

**REWARDS AND TEACHERS' PERFORMANCE IN GOVERNMENT-AIDED
PRIMARY SCHOOLS IN KIRA MUNICIPALITY,
WAKISO DISTRICT, UGANDA**

BY

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DECLARATION

I, Zakayo Balambula, hereby affirm that the research dissertation titled *Rewards and Teachers' Performance in Kira Municipality, Wakiso District, Uganda* is my original work and has not been previously presented to any institution for any kind of award.

Sign

ZAKAYO BALAMBULA

Date

APPROVAL

We attest that Zakayo Balambula’s research dissertation, *"Rewards and Teachers' Performance in government-aided primary schools in Kira Municipality, Wakiso District, Uganda,"* was completed with our guidance and is now prepared for submission with our approval.

.....

Sr. Dr. Maria Goretti Kaahwa (DST)

Date

.....

Dr. Philip Owino

Date

DEDICATION

This dissertation is dedicated to my family, who have supported me throughout this academic journey.

ACKNOWLEDGEMENT

There are a number of people and organizations who have contributed to the process of writing this dissertation, and their help is recognized. First of all, I give thanks to the All-Powerful God for bringing me thus far in life and for His favor throughout my master's program.

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LIST OF ABBREVIATIONS

MoES	Ministry of Education and Sports
PTA	Parents and Teachers Association
SACCO	Savings and Credit Cooperatives
UNEB	Uganda National Examinations Board
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America

ABSTRACT

This study examined the relationship between rewards and job performance of teachers in government-aided primary schools in Kira Municipality Wakiso District, Uganda. Specifically, the study examined the relationship between basic pay and job performance, determined the relationship between employee recognition and job performance of teachers, and established the relationship between job security and job performance. The study was underpinned by Herzberg's Two Factor Theory of 1959. The study adopted cross-sectional research survey design on a sample of 122 respondents that is 105 for the questionnaire and 17 for interviews. Data were collected using a questionnaire and an interview guide. Data were analyzed using quantitative and qualitative methods. Quantitative data analysis was done at univariate, bivariate and multivariate levels. Univariate involved computing descriptive statistics that were frequencies, percentages and means. Bivariate and multivariate analyses included correlation and regression analyses respectively. Qualitative data was done using content analysis. Both the quantitative and qualitative results indicated that basic pay, employee recognition and job security had a positive and significant influence on job performance. It was concluded that basic pay is paramount for job performance of teachers, recognition of teachers is imperative for their job performance, and job security is imperative for job performance of teachers. Therefore, it is recommended that government and others involved in the management of primary schools should devise means of enhancing teachers' remunerations, should always recognize outstanding teachers, and should provide job security to enhance job performance of primary school teachers.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Teachers' performance in government-aided schools has remained low for a long period of time (Issa & Bisaso, 2020). The Ministry of Education and Sports in Uganda has made numerous efforts and implemented various initiatives to enhance the education system. However, the performance of teachers in government-aided primary schools has remained unchanged, as noted by Mazaki (2017). Thus, this study looked into the relationship between teacher performance and rewards in Kira Municipality's government-aided primary schools in the Wakiso District.

1.1 Background of the study

1.1.1 Historical Background.

Throughout history, the performance of teachers in different schools has been considered a severe problem at all levels. In the United States in the 1700s, the clergy evaluated the effectiveness of instructors, particularly in the nation's largest cities. The ordained priests were chosen for this position due to their extensive backgrounds in teaching and their well-known abilities to mentor and provide religious instruction in a variety of educational settings, including schools. The majority of schools established supervisory committees, led by specific supervisors, whose job was to keep an eye on the caliber and standards of education provided there. (Marzano et al., 2011).

Between 19th and 20th century, Fredrick Taylor's scientific management of optimization and simplicity of jobs penetrated numerous schools by scholars arguing for their introduction to enhance performance of teachers. In his book entitled *Public School Administration* of 1929,

published in 1916, Cubberly compared schools to factories where students are the raw materials that need to be twisted and shaped into completed products in order to meet a variety of life's difficulties (Mathison & Ross, 2008). He developed guidelines for school overseers in the form of regulations, norms, and principles that placed a strong emphasis on carefully analyzing data aimed at boosting teacher productivity. Since its founding in the 1940s, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) has continuously monitored the performance of teachers by analyzing trends, advancements, and changes in the educational system as well as the policies that have an impact on teachers' performance. (Marzano et al., 2011). Nonetheless, a trend of decline in the performance of teachers has been noted in many countries in Europe, Asia and most of sub-Saharan Africa in public schools (Symeonidis, 2015).

Similar to Asia, a major issue with declining teacher performance is also present in Africa. In South Africa's instance, the nation is dealing with a high percentage of failing schools as a result of depressed, disheartened, and underperforming teachers (Pretorius, 2014). Vermooten et al. (2020) said that the South African Ministry of Education disclosed that the highest percentage of absentee teachers across the entire South African Development Community (SADC) was attributed to their work. Accordingly, it was revealed that, on average, a large number of instructors nationwide absconded from their jobs in just the year 2012, and the alarmingly high non-attendance rate in the year 2017 was also documented.

The performance of educators is likewise appalling in the East African region. The largest nation in East Africa, Tanzania, has seen a rise in reports of widespread professional misconduct on the part of its educators. This misconduct has taken the form of high rates of

absenteeism, tardiness in arriving at school, poor lesson planning, and, most worrisome of all, cheating on exams in the majority of its institutions (Mabagala, 2016).

In Uganda, performance of teachers is also as in other countries in Africa. There is growing concern about performance of teachers in the country. The expectations set forth by the National Curriculum Development Center and the Directorate of Education Standards for teachers differ greatly from one another. According to Malunda et al. (2016), a large number of primary school graduates struggle to speak and write in English, which is a sign of poor instruction. Instructors exhibit a lack of enthusiasm for their work. A large number of instructors miss work, arrive late to class, and neglect to complete all of their professional responsibilities, which include creating lesson plans, work schedules, and weekly assignments. Over time, pupils' appalling performance on the Uganda National Examinations Board has been correlated with the bad performance of teachers (Mugizi et al., 2019). According to Mwesigwa (2015), there have been repeated allegations of teachers never finishing the curriculum because of absenteeism and a negative attitude toward their work that has negatively impacted performance.

It is possible to overstate how important rewards are. Guajardo (2010) discovered that rewards, particularly wage increases on performance-based prizes, are the strongest motivator in Africa. Armstrong (2010) claimed that the key component of overall incentives is rewards. Similar findings were made by Narsee (2012) in South Africa, who discovered that rewards are crucial type of incentive. Research by Engellandt and Riphahn (2004) in Switzerland indicated that surprise bonus payments are an efficient motivator for employees' performance. However, current literature on the relationship between rewards and teachers' performance reported varied outcomes. For instance, a study conducted in

Kenya by Nyanja et al. (2013) found no relationship between monetary rewards (cash bonuses) and employee performance. Another study conducted in Cyprus by Uzonna (2013) discovered that when it comes to encouraging employees to perform at their best, non-cash prizes and recognition are more effective motivators than monetary rewards. As a result, the body of current literature did not offer a single and conclusive finding regarding the nature of the relationship between rewards and employee work performance. Therefore, this study intended to expand the boundaries of the existing literature.

However, current literature on the relationship between reward and teachers' performance reported varied outcomes. A study on teacher performance compensation conducted in Florida, USA, by Adkins (2004) discovered that the majority of Teachers' performance pay does not, in the opinion of educators and other instructional respondents, provide an incentive to work more. Similarly, a study conducted in Kenya by Nyanja et al., (2013) found no relationship between monetary rewards (cash bonuses) and employee performance. Another study by Uzonna (2013) in Cyprus found that when it comes to encouraging employees to perform at their best, non-cash rewards and recognition have greater motivating power than monetary compensation. As a result, the body of current literature did not offer a single and conclusive finding regarding the nature of the relationship between rewards and teachers' work performance. Therefore, this study intended to expand the boundaries of the existing literature.

1.1.2 Theoretical perspective.

The study was underpinned by Two Factor Theory developed by Frederick Herzberg in 1959. According to this theory, satisfaction is influenced by two variables at the workplace and these are; motivational and hygiene factors (Herzberg 1966; Herzberg, 2003).

According to the theory, Examples of hygienic elements include working conditions, interpersonal interactions, work place policies and administration, relationships with supervisors, and remuneration; On the other hand, motivating elements include things like success, acknowledgment, the task itself, accountability, progress, and room for improvement (Dartey-Baah & Amoaka, 2011).

According to the notion, hygienic considerations are encircled by the act of performing the job, and motivational factors result in favorable job attitudes (Herzberg et al., 1959; Stello, 2011). According to this theory, hygienic considerations are extrinsic to the profession, whereas motivational aspects are inherent. Therefore, although hygiene considerations contribute to lessen job unhappiness, motivational aspects only serve to enhance and boost job satisfaction. While their absence results in no job satisfaction, the presence of motivational elements might contribute to it. Thus, while greater hygiene variables can lessen unhappiness but cannot generate job satisfaction, poor hygiene factors can still lead to job dissatisfaction (Herzberg et al., 1959; Mohammed et al., 2017).

The theory thus guided the study because it serves as a lens for understanding how different types of rewards influence teachers' job satisfaction and performance in government-aided primary schools.

1.1.3 Conceptual perspective

In this study, rewards and teachers' performance are the independent and dependent variables respectively.

According to Perkins (2018), rewards are financial payments given to a person or group of people in exchange for labor performed under predetermined and agreed-upon

conditions. White (2016) defines a reward as anything that is provided to an employee as payment for completing a task, whether it be monetary or non-monetary. This implies that rewards are given to individuals in an effort to sway them more in the direction of reaching a predetermined outcome or objective. Armstrong and Taylor (2020) describe reward as the whole of all financial, non-financial, and psychological compensation that a company provides to its workers in return for labor or services rendered.

However, the researcher defines rewards as benefits or incentives which are both financial and non-financial that are provided to teachers to acknowledge their performance and encourage future efforts.

This research adopted both financial and non-financial rewards were used in this study because the theory (Two-Factor theory) that guided this study emphasizes the need for both hygiene factors (salary and job security) and motivation factors (recognition) to improve job satisfaction and performance. Further, these rewards that is; financial and non-financial rewards are diverse in nature but this study zeroed on only three namely basic pay, recognition and job security. This is so because the researcher wanted to have a manageable scope to enable him have a more in-depth analysis about the subject under study to avoid diluting the focus that may result into obtaining superficial findings.

According to Hwang et al. (2014), teachers' work performance is defined as the activities they carry out in the classroom and throughout the school to achieve learning goals. According to Limon et al. (2020), the definition of teachers' work performance is their contribution to the accomplishment of learning objectives and goals.

In this study however, teachers' performance refers to how effectively a teacher carries out his/her roles and responsibilities in the classroom as well as their contribution to pupils' learning, development and academic achievement. It was studied in terms of instructional effectiveness, classroom management, pupils' academic outcomes, professional competence and commitment and work ethics (Mugizi et al., 2021).

1.1.4 Contextual perspective

The research took place in Kira Municipality, Wakiso District on rewards and teachers' performance.

Rewards are an essential component of human resource management and play a significant role in enhancing the motivation, job satisfaction, and performance of employees, including teachers. In the context of education, particularly in government-aided primary schools, rewards can take various forms such as financial incentives (e.g., bonuses, salary increments), non-financial incentives (e.g., recognition, career development opportunities), and intrinsic rewards (e.g., job satisfaction and professional growth). The primary aim of implementing reward systems in schools is to improve teachers' performance, which is crucial for achieving better educational outcomes. Rewards have been shown to influence teachers' motivation and commitment to their work. According to Herzberg's Two-Factor Theory, there are hygiene factors and motivators that influence job satisfaction and dissatisfaction. In the context of teaching, rewards such as salaries and job security act as hygiene factors, whereas recognition and professional development opportunities serve as motivators (Herzberg, 1966). A well-structured reward system can lead to enhanced teacher motivation, resulting in improved teaching practices and student outcomes.

