

**REWARD MANAGEMENT AND PERFORMANCE OF TEACHERS
IN SELECTED SEVENTH DAY ADVENTIST (SDA) SECONDARY
SCHOOLS IN LUWEERO DISTRICT**

BY

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**A RESEARCH REPORT SUBMITTED TO THE GRADUATE SCHOOL IN
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DECLARATION

I Nuwagaba Lawrence Maradon, declare that this is my original piece of work. Neither whole nor part of this work has ever been submitted to any college/ University or institute of higher learning.

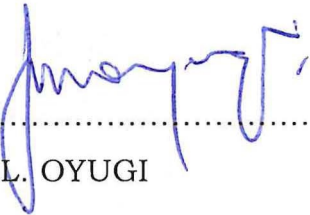
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APPROVAL

This is to certify that this study has been carried out under our supervision. It is now ready for submission to the Graduate school of Kyambogo University with our due approval.

Signed  Date: 12/1/2016

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Signed .. Regis Date: 12/01/2016

DR. REGIS K. ZOMBEIRE

DEDICATION

This research work is dedicated to my dear wife, Nampa Alice

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ABSTRACT

The major problem/ aim of the study was to investigate the effects of reward management and performance of teachers in seventh day Adventist secondary schools in Luweero District. The methods used in collecting data were questionnaire, document analysis, oral interviews and on spot observations. The data was obtained from directors, head teachers, teachers and Board of governors' representatives.

The findings of the study confirmed that all teachers were getting rewards but was not equally distributed and this has significance to teachers' performance of teaching in Seventh day Adventist secondary school.

The researcher concluded that teachers were getting rewards though there was a variance in the nature and amount given to every individual teacher. The researcher recommended that there is need to set up alternative sources of income to boost the reward pool such that enough can be provided to staff members.

CHAPTER ONE: INTRODUCTION

1.0 Background to the study

Organizations world over are constantly trying to improve their employees' efficiency and effectiveness by objectively rewarding employees and putting in place reward management structures. Reward management refers to the organization's policies, processes and practices for rewarding its employees in accordance with their contribution, skill and competence and their market worth. As Armstrong (2002) puts it, effective reward management should be congruent with and Support values and beliefs, emanate from the organization's strategies and goals, linked to organizational performance, drive and support desired behaviour at all levels, fit the desired management style provide competitive edge needed to attract and retain the high level of skills the organization needs and be anchored to attract, and retain the high level of skills the organization needs and be anchored to the realities of the market. In this perspective, rewards as Ginsberg (1996) suggests, are taken as both intrinsic (psychological rewards that are experienced directly by an individual such as feeling of accomplishment, increased self-esteem, and the satisfaction of developing a new skill), and extrinsic (rewards that are provided by an outsider agent, such as supervisor or work group such as bonuses, praise, or promotions) The intrinsic and extrinsic rewards are in this perspective a concern of motivation as put forward by Nedler and Lawler's (1977) expectancy theory. According to the expectancy theory, people chose how to behave from among alternative courses of action, based on their expectations of what there is to gain from each action. The theory stipulates three questions, which once answered by the rewards given, can stimulate high productivity. The questions include: if I do this, what will be the outcome? Is the outcome worth for me? What are my chances of achieving an outcome that will be worthwhile for me? Thus, according to the expectancy theory, individuals are motivated when they

see a favourable combination of what is important to them and what they expect as a reward for their efforts, and they behave accordingly.

According to Stoner, Freeman and Gilbert, (1996), rewards and incentives constitute to strategy implementation by shaping individual and group behaviour, in fact, as Musaazi (2005) puts out, well-designed reward plans are consistent with organization's objectives and structure. They do not only motivate employees to direct their performance towards the organization's goals, but cover everything that answers the question "why should I work here?", which in itself directs performance. Performance in this perspective refers to an evaluation of the results of a person's behaviour. It involves determining how well or poorly a person has accomplished at task or a job. In a school environment, this can be reflected by how well a teacher will complete the syllabus in time and how the students will do in their exams. The main aim of an academic institution world over, is to attain excellent academic performance through its staff. Like any other organization, there is need to adopt the right strategy to manage performance in order to fulfill the desired objectives of the institution. Many schools operate under different reward management systems and recognizing the achievements of the teaching staff. They try to find ways of valuing their staff members' work role towards the academic performance of the institution as a whole. In this study, performance was considered to be a form of one's accomplishments measured in terms of academic outputs, as envisioned in excellence or failure.

As Salter (1973) stresses, the continued commitment of the staff members to work to the best of their abilities and make any other contribution to the organization rests on a balance of negotiated agreement on pay (monetary rewards) and other incentives (non-monetary rewards). To Bright (1994), he says lack of such a balance results into threatening staff commitment, leading to poor performance.

Kohn (1993) suggests that rewards are bad ideas due to four reasons: (i) Rewards are a form of punishment. When you do not get a reward, it is like you are punished, and when you get it. You can easily come to resent the control that it represents. (ii) Reward can destroy relationships. Real cooperation and sharing is necessary for quality products and services. If someone is judging you in order to punish you, your actions will be to seek approval or avoid disapproval, rather than to do the tasks that are necessary. (iii) Rewards focus on outcome and can ignore reasons. By rewarding the outcomes, we can easily ignore the cause and the bigger system that produces the outcome. (iv) Rewards can discourage risk taking. By focusing on rewards, managers can ignore changes in strategy that need to be made as a matter of mid-course correction and they will not make decisions that may have higher payoffs but have more risk.

The seventh day Adventist Secondary Schools in Luweero have adopted a reward management policy in order to equitably, effectively and efficiently reward their employees commensurate to their labour input in rendering services to their respective schools. The policy framework contains guidelines and procedures that are supposed to be followed in compensation and administration of employees in a consistent and coherent manner. However the policies are subjected to review from time to time depending on prevailing situations such as: (i) Economic context in the country, (ii) Comparable job related market prices at any time, (iii) Revenue status of the institution, (iv) Performance status of the work force, and (v) Discretion of the institutional top management. The powers to add, delete or amend these policy guidelines lie within the institution top management. These are the board of directors, upon recommendations from the school Finance Committee.

Further more, in the SDA Schools' reward management policy, the spirit of sacrifice among the employees has to be manifested, not only by the levels of their financial remuneration, but also by their dedication of time, talents and

energy to the cause of God and humanity. Men and Women called to labour in the cause of ministry in the Adventist institutions are to be workers of simple purpose and allegiance. They are also supposed, from their modest remuneration, return a faithful tithe and make voluntary gifts to support the proclamation of the gospel and thus exhibit a further demonstration of faith and commitment of the church's mission (SDA Secondary Schools' Reward Management Policy, 2004)

A close scrutiny of the SDA Schools' reward management policy, shows that the contents are not universal and may not apply to every school. More so, the attachment to church, may not always be compatible with all employees especially those who are not Seventh day Adventists. As a result of such, the stipulations of the Seventh Day Adventist Schools' reward management policy deters' employees' effective performance. Even outside the Seventh Day Adventist School environment, and generally a consideration of a wider scale, shows that recent studies in Uganda related to this study have concentrated mostly on the relationship styles and the relationship between job satisfaction and performance. For example, Opon, (1986), Opolot (1991) focused on the prerequisites for job satisfaction and the linkage between job satisfaction and performance. No significant research has been done to establish the impact of reward management system on teacher performance in Uganda. It is actually out of such a scenario that the researcher felt the urgency to establish the impact of the Seventh Adventist School' reward management system. such that alternatives could be sought to attain high performance levels amidst the existing reward management system in the SDA secondary schools, focusing on Luweero district as a case study.

1.1 Statement of the problem

Organizations use different approaches to reward their employees as a way of stimulating better employee performance. The Seventh Day Adventist secondary schools have adopted a reward management policy in the bid to equitably, effectively and efficiently reward employees commensurate to their labour input in rewarding services to the schools. Efforts have been made to provide teachers with both financial and non-financial rewards like accommodation, breakfast, lunch, promotions and other benefits. Despite the ideal intentions of the reward management system, there seems to be performance gaps among teachers in the Seventh Day Adventist Secondary Schools in Luweero District. This is apparently characterized by the failure to complete the syllabus in time, low rates of employee retention and poor students' academic performance. The cause for this situation is not known, for little documentation has been done on the subject matter. It is not known whether the rewards given to teachers impact on their performance, whether there is a relationship between various rewards and teacher performance and whether there are reward management challenges.

1.2 Purpose of the study

The purpose of the study was to establish the impact of reward management and its influence on teachers' performance in selected Seventh Day Adventist Secondary Schools in Luweero District.

