The Role of Reward Management Practices on Teachers' Performance in selected Private Secondary Schools in Busiro County, Wakiso District (Uganda)

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ABSTRACT

The global financial crisis, inflationary situation in Africa and competition among private organizations necessitated the innovation of other means of attracting, retaining and training teachers in computer skills. The study explored the use of non-monetary reward on teachers' performance in the selected private secondary schools in Busiro County, Wakiso District. The study was guided by the following objectives: to establish different non-monetary incentives offered to teachers; analyze the challenges faced by head teachers in implementing the non-monetary rewards; establish relationship between non-monetary rewards and teacher performances; and establish the relationship between ICT and teacher performance; The study used mainly qualitative research design complemented with quantitative paradigm where 45 questionnaires were distributed to participant. Interview guide was used to collect information from a total of 55 participants. Focus group discussions were carried out. SPSS was used to analyze the quantitative data. Frequency tables, pie charts and graphs were used to present data. From the study conducted, only 6.7% of the schools offered food baskets while 8.9% of the schools offered medical facilities, 4.4% training and development and 11.1% certificates yet over 70% preferred non-monetary rewards. Pearson correlation analysis established that ICT has a positive statistics significant relationship with teachers' performance at 99% (r = 0.230, P value = 0.001). Managers in the schools should provide ICT facilities to teachers to yield higher productivity.

Key words: *non-monetary rewards, incentives, teacher's performance and ICT.*

INTRODUCTION

Globally human and capital resource play critical role in the process of increasing organizational effectiveness if well motivated, reward is one of the most important elements to motivate employees for the contribution of their best effort to generate innovative ideas that lead to better business functionality and further improvise organization performance. Though financial reward has been the majorly accepted incentive by Ugandans, the world trend is changing Armstrong & Brown (2010) realized that non – monetary reward which involve the use of non - cash but intrinsic reward like recognition, praise, food basket, corporate wear When applies can improve their performance hence student performance.

Dewhurst *et al.,* (2010) stated that there are other means to reward employees that do not just focus on financed compensation some of them include the prizes that employees are able to acquire from their managers. Employee will give their maximum effort to their work when they are fairly rewarded by the management. In modern private schools there is competition for quality students and teachers therefore use ICT which is important in sourcing for quality performers. However only 40% of the private schools use digital innovation while 60% are still recruiting using hard copy of application in Wakiso District. Zeng, S. X., et al, (2010) stated that the organizational world had experienced financial crisis and as a result many large and small organization have laid off their employee. There should be use of non-monetary reward management or practices as a way of motivating the employee. Instead of laying them off. St. Mary's boarding senior secondary schools make use of both monetary rewards and non-monetary reward to recruit and retain quality teachers and quality students. Both the best performing teacher and student is given a car.

Most rural private schools have low income due to few numbers of students and hence low fees structure. Teachers in school are frustrated, have low morale, stressed and attend irregularly to students. This is why the results of such private small schools are normally poor as indicated by Kagolo, (2011) that "Over 800 schools fail to get 1st grade," New Vision." If teachers are to perform their work effectively, reward management is the answer to the effective performance of teachers. Reward performance is not just employee benefit but it is concerned with the non-financial rewards. The non-monetary rewards can be tangible or intangible. There are 1001 ways to reward employees without using cash. Although cash rewards are welcomed by employees, managers should never use this as a tool to motivate their employees to improve their performance levels as opined by Aktar *et al,* (2012).

Non-monetary rewards are social recognitions such as acknowledgement, certificate and genuine appreciation to mention but a few the non-monetary rewards is also called material award (Chiang and Birtch, 2012). The challenges head teachers found when implementing the reward management is mainly level of income in a particular school. Head teacher Kennedy secondary school stated that they would like to offer rewards to their teachers but there is no way the school can offer non-monetary rewards when the school resources are limited by the mode payment of students. He also stated that the training of teachers in computer science is not done here due to high teacher turnover (George, Headteacher, Kennedy SSS, August 02, 2018). The board of governors and the stake holders do not appreciate the work done by teachers since they attach everything to money. Ugandans bend more towards finical reward. Wakiso district has over 300 secondary schools out of these only 55 are government and the rest are all private secondary school. Alupo, former Minister of Education, (2015) stated that the collaboration between government aided and private schools in (WAKISSHA) Wakiso secondary school head teacher association has formed a strong force and has helped to put the district on the map.

