to dissatisfy employee organizations should concentrate on both types of rewards. Furthermore, many researchers continue research of rewards impact on employee performance and employee motivation. The research shows that there is strong positive impact of extrinsic rewards much high as compared to intrinsic rewards. According to another research, researchers explained that there is direct relation exist of rewards on employee satisfaction and employee performance (Hatane, 2015).

2.6 Motivation and performance

Previous researchers concluded that if employees are intrinsically motivated they will be effectively increased firms’ reputation as well as their profitability but they almost ignored that is it intrinsic rewards attached with emotions or not (Dobre, 2013). In contrast, Locke (1976)

identified that employee's emotion towards intrinsic rewards much sensitive last researchers almost ignored how intrinsic emotions attached with intrinsic rewards (Ayesha et al., 2014). Another study explained that if employer effectively managed intrinsic rewards for those who demanded that type of rewards that will be beneficial for both parties for employees and for employer of the firm but almost ignored that why intrinsic rewards are necessary for better performance among employees (Brewer, 2008).

Similarly, Cheema, Alam and Shujaat (2013) enlightened that significant positive relationship is exist three out of five intrinsic variables training, identification for performance, chances for career advancement, effective contact channels and job safety out of them career advancement, communication channels and job safety direct relationship with employees performance previous studies effectively dedicated the link between intrinsic motivations and worker's performance but some research area has been skipped that how organization identified needs of their employees and that is it money really matter for employee performance enhancement. Combined positive effect of extrinsic and intrinsic rewards on employee's performance with demographics like age and gender but almost ignored that how employees are intrinsically motivated for good performance (Wang, Lu & Sun, 2018).

Researchers proposed that extrinsic reward has directly and positively make impact on employee satisfaction. Previous researcher no doubt work well done on extrinsic rewards effect but there are some points pay no attention by researcher that must be add up to enhance the importance of extrinsic rewards. According to current research results shows that extrinsic as well as intrinsic rewards also have significant positive impact on employee satisfaction. Both rewards have positive impact (Riasat, Aslam & Nisar, 2016). Further studies summed up that, extrinsic rewards (financial rewards) are crucial in Pakistan for employee satisfaction. Results

show the positive relation of extrinsic rewards with employee satisfaction. Last researchers suggested that mere extrinsic rewards are not important intrinsic

2.7 Rewards, Motivation and teacher performance

Appropriate, effective and timely reward increases employees and managers' motivation.

Researches and experience regarding the concept of performance reinforcement have proved that effective and timely feedback can be regarded as a motivation to increase employees' productivity and spirit (Wang et al., 2018). The studies reveal that there is a significant relation among the extant resources of employees, service compensation, the exchanged information, degree of stress and job burnout in the workplace (Schaufeli, 2004). Corporations usually focus on what managers and employees referred to as reward and emphasize a special value and direct their behavior towards those values (Riasat et al., 2016).

If employees are given a suitable reward for their ethical behavior and a fair wage for their performance, the manager has the chance to bind his/her employees to ethical act. In addition to conformation of employees' perception, characteristics such as fairness of the reward and wage system are regarded as legal standards in any country to provide their needs (Fischer, Malycha, & Schafmann, 2019). If corporations and managers give the reward of product (service) quality and quality improvement fairly and clearly, employees are constantly thinking to enhance the quality of their work that might be led to better work methods (Mujtaba & Shuaib, 2010).

Accordingly, the essence of rewards is to establish linkage with desired behavior and the outcome that makes the employee feel appreciated. Khan, et al., (2013) point out that Non-monetary reward plays a significant role in the perception of the employee regarding the reward climate in the workplace. When organizations pay attention to non-monetary tools such as opportunity of increasing holiday and family benefits, the employee esteems the organization to be a supporting and caring organization. Rewards are important factors that explain certain job aspects that contribute significantly to the organization such as job satisfaction. Recognition is the most common and powerful tool that is being used in the organization to drive employee engagement. Sun, Aryee, & Law (2007) further identifies three conditions that are necessary for the effective use of recognition tool. First recognitions should be used frequently; recognition needs to be provided every one week to employees so that they can feel valued. Second, recognition should be specific, and identifying what is recognized makes it meaningful and critical. Third, rewards should be timely, that is, it should take place shortly after the employee action that deserves recognition occurs.

Organizational reward system has been found to play a critical role in enhancing employee satisfaction. Hayat, Sumartono, Saleh and Pratiwi (2020) claims that non-financial rewards can predict employee performance as the more challenging a goal is, the higher the performance level becomes and the higher the perceived satisfaction. Hayat et al. (2020) argues that an employee's performance is determined by the degree to which available non-financial rewards are attractive, so as efforts lead to higher levels of performance (first-level outcomes) which in turn, leads to second level outcomes (praise, friendship, wages). People need non-financial rewards to ensure that they are always at their optimum working condition. In turn, this will absolutely lead to optimum productivity. According to Armstrong (2019) the value of human resource performance is a managerial concern. Employee motivation is the classic response on this matter. This has been utilized for ages by many different entities, small- and

large-scale businesses alike. It fosters mutual growth in an employer-employee relationship. Indeed, non-financial rewards increase performance.

Hauser (2014) argues that rewards have a significant impact on employees' motivation and productivity. He also further noted that effective non-financial reward system improves employee motivation and increases employee productivity which contributes to better enhanced commitment. Effective use of rewards results in improved performance of the organizations. Employees take rewards as part of their feelings of value and appreciation and as a result it increases morale employees' morale, which eventually increases efficiency of organizations. It is for that reason, Mendis (2017) affirm that when rewards and recognition are properly implemented, a good working atmosphere is provided that motivates employees to achieve high performance. Seman and Suhaimi, (2017) investigated the impact of employee recognition as a factor that predicts their contribution. The result shows a correlation between monetary reward and employee contribution.

The effect of non-monetary rewards on employees' job motivation has empirically been proven. Umar (2015) posits that praise and recognition are effective ways of motivating employee behavior in the organization as they are considered the most important rewards. Whitaker (2010) contend that non- monetary rewards which are represented by recognition, learning opportunities, challenging work and career advancement, have been found to be an effective tool in motivating workers and consequently increase their performance. This reward is highly appreciated probably due the opportunity it offers in terms of skill development of the workers which in the long run could be translated to higher monetary reward.

For instance, employees are likely to be motivated to improve their performance with non-financial rewards such as employee recognition (Mussie, Kathryn & Abel, 2013). Recognition is the acknowledgement, appreciation, or approval of the positive accomplishments or

behaviors of an individual or team (Caligiuri Lepak, & Bonache, 2010). According to Gostick and Elton (2007) recognition refers to praise or a personal note acknowledging achievements including small gestures that are important to employees. Employee recognition programs cover a wide spectrum of activities.

Also, motivating employees by promotion has been adopted worldwide and it is considered as one of the simplest form of rewarding employees (Weiner, 2013). It is defined as the movement of a person to a higher-level position in an organization (Armstrong, 2011). Promotion also involves advancement of an employee to a better job - better in terms of greater responsibility, prestige or status, greater skill and especially increased rate of pay or salary. According to Armstrong (2011) the aim of promotion is to enable management to obtain the best talent available within the company to fill more senior posts and to provide employees with the opportunity to advance their careers within the company, in accordance with the opportunity available and their own abilities. Armstrong (2019) further stated that promotions encourage employees to do their best knowing that good performance will be rewarded.

Sahinidis and Bouris (2007) established that there is a significant correlation between the employee perceived training effectiveness and their commitment, job satisfaction and motivation and high correlations were found between the latter three variables. In a research conducted by Haslinda (2009) on the effectiveness of training in the public service, it was found that public sector organizations have increased their concern with regard to the effectiveness of training and development since it is critical in enhancing on-the-job performance in order to achieve key performance indicators (KPI) for each employee.

Reward system statistical significant linked with employee's performance. Rewards system positively influence employees' performance. Preceding studies effectively gathered the concept of rewards system and its benefits but previous study almost ignored that fair and

equitable reward system how much necessary for employees' performance (Wang et al., 2018) and also ignored that is reward system depend on the culture that perceived by employees. In current study revealed that perception of individual employees regarding reward system and how rewards system influence action of an individual employees.

2.8 Empirical studies

Reward system positively affect the employees performance and employees satisfaction reward system play mediating role in employees performance previous studies conclude that in the real life it is very necessary to rewarding system applied for higher performance and high level achievements preceding studies almost ignored that how manager can manage reward system and also know that what things really inspired to employees for higher achievements and productivity (Riasat et al., 2016; Mousavizadeh, Ryan, Harden, & Windsor, 2015).

