

**Monetary Incentives and the Quality of Teaching in Secondary Schools
of Alebtong District in Northern Uganda**

By

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DECLARATION

I, **Acuti Kenneth** declare that this dissertation titled “Monetary Incentives and the Quality of Teaching in Secondary Schools of Alebtong District Northern Uganda” is my original work which has never been submitted to any institution of higher learning for any award. Reference to other people’s work has been accordingly acknowledged.

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APPROVAL

This dissertation entitled “Monetary Incentives and the Quality of Teaching in Secondary Schools of Alebtong District Northern Uganda” by Acuti Kenneth has been developed with our guidance and it is now submitted for examination with our approval as supervisors.

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DEDICATION

This dissertation is dedicated to my dear parents, friends and relatives. You have greatly sacrificed in terms of finances and moral support to bring me this far. Just accept my humble gift of thank you. May the Almighty God be glorified in the name of Jesus Christ our Lord.

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The figure 1: A Conceptual frame work showing a relationship between monetary incentive and quality of teaching (Wang, Spalding & Odell, 2011) as dependent variables.

LIST OF ABBREVIATION AND ACRONYMS

Abbreviation

GOU	Government of Uganda
MOES	Ministry of Education and Sports
NCDC	National Curriculum Development Centre
PTA	Parents Teachers Association
UPE	Universal Primary Education
USE	Universal Secondary Education
TISSA	Teacher Issues in Sub-Sahara Africa
Dr.	Doctor
NUSAF	Northern Uganda Social Action Fund
PRDP	Peace Recovery and Development Plan
SRS	Simple Random Sampling
UNESCO	United Nations Educational Scientific and Cultural Organization
UNATO	Uganda National Association of Teacher's Union
PRED	Plan for Rehabilitation and Development Program
DEO	District Education Officer
APSS	Apala Secondary School
AKSS	Akii Bua Secondary School
FACOGSS	Fatima Aloi Comprehensive Girls Secondary School
ALSS	Aloi Secondary School
OMSS	Omoro Secondary School
AMSS	Amugu Secondary School

Abstract

The purpose of the study was to establish the relationship between monetary incentive and the quality of teaching in secondary schools in Alebtong district. The objectives of the study were to examine the effect of extra load allowance on the quality of teaching, assess the effect of performance pay on the quality of teaching, and examine the influence of PTA allowance on quality of teaching. The study employed a cross-sectional survey design, a purposive sampling technique and simple random sampling technique were used. Data collection instruments were structured questionnaires and interview guides. Data was collected from a sample of 72 representing a total population of 185 including Teachers, Deputies and Head Teachers. Quantitative data was gathered in order to establish the relationship between the independent and dependent variables and qualitative data collected to provide in-depth information on the monetary incentive and quality of teaching. A Statistical Package for Social Sciences (SPSS) version 20 was used to establish the relationship between monetary incentive and quality of teaching and Pearson moment correlation coefficient to determine the degree of relationship. The qualitative data were categorized, organized, analyzed along the themes of major variables and reported qualitatively in description along with frequency counts and percentages. The finding established that there is a positive significant relationship between extra load allowance and quality of teaching, Performance pay has a positive significant relationship on the quality of teaching, and PTA allowance has positive significant relationship with quality of teaching in secondary schools in Alebtong district. The Study recommends that schools should give extra load allowance to improve quality of teaching, schools should introduce performance pay to encourage quality teaching, and PTA should be encouraged to motivate teachers for quality teaching.

CHAPTER ONE

INTRODUCTION

1.0 Introduction.

This study examined the relationship between monetary incentives and the quality of teaching in secondary school of Alebtong District Northern Uganda. Monetary incentives formed the independent variable and quality of teaching formed dependent variable. This chapter consists of the Background to the study, Statement of problem, Purpose of the study, Objectives of the study, Research Questions, Research Hypothesis, the Conceptual Framework, and Significance of the Study and the Scope of the Study.

1.1.0 Background to the Study.

1.1.1 The Historical Background of the Study.

In the recent past, incentives in education have become a matter of concern both to the government and to the private sector all over the world even though teachers get monthly salaries. Resources for education continues to decline while the demands continue to raise (OECD, 2012) and these have affected the resources which go to teachers in form of incentives. Hattie (2003) revealed that teachers contribute around 30% of the overall variation in student achievement and success, more than any other factor. UNESCO (2006) revealed that poor academic results of schools in Uganda in general was documented to be the outcome of lack of incentives to teachers.

Many developed countries like USA, Turkey, Norway and Demark have deviated from traditional teacher compensation to encourage quality of teaching through monetary incentives (Adebayo, 2018). Incentives have also been implemented in many other countries, including India, Israel, Kenya, Nigeria and Hungary. Some of these studies have indicated that monetary incentives can be effective and more cost efficient than any other measures in improving the quality of teaching. Similarly, a study conducted by Narsee (2012) in South Africa found that monetary incentive is the most important incentive category. However, other studies have

suggested no effect of increased incentives on the quality of teaching, for example, Njanja, Maina, Kibet, and Njagi (2013) in Kenya argued that monetary rewards (cash bonus) have no effect on employee performance. Uzonna (2013) also argues that when it comes to bringing out the best performance of employees, growth opportunities, recognition and non-cash rewards are more effective motivators than monetary incentives.

In Uganda incentives to teachers became a concern in the 1970s where Parents adopted the PTA idea of 1964 to raise resources to support teaching and learning (Ssekamwa, 2001). Most publications have revealed diverse concerns on incentives to motivate teachers in Uganda. Tash Lumu (2010) points out that, teachers are the least motivated civil servants. Nairuba (2011) carried out a study on the effect of motivational practices on teachers' performance among secondary schools in Jinja and she found out that fringe benefits such as allowances, recognition, promotion and praise depended on the availability of funds. She also found a very weak relationship between motivational practices and teachers' performance in urban secondary schools in Jinja. The study concluded that there are other factors that could be affecting teachers' performance in the schools. However, TISSA (2013) revealed how job stratification, reward system, professional training and development and work situational-factors are affecting teacher's motivation in Uganda. A study on teacher's motivation and academic performance in Namayingo district eastern Uganda revealed that teachers are motivated through extrinsic factors which include material things such as money and intrinsic factors that is to say intangible such as recognition among others.

In sub-Sahara Africa the quality of education in secondary schools experienced decline in the 1970s and 1980s as a result of two decades of civil war, experienced by most countries. This led to poor enrollment, poor quality of education and high rate of secondary school dropout (MOES, 2001).

Several studies have been conducted on the quality of education in Uganda, a study by African population and health research Centre revealed how the quality of learning was a challenge in public schools a case of Iganga and Mayuge districts (APHRC, 2016). UNESCO (2013) revealed how quality of teaching is low due to lack of teacher motivation. Studies have recognized that the introduction of USE in 2008 and UPOLET in 2012 with the aim of improving quality, relevance, efficiency and effectiveness in service delivery, more schools, have been established and enrollments in all these schools have impressively increased (MOES, 2014). The statistical data available have indicated growth in enrollment rates in secondary schools from 2011 up by 27.7% (Galiwango, 2011). Other innovations to improve on the quality of teaching in schools include the establishment of the Directorates of Education Standard (2008) within the ministry of education and tasked with the responsibility of ensuring quality of teaching and learning, pedagogical teachers' training in educational institutions (MOES, 2013). But one area which has not been paid serious attention to is the area of incentives to motivate teachers to add extra unit of their effort to improve on the quality of teaching (UNESCO, 2013). Literature also reveals a mixed conclusion on the effect of monetary incentives on the quality of teaching.

1.1.2 Theoretical Perfectives.

This study is guided by "Theory of labour productivity" advanced by Adam Smith (1723) in which he suggests that wages are closely related to the marginal productivity of labor. The theory suggests a clear relationship between productivity, wages and demand for labour and that wages correspond to marginal productivity of labour. This theory is in line with Policardo et al. (2014) who revealed that wage inequality measured by a Gini index has a negative effect on a country's labour productivity and that more wage inequality implies less labour productivity.

However, neoclassical theories of wages suggest a clear view that wages are not associated with the marginal productivity of workers instead they argued that paying higher-than-market wages can be a rational choice for firms to increase the work effort of employees. In this case workers are classified as 'productive workers' whose utility is based on wages. Another category of

workers are described as 'shirking workers' who earn the same wage with less work effort, but who face a higher risk of job loss if their employers discovers the 'shirking,' and face a higher risk of reliance on unemployment benefits, with lower utility. Therefore, this leads to an equilibrium where wages are set at the level at which workers decide not to 'shrink. It is therefore essential to understand how monetary incentives directly drive up the productivity of teachers and directly impact on learning outcomes in the long run. This theory will be used to explain how the quality of teaching is dependent on monetary incentives in secondary schools. The theory will be used to understand how teachers' rewards based on monetary incentives in terms of extra load allowance, performances pay and PTA allowances influence efforts of public school teachers in Alebtong district.