Teachers' performance in schools is a critical factor in determining the quality of education

provided. Performance can be measured through various indicators such as pupils' achievements, classroom management, curriculum delivery, and professional development engagement. In Kira Municipality, Wakiso District, like many other areas in Uganda, government-aided schools face numerous challenges, including inadequate resources, high pupil-to-teacher ratios, and limited access to professional development. These factors can negatively impact teachers' performance and, consequently, student learning outcomes (Ministry of Education and Sports, Uganda, 2020).

The efficacy of incentive programs in raising educators' performance has been a topic of considerable interest in Kira Municipality. A study by Namazzi et al. (2019) revealed that while some government-aided primary schools have implemented financial rewards such as bonuses for high-performing teachers, non-financial rewards like recognition and opportunities for career growth are often underutilized. The study suggests that a more balanced approach that includes both financial and non-financial rewards could better motivate teachers and improve their performance. Several challenges hinder the effective implementation of reward systems in government-aided primary schools in Kira Municipality. Financial constraints are a significant barrier, limiting the availability of funds for rewarding teachers. Additionally, there is often a lack of clear criteria for assessing performance and distributing rewards, which can lead to perceptions of unfairness and demotivation among teachers (Kasule, 2018). Furthermore, the centralized management of education in Uganda means that school-level administrators have limited autonomy to develop and implement reward policies tailored to their specific contexts. Therefore, this study aimed at investigating the relationship between teacher performance and rewards in government-aided primary schools located in Kira Municipality, Wakiso District, Uganda, in light of the low performance of teachers.

1.2 Statement of the Problem

Teachers' performance is one of the essential variables that impacts the achievement of the educational process in schools (Serunjogi et al., 2023). This is demonstrated by the way educators carry out their duties, including showing up on time, covering the curriculum when teaching, engaging in extracurricular activities, and managing the process of teaching and learning as a whole. In order to efficiently oversee the work of educators, the Government of Uganda, through the Ministry of education and sports have put in place efforts to improve performance of teachers for example the government has increased teachers housing so that they can live near their schools up to 156 houses were built in Wakiso district alone (Wakiso District Profile Report FY 2019/2020). In order to improve teachers' performance, the Ugandan government has also increased teachers' pay, supported SACCOs, among others (Talemwa, 2016).

Yet, in spite of all of the aforementioned government initiatives, Kira Municipality teachers continued to perform poorly in terms of planning effective lessons, showing up for work on time, completing their teaching assignments in a way that covered the curriculum, engaging in extracurricular activities, and being punctual for work (Kira Municipality Education Report, 2018). If these poor performance levels by teachers are not addressed, learners' academic performance may become inconsistent. Due to the current situation, no empirical research has been done in Kira Municipality to look into the relationship between rewards and teacher performance. Therefore, the goal of this study was to close the aforementioned gap and provide pertinent recommendations to address the issue of low teacher performance.

1.3 Purpose of the Study

This study investigated the relationship between rewards and teachers' performance in government-aided primary schools in Kira Municipality, Wakiso district, Uganda.

1.4 Objectives of the Study

1. To examine the relationship between basic pay and teachers' performance in government-aided primary schools of Kira Municipality, Wakiso District.
2. To determine the relationship between employee recognition and teachers' performance in government-aided primary schools of Kira Municipality, Wakiso District.
3. To establish the relationship between job security and teachers' performance in government-aided primary schools of Kira Municipality, Wakiso District.

1.5 Research Questions

1. What is the relationship between basic pay and teachers' performance in government-aided primary schools of Kira Municipality, Wakiso District?
2. How does employee recognition relate to teachers' performance in government-aided primary schools of Kira Municipality, Wakiso District?
3. What is the relationship between job security and teachers' performance in government-aided primary schools of Kira Municipality, Wakiso District?

1.6 Research Hypotheses

1. There is statistically significant relationship between basic pay and teachers' performance in Kira Municipality, Wakiso District.
2. There is statistically significant relationship between employee recognition and

teachers' performance in Kira Municipality, Wakiso District.

3. There is statistically significant relationship between employee job security and teachers' performance in Kira Municipality, Wakiso District.

1.7 Scope of the Study

1.7.1 Content Scope.

The study was about rewards and teachers' performance. The analysis considered basic pay, employee recognition and job security as the independent variables. Basic pay was conceptualized in terms of salaries and allowances, employee recognition in terms of promotions and recognition awards and job security in terms of pension and gratuity. Teachers' performance in terms of instructional effectiveness, classroom management, professional competence, commitment and work ethics and pupils' outcomes.

1.7.2 Geographical Scope

The study examined the relationship between teacher performance in government-aided primary schools and rewards in Kira Municipality, Wakiso District, Uganda. The location of Kira Municipality is roughly 10 kilometers North-East of Kampala City. Kira Municipality was chosen since it is among the municipalities with the greatest number of primary schools receiving government assistance as well as among those with the lowest performing teachers; despite this, no empirical research has been done in this area.

1.7.3 Time Scope

The time scope was one year from 2022 to 2023. This period of time was sufficient for gathering data, preparing research proposals and developing research report.

1.8 Significance of the Study

The researcher hoped that the results of this study would be helpful to;

1. The Ministry of Education and Sports which is in charge of making sure that the nation's educational system is of the highest caliber by offering suitable and cutting-edge teachers rewarding mechanisms.
2. The head teachers and school management committees to gain more understanding and devise appropriate systems to encourage and improve teacher performance in their educational institutions.
3. The research will broaden the body of knowledge by giving scholars and researchers additional details regarding the working conditions of schools and the effectiveness of teachers. This required creating a framework of reward variables that are connected to teachers' work performance. This might encourage more investigation on the concepts.
4. The educators to appreciate rewarding strategies and strive for high performance in their work.

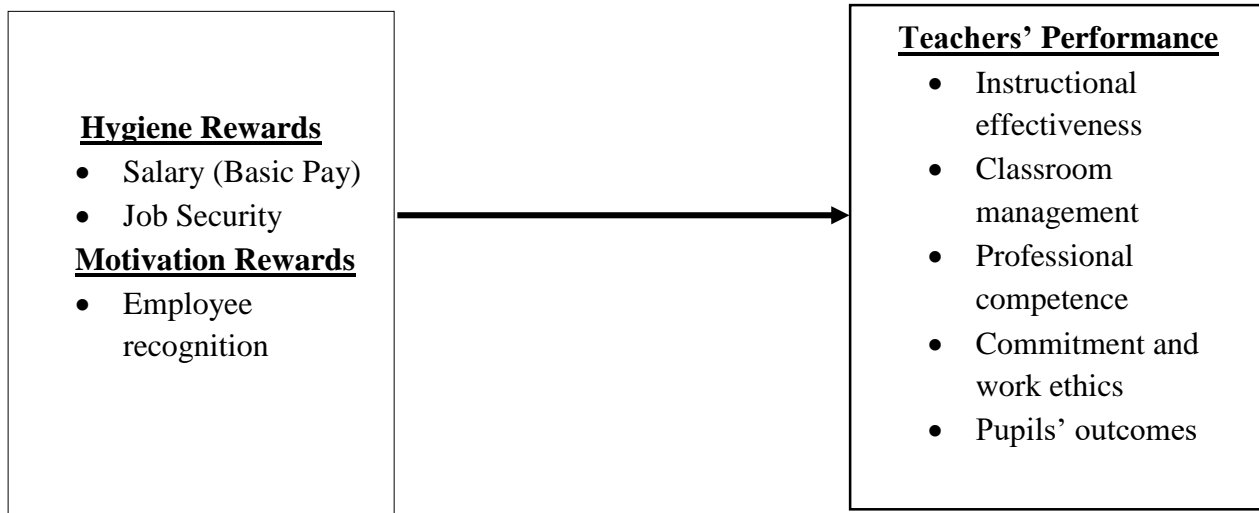
1.9 Conceptual Framework

Using Herzberg's Two-Factor Theory as a guiding lens, this conceptual framework aimed at examining the relationship between rewards and teachers' performance in government-aided primary schools in Kira Municipality, Wakiso District. The Motivation-Hygiene Theory, or Herzberg's Two-Factor Theory, asserts that hygiene considerations and motivators are the two categories of elements that affect job satisfaction and motivation. In this framework, rewards are categorized according to these factors to analyze their impact on teachers' performance.

The conceptual framework consists of two main components: independent variables (Rewards) and dependent variables (Teachers' Performance).

Rewards (IV)

teachers' performance (DV)



Source: adapted from Herzberg's Theory (1959) and modified by the researcher

Figure 1.1: The relationship between rewards and teachers' performance

The conceptual framework above shows that adequate hygiene rewards (such as fair salary and job security) reduce dissatisfaction among teachers but do not necessarily lead to high performance while Motivation rewards such as recognition directly enhance teachers' motivation and job satisfaction, leading to improved performance. These rewards are more likely to encourage teachers to go beyond the minimum requirements of their job and invest more effort in their teaching practices. In government-aided primary schools in Kira Municipality, the implementation of this framework suggests a balanced approach to reward systems. Schools should ensure adequate hygiene factors are in place to prevent dissatisfaction and focus on increasing motivator rewards to drive higher levels of teacher motivation and performance.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter presents theoretical review and related literature. Related literature was presented based on the theories in accordance to the research objectives.

2.1 Theoretical Review

Herzberg's 1959 proposal of the Two-Factor Theory served as the foundation for this investigation. In 1959, behavioral scientist Fredrick Herzberg made a prediction on a two-factor hypothesis. He found through his research that some aspects of employment contribute to job happiness while others contribute to job dissatisfaction. These employment components were separated into two groups by Herzberg: the hygiene and motivating variables. He described hygiene considerations as aspects of the workplace that increase employees' contentment (Dartey-Baah & Amoako, 2011).

While motivational variables do, these elements do not contribute to long-term pleasant pleasure. Because they are genuinely fulfilling, these elements are thought to inspire workers to raise their performance (Nabi et al., 2017). This idea suggests that in order to reduce employee discontent, organizational managers should prioritize providing sufficient sanitary conditions (Lee, 2017). In order to motivate employees to work harder and achieve higher standards of performance, managers must also make sure that the work is interesting and pleasurable. According to this notion, managers can maintain employee motivation by augmenting their jobs (Burton et al., 2012). The job must make the most efficient use of the employees' skills, abilities, and competences, with a focus on motivating aspects that can increase work quality (Dartey-Baah & Amoako, 2011).

Because it is predicated on workers' typical responses when asked what drives their job contentment and discontent, the Two-Factor Theory has drawn criticism. When asked about the reasons behind their discontent, they would point the finger at external factors like peer associations, business policies, and compensation structures. Second, persons in blue-collar jobs are disregarded, while this idea exclusively pertains to white-collar jobs. Additionally, no all-encompassing indicator of job satisfaction was used because an individual may believe their job is fulfilling despite disliking or complaining about particular components of the same employment (Mugizi et al., 2021).

This theory, on the other hand, guided this study because it emphasizes that managers must place more emphasis on the motivational factors to ensure that the work is fulfilling and stimulating in order to inspire workers to put in more effort and improve as a way of preventing employee dissatisfaction and improve on work quality and performance and this research intended to relate rewards and teachers' performance.