Also, to Aguenza, Al-Kassem & Som, (2012) a survey carried out by Accenture in Ireland about the level of recognition that employees receive for doing a good job at work found that 63% who have no plans of leaving are satisfied with their recognition. At the most fundamental level, non- financial recognition is as simple as managers praising their employees or just saying thank you for a job well done. Numerous studies have been undertaken focused on non-financial aspects of reward in relation to motivation and performance. First, in a study conducted among government parastatals in Ogun State, South-West Nigeria, Falola, Ibidunni,& Olokundun, (2014). observed that non-monetary rewards play a significant role in enhancing employees' right attitudes to work. In Tanzania, a study conducted by Uronu & Lameck (2011) revealed that the use of non-monetary incentives can be effective in motivating public employees, as a substitute or in addition to inadequate monetary incentives. Furthermore, in a study conducted among public servants in the Ministry of Education in Kenya, Ogutu (2014) observed that performance rewards play a major role in enhancing

employee job performance. This idea is further reiterated by Adoko (2015) who carried out a study conducted about rewards in the public sector of Uganda and indicated that extrinsic and intrinsic rewards increase employee engagement and also increase public sector organizations' capacity to deliver services to the beneficiaries.

Also, Hafiza, Shah, Jamsheed, & Zaman (2011) examined the relationship between extrinsic rewards, intrinsic rewards and motivation among employees of three non-profit organizations in Mombasa County Namely Muslim for Human rights (MUHURI), CARE Kenya and I Choose Life (ICL). The results show that extrinsic rewards correlate directly with employee motivation while intrinsic reward does not make any significant impact on employee motivation. Studies involving non-monetary rewards and job motivation show positive relationships. Kamal, Normah & Othman (2012) investigated the relationship between non-financial rewards and job motivation and identified a positive relationship. This means that employees that are intrinsically motivated are more satisfied. Rast, (2012) studied the factors (job characteristics) that have a significant impact on job motivation among three private airline employees. Tausif, (2012) investigated the relationship between non-monetary rewards and job satisfaction among teachers in public schools in Kisii County.

According to Harvard Business School (2006) in a survey conducted amongst half a million employees from more than 300 companies, pay was found to be the least important factor in retaining staff. The most important factor identified was learning opportunities. Another top factor for high performers was coaching and feedback from supervisors. The findings also included leadership as an important retention factor. This suggests that while it is easy for competitors to lure talented employees with the promise of a better financial package this might however be outweighed by organisation's values, culture and non-financial rewards.

While it is common for many staff members to resign and move on to other organisations during restructuring, it is interesting to note that some would remain with their existing employers. Reasons for this unexpected behaviour emerged in a study by Glanz (2002) that found that 90% of the respondents identified career growth, learning and development; exciting work and challenge; and meaningful work, making a difference and a contribution to the organisation as the top three reasons why they stayed with their employers. The reasons for resignations that emerged in the study were that 46% of the respondents felt unappreciated, 61% felt that their bosses did not place much importance on them as people and 88% did not receive acknowledgement for the work they did. Clearly, these findings indicate that within a general organisation, non-monetary factors can play a significant role in employee attraction and retention.

A study on non-monetary factors is further made important by the fact that most research in terms of reward focuses on the financial aspects (McArthur2009). For example, Saleem's (2011) study on the impact of financial incentives on employee commitment found that an increase in financial incentives, such as promotion and bonuses, enhanced employee loyalty and increased employee performance and reduced turnover. While such findings could be useful under normal financial circumstances, this cannot be said to be the case when banking organisations are struggling to survive.

In the analysis of research undertaken by Emmanue, Kominis, and Slapnicar (2008) it was evident that common patterns among managerial perceptions of desirable rewards existed across the three companies studied. In all three cases, intrinsic rewards appeared to be valued marginally higher than the extrinsic rewards. In the same vein, Aktar, Sachu, and Ali (2012) study of commercial banks of Bangladesh found that there is a positive relationship among intrinsic factors and employee performance and retention. The four intrinsic factors identified

are recognition, learning opportunity, challenging work and career advancement. This suggests that intrinsic rewards may have a significant impact on motivation and performance of employees.

2.9 Salary Offer and Motivation

Danish and Usman (2010) ascertained the impact of different human resource management practices on employees' motivation. These practices include recognition, compensation, promotion opportunities, job security, working content, relationship with colleagues, demographic characteristics, and operating procedures. The results show that except recognition, there is a positive correlation between HRM practices and employee's motivation however, work content and operating procedures has demonstrated relatively low impact on motivation. Therefore, the study recommended that compensation plans should be revised on periodic basis so that it helps employers maintain a high level of motivation, job satisfaction, and above all, employee's retention.

On the other hand, it has been argued that public and private schools normally have more or less a flat structure which does not offer a number of promotions to teachers to senior administrative and managerial positions (Black & Allen, 2017). Less chances of promotions create anxiety and uncertainty among teachers because they become skeptical about their current and future role in their schools (Adil & Fatima, 2013). In addition, teachers often view their evaluation process uncertain consequently, they have to believe that any promotion system which is based on these types of evaluations would be irrational and uncertain too (Kiruja & Mukuru, 2013).

In existing literature, working conditions has proved to have a positive relationship with employee's motivation. Firestone (2014) has argued that autonomy (within an appropriate level

of capacity) is an integral part of working condition which greatly motivates employees. In fact, it has also been reported that teachers are also enthusiastic in seeking directions and supervision on their assigned goals (Kiruja & Mukuru, 2013). Even in today's era where different ways of implementing stringent accountability policies are in practice, teachers increasingly get guidance through conventional means including informal feedback from fellow faculty members and pupils instead of being influenced more by the policies of their schools (Naveda et al. 2013).

Karami, Dolatabadi, and Rajaeepour (2013) on Analyzing the effectiveness of reward management system on employee performance through the mediating role of employee motivation case study: Isfahan Regional Electric Company found that there is a positive and significant relation among elements of reward management system and motivation and performance. Such positive and significant relation was found among the elements of reward management system with performance too. This is while there was no positive and significant relation among the elements of reward management system, employee motivation and performance. It is notable that the above relations were presented in the framework of a model using structural equations modeling (Karami et al., 2013).

Furthermore, Adil and Fatima (2013) investigated the impact of five determinants of the rewards system on employee's motivation in the context of private school teachers of Karachi using rewards system was measured through independent variables including salary offered, recognition, promotion, working content, and working conditions. By using exploratory factor and regression analyses, the results show that except salary offer, rests of the four variables have been found statistically significant to predict teacher's motivation.

Also, the study by Namara and Kasajja (2016) on Teachers' protest movements and prospects for teachers improved welfare in Uganda concluded that continued teachers' protests and

strikes over the years is a clear indication of the unresolved issues surrounding teacher welfare (Namara & Kasaija, 2016). On the other hand, the study sought to establish the effect of motivation on employee performance in the Public Middle Level Technical Training Institutions in Kenya. The study found that employees are not satisfied with their pay and work environment (Kiruja & Mukuru, 2013).

Another study examined the relationship between compensation, motivation and promotion with job Satisfaction of academic staff in three private colleges in Malaysia and the results indicated that there was a positive significant relationship between compensation, motivation and promotion and job satisfaction among academic staff at these colleges (Arokiasamy, Tat Abdullah, 2013). Similarly, a study to find out the Impact of Reward on Teachers' performance of Secondary Schools in Islamabad concluded that most of the respondents were in the favor of extrinsic reward and they were mostly disagreeing with intrinsic reward. It was also concluded that there was a correlation between extrinsic reward and performance and there is no correlation between intrinsic reward and performance (Naveda, Shazia & Shabana, 2013).

Lastly, a study on the overview of teacher issues in Uganda indicated that the quality of education is also an issue: various assessments of students' achievements at national and international levels have concluded that many students do not acquire the minimum knowledge expected for their grade. For instance, 59 percent of P6 students are not proficient in English literacy and 54 percent are not proficient in numeracy. Uganda ranked 11th out of 15 countries in the international SACMEQ programme (TISSA Report, 2014).

2.10 Research Gap

Several research studies have been conducted internationally and regionally with few locally on financial and non-financial rewards and employee performance with no mediating variable

of motivation and worse still the majority focused in secondary education. Few of them were done in public primary schools and, even then, none of them focused on Kira Municipality. Furthermore, none of the studies focused on rewards, motivation and performance of primary teachers in public schools in Kira Municipality, and more so when primary school level of education is globally accepted as the foundation of education of any country and any failings not detected and corrected early enough at this level would definitely affect the entire education system of the country adversely (Osagie& Okafor, 2015). Therefore, that is why the current study is expected to bridge this gap.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The purpose of this chapter described the research methodology of this study. Specifically, this section highlighted the methods and procedures that the researcher followed while collecting and analyzing data that supported the research study in the most effective manner. It explained the research design, study population, sample size and techniques as well as data collection methods, tools, procedure, data analysis, presentation and measurement of variables.