LITERATURE REVIEW

Rewards can be seen as an important construct in employee performance. Sajuyigbe (2013) stated further that, employees feel valued by the organizations they work for, when rewarded Mark and Ford (2011) stated that the success of an organization originates from an employee's willingness to make use of their abilities, creativity and know- how. It is the responsibility of the organization to encourage employees by putting effective reward management in place. Sharks (2007) had a view that monetary reward only motivates to certain point especially in situations where reward is not high enough. Riiz and Ali (2010) stated that when rewards are properly implemented in an organization, reinforces employee productivity. They added that rewards play crucial role in determining an employee performance and it is positively linked with the process of motivation. Teffry (2003) stated that a vital way of rewarding employees is to recognize their excellent job performance, encourage employees to be more productive and provide feedback. Luther (2008) assets that non – monetary rewards include: praises, recognitions and benefits. He added that it can be positively utilized to enhance performances. Neckemen and Rosefeild (2008) also affirmed that non-monetary rewards are social recognitions and they further extended the list to include genuine appreciation, certificate and acknowledgement. Jeffery (2003) however criticized the use of non-monetary rewards only. He stated that rewards can be used to motivate employees if organizations have balance between intrinsic and extrinsic rewards. Jones (2011) conjures that supporting teachers to attend ICT workshop motivate them to yield high productivity.

Forms of non-monetary rewards

Clark (2000) stated that non-monetary rewards can take different forms but it is very important to determine the rewards that teachers value in the school. Chaning and Birtch (2008) sated that non - monetary reward such as training and development, job interest, time off and pleasant work environment have been overlooked but according to Martins (2010) training and development enables employees to gain skills which leads to their advancement on the organization. The research used the literature review to establish gaps; then used it to develop her own study.

A study conducted by Martins (2011) showed significant gaps between employees that are recognized and how they want to be recognized, were identified. He added that teachers who were satisfied with their schools' recognition programs were also satisfied with their jobs; which means they were more likely to remain with their school programs. He found out that satisfied employees were more likely to invest in their organization and felt more valued as employee. Hence the research established the use of non-monetary rewards in Busiro County. In study conducted by Wycombe (2002) he found out that, non-monetary rewards helped in getting work done. He noted that in organizations where employees love to work more, organizations tend to recognize employees by telling them "they are doing a great job."

Therefore, this literature review supports objective two of the study. Objective two of the study aimed at analyzing the challenges faced by head teachers in implementing the non-monetary rewards and establish the relationship between non-monetary rewards and teacher performance in selected private schools in Busiro. Challenges faced by head teachers in implementing non-monetary rewards might be challenges for an organization to find out what motivates its employees. This is because individuals are motivated differently. Nelson and Spirtzer (2002), referred to the view that although rewards in form of cash are appreciated by employees, managers should not use it as a tool to motivate employees in order to improve performance. Fisher (1995) agreed that motivating employees through the use of non monetary rewards areimportant ways to achieve an objective without the use of money. Luthans (2002) asserts that non monetary rewards include praise, recognition and benefits he added it can be positively utilized to enhance performance. Vosfeld (2008) also affirmed that non-monetary rewards are social recognition and they further extended the list to include genuine appreciation, certificate and acknowledgement. Jeffery (2003) however opposed that non-monetary reward is not sufficient, monetary rewards should be used as well if organization have to balance between intrinsic and extrinsic rewards. Armstrong and marks (2010) suggested that non – monetary rewards need to be provided in consideration with various degrees on the needs of individuals. However, in a study carried out by fisher (2005) he found out that employees do not consider non – monetary rewards as form of motivation but a right. Terry (2003) shared a similar view with fisher by stating that employees had a negative feeling towards the rewards offered, he added that they perceived that the rewards remained unclear as every positive aspect to work, was referred to as non – monetary rewards.

Sometimes the use of non-monetary rewards may be resisted because teachers may see it as a threat to the amount of monetary rewards that they wish to get instead Mushrush, (2002). He further identified lack of non - monetary rewards as significant cause for employee's turnover.

Theoretical framework

Motivation is clearly perceived when usable relationship exists between performances and outcomes, and the outcome is seen as a means of satisfying needs. This explains why extrinsic financial motivation for example as an incentive or bonus scheme – works only if the link between effort and reward is understood. It also explains why intrinsic motivation is raising from the work itself to be more powerful than extrinsic motivation outcomes that are under the control of individuals who can judge from past experiences.