1.3 Objectives

The specific objectives of the study were.

- i. To establish the forms of rewards given to teachers in Seventh Day Adventist Secondary Schools in Luweero District.
- ii. To find out whether the rewards given to teachers influence their performance in seventh Day Adventist Secondary Schools in Luweero District.

iii.To assess whether there are reward management challenges in Seventh Day Adventist Secondary Schools in Luweero District.

1.4 Research Questions

The study was guided by the following research questions:

i. what kind of rewards is given to teachers in the Seventh Day Adventist Secondary schools in Luweero District?

ii. What impact do rewards have on teacher performance in the Seventh day Adventist Secondary Schools in Luweero District?

1.5 Scope of the study

Geographically, this study was carried out from Seventh Day Adventist secondary schools in Luweero district in the central region of Uganda. In terms of the content scope, the study focused on establishing the impact of reward management system on teacher performance. Specific emphasis was put on finding out whether the rewards given to teachers impacted positively on their performance, whether there was a relationship between various rewards and teacher performance and to establish whether there were reward management challenges in Seventh day Adventist Secondary schools in Luweero district. The time scope was two months.

1.6 Significance of the study

It is anticipated that the study findings will:

Provide useful information to the policy makers especially the ministry of Education and sports on reward management, not only in the Seventh Day Adventist secondary schools but also in other schools as well.

Identify reward management and performance gaps, which school managers may need to address. This way, solutions to the past failures may be sought, while consolidating the achievements at the same time.

Provide up-to-date literature to academicians who may wish to carry out some studies on the subject matter (reward management) or a related field.

It is thus hoped that the study findings will stimulate further research and generate debate that may help improve on the reward management in secondary schools, not only for the purposes of improving performance but also the employees' general welfare.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, the researcher tried to present a theoretical as well as a conceptual framework that guided the study. An attempt was also made to review relevant literature to the study. It was reviewed along the major themes of the study. The forms of rewards given to teacher, the impact of rewards on teacher performance and the reward management challenges in Seventh day Adventist Secondary schools in presenting this chapter, relevant materials were drawn from different sources for the researcher believes that any relevant material irrespective of time or place of origin, could still be useful in providing a significant basis for the study. An attempt was made to fill the research gap between the past writers and the present situation.

2.1 Theoretical framework

The study was guided by the expectancy theory as put forward by Nedler and Lawler (1977). According to the expectancy theory, people choose how to behave from among alternative courses of action, based on their expectations of what there is to gain from each action. The theory stipulates three questions of what there is to gain from each action. The three questions, if once answered by rewards given, can stimulate high productivity. The questions include: If I do this, what will be the outcome? Is the outcome worth the effort to me? What are my chances of achieving an outcome that will be worthwhile for me? Thus, according to the expectancy theory, individuals are motivated when they see a favourable combination of what is important to them and what they expect as a reward for their efforts, and they behave accordingly. This presupposes that for

employees to appreciate the existence of rewards, there should be a formalized structure of managing and distributing rewards according to one's expended efforts. Thus, by adopting this theory. the study was not only able to capture the forms of rewards hut also employee behaviour towards work as affected by the rewards expected.

2.2 Conceptual framework model

The study was based on the conception that rewards may be either in the form of financial or non-financial. Irrespective of the nature, such rewards are expected to stimulate better teacher performance by increasing their work morale and ascertaining their job security and satisfaction levels. It was also conceived that this can only be possible with an intervening variable to enhance the transformation of rewards into a motivating factor towards work. Otherwise, without such an intervening .variable rewards may never transform into improved teacher performance. The interrelationship between the variable was presented in figure 1 below.

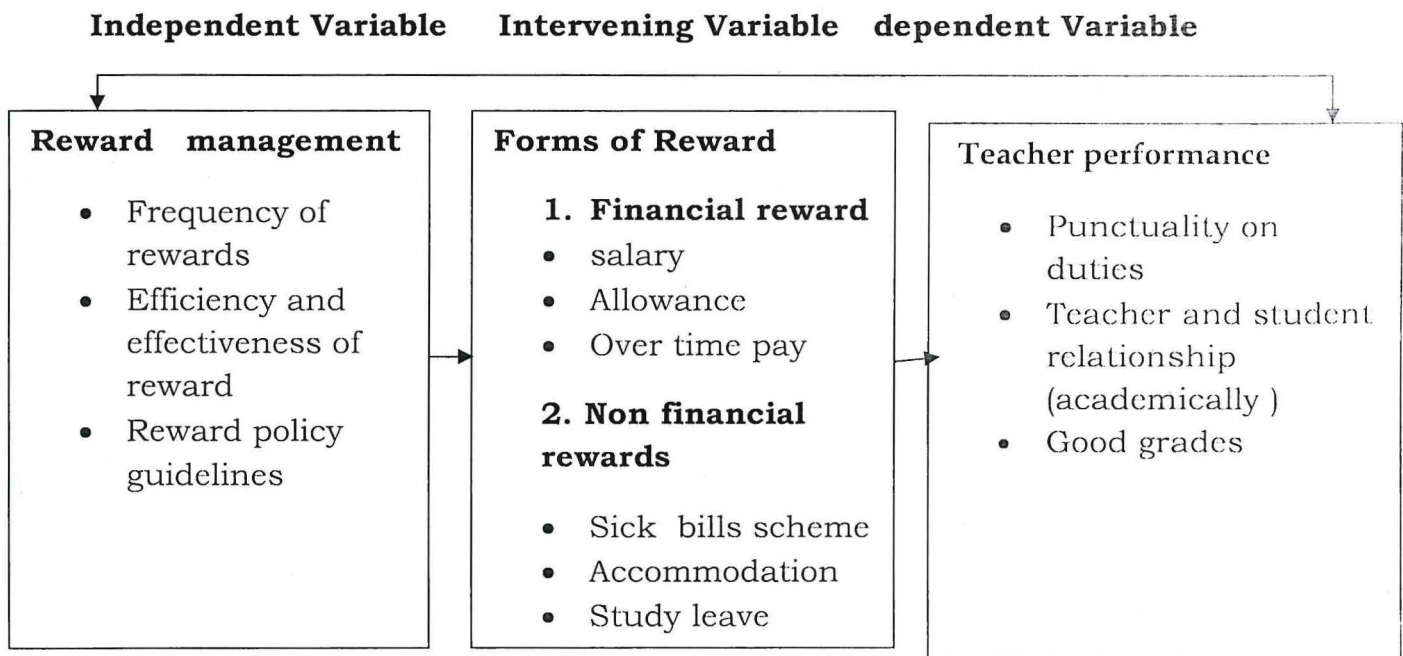


Figure 1 Conceptual framework

Source: Developed based on the candidate conception about reward management and teacher performance, 2014

2.3 The forms of rewards

Rewards as Beckhard (1969) puts, are basically divided into varieties: financial and non- financial rewards. Maicibi (2003) points out the following as financial rewards: Salary /Wage, Bonus, allowance, profit sharing and overtime pay .

The non-financial rewards are those that are not paid as part of wages/salaries. Such rewards may include services and facilities made available to employees and are expected to change the general level of performance by satisfying employee needs. In a study on difference among levels of employees in terms of non-financial rewards, Kohn (1993) found out that there is a range of rewards that may not influence performance. This was found out to be dependent on the individuals' circumstances, values and level of economic needs satisfaction.

In a similar study by Maicibi (2003), it was found out that salary (financial reward) was found out to be a great job satisfier for junior staff in universities in Uganda, while not a strong satisfier to stimulate senior non-teaching and academic staff. This presupposes that in instances when the employees' circumstances and values are in no conflict with the job interests, the distinction between financial and non-financial rewards may not be watertight. Ginsberg (1996) depicts the fact that within the financial and non-financial rewards, there is another categorization based on the nature of the reward, thus: intrinsic (psychological rewards that are experienced directly by an individual such as feelings of accomplishment, increased self-esteem, and the satisfaction of developing a new skill), and extrinsic (rewards that are provided by an outside agent, such as supervisor or work group such as bonuses, praise, or promotions). What remains the concern for this study is to find out the extent to which either intrinsic or extrinsic rewards are given to secondary school teachers. This was done focusing on the seventh day Adventist secondary schools in Luwero district as a case study.