2.2. Review of Related Literature

2.2.1. Basic Pay and Performance

Basic pay is the set amount of money paid to an employee that reflects the rate of the job. The rank of the position or the degree of knowledge needed could decide it (Armstrong, 2007; Mugizi et al., 2021). The most obvious benefit that employees receive at work is typically their basic wage. Any payment given to an individual on an hourly, daily, weekly, monthly, or annual basis is referred to as a salary (Xinping et al., 2015). Numerous studies have examined the connection between basic pay and worker performance, including those by Afful-Broni (2012), Ibrar and Khan (2015), Lee (2009), and Zubair et al. (2014). Motivation and job performance were found to be related by Afful-Broni (2012) using a case

study of university personnel. Similarly, Hameed et al (2014) evaluated the impact of compensation on performance among employees of numerous Pakistani banks. The results of their regression study show that salary has a positive and significant impact on employees' performance.

Ibrar et al. (2015) state that they looked into how incentives affected the academic staff members' performance at a private school in Malakand. Their findings indicated a relationship between extrinsic and intrinsic motivation and employee performance. Regarding the aforementioned, Kwak and Lee (2009) investigated how the Korean firm's performance was impacted by its pay plan. The study's conclusions showed a strong correlation between pay and performance. Moreover, Saani (2013) used head teachers and teachers in private basic schools in the Ashaiman neighborhood of Tema, Ghana, as units of analysis to examine the effects of teacher supervision and compensation on work performance. The findings of the regression analysis showed that pay significantly improved work performance. Nonetheless, non-cash benefits had a greater impact on teachers' work performance than cash benefits. Subroto (2013) investigated how teachers' pay in Surabaya City, Indonesia, affected their performance. The results showed that teacher wages affected both the quality of instruction and the teachers' performance.

The impact of the overall compensation package on expatriate affective commitment was examined by Tornikoski (2011) in an analysis of the Finnish Association of Business School Graduates who were employed overseas at the time. The entire compensation package and the commitment of foreign employees, and consequently their job performance, were found to be positively and significantly correlated, according to the descriptive statistics and correlation data. A study of the pay and work performance of teachers in government-aided

secondary schools in western Uganda was conducted by Mujizi et al. in 2021. And their findings showed that poor pay for teachers hinders strong job performance, particularly when base pay is low and bonuses and allowances are absent. Wekesa and Nyaroo (2013) looked at how public secondary school performance was affected by compensation. The demoralization of teachers caused by inadequate remuneration policies resulted in subpar task performance and a detrimental impact on teacher productivity in schools.

In a similar vein, Odunlami and Asabi (2014) investigated how employee performance was affected by pay management across the board in the Nigerian manufacturing industry's food and beverage subsector. Their ANOVA results showed that pay was a significant driver of employee performance. Ono et al.'s (2014) study examined the effects of a few motivational factors, including work incentives, employee recognition, and compensation, on the productivity of Babcock University staff members in Nigeria. Their results were in line with those of earlier researchers. The results of the study showed that compensation, job performance, and employment incentives are strongly positively correlated.

The literature reviewed above indicates that a number of academicians have attempted to look at the connection between basic pay and worker performance. However, because only one study that is; Mujizi et al., 2021 was conducted in a Ugandan setting, contextual gaps emerged. In addition, several studies were conducted in secondary schools and universities (Afful-Broni, 2012; Onu et al. 2013; Tornikoski, 2011; Wekesa & Nyaroo, 2014), while others were conducted in industries like banking and manufacturing (Saani, 2013; Waga & Simatwa, 2014, for example). These discrepancies prompted a study to determine whether basic salary and teacher performance in Ugandan primary schools are related using Kira Municipality as the case study.

2.2.2 Employee Recognition and Performance.

According to Abena (2016), employee recognition is the implicit and prompt acknowledgment of a worker's performance and contributions that help the organization achieve its objectives. According to Brun and Dugas (2008), employee recognition is characterized as a favorable reaction to an individual's input that is articulated as formal or informal, private or public, individual or group, and monitory or non-monitory. It also involves systematic demonstration of commitment at work. Programs that are both financial and non-financial are involved. Writing their names in corporate newsletters and magazines, award letters, leave, and verbal praise are a few examples of employee acknowledgment (Syed et al., 2019).

Orebiyi et al. (2019) looked at job satisfaction and employee acknowledgment of contribution among academic staff members in secondary schools in Kogi state, Nigeria. Regression results showed a strong positive relationship between satisfaction with work and employees' recognition of their contributions. Susan et al. (2012) conducted research on the perceptions of work performance recognition within educational institutions. Their findings suggested that school administrators could improve teachers' performance through effective and efficient means by recognizing their performance. Hans (2011) conducted research to ascertain the effects of offering recognition and awards programs for exceptional instructors. The findings demonstrated the significant value of such programs.

Jennifer (2018) investigated how recognition affected school culture at a California state university and discovered that the benefits of recognition surpassed any possible drawbacks. In Homabay County, Kenya, the impact of principal recognition on secondary school teacher retention was examined by Lazarus et al. (2017). The findings showed that the two research

variables had a significant, probably positive connection. The results also showed a correlation between a higher proportion of teacher retention and principal appreciation of teachers.

Nonetheless, Njoya (2017) used Kenyatta University as a case study to investigate the effects of rewards and recognition on staff performance in public educational institutions. The results showed that financial and recognition awards did not sufficiently inspire Kenyatta University employees, and that the variables only slightly improved instructor performance. The body of research indicates that a great deal of work has been done by researchers to ascertain a connection between performance and employee recognition. The empirical gaps became apparent when certain investigations yielded dubious findings. Every study discovered a linkage between job performance and employee recognition, however Njoya (2017) discovered unexpected findings. This suggested that opinions on the connection between worker performance and employee recognition are divided. This gap made it necessary to undertake this study, which examined the relationship between the factors and focused on the Kira municipality's government-aided primary school instructors.

2.2.3 Employee Job Security and Performance

Job security is the state in which an employee experiences job loss or the inability to fulfill an aspect of their employment, such as the absence of hope for advancement, among other things. Only after finishing their probation and having their appointment letter verified in the system are teachers guaranteed job security. A teacher cannot be summarily fired, sacked, or even suspended arbitrarily from their position after confirmation. This ensures a sense of career security for educators (Abdullah, 2013). A number of scholars have found that job security increases employees' loyalty to a company. Raza et al. (2015), seen job

security as a crucial component that improves employee performance in organizations. One's expectation of being employed is known as job security, and it is a crucial component of job satisfaction (Akpan, 2013).

Furthermore, according to Changa et al. (2016), job security is essential for enhancing employees' performance in high-stress environments. They also found that job security and traditionality have an impact on job performance. Kagera (2021) used Darling Uganda Limited as a case study in his investigation of the connection between job security, motivation, and worker performance. The variables had a statistically significant positive association, according to his findings. Additionally, Lucky et al. (2014) looked into the effect of job security on organizational performance in a multiethnic scenario. The study discovered that job security significantly affected organizational performance, particularly in a multiethnic setting where several ethnic groups made up the majority in some organizations, leaving the minority groups with less job security.

Ma et al. (2016) examined the impact of job security on work performance in an aviation group using Chinese workers. Employee work performance was positively correlated with job security, according to a multi-level research. Similar to this, Heydy et al. (2017) used unionized versus non-unionized organizations to conduct a study on perceived job security and its effects on job performance. Their findings showed that workers are more likely to perform better at work when the context of the security provided by unionized organizations is understood.

Leonce (2014) conducted a study on job security and employee performance in a locally supported non-governmental organization in Rwanda. His findings verified that job security and performance are positively correlated. Additionally, Marco et al. (2021) used the

organizational justice buffering effect in conjunction with a serial mediated relationship to explore the association between job security and work performance. The results showed that there is a direct and an indirect relationship between job performance and job insecurity, with the latter occurring through a serial mediation relationship. Using data from Chinese employees, Bing et al. (2016) investigated the mediating effect of organizational identity as one kind of job security and the relationship between job security and work performance. The findings indicate that organizational identity almost mediates the relationship between job security and in-role behavior and fully mediates the relationship between job security and extra-role activity.

The literature mentioned above demonstrates the great efforts scholars have made to establish a connection between job security and worker performance. However, contextual gaps were found in the majority of the studies, with the exception of Kagera (2021), who conducted his research from Namanve, Uganda, but the rest were conducted in the rest of Asia and Africa. Furthermore, the manufacturing sector was the focus of every research study mentioned above; the education sector was not the subject of any of the investigations. This prompted the researcher to conduct this study in the field of education, namely in Kira Municipality and primary settings.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The approach and methodology utilized to carry out this investigation were described in this chapter. These comprise the research design that was employed, the study population, sampling, data gathering techniques, research protocol, the quality of the data collection tools, ethical issues, and the study's limitations.

3.1 Study Approach

The study used a mixed-methods technique. A primary source of information in this method was in-depth interviews with the key informants that included head teachers, municipal inspectors of schools, and municipal education officer. Alongside the qualitative data, there was quantitative information obtained by means of a comprehensive, well-structured survey conducted among teachers and directors of studies in Kira Municipality's government-aided elementary schools. This method was deemed significant for the study since it provides a comprehensive framework for examining the research topic, which is the poor performance of teachers. This was accomplished through the process of triangulation, which aims to bring together the findings from many qualitative and quantitative viewpoints regarding the same issue (low teacher performance) (Creswell, 2012).

3.2 Study Design

A cross-sectional research design was used. With the use of this research design, it was possible to get valuable data in a comparatively brief period of time by using data that accurately reflects what is happening at a given point in time. a range of techniques for gathering data including in-person interviews and self-administered questionnaires, were

utilized in the design (Jensen et al., 2019). The cross-sectional approach was chosen due to its generally quick, simple, and inexpensive execution when using questionnaire surveys and interviews as the basis. In a comparatively short amount of time, the researcher was able to compile valuable data attributable to the cross-sectional design (Wang & Cheng, 2020). Since the cross-sectional design permitted data collection through the use of a questionnaire, relevant information about teachers' performance and rewards was gathered.

3.3 Study Population

The entire group from whom definitive evidence must be gathered is referred to as the study population (Banerjee & Chaudhury, 2010). According to Babbie (2011), the population shares the same characteristics from which the researcher hopes to derive conclusions. Table 3.1 lists all 15 of the government-aided primary schools in the Kira municipality. The 232 participants in this study were divided into the following groups: 200 teachers from the 15 government-aided primary schools in Kira municipality; 01 municipal education official; 01 municipal inspector of schools; 15 head teachers; and 15 directors of studies. The staff list obtained from the municipal education offices was used to select the 200 teachers that made up the research sub-population.

3.4 Sample Size Determination

The process of choosing a subgroup of people (sample size) or social phenomena to study from a wider universe (population) to which they belong is known as sampling (Kothari, 2004). A sample is a portion of the population that is representative (Johnson & Christensen, 2012). Usually, the sample is smaller, which saves time and money throughout the data collection procedure. The importance of sampling as a basic tactic for accurately describing the characteristics of a population under investigation has been underlined (Ngulube, 2010).

Appendix A contains the table guidelines that were recommended by Krejcie and Morgan (1970) and used in this study. 129 respondents made up the sample size, based on a population of 232.