This study was based on Hertzberg's theory of motivation to explore how reward management affected teacher's performances in the selected private schools in Busiro county. In the study the researcher aimed at portraying the components of non-finance rewards and these are termed as motivators, they are factors that lead to extreme satisfaction. The motivators are achievement, recognition, work itself, responsibility, advancement and growth.

Its observed that Herzberg's hygiene theory refers to Taylor and the scientific theory; pay, adequate supervision, company policy, administration, and working conditions. The challenges faced by head teachers in implementing the non-monetary rewards is derived from Herzberg's motivation – hygiene theory where the head teachers have to design activities in the teaching profession so that they contain a great number of motivators. The manager/ head teachers have to avoid Tylorism theory, in which work was broken down into its simplest components and there was no responsibility for planning and control. In reality it will be a challenge to effectively use non – monetary reward with those head teachers who are still classical managers. In school setting head of department said that the teachers liked going for further studies that is growth, there was need for the head teacher to encourage the program of upgrading otherwise teachers will be dissatisfied. With hygiene factor the salary can be source of satisfaction but short-lived. It's observed in figure one above that company policy and administration, Supervision relationship with peers, personal life, and relations with subordinates are all dissatisfies. This element of Herzberg's motivation theory shows the relationship between teacher performance and reward management. Herzberg theory alone was not enough to support objective three of the study. Showing the relationship between performance of the teacher and various non-financial rewards.

METHODOLOGY

The study used interpretivism paradigm and cross sectional descriptive survey design. The study used mainly qualitative research design complemented with quantitative paradigm where 45 questionnaires were distributed to participant. Interview guide was used to collect data from 55 participants. Observation involved using naked eye to see the non-monitory reward given to teachers like food basket, corporate wear, computers, and other students centered methods of teaching using digital instruments. The documents reviewed included;

textbooks, journals, newspapers, brochures and magazines. Content validity was measured using judgement or panel evaluation (Saunders et al, 2007). The study employed three content experts. The Content Validity Index (CVI) was computed as CVI=45/50=0.9, which indicated that the items on the questionnaires were valid and could accurately measure the study variables.

Reliability of the questionnaire was measured with Cronbach alpha. The average Cronbach alpha was 0.9 which showed that the questionnaire was a good measure of the study based on George & Marllery (2003) who states that Cronbach alpha of between 0.8 and 0.9 is good. SPSS was used to analyze the quantitative data. The study used descriptive statistics to analyze the data collected; The analysed datawas presented in forms of tables and charts showing their percentages and means. Data collected through questionnaire were entered in a Statistical Package for Social Sciences (SPSS) Version 20, to generate pie charts and frequency tables. While interviews were analyzed using ATALAS-ti to generate explanatory notes.

RESULTS

Age

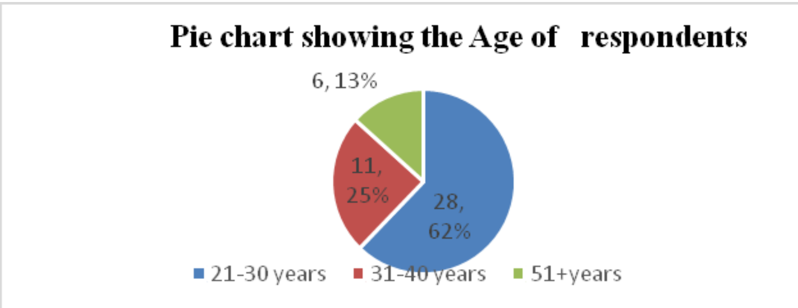

Figure 1: showing the Age of respondents

From the figure above, it is observed that 62% of the teachers are between the Age of 21-30 years. This is due to the fact that, these young teachers have less responsibility and can concentrate on their work. The second largest category of teachers are aged between the Age of 31-40 years (24%). While 51 and above years are few because they tend to retire and do often things. The performers between the age of 21 and 30 years. The interview revealed that the performers were between the Age of 21-30 years, which is 62%. Still from the interview, the majority of the board of Governors were above the age of 51. While some of the proprietors are between 31-40 years, are 25%.

Table 3: Highest level of education attained

	Frequency	Percent	Cumulative Percent
Dip. Education	8	17.8	17.8
Bachelor in Education	29	64.4	82.2
Masters in Education	5	11.1	93.3
Any other	3	6.7	100.0
Total	45	100.0	

Table 1 reveals that highest education qualification, it is evidenced that majority of the teachers in secondary schools are graduate teachers with bachelors in education degree, followed by Diploma holders, masters and others are very few. This means that the private schools follow the ministry of Education regulations where teachers are graduate.