2.4 The impact of reward management on teacher performance in the Seventh Day Adventist Schools

A number of scholars, particularly organizational psychologists have produced varying theories on motivation and rewards of organizational staff (Armstrong, 2002; Chandan, 1999; Maicibi, 2003). They observed rewards constitute to a drive that makes people act or not to act in a particular way. This encompasses the entire class of drives, desires, needs, wishes and other like force. Anything done to touch on these forces causes a behaviour, which is interpreted as the motivation behind that behaviour. The gist of the point here rests on the fact that people have needs. A need is lack of something wanted. This lack gives birth to a drive in the people to satisfy the need. If the needs are satisfied, organizational staffs devotion to work increases and this subsequently improves on the performance. However, it was not clear whether teachers' need

are adequately satisfied to stimulate their effective performance. This unclear situation was what this study aimed at finding out, focusing on employees in some selected Seventh Day Adventist secondary schools in Luweero district.

As Musaaazi (2005) stresses, when we recognize and reward individual or team performance through pay, this can stimulate motivation and further achievement. A well managed, implemented and managed pay for performance policy can help to offer a powerful mechanism for reinforcing successful behaviour, a clear focus on what is really important to the organization, a key vehicle for organization to cultural change and a mechanism for managing costs. To this extent therefore, organizational managers ought to understand the process of performance improvement and systems must be created to support it. However, the application of such an analysis to secondary schools is what this study laboured to find out, focusing on seventh Day Adventist secondary schools in Luweero district

Farrant, (1982) points out that rewards are incentives that encourage one to effectively fulfill his/her work role. Effective fulfillment of the work role results into better performance. However, he notices that for rewards to have a direct positive bearing on employee performances there is need to incorporate all the employees in the decision making process such that all their needs and aspirations are considered, lest such rewards may generate regressions and poor performance. This idea point to the fact that if employees are rewarded on a universal basis, without considering individual person's needs. cases of dissatisfaction are likely to crop up. However, how this applies to the seventh day Adventist secondary schools in Luweero district was not known and formed the basis of this study.

Hersey and Branchard (1988), argue that viable systems of rewards and recognition are key ingredients to effective performance and success of any organization. They further point out that the issue of rewards and pay is one of

the most obvious and visible expressions of the employment relationships. It is the main issue in the exchange between employer and employee, expressing the connection between the labour market, the individual's work and the performance of the teachers.

As the study of Maicibi (2003) suggests, rewards can contribute to job satisfaction particularly when it is directly related to performance. For instance, a profit related pay implies that if profits of the company go up, so does the employees' salary or wage. This arrangement is similar to performance related pay, which is commonly used in non-profit organizations. It implies that increased or improved performance results in higher pay, and by extension and implication, lowered performance results in low pay. However, a look at the Seventh day Adventist secondary schools reward Management Policy (2004), Points to the fact that the remuneration structure is based on education and profession training, experience, skills and competence, responsibilities born, years of service and staff category. This structure points to the fact that rewards are a way fixed, depending on different categories. Thus better performance in a lower category may still remain below the high ranked category. This implies that rewards among the staff members may not directly relate to better performance. However, this still remains an assertion whose authenticity and validity remained the concern of this study.

Davies (1982) portrays the fact that the motivation of employees through rewards can have a major impact on organizational effectiveness and performance. To Davies rewards are central to understanding and managing organizational behavior because they explain why people behave as they do in organizations. Rewards determine the extent to which organizational members perform at high level and help organization attain its goals. Rewards explain, for example, why a worker wants and tries to do good jobs while another worker with the same abilities cares less. In a school perspective, this takes the form of teachers with the same level of qualifications, but with

different performance outputs. Owing to this, it is apparent to note that rewards have a significant positive effect on employee performance irrespective of the level of qualification. It goes hand in hand with stimulating devotion at work. The concern of the study, here was to establish whether teachers in the Seventh Day Adventist Secondary schools are rewarded and if so, whether the amount of rewards match the impact as manifested in the teacher performance.

Nadler and Lawler (1977), in their expectancy theory; highlight that people choose how to behave from among alternative course of action, based on their expectations of what there is to gain from each action or performance. This was based on four assumptions that:

- (i) Behaviour is determined by a combination of factors in the individual and factors in the environment.
- (ii) Individuals make conscious decisions about their behaviour in the organization
- (iii) Individuals have different needs, desires and goals
- (iv) Individuals decide between alternative behaviors on the basis of their expectations that a give behavior will lead to a desired outcome.

The afore-listed assumptions are the basis of the expectancy model, which has three major components:

(a) Performance outcome expectancy. Individuals expect certain consequences of their behaviour. These expectations, in turn, affect their decisions on how to behave and fulfill their work roles. For example, a worker who is thinking about exceeding the sales quota may expect praise, a bonus, no reaction, or even hostility from colleagues.

(b) Valence: The outcome of a particular behaviour has a specific valence, or power to motivate, which varies from individual to individual. For example, to a manager who values money and achievement, a transfer to a higher paying

position in another city may have high valence: to a manager who values affiliation with colleagues and friends, the same transfer may have low valence (c) Effort performance expectancy. People's expectations of how difficult it will be to perform successfully affect their decisions about behavior. Given a choice, individuals tend to select the level of performance that seems to have the best chance of achieving an outcome they value.

We can think of these three components in form of three questions: if I do this, what will be the outcome? is the outcome worth the effort to me? What are my chances of achieving an outcome that will be worthwhile for me? Thus, according to expectancy theory, individuals are motivated when they see a favorable combination of what is important to them and what they expect as are wards and performance where the employee expects sufficient amount of rewards in view of the efforts rendered. On the other hand, it suggests a negative relationship in instances when the employee expects little or no reward relative to the nature and amount of work done.

2.5 Reward management challenges in Seventh Day Adventist Secondary schools

Rewards and incentives contribute to strategy implementation by shaping individual and group behavior. Well-designed plans are consistent with an organizations objectives and structure. They motivate employees to direct their performance towards their organizations goals. However, as Salter, (1973) remarks, in setting up an incentive plan, the organization is faced with a series of choices: Should bonuses be in cash or stock? Current or deferred? How will performance be measured? Addressing such questions involves risk taking which some organizational managers tend to do away with. By implication, this means that the issue of rewarding employees may be at the periphery in organizations that fear too much of risks. The study here, labored to establish the validity of such a claim in some selected Seventh day Adventist secondary

schools in Luweero district. Kohn (1993) gives a spectrum of reasons as to how rewards are constrained in organizations.

(i) First, he points out that rewards are a form of punishment. When you do not get a reward, it is like you are being punished, and when you do get one, you can easily come to resent the control that it represents. The person giving the reward exerts power and control over you by giving you the reward. Quoting Harry Levinson: one of the management theorists, as Stonner et al (1996) puts it, where there is a carrot, a reward, there is also a stick, a punishment. The only thing people can imagine between a carrot and a stick is a jackass or a donkey. Using rewards and punishments, is therefore treating people as equivalent to donkeys on this view.

(ii) Second, rewards can destroy relationships. Real co-operation and sharing is necessary for quality products and services. If someone is judging you in order to reward or punish you, your actions will be to seek approval or avoid disapproval, rather than do the tasks that are necessary.

(iii) Third, rewards focus on outcomes and can ignore reasons. By rewarding the outcomes we can easily ignore the cause and the bigger system that produces the outcomes. Take an example, a worker whose performance has deteriorated and so gets no rewards. Such a programme ignores the cause of the decline in performance. This way, telling your employees about the fabulous prizes in case of productivity improvement does exactly nothing to solve the underlying problems and bring about meaningful change.

(iv) Finally, rewards can discourage risk taking. By focusing on the reward, managers can ignore changes in strategy that need to be made as a matter of a mind-course correction, and they will not make decisions that may have higher payoffs but have more risks.

If the above analysis has some validity, managers will have to take up a new approach to strategy implementation. There will be a need to design organizations and work to the needs and aspirations of the people doing the work. There is also need to formulate strategies that clearly set forth the vision of life that employees want to realize. At least part of what is called dynamic management depends heavily on understanding organizations and work in terms of values that motivate employees and other stakeholders rather than focusing on behavioral rewards.

Nelson (1994) observes that most reward schemes do not only make people happy but also unhappy. Unless organizations give all the staff members possible discretionary bonuses, or promotion, some sectors of the employees will be unhappy. On this note, Maicibi (2003) observes that this is impossible and expensive. To Maicibi, there is a range of rewards that may or may not be taken as job satisfiers depending on the individual's circumstances, values and economic needs, therefore, account for the ever emerging challenges to the reward management effectiveness in organizations. However, the applicability of this assertion in the context of the Seventh day Adventist secondary schools, particularly in Luwero district, was what this study aimed at finding out.