Table 3.1: Target population, sample size and sampling technique

No	School/ Section	Target Popn	Sample Size	Sampling Technique
1	Municipal Inspector of Schools	1	1	Purposive sampling
2	Municipal Education Officer	1	1	Purposive sampling
3	Head teachers	15	10	Purposive sampling
4	Directors of Studies	15	10	Purposive sampling
4	Kamuli CoU P/S- teachers	7	6	Simple-random sampling
5	Bweyogerere CoU P/S- teachers	9	6	Simple-random sampling
6	Kireka UMEA P/S- teachers	8	6	Simple-random sampling
7	Bweyogerere Muslim P/S- teachers	7	6	Simple-random sampling
8	Kitukutwe P/S- teachers	17	8	Simple-random sampling
9	Kirinya CoU P/S- teachers	9	6	Simple-random sampling
10	Shimoni Demonstration School Kira- teachers	32	11	Simple-random sampling
11	Kirinya Catholic P/S- teachers	10	6	Simple-random sampling
12	Nambogo Memorial P/S- teachers	8	6	Simple-random sampling
13	Kimwanyi UMEA P/S- teachers	26	10	Simple-random sampling
14	St. Florence Bulindo P/S- teachers	19	9	Simple-random sampling
15	Kijabijo P/S- teachers	16	8	Simple-random sampling
16	Buwate Catholic P/S- teachers	12	7	Simple-random sampling
17	Kira P/S- teachers	9	6	Simple-random sampling
18	Buwate CoU P/S- teachers	11	6	Simple-random sampling
	Total	232	129	

Source: (USG, 2020; KMC, 2019)

3.5 Sample Techniques and Procedures

Purposive sampling was one of the two sample approaches used by the researcher in his research with the municipal education officer, head teachers, directors of studies, and inspectors of schools. According to Mbabazi (2011), purposive sampling is a non-probability sampling technique in which participants are chosen from the target population based on the researcher's subjective assessment. Additionally, because the study included both qualitative and quantitative, purposive sampling was employed to include the

municipal education officer and inspector of schools, who serve as the general supervisors of instructors and may provide detailed perspectives. For a small group of teachers, a basic random selection was also used. In order to provide an impartial representation of the teachers that were picked, this was employed to allow each member of the subset to have an equal probability of being chosen. Both qualitative and quantitative data collecting were made possible by the two sampling strategies.

3.6 Data Collection Tools

3.6.1. Self-Administered Questionnaires

A questionnaire (attached to Appendix B) was created specifically for this research, drawing on prior research on the relationship between teacher performance and rewards. The survey reflected the key criteria construct shown in Figure 1. The study's goal and conceptual framework were taken into consideration when crafting the questionnaire items, which were taken from earlier research. Previous research has verified the items for internal measure of consistency, indicating their reliability. There were two sections to the tool. The biographical profiles of the study participants were covered in the first section of the instrument, and the statements in the second half tapped the dimensions of the study, including basic pay and recognition, among others, as shown in the conceptual model in Figure 1. Particularly when gathering quantitative data, a five-point Likert scale with an anchor point of one (strongly disagree) and five (strongly agree) was used.

Compared to other survey methods like verbal and telephone surveys, SAQ requires less work from respondents, which is why the researcher chose to utilize it. SAQ was also adopted because it consistently provides uniform answers that simplify data compilation, making the instrument useful and economical.

3.6.2 Interview guide

This was used to collect qualitative data to complement the quantitative data collected from the surveys. The goal of the study was clearly explained to the participants prior to the interviews. This helped to make the procedure broad, objective, and more like a conversation than an interrogation. To collect qualitative data, the researcher conducted interviews with the participants, asking them questions (Johnson & Christensen, 2012; Johnson et al., 2019). This method, which took 45 to 1 hour per participant, produced qualitative data on ideas, motives, experiences, attitudes, beliefs, and knowledge about rewards and teachers' performance. It was supervised by an interview guide. In-person interviews were also used to gather data, and this method allowed the researcher to clarify inquiries and delve deeper as necessary.

3.7 Procedure of Data Collection

After defending the proposal, the researcher obtained an introduction letter from Directorate of Research and Postgraduate Training (DRGT) for approval. This letter was presented to the authorities at school administration seeking permission to conduct the research. The researcher then arranged appointments with the relevant authorities and the respondents to conduct the study and collect data. To ensure data validity, the researcher explained the questions in the presence of the respondents and made adjustments, if necessary, to minimize non-compliance and non-reliability of the tools and all these were made in accordance to set Standard Operating Procedures to minimize the spread of covid-19 set by the ministry of health. Social distancing was observed, sanitizer was provided to every respondent and wearing of face masks was also adhered to by the respondents and the researcher himself. Data collection took three weeks, and any incomplete exercises was rescheduled upon consultation with the respondents. After data collection, data analysis was conducted, and a

final report was prepared, marking the conclusion of the research process.

3.8 Validity and Reliability of Research Instruments

These are the two key components of quality management and data control in research. Validity is the degree of accuracy and precision that the researcher derived from all the study data, whereas reliability is the consistency of ratings (Bryman, 2008). To ensure both validity and reliability of collected data, research instruments were first pre-tested for item appropriateness on a limited number of participants. Reliability for qualitative research was ensured by using a variety of measurement techniques and data sources (Neuman, 2006).

In this instance, dependability was ensured in two ways: Initially, efforts were made to prepare transcripts and write field notes using standardized techniques. Second, the same data analysis was contrasted with findings from other studies that included textual analyses and interviews (Silverman, 2006). Since validity is a reflection of truthfulness, the researcher's growing knowledge with the setting in which the research was conducted ensured truthfulness. In compliance with this mandate, the investigator regularly visited schools and established positive interpersonal connections with the participants, a method that improved the reliability of the data.

According to Marshall and Rossman (2011), who cited Lincoln and Guba, maintaining the integrity of qualitative research can be achieved by long-term involvement, close observation, data exchange, interpretations with study participants (member checks), reliance on several theoretical frameworks, and peer debriefing. According to these recommendations, this study used semi-structured interviews and document analysis to examine the issue in depth. The study participants were also given access to the data and interpretations related to the study.

I used the content validity index (CVI) to guarantee the validity of a quantitative instrument. When an instrument's CVI is 0.7 or higher, it is deemed legitimate (Nunnally & Bernstein, 1994). The quantitative tool's reliability was assessed by utilizing the Cronbach Alpha coefficient, which ought to be greater than .70. As a result, the scale utilized in this study shows satisfactory reliability and validity results when measured against the standard established by Nunnally and Bernstein (1994), as shown in Table 3.3 below.

Table 3.2: Reliability and Validity Results

Variance	Cronbach's Alpha Coefficient	No. of Items	CVI
Basic Pay	.885	08	.876
Employee Recognition	.829	08	.857
Job Security	.892	10	.883

Source: Primary Data

3.9 Data analysis and Presentation

Integrating quantitative and qualitative analytical techniques into a study is known as mixed study approach data analysis (Creswell, 2012). In this specific study, I conducted a sequential analysis of the data, separating the quantitative and qualitative data and combining them together throughout the findings' presentation and discussion. Each was now complementing the other. In order to better understand the phenomenon under investigation in this case, low teacher performance, qualitative analysis involved following the connections between categories and emergent data themes using pattern matching and explanation building (Babbie, 2011; Hilal & Alabri, 2013). I used theme analysis as a tool to do this. The first steps in the study were to sort, arrange, classify, and categorize each piece of data before grouping it into themes that represented the participants' primary concerns. According to Nieuwenhuis (2016), an interpretative philosophy is typically the foundation for qualitative data analysis.

After being recorded, the interviews were transcribed, examined, and categorized. The transcribing procedure was limited to the portions or segments considered significant for this study. The field handwritten notes made during the interview sessions were supplemented by the transcription. In a procedure known as "open coding," incidents and concepts were dissected, categorized, and contrasted in order to find or uncover parallels and contrasts. In order to look for any potential omissions or additions, I compared the recorded data with the researcher's field notes created throughout the interviews. Thematic content analysis was then used to merge the data.

The researcher meticulously went over each transcript using this thematic content analytical method to identify recurring topics. In order to be confident that the emergent themes and categories utilized to condense and explain the results are a real and accurate portrayal of the data, the researcher had to go back over the data several times and look over its categorization. Making sense of the data was much facilitated by the way I evaluated patterns to find common traits. According to Anderson's (1998) advice, transcribed data were added to a database. Data cleaning was the next step, which allowed the investigator to identify potential mistakes and fix them as needed. Illustrative excerpts from the interviews were used to present the qualitative data.

A statistical tool called the Social Package for Social Scientists (SPSS) was utilized to characterize and examine quantitative data (Grotenhuis & Matthijssen, 2015). Regression, correlation, and descriptive statistics were produced with the aid of this software. Regression analysis helped ascertain how much of the variance in a dependent variable (teacher performance) is explained by independent factors highlighted in the study model, while correlation analysis was utilized to ascertain the degree and direction of association or

relationships among study variables through this analytical technique. To show the demographic characteristics of the study participants, I employed frequency tables. Additionally, the study was able to demonstrate the degree and direction of the relationship between rewards and teachers' performance using Pearson's (r) matrix or coefficient.

3.10 Ethical Considerations

This is an influential aspect of guarantee that the research procedures and findings are valid and trusted (Hesser-Biber, 2016). The ethical issues in this research activity involved voluntary engagement of participants, ensuring that all are treated justly and fairly, no harm to participants, informed consent, anonymity, confidentiality and accurate findings.

3.10.1 Informed consent

Informing respondents about the study to ensure voluntary participation (Hogan, 2016). Participants were requested to sign an informed consent release form formally inviting them to be part of the study with the option of choosing to participate or not. Informed consent was gotten from all participants before research activity and during interviews, each respondent was required to sign the form. Participants who were comfortable to participate via media platforms such as skype, phone or any other, were free to ask questions about research at the beginning and after the interview activity. They were entitled to know their rights as participants to the study (Hogan, 2016).

3.10.2 Anonymity

This was concerned with assuring respondents that their identity would not appear anywhere in other words names would not appear on interview guide or on the self-administered questionnaire therefore cannot be traced back to individual students (Hogan, 2016; Braun

& Clarke, 2013). For qualitative data, to maintain anonymity, all participants were given an opportunity to choose their own pet names at the beginning of the interview (Braun & Clarke, 2013). The researcher transcribed all the interview verbatim, using the notion system elucidated by Braun and Clarke (2013). The researcher anonymized all identifiable data about the participants to maximize participant anonymity (Kitzinger et al; 2014; Braun & Clarke, 2017).

3.10.3 Confidentiality

This is concerned with assuring respondents that information shared would not be accessed to third parties (Ellsberg & Heise, 2002), The data was only utilized for scholarly research to further ensure confidentiality of information, the obtained data were stored on a personal computer that the researcher alone could access with a password. Strict measures were put in place to attain confidentiality, and awareness of when confidentiality is breached (Ellsberg and Heise, 2002). More still, participants were informed about audio recordings of face to face, telephone call and their convenience and every information shared, was stored in password protected files for qualitative data.

3.11 Study Limitations

The study's conclusions clarify how incentives affect teachers' performance, paying special attention to government-aided primary schools in Kira Municipality, Wakiso District. It produces useful data that helps build a more thorough understanding and insight into the application of different rewarding tactics to impact educators' performance in classrooms. However, the fact that this study only looked at government-aided primary schools in a single municipality, it limits how broadly the study's conclusions may be applied.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter of the study covers the presentation, analysis and interpretation of findings of the study on rewards and teachers' performance. The findings include descriptive results in terms of descriptive statistics and qualitative findings and inferential results in terms of correlation and regression.

4.1 Background Characteristics

The background characteristics of the study participants are covered in this section. These include the respondents' sex, age groups, educational attainment, employment experience, and responsibilities. The data was presented in Table 4.1.

Table 4.1: Background s of the Respondents

Characteristic	Categories	Frequency	Percent
Gender	Male	76	75.2
	Female	25	24.8
	Total	101	100.0
Age	18-25 years	12	11.8
	26-35 years	22	21.7
	36-45 years	49	48.6
	46 years and above	18	17.9
	Total	101	100.0
Highest level of qualification	Diploma	17	16.9
	Bachelors	83	82.2
	Masters	1	0.90
	Total	101	100.0
Teaching experience	Less than 5 years	20	19.8
	5-10 years	63	62.4
	11 years and above	18	17.8
	Total	101	100.0
Responsibility held at school	Subject teacher only	33	32.6
	Class teacher	37	36.7
	Head of department	21	20.7
	Others	10	10.0
	Total	101	100.0

Source: Primary Data

The findings in Table 4.1 on gender of the respondents revealed that larger percentage (75.2%) was of males with females being 24.8%. The findings suggested that male respondents were more than female ones. Nonetheless, the responses were representative of both gender groups since even the sample of the females is high. The findings on age groups showed that the larger percentage (48.6%) was of those between 36-45 years followed by 21.7% who were between 26 and 35 years while 17.9% were 46 years and above and the least percentage (11.8%) were those between 18-25 years. These findings implied that respondents of different categories participated in the study. This meant that the data collected was representative of different age groups of teachers.