1.1.3 The Conceptual Perspectives.

Monetary incentives involve all rewards that have a monetary value such as allowance pay, merit pay, contribution or performance pay, competency, pensions, health insurance (Armstrong, 2010). In addition to regular salary payment, Armstrong (2010) argued that monetary incentives are the core element in total reward. According to (Wayne, 1998) reward in form of money has a stronger influence on performance of employees. While Armstrong (1996) emphasizes the importance of extrinsic motivation when he said that money offered the possibility of carrying out a number of different purposes. Narsee (2012) in South Africa found that monetary incentive is the most important incentive category that people need to satisfy their various wants. Akitonye (2000) asserts that money remains the most significant motivating strategy. As far back as 1911, Fredrick Taylor and his scientific management associates describe money as the most important factor in motivating the industrial workers to achieve greater productivity. Similarly working as a lead consultant with the USAID funded programme targeting personnel engaged in humanitarian rescue missions in Somalia, Jandaya (2008) established that workers can brave working even in the most dangerous environments, if they are assured of handsome monetary rewards. She advises that workers should be treated as partners in any initiative if devotion and commitments

to their duties are to be developed in them, and being a partner demands that what accrues from an undertaking must be shared by the people with stakes. Therefore, a good monetary incentive package attracts not only competent workers and retain them, but also determines their commitments and attitudes towards work.

According to Longman dictionary of contemporary English (1999:36), an allowance is an amount of money or something paid to the worker, regularly for special reasons. Cushway, (1999:156) referred to incentives fringe benefits as additional payments beyond the basic pays like pay rise, over time pay and payment by results, bonuses and profit oriented pays. In most organizations, such benefits include; performance related pay, merit pay, knowledge contingent pay, team based pay and organizational based pay, based on the profitability of the firm, recognitions, promotion and praises.

Quality of teaching concerns one's competences, teachers' credibility, teaching outcomes as demonstrated by teacher's preparation, instructional strategy, academic and professional tests outcome of learners (Wang, Spalding, Cari, Klecka & Odell, 2011). The outcomes are knowledge, skills and values that students acquire to be productive in society (Cochran-Smith & Fries, 2001; Darling-Hammond & Youngs, 2002).

Teachers are one of the key elements in the school and the quality of teaching depends on the teachers who are well paid and motivated. They are the driving force and main resource in the development and academic growth of students as they are sources of knowledge and agents of change (Wallace, 2011). Research so far has shown that a teacher's effectiveness has an influence on the students' academic attainment (Afe, 2001). Logically it is so because teachers are the facilitators in the teaching and learning process. They interpret the subject matter and put theory into practice during their interaction with the students. The teachers are increasingly becoming the focus of interest because of the key roles that he or she plays in the delivery of quality education to the learner" (Taal, 1996, p.16).

1.1.4 The Contextual Perspective.

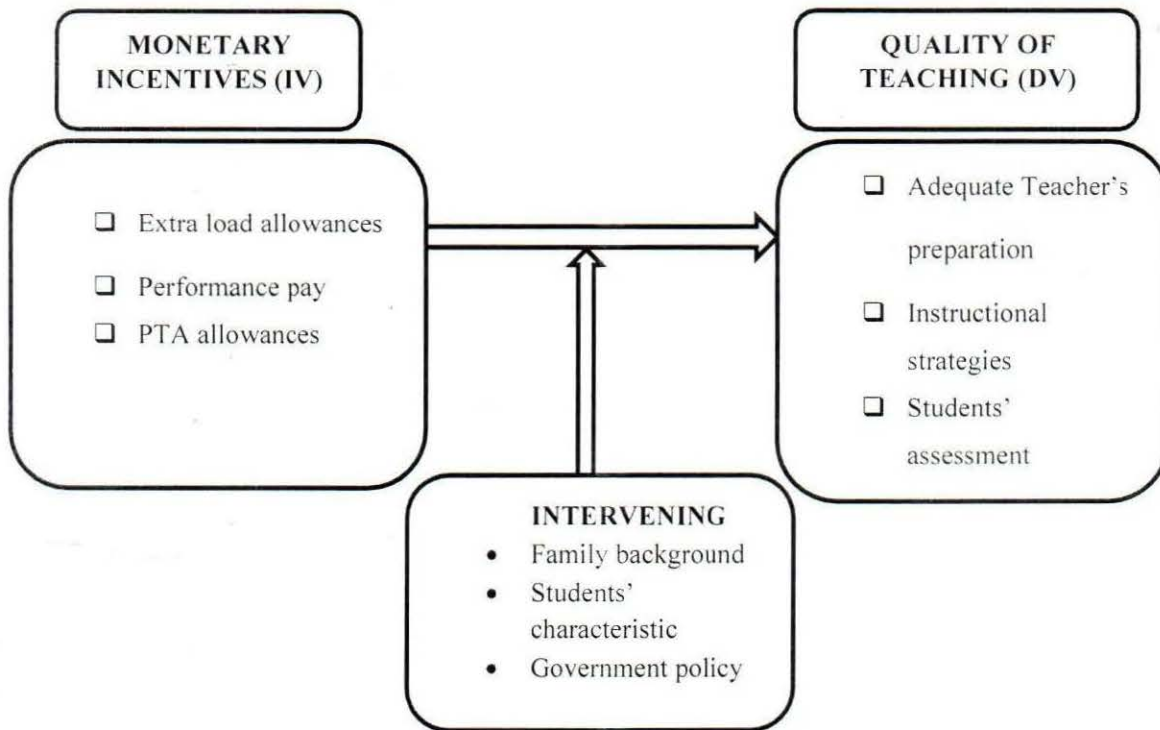
Teachers in Uganda are operating under hardships even though they are paid monthly salary (MOES, 2018). Egau, (2018) suggests that teacher's motivation is a critical issue in the education system and significantly influences on the quality of teaching and learning outcomes. Teachers at all levels may desert the profession to engage in other things that make them earn a living and worst of all few students want to train as teachers (Egau, 2018).

In Alebtong district, the government programs such as Northern Uganda Social Action (NUSAF), Peace, Recovery and Development Plan (PRDP), World Bank project have supported the building of infrastructure like: classroom blocks, laboratory and provision of desks (Okello, 2018). USE (2008) and UPOLET (2012) policies have motivated parents to send their children to school. Also public secondary schools in Alebtong district receive monthly salary and P.T.A fees from parents towards supporting teachers and students for quality education (MOES 2008b). However, monetary incentives in terms of extra load allowance, performance pay and PTA allowances to motivate teachers towards extra unit of input are causing low quality of teaching as reflected in teacher's preparation and assessment outcome in the district. Okello (2018) argues that to boost the standard of education in the region, the government should provide more incentives, increase salaries, and recruit more staff.

While Uganda National Examination Board has expressed concern at the current quality of teaching as reflected in the results, it has contributed to failure of some candidates (UNEB, 2018). In 2018, Alebtong district had only 10 students in division I at ordinary level, representing 1.3 (%), 96 were in division II, representing 12 (%), while 217 were in division III representing 27 (%), 377 in division IV, representing 47 (%), 02 in division VII, representing 0.2 (%), 88 were in division IX, representing 11 (%). Therefore, there is need to establish the influence of monetary incentives on teaching and the learning out comes.

1.1.5 Conceptual framework.

The figure 1, monetary incentives (Armstrong, 2010) is the independent variable that has direct relationship on the quality of teaching (Wang, Spalding & Odell, 2011) as dependent variable.



The conceptual frame work is being derived from literature review

The figure 1 above presents the relationship between monetary incentives and quality of teaching. Monetary incentives basically include the provision of extra load allowances, performance pay, and PTA allowances to enhance quality of teaching outcomes as reflected in teachers' preparation, instructional strategy and students' assessment outcomes.

1.1.6 Statement of the problem.

Monetary incentives like other types of incentives encourage quality of teaching among teachers where learners get better grade and acquire skills. However, in Alebtong district the quality of teaching in secondary schools as reflected in national examination assessment is very low where very few students passed in grade one and two. The 2018 UNEB results show that students in Alebtong district continue to register a decline in O'level results since 2013 to 2018. In 2013 only 05 students out of 490 passed in grade one, 12 out of 448 in 2014, 10 out 628 in 2015, 11

out 704 in 2016, 08 out of 537, and 10 out of 798 in 2018. Many stakeholders have attributed this to inadequate teachers' preparation, instructional strategy, and poor assessment strategy because teachers lack remunerations. This is a concern and it seems to threaten the future of students as it may lead to high dropout rates, sub-standard students to join other tertiary institutions and acquire life time careers hence wastage of resources to the country. Therefore, it is from this background that this study aims to investigate the relationship between monetary incentives and quality of teaching in secondary schools in Alebtong District.

1.2 Purpose of the Study.

The purpose of the study was to establish a relationship between monetary incentives and quality of teaching in Secondary Schools in Alebtong district.

1.3 Objectives of the Study.

1. To examine the influence of extra load allowances on the quality of teaching.
2. To assess the effect of performance pay on the quality of teaching.
3. To examine the influence of PTA allowances on the quality of teaching.

1.4 Hypothesis.

- i. There is a significant relationship between extra load allowances and the quality of Teaching.
- ii. There is a significant relationship between Performance pay and the quality of teaching.
- iii. There is a significant relationship between PTA allowances and the quality of teaching.

1.5 Research questions.

- i. How does extra load allowances do influence the quality of teaching?
- ii. What impact does performance base pay has on the quality of teaching?
- iii. How does PTA allowance influence the quality of teaching?