3.2 Research design

This study used a mixed method design, which is a methodology that focus on mixing the quantitative and qualitative data collection and analysis techniques (Zohrabi, 2013). This mixed design was adopted because it is useful in understanding data in terms of breadth and depth achieved with the help of quantitative and qualitative methods (Creswell & Clark 2017). In view of Palinkas, Aarons, Horwitz, Chamberlain, Hurlburt, and Landsverk (2011) asserted further mixed design gives a voice of study participants ensuring that the study findings are grounded on participants' experiences. The study further employed a triangulation approach of qualitative because there will be a need to develop a comprehensive understanding of phenomena through the convergence of information from different sources (Amankwaa, 2016). More so a deductive approach applied for quantitative mainly because it enables researchers to start with hypotheses and then collect data which can be used to determine whether empirical evidence to support that hypothesis exists (Choy, 2014).

3.3 Study population

According to Cooper and Shindler (2014) a study population is the total collection of elements on which the researcher wishes to make some inferences. In this study, the target population of this study involved all the primary school teachers of the public primary schools in Kira Municipality totaling to 190 in number and some Kira Municipality officials as presented in the table 3.1 below. (USG, 2020; KMC, 2019).

3.4 Sample size and technique

The study will use the Yamane's formula for calculating sample size (Yamane, 1967). According to him, for a 95% confidence level and $p = 0.5$, size of the sample should be: $n =$

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

Where, N is the population size and e is the level of precision. In the context of this study, $N = 190$ with 95% level of precision. In this study the sample size was calculated in proportion to the target population of the study.

Assuming 95% confidence level and $p = 0.5$, we got the sample size as

$$n = \frac{190}{1+190.(0.05^2)} = 128.81$$

The sample size for this study is 128 Samples from the different sections selected using purposive and simple random sampling which provided every member of population same and known chances of being nominated in each section hence simple random sampling (Kothari, 2012, Yamane, 1967). Under this, the sampling frames (lists) were obtained from the Town Clerk Kira Municipality involving all teachers in public primary schools in the area. Purposive sampling technique was used to select the officials with the specific information that needed for the research objectives which teachers may not be able to provide adequately. For collecting data 128 respondents were nominated representing the study population of 190 employees as shown table 31 below;

Table 1: Target population and sample by sections and schools.

No.	Schools/Section	Target pop.	Sample size	Sampling technique
1.	Education department Kira municipal	5	5	Purposive sampling
2.	Human resource department	3	3	Purposive sampling
3.	Head teachers	15	10	Purposive sampling
4.	Buwate catholic primary school teachers	7	5	Purposive sampling
5.	Buwate CUO primary school teachers	2	2	Simple random sampling
6.	Kira primary school teachers	8	5	Simple random sampling
7.	Kimwanyi Umea Primary School, teachers	7	5	Simple random sampling
8.	Kijabijo Primary School teachers	7	5	Simple random sampling
9.	Kitukutwe Primary School teachers	5	4	Simple random sampling
10.	Shimoni Demonstration School Kira teachers	6	5	Simple random sampling
11.	St. Florance Bulindo Primary School teachers	6	5	Simple random sampling
12.	Nambogo Memorial Primary School teachers	6	5	Simple random sampling
13.	Kirinya Catholic Primary sch teachers	17	9	Simple random sampling
14.	Kirinya CoU Primary sch teachers	19	12	Simple random sampling
15.	Bweyogerere CoU primary Sch teachers	27	15	Simple random sampling
16.	Bweyogerere Muslim P/S teachers	8	6	Simple random sampling
17.	Kireka UMEA Primary school teachers	10	7	Simple random sampling
18.	Kamuli COU primary school teachers	32	20	Simple random sampling
	Total	190	128	

Source:(USG, 2020; KMC, 2019)

3.5 Sources of data

The main sources of data for this study was both primary and secondary sources. Primary data was obtained from respondents' responses as solicited by self-administered questionnaires and interviews on the effects of rewards on motivation and teacher performance in Kira

Municipality. On the other hand, secondary data was collected from documents and reports of Kira Municipality and particularly the education department, professional and academic journals, published literature, text books and previous dissertations that were obtained from the library and the internet.

3.6 Data collection methods

Data collection methods are data collection techniques used for collecting information from all the relevant sources to find answers to the research problem, test the hypothesis and evaluate the outcomes (Harrell & Bradley, 2009). In this study, researcher use self-administered questionnaire, and in-depth interviews.

3.6.1 Self-administered questionnaire

The study among other methods used self-administered questionnaire which served as the main technique of collecting data. According to De Leeuw (2008) a self-administered questionnaire is data collection technique in which written questions are presented that are to be answered by respondents in a written form. The self-questionnaire was preferred because it enabled the researcher to code the information easily for subsequent quantitative analysis hence reducing the error gap (Schraeder, Becton, & Portis, 2007).

3.6.2 Interviews

An interview is a data collection technique that involves oral questioning of respondents either individually or as group (De Leeuw, 2008). In this study, interviews supplemented the questionnaire method in collecting data. It involved conducting oral questioning of respondents in order to keep the researcher focused. Interviews were vital to this because, if worded effectively, questions encourage unbiased and truthful answers from interviewees since

the interviewer have better control over the types of information that they receive. They can pick their own questions (King, Horrocks & Brooks, 2018).

3.7 Data collection instruments

According Leung (2001) define data collection instruments as devices/tools used to collect data. The main data collection instruments that used for the study are questionnaires and interview guide. Both the questionnaire and interview guide were designed to collect data which answered all the research questions raised.

3.7.1 Self administered questionnaire

The study employed a self administered questionnaire as the main tool of data collection. The questionnaire for respondents had four sections. First section dealt with the demographic characteristics of the respondents, section two focused on the variables of rewards and motivation, and last section presented teacher performance as an outcome of rewards at Kira Municipality. The questionnaire had the close-ended questions. Close-ended questions are developed to help respondents make quick decisions; in addition, they help the researcher to code the information easily for subsequent analysis and narrow down the error gap while analyzing data as observed by (De Leeuw, 2008; Sekaran & Bougie, 2003).

3.7.2 Interview guide

The interview guide is a list of questions you were asked your participants during the interview. The interview guide was used by the researcher. Also interview schedules were used during interviews for in-depth inquiries in the subject matter for certain specific details and facts about the study variables. This guide is used to dig deeper and get in-depth investigating and understanding of variables better from key informants (Amin, 2005). An unstructured interview guide was also used as a tool for collecting in depth information from the key informants. The

guide had a list of typical issues and themes which explored and enabled the researcher collect the appropriate data in the course of conducting the interviews (Boyce & Neale, 2006). The guide was drawn with the questions soliciting for the perception of the key informants regarding the examination of rewards, motivation and performance in Kira. The interview guide was also preferred because it provided in-depth data which may not have be possible to obtain when using self-administered questionnaires (King et al., 2018).

3.8 Quality control in research data

This was done as a way of eliminating or reducing errors in the study instruments. In order to ensure quality of the research findings, the researcher carried out reliability and validity tests on the research instruments that were used in data collection as below:

3.8.1 Validity of the study instruments

Validity is described as the degree to which the research instruments adopted measures what they intend to measure and perform as they are designed to perform (Wan, 2011). To achieve this the researcher used a test content validity to systematically examine the study content to determine whether the content in the questionnaire covers a representative sample of the behavior domain to be measured (Sekaran & Bougie 2010). A content validity index (C.V.I) was computed using the formula below; number of items declared valid/number of items in the questionnaire.

$$CVI = \left(\frac{n_e - \left(\frac{N}{2}\right)}{\left(\frac{N}{2}\right)} \right)$$

Where n_e is the number of raters who will accept that the tool is essential and N the total number of raters (Wilson, Pan & Schumsky, 2012). A CVI of above 0.7 is acceptable that the tool passed the test of validity. Unlike quantitative research, where statistical methods for establishing validity of research findings are applied, in qualitative research the researcher

aimed at designing and incorporating methodological strategies to ensure the ‘trustworthiness’ of the findings such as inviting participants to comment on the interview transcript and whether the final themes and concepts created adequate reflection of the phenomena being investigated. More so, Data triangulation whereby different methods and perspectives applied to help produce a more comprehensive set of findings (Slevin, 2002).

3.8.2 Reliability of the study instruments

Reliability is broadly defined as the degree to which measures are free from error and therefore, yield consistent results (Mohamad, Sulaiman, Lai & Mohd Salleh, 2014). Reliability was computed through different methods like test-retest reliability, internal consistency reliability and equivalent forms reliability. In this study, questionnaire reliability was checked by using internal consistency method to measure the correlation between each item in the questionnaire and others. Pre-testing of the instrument was done by administering the questionnaires to 10% of the total sample size. Cronbach alpha was used to calculate for all statements in the questionnaire because the Likert scale questionnaires use Cronbach alpha method (Taber, 2018). The results were used to establish the reliability of the questionnaire as a research tool. According to Cooper and Schindler (2008) reliability coefficient refers to the scores obtained on a test. A reliability coefficient is a numerical value that can range from zero to one. For research purposes, tests with a reliability score of 0.7 and above is accepted as reliable, whilst for clinical decision making, test scores of between 0.8 and 0.9 are acceptable. It is because stated that reliability coefficient of zero indicates that the test scores are unreliable but a higher value indicates more reliability or accuracy of the test scores (Nicewander, 2018; Sekaran & Bougie 2010). A pre-test will be done on 31 of the respondents who will not form part of the final study. Data was coded and entered into the computer. Cronbach’s Alpha Reliability Coefficient was generated using the Statistical Package for Social Scientists (SPSS) computer program to estimate the reliability of the questionnaire as presented below;

Table 2: Reliability statistics

Cronbach's Alpha	N of Items
.936	25

Source: Primary data (2020)

The Cronbach's Alpha test for current study produced a coefficient of 0.936. As stated above that reliability coefficient of zero indicates that the test scores are unreliable but a higher score (above 0.7) like in this current study indicates more reliability or accuracy of the test scores (Nicewander, 2018; Sekaran & Bougie 2010).