According to Jay (1983), rewards are demeaning. They distract employees from the importance of their work as they divide employees by encouraging internal competition, and political pettiness. Owing to this observation, most organizational managers, have, indeed found it rather tiresome to adopt a reward management system. Salary has, in such cases been the basis of employee reward for the work role fulfillment. It was in the interests of this study to find out whether employees in such organizations have reacted to and influenced their performance attributes as compared to those whose organizations uphold the reward policy for their employees.

Conclusion

The literature reviewed so far shows that though rewards may stimulate better performance, this is not always the case. individuals' and circumstances, and reward management policy may greatly change the course of actions. Sometimes the **so** called rewards may turn out to be dissatisfiers, and therefore, result into poor employee performance. This study therefore. was intended to find out the validity of such an assertion, capitalizing on the effect of reward management and teacher performance in selected Seventh Day secondary schools in Luweero district.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter focuses **on** the research design that was used, population, area of the study, sample selection methods and *size*, data collection instruments, data collection procedure and data analysis methods.

3.1 Research design

The study was guided by a descriptive survey research design in which both qualitative and quantitative methods were employed. The study followed a descriptive survey research design because it is a method of investigation in which self-report data collection from samples of prep-determined interests can be done. A descriptive survey research design also allows for an easy description and interpretation of people's opinions. Both qualitative and quantitative methods were used because whereas the first tries to attach meaning out of responses, the latter ascertain the magnitude of the every response using numbers (Bailey, 1987).

3.2 Population

Both female and male respondents were involved in the study. These consisted of the head-teachers (5), teachers (90), members of the Board of Directors (25) and school Finance Committees (20) selected from the five Seventh Day Adventist Secondary schools in Luweero District. This was because all these categories were believed to be knowledgeable about the impact of reward management systems and teacher performance. Whereas teachers are the beneficiaries of the rewards in this case, the other categories formulate stipulations of the reward management policy.

3.3 Area of the study

The study was carried out from five selected seventh Day Adventist Secondary schools in Luweero district in the central regions of Uganda. Luweero district was purposively selected for the study because it has the famous, Oldest and a big number of Seventh Adventist secondary schools than any other district in Uganda.

3.4 Sample selection methods and size

3.4.1 Selection of Schools

Five Seventh Day Adventist secondary schools in Luweero district were selected for the study using purposive sampling. Purposive sampling was used because there are only seven SDA secondary schools and therefore, their selection was obvious. This also helped compare the teacher performance in the schools that have adopted the use of the reward management policy and those that have not if any.

3.4.2 Selection of respondents

Five head-teachers, corresponding to the selected schools were purposively selected for the study. Eighteen teachers from each school were selected for the study, using systematic random sampling. Systematic random sampling method was used because it guaranteed each subject an equal opportunity of being selected in the study depending on the sample interval. It was also easy to use especially when the total population sample, as that of school staff could easily be established. Five members from the Board of Directors and four members from the school Finance Committee from each school were also selected for the study using simple random sampling. Simple random sampling was used in the study because it reduced selection biases since non- of the respondents could be pre-determined. This, therefore, resulted into the

generation of reliable data. The researcher ensured a representation of at least 50%, 45%, 38.5% and 80% of the head-teachers, teachers, and members: Board of Governors and School Finance Committee respectively in the seventh Day Adventist secondary schools in Luweero district. In all, 140 respondents were involved in the study. The justification of the sample was that it at least covered 33% .of the parent population (Bailey, 1987).

3.5 Instruments

The study used two categories of research instruments: self-administered questionnaire and an interview guide.

3.5.1 Questionnaire form

A self-administered questionnaire was filled by the teachers. The questionnaire contained both structured and unstructured questions. The study used a self-administered questionnaire because it helped cover a large number of respondents in a relatively short time. Given a big number of teachers (18 per schools), it was by the use of a self-administered questionnaire that would help the study get completed in the planned time. A self-administered questionnaire also helped generate reliable data. This was because respondents fill it in their own mood, without being affected by the researcher's presence (Moser and Kalton, 1979).

Appraisal forms were also observed to get clear information on teachers performance.

3.5.2 Interview Guide

Interviews were held with the head-teachers, members of the board of directors and the school finance committee using an interview guide. The study used an interview guide because it helps generate detailed data especially if probing is adequately done. Appraisals were also observed for clear information about

teachers performance. Interviews also guarantee an immediate feedback (Mbaaga, 1990).

3.6 Data quality control

This aimed at ensuring that the instruments obtain the necessary data from the respondents though at different times, but with the same results.

3.6.1 Validity

In order to test and improve the validity of the questionnaire, the researcher availed the first draft to colleagues doing the same course and later to some lectures. These were requested to look at the items and check on language clarity, relevancy, comprehensiveness of content and length of the questionnaire. The researcher thereafter made adjustments in respect to the comments raised and with the supervisor's advice. After that, two experts were consulted. They were requested to look at each item and judge whether it was: 1 -Not relevant, 2-Somewhat relevant 3- Quite relevant or 4-Very relevant. The researcher then put the items in 2 categories with 1 and 2 in one category and 3 and 4 in another category. The researcher went ahead to calculate a content Validity index (CVI) using the formula below.

$$\text{CVI} = \frac{\text{Items rated quite relevant/very relevant at high rating}}{\text{Total number of items in the questionnaire}}$$

$$\frac{17}{21} = 0.8$$

$$21$$

CVI = 0.8 for questionnaire

$$\text{CVI} = \frac{16}{21} \text{ which is } 0.76 \text{ for interview guide}$$

The CVI for all the instruments was 0.8 and 0.76 for the questionnaire and interview guide respectively. They-instruments are, therefore, valid since the calculated values were within the statistical accepted range of $0 < 0.7 \leq 1$.

3.6.2 Reliability

In order to establish the reliability of the instruments, the researcher conducted a pilot study. Using the results of the pilot study, the reliability of the instruments was computed using the Kuder Richardson Coefficient (KR) using the formula below;

Kuder Richardson

$$\frac{K}{K-1} \left[1 - \frac{\sum pq}{SD} \right]$$

Where k is the number of items in the instrument

Σ summation or total

P the proportion of samples getting each item correct

Q is the proportion of samples getting each item wrong

PQ means the product of PQ (multiply)

SD standard deviation or variance of the total test scores

$$\frac{20}{20-1} \left(1 - \frac{\sum PQ}{SD} \right)$$

$$= \frac{20}{19} \left(1 - \frac{2.21}{6.67} \right)$$

$$= \frac{20}{19} (1 - 0.267)$$

$$= \frac{20}{19} (1 - 0.267)$$

$$= \frac{20}{19} (0.733)$$

$$= 1.05 (0.733)$$

$$= 1.05 \times 0.733$$

$$= 0.669$$

$$= 0.669$$

$$= 0.7$$

The calculated was established at 0.7, a value that was within the accepted statistical range of $>0 \geq 1$. The instruments were therefore taken to be reliable.

3.7 Procedure of data collection

The researcher obtained a letter of introduction from the Dean of Education which was presented to head-teachers seeking permission to carry out study in their schools. The letter also helped ascertain the researcher's identity and rationale for carrying out the study. The researcher requested the head teacher to introduce him together with a team of research assistants to the teachers, members of the Board of Directors and the School Finance Committee.

Appointments were made with the selected respondents to set their own convenient time of participating in the study exercise. The filled questionnaires were collected by the research assistants as soon as they were filled to avoid loss or misplacement. The researcher administered the interviews himself so as to effectively probe for more ideas. Focus was put on jotting down the major points during the interviewing exercise.

3.5 Data analysis

Both qualitative and quantitative data analysis techniques were used. Field notes were written and work edited at the end of each working day to ensure accuracy in recording and consistency in information given by respondents. Themes were identified and put in coding categories. Thereafter, the response of the subjects were presented in frequency counts and score tables, with varying percentages calculated using the descriptive statistical method. Interpretations and conclusions depended on the number of occurrence of each item.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

This chapter contains the analysis of the study findings and their interpretations. The analysis was presented in accordance with the objectives of the study and research questions as integral parts of themes in the literature review. Some of the socio-economic characteristics of the respondents were also presented to provide a basis for the study.

4.1 Respondent's socio-economic characteristics

Some of the respondents' socio-economic characteristics that could provide a basis of judging the extent to which rewards could impact on teacher performance were incorporated in the study. Such included one's level of education and the time spent occupying the present position.

4.1.1 Respondent's level of education

The respondents involved in the study were requested to state their highest level of education. The basis of this question was to evaluate whether one's level of education could impact on the kind and amount of rewards given as well as the quality of performance in fulfilling the work roles. The elicited responses were presented in table 1.