1.5 Significance of the study.

The finding from this study will provide understanding on how monetary incentive drive productivity of teachers and impact on learning out comes in the long run.

The findings from this study will reveal to policy makers the significance of monetary incentives to help them re-design incentive policies that attract competent workers to join the teaching profession and retain them.

The knowledge may be used to design incentive strategies for the quality of teaching in secondary schools.

The study shall help secondary schools administrators to offer fair and adequate monetary rewards so that teachers are motivated to increase their input for better outcomes.

The study can help students and academicians who are interested in this field of study on teacher's motivation.

1.6 Scope of the study.

This section includes the geographical location, time and content scope as indicated below.

1.6.1 Geographical scope.

Geographically, the study was conducted in six (06) government aided secondary schools in Alebtong district.

1.6.2 Location of the study.

The study was carried out in Alebtong District. It is located in the northern part of Uganda and is bordered by four districts namely: Lira (West), Otuke (North East), Amuria district (East), Dokolo (South). The district comprises of 6 sub-counties and a town council.

1.6.3 Time scope.

Five years from 2013 to 2018 as it is a time when Alebtong district experienced inconsistency in students under academic performance due to inattention to monetary incentives.

1.6.4 Content scope.

The content focused on extra load allowances, performances pay and PTA allowance on the quality of teaching in secondary schools.

1.7 Operational definition of terms.

Incentives, in this study refers to all the direct and indirect benefits offered to teachers as intrinsic motivators, more especially, direct monetary incentives and all other financial resources needed to be offered to teachers.

Monetary incentives, in this study refer to direct monetary rewards and all other financial resources to be offered to teachers.

Quality of teaching, in this study concerns one's competences, teachers' credibility, methodology and teaching outcomes as demonstrated by teachers' preparation, instructional strategy, academic and professional tests outcome of learners.

Extra load Allowances, in this study refer to the reward that is permitted to teachers for accomplishment of excessive amount of work allocation that exceed the amount required such as teaching extra periods, lessons.

Performance pay, in this study refers to the reward directed towards task or goal accomplishment, the job responsibilities or duties performed by the teacher.

PTA allowance, in this study refers to the fund support in form of fees from parents towards the running of the school and teachers' motivation inclusive.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction.

Many studies on academic issues have come out with factors that affect academic performance. Even teachers at all levels aim at enabling their students to excel and obtain good grades in their examinations. But teachers not only in Uganda but worldwide are not well motivated through monetary incentives.

Kathleen, (1996:192) quoted a teacher... “the harder you work the less you are appreciated by some people. There is nothing to be proud of, I don’t tell people that I am a teacher” A teacher with such views will not carry out his or her duties effectively to produce good results. Incentives cause motivation to achieve goals, it consists of appropriate mechanisms of responses of internal force which spark us to satisfy some needs deliberately.

2.1 Extra load allowances and the quality of teaching.

Research evidence suggests that students who are taught by teachers who are satisfied with their job are more likely to perform better academically than their peers whose teachers are not able to sustain their commitment (Day, Sammons, Stobart, Kington, and Gu, 2007). The research suggests that a major factor in teachers’ workload allocation is stress which is problematic and time shortage (Brunetti, 2006). The experts of education are aware that excellent student performance is a result of devoted and hardworking teachers who provide right instructions at the right time. This shows that only those teachers who are highly motivated can perform better (Nyirenda, 2005).

Rivkin, Hanusheck and Kain (2005), revealed that there are numbers of things which influence students’ achievement academically among which include teachers’ effort. This effort can be triggered through extra load allowance.

According to a study by Lavy (2009), the goal of extra load allowance for productivity is to have two major impacts. The first is to motivate teachers to exert more "effort," which includes quantity and quality. For example, to enhance quantity, teachers might spend more time on syllabus planning or after-school tutoring. They can enhance quality by adopting innovative teaching techniques or experimenting with different teaching methods. The second objective is to attract higher quality teachers.

For a long time, teachers' salaries have been very low. Teachers have a number of times voiced their predicament to government through different organizations and associations. When it comes to allowance benefits, teachers have to go without, extra load allowance, company cars, subsidized medical facilities, mileage allowances, house loan schemes and other allowances that improve performance of other professions. In Britain, teachers are motivated by being provided incentives such as, salary incentives, transport funds, extra vacation time to travel abroad, child allowances and housing.

Reporting from a study done in Zambia on the influence of employee remuneration on organizational performance Zake (2010) observed that many workers prefer superior remuneration as the greatest determinant to accept a job or decline taking up one. He notes that some workers never mind working overtime provided that such additional duties and engagement come with some substantial fringe benefits. He observes that reward, just like superior salary, plays a significant role in enhancing the performance of tasks by workers in an organization.

As observed by Dessler (2003), extra allowances paid to teachers provide a basis for achieving the set goals. Therefore, in institutions, managers and administrators often use marginal benefits as a means of improving on one's performance. However, these fringe benefits should be always paid after achievement is immediately ascertained or after work, if it is to have a meaningful impact. Similarly Farazmand (2007) postulates that performance is higher in those organizations where employees are adequately motivated. The literature reviewed on extra load allowance did not establish the extent which extra load allowances influences the quality of teaching in terms of learning outcomes

2.2 Performance pay and the quality of teaching.

Another area of incentive theory that overlaps with research occurs where incentives are looked at in relation to compensation or performance pay. Performance pay or merit pay in education is a longstanding idea dating back to Great Britain in the early 1700s (Stucker & Hall, 1971). In the 1920s, when scientific management was common, administrators adapted evaluations from business management to schools, leading to widespread use of merit pay (Johnson & Papay, 2010). This can either be individual or groups based on the outcome.

Well-calibrated incentives have been found to be effective motivators of employees in abundance of empirical studies; however, the nature of these incentives is a major point of contention among economists. Individual job performance is of high relevance for the existence and wellbeing of organizations (Sonnentag, Volmer & Spsychala, 2010).

Ladley et al. (2015) studied the impact of individual versus group rewards on work group performance and cooperation. The authors used computational social methods and Agent- Based Models to simulate work group interactions as different forms of iterated games. Group-based systems were found to outperform individual based and mixed systems, producing more

cooperative behaviour, the best performing groups and individuals in most types of interaction games. Barnes et al. (2011) also studied this conflict between groups versus individual incentives, postulating that trying to mix the two types of schemes put team members in a social dilemma, leading them to focus on the individually-based component. The authors found that in comparison to group-based only incentives, mixed individual/group incentives lead team members to perform faster but less accurately and focus on their own task work to the detriment of the group.

A study by Salman, Mohammed, Ogunlade, & Ayinla (2012) found that majority of teachers and students have agreed that performance-based pay, in terms of bonuses affects their performance which as a result contributed greatly to students' success.

On the other hand, a study on teacher performance pay conducted by Adkins (2004) in Florida, USA found that most teachers and other instructional respondents disagree that teacher performance pay provides an incentive to work harder. Also pay for performance can be seen as encouraging administrators and teachers to cheat by manipulating the statistics or teaching to test (Wilms & Chapeleau, 1999). Others say that when performance based compensation programme relay on students' performance, students end up losing, because curriculum is narrowed to include subjects that can be easily taught by drill and practicals and are easily measured (Wilms & Chapeleau, 1999).

According to the ministry of education and statistics (2004) private schools perform better than government aided schools because teachers in private schools are adequately rewarded. In schools where remuneration is on equitable grounds based on performance indicators of

individuals, they derive attraction, participation, commitment and improved performance (Mingat, 2002). UNESCO (2006) Poor performance in schools has been documented to be the result of poor teacher reward. MOES (2013) noted that allowances are some of the fringe benefits teachers are supposed to earn while performing their duties as educators. In its report (2013) MOES revealed that appointed teachers are entitled to several allowances such as: hardship allowance, travel allowance and others. Robbins (2003) observed that employees who are unsatisfied with their jobs had more absenteeism rates than those with job satisfaction and with many attendance levels. He concluded that employee satisfaction and performance are connected to absenteeism.

2.3 PTA allowance and the quality of teaching.

According to Maryam (2008), the PTA started in USA with the kindergarten developments which were engineered by the Mothers meetings in Chicago in 1855, taking off effectively in 1894 through the Mothers Congregations. In the USA the PTA is a national organization enshrined in the constitution with each PTA serving a local state. According to the United States National Parents Teachers Associations mission and purpose statement, the PTA seeks to promote the welfare of the child and youth at home, in the school, and in the community (Maryam, 2008). In the early years of educational development in Uganda, schools were characterized by limited formalized contacts with parents except in the event of being invited for speech days, sports day and so on. The parents had no say in what was taught or how the schools were run. According to Lasibille (2000) the fact that the school leadership did not attempt to establish a partnership with the parents, believing that parents were irrelevant to the schooling process, since they did not even know that a number of parents were illiterate or had low educational background at that time, anything to do with school was intimidating to them.

There were long distances between home and school, and the cost of travelling inhibited participation. The parents in the government schools borrowed the PTA idea which was started by Kampala archdiocese in 1964 to mobilize resources to supplement other organs like BOG and SMC to support the construction of new classrooms, maintain the old ones and boost teachers' salaries (Ssekamwa, 2001).