Table 4: Working Experience

Years worked	Frequency	Percent	Cumulative Percent
less than 5 years	29	64.4	64.4
5-10 years	7	15.6	80.0
11-15 years	4	8.9	88.9
16-20 years	3	6.7	95.6
20-25 years	2	4.4	100.0
Total	45	100.0	

From the variable of experience, it is evidenced that the majority of the teachers have less than 5 years with 64% experience. This means that there is high labour turn over in the private schools. The conditions in private schools do not favor the long serving teachers hence the private schools use the competent drive of implementing administration to have work done since they are in a world of competition. The second category of teachers are those who have experience of 5-10 years. This means that those could be hardworking teachers who have been recognized by the directors of the school. The category of 16-20 years comprised of only 6.7%of teachers while those with experience of 20 years constitute 4.4%. This analysis shows that most private schools lack adequate staff rotation practices.

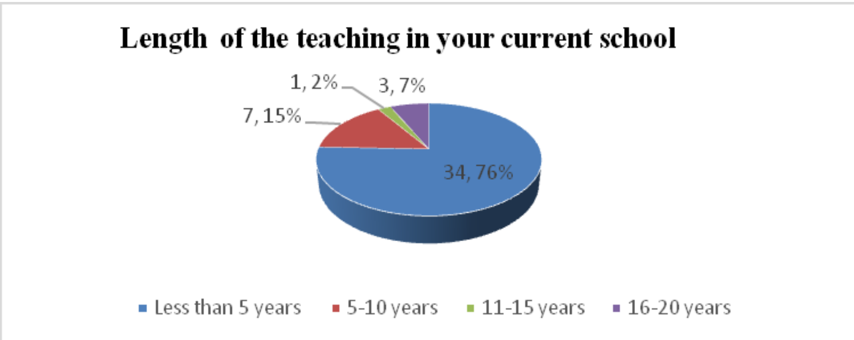

Figure 2: reveals length of teaching of respondents in current school

From variable VI on the duration of stay in a private school, 76% of the teachers stayed for less than 5 years, implying that there is high labour turn over due to lack of non-minatory rewards. Those who stay between 5-10 years are only 15%., 11-15 years were only 2% and 16-20 years were only 6%. As supported by Armstrong and Brown (2010) Therefore, there is need to improve on the non-monetary rewards in the private schools to increase staff retention.

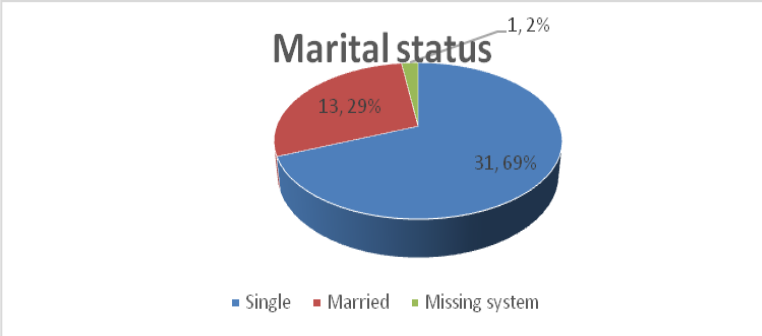

Figure 3: Marital status

With regards to the variable on marital status, majority of teachers who work in private schools in Wakiso district are single, an indication of recent graduates. On average, 29% of the teachers are married. This implies that the condition in private school do not favor the married teachers who face a lot of obligations in terms of fees and feeding for the family. Interviews asserted that schools employ more single staff than married couple.