3.9 Data Analysis

Data analysis is a process of inspecting, cleaning, transforming, and modeling data with the goal of discovering useful information, informing conclusions, and supporting decision-making.(Coakes & Steed 2009).

3.9.1 Analysis of quantitative Data

The statistical package that was used for analysis of data in this study is the SPSS version 16.0. Different statistical analyses to be used are correlation and regression analysis. The upper level of statistical significance for hypothesis testing is at 5%. All statistical test results were computed at 2-tailed level of significance. The descriptive statistics were used in this study to analyze the demographic data of respondents including frequency counts, percentages, means and standard deviations representing the respondents' opinions on the effects of rewards, motivation and performance in Kira Municipality. Data was then be analyzed and correlated using Pearson Product-Moment correlation coefficient to establish the relationship between of reward and motivation and then performance in Kira as suggested by (Oso & Onen, 2008).

3.9.2 Analysis of qualitative data

Qualitative data was analyzed using content analysis. Responses from key informants were grouped into recurrent issues/themes. The recurrent issues which emerge in relation to each guiding question were presented in the results with selected direct quotations from participants who offer as illustrations.

3.10 Measurement of variables

According to Dyer (2004) understanding the level of measurement of variables used in research is important because the level of measurement determines the types of statistical analyses that can be conducted. Thus, data on the respondent's views and opinions about the rewards, motivation and performance in Kira were obtained using scaled variables from a self-administered questionnaire. A five Point-Likert scale of 1= strongly disagree, 2= disagree, 3= neutral, 4= agree and 5= strongly agree were used to tap respondents' perception on the study variables.

3.11 Ethical consideration

Finally, the researcher observed ethical and legal issues in research like the principle of confidentiality, anonymity, consent and acknowledgement of other people's input into this study because it is important to respect the rights and dignity of the research subjects (Artal & Rubenfeld, 2017). This study also ensured confidentiality of respondents and that the information to be obtained was strictly used for the intended research purpose as the instrument used in the study contained any space for name or telephone number as a way of increasing confidentiality and increasing the confidence of participants to engage in the study. Further, the researcher ensured that permission was sought from the Municipality and head teachers of

the selected public schools and participation in this current study was voluntary and whoever accepted to do so was provided with the instrument in private.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This section presents findings on the response rate, background characteristics of the respondents, and findings on the study objectives. The purpose of the study was to examine how motivation out of rewards impacts public primary teachers' performance in Kira Municipality.

4.2 Response Rate

The response rate is the percentage of respondents in the sample who completed and returned questionnaires. The study adopted Westat (2007) definition and formula in determining the Response Rate (RR). A response rate measures the level of success or quality achieved in collecting survey data (Westat, 2007). In other words, response rate is a ratio of the number of people who respond to a study to the estimated sample size for the study. The response rate in this study was computed using the formula below:

$$RR = \frac{NR}{SZ} \times 100$$

Where;

RR = Response Rate; NR = Number of response; and SZ = Sample size

A total of targeted of 115 questionnaires were hand delivered to the respondents and targeted 13 key informant officials for open ended interviews (128) but 96 questionnaires were returned and 13 informants participated totaling to 109. Response rate was therefore arrived at as;

$$RR = \frac{96}{115} \times 100 = 83.5\%$$

RR = 83.5%. The detailed findings on the response rate are shown in table 3 below.

Table 3: Response Rate for the study

	Data collection instruments distributed	Data collection instruments received back	Percentage
Questionnaire	115	96	83.5%
Interview	13	13	100%
Total	128	109	85.1%

Source: Primary data (2020)

Therefore, the response rate for this study is 85.1%. Accordingly, Babbie (2004) posits that return rates of 50% are acceptable to analyze and publish, 60% is good and 70% is very good. According to the above calculation and results in table 3 above, the response rate for this study indicates to be very good, which is of great significance in making generalization and conclusions for this study.

4.3 Findings on background characteristics of the respondents

The background characteristics of the respondents presented in this section include; gender, age, education level, period worked as government teacher, and position of respondent in the respective school.

Table 4: Gender of respondents

Gender category	Frequency	Percentage
Male	43	44.8
Female	53	55.2
Total	96	100.0

Source: Primary data (2020)

The findings in table 4 present the gender status of respondents in the study. Out of 96 respondents who participated in the study, 53 (55.2%) were females and they represented the majority of respondents and 43 (44.8%) were males who represented the least of the respondents. The findings imply that study was gender sensitive and well distributed among

females and males who are the major beneficiaries of rewards provided to public primary teachers in Kira Municipality.

Table 5: Age of respondents

Age category	Frequency	Percentage
18-25	10	10.4
26-33	22	22.9
34-41	27	28.1
42-49	29	30.2
50-59	8	8.3
Total	96	100.0

Source: Primary data (2020)

Table 5 presents the age group of respondents in the study. Majority of the respondents (30.2%) were aged between 42 and 49 years, 28.1% of the respondents followed with the aged category of 34 to 41 years and the minority of the respondents (8.3%) were aged between 50 and 59 years.

The findings may indicate that the majority of the respondents are mature enough and of an age group which is believed to be experienced and knowledgeable more likely to have high understanding of study concept rewards and performance in public primary schools in Kiira.

Table 6: Education level of respondents

Education level	Frequency	Percentage
Post graduate	1	1.0
Graduate	14	14.6
Diploma	41	42.7
Certificate	40	41.7
Total	96	100.0

Source: Primary data (2020)

The findings in table 6 show that out of the 96 respondents in the study, 42 (41.7%) had diploma, followed by 40 (41.7%) with a certificate, 14 (14.6%) are graduates while the least percentage (1%) had post graduate. This shows that most of the public primary teachers in Kiira municipality who are engaged are literate therefore in a position to give a response on

reward and motivation, and its influence on organizational performance since employees with at least a certificate are deemed to be knowledgeable.

Table 7: Period worked as government teacher

Period	Frequency	Percentage
Less than 5 years	21	21.9
6-10 years	26	27.1
11-15 years	12	12.5
16years & above	37	38.5
Total	96	100.0

Source: Primary data (2020)

The study made an attempt to find out the period worked as government teachers in public primary schools in Kiira municipality. The majority of respondents (38.5%) in the study argued that they had worked as government primary teachers for a period of 16 years and above, 27.1% who had worked for a period between 6 and 10 years followed, and the least proportion of respondents had worked for a period between 11 and 15 years. This implies that most of the primary teachers in Kiira municipality have been there long enough to give an objective assessment of reward and motivation and its effect on performance in public primary schools of Kiira Municipality.

Table 8: The current position in respective school of respondent

Position in school	Frequency	Percentage
Teacher	79	82.3
Deputy Head teacher	4	4.2
Head Teacher	5	5.2
Director of Studies	8	8.3
Total	96	100.0

Source: Primary data (2020)

The study also sought to establish the current position of respondents in their respective schools. The findings in table 8 indicate that majority of the respondents in the study (82.3%) were teachers, followed by director of studies (8.3%) and the rest were head teachers and deputy head teachers. This is an indication that the study sample was representative enough and well distributed according to the positions and organization structure where the majority

on the organization structure are always at the bottom (teachers) and fewer on top- the pyramidal hierarchical structure in primary schools like any other organisation.

4.4 Reward systems adopted in Kira Municipality for public primary teachers

The first objective of the study was to establish the reward systems adopted in Kira Municipality for public primary teachers. The first part presents how well the respondents understood the concept of rewards and the second subsection presents the type of rewards offered in public primary schools in Kiira municipality.

4.4.1 How respondents understood the concept of rewards

The study investigated the respondents understanding of the concept rewards in public primary schools in Kiira municipality. The findings are presented in table 9.

Table 9: The level of understanding of the concept of rewards

	Frequency	Percentage
Very well	21	21.9
Well	36	37.5
Fairly	35	36.5
Poorly	2	2.1
V/poorly	2	2.1
Total	96	100.0

Source: Primary data (2020)

The findings in table 9 revealed that majority of the respondents (37.5%) well understood the concept of rewards, 21.9% understood the concept very well, and 36.5% fairly as compared to 4.2% whose understanding of the concept is poor/very poor. This shows that most of the respondents had enough knowledge on the concept on rewards hence able to give an objective assessment of rewards in Public Service generally & public primary schools of Kira Municipality particularly.