Table4. 1: Respondents' level of education

Category of respondents	Frequency	Percentage
Headtecchrs (=05)		
Post graduate	03	60
Graduate	02	40
Grade V		
Others		
Total	05	100
Teachers (n= 90)		
Post graduate	30	33.3
Graduate	39	43.3
Grade V	21	23.3
Others		
Total	90	100
School financial committee		
Board of directors & SFC (n= 45)		
Post graduate	14	31.1
Graduate	23	51.1
Grade v	-	-
Others	-	-
No response	08	17.8
Total	45	100

It can be seen from table I that 60% of the head teachers had attained a post Graduate level of education, while 40% were graduates with a degree. For the case of teachers, majority, 43.3% were graduates, 33.3% were post-graduates ,

while 23.3% had attained a grade five level of education. For the case of members of the Board of Directors and School Finance Committee, 51.1 % were graduates. 31.1 % had attained a post graduate qualification, while 17.8% had no response. It can be observed from table I that majority of the respondents were graduates and thus, could provide reliable data on the concept of reward management and how it influence teacher performance.

4.1.2 Time spent in the teaching profession

The respondents were requested to state the time they had spent in the teaching profession and occupying the positions on the Board of Directors and School Finance Committee. This question aimed at evaluating the nature and trend of rewards provided to teachers overtime.

The elicited responses were presented in table II

Table 4.2: Responses on the time spent occupying the current position

Time spent	Frequency	Percentage
< A year	12	8.57
1-4 years	18	12.86
5-8 years	63	45
9 and above years	47	33.57
Total	140	100

Table II shows that majority of the respondents (45%) had spent between five and eight years the teaching service or serving on the committee of Board of Directors and School Finance Committee, 33.57% had spent more than nine years. 12.86% had spent 1-4 years while 8.17% had spent less than a year. It can therefore, be deduced from the table that a big number of respondents had

taken more than a year in the positions they occupied by the time of the study and thus had sufficient knowledge and experience related to how rewards were managed in their respective schools and how they impacted on teacher performance. Further justification for this can be found in the discussion hereafter.

Research question 1: What kind of rewards are given to teachers in the Seventh Day Adventist Secondary School in Luweero District.

The elicited responses were presented under the following sub-themes; the existence of rewards commonly given out, nature of financial and non-financial rewards, frequency of rewards, presence of a reward management system and the reward policy guidelines.

4.2 'the existence of rewards

First; respondents were requested to state whether teachers in their respective schools were given rewards. All the respondents involved in the study (100%) acknowledged that teachers were getting rewards though there was a variance in the nature and amount given to every individual teacher.

4.2.1 Rewards commonly given out

After establishing out that teachers were getting rewards, the study embarked on finding out the commonly given out rewards to teachers.

The responses elicited were presented in table III.

Table 4.3: Nature of rewards commonly given out to teachers

Item	Frequency	Percentage
Financial rewards	41	29.3
Non – financial rewards	20	14.3
Both financial and non-financial rewards	79	56.4
Total	140	100

It can be observed from table III that majority of the respondents (56.4%) revealed that teachers were getting both financial and non-financial rewards from their respective schools, 29.3% pointed out that they were only getting financial rewards while 14.3% revealed that they were getting only non financial rewards. There were no significant differences in the nature of rewards commonly given to teachers on the basis of the school.

4.2.2 Nature of financial and non-financial rewards

The teacher respondents were requested to state the kind of financial and non-financial rewards they were getting from their schools. The responses were presented in table IV.

Table 4.5: Nature of financial and non-financial rewards

Financial rewards			Non financial rewards		
	f	%		f	%
Salary	90	100	Sick pay scheme	30	33.3
Bonus	30	33.3	Free life insurance	-	-
Profit sharing	-	-	Accommodations	62	68.9
Payment by results	43	47.8	Transport facilities	30	33.3
Pay rise	09	10	Support facilities	18	20
Honorarium	02	2.2	Support for further education	31	34.4
Overtime pay	40	44.4	Study leave	02	2.2
			Professional subscriptions	38	42.2
			Staff outings	49	54.4
			Flexible working hours	72	80
			Meals		

Table IV shows that there were virtually lots of rewards, both financial and non-financial, given to teachers in the visited schools. On the whole however, it ought to be noted that teachers acknowledged accessing some rewards than others. Considering the financial rewards as an example, all the respondents (100%) acknowledged that they were getting their basic salary. This was followed by payment by results that they were getting non financial rewards,

majority (80%) pointed out meals, followed by accommodation (68.9%) and flexible working hours (54.4%).

Response from interviews with the head teachers, members of Board of Directors and School Finance Committee were also in agreement with the responses from teachers' questionnaire. There was a general agreement that teachers' rewards were result-oriented so as to create a foundation for self excellence in work role fulfillment. There was also an idea that schools were offering non financial incentives to teachers so as to enhance their welfare and improve on the levels of motivation. Greater cognizance was put on accommodation and meals at school though reservations were made for their insufficiency and inappropriateness respectively, due to inadequate funds.

4.2.3 Frequency of rewards

Teachers were also requested to state how often they got rewards, both financial and non-financial from their respective schools. The findings were presented in table V.

Table 4.6: Teachers were also requested to state how often they got rewards

Financial rewards			Non- financial rewards		
	Frequency	Percentage		Frequency	Percentage
Very often	02	2.22	Very often	14	15.6
Often	29	32.2	Often	20	22.2
Rarely	59	65.6	Rarely	56	62.2

Table V shows that majority of the teacher respondents (65.6%) revealed that they were rarely receiving financial rewards. For the case of non- financial

rewards, still the majority (62.2%) pointed out that they were rarely receiving the non — financial rewards.

On the other hand, responses elicited from interviews conducted with the head teachers, members of the Board of Directors and the School Finance Committee greatly differed from the teachers' responses. There was a general agreement among the interview responses that teachers were frequently getting both financial and non-financial rewards. For example, one head teacher respondent had this to say; "It is our volition to provide meals to our teachers over the working days. We have also set plans of setting up more structures for teachers' houses such that they can all be housed within the school premises". Given such an idea, the study came out with observation that appreciation and considering a reward worthwhile was generally relative and greatly depended on individuals' character, needs and appreciative modes.

4.2.4 Presence of a reward management system

The study also tried to find out whether the sampled schools had a reward management policy. All the elicited responses from both the interview guide and the questionnaire (100%) acknowledged that each school had a reward management policy that stipulated the nature of rewards, access and amount given to every individual employee. However, the elicited responses revealed that there were varying reward management policy stipulations as can be seen in the sub theme of the reward policy guidelines.

4.2.5 The reward policy guidelines

Though majority of the teacher respondents (60%) were not aware of any reward management policy, there were several policy stipulations pointed out by the head teachers and members of the Board of Directors and School

Finance Committee. The commonly mentioned reward management policies included the following:

- i) Time taken in service.
- (ii) One's level of education.
- (iii) One's daily work load.
- (iv) Individual responsibility apart from teaching, for example being a class teacher or a head of department.
- (v) Performance quality output as depicted by the number of student excelling in a given subject.
- (vi) One's marital status
- (vii) Religious affiliation to the extent that some rewards were based ~~on~~ the accorded frequency to Sabbath attendance

The findings on research question one indicates that teachers were given financial and non — financial rewards in their respective schools. Each school had an independent reward management policy that stipulated the utmost conditions that were followed to determine which reward ought to be given to a teacher at a particular time.

Research question 2: What impact do rewards have on teacher performance in the seventh day Adventist secondary schools in Luweero district? Several questions were posed before the respondents on this issue. The responses elicited were presented under the following sub — themes: presence of any impact of rewards on teacher performance, nature of the impact level of rewards and the basis of the difference in rewards given to teachers.

4.3 Presence of an impact of rewards on teacher performance

As part of the core study content, it was justifiable to establish whether

rewards have any significant impact on teacher performance. As a matter of fact, all the respondents involved in the study (100%) revealed that rewards have a significant impact on teacher performance. However, the nature of the impact varied and was not universal in every school as can be observed hereafter.

4.3.1 Nature of the impact of rewards

Ascertaining that rewards have an influence on teacher performance was not in itself meaningful without specifications on the nature of the influence . Thus, respondents were requested to state the nature of impact rewards had on their daily work role fulfillment. The generated responses can be seen in table VI below.

Item	Frequency	Percentage
Positive impact	32	35.6
Negative impact	20	22.2
Both positive and negative	38	42.2
Total	90	100

It can be seen from table VI that majority of the teacher respondents (42.2%) revealed that rewards have both positive and negative impact on teacher performance (35.%) pointed out that rewards have only a positive impact while (22.2%) pointed out that rewards only have a negative impact on teacher performance. The explanation for the nature of the impact, for both positive and negative impact can be seen in Table VII and VIII respectively.