The results on the levels of education participating in the study showed that the majority percentage (82.2%) of teachers had bachelor's degree followed by diplomas holders who were 16.9% and those with master's degrees were 0.9%. The results suggested that teachers were qualified and capable of providing appropriate responses. The findings on working experience of the teachers revealed that the larger percentage (62.4%) had experience of 5-10 years, 19.8% had experience of less than 5 years the remaining 17.8% had worked more than 11 years. The findings implied that the teachers had varied work experience thus their responses represented diverse experiences working in schools hence accurate data obtained.

The results on the responsibilities of the respondents indicated that the larger percentage (36.7%) were class teachers only, 32.6% were subject teachers, 20.7% were heads of departments and 10% held other responsibilities. These results implied that teachers with varying views according to their responsibilities in the schools were involved in the study. Thus, the results were representative of different opinions of teachers.

4.3 Descriptive Results on the Dependent variable (Teachers' Performance)

This section presents descriptive results on job performance of teachers as the dependent variable. The descriptive results presented, analyzed and interpreted are descriptive statistics and qualitative responses.

Table 4.2: Descriptive Statistics for Job Performance of Teachers

Job performance of teachers	SD	D	NS	A	SA	Mean
I prepare lesson plans for every lesson I teach	03 (3.0%)	16 (15.9%)	41 (40.5%)	36 (35.6%)	05 (5.0%)	4.00
I carry my lesson plan to class every time I go to teach	04 (4.0%)	12 (11.8%)	27 (26.8%)	52 (51.4%)	06 (6.0%)	4.27
I follow every detail of lesson plans as I teach pupils	02 (2.0%)	04 (4.0%)	48 (47.5%)	42 (41.5%)	05 (5.0%)	3.00
I prepare schemes of work	08 (7.9%)	16 (15.9%)	23 (22.8%)	44 (43.5%)	10 (9.9%)	3.45
I submit my schemes of work to the appropriate office	06 (6.0%)	11 (10.9%)	26 (25.7%)	48 (47.5%)	10 (9.9%)	3.60
I always arrive on time at school and in class	07 (6.9%)	06 (6.0%)	46 (45.5%)	35 (34.6%)	07 (7.0%)	3.33
I always attend staff meetings	06 (6.0%)	20 (19.9%)	31 (30.6%)	34 (33.6%)	10 (9.9%)	3.20
I actively participate in staff meetings	07 (6.9%)	17 (16.9%)	29 (28.8%)	41 (40.5%)	07 (6.9%)	3.37
I carryout remedial lessons with pupils	09 (8.9%)	27 (26.8%)	43 (42.5%)	12 (11.9%)	10 (9.9%)	3.00
I ensure that every pupil is able to understand and participate in the lesson	08 (7.9%)	12 (11.9%)	51 (50.5%)	22 (21.8%)	08 (7.9%)	3.25
I make the classroom welcoming for pupils.	08 (7.9%)	14 (13.9%)	34 (33.7%)	34 (33.7%)	11 (10.8%)	3.68
I am always present supervising school activities	07 (6.9%)	18 (17.9%)	37 (36.6%)	33 (32.6%)	06 (6.0%)	3.17
I participate in pupils' discipline management	06 (5.9%)	14 (13.9%)	50 (49.5%)	27 (26.8%)	04 (3.9%)	3.27
I rarely miss teaching my lessons	05 (4.9%)	11 (10.9%)	52 (51.5%)	28 (27.8%)	05 (4.9%)	3.12
I offer guidance and counselling to pupils	10 (9.9%)	11 (10.8%)	49 (48.5%)	22 (21.8%)	09 (09%)	3.23
I regularly assess pupils' learning activities	06 (5.9%)	24 (23.8%)	44 (43.5%)	20 (19.9%)	07 (6.9%)	2.86
I complete the syllabus on time	12 (11.8%)	20 (19.9%)	49 (48.5%)	11 (10.9%)	09 (8.9%)	2.94

Source: Primary Data

The results in Table 4.2 on whether teachers prepared lesson plans for every lesson they

taught, the results were a mean= 4.00. This meant that teachers prepared lesson plans for every lesson they taught. As to whether teachers carried their lesson plans to class every time they went to teach, the results were a mean= 4.27. This meant that teachers carried their lesson plans to class every time they went to teach. Concerning whether teachers followed every detail of the lesson plans as they taught, the results were an average mean= 3.44. This meant that fairly, teachers followed every detail of the lesson plans as they taught. About teachers preparing schemes of work, the mean= 3.33 was average. This suggested that fairly, teachers prepared schemes of work

With respect to whether teachers submitted their schemes of work to the appropriate office at the scheduled time, an average mean= 3.60 was obtained. These results suggested that fairly, teachers effectively submitted their schemes of work to the appropriate office at the specified time. As to whether teachers arrived on time, an average mean= 3.33 was obtained. These results suggested that fairly, teachers arrived at schools on time. With regard to whether teachers regularly attend staff meetings, an average mean= 3.20 was obtained. This meant that fairly, teachers always attended staff meetings. About teachers offering remedial lessons to carryout corrections with pupils, the mean= 3.00 was obtained. The average mean suggested that fairly, teachers offered remedial lessons to pupils.

As to whether teachers ensured that every pupil is able to understand and participate in the lesson, the mean= 3.25 was average. This meant that fairly, teachers ensured that every pupil is able to understand and participate in the lesson. Regarding whether teachers always created a friendly learning environment for the pupils they teach, a high mean= 3.68 was obtained. This implied that teachers always created a friendly learning environment for

pupils. With respect to whether teachers were always present to supervise school activities, the mean= 3.17 was average. Therefore, fairly, teachers were present at schools to supervise school activities. With respect to whether teachers effectively participated in pupils' discipline management, the mean= 3.27 was average. This mean implied that fairly, teachers effectively participated in pupils' discipline management. With respect to whether teachers rarely missed teaching their lessons, an average mean=3.12 was obtained. This implied that fairly, teachers always taught their lessons. About teachers offering guidance and counseling to pupils, an average mean=3.23 was got. This implied that fairly, teachers offered guidance and counseling to pupils in their schools.

As to whether teachers in the schools always assessed pupils' learning activities, the results were just below the average mean = 2.86. The mean was just below code 3 which on the five-point Likert Scale represented moderately agree. Three being average, the result suggested that to a lesser extent, teachers in schools always assessed pupils' learning activities. As to whether teachers always completed their syllabuses on time, the mean = 2.94 was just below average. This meant that to a lesser extent teachers submitted always completed their syllabuses on time.

To establish whether results on job performance of teachers were normally distributed, an average index for the 16 items measuring the construct was calculated and a histogram drawn as indicated in Figure 4.1.

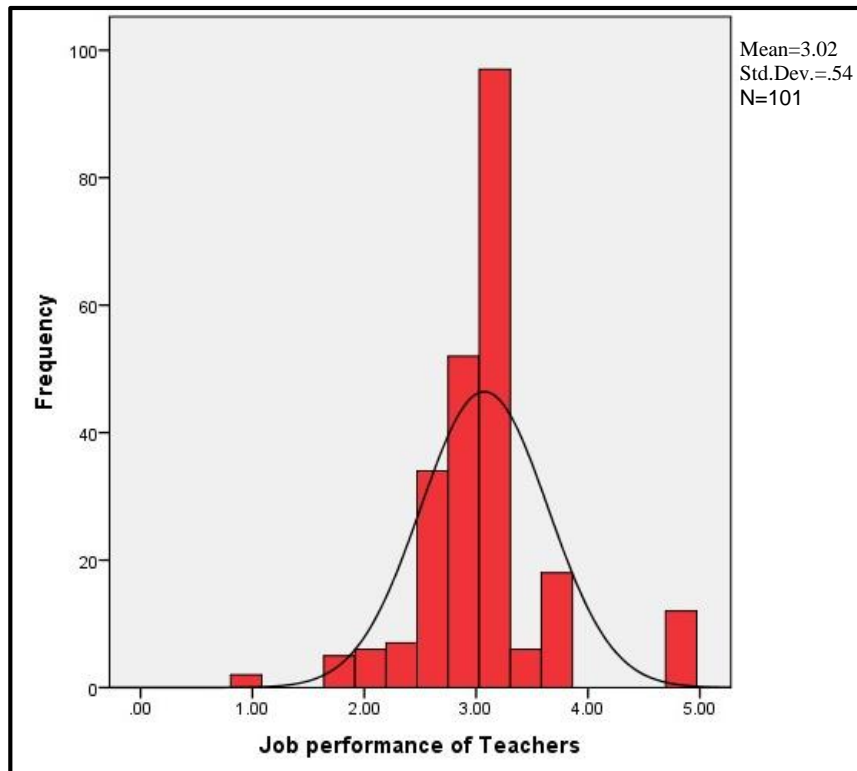


Figure 4.1: Histogram for Teacher’s Job Performance

The results in Figure 4.1 show an average mean = 3.02 which suggest that teachers averagely agreed. The standard deviation = 0.54 was low implying that they are low dispersion in the responses. Therefore, data on job performance of teachers could be subjected to linear correlation and regression and appropriate results obtained.

To establish the head teachers’ views about performance of teachers, they were asked to give their opinion about job performance of teachers in the schools. Various responses were given by the head teachers and these include the following. HT1 said;

“Most of the teachers in this school are responsive, submit schemes of work, teach their lessons and supervise activities assigned to them by administration. Nonetheless, there are some few who are not responsive hence failing to make schemes of work, teach their lessons effectively and supervise

students' activities. Majority of the teachers make effort to put in their best".

In relation to the above, HT2 stated;

"Majority of the teachers give prominence to lessons delivery and give minimal attention to the other activities. There is a small group of teachers that show commitment to other activities such as managing discipline, managing co-curricular activities and making schemes of the work. My effort is on ensuring that all teachers participate in all school activities".

Consistent with the responses above, R4 remarked;

"Effort has been made to ensure that teachers attend to their classes all the time and carry out activities such as making schemes of work, supervising classroom activities and oversee students. I am satisfied with job performance level of my teachers".

Further, R6 explained;

"Teachers in this school fulfill their mandate because appraisal is based on their performance. Currently, appraisal is very critical as it is the basis for promotion of teachers. Therefore, most teachers make schemes of work, supervise students and assess students. Very few fail to fully fulfill their

mandate”.

Overall, the views above shows that largely teachers performed their activities well except for some few individuals. This finding is closely consistent to the responses obtained from the teachers which revealed that job performance of teachers was fair.

4.3.2. Basic pay and Employee Performance. The concept of basic pay was

studied using 9 items. The results on the same were descriptive statistics and qualitative responses. Descriptive statistics follow in Table 4.3.