4.4.2 The reward systems adopted in Kira Municipality for public primary teachers

The study made an attempt to establish the reward systems adopted in Kira Municipality for public primary teachers. The findings are presented in table 4.7.

Table 10: Reward systems adopted in Kira Municipality for public primary teachers

	Frequency	Percentage
Basic pay	87	90.6
Allowances	6	6.3
Gratuity	1	1.0
Pension	1	1.0
Recognition	1	1.0
Total	96	100.0

Source: Primary data (2020)

Table 10 presents the reward systems adopted in Kira Municipality for public primary teachers. The majority of the respondents (90.6%) agreed that they are provided with basic pay, 6.3% added that they are provided with allowances while the rest are given gratuity, pension, and recognition. This shows that most public primary teachers in Kira Municipality are provided with basic pay as the reward system, which is money that is never a motivator because it's never enough therefore, it may not influence performance

4.5 Financial rewards offered by Kira Municipality and motivation of teachers in the public primary schools

The study investigated the influence of financial rewards offered by Kira Municipality on motivation of the public primary teachers. This section presents the descriptive statistics on financial rewards and motivation of the public primary teachers as well as presents the model results on the effect of financial rewards offered by Kira Municipality on motivation of the public primary teachers.

4.5.1 Descriptive statistics on the financial rewards offered to public primary teachers in Kira municipality

The descriptive statistics presented on financial rewards offered include the mean scores and standard deviations to show the extent of agreement and disagreement on statements. It should be noted that a mean score above 3 shows a strong agreement on a particular item and a mean score below or equal to 3 shows a strong disagreement on a particular item.

Table 11: Descriptive statistics on the financial rewards offered to public primary teachers

Statements	Mean	Std. deviation
Our salaries are adequate in meeting the basic needs	2.29	1.114
We always receive salary increments as expected and promised by government	2.53	1.239
Our salaries are always paid in time and in full	3.30	1.077
We are always paid allowances for special and extra tasks performed	2.30	1.189
Am assured of gratuity and pension on retirement from the service	3.66	1.238

Source: Primary data (2020)

Table 11 presents the descriptive statistics on financial rewards offered to public primary teachers in Kira municipality. The study first investigated if salaries are adequate in meeting the basic needs of the public primary teachers in Kira municipality. The majority of the respondents disagreed that their salaries are adequate in meeting their basic needs (mean=2.29, Std. deviation=1.114). This shows that the salaries provided to public primary teachers in Kira municipality are not adequate in meeting their basic needs and this may affect their level of motivation towards work. This echoes what Hessels, Rietveld and van der Zwan, (2017).and Tehseen and Hadi (2015) said among occupations, one of the most hectic occupations is teaching due to decrease in job satisfaction by inadequate salary and low status and more so in public schools. In line with this during our interviews one respondent said ‘*the reason why our public schools perform poorly compared to our counterpart private schools is because of the varying pay which is far better in the private schools*’.

In regards whether public primary teachers always receive salary increments as expected and promised by government, the study found out that majority of the respondents disagreed that they always receive salary increments as expected and promised by government (mean=2.53, Std. deviation=1.239). The most respondents in the study agreed that their salaries are always paid in time and in full as shown a bigger mean score which is above the threshold of 3 (mean=3.30, Std. deviation=1.077). Reflecting on this, one teacher interviewed said ‘*though,*

these days we get our monthly salary in time even before end of month but the pay is low and apart from the service increment, we rarely receive substantial increment regularly. In fact, it has to first wait for the president's intervention to announce the teachers' salary rise but also only after protracted negotiations out teachers' industrial action'.

The study attempted to establish if public primary teachers in Kira municipality are always paid allowances for special and extra tasks performed. The findings revealed that public primary teachers in Kira municipality are not paid allowances for special and extra tasks performed since majority of the respondents in the study disagreed (mean=2.30, Std. deviation=1.189). The implication is that there is low level motivation of teachers since they are not paid allowances for special and extra tasks performed.

The study found out that a bigger percentage of respondents supported that public primary teachers are assured of gratuity and pension on retirement from the service (mean=3.66, Std. deviation=1.238). This shows that public primary teachers may be encouraged to work due to the assurance of gratuity and pension on retirement. At least one good thing working for government is that on retirement receive your good package (gratuity) as a lump sum, and thereafter, monthly pay (pension). On this one teacher during the interviews had this to say *'this alone keeps us working for government – teaching these unattractive public schools. Actually one of my colleagues in the private school mentioned that one thing they admire about us is the gratuity/pension'*

4.5.2 Descriptive statistics on motivation of public primary teachers in Kira municipality

This section presents the mean scores and standard deviations to show extent of agreement and disagreement in regards to motivation of public primary teachers in Kira municipality. However, it is noted that a mean score above 3 shows a strong agreement on a particular item and a mean score below or equal to 3 shows a strong disagreement on a particular item.

Table 12: Descriptive statistics on motivation of public primary teachers in Kira municipality

Statements	Mean	Std. deviation
The feedback and recognition for my work I always receive motivates me to complete tasks	2.83	1.083
I strive in their work if there is an anticipated reward that i value, such as promotion	3.11	0.893
I enjoy great freedom & autonomy on my work in satisfying our clients	3.23	0.923
Career advancement opportunities taken motivated me to improve the quality of my work.	3.23	1.071
The job training given leads to better work output such as good grades	3.61	1.080
The permanent and pensionable terms am employed under encourages me to perform better and stay in the profession.	3.69	1.164

Source: Primary data (2020)

Table 12 presents the descriptive statistics on motivation of public primary teachers in Kira municipality. The findings revealed that the feedback and recognition for their work which public primary teachers always receive motivates them to complete tasks (mean=2.83, Std. deviation=1.083). This indicates that public primary teachers are encouraged to complete their tasks due to the feedback and recognition for their work. This result follows what Wang et al. (2018) and Armstrong (2019) said that ‘the concept of performance reinforcement has proved that effective and timely feedback can be regarded as a motivation to increase employees’ productivity and spirit’. Echoing this, one teacher interviewed said that ‘*working for a boss who doesn’t appreciate your efforts or recognize your outputs, quite demoralizes*’

The study sought to establish if public primary teachers in Kira municipality strive in their work if there is an anticipated reward that they value, such as promotion and the findings were supportive. The findings showed that majority of the respondents supported that they strive in their work if there is an anticipated reward that they value, such as promotion (mean=3.11, Std. deviation=0.893). The majority of the respondents agreed to a greater extent that they enjoy great freedom & autonomy on their work in satisfying their clients (mean=3.23, Std. deviation=0.923).

The study assessed whether career advancement opportunities taken motivate public primary teachers to improve the quality of their work and the findings were positive. The majority of the respondents supported that career advancement opportunities taken motivate them to improve the quality of their work (mean=3.23, Std. deviation=1.071). Thus, this means that career advancement opportunities provided to teachers encourage them to work effectively. This reflects the findings of Adil and Fatima (2013) investigating the impact of five determinants of the rewards (salary offered, recognition, promotion, working content, and working conditions) found that except salary offer, rests of the four variables have been found statistically significant to predict teacher's motivation (Adil & Fatima, 2013), and in support of this, one head teacher interviewed said that *'I really liked my job and I would give it all it takes during the first 2 years of my promotion to a head teacher and subsequent transfer to this school'*.

The study attempted to find out whether the job training given to public primary teachers in Kira municipality leads to better work output such as good grades and the findings were positive. The highest proportion of respondents were in agreement that the job training given to them leads to better work output such as good grades (mean=3.61, Std. deviation=1.080). In regards whether the permanent and pensionable terms in which teachers employed under encourage them to perform better and stay in the profession, the majority of the respondents agreed that the permanent and pensionable terms in which they are employed under encourage them to perform better and stay in the profession (mean=3.69, Std. deviation=1.164). these findings are a reflection of what Ngcobo and Naidoo (2015) noted that a total reward strategy combining both tangible and intangible rewards highlighting the importance of non-monetary rewards such as recognition, feedback, coaching, mentoring and career development is necessary for employee motivation (Armstrong & Brown, 2019)

Relationship between reward system, motivation and public primary teachers’ performance in Kira Municipality

The study sought to establish the relationship between reward system, motivation and public primary teachers’ performance in Kira Municipality using spearman’s rank correlation. The findings are presented below.