According to Lewin (2006), schools found themselves unable to run effectively anymore; there were shortages of scholastic materials and basic infrastructure in some cases. Teachers, who were poorly remunerated, resorted to teaching in two or more schools to make odds ends meet. Some teachers left the country to seek for greener pastures, while others, who remained, resorted to "coaching" as a means of earning extra income. PTA allowance is typically paid much less than regular monthly salary (Duflo, 2004). According to Ondari (2011) human beings have the capacity to perform their duties just well, but with some external trigger, jobs are undertaken more effectively. Ondari further advises that personnel should be allowed to share the gains of an institution in the form of monetary rewards to boost their morale as an increased motivation to give more to such institutions.

In Nigeria, the Parents Teachers Association (PTA) provides financial support to teachers in some schools. This is noted to have increased morale of teachers to perform the job effectively (Tonje, 2009). Onyango (2001) emphasizes that human resource is the most important resource in a school organization. He adds that teachers comprise the most important staff in the school. However, the contribution made by other staff members such as secretaries, bursars, accounts clerk, matron, nurses, messengers and watchmen is also important. Onyango (2001) posited that teachers, apart from students, are the largest most crucial inputs of an educational system. They influence to a great extent the quality of the educational output. Teacher's irregular promotion,

low pay package, societal perception of the job and many more has diminished the morale of teachers. When teachers are not motivated, their level of job commitment may be low and the objectives of the school may not be accomplished.

Obura, Khatete, and Rimbui (2002) (2005) observe that the most important purpose of a school is to provide children with equal and enhanced opportunities for learning, and the most important resource a school has for achieving that purpose is the knowledge, skills and dedication of its teachers and other school. Therefore teachers should be motivated through PTA allowance. Nyaga (2005) in a study on effects of delayed fees payments on the teaching and learning process in public secondary schools in Mbeere District in which 20 principals, 35 teachers and 162 students participated revealed that PTA allowance was inadequate to sustain the hiring of teachers in public secondary schools. Lyimo (2014) who established that teachers in secondary schools in Moshi District in Tanzania were not receiving their allowances and this had negatively affected their living conditions and motivation.

2.4 Chapter Summary.

The researcher review of the information is based on the objectives of the study. The literatures have revealed that monetary incentives influence the quality of teaching. Well-calibrated incentives have been found to be effective motivators of employees in abundance of empirical studies. However, the nature of these incentives is a major point of disagreement amongst economists. The literature review reveal that despite the existence of the data, the empirical data purely on monetary incentive on the quality of teaching is not available. Furthermore, the information provided is adequate for the implementation of means of operation that will guide this study, nevertheless the information available is not in purely monetary incentives on the quality teaching hence there is provision to adequately carry this study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction.

This chapter explains the methods that were used to collect data. The chapter focuses on the research design, methods of data collection, location of the study, target population, sample size and sampling technique, research instruments, measurement, validity and reliability, data collection procedures, data processing and analysis and ethical consideration.

3.1 Research design.

The researcher employed a cross sectional study design that involved selection of schools. A cross-sectional survey was used because it captures a specific point in time and not costly to perform (Larvner, 2016). It was used to generate findings and outcomes on monetary incentives and quality teaching among the selected schools.

3.2 Research approaches.

The study used both quantitative and qualitative approaches to collect data (Mugenda, 2006). Quantitative approach was to generate data on monetary incentives that can be expressed in numeric form in which statistical tests can be applied, it strive to control bias and making statement understood objectively on monetary incentive and quality of teaching (Lucido, 2016). Qualitative approach was used to provide free exchange of information on monetary incentives and quality of teaching (Sekaran, 2003). The study used triangulation to give more valid and reliable findings on monetary incentives and quality of teaching as followed Amin (2005), Koul (2009) and Kothari (2010).

3.3 Study population.

The study was conducted in 06 government-aided secondary schools in Alebtong district. The targeted populations were Headteachers, Deputy Headteachers, Teachers who are on government pay Roll and Teachers who are paid locally by schools. The total population was 185 persons

(Alebtong, 2018). The study population was chosen because it was expected to be reasonable enough to give a fair representation and to reflect a fair view of the relationship between monetary incentives and the quality of teaching. Teachers were involved in the study because they are directly concerned with the teaching and therefore, expected to give relevant information about their schools. Headteachers and Deputy Headteachers were involved in the study because they are directly concerned with the administration and implementation of policy thus, being in the centre of all school activities.

3.4 Sample size selection.

A sample size of 72 out of population of 185 was selected as recommended by Krejcie and Morgan (1970) table for determining the sample size.

The table: 1 below shows the study population, sample size and sampling design.

Category	Target population	Sample size	Sampling design	Rationale
Headteachers	12	06	Purposive sampling	Give relevant information
Deputy Headteachers	12	06	Purposive sampling	Give relevant information
Teachers	161	60	Simple random sampling	Member in a population has equal chances of being selected
Total	185	72		

Source: Alebtong district record (2018).

The sample included six (06) government-aided secondary schools out of twelve schools in the district. The study used both male and female: 60 Teachers, 06 Headteachers, 06 Deputy Headteachers, for the purpose of making inferential statistics, deductions and generalizations.

Purposive sampling was employed in the selection of key informants; Headteachers and Deputy Headteachers. This is because they are in position to give objective information on how monetary incentives support and contribute to the quality of teaching. According to Kothari (2004) purposive sampling technique is recommended and is used for qualitative research. Purposive sampling was used in this study because it's convenient for large population and it provided justification of the information to make generalization from the sampled study.

Simple random sampling technique was used to give respondents equal opportunity and independent chance of being selected, as Amin (2005) emphasizes. Both male (40) and female (09) teachers were sampled.

3.5 Methods of Data Collection.

The data collection instrument used in this study included; questionnaires and interview guides.

3.5.1 Questionnaires

Teachers were considered for structured questionnaires. The background information of the respondents was considered in the first section and the remaining sections restricted to the aligned objectives of the study. The instrument was closed ended questions (questions with a menu of options for a respondent to select). A Likert's scale statement having 5 type response in range of 1-5 was used where 1= strongly Agree, 2= Agree, 3= not sure 4= disagree 5= strongly disagree. This was used to measure the variables under study.

3.5.2 Interview Guides.

The interview guides were administered to key informants and this was mostly used in collecting data from Headteachers and Deputy Headteachers. Semi-structured Questions concentrated on face-to-face interviews were used. The guide captured in depth information about monetary incentives and quality of teaching in public schools. According to Amin (2005), interview has the advantages of generating more information through probing. Interviews also allow for clarification and capture facial expression of the interviewees.

3.6 Validity of instrument.

Validity refers to the ability of data collection instruments to provide findings which agreed with the conceptual or theoretical values or produce accurate results and measure variables in the study (Amin, 2005). In establishing the validity of instruments, the researcher worked in consultation with the supervisors cross checking the questionnaire items for consistency, relevancy, clarity and ambiguity before the questionnaires were administered to the participants in public secondary schools. The content validity index was used to check whether the questionnaires would measure what they were meant to measure. The overall content validity index was obtained by considering the total number of items regarded relevant by raters over the total number of the items in the instrument.

$$\text{CVI} = \frac{\text{No. of items regarded relevant by judges.}}{\text{The total number of the items in the instrument.}} = \frac{28}{33} = 0.84$$

The questionnaire was considered valid as the generated coefficient was above 0.7 as recommended by Amin (2005).

For qualitative validity instrument the data was processed through editing, checked while in the field to ensure that all questions were answered.

The answers to each item on the questionnaires were classified into meaningful categories by coding, tallying and tabulating to obtain frequency and percentage of each the item.

3.7 Reliability of the instrument.

Reliability is the measures of degree to which a research instrument yields consistent results when it is used in the same condition or respondents (Chronbach, 1953). To ensure that the instrument was reliable the researcher carried out a pre-test of research instrument. Cronbach's Coefficient was computed as 0.73 for questionnaire Alpha for internal consistency on items and the Cronbach's Alpha Coefficient was 0.73 implied the instrument was reliable (Joppe, 2008).

3.8 Research Procedure.

The researcher obtained an introductory letter from Kyambogo University to seek necessary permission from concerned authority. The researcher visited and held discussions with the schools administrators. A covering letter explaining the purpose of the study accompanying the questionnaires was distributed to the respondents in their respective schools to be filled.

3.9 Data analysis.

3.9.1 Quantitative data analysis.

Quantitative data obtained was entered into the computer using the SPSS software for data analysis. The quantitative data was analyzed by use of frequency count, percentage summarized, explained and interpreted. Pearson moment correlation coefficient at 0.01 level of significant was used to determine the relationship between the two study variables.

3.9.2 Qualitative data.

Qualitative response from Headteachers, Deputy Headteachers was summarized on summary sheet constructed containing data on key variables. Qualitative data gathered from interviews was categorized, organized and analyzed along the themes of major variables. Development of

broad categories to differentiate and describe ideas expressed by the participants and finally data was reported qualitatively in description along with frequency counts and percentages.

3.10 Ethical Consideration.

The researcher got an introductory letter from the head of department Foundation of Education Kyambogo University for assuring the respondents that the information is for academic purposes. The researcher also made a pre-visit to the respective schools to officially arrange the day and time to carry out the study in the selected schools. A letter of consent seeking permission to conduct the study was given to the respective Headteachers before actual study. The researcher introduced himself to the respondents and issued questionnaire. The researcher ensured that respondents were not coerced or manipulated while participating in the study. Respondents were assured of their confidentiality and anonymity. Their names were not written anywhere in the report. Word of appreciation to the respondent was done by the researcher.