Table 4.3: Descriptive Statistics for basic pay

Basic Pay	SD	D	NS	A	SA	Mean
I am paid my salary on time	08 (7.5%)	17 (12.1%)	45 (50.8%)	27 (27.1%)	04 (2.5%)	3.02
I am provided a wage that is sufficient to meet my fundamental needs	16 (15.9%)	21 (20.8%)	32 (31.7%)	26 (25.7%)	06 (5.9%)	2.88
I often evaluate the learners in my class since the pay is encouraging.	15 (14.9%)	24 (23.7%)	38 (37.6%)	17 (16.9%)	07 (6.9%)	2.76
I feel a great deal of satisfaction with my salary	10 (9.9%)	37 (36.7%)	26 (25.7%)	24 (23.8%)	04 (3.9%)	2.69
Salary paid to me has improved on my commitment and performance	10 (9.9%)	18 (17.9%)	35 (34.7%)	30 (29.9%)	08 (7.9%)	3.24
At my school, there is a budget for teachers' allowances	11 (10.9%)	09 (8.9%)	50 (49.8%)	26 (25.8%)	05 (4.9%)	3.21
At my school, teachers are provided with transport allowance	15 (14.9%)	12 (11.8%)	32 (31.7%)	38 (37.7%)	04 (3.9%)	3.11
Having a transportation allowance makes it easier for me to consistently attend class.	09 (8.9%)	16 (15.9%)	46 (45.5%)	21 (20.8%)	09 (8.9%)	2.96

Source: Primary Data

The results in Table 4.3 on whether teachers' salaries were paid on time, an average mean = 3.02 was obtained. The mean was close to code 3 which on the five-point Likert Scale used corresponded to moderately agree. Three being average, the result suggested that

fairly, salaries for teachers were paid on time. As to whether wages provided were sufficient to meet teachers' fundamental needs, the mean = 2.88 was just below average. This meant that fairly, the wages provided to teachers enable them to meet their fundamental needs. With respect to whether salaries given to teachers encouraged them to regularly assess pupils in class, the results were a mean = 2.76 just below the average. This meant that fairly, salaries given to teachers encouraged them to regularly assess pupils. As to whether teachers felt a great deal of satisfaction with their salaries, the results were a mean = 2.69 just below average. This meant that to a lesser extent teacher felt a great deal with their salaries.

Concerning whether salaries paid to teachers had improved on their commitment and performance, the results were an average mean = 3.21. This meant that fairly, salaries paid to teachers improved on their performance and commitment at work. Regarding whether teachers valued having friendly relationships with their students, the results were an average mean = 3.10. This meant that fairly, teachers valued having friendly relationships with their students. About whether there were students who sought comfort from teachers, the mean = 3.12 was average. This suggested that fairly, there were students who sought comfort from teachers. With respect to whether teachers easily tuned with what students were feeling, a just below average mean = 2.98 was obtained. These results suggested that to a lesser extent teacher easily tuned with what students were feeling.

With regard to whether there were budgets for teachers' allowances, an average mean= 3.21 was obtained. These results suggested that fairly, some schools had budgets for teachers' allowances. As to whether teachers are provided with transport allowances, an average mean= 3.11 was obtained. These results suggested that fairly, some schools

provided transport allowances to teachers. As to whether provision of transport allowances helped teachers to be present in class regularly, an average mean= 2.96 was obtained. This meant that fairly, provision of transport allowances helped teachers to be present in class regularly. To ascertain whether results on basic pay were normally distributed an average index for the 8 items measuring the construct was calculated and a histogram drawn as shown in Figure 4.2.

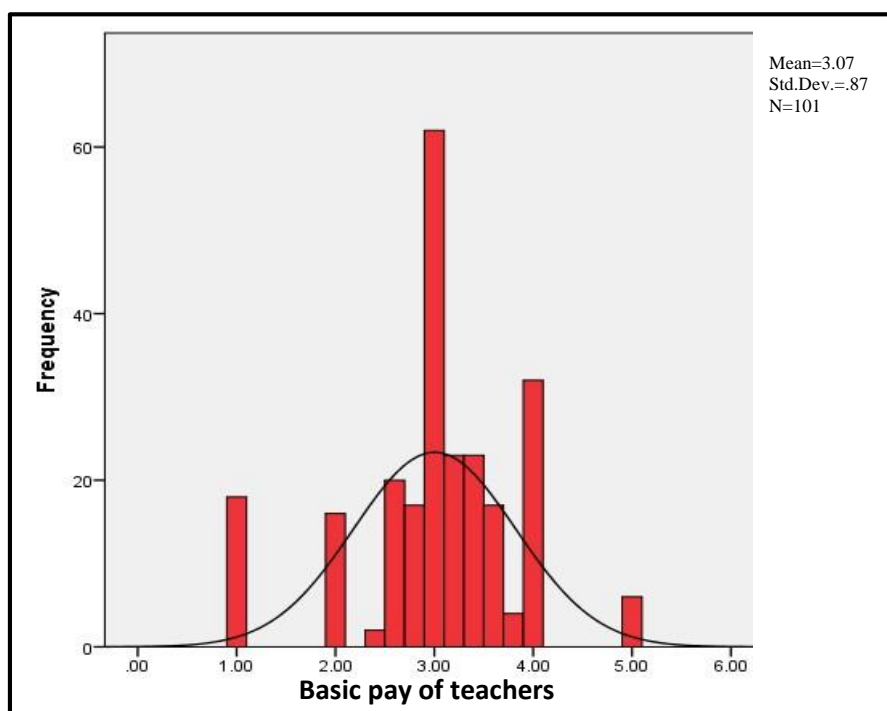


Figure 4.2: Histogram for basic pay and performance

The results in Figure 4.2 show an average mean= 3.07 which suggest that teachers averagely agreed. The standard deviation= 0.87 was low implying that there was low dispersion in the responses and the average mean meant that basic pay given to teachers was fair. Therefore, data on basic pay for teachers could be subjected to linear correlation and regression.

To establish head teachers' views about basic pay given to teachers in comparison with the results obtained from teachers, in the interviews the head teachers were asked to give their comment on salaries and allowances given to teachers in the schools. To this

question, HT1 remarked;

“Most teachers in this school appreciate the salaries given to them by government and allowances of different categories that the school management tops up on to their salaries. This is because both the salaries and allowances aid them in accessing basic needs and improve on their quality of life. While other teachers though few in number still complain that salaries and allowances given to them are still very low in comparison to the rising living standards”.

In relation to the above, HT2 explained;

“A considerable number of teachers in this school feel happy with the monthly salary provided by government though they still feel that they deserve an increment. On the matter of the allowances, almost all teachers appreciate the allowances provided to them but complain about taxing of these allowances which prevents it from serving its intended purpose to the fullest”.

Consistent with the views from the respondents above, another respondent HT3 remarked that;

“Teachers are literally happy with both the salaries and allowances remitted to them. However, some teachers complain the late payment of their salaries sometimes and less allowances allocated to vital needs like accommodation and transport”.

The responses above showed that largely, teachers don't have a big problem with the salaries and allowances given to them as the key constructs of basic pay. This finding largely concurred with the descriptive statistics of teachers which showed that the relationship between basic pay and performance of teachers was fair.

4.3.3 Job recognition and teachers' performance. The concept of job recognition in

connection with teachers' performance was studied using eight items. The results on the same were descriptive statistics and qualitative responses. Descriptive statistics follow in Table 4.4.

Table 4.4: Descriptive Statistics for employee recognition

Employee Recognition	SD	D	NS	A	SA	Mean
At my school, I am frequently complimented on my efforts.	02 (1.9%)	25 (24.8%)	47 (46.5%)	18 (17.9%)	09 (8.9%)	2.69
At my school, I obtain productive criticisms in relation to my work	04 (3.9%)	21 (20.8%)	37 (36.7%)	33 (32.7%)	6 (5.9%)	2.11
I'm always praised when I do better	06 (5.9%)	27 (26.8%)	43 (42.6%)	21 (20.8%)	04 (3.9%)	3.19
I am always informed when there is an improvement in my work	06 (5.9%)	09 (8.9%)	34 (33.7%)	46 (45.6%)	06 (5.9%)	3.74
At my school, effective teachers receive recognition for their hard work	08 (7.9%)	12 (11.9%)	30 (29.8%)	41 (40.5%)	10 (9.9%)	3.79
When promoted on the job, it encourages me to perform better	11 (10.9%)	13 (12.9%)	22 (21.7%)	39 (38.6%)	16 (15.9%)	3.47
Recognition and reward programs reduce employee complaints	10 (9.9%)	08 (7.9%)	41 (40.6%)	29 (28.9%)	13 (12.9%)	3.29
Formal praises (certificates) motivates teachers to do quality work	04 (3.9%)	19 (18.8%)	46 (45.6%)	23 (22.8%)	09 (8.9%)	3.29

Source: Primary Data

The results in Table 4.4 on whether teachers' efforts are frequently complimented, a just below average mean= 2.69 was obtained. The mean was close to code 3 which on the five-

point Likert Scale used corresponded to moderately agree. Three being average, the result suggested that fairly, teachers' efforts were frequently complimented. As to whether teachers obtained productive criticisms in relation to their work, the mean= 2.11 was just below average. This meant that to a lesser extent teacher obtained productive criticisms in relation to their work. With respect to whether teachers were praised whenever they performed better, the results were an average mean= 3.19. This meant that fairly, teachers were praised whenever they performed better.

As to whether teachers were informed whenever there is an improvement in their work, the results were an average mean= 3.74. This meant that fairly, teachers were informed whenever there is an improvement in their work. Concerning whether performing teachers were given praises for the good work done, the results were a high mean= 3.79. This meant that performing teachers were given praises for the good work well done. Regarding whether promoting teachers encouraged them to perform better in schools, the results were an average mean= 3.47. This meant that fairly, promoting teachers encouraged them to perform better.

About whether recognition and reward programs reduced teachers' complaints, the mean= 3.29 was average. This suggested that fairly, recognition and reward programs reduced teachers' complaints. With respect to whether formal praises (certificates) motivated teachers to do quality work in the schools, an average mean= 3.29 was obtained. These results suggested that fairly, formal praises motivated teachers to do quality work in their schools. To find out whether results on the relationship between employee recognition and teachers' performance were normally distributed, an average index for the eight items measuring the construct was calculated and a histogram drawn as shown in Figure 4.3.

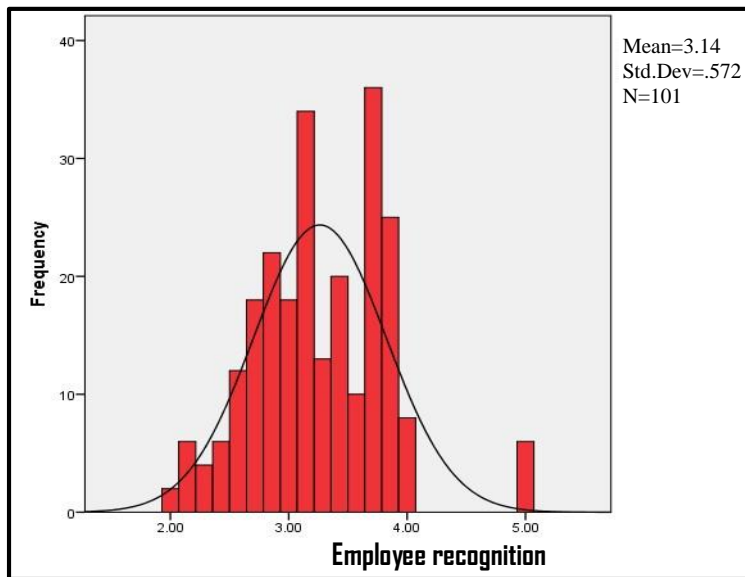


Figure 4.3: Histogram for Relationship between teacher recognition and performance

The results in Figure 4.3 show an average mean= 3.14 which suggest that teachers moderately agreed. The standard deviation= 0.572 was low implying that the results were normally distributed. The average mean meant that the relationship between teacher recognition and performance was fair while the low standard deviation suggested low dispersion in the responses. Therefore, data on teacher recognition could be subjected to linear correlation and regression.

To establish how head teachers and other respondents rated the relationship between recognition and teachers’ performance in schools, they were asked to give their comment on how recognition in their schools affects teachers’ performance. In their responses, they gave responses which showed that fairly, there was a relationship between recognition and teachers’ performance. For example, one respondent said;

“In this school, best performing teachers are always periodically recognized by giving them awards, gifts and monetary tokens of appreciation. This stimulates their will to

excellently perform beyond expectations”.