Table 4.7: Reasons as to why rewards have a positive impact

Item	Frequency	Percentage
Satisfaction of needs, thereby increasing devotion towards work	09	18.75
Rewards act as incentives that encourage effective fulfillment of work roles	13	27.08
Rewards encourage hard work for teachers expect a reward in case they perform better than others	17	35.4
Rewards increase teachers' satisfaction for they get to know that school management recognizes their good work	09	18.75
Total	48	100

What ought to be noted in table VII is that total number of responses (48) was greater than the total number of respondents who had acknowledged a positive impact of rewards on teacher performance (32 as in table VI), because a person would respond on more than one item. On the whole, however, majority of the respondents (35.4%) revealed that rewards have a positive impact to teacher's performance due to the fact that teachers expect rewards in case they perform better than the rest. This in a way acts as a milestone that individual teachers aim at achieving. In this way, better performance is self- initiated due to the presence and expectations over a reward to be given. Other than providing an

incentive to work role performance, teachers would feel recognized by the management in instances when rewards would be given. On the other hand, the reasons given in support of a negative impact of rewards on teacher performance can be seen from table VIII.

Table 4.8: Reasons as to why rewards have a negative impact on teacher performance

Negative impact	Frequency	Percentage
Rewards are a form of punishment when you do not get a reward , it is like you are punished	09	25.7
Rewards destroy relationship and cooperation	14	40
Reward focus on outcomes and ignore reasons	07	20
Rewards can discourage risk taking	05	14.3
Total	35	100

Table VIII contains multiple responses and reveals that among the 20 respondents who pointed out that rewards have a negative impact on teacher performance, 40% asserted that rewards destroy relationships and cooperation. It was pointed out that rewards set a competitive scenario among the teachers and the administrators as well. It thus goes that if someone is judging you in order to punish you, your actions will seek approval or avoid approval rather than to do the tasks that are necessary. Besides, the fact that rewards are limited, only the best performing teachers get the rewards. This encourages individualism and destroys cooperation, for everyone will try to merge the best performing teacher and be accorded the reward.

Responses from interviews with the head teachers, members of Board of Directors and School Finance Committee, were also in agreement with their responses from the questionnaires. There was a general agreement that though rewards may be associated with both the positive and negative impact on teacher performance, it was rather in the interests of the various school administrations to minimize the negative impact and consolidate the benefits associated with rewards. One head-teacher respondent had this to say;

“Rewards can only impose a great negative impact if they have outlived usefulness and become employee dissatisfiers. Our aim is to make rewards stimulates of work role effectiveness such that we can become one of the centre of academic excellence”.

4.4 Level of rewards

The major concern of the study under this sub theme was to all teachers were getting the same rewards. All the responses generated on this issue (100%) revealed that there were differences in the amount and level of reward given to teachers. The basis of the difference can be traced from the sub theme hereafter. The basis of the difference in rewards given to teachers in respect to the aforementioned difference in the level and amount of rewards given to teachers, the study found it necessary to find out what could have been the basis of the difference in rewards given to teachers in instances when teachers could be from the same school and offering similar services (teaching). Some of the mentioned issues used in determining the amount of reward to be given to an individual teacher included the following:

i) Years of service in a given school and in the teaching profession was reported to have a strong influence on the rewards given to a person

(ii) Performance output and quality standards: The best performing teachers would be rewarded more than the poor performing ones

(iii) Academic qualifications: Those with more academic qualifications (such as post graduate⁰ and graduate teachers were given much more than the less educated teachers such as grade five teachers

(iv) Marital status: It was upheld that the married teachers had chances of getting more rewards than the single teachers when it came to recognizing the ideal needed and appropriate welfare met in terms of rewards.

(v) Other responsibilities one is entrusted with apart from teaching, such as being a class Teacher, head of department, games master, catering master and so forth, would qualify one more rewards than a teacher entrusted with only the teaching roles.

(vi) Positions held: the position one held such as being a head-teacher, deputy head-teacher, bursar, secretary or classroom teacher, greatly determined what one would get as a reward.

(vii) Religious affiliation and years served in the church institution: It came out from the study findings that the Sabbath attendance was one of the basis of determining one's level of rewards. Thus, those who did not observe the Sabbath, and therefore, did not attend, were liable of getting little rewards than the Sabbath observers.

Conclusively, it can be observed from the responses presented on this research question that rewards had a significant impact on teacher performance. Ideally, the more rewards teacher get the more they tend to work hard for they expect a reward. However, it was also observed that for he who does not get a reward,

gets demotivated to the level of being punished. Thus, it was observed that rewards have both a positive and negative impact on teacher performance. For effective administrative strategies, the basis of the existence of differences and levels of rewards need to be clearly put forward and known to every staff member.

Research question 3: Are there reward management challenges in the Seventh Day Adventist Secondary schools in Luweero district?

The data generated on this variable was presented under the following: subthemes: effectiveness of the reward management system, challenges faced by the reward management system in each of the schools visited and the suggested solutions to the challenges affecting the reward management system in the Seventh day Adventist secondary schools.

4.5 Effectiveness of the reward management system

Respondents were requested to rate the effectiveness of the reward management system in their respective schools. This was believed to provide a vital basis of evaluating the challenges faced, thereof by the individual reward management policy in the visited schools.

The responses elicited on this sub-theme were presented in table IX.

Table 4.9 Teacher’s responses on rating the effectiveness of the Reward management policy (n=90)

Item	Frequency	Percentage
Very effective	-	-
Effective	27	30
Ineffective	62	68.9
Very ineffective	01	1.1
Total	90	100

A look at table IX reveals majority of the teacher respondents (68.9%) rated their reward management system as ineffective, 30% rated is as ineffective, while 1.1% rated it as very ineffective. None rated the reward management policy as very effective. Those who revealed that the reward management system was ineffective justified their stand by pointing out the following

(i) That the reward management system does not recognize one’s additional qualifications in time. It was pointed out that teachers keep on getting the same benefits irrespective of attaining more educational qualifications.

(ii) It was also revealed that the element of merit was in most cases compromised, especially by the assessors of performance

(iii) Too much departmental autonomy over the decisions to be given was also pointed as out a factor that swindles the effectiveness of the reward management policy. In cognizance of this, teachers were opting for checks and balances, and at most an independent external assessment scheme other than leaving everything to the departmental heads, some of whom were reportedly pointed out to be biased.

(v) Creation of in situational antagonism and destroying the spirit of coo operation. There was a general agreement that despite the presence of the reward management policy, no stipulation provides for encouraging coo

operation in instances when every teacher is struggling to emerge the best performing, and, therefore merit the rewards.

Despite these justification propositions, responses from the interview conducted among the head-teachers, members of the Board of Directors and the school Finance Committee. maintained that their respective reward management policy were effective though they did not rule out the possibility of any conditional and/or unconditional dissatisfaction. This was further pointed out to be a result of the financial insufficiencies to address all urgent issues in their respective schools.

Reward management policy was ineffective, as revealed by the majority teacher respondents (68.9%), the study embarked on *finding* whether the reward management system in the visited schools faced any challenges. All the respondents involved in the study (100%), acknowledged the presence of varying challenges that constrained their respective reward management policy. The commonly mentioned challenges included the following:-

- (i) Insufficient funds: This was revealed as the major challenge facing the reward management policy in the schools visited. It was pointed out that any form of reward, either monetary or non-monetary required sufficient finances that were reportedly insufficient,
- (ii) Lack of trained personnel: This came out of the fact that the reward management system needed to be upgraded year after year, depending on the advances individual teachers could make in the teaching profession. Surprisingly, there was no sufficient trained personnel to do such kind of work and set a model criterion of giving out rewards. Instead, schools followed the conventional stipulations of the environment under which teachers operate.
- (iii) Determining who and who not to reward: it was observed with concern that merit was not always recognized. Subsequently determining whom to reward and with which amount of reward would be subjected to unethical practices.

(iv) Influence of religion: The element of the Seventh Day Adventist practices was also pointed out to a major challenge teachers were facing as far as rewards were concerned. As a matter of fact, it was pointed out that there were some packages that related to the Sabbath day observance, thereby putting the non Adventists at a peripheral edge of getting such rewards.

(v) Inability to feel the impact of rewards: it was reported that some teachers were well off and therefore could not accord utmost recognition to the meager rewards given by school authorities.