3.11 Study Limitations.

The study area was geographically located far away from each other which required serious programing. In some areas respondents were few on the ground this made the researcher to move several times and this could not meet the expected sample. However this was solved by leaving behind the questionnaires to the concerned administration and then collected on another date. Some respondents were so busy that it required patience before being attended to. The researcher solved this by being polite and humble and requested some little time. Financial constraints were also another major challenge for the study as research is believed to be an expensive venture.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction.

This chapter presents the findings of the study on the relationship between the monetary incentive and the quality of teaching in government aided Secondary Schools in Alebtong district. The findings were analyzed, interpreted and presented according to the objectives of the study namely; to establish the effect of extra load allowance on the quality of teaching, to establish the effect of performance pay on the quality of teaching and to establish the influence of PTA allowance on quality of teaching.

4.1 Analysis of Background Variables.

4.1.0 Response rate by teachers

Out of 60 questionnaires distributed, 49 were completed and returned. This represents 81.6% of the targeted respondents which was adequate for this study.

4.1.1 Response rate by Headteachers and Deputy Headteachers

The study targeted 12 school administrators including 6 Headteachers and 6 Deputy Headteachers. 4 Headteachers and 6 Deputy Headteachers responded to the interview. This is about 83% response rate which is also adequate for this study.

4.1.2 Gender Distribution of the Respondents

Gender was considered to find out how male perceived the idea of monetary incentives and quality of teaching hence generating gender positive outcomes in this study.

Table 2: Showing Gender of Respondents

Attributes	Frequency	Percentage (%)
Male	40	81.6
Female	9	18.4
Total	49	100.0

Source: Primary Data 2019

The majority 40 (81.6%) of the respondents were male while 9 (18.4%) were female. This shows that there was proper gender representation in this study. However, there is a big gender gap where the majority of employees are male in secondary schools in Alebtong district. It may also be due to inadequate empowerment of women by different stakeholders since they were previously marginalized.

4.1.3 Distribution of Respondents by School

Distribution by school was considered for the purpose of being systematic and generalization of the study.

Table 3: Respondents by school

Attributes	Frequency	Percentage (%)
ALSS	9	18.4
AKSS.	9	18.4
AMSS.	8	16.3
APSS.	9	18.4
FACOGSS.	8	16.3
OMSS.	6	12.2
Total	49	100.0

Source: Primary Data 2019

Out of 6 selected schools, 9 (18.4%) of the respondents were from ALSS, 9 (18.4%) from AKSS, 8 (16.3%) from AMSS, 9 (18.4%) from APSS, 8 (16.3%) from FACOGSS, and 6 (12.2%) from OMSS. This implies that the sampled schools were proportionately representative of the number of respondents from the selected schools in the district.

4.1.4 Distribution of respondents by number of years of service at current school

Years of the service was considered for purposed of working experience and knowledge on monetary incentives and the quality of teaching.

Table 4: Respondents by number of years of service at current school

Years	Frequency	Percent
1 year	16	32.7
2 years	10	20.4
3 years	3	6.1
4 years	4	8.2
more than 5 years	16	32.7
Total	49	100.0

Source: Primary Data 2019

From table 4: 16 (33%) of the respondents were those who have worked for 1 year, 10 (20.4%) for the period of 2 years, 3 (6.1%) for the period of 3 years, 4 (8.2%) for the period of 4 years and 16 (32.7%) for more than 5 years at the current work station, This implies that the period of service by teachers was considered and the majority were teachers who joined teaching service for the period of 1 year and those who stayed longer (more than 5 years) in the teaching service hence the information obtained was from different experience groups making it relevant and reliable.

4.1.5 Distribution by level of Respondents' Qualification

Qualification was considered for the purpose of seeking crucial knowledge and skills on monetary incentives and quality of teaching.

Table 5: Level of respondents' qualification

Attributes	Frequency	Percentage (%)
A' Level	2	4.1
Diploma	27	55.1
Degree	18	36.7
Masters/post-graduate	2	4.1
Total	49	100.0

Source: Primary Data 2019

Table 5: indicates that, 2 (4.1%) of the respondents had UACE certificates, 27 (55.1%) had diplomas, 18 (36.7%) had degrees and 2 had attained masters level. This implies that respondents were knowledgeable to give relevant information on monetary incentives and the quality of

teaching. It also implies that teachers in secondary schools in Alebtong have at least attained the minimum level of education to deliver quality teaching.

4.1.6 Distribution of Respondents by number of times teachers receives monetary Incentives School

Table 6: Respondents by number of times teachers receives monetary incentives

Attributes	Frequency	Percentage (%)
None	4	8.2
1 time	11	22.4
2 times	16	32.7
3 times	18	36.7
Total	49	100.0

Source: Primary Data 2019

Table 6 above: 4 (8.2%) of the respondents received none of the monetary incentives, 11 (22.4%) received monetary incentives once in a term, 16 (32.7%) received 2 times in a term and 18 (36.7%) received 3 times in a term. This implies that in some schools monetary incentives is given to teachers 3 times in a term while other received monetary incentives 2 times in a term and a few of them received no incentives at all in a term.

4.2 Findings on the effect of extra load allowances and the quality of teaching in secondary schools in Alebtong district in Northern Uganda

The first objective of this study was to establish the effect of extra load allowance on the quality of teaching. To come up with the realistic conclusions on this objective, respondents were asked to rate themselves on six items corresponding to extra load allowance on the quality of teaching basing on liker scale ranging from: 1 representing strongly agree, 2 for agree, 3 undecided, 4 for disagree, and 5 for strongly disagree. For the purpose of generalization, the researcher considered the responses to strongly agree and agree as respondents in agreement, while disagreed for respondents who strongly disagree and disagree. The responses are summarized in table 7.

Table 7: Response on the effect of Extra load allowance on quality of teaching in secondary schools.

Statement	AGREEMENT					U	DISAGREED					
	SA		A		Total (%)		D		SD		Total (%)	
	F	%	F	%			F	%	F	%		
Teachers are given pay incentives based on additional responsibilities at school	12	24.5	26	53.1	77.6	4	8.2	6	12.2	1	2.0	14.2
Teachers are always motivated to do their job when paid incentive allowances	18	36.7	23	46.9	83.9	1	2.0	5	10.2	2	4.1	14.3
Allowances paid for extra load encourages teachers to adequately prepare for the lesson in this school.	17	34.7	21	42.9	77.9	1	2.0	9	18.4	1	2.0	20.4
Extra load allowances encourage teacher to cover up syllabus promptly	26	53.1	15	30.6	83.7	2	4.1	5	10.2	1	2.0	12.2
Extra load allowances encourages teachers to use positive re-enforcement during teaching and learning.	16	32.7	22	44.9	77.6	2	4.1	7	14.3	2	4.1	18.4
Extra load allowances provide a basis for achieving a set goal	14	28.6	18	36.7	65.3	2	4.1	12	24.5	3	6.1	30.6

Source: Primary Data 2019.

From the table 7 above, majority 77.6% of the respondents were in agreement with the view that teachers are given pay incentives based on additional responsibilities at school, and only 14.2% of the respondents disagreed with this statement. This was in line with the interview results in which one of the male Headteachers in AKSS said..... *“Incentive is paid to teachers based on the responsibility they hold in school”*. This implies that teachers in the study area receive pay incentives based on additional responsibility they hold in the school.

The researcher went ahead to find out whether teachers are always motivated when paid allowances. The findings indicated that 84% of the respondents were in agreement that allowances motivate teachers to work harder and only 14.2% of respondents disagreed that teachers are always motivated when paid allowances. This is in line with the interview report in which one female director of studies in APSS said ... "*extra load allowance motivates teachers to do their work*". This implies that a monetary incentive encourages hard work for quality teaching.

The researcher also examined the respondents on whether allowances paid for extra load encourage teachers to adequately prepare for lessons in their schools. The findings indicated that 77.6% of the respondents were in agreement with this statement that extra load allowances encourages teachers to prepare adequately and only 20.4% of respondents disagreed with the statement. In an interview with one of the male Headteachers in ALSS , said.... "*Extra load allowance motivates some uncommitted teachers to prepare for teaching*". This implies that extra load allowances encourages planning and preparation for teaching.

In addition, the researcher established whether extra load allowances encourages teachers to complete the syllabus promptly, the findings revealed that 83.7% of respondents were in agreement with this assertion that extra load allowances encourages teachers to complete the syllabus promptly, and only 12.2% disagreed that extra load allowances encourages teacher to cover the syllabus promptly. According to interview reports majority of the Deputy Headteachers gave their opinion that extra load allowances may encourage early completion of syllabus by teachers. This shows that extra load allowances support syllabus coverage in time by teachers.

The researcher was also interested in finding out whether extra load allowances encourages teachers to use positive re-enforcement during teaching and learning. The result indicated that 77.6% of the respondents were in agreement with this statement, and only 18.4% of respondents disagreed with the statement.