Table 13: Correlation results on the relationship between reward system, motivation and public primary teachers’ performance in Kira Municipality

		Reward System	Motivation	Teacher’s Performance
Reward System	Correlation Coefficient	1		
	Sig. (2-tailed)	.		
	N	96		
	Correlation Coefficient	.545**	1	
Motivation	Sig. (2-tailed)	.000	.	
	N	96	96	
	Correlation Coefficient	.194*	.249*	1
	Sig. (2-tailed)	.039	.014	.
Teacher’s Performance	N	96	96	96

***. Correlation is significant at the 0.01 level (2-tailed).*

**. Correlation is significant at the 0.05 level (2-tailed).*

Source: Primary data (2020)

Table 13 presents correlation results on the relationship between reward system, motivation and public primary teachers’ performance in Kira Municipality. The findings show that motivation had a positive weak but significant relationship with public primary teachers’ performance in Kira Municipality ($r=0.249$, $P\text{-value}<0.05$). This shows that as public primary teachers get motivated, their performance grows slightly at a lower level. The study also revealed that reward system had a positive weak but significant relationship with public primary teachers’ performance in Kira Municipality ($r=0.194$, $P\text{-value}<0.05$). This implies that when public primary teachers are provided with both financial and non-financial rewards, their performance at school improves at lower level. Hence rejecting the third null hypothesis **H₀₃**: ‘there is no significant relationship between reward system, motivation and public primary

teachers' performance in Kira Municipality' and instead accepts the alternative hypothesis that 'there is a significant relationship between reward system, motivation and public primary teachers' performance in Kira Municipality'. These results conform to the findings of prior studies like one of Karami, et al., (2013) on analyzing the effectiveness of reward management system on employee performance through the mediating role of employee motivation at Isfahan Regional Electric Company found that there is a positive and significant relation among elements of reward management system and motivation and performance. Similarly, another study examined the relationship between compensation, motivation and promotion with job Satisfaction of academic staff in three private colleges in Malaysia and the results indicated that there was a positive significant relationship between compensation, motivation and promotion and job satisfaction (Arokiasamy et al., 2013).

4.5.3 The effect of financial rewards offered by Kira Municipality on motivation of the public primary teachers

The study investigated the effect of financial rewards offered by Kira Municipality on motivation of the public primary teachers was significant at 5% level using simple linear regression model. The findings are presented in the table below.

Table 14: Regression findings on the effect of financial rewards offered by Kira Municipality on motivation of the public primary teachers

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.391 ^a	.153	.144	.68532		
a. Predictors: (Constant), Financial rewards						
ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.958	1	7.958	16.944	.000 ^b
	Residual	44.148	94	.470		
	Total	52.106	95			
a. Dependent Variable: Motivation						
b. Predictors: (Constant), Financial rewards						
Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.254	.260		8.668	.000
	Financial rewards	.366	.089	.391	4.116	.000
a. Dependent Variable: Motivation						

Source: Primary data (2020)

Table 14 presents the model findings on the effect of financial rewards offered by Kira Municipality on motivation of the public primary teachers. The regression findings revealed that financial rewards offered by Kira Municipality had a positive and significant effect on motivation of the public primary teachers as shown by a positive Beta coefficient (B=0.366) and P-value which is below 0.05 level of significance (P-value=0.000). This result rejects the null hypothesis **H₀₁**: ‘there is no significant the effect of financial rewards offered by Kira Municipality on motivation of the public primary teachers’ but instead supports the alternative hypothesis that ‘there is a significant effect of financial rewards offered by Kira Municipality on motivation of the public primary teachers’. The model findings show that adding a financial reward to a teacher results into an improvement in motivation by 0.366. The findings indicate that offering more financial rewards to public primary teachers improves on their level of motivation. This is supported by Armstrong and Brown (2006) who maintain that relational

rewards help deliver a positive psychological contract and position an organisation as an “employer of choice”. Echoing this, during our interviews, one head teacher interviewed said that *‘I really liked my job and I would give it all it takes during the first 2 years of my promotion to a head teacher and subsequent transfer to this school’*.

The ANOVA results show that the model fits very well the data on financial rewards and motivation ($F=16.944$, $P\text{-value}<0.05$). The coefficient of determination results show that financial rewards offered by Kira Municipality account for only 14.4% of the total variations in motivation of the public primary teachers.

4.6 Non-financial rewards offered by Kira Municipality and motivation of the public primary teachers

The study made an attempt to establish the effect of Non-financial rewards offered by Kira Municipality on motivation of the public primary teachers. This sections the descriptive statistics on Non-financial rewards offered by Kira Municipality as well as the regression findings on the effect of Non-financial rewards offered by Kira Municipality on motivation of the public primary teachers.

4.6.1 Descriptive statistics on Non-financial rewards offered by Kira Municipality to public primary teachers

This area presents the mean scores and standard deviations to show extent of agreement and disagreement in regards to Non-financial rewards offered by Kira Municipality to public primary teachers. However, it is noted that a mean score above 3 shows a strong agreement on a particular item and a mean score below or equal to 3 shows a strong disagreement on a particular item.

Table 15: Descriptive statistics on Non-financial rewards offered by Kira Municipality

Statements	Mean	Std. deviation
Having a job security (Permanent & Pension) motivates me to teach well	3.45	1.085
There are Career development & advancement opportunities offered in my line of employment	3.02	1.036
Am always recognized for good performance in my profession & workplace	2.93	1.216
I have freedom & autonomy on the job in Kira Municipality	2.94	1.094
Everybody benefits on the training & development opportunities in our profession	3.05	1.217

Source: Primary data (2020)

Table 15 presents the Non-financial rewards offered by Kira Municipality to public primary teachers. The findings revealed that most of the respondents agreed that having a job security (Permanent & Pension) motivates them to teach well (mean=3.45, Std. deviation=1.085). The majority of the respondents agreed that there are career development and advancement opportunities offered in my line of employment (mean=3.02, Std. deviation=1.036). This means that the public primary teachers in Kira municipality are provided with career development & advancement opportunities. These results support the findings of the study to ascertain the impact of different human resource management practices on employees' motivation by Danish and Usman (2010) that found compensation, promotion opportunities, job security, relationship with colleagues, demographic characteristics, and operating procedures (HRM practices) had a positive correlation with employee's motivation, an issue that in our interview was highlighted by almost all interviewees that *'one thing everyone working in government (public servant) is proud of is being permanent and pensionable, everyone is at least assured of a job-job security'*.

The study established whether public primary teachers in Kira municipality are always recognized for good performance in their profession and workplace and the findings were negative. The majority of the respondents to a greater extent disagreed that they are always recognized for good performance in their profession and workplace (mean=2.93, Std.

deviation=1.216). Thus, this is an indication that there is no recognition of public primary teachers for their good performance which greatly affects their level of motivation at work. Echoing this, one teacher interviewed said that *‘working for a boss who doesn’t appreciate your efforts or recognize your outputs, is quite demoralizes. In fact all of us these days we are envious of our colleagues who have been recognized as best teachers in various categories, you wish you are the one ’*

In regards whether the public primary teachers have freedom and autonomy on their job, the study revealed that majority of the respondents were in disagreement that public primary teachers have freedom and autonomy on their job (mean=2.94, Std. deviation=1.094). Therefore, this shows a low level motivation of public primary teachers since they do not have freedom and autonomy on their job. The bigger proportion of respondents agreed that every worker benefits on the training and development opportunities in their profession as indicated by a high level mean (mean=3.05, Std. deviation=1.217). This result can confirm study findings where organizational reward system has been found to play a critical role in enhancing employee satisfaction and that non-financial rewards can predict employee performance (Hayat et al., 2020).

4.6.2 Effect of Non-financial rewards offered by Kira Municipality on motivation of the public primary teachers

The researcher examined if there existed a significant effect of Non-financial rewards offered by Kira Municipality on motivation of the public primary teachers using a simple linear regression model at 5% level. The findings are presented below using simple linear regression model.

Table 16: Regression findings on the effect of Non-financial rewards offered by Kira Municipality on motivation of the public primary teachers

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.604 ^a	.365	.358	.59328		
a. Predictors: (Constant), Non-financial rewards						
ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.020	1	19.020	54.036	.000 ^b
	Residual	33.087	94	.352		
	Total	52.106	95			
a. Dependent Variable: Motivation						
b. Predictors: (Constant), Non-financial rewards						
Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.617	.235		6.886	.000
	Non-financial rewards	.542	.074	.604	7.351	.000
a. Dependent Variable: Motivation						

Source: Primary data (2020)

Table 16 presents the regression findings on the effect of Non-financial rewards offered by Kira Municipality on motivation of the public primary teachers. The results show that Non-financial rewards offered by Kira Municipality have a positive and significant effect on motivation of the public primary teachers as indicated by a positive Beta coefficient (B=0.542) and a p-value below the 0.05 level of significance. These findings reject the null hypothesis **H₀₂**: ‘there is no significant effect of non-financial rewards offered by Kira Municipality on motivation of the public primary teachers’ and instead support the alternative hypothesis that ‘there is a significant effect of non-financial rewards offered by Kira Municipality on motivation of the public primary teachers’. This conclusion conforms to the previous studies investigating the relationship between non-financial rewards and job motivation and a positive relationship was identified meaning that employees that are intrinsically motivated are more satisfied (Kamal et al., 2012; Rast, 2012; Tausif, 2012). Similarly, during the interview one teacher said ‘it is not only good pay that matters, but also things like promotions, trainings,

recognition and job security are equally important in motivating us to continue teaching'. It is evident that adding a Non-financial reward to a public primary teacher in Kira municipality increases on his/her motivation by 0.542. This means that providing more Non-financial rewards to public primary teachers in Kira municipality improves on their motivation.