(vi) Resentment: it was also revealed that rewards sometimes act as a deterrent element especially when someone expected a reward and it is not given or when the amount expected is not the one given.

Reward Management system in the Seventh day Adventist secondary schools.

It was also in the interests of the study to elicit responses on how respondents expected the challenges to be overcome. The pointed out solutions involved the following:

(i) Sources of income: It was suggested that setting up income generating projects such as farming, brick making, school choir, renting out some facilities and so forth, would provide an alternative source of income other than depending on the contributions from students' school fees.

(ii) Principle of merit to prevail: it was pointed out that rewarding teachers ought to be based on merit other than conventional means and favoritism. The ground 11w this was pointed out to be strictly on excellent performance.

(iii) Input-out analysis: It was also pointed out that the challenges to the reward management system would be overcome by setting up policy guidelines, with set criterion of rewarding employees on the basis of performance output and quality.

(iv) Consultations to be made by the rewarding authority: Teachers were optimistic that reward management system should be made in a participative manner in which all stakeholders can contribute idea, other than leaving everything to the top management authorities.

(v) Educational qualifications: There were significant propositions that all the rewards should be governed by one's level of education. However, the authenticity and value attached to such an argument was downplayed by the fact that not all the highly educated employees can be necessarily the best performing ones.

Responses on research question three indicate that there were significant reward management challenges in the sampled schools. Such challenges range from lack of funds to the criterion used in determining the reward. For effectiveness in the reward management policy, therefore, there is need to streamline and create opportunities of accessing and distributing rewards to the rightful employees.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATION

5.0 Introduction

In this chapter, the study findings were discussed, conclusions and recommendations made this was done in accordance with the three study Objectives and research questions that guided the study. Finally, areas for further research were suggested.

5.1 Discussion

Research question I: What kind of rewards are given to teachers in the Seventh Day Adventist secondary schools?

The study findings Revealed that all the respondents involved in the study (100%) acknowledged that teachers were getting rewards though there was a variance in the nature and amount given to every individual teacher. Further 56.4% of the respondents revealed that teachers were getting both financial and non-financial rewards from their respective schools, 29.3% pointed out that they were only getting financial rewards while 14.3% revealed that they were getting only non-financial rewards. Some of the financial rewards mentioned included salary, bonus, and payment by results or performance, pay rise, honorarium and overtime pay. On the other hand, the non financial rewards that were mentioned included sick pay scheme,. accommodations, transport facilities, support for further education, study leave, professional subscriptions, staff outings flexible working hours and meals at school. Considering the financial rewards as an example, in the order of receivership, all the respondents (100%) acknowledged that they were getting their basic salary. This was followed by payment by results that took 47.8%. Considering

the non-financial rewards, majority 68.9%) pointed out accommodation, followed by flexible working hours (54.4%) and staff outing and social functions (42.2%). This can be seen in table IV.

The study findings above coincide with several scholars observations

First, the findings agree with Beckhard's (1969) observed that rewards are basically divided into varieties: financial and non-financial rewards. To maicibi (2003) the following were regarded as financial rewards: Salary/Wage, bonus, profit sharing scheme, payment by results, pay rise, honorarium, overtime pay and other profit related payment. The non financial rewards on the other hand are those that are not paid as part of wages /salaries. The same idea was observed by Branley and Moon (1988) reported in Thompson (1998). In a study on difference among levels of employees in terms of non-financial rewards, It was found out that there was a range of rewards that may or may not influence performance. This was found out to be dependent on the individuals' circumstances, values and level of economic needs satisfaction.

Despite the fact that teachers acknowledged getting rewards, further study findings revealed that rewards were rarely received, as pointed out by 65.6% and 62.2% for the case of financial and non financial rewards respectively. However, the head teachers, members of the Board of Directors and the school finance Committee maintained that teachers were frequently getting both financial and non-financial rewards. This could have been out of the fact that appreciation and considering a reward worthwhile was generally relative and greatly depended on individual's character, needs and appreciative modes: This in a similar study by Maicibi (2003), it was found out that salary (financial reward) was found out to be a great job satisfier for junior staff universities in Uganda. While not a strong satisfier to stimulate senior non teaching and academic staff. This presupposes that in instances when the employees

circumstances and values are in no conflict with the job interests, the distinction between financial and non-financial rewards may not be watertight.

Further, the study findings revealed that each school had a reward management policy that stipulated the nature of rewards, access and amount given to every individual employee. However, there were varying reward management policy stipulations in each of the individual school policy guidelines. Some of the commonly mentioned reward management policies included the time taken in service, one's level of education, one's daily work load, individual responsibility apart from teaching, for example being a class teacher or ahead of department, performance quality output as depicted by the number of student excelling in a given subject, one's marital status and religious affiliation to the extent that some rewards were based on the recorded frequency to Sabbath attendance.

Ginsberg(1996) depicts the fact that within the financial and non financial rewards, there is another categorization based on the nature of the reward, thus: intrinsic (psychological rewards that are experienced directly by an individual such as feelings of accomplishment, increased self esteem, and the satisfaction of developing a new skill), and extrinsic (rewards that are provided by an outsider agent, such as supervisor or work group such as bonuses, praise, or promotions). What remains the concern for this study is to find out the extent to which either intrinsic or extrinsic rewards are given to secondary schools teachers. This was done focusing on the seventh Day Adventist secondary schools in Luwero district as a case study.

Research question 2: what impact do rewards have on teacher performance in the seventh Day Adventist secondary schools?

The study findings revealed that rewards have a significant impact on teacher performance. However the nature of the impact varied and was not universal in

every school. In some cases, the impact was positive while negative in other cases. In most cases a combination of the two prevailed at a time.

The justification for a positive impact was that teachers expect rewards in case they perform better than the rest. This in a way acts as a milestone that individual teacher aims at achieving. In this way better performance is self initiated due to the presence and expectations over a reward to be given. Other than providing an incentive to work role performance teachers also feel recognized by the management in instances when rewards are to be given. This agrees with observation of a number of scholars, particularly organizational psychologists in their varying theories on motivation and rewards of organizational staff. For example , Armstrong (2002), Chandan (1999) and Maicibi (2003) observed in principle that rewards constitute to a drive that make people act or not in a particular way. This encompasses the entire class of drives desires, needs, wishes and other like forces. Anything done to touch on these forces causes a behaviour, which is interpreted as the motivation behind that behaviour. The gist of the point here rests on the fact that people have needs. A need is lack of something wanted. This lack gives birth to a drive in the people to satisfy the need, if the needs are to a drive in the people to satisfy the need. If the needs are satisfied, organizational staff's devotion to work increases and this subsequently improves on the performance.

On the other hand, it was pointed out that rewards have a negative impact on teacher performance due to the fact that rewards destroy relationships and co operation. Rewards in this way, set a competitive scenario among the teachers and the administrators as well. It thus goes that if someone is judging you in order to punish you, your actions will seek approval or avoid approval rather than to do the tasks that are necessary. Besides, the fact that rewards are limited, only the best performing teachers get the rewards. This encourages individualism and destroys co-operation, for everyone will try to emerge the best performing teacher and be accorded the reward.

According to Jay(1983), rewards are demeaning and manipulating. They distract employees from the importance of their work as they divide employees by encouraging internal competition and political pettiness. Owing to this observation, most organizational managers , have , indeed found it rather tiresome to adopt a reward management system,. Salary has, in such cases been the basis of employee reward for the work role fulfillment, it was in the interests of this study to find out whether employees iii such organizations have reacted to and influenced their performance attributes as compared to those whose organization uphold the reward policy for their employees.

Responses from interviews with the head teachers, -members of Board of Directors and school finance Committee, were also in agreement with responses from the questionnaires. There was a general agreement that though rewards may be associated with both the positive and negative impact on teacher performance. it was rather n the interests of the various school administration to minimize the negative impact and consolidate the benefits associated with rewards.

Further, it was found out that teachers were getting the same rewards. All the responses generated this issue (100%) revealed that there were differences in the amount and level of reward given to teachers. The basis of the difference was basically a factor to reckon with years of service in a given school and in the teaching profession, performance output and quality standards, academic qualifications, marital status other responsibilities one is entrusted with apart from teaching, position held, religious affiliation and years served in the church institution.

5.3 Conclusions

In view of the study findings, the following conclusions were made: Teachers in the seventh day Adventist secondary schools were getting rewards though there was a variance in the nature and amount given to every individual teachers.

2. Rewards have both positive and negative impact on teacher performance. Much as they encourage hard work, in expectations of a reward, they equally destroy relationship and co-operation among teachers.