In relation to the above, another one stated; *“In this school recognition of best teachers is a normal habit at every end of year. This doesn’t only appease the best performing teachers but also arouses interest of least performing teachers to also work harder and perform to their best in order to be recognized in the subsequent year”.*

Further, another one revealed;

“In this school, recognition of teachers as an adapted culture has saved school management and administration from regular supervision of teachers because in a bid for teachers to be recognized, they are forced to effectively remind themselves about the duties they must perform regularly, effectively and in a timely manner”.

These views above show that there is a relationship between recognition and performance of teachers. This finding supports the descriptive statistics results which indicated that the relationship between recognition and teachers’ performance was fair.

4.5.3 Employee Job Security and Performance. The concept of job security of teachers was studied using ten items. The results on the same were descriptive statistics and qualitative responses. Descriptive statistics follow in Table 4.5.

Table 4.5: Descriptive Statistics for Job Security

Job security of teachers	SD	D	NS	A	SA	Mean
My school offers me job security	07 (6.9%)	14 (13.9%)	42 (41.5%)	30 (29.8%)	08 (7.9%)	2.97
At my school, Job performance is positively impacted by the perception of job security.	13 (12.9%)	19 (18.9%)	38 (37.8%)	20 (19.9%)	11 (10.9%)	2.90
At my school, I can disagree with my supervisors without feeling a threat of getting in trouble	17 (16.8%)	22 (21.8%)	40 (39.7%)	15 (14.8%)	07 (6.9%)	3.15
I can't be sacked without "just cause."	12 (11.9%)	26 (25.7%)	39 (38.7%)	18 (17.8%)	06 (5.9%)	3.37
When I tell people where I work, I feel proud.	12 (11.9%)	15 (14.9%)	39 (38.6%)	29 (28.7%)	06 (5.9%)	3.22
I wish to retire from my job i am currently doing.	09 (8.9%)	16 (15.9%)	46 (45.5%)	21 (20.8%)	09 (8.9%)	3.17
I couldn't possibly lose my job without providing more justification.	15 (14.9%)	09 (8.9%)	38 (37.6%)	32 (31.7%)	07 (6.9%)	2.99
Poor performance is effectively addressed in my school	09 (8.9%)	21 (20.7%)	46 (45.6%)	21 (20.9%)	04 (3.9%)	2.90
My hours, days off and my allowances cannot change or reduced at any moment in my school	15 (14.9%)	14 (13.9%)	32 (31.7%)	38 (37.6%)	02 (1.9%)	3.13
I am not taken advantage of or chastised by my coworkers if I put in excessive effort.	10 (9.9%)	18 (17.9%)	30 (29.7%)	35 (34.6%)	08 (7.9%)	3.05

Source: Primary Data

The results in Table 4.5 on whether schools offered job security, an average mean= 2.97 was obtained. The mean was close to code 3 which on the five-point Likert Scale used corresponded to moderately agree. Three being average, the result suggested that fairly, schools offered job security to its teachers. As to whether perception of job security positively affected job performance, a mean= 2.90 just below average was obtained. This meant that to a lesser extent the perception of job security positively affected job

performance of teachers in schools. With respect to whether teachers could disagree with their supervisors without feeling a threat of landing into trouble, the results were an average mean= 3.15. This meant that fairly, teachers disagreed with their supervisors without feeling a threat of landing into trouble.

As to whether teachers could not be fired unless there was a just cause, the results were an average mean= 3.37. This meant that fairly, teachers couldn't be fired from their work unless there was a just cause. Concerning whether teachers felt proud to tell others where they work, the results were an average mean= 3.22. This meant that fairly, teachers felt proud to tell others where they work. Regarding whether teachers wanted to retire from where they are working from, the results were an average mean= 3.17. This meant that fairly, teachers wished to retire from their schools they were working from.

Regarding whether teachers could lose their jobs at any moment without further explanation, the results were a mean= 2.99 just below average. This meant that to a less extent teachers could not lose their jobs without proper explanations. About whether teachers' hours, days off and their allowances could not change or reduce at any moment in their schools, an average mean= 3.13 was obtained. This suggested that teachers' hours, days off and their allowances was not reduced at any moment. Concerning whether teachers' poor performance was properly addressed in their schools, a mean=2.90 was obtained. This meant that fairly, teachers' poor performance was properly addressed in schools. As to whether teachers were not criticized by their co-workers or taken advantage of in case, they worked too hard, a mean=3.05 was obtained. This meant that fairly, teachers were not criticized by their co-workers or taken advantage of in case they worked hard. To determine whether results on teachers' job security were normally distributed an

average index for the ten items measuring the construct was calculated and a histogram drawn as shown in Figure 4.4.

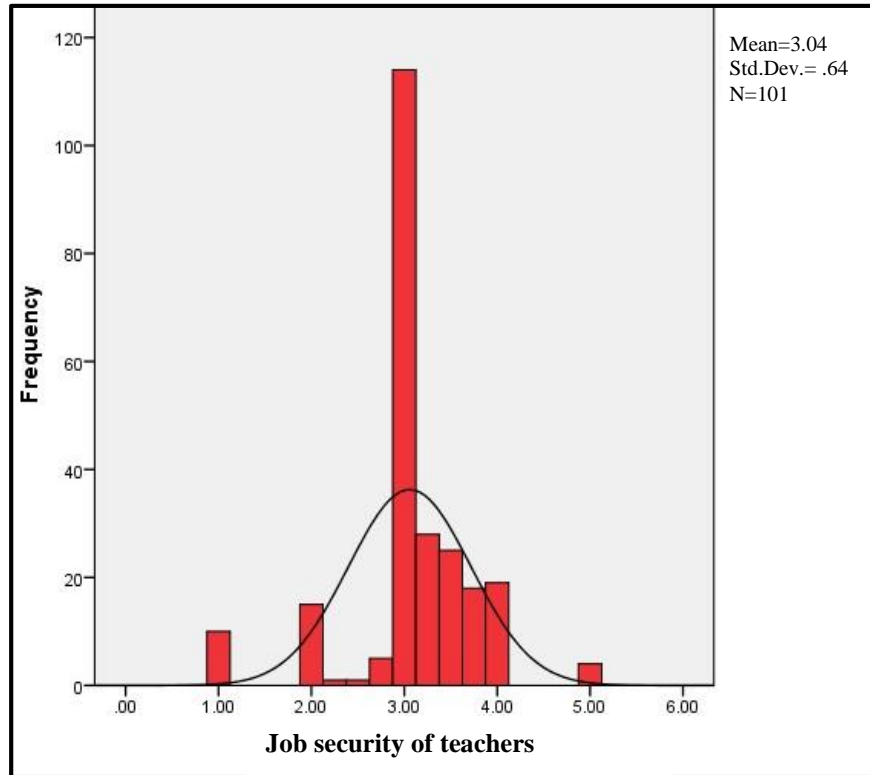


Figure 4.4: Histogram for Job Security of Teachers

The results in Figure 4.4 show an average mean= 3.04 which suggest that teachers averagely agreed. The standard deviation= 0.64 was low suggesting that there was low dispersion in the responses and the average mean meant that job security was fair. Therefore, data on job security could be subjected to linear correlation and regression.

To obtain qualitative explanations on job security in schools, respondents were asked to give their comment on the impact of job security on performance of teachers in the schools. In their responses, the respondents gave views indicated here under. One of them stated;

“Teachers in schools are assured of their job security in form

of assured long-term service up to 60 years, pension and gratuity given to them at the beginning of their retirement. This inspires teachers to concentrate and value their teaching profession and constantly improve on their performance”.

In relation to the above, another said; *“Teachers in schools are entirely happy with their assured job security like pension, gratuity, appointment letter, etc. This is because they are able to continue sustaining their lives even after retirement using their monthly pension fees. However, a few teachers complain about the maximum age of retirement being too low since some of them feel they can still offer service above the mandatory age and in most cases their performance lowers towards retirement since they often get worried of what they would do shortly after retiring from service.”*

Lastly another respondent noted;

“There is no doubt about the value of job security in enhancing performance of teachers in government-aided primary schools although some teachers after being given a chance to serve in government-aided schools they become reluctant and sometimes resort to other careers other than focusing on their expected roles as teachers “.

The views presented above show that there was a relationship between job security and performance of teachers in government-aided primary schools. This finding is closely consistent with the descriptive statistics results which indicated that job security of teachers was fair.

4.4 Inferential Analyses

4.4.1 Correlation of Rewards and Job Performance of Teachers.

To establish whether Rewards aspects namely; basic pay, employee recognition and job security related to teachers' performance, correlation analysis was run.

Table 4.6: Correlation Matrix for Rewards and Job performance of Teachers

	Job performance of Teachers	Basic pay	Employee recognition	Job security
Job performance of Teachers	1			
Basic pay	0.542** 0.000	1		
Employee recognition	0.587** 0.000	0.683** 0.000	1	
Job security	0.343** 0.000	0.563** 0.000	0.478** 0.000	1

The results presented in Table 4.6 indicate that there was a significant and positive relationship between the job performance of teachers and all three constructs of the rewards used in this study: basic salary ($r = 0.542, p = 0.000 < 0.05$), employee recognition ($r = 0.683, p = 0.000 < 0.05$), and job security ($r = 0.343, p = 0.000 < 0.05$). This indicates that the H1–H3 hypotheses were accepted.

4.4.2 Regression Model for rewards and Job performance of Teachers.

At the confirmatory level, to establish whether rewards namely; basic pay, employee recognition and job security predicted job performance of teachers, a regression analysis was carried out. The results were as in Table 4.7.

Table 4.7: Regression of Job Performance of Teachers and Rewards

Rewards	Standardized Coefficients Beta (β)	Significance (p)
Basic Pay	0.542	0.000
Employee Recognition	0.647	0.000
Job Security	0.374	0.000

Adjusted R² = 0.687
F = 103.447, p = 0.000

Table 4.7's findings indicate that basic salary, employee recognition, and job security (the three constructs of Rewards) accounted for 68.7% of the variation in teachers' job performance (adjusted R = 0.687). This indicates that additional factors not taken into consideration by this model accounted for 39.3% of the variation. The job performance of teachers was positively and significantly influenced by all of the rewards, which included basic pay ($\beta = 0.542$, $p = 0.000 < 0.05$), employee recognition ($\beta = 0.647$, $p = 0.000 < 0.05$), and job security ($\beta = 0.374$, $p = 0.000 < 0.05$). This indicates that the H1–H3 hypotheses were all accepted. The relative betas' magnitudes indicated that basic pay and job security were the next most important factors influencing teachers work performance, after employee recognition.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.0 Introduction

The study's analysis, conclusion, and recommendations about rewards and teachers' performance in government-aided primary schools are covered in this Chapter. It also discusses the shortcomings and suggestions for more study.

5.1 Discussions of findings

5.1.1 Hypothesis One (H1): There is a relationship between basic pay and teachers' performance in government-aided primary schools.

The first hypothesis of the study stated that there is a relationship between basic pay and teachers' performance in government-aided primary schools. The findings of the hypothesis test showed that basic pay and teachers' performance in government-aided primary schools were positively correlated. This result was in line with what other researchers had discovered. For instance, Afful-Broni (2012) discovered a connection between job performance and basic wage. Similar to this, Hameed et al. (2014) observed, based on his regression analysis results, that salary had a positive and significant impact on employee performance.

Ibrar et al. (2015) discovered a link between employee performance and intrinsic and extrinsic rewards, which is consistent with the findings. Regarding the aforementioned, Kwak and Lee (2009) also found a substantial relationship between performance and compensation. In line with the results, Saani (2013) also found that pay had a considerable favorable impact on job performance. In a similar vein, Subroto (2013) suggested that pay

for teachers affected both the caliber of instruction and their own performance.