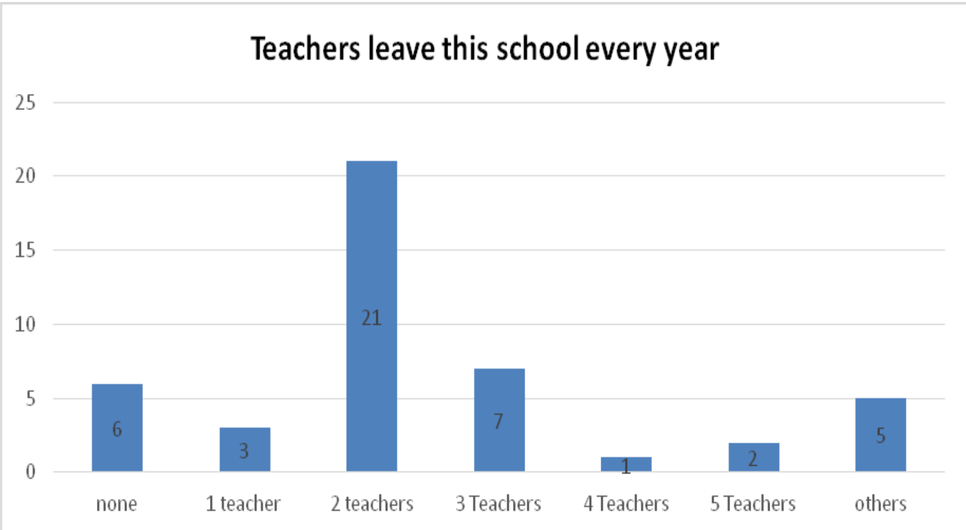

Figure 4: Number of teachers leaving the school every year

The results in the above table indicates that majority (46.7%) of the respondents said that on average, 2 teachers in their school leave every year, this is followed by 15% who indicated that there are 3 teachers leaving the school every year, 6.7% of the respondents reported that every year, only 1 teacher left that school and lastly, 4.4% of the respondents indicated that 5 Teachers leaves the schools every year. However, among the respondents, 13.3% revealed that none of the teachers leave the school in a year; which indicates slightly high labour turnover. Interviews revealed that teachers leave school at any time after identifying a greener pasture in another school or elsewhere.

Table 5: Non-monetary rewards

	Frequency	Percent	Cumulative Percent
Verbal	15	33.3	33.3
Certificate	16	35.6	68.9
Food basket	3	6.7	75.6
Medical facilities	4	8.9	84.4
Letter of appreciation	2	4.4	88.9
Training and development	5	11.1	100.0
Total	45	100.0	

When the respondents were asked whether non-monetary rewards rather than cash are given, the findings revealed that; Verbal (33.3%), certificates (35.6%), food basket (6.7%), medical facilities (8.9%), letter of appreciation (4.4 %), training, and development (11.1%). Interviewees revealed that food basket, medical facilities, training, and development are not highly considered by the management of the schools.

Table 6: Perception of teachers used at school

	Frequency	Percent	Cumulative Percent
Better salary	6	13.3	13.3
Rewarding	8	17.8	31.1
Appreciation from bosses	16	35.6	66.7
Students appreciating teachers services	2	4.4	71.1
Providing the relevant material	4	8.9	80.0
Giving incentives	9	20.0	100.0
Total	45	100.0	

From the table, teachers are not merely motivated by better salary but they need rewarding through appreciation from the bosses (35%) of the teachers need appreciation and 17.8% need rewarding. Therefore, over 50% of the teachers prefer rewarding. It is therefore important to introduce non-monetary rewards in all private schools in order to boost their morale and hence improved academic performance. This agreed with the findings of Riiz ward and Ali (2010).

Table 7: Further training helps to retain teachers in the work station

	Frequency	Percent	Cumulative Percent
Strongly disagree	12	26.7	26.7
Disagree	8	17.8	44.4
Not sure	11	24.4	68.9
Agree	7	15.6	84.4
Strongly agree	7	15.6	100.0
Total	45	100.0	

The results indicate that, majority of the respondents (44.4%) generally disagreed that the management does not offer further training helps to retain teachers in the workstation.

However, 31.2% of the total respondents agreed and 24.4% were not sure. Therefore, despite of the level of divergence in the responses the study concludes that, the management does not offer further training helps to retain teachers in the workstation since majority of the respondents generally disagreed with the statement asked to them. This is supported with the findings of Wycombe (2002).

Table 8: Opportunities for professional growth

	Frequency	Percent	Cumulative Percent
Strongly disagree	15	33.3	33.3
Disagree	8	17.8	51.1
Not sure	3	6.6	57.7
Agree	11	24.4	82.1
Strongly agree	8	17.8	100.0
Total	45	100.0	

According to the table above, majority of the respondents (51.1%) generally disagreed that, the management does not provide them with the opportunities for professional growth. However, 42.2% of the total respondents agreed and 6.6% were not sure. School do not facilitate professional growth to teachers; though some provide. This concurs with Martins (2011).