Extra load allowance encourages positive re-enforcement because it reduces supervision task as teachers become self-motivated toward completion of a given task and extra load allowances offers solutions to complaints of work load by teachers especially for compulsory subjects (A male Deputy Headteachers from school APSS).

This implies that extra load allowance is a re-enforcement for teachers to provide quality of teaching and learning.

The findings also revealed that extra load allowances provides a basis for achieving set goals. This was supported by 65.3% of the respondents who were in agreement about the statement and 30.6% disagreed. This implies that extra load allowances is a motivating factor towards achieving set goals.

4.2.1 Correlation analysis

Table 8: Pearson correlation between extra load allowance and the quality of teaching.

		Extra load allowance	Quality of teaching
Extra load allowance	Pearson Correlation	1	.552**
	Sig. (2-tailed)		.000
	N	49	49
Quality of teaching	Pearson Correlation	.552**	1
	Sig. (2-tailed)	.000	
	N	49	49

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

Source: Primary Data 2019

From the Table 8 above, the correlation analysis results show that there is a positive significant relationship between extra load allowance and the quality of teaching ($r = 0.552^{**}$, $P > 0.000$) in

secondary schools in Alebtong district. This supports hypothesis 1 which states that extra load allowance has a significant relationship on the quality of teaching in secondary school in Alebtong district. This implies that an increase towards motivation through extra load allowances could result into improvement towards quality of teaching in secondary schools in Alebtong district. It also implies that extra load allowances affect the quality of teaching by 30.4% and 69.6% by other factors basing on the analysis on table 8 above.

4.2.2 Findings on the effect of performance pay on the quality of teaching in secondary schools in Alebtong district in Northern Uganda

The second objective of this study was to establish the effect of performance pay on the quality of teaching. To come up with realistic conclusions on this objective, the researcher requested the respondents to rate themselves on six items corresponding to performance pay on the quality of teaching basing on liker scale ranging from: 1 representing strongly agree, 2 for agree,

3 undecided, 4 for disagree, and 5 for strongly disagree. For the purpose of generalization, the researcher considered responses to strongly agree and agree as respondents in agreement while disagreed for respondents who strongly disagree and disagree. The responses are summarized in table 9.

Table 9: Responses on the effect of performance pay on quality of teaching.

STATEMENT	AGREEMENT					U	DISAGREED						
	SA		A		Total (%)		SD				D		Total (%)
	F	%	F	%			F	%	F	%			
The school administrators make sure that teachers are paid for the work well done.	11	22.4	17	34.7	57.1	4	8.2	12	24.5	5	10.2	34.7	
Performance pay encourages teachers to use better methods of teaching and instructional materials during teaching and learning	10	20.4	27	55.1	75.5	3	6.1	7	14.3	2	4.1	18.4	
Teachers are more effective and efficient in delivery when paid monetary incentives.	13	26.6	24	49.0	75.6	5	10.2	6	12.2	1	2.0	14.2	
Facilitation of staff or departmental meetings encourage team work among teacher.	21	42.9	23	46.9	89.8	1	2.0	4	8.2	0	0.0	8.2	
Performance pay encourages teachers to carry out assessment and evaluation.	17	34.7	26	53.1	87.8	0	0.0	6	12.2	0	0.0	12.2	
Performance pay encourages teachers to work harder to give feedback and correction.	17	34.7	20	49.8	84.5	5	10.2	6	12.2	1	2.0	14.2	

Source: Primary Data 2019

The researcher established whether the school administrators make sure that teachers are paid for work well done. The findings revealed that 57.1% of the respondents were in agreement that school administrators make sure that teachers are paid for work well done, only 34.7% disagreed and 8.2% were undecided about this because some teachers have served less than one year. This implies that in some schools, administrators pay teachers for work well done while others are not paid for work well done.

This was in line with the interview report in which a male Headteacher said that...*“they motivate teachers for work well done although there is lack of appreciation from some teachers and some teachers are so demanding that they believe it is the school to solve their financial challenges”*.

In addition, the researcher established whether performance pay encourages teachers to use better methods of teaching and instructional materials during teaching and learning. The finding revealed that 75.5% of respondents were in agreement with this assertion and only 18.4% disagreed. This was also in support by interview reports in which one Deputyhead teacher noted....*“performance pay encourages teachers to use better methods of teaching and it requires provision of enough instructional materials like scheme books, text books and laboratory equipment to enable effective teaching and learning”*. This implies that performance pay could encourage teachers to use better methods of teaching and the use of instructional materials in teaching and learning.

When the respondents were requested to give their opinion as to whether performance pay encourages teachers to be more effective and efficient in delivery, most of them (75.6%) answered in agreement, 10.2% were undecided and only 14.2% disagreed This implies that performance pay is an incentive for teachers to work harder. This was also supported by one male respondent in FACOGSS who said *“performance pay may encourage effectiveness because teachers become close to supervise the students in progress”*.

The researcher was also interested in finding out whether facilitation of staff or departmental meetings encourages team work among teachers. They do tremendously: (89.8%) of the respondents' opinions were in agreement with this statement, while 8.2% were undecided and none disagreed with the statement.

Also, the researcher established whether performance pay encourages teachers to give more assessment and evaluation. The findings revealed that 87.8 % of respondents were in agreement with this assertion, and only 12.2% disagreed that performance pay encourages teachers to give assessment and evaluation. From the interview reports, one administrator in AKSS noted that *“Performance reward is good but for those who excel only. However, non-performing teachers may become lazy and distribution of performance reward may cause hatred or conflict among non-performing teachers”*.

The researcher also examined whether performance pay encourages teachers to work harder to give feedback and correction of students’ work. The findings revealed that the majority, 84.5% of the respondents were in agreement that performance pay encourages giving feedback and doing correction of students’ work, only 10.2% were undecided while only 14.2% disagreed.

This implies that performance pay is a motivating factor towards giving feedback and correction of students’ works.

4.2.3 Correlation analysis

Table 10: Pearson correlation between performance pay and the quality of teaching.

		performance pay	Quality of teaching
Quality of teaching	Pearson Correlation	1	.515**
	Sig. (2-tailed)		.000
	N	49	49
Performance pay	Pearson Correlation	.515**	1
	Sig. (2-tailed)	.000	
	N	49	49

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

Source: Primary Data 2019

From the Table 10 above, the correlation analysis results show that there is a positive significant relationship between performance pay and quality of teaching ($r = 0.515^{**}$, $P > 0.000$) in secondary schools in Alebtong district. This supports hypothesis 2 which states that Performance pay has a significant relationship on quality teaching in secondary schools in Alebtong district.

This implies that any positive changes in performance pay could result into positive significant improvement on the quality of teaching in secondary schools in Alebtong district.

It also implies that performance pay affects the quality of teaching by 26.5% and 73.5% is contributed by other factors.

4.2.4 Findings on the influence of PTA allowances on the quality of teaching in secondary schools in Alebtong district in Northern Uganda

The third objective of this study was to establish the influence of PTA allowances on the quality of teaching. To arrive to realistic conclusions of this objective, the researcher requested the respondents to rate themselves on seven items corresponding to PTA allowances on the quality of teaching basing on liker scale ranging from: 1 representing strongly agree, 2 for agree, 3 undecided, 4 for disagree, and 5 for strongly disagree. For the purpose of generalization, the researcher considered responses to strongly agree and agree as respondents in agreement while disagreed for respondents who strongly disagree and disagree. The responses are summarized in table 11.

Table 11: Response on the influence of PTA allowances on the quality of teaching

STATEMENT	AGREEMENT					U	DISAGREEMENT					
	SA		A		Total (%)		D		SD		Total (%)	
	F	%	F	%		F	%	F	%			
PTA allowances is always paid to teachers promptly.	7	14.3	13	26.5	40.8	3	6.1	18	36.7	8	16.3	53
PTA allowance increase morale of teachers to perform the job effectively.	22	44.9	21	42.9	87.8	0	0.0	4	8.2	2	4.1	12.3
PTA allowances is given partially to teachers and it affects their duties.	12	24.5	19	38.8	63.3	8	16.3	8	16.3	2	4.1	20.4
Teachers' facilitation for staff or department meeting is satisfactory.	6	12.2	16	32.7	44.9	5	10.2	17	34.7	5	10.2	44.9
Delayed PTA allowance affect teaching and learning.	16	32.7	19	38.8	71.5	1	2.0	7	14.2	6	12.2	26.4
PTA allowance discourage absenteeism among teachers.	10	20.4	27	55.1	75.5	3	6.1	7	14.3	2	4.1	18.4
PTA allowances encourage social interaction among teachers, students and parents.	12	24.5	22	44.9	69.4	2	4.1	13	26.5	0	0.0	26.5

Source: Primary Data 2019

Table 11, the researcher was interested in finding out whether PTA allowance is always paid to teachers promptly. The result indicates that 40.8% of the respondents were in agreement with the statement and majority 53% disagreed that PTA allowances is always paid to teachers in time.

This clearly shows that few schools in the study area pay teachers PTA allowance in time and the majority of the other teachers from other schools do not always receive PTA allowance in time. This is in line with the interview reports in which the majority of administrators complained about parents' response towards fees payment being very poor making it very difficult to raise incentives promptly.