Also, Tornikoski (2011) found out that there is a high and favorable correlation between the entire compensation package and the commitment of foreign employees, and consequently, their job performance. Furthermore, Tornikoski (2011) discovered a favorable and statistically significant correlation between the entire compensation package and the dedication of foreign employees, and consequently, their job performance. According to Zikanga et al. (2021), poor pay for teachers hinders strong job performance, particularly when basic pay is low and bonuses and allowances are absent. According to Wekesa and Nyaroo (2013), discouraged instructors resulted in subpar task performance, which had a detrimental impact on teachers' productivity in classrooms. In a similar vein, Odunlami and Asabi (2014) found that pay had a major influence on worker performance. This indicates that the study's conclusions were consistent with those of all earlier researchers. As a result, basic salary and teachers' performance in government-aided primary schools have a positive and significant relationship.

5.1.2 Hypothesis Two (H2): There is a relationship between employee recognition and teachers' performance in government-aided primary schools.

The second hypothesis of the study stated that there is a relationship between employee recognition and teachers' performance in government-aided primary schools. Hypothesis test results indicated that there was a positive significant relationship between employee recognition and teachers' performance in government-aided primary schools. This result is consistent with what other researchers have found. For example, Orebiyi, Adesina, and Obalanlege (2019) discovered a high positive correlation between job satisfaction and employees' acknowledgment of their contributions. Susan, George, and Randall (2012) also found that rewarding instructors for their work could be a practical strategy for

administrators to improve instruction in a way that is efficient and successful. In a similar vein, Hans (2011) pointed out the great value of offering good teachers rewards and recognition programs. Additionally, Jennifer (2018) discovered that the benefits of recognition surpassed any potential drawbacks, which is consistent with the study's findings. Similarly, Lazarus et al. (2017) discovered that there was likely a positive correlation between teachers' retention and principal recognition.

Njoya (2017), however, used Kenyatta University as a case study to examine the impact of rewards and recognition on employee performance at public educational institutions, which ran counter to the study's findings. The results showed that monitoring and recognition awards did not sufficiently encourage Kenyatta University employees, and that the factors have a minor impact on raising teacher performance. However, as the study's results support those of the majority of researchers, it may be concluded that there is a connection between teachers' performance in government-aided primary schools and employee recognition.

5.1.3 Hypothesis Three: There is a relationship between job security and teachers' performance in government-aided primary schools.

The third hypothesis of the study stated that there is a relationship between job security and teachers' performance in government-aided primary schools. This finding agrees with the finding of previous scholars. The study's findings 100% matched those of Raza et al. (2015), who found that job security is a crucial component that improves employee performance in businesses. According to Akpan (2013), job security is a crucial component of job performance and refers to an individual's expectation linked to their work environment. Changa et al. (2016) discovered that improving employees' performance in high-stress circumstances requires job stability. Kagera (2021) also found that the variables had a

significant positive association with one another.

Consistent with the study's findings, Lucky et al. (2014) discovered that job security significantly affected organizational performance, which is in line with the study's findings. This was particularly true in multiethnic environments where different ethnic groups made up the majority in some organizations, which resulted in low job security for the minority groups. Likewise, Ma et al. (2016) discovered a positive relationship between employee performance and job security. Similarly, Heydy et al. (2017) found that when employees understand the context of the protections offered by unionized enterprises, they are more likely to perform well at work.

Leonce (2014) corroborated the study's findings by demonstrating that job stability and performance are positively correlated, moving in the same direction. Additionally, Marco et al. (2021) found that there is a direct and indirect relationship between job performance and job insecurity, with the latter occurring through a serial mediation relationship. It is clear from the study's findings which completely concur with those of all other researchers that there is a connection between teachers' performance in government-aided primary schools and their job security.

5.2 Conclusion

From the discussion of the findings, it is here concluded that;

1. Basic pay is very paramount for job performance of teachers. If in schools, teachers are paid some good remuneration in terms of good salary, contingent rewards, allowances such as extra work pay, overtime pay, administration pay among others, their performance will be good. This is so because low remunerations impend high performance of teachers.

2. Employee recognition is imperative for job performance of teachers. This is if the recognition system is motivating with all teachers having shared interest in the school, there is improved team culture, decrease in stress and absenteeism, high loyalty and satisfaction and motivation of efforts. In addition, if the recognition strategies are sufficient, suitable and beautiful, job performance of teachers will be high.
3. Job security is imperative for job performance of teachers. If the schools increase the level of reassurance of their teachers on their future careers and ending all forms of worry for the future, performance of teachers will be high. Also, if the schools go an extra mile of letting their teachers feel secure in the workplaces through forming transparent communication channels, and establishment of proper rules and procedures guiding job performance teachers' productivity will be high. This is so because the decline of job security has a reflection on the performance and productivity of teachers and it have also an effect on the extent of performance even if the teacher has high competencies.

5.3 Recommendations

From the conclusions above, the following recommendations were made;

1. It is recommended that stakeholders in school management, including the government, head teachers, and boards of governors, come up with ways to improve teacher compensation. For this reason, instructors ought to get competitive remuneration, bonuses for exceeding performance targets, and allowances for overtime worked.

2. Head teachers and other stakeholders involved in the management of schools should be intentionally observing teachers' performance and should always look for opportunities to recognize outstanding teachers in terms of both work achievements and behaviors in schools. Similarly, outstanding teachers should be praised in public and corrected in private.
3. Head teachers and other Stakeholders involved in the management of schools should go an extra mile of providing job security to teachers by making them feel secure in their schools where they work. This should be done by forming proper transparent communication channels and making pension plan and other social welfare benefits like gratuity attractive in order to enhance their performance.

5.4 Suggestions for Further Research

This study significantly advances our understanding of how teacher job performance is improved by rewards. Descriptive statistics, however, showed that respondents thought teachers' pay and work performance were fair. This might have happened as a result of the study being conducted in a municipality. Thus, in order to determine disparities in compensation and job performance as well as how they connect to one another, future researchers should conduct their research in rural areas. Furthermore, a thorough analysis was hampered by the study's mostly quantitative design. Future researchers ought to use the qualitative method in order to conduct more in-depth study.

APPENDICES

APPENDIX I: QUESTIONNAIRE FOR TEACHERS

I am Zakayo Balambula, a student of Kyambogo University pursuing a Master of Education in Policy, Planning, and Management. I am conducting a study titled “*Rewards and Teachers’ Performance in government-aided primary schools of Kira Municipality, Wakiso District, Uganda*”. I request you to take part in this study because of your expertise and experience in this field. Your participation in this study is voluntary and all responses will be kept confidential. The information collected from this study will be used solely for research purposes and will not be shared with any third parties. If you have any questions about the study or the questionnaire, please feel free to contact me.

.....

Zakayo Balambula

Researcher

Mobile: 0774455862

SECTION A: BACKGROUND OF RESPONDENT

1. Sex Male Female
2. Age group: 18-25 26-35 36-45 46+
3. Education level: Masters Bachelor Diploma
4. How long have you been a teacher? Less than 5 years 5-10years 11+ years

Responsibility held: subject teacher class teacher head of department others

Section B: Job performance of teachers (DV)

Items on teachers' job performance are presented in this section. Please use the following scale to indicate how much you agree or disagree with the performance: 1 = Strongly Disagree, 2 = Disagree, 3 = Not sure, 4 = Agree, and 5 = Strongly Agree.

B	Teachers' Performance	SD	D	NS	A	SA
		1	2	3	4	5
P1	I prepare lesson plans for every lesson they teach					
P2	I carry my lesson plans to class every time they go to teach					
P3	I follow every detail of lesson plans as I teach pupils					
P4	I prepare schemes of work					
P5	I hand in schemes of work to the relevant office at the specified time.					
P6	I always arrive on time at school and in class					
P7	I always attend staff meetings					
P8	I actively participate in staff meetings					
P9	I carryout remedial lessons with pupils					
P10	I ensure that every pupil is able to understand and participate in the lesson					
P11	I create a friendly learning environment for the pupils					
P12	I am always present supervising school activities					
P13	I effectively participate in pupils' discipline management					
P14	I rarely miss teaching their lessons					
P15	I complete the syllabus on time					
P16	I offer guidance and counselling to pupils					
P17	I regularly assess pupils' learning activities					

Section C: Rewards (IV)

The reward-related question items are in this section. The basic pay, employee recognition, and job security components make up the three sections of this section. Please rate our response on a scale of 1 to 5, where 1 represents strongly disagree, 2 represents disagree, 3 indicates you're not sure, 4 represents agree, and 5 represents strongly agree.

Basic Pay of Teachers	SD	D	NS	A	SA
	1	2	3	4	5
My salary is paid early					
I receive enough money in pay to cover my basic necessities.					
I often evaluate the students in my class since the pay is encouraging.					
My salary gives me a tremendous lot of satisfaction.					
My devotion and performance have improved because of the salary paid to me.					
There is a budget for teacher allowances at this school.					
Teachers at my school receive a transportation allowance.					
Having a transportation allowance makes it easier for me to consistently attend class.					
Employee Recognition of Teachers	SD	D	MA	A	SA
	1	2	3	4	5
I am frequently complimented on my efforts.					
I obtain productive criticisms in relation to my work					
I'm always praised when I do my best					
I'm always made aware when there is an improvement in my work					
Effective teachers at this school receive praises for their hard work.					
Getting promoted at work motivates me to work better.					
Programs for rewards and recognition lower employee complaints					
Formal praises (certificates) motivate teachers to do quality work					
Job Security of Teachers	SD	D	MA	A	SA
	1	2	3	4	5

My school offers me job security					
At my school, the perception of job security positively affects job performance					
At my school, I can disagree with my supervisors without feeling a threat of getting in trouble					
I cannot be fired unless there is "just cause"					
I feel proud to tell others where I work					
My job is where I want to retire from					
I couldn't lose my job at any moment without further explanations					
Poor performance is effectively addressed in my school					
My hours, days off and my allowances cannot change or reduced at any moment in my school					
If I work too hard, I shall not be criticized by my co-workers or taken advantage of					

End

Appendix II: Interview Guide for Head Teachers, Municipal Inspector of Schools and Municipal Education Officer

1. Comment on the effectiveness of the Kira municipality's teachers
2. What kind of incentives are provided to teachers in this municipality?
3. Are educators in this municipality's government-aided primary schools acknowledged for their exceptional performance?
4. If so, how are they acknowledged and how does that affect their output?
5. How do you guarantee teachers' employment stability at Kira municipality's government-aided primary schools?
6. What are your thoughts on the effect that job security has on primary teachers' performance at government-aided schools within the Kira municipality?
7. What other benefits does the government provide primary teachers in Kira Municipality government-aided schools in addition to their salaries?
8. What effect does the primary teacher's present pay have on their performance in government-aided schools?

Thanks for your time

Appendix III: Research Introductory Letter



09th July 2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: ZAKAYO BALAMBULA-17/U/14526/GMED/PE

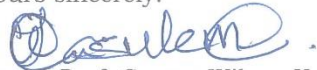
This is to introduce to you the above-named student **Zakayo Balambula** Reg.No. **17/U/14526/GMED/PE** pursuing a **Master of Education in Policy, Planning and Management** in the department of **Education Planning and Management of Kyambogo University**.

He intends to carry out research on “**Rewards and Teachers’ Performance in Government-Aided Primary Schools in Kira Municipality, Wakiso District, Uganda**” in partial fulfilment of the requirements for the award of the Master of Education in Policy, Planning and Management.

The purpose of this letter therefore is to request you permit him carry out his study in your Unit/Department/School/Faculty.

Any assistance rendered to her will be highly appreciated.

Yours sincerely,



Assoc. Prof. George Wilson Kasule

HEAD OF DEPARTMENT, EDUCATION PLANNING & MANAGEMENT