The ANOVA findings show that the model fits very well the data on Non-financial reward and motivation, thus indicates that Non-financial rewards offered by Kira Municipality statistically and significantly predict motivation of the public primary teachers ($F=54.036$, $P\text{-value}<0.05$). The Adjusted R Square show that Non-financial rewards offered by Kira Municipality account for 35.8% of the total variations in motivation of the public primary teachers and 64.2% of the variations are accounted for by other factors.

4.8 Extent to which the financial and non-financial rewards offered to a public primary school in Kira have motivated teachers and staffs to perform effectively

The study also made an attempt to establish the extent to which the financial and non-financial rewards offered to public primary schools in Kira have motivated teachers and staffs to perform effectively. The findings are presented in the table below.

Table 17: Extent to which the financial and non-financial rewards offered to a public primary school in Kira have motivated teachers and staffs to perform effectively

	Frequency	Percentage
No extent	2	2.1
Less extent	24	25.0
Moderate extent	49	51.0
Great extent	16	16.7
Very great extent	5	5.2
Total	96	100.0

Source: Primary data (2020)

The findings in table 17 reveal that majority of the respondents were in agreement that financial and non-financial rewards offered to a public primary schools in Kira have moderately

motivated teachers and staffs to perform effectively (51%) followed by 16.7% who indicated to great extent and 5.2% to very great extent while 25% indicated to less extent and 2.1% to no extent. This is an indication that public primary teachers in Kira Municipality are offered financial and non-financial rewards but may not be sufficient. This could be the reason why the study by Namara and Kasaija (2016) on Teachers' protest movements and prospects for teachers improved welfare in Uganda concluded that continued teachers' protests and strikes over the years is a clear indication of the unresolved issues surrounding teacher welfare (Namara & Kasaija, 2016).

CHAPTER FIVE
SUMMARY AND DISCUSSION OF THE FINDINGS, CONCLUSION AND
RECOMMENDATIONS

5.1 Introduction

The study findings mainly directed on examining how rewards influence motivation and performance of teachers in public primary schools of Kira Municipality, and specifically, to establish the type of reward systems adopted in Kira Municipality for public primary teachers, examine the effect of financial rewards offered by Kira Municipality on motivation of the public primary teachers, examine the effect of non-financial rewards offered by Kira Municipality on motivation of the public primary teachers and determine the relationship between reward system, motivation and public primary teachers' performance in Kira Municipality

5.2 Summary of the findings

This study attempted to examine how rewards influence motivation and performance of teachers in public primary schools of Kira Municipality. The study findings showed a positive and significant relationship between the independent variables namely financial and non-financial, and dependent variables of motivation and performance of Kira Municipality public primary teachers.

The regression findings revealed that financial rewards and non-financial rewards offered by Kira Municipality had a positive and significant effect on motivation of the public primary teachers as shown by a positive Beta coefficient ($B=0.366$) and ($B=0.542$) respectively and both with a P-value below 0.05 level of significance ($P\text{-value}=0.000$). the study findings further showed that motivation had a positive weak but significant relationship with public primary teachers' performance in Kira Municipality ($r=0.249$, $P\text{-value}<0.05$), and that reward system had a positive weak but significant relationship with public primary teachers' performance in

Kira Municipality ($r=0.194$, $P\text{-value}<0.05$). This shows that as public primary teachers are motivated by rewards, their performance increase though at a lower level. Therefore, recommendations given for this study are intended at ensuring Kira Municipality and MoPS at large to get right blend of tangible or financial rewards and intangible or non-financial rewards.

5.3 Discussion of the findings

The findings for this study are analysed and discussed as per the objectives of the study and research hypotheses;

5.3.1 Response rate and demographics

This study examines the relationship of rewards, motivation and performance of public primary teachers in Kira Municipality. For obtaining quantitative data, the questionnaires distributed yielded a response rate of 85.1% that was found to be very good for the study (Babbie, 2004).

The descriptive statistics shows that, the respondents were a true representative and well distributed in terms of age, gender and schools, and the majority are literate and have been in public service (teaching) in Kira Municipality for more than one year, therefore competent and long enough, and in a position to give credible response on reward system, motivation and performance of public primary teachers in Kira Municipality.

5.3.2 To examine the effect of financial rewards offered by Kira Municipality on motivation of the public primary teachers

To examine the effect of financial rewards offered by Kira Municipality on motivation of the public primary teachers, the regression findings revealed that financial rewards offered by Kira Municipality had a positive and significant effect on motivation of the public primary teachers as shown by a positive Beta coefficient ($B=0.366$) and $P\text{-value}$ which is below 0.05 level of significance ($P\text{-value}=0.000$). This result rejects the null hypothesis H_{01} : 'there is no significant the effect of financial rewards offered by Kira Municipality on motivation of the public primary teachers' but instead supports the alternative hypothesis that 'there is a significant effect of

financial rewards offered by Kira Municipality on motivation of the public primary teachers'. The model findings show that adding a financial reward to a teacher results into an improvement in motivation by 0.366. The findings indicate that offering more financial rewards to public primary teachers improves on their level of motivation.

5.3.3 To examine the effect of non-financial rewards offered by Kira Municipality on motivation of the public primary teachers

To examine the effect of non-financial rewards offered by Kira Municipality on motivation of the public primary teachers, the regression findings on the effect of Non-financial rewards offered by Kira Municipality on motivation of the public primary teachers. The results show that Non-financial rewards offered by Kira Municipality have a positive and significant effect on motivation of the public primary teachers as indicated by a positive Beta coefficient (B=0.542) and a p-value below the 0.05 level of significance. These findings reject the null hypothesis **H₀₂**: 'there is no significant effect of non-financial rewards offered by Kira Municipality on motivation of the public primary teachers' and instead support the alternative hypothesis that '*there is a significant effect of non-financial rewards offered by Kira Municipality on motivation of the public primary teachers*'. This conclusion conforms to the previous studies investigating the relationship between non-financial rewards and job motivation and a positive relationship was identified meaning that employees that are intrinsically motivated are more satisfied (Kamal et al., 2012; Rast, 2012; Tausif, 2012).

5.3.4 To determine the relationship between reward system, motivation and public primary teachers' performance in Kira Municipality

On the objective to determine the relationship between reward system, motivation and public primary teachers' performance in Kira Municipality, correlation results on the relationship between reward system, motivation and public primary teachers' performance in Kira Municipality. The findings show that motivation had a positive weak but significant

relationship with public primary teachers' performance in Kira Municipality ($r=0.249$, $P\text{-value}<0.05$). This shows that as public primary teachers get motivated, their performance grows slightly at a lower level. The study also revealed that reward system had a positive weak but significant relationship with public primary teachers' performance in Kira Municipality ($r=0.194$, $P\text{-value}<0.05$). This implies that when public primary teachers are provided with both financial and non-financial rewards, their performance at school improves at lower level. Hence rejecting the third null hypothesis **H₀₃**: 'there is no significant relationship between reward system, motivation and public primary teachers' performance in Kira Municipality' and instead accepts the alternative hypothesis that 'there is a significant relationship between reward system, motivation and public primary teachers' performance in Kira Municipality'. Therefore, the right blend of tangible or financial rewards and intangible or non-financial rewards is therefore, necessary since they do have a positive impact on public primary teacher motivation and performance.

5.4 Conclusion

The research study was to examine how rewards influence motivation and performance of teachers in public primary schools of Kira Municipality. The study findings showed a positive and significant relationship between the independent variables namely financial and non-financial, and dependent variables of motivation and performance of Kira Municipality public primary teachers.

The regression findings revealed that financial rewards and non-financial rewards offered by Kira Municipality had a positive and significant effect on motivation of the public primary teachers as shown by a positive Beta coefficient ($B=0.366$, $P\text{-value}=0.000$) and ($B=0.542$, $P\text{-value}=0.000$) respectively. The study findings further showed that motivation had a positive weak but significant relationship with public primary teachers' performance in Kira Municipality ($r=0.249$, $P\text{-value}=0.000$), and that reward system had a positive weak but

significant relationship with public primary teachers' performance in Kira Municipality ($r=0.194$, $P\text{-value}<0.05$). This shows that as public primary teachers are motivated by rewards, their performance increase though at a lower level.