In finding out whether PTA allowances increase morale of teachers to perform the job effectively. The result presented indicates that the majority; 87.2% of the respondents' opinions were in agreement with statement and only few 12.3% disagreed. This finding was supported by interview reports in which most of the deputies were in support of motivation of staff to do their work effectively. This implies that PTA allowances is a motivating factor to boost teachers' morale to perform their job effectively thus improving quality of teaching.

On the other findings, it was revealed by majority of the respondents, 63.2% that PTA allowances are given partially to teachers by administrators and it affects their duties, 16.3% were undecided and few 20.4% disagreed. The finding was supported by interview reports in which majority of Headteachers attributed partial payment to poor payment of school fees. One of the Headteachers from AKS noted... *"failure by parents to pay fees to facilitate payment of incentives makes schools accumulate a lot of debt wage bill"*.

This implies that sometimes PTA allowance is paid partly to teacher in some schools while a few schools pay PTA incentives to teachers fully.

The researcher was also interested in finding out whether incentives to staff or departmental meetings is satisfactory. Interestingly the result reveals that (44.9%) of the respondents' opinions were in agreement with this statement and similarly (44.9%) of the respondents disagreed whereas only 10.2% were undecided. This was in line with the interview reports in which a male Headteacher from school AKS noted that ...*"the rate of incentives to staff or department change with environment"*. This implies that facilitation of staff or departmental meetings in most cases in these study schools differs from one school to another and also from one person to another.

The researcher also established whether delay in payment of PTA allowances affect teaching and learning. The findings revealed that the majority, 71.5% of the respondents were in agreement with the statement, 2% were undecided and only 26.4% disagreed. This implies that delay in paying PTA allowances is one of the factors that affect the quality of teaching and learning. This is because the staff will be demoralized to work effectively. This was in line with report from one respondent who noted ...*"some teachers are indiscipline in terms of late-coming, absenteeism, discipline management, setting and marking tests"*.

Furthermore, the findings indicate that the majority, 75.5% of the respondents were in agreement that PTA allowances discourage absenteeism among teachers, 6% were undecided and few 18.4% of the respondents disagreed with the statement. This implies that paying PTA allowances to teachers could discourage absenteeism among the teachers in the study area.

The researcher established whether PTA allowances encourage social interaction among teachers, students and parents. The findings revealed that 65.5% of the respondents were in

agreement with the statement, only 4% were undecided while only 26.5% disagreed. This implies that paying teachers PTA allowances encourage social interaction among teachers, students and parents.

4.2.5 Correlation analysis

Table 12: Pearson correlation between PTA allowances and the quality of teaching.

		PTA allowance	Quality of teaching
PTA allowance	Pearson Correlation	1	.602**
	Sig. (2-tailed)		.000
	N	49	49
Quality of teaching	Pearson Correlation	.602**	1
	Sig. (2-tailed)	.000	
	N	49	49

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

Source: Primary Data 2019

From the Table 12 above, the correlation analysis results show that there is a positive significant relationship between PTA allowances and quality of teaching ($r = 0.602^{**}$, $P > 0.000$) in secondary schools in Alebtong district. This support, hypothesis 3 which states that PTA allowances have a significant relationship on quality teaching in secondary schools in Alebtong district. This implies that the any positive changes towards PTA allowance could result to more significant improvement on the quality of teaching in secondary schools in Alebtong district.

It also implies that PTA allowances affect the quality of teaching by 36.2% and 63.8% by other factors.

4.2.6 Summary of results/ findings

It was established that there is a positive significant relationship between extra load allowances and quality of teaching ($r = 0.552^{**}$, $P > 0.000$) in secondary schools in Alebtong district. It affects the quality of teaching by 30.4% and 69.6% by other factors

It was established that performance pay has a positive significant relationship on the quality of teaching ($r = 0.515^{**}$, $P > 0.000$) in secondary schools in Alebtong district. It also affect the quality of teaching by 26.5% and 73.5% is contributed by other factors.

It was established that PTA allowance have a positive significant relationship between monetary incentives and quality of teaching ($r = 0.602^{**}$, $P > 0.000$) in secondary schools in Alebtong district. It affects the quality of teaching by 30.4% and 69.6% by other factors.

The study established that only 40% of the respondents were in agreement that PTA allowance is always paid to teachers promptly implying a partial motivation of teacher according to the study.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS, RECOMMENDATIONS OF THE FINDINGS

5.0 Introduction

This chapter presents discussion of study findings, conclusions, recommendations of the findings and ends with areas for further study.

5.1 Discussion of the study findings

The discussion of findings is presented in relation to the objective of the study and previous studies that were reviewed.

5.1.1 Discussion of results of Extra load allowance and quality of teaching in Secondary Schools in Alebtong district

The findings revealed that 77.6% of the respondents were in agreement with the view that teachers are given pay incentives based on additional responsibilities at school. This implies that teachers in the study area receive pay incentives based on additional responsibility. This is in line according to Longman dictionary of contemporary English (1999:36), in which an allowance is an amount of money or something paid to the worker, for special reasons.

84% of the respondents' opinions were in agreement with the statement that incentives motivate teachers towards doing work more effectively. This implies that a monetary incentive is a more effective motivator towards quality of teaching. This finding however disagrees with Uzonna (2013) who argues that when it comes to bringing out the best performance of employees, non-cash rewards are more effective motivators than monetary incentives.

77.6% of the respondents' opinions were in agreement with the fact that extra load allowance encourages teachers to adequately prepare for their lessons. This implies that extra load allowances encourage adequate preparation by teachers for quality of teaching. This is in line with Lavy (2009), who noted that the goal of extra load allowances for productivity motivate

teachers to apply more effort, which includes quantity and quality. For example, to enhance quantity, teachers might spend more time on syllabus planning or after-school tutoring.

Also 83.7% of respondents were in agreement with the fact that extra load allowances encourage teacher to cover up syllabus promptly. This shows that extra load allowances encourage effective teaching and quick syllabus coverage as this was also supported in an interview report. This is also in line with Lavy (2009) who emphasizes that extra load allowances encourage effective teaching and quick syllabus coverage.

65.3% of the respondents were in agreement with the fact that extra load allowances provide a basis for achieving set goals. This implies that extra load allowance is a motivating factor for achieving set goals. This is in line with Dessler (2003), who observed that extra allowance paid to teachers provides a basis for achieving the set goals. Therefore, the school administrators extra load allowance is a means of improving on staff performance. However, these rewards should be always paid after achievement is immediately ascertained or after work, if it is to have a meaningful impact.

77.6% of the respondents' opinions were in agreement with the fact that extra load allowances encourage teachers to use positive re-enforcement during teaching and learning. The result shows that the connection between stimuli and responses result into reinforcement. This is in line with Clark Hull (1943). Hull believed that "learning involves the connection of stimuli and responses as the result of reinforcement and each reinforced pairing of a stimulus and responses was believed to increase habit strength by a small amount".

5.1.2 Discussion of results of Performance pay and quality of teaching in Secondary Schools in Alebtong district

75.5% of respondents were in agreement with the fact that performance pay encourages teachers to use better methods of teaching and instructional materials during teaching and learning. This was also in support by interview reports in which one Deputy Headteacher noted that “performance pay would require provision of enough instructional materials like: scheme books, text books and laboratory equipment to enable effective teaching and learning”. This implies that performance pay could encourage better methods of teaching and the use of instructional materials in teaching and learning. This is in line with Lavy (2009), who argued that the goal of allowance for productivity is to enhance quality by adopting innovative teaching techniques or experimenting different teaching methods.

75.6% of the respondents answered in agreement with the fact that performance pay encourages teachers to be more effective and efficient in delivery. This is in line with Mingat (2002) who noted that in schools where remuneration is on equitable grounds based on the performance indicators of individuals attract participation, commitment and improved performance.

84.5% of the respondents were in agreement with the fact that performance pay encourages teachers to work harder to give feedback, correction and organize remedials. This implies that performance pay is a motivator for hard work towards feedback and corrections of students' work. However, these findings differ with Adkins (2004) in Florida, USA who found that most teachers and other instructional respondents disagree with the fact that teacher performance pay provides an incentive to work harder. The disagreement could be because of different perception or source of data collected.

It was established that performance pay has a positive significant relationship on the quality of teaching in secondary schools in Alebtong district. This similar to a recent report by Egau (2018) who argued that teacher's motivation is a critical issue in the education system and significantly influence on the quality of teaching and learner outcomes. This also in line with Akitonye (2000) who asserts that money remains the most significant motivating strategy.

5.1.3 Discussion of results of PTA allowance and quality of teaching in Secondary Schools in Alebtong district

The study established that 53% of the respondents disagree that PTA allowances is always paid to teachers promptly. This implies demotivation and harsh living condition. This in line with Lyimo (2014) who established that teachers in secondary schools in Moshi District in Tanzania were not receiving their allowances and this had negatively affected their living conditions and motivation. This is related to Okello (2018) who argues that to boost the standard of education in the region, the government should provide more incentives, increase salary and recruit more staff.

87.2% of the respondents' opinion was in agreement with the fact that PTA allowance increase morale of teachers to perform the job effectively. This was supported by interview reports in which most of the Deputy Headteachers were in support of motivation of staff to do their work effectively. This implies that PTA allowances is a motivating factor to boost teachers' morale to perform the job effectively thus improving quality of teaching. This was in line with Tonje (2009) who noted that the Parents Teachers Association (PTA) provides financial support to teachers and increased morale of teachers to perform the job effectively.