Table 9: Teachers are well informed in computer literacy

	Frequency	Percent	Cumulative Percent
Strongly disagree	17	39.5	39.5
Disagree	8	18.6	58.1
Not sure	6	14.0	72.1
Agree	7	16.3	88.4
Strongly agree	5	11.6	100.0
Total	43	100.0	

According to the study findings, only 27.9% of the teachers are computer literate. About 58.1% of the teachers are not computer literate. Computer training programmes for the teachers are inadequate in the Wakiso District though facilitates professional growth. Interviewees asserted that teachers always go for greener pastures after school management sponsorship in computer training.

Table 10: The school Administration sponsor teachers to go for computer training

	Frequency	Percent	Cumulative Percent
Strongly disagree	11	24.4	15.6
Disagree	9	20.0	44.4
Not sure	7	15.6	60.0
Agree	11	24.4	84.4
Strongly agree	7	15.6	100.0
Total	45	100.0	

Majority (60%) of the teachers indicated that the School Administration does not sponsor teachers for computer training. Therefore, despite of the level of divergence in the responses, the study concludes that the School Administration does not sponsor teachers to go for computer training as majority of the respondents generally disagreed with the statement. Interviewees assert that limited recourses deter sponsorship pf teachers for computer training amidst of its relevance on professional growth as supported with Jones (2011).

Table 11: The Board of Governors employ computer literate teachers in all departments

	Frequency	Percent	Cumulative Percent
Strongly disagree	8	17.8	17.8
Disagree	14	31.1	48.9
Not sure	10	22.2	71.1
Agree	5	11.1	82.2
Strongly agree	8	17.8	100.0
Total	45	100.0	

Majority (71.1%) of the teachers indicated that the Board of Governors do not employ computer literate teachers. Therefore, despite of the level of divergence in the responses, the study concludes that the Board of Governors do not employ computer literate teachers in all departments. Interviewees revealed that budget constraint in schools dampen recruitment of computer staff.

Relationship between ICT and Teacher Performance

Below is the Karl Pearson Correlation matrix between ICT and teacher performance.

Table 12: Relationship between ICT and Teachers' Performance

		Teacher's Performance
ICT	Pearson Correlation	.230**
	Sig.(2-tailed)	.001
	N	45

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

Source: SPSS output (2018)

Findings from table 10 reveals that ICT has a positive statistics significant relationship with teacher performance at 99% level ($r = 0.230$, P value = 0.001). This implies that facilitation of teachers for ICT programmes induce their productivity due to attached global digital trend for research.

DISCUSSIONS

Young teachers between the age of 21 -30 teach in private school who aspire for better pay and other incentives. However, as work-related motives have been found to change with age (Kooij et al., 2011). It is therefore not easy to assess performance over a short period of time of less than 5 years. The study established that most proprietors aim at maximizing profits. Majority of teachers working in Wakiso District are graduate teachers, with a smaller percentage comprising of diploma holders. This is influenced by the fact that most proprietors focus on saving cost on labour. The graduate teachers are the most preferred because they can teach both O-level and A-level. The performance of teachers in private school is measured by the UNEB result and the teachers who produce quality grades get rewarded in cash or kind. Examples of schools that reward in kind include: St. Marys Kitende Secondary School. The study revealed that most teachers prefer salary rewards due to the effect of inflation Other forms of rewards include: The study further established that 32% of the teachers are not given opportunity for further studies, 58% of the teachers prefer to move to other schools due to lack of financial reward, 50% of the teachers do not use computers as a teaching aid, 74% of the teachers in Wakiso District are not computer literate. There is need to offer a policy in schools where the ICT training is compulsory. It was also discovered that the board of governors do not only employ computer literate teachers. Since in Uganda, computer lessons are taught to all students, therefore there is need to facilitate the teachers to study computers lessons at school. Computer literate teachers work faster. For example, compiling work and results, registering student in UNEB exams, and following the UNEB ported. The school bursar also needs computer knowledge to follow the financial records of the school with the bank.

RECOMMENDATIONS

It is recommended that schools should start offering food baskets to the teachers this will enable teachers stay at school and increase their morale. The food baskets can be given basing on weekly, termly, depending on the school's income.

The awarding of envelopes should be replaced in gifts form so that even the non-candidate teachers also benefit from the rewards.

Profession development should be introduced in all private schools so that computers literacy is empowered. Use of innovation in all fields should be encouraged in teaching for example use of protector's tabs and use of CCT cameras to check teachers who steal laboratory equipment.

Encourage the young male teachers to marry to avoid spoiling the young girls in school since some of the private schools are day schools. The parents and board of governors should employ the use of non-financed reward to reduce the costs of allowance, teachers will never be happy with the allowance since there is inflation in Uganda.

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