5.5 Recommendation

This study's recommendations will support Kira Municipality, her staffs and others to enhance their performance through rewards because they are one of the basic tools which supervisors use to motivate their employees, and play a significant role to enhance the motivation and performance of an employee in any organization let it be private or public by adopting the following;

There is an increasing realisation that reward comprises more than just the tangible elements of pay and benefits. Studies have demonstrated that a wide range of factors that, collectively, have a major impact on employee motivation & performance. Therefore, Kira Municipality reward system must include factors that address the important question: 'Why should I work here? These include working environment, career opportunities, personal/professional development, leadership & management style and recognition etc.

Rewards are effective at the right point in time when it is required and as a result, the current study recommend that Kira Municipality reward plans should be revised on periodic basis so that it helps it maintain a high level of motivation, job satisfaction, and above all, employee's retention.

It is noted that employees at different level in an organization are motivated by different types of rewards and as such the study recommends that Kira Municipality embraces the Total Reward strategy that includes all sorts of reward types which increase employees' motivation to work by raising their self-esteem.

Interviewed employees expect that their efforts to be recognized and appreciated thus Kira

Municipality must reward teachers in a meaningful way e.g. fair treatment, enriched job responsibilities, management support, and appropriate working conditions, intrinsic and extrinsic rewards etc.

Also, it was noted that continued teachers' protests and strikes over the years has been a clear indication of the unresolved issues surrounding teacher welfare (Namara & Kasaija, 2016). Therefore, there an urgent to make a clear description of teachers' welfare system which includes salaries, allowances and benefits.

Kira must ensure supervisors communicate with subordinates (employees) regularly to get feedback and convey suggestions on how best the non-financial rewards can be implemented to ensure organizational performance.

5.6 Areas of future research

Following the study on rewards, motivation and public primary teacher performance in Kira Municipality, there is a need to explore public teacher and performance from the context of Performance-Based Compensation. In addition, the study proposes an attempt to research on the challenges in achieving high motivation and teacher performance in public primary school Vs private schools.

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Questionnaire

Impact of rewards and motivation on performance of teachers of public primary schools in Kira Municipality, Uganda.

Dear Respondent,

I am a Masters student of Kyambogo University conducting a research study as a partial fulfillment of the requirements for the Award of a degree in Masters of I wish to request you spare a few minutes of your valuable time and answer this questionnaire on “Impact of rewards and motivation on performance of teachers of public primary schools: A Case Study of in Kira Municipality, Uganda”. It will not take a lot of your time as it only requires you to select any answer you feel is right. More importantly, the information requested in here, is purely for academic purposes and will be treated with utmost confidentiality as there is no space where to record your name or sign.

I will be very grateful for your assistance.

Thank you.

Yours truly,

.....
(Student)

Impact of rewards and motivation on performance of teachers of public primary schools in Kira Municipality

Instructions:

Please kindly tick your response.

Do not write your name on the questionnaire

SECTION A: Background characteristics of the respondents

1. **Gender:** Male Female
2. **Age:** 18-25 26-33 34-41 42-49 50-59
3. What is your education level?
 (a) Post graduate (b) Graduate (c) Diploma (d) Certificate
4. For how long have you worked as government teacher?
 (a) Less than 5yrs (b) 6-10yrs (c) 11-15yrs (d) 11yrs& above
5. In which primary school are you currently teaching in Kira Municipality?

6. Which of the following is your current position in your respective school?
 (a) Teacher (b) D/Headteacher (c) H/Teacher (d) DOS

SECTIONB: Rewards Public Primary Schools in Kira Municipality

7. How well do you understand the concept of rewards?
 (a) Very well (b) Well (c) fairly (d) Poorly (e) V/poorly
8. Tick any type of rewards you think are offered in public primary schools from the list provided below; (tick all that apply).

No.	Types of rewards	Tick
1.	Basic pay	
2.	Allowances	
3.	Gratuity	
4.	Pension	
5.	Job security	
6.	Good leadership	
7..	Safe working conditions	
8.	Recognition	
9.	Job Training	
10.	Quality of work life	
11.	Work-life balance	
12.	Career Development	
13.	Freedom & autonomy	
14.	Career advancement opportunity	

9. To what extent do you think the Kira Municipality (public service) offers any of the rewards mentioned above?

- (a) No extent (b) Less extent (c) Moderate extent (d) Great extent
 (e) Very great extent

SECTIONC: Rewards and Motivation in Public primary schools in Kira Municipality

10. State the extent to which the following non-financial rewards motivate you on your job in Kira Municipality. Indicate your choice of answer ranging from No-extent (1), Less Extent (2), Moderate Extent (3), Great Extent (4) to Very Great Extent (5).

(a) Statements of non-financial rewards on motivation		1	2	3	4	5
i.	Having a job security (Permanent & Pension) motivates me to teach well					
ii	There are Career development & advancement opportunities offered in my line of employment					
iii	Am always recognized for good performance in my profession & workplace					
iv	I have freedom & autonomy on the job in Kira Municipality					
v	Everybody benefits on the training & development opportunities in our profession					
(b) Statements of financial rewards on motivation		1	2	3	4	5
i.	Our salaries are adequate in meeting the basic needs					
ii.	We always receive salary increments as expected and promised by government					
iii.	Our salaries are always paid in time and in full					
vi.	We are always paid allowances for special and extra tasks performed					
v.	Am assured of gratuity and pension on retirement from the service					

SECTION D: Motivation and performance

11. Rate the following statements according to how you feel about how motivation out of rewards impacts performance in Kira Municipality. Indicate your choice of answer ranging from Strongly disagree (1), Disagree (2), Neutral (3), Agree (4) to Strongly agree (5).

Statements of motivation and performance		1	2	3	4	5
i	The feedback and recognition for my work I always receive motivates me to complete tasks					
ii.	I strive in their work if there is an anticipated reward that i value, such a promotion					
iii.	I enjoy great freedom & autonomy on my work in satisfying our clients					
iv.	Career advancement opportunities taken motivated me to improve the quality of my work.					
v.	The job training given leads to better work output such as good grades					
vi.	The permanent and pensionable terms am employed under encourages me to performance better and stay in the profession.					

SECTION E: Reward, motivation and performance

12. Rate the following statements related to the relationship between rewards, motivation and performance at Kira Municipality by choice of your answer ranging from strongly disagree (1), Disagree (2), Neutral (3), Agree (4) to strongly agree (5).

Statements of motivation, rewards & performance		1	2	3	4	5
i	Receiving feedback and recognition for my work encourages me complete tasks for better performance or good grades					
ii	Adequate salary enables me work better and stay on my work all the time					
iii	The freedom & autonomy that I enjoy helps me satisfy our clients					
iv	Career advancement opportunities I have taken help me improve the quality of teaching and work					
v	Skills and knowledge I acquired through job training leads to quality teaching and syllabus coverage					
vi	Allowances received for special and extra tasks performed help improve pupils' pass rates					
vii	Just compensation for my efforts and accomplishments ensures syllabus coverage and pupils' completion rates.					
viii	Everyone is more likely to strive in their work (quality teaching) if there is an anticipated reward, such as gratuity or pension					
ix	Financial & non-financial rewards help meet established goals and standards of good grades, pass rates, syllabus coverage.					

SECTION F: Performance A Result of Motivation and Rewards

13. Rate the following statements related to performance as a result of rewards and motivation at Kira Municipality by choice of your answer ranging from strongly disagree (1), Disagree (2), Neutral (3), Agree (4) to strongly agree (5).

14.

Statements of performance as a result of motivation & rewards		1	2	3	4	5
i.	Teacher absenteeism in public schools is caused by moonlighting due to low pay					
ii.	Low grades and pass rates exhibited by public primary schools is a result of demotivated teachers					
iii.	Lack of continuous training among public primary teachers and promotions affects the quality of teaching seen in poor grades					
iv.	Meet all my work targets or cover the syllabus because am paid on time and adequately.					
v.	Those that have posted better work output such as good grades are always praised and recognized publically.					
vi.	We continue to work hard and stay in the profession because we are permanent and pensionable.					

14. In which extent do you think the financial and non-financial rewards offered to a public primary school in Kira have motivated teachers and staffs to performance effectively?

- (a) No extent (b) Less extent (c) Moderate extent (d) Great extent
 (e) Very great extent

15. What would you recommend to the Kira Municipality or Public Service in terms of rewards and employee

performance?.....

 ...

Interview guide

Rewards, motivation and performance among public primary teachers of Kira Municipality

1. For how long have you been a government teacher? What about in this primary school?
2. What is your designation?
3. Do you love your teaching profession and more especially teaching in government school?
4. Are you remunerated well compared to your counterparts in private schools?
5. Apart from salary, are there any other forms of rewards given to you teachers?
6. Is the salary you're earning adequate? Are you paid promptly?
7. How often are teachers being promoted?
8. Are always appreciated or recognized for the job well done or excelling on your job?
9. Does being on permanent and pensionable terms of employment motivate you to continue working for government?
10. What do you think has been a major cause for rest teacher strikes in Uganda?
11. Are you motivated to work for government as a teacher? What motivates you then?