In addition 63.2% of respondents were in agreement the fact that PTA allowance is given partially to teachers and it affects their performance. This was supported by interview reports in which the majority of Headteachers attributed partial payment to poor payment of school fees. This implies that partial payment affect teachers' performance of their duties. This is in line with Ondari (2011) who noted that human beings have the capacity to perform their duties just well, but with some external trigger, jobs are undertaken more effectively. Ondari further advises that personnel should be allowed to share the gains of an institution in the form of monetary rewards to boost their morale as an increased motivation to give more to such institutions.

The findings revealed that majority 71.5% of the respondents were in agreement with the fact that delays in paying PTA allowances affect teaching and learning. Interview reports indicated that some teachers are indiscipline in terms of late-coming, absenteeism, discipline management, setting tests. This implies that delay in paying PTA allowance is one of the factors that affects the quality of teaching and learning. This is because the staff will be demoralized to work effectively. This in line with Nyaga (2005) who noted that delayed payments on the teaching and learning process affected study in public secondary schools in Mbeere District.

75.5% of the respondents were in agreement with the fact that PTA allowances provide satisfaction to discourage absenteeism among teachers. This implies that paying PTA allowances to teachers could discourage absenteeism among the teachers in the study area. This was in line with Robbins (2003) who observed that employees who are unsatisfied with their jobs had many absenteeism rates than those with job satisfaction and with many attendance levels. He concluded that employee satisfaction and performance are connected with absenteeism.

The study established that performance pay has a positive significant relationship on the quality of teaching in secondary schools in Alebtong district. It also affects the quality of teaching by 26.5% and 73.5% is contributed by other factors. This implies that a monetary incentive is a motivating factor to teacher's effectiveness and efficiency. This in line with Afe (2001) who noted that teacher's effectiveness has an influence on the students' academic attainment.

5.2 Conclusion

This study was carried out to establish the relationship between the monetary incentives and the quality of teaching in government aided secondary schools in Alebtong district in Northern Uganda. The results of the study indicated that monetary incentives have a significant effect on the quality of teaching. It was established that a monetary incentive is more effective motivator towards teacher's preparation in secondary schools of Alebtong district. The findings also revealed that extra load allowances provide basis for achieving set goals.

Findings revealed that, that performance pay has a positive significant relationship on the quality of teaching in secondary schools of Alebtong district. The findings also established that PTA allowance has a significant relationship on quality teaching in government aided secondary school in Alebtong district.

The study also established that delays in paying PTA allowances affect quality of teaching and learning in secondary schools in Alebtong district. This is because the staff could be demoralized to work effectively.

5.3 Recommendations

In order to improve on quality of teaching in the secondary schools in Alebtong district, the study recommends that schools should give extra load allowance to encourage adequate teacher's preparation.

Schools should introduce performance pay to encourage quality teaching.

PTA should be encouraged to motivate teachers for quality teaching.

Parents should be encouraged to contribute PTA fees for effective payment of teacher's incentives.

Different incentive schemes should be introduced to encourage the quality of teaching.

Good results should be rewarded to ensure motivation towards sustained improvement in academic performance.

School management should design incentive plans aimed at encourage quality of teaching.

5.4 Area for further study

A detail study should be done on the following;

Parental involvement and quality of teaching.

Supervision and quality of teaching.

Effect of School fees payment on academic performance.

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APPENDICES

APPENDIX 1

Questionnaires for teachers in government aided secondary school in Alebtong district.

I am Acuti Kenneth, a student of Kyambogo University carrying out research on the topic "Monetary Incentives and the Quality of Teaching in Secondary Schools of Alebtong district Northern Uganda". You have been chosen as one of the respondents to participate in this study. The information you shall give here, shall be treated with utmost confidentiality and specifically for research purposes only.

Instruction:

The questionnaire is divided into three (3) sections: Section A (background Characteristics); Section B (Monetary Incentives) and Section C (Quality of Teaching), section D (Influence of monetary incentives on quality teaching).

Please answer the questions as objectively as possible.

Please Tick the right option that best describes each statement.

A. Social Demographic Characteristics

Please put a tick or a Circle where applicable

1. The name of the school

Aloi S.S,	1
Akii Bua Comp. S.S	2
Amugu S.S	3
Apala S.S	4
Fatima Aloi Comp.Girls S.S	5
Omoro S.S	6

2. **Position in the school**

a) Headteacher	1
b) Deputy Headteacher	2
c) Director of studies	3
d) Head of Department	4
c) Teacher	5

3. **For how long have you been in this school?**

1 year	2 years	3 years	4 years	5 years	More than 5 years

4. **Gender**

Male	Female

5. **Marital status**

Single	1
Married	2
Others	3

6. Academic qualification

a) O' level	1
b) A' level	2
c) Diploma	3
d) Degree	4
e) Masters/ post graduate level	5

7. How many times do you receive monetary incentives in a term?

a) 1 time	
b) 2 times	
c) >2 times	
d) None	

SECTION B: Monetary Incentives

8. Using the scale below, please indicate to what extent each of the following items corresponds to the reasons why you are presently involved in your work

1-Strongly agree (SA); 2-Agree (A); 3-Undecided (U); 4-Disagree (D) and 5-Strongly Disagree (AD).

Extra load allowances

No	Statement	SA	A	U	D	SD
1	Teachers are given pay incentives based on additional responsibilities at school	1	2	3	4	5
2	Teachers are always motivated to do their job when paid incentive	1	2	3	4	5
3	Allowances paid for extra load encourages teachers to adequately prepare for the lesson in this school.	1	2	3	4	5
4	Extra load allowances encourages teachers to cover up syllabus promptly					
5	Extra load allowance provide a basis for achieving set goals					
6	Extra load allowances encourage teachers to use positive re-enforcement during teaching and learning.					

Performance pay

No	Statement	SA	A	U	D	SD
1	The school administrators make sure that teachers are paid for the work well done.					
2	Performance pay encourages teachers to use better methods of teaching and instructional materials during teaching and learning					
3	Performance pay encourages effective classroom management by a teacher.	1	2	3	4	5
4	Facilitation of staff or departmental meetings encourage team work among teacher.	1	2	3	4	5
5	Performance pay encourages teachers to carry out assessment and evaluation.	1	2	3	4	5

6	Performance pay encourages teachers to work harder to give feedback and correction.	1	2	3	4	5
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PTA allowance

No	statement	SA	A	U	D	SD
	PTA allowance discourages absenteeism among teachers.	1	2	3	4	5
	PTA allowance encourages social interaction between teachers, students and parents.	1	2	3	4	5
1	PTA allowance is always paid to teachers promptly.	1	2	3	4	5
2	PTA allowance increase morale of teachers to perform the job effectively.	1	2	3	4	5
3	PTA allowance is given partially to teachers and these affect their performance.	1	2	3	4	5
4	Teachers' facilitation for staff or department meeting is satisfactory.	1	2	3	4	5
5	Delayed PTA allowance to affect teaching and learning.	1	2	3	4	5

SECTION C: Quality of Teaching

No	Statement	SA	A	U	D	SD
1	Teachers adequately prepare for the lesson	1	2	3	4	5
2	Teachers prepare scheme of work and lesson plan	1	2	3	4	5
3	Teachers motivate learners through positive re-enforcement.	1	2	3	4	5
4	Teachers carry out assessment and evaluations of their student	1	2	3	4	5
5	Teachers uses instructional aid during the lesson	1	2	3	4	5
6	Feedback and corrections are done on students' work	1	2	3	4	5
7	Teachers in schools are competent	1	2	3	4	5

Thank you for your cooperation

APPENDIX II

Head Teachers Questionnaires Deputy Head teachers'/ Directors' of studies

Dear sir/ Madam,

I am Acuti Kenneth, a student of Kyambogo University carrying out research on the topic "Monetary Incentives and the Quality of Teaching in Secondary Schools in Alebtong district Northern Uganda". You have been chosen as one of the respondents to participate in this study. The information you shall give here, shall be treated with utmost confidentiality and specifically for research purposes only.

SECTION A: INSTRUCTIONS

- (i) Tick the appropriate answer where choices given are applicable.
- (ii) Fill in the blank spaces, with answers you seem appropriate.

1. Sex:

- (a) Male (b) Female

2. Marital status

- (a) Single (b) Married (c) Divorced (d) Others

3. Education level

- (i) Certificate (ii) Diploma (iii) Bachelor's degree
- (v) Master's degree (iv) others

4. Position held in the institute

SECTION B:

5. How does extra load allowances do influence the quality of teaching in your school?

.....

6. What impact does performance base pay has on the performance of your teachers?

.....

7. How does PTA allowances influencing the quality of teaching in your school?

.....

8. Please indicate in the space below the factors which prevent the administration to motivate teachers through incentives

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

9. What can be done in order to improve on the quality of your teaching staff?

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

10. What can be done in order to improve on the learning outcomes of your student?

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

11. What challenges do you meet as administrators in implementing monetary incentives?

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

12. What are your suggestions regarding monetary incentives as a way of motivating your teachers to add extra efforts towards teaching and learning?

.....

Thank you for your cooperation