3 The reward management system was ineffective in all visited seventh day Adventist secondary schools in Luwero district due challenges like insufficient funds, lack of trained personnel determining who and who not to reward, influence of religion, inability to feel the impact of rewards and resentment especially when someone expected a reward and it is not given, or when the amount expected not the one given.

5.4 Recommendations

Relative to the study findings, the following recommendations were suggested:

1. There is need to set up alternative sources of income to boost the reward pool such that enough can be provided to the staff members. Setting up income generating projects, such as farming, brick making, school choir, renting out some facilities and so forth would provide an alternative source of income other than depending on the contributions from students' school fees.

2. There is urgent need to promote the principle of merit in determining who should be rewarded with what than conventional means such as religious affiliation and Sabbath attendance that encourage unequal access to rewards. The principle should be based on out rightly excellent performance.

3. There is need for the school administrators to set up policy guidelines, with standard criterion of rewarding employees. The process should be participative

and encompass the inputs of the intended beneficiaries, hearing in content performance output and quality.

5.5 Areas for further research

In view of the study findings, the following area for further research was suggested:

1. A study can be done to find out of rewards on employee performance other than teachers in Seventh Day Adventists Secondary schools for comparative purposes.
2. Ascertain the effectiveness of rewards in employee management and performance can also be an area for further research.
3. Establishing the possible policy guideline that can improve on the efficiency of reward in stimulating better performance in secondary schools can also be an area to investigate.

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**APPENDIX 1:
QUESTIONNAIRE ON REWARD MANAGEMENT
AND TEACHER PERFORMANCE IN SIDA SECONDARY
SCHOOLS IN LUWERO DISTRICT FOR TEACHERS.**

Dear respondent ,

I am collecting data needed to complete an ongoing academic study on the management and performance of teachers in SIDA secondary schools in Luwero districts: You have, therefore been selected to participate in the study by responding to the questions contained therein. You are kindly asked to answer all the items to the best of your knowledge. However, feel free to leave out any question you may not be able to answer. All information you give will be treated with utmost confidentiality. Thank you.

SECTION A: BIO DATA.

1. Name of the school
2. *Class* (es) taught
3. Age of respondent:
4. sex of respondent:
 - a) Male
 - b) Female
5. Level of Education attained
- 6: Time spent in the teaching profession (state in years)

SECTION B: KNOWLEDGE ABOUT THE NATURE OF REWARDS

1. Do teacher in the school receive rewards from the school administration?

- a) Yes b. No c. I do not know

2. If yes, what kind of rewards are commonly given to teachers?

- a) Financial rewards b Non financial rewards
c. Both a and b

3. (1) specify the nature of rewards that you are provided with and are financial.

- a) Salary /Wage e) Payment of result

- b) Bonus f. Pay rise

- c)Profit sharing

ii) Specify the rewards that you are provided with and are non financial

- d) Sick pay scheme

- e) Free life insurance

- 1) Accommodation

- g) Transport facilities

- h) Support for further education

- i) Study leave

- j) Professional subscriptions

- k) Staff outings

- 1) Flexible working hours

m) Any other (Please specify).....

4. How often do you get the aforementioned rewards?

a) Financial rewards

i) Very often

ii) Often

iii) Rarely

iv) Any other (Specify)

b) Non financial rewards

i) very often

ii) Often

iii) Rarely

iv) Any other (specify)

5. Does this school have a reward management policy

a) Yes b)No

6. If yes, could you please mention the policy guideline and procedures that are followed:

i.....

ii.....

iii.....

iv.....

SECTION C: THE IMPACT OF REWARDS ON TEACHER PERFORMANCE.

1. As a serving teacher, do you think that the rewards you are given at school have any impact on your performance’?

a) Yes

b) No

2. If yes, what impact do rewards have on performance of teachers in this school?

a) Positive impact

h) Negative impact

Both positive and Negative impact

3. For any of your answers in questions 2 state how

a) Positive impact

1. Rewards satisfy teacher's needs thereby increasing their devotion to work.

2. Rewards act as incentive that encourage one to effectively fulfill his/her work roles

3. Rewards encourage hard work because teachers expect a reward in case they perform better than others do.

4. Rewards increase teachers satisfaction, for they get to know that the school management recognizes their good work.

5. Any other (please specify).....

b) Negative impact

1. Rewards are a form of punishment. When you do not get a reward, it is like you are punished and when you get it, you can easily come to resent control that it represents.

2. Reward can destroy relationship. Real co-operation and sharing is necessary for quality products and services. If someone is judging you in order to punish

your actions will be to seek approval or avoid disapproval, rather than to do the tasks that are necessary.

3. Rewards focus on outcomes and can ignore reasons. By rewarding the outcomes, we can easily ignore the cause and the bigger system that produces the outcomes.

4. Rewards can discourage risk taking. By focusing on rewards, school managers can ignore changes in strategy that need to be made as a matter of mid-course correction and they will not make decisions that may have higher payoffs but have more risk.

5. Any other (please specify)

4. Do all teachers, in this school get the same rewards?

a) Yes b) No

5. If No what is the basis of the differences?

i).....

ii)

iii)

iv)

SECTION D): KNOWLEDGE ON REWARD MANAGEMENT CHALLENGES.

1. How would you rate the effectiveness of the reward management system in this school?

a) Very effective b) Effective c) Ineffective

d) Very ineffective

2. For any of your answers in question 1, give a reason:

- i)
- ii)
- iii)
- iv)

3. Does the reward management system in this school face any challenge?

- a) Yes b) No c) I do not know

4. If yes, what challenge?

- i).....
- ii)
- iii)
- iv)
- v)

5. Suggest what can be done to overcome the challenge to effective reward management system in the seventh Day Adventist secondary schools in Luwero district.

- i)
- ii)
- iii)
- iv)
- v)

END, THANK YOU FOR THE RESPONSE.

APPENDIX II:

**AN INTERVIEW GUIDE FOR THE TOPIC:
REWARD MANAGEMENT AND PERFORMANCE OF TEACHERS
SECONDARY SCHOOLS IN LUWERO DISTRICT.**

To be administered to head teachers, members of the school finance Committee and Board of Directors.

Dear Interviewer,

I am Nuwagaba Lawrence Maradon a student of Kyambogo University and currently carrying out research as part of the requirements for the award of a Master of Education in policy planning and Management. The data obtained will hopefully improve the reward management system in the Seventh Day Adventist Secondary Schools in particular and other schools in general. You have been identified as the best source of information since you are versed with the how rewards are decided, measured and given out to employees in this school. The information you give will be kept confidential.

SECTION A: BACKGROUND INFORMATION.

1. Age of respondent
- 2 Sex of respondent: a) male b) Female
3. Level of education attained.....
4. Position held:
 - a) 1-lead teacher .
 - b) School Finance Committee Members
 - c) Members: Board of Directors
5. Time spent occupying the current position (state in years)

SECTION B: TEXT QUESTIONS.

1. Do teachers in this school receive rewards from the school administration?

a)Yes b)No

2. If yes, what kind of rewards are commonly given to teacher? (Probe along financial or non Financial rewards).

.....
.....
.....

3. Specify the financial rewards commonly given to teachers in this school.

.....
.....
.....

4. Specify the non-financial rewards that are give to teachers.

.....
.....
.....

5. Does this school have a reward management policy: Yes/No.

.....
.....
.....

If yes, could you please mention the policy guideline and procedures that are followed:

- i)
- ii)
- iii)
- iv).

6. Under what circumstances are rewards given out to teachers in these schools?

.....
.....

.....
7. What guides how much of reward that has to be given out to a teacher?
.....
.....

8. How often are rewards given to teachers in this school?
.....
.....

9. Do you think that the rewards given to teachers in this school have any impact on their performance Yes /No

If yes, what impact for rewards have on performance to teachers in this schools? (Positive or Negative impact)
.....
.....

10. For any of the answers in question 11, request the respondent to state how
.....
.....

12. Do all teachers in this school get the same rewards?
(Yes/No)

13. If No what is the basis of the differences?

- i).....
 - ii.....
 - iii.....
 - iv.....
-

15. How would you rate the effectiveness of the reward management system in this school?

.....
.....
.....

16. For any of your question 15, give a reason:

i).....
ii.....
iii.....
iv.....
.....

17. Does the reward management system in this school face any challenge?

Yes No

If yes, what challenges?

i).....
ii.....
iii.....
iv.....
v.....

18. Suggest what can be done to overcome the challenges to effective reward management system in the Seventh Day Adventist Secondary Schools in Luwero district.

i).....
ii.....
iii.....
iv.....
.....

END, THANK YOU FOR TILE RESPONSE