
**PERFORMANCE-BASED REWARDS AND THE PERFORMANCE OF
TEACHERS IN PRIVATE SCHOOLS. A CASE OF KIWANGUZI PRIMARY SCHOOL IN MULAGI SUB
COUNTY IN KYANKWANZI DISTRICT**

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ABSTRACT

This study was about performance-based rewards and their effects on the performance of teachers in private primary schools in Kyankwanzi district. The theoretical underpinnings of this study were premised on Adam Stacy's Equity theory of motivation which states that employees expect fairness when being rewarded and Victor Vroom's theory which states that individuals make choices based on their perceived expectancy that certain rewards will follow. The main objective of this study was to assess the effect of performance-based rewards on the performance of teachers in private primary schools in Kyankwanzi district; while the specific objectives were: to identify the types of performance-based rewards used in Private Secondary schools and to establish the effect of performance-based rewards on the performance of teachers in those schools.

The study was based mainly on Primary data in form of questionnaires, interviews and documentary reviews of the selected literature. The study employed both qualitative and quantitative techniques of data collection and data was analysed using descriptive and relational statistics with Pearson Product Correlation Coefficient and Regression analysis. The findings revealed that, the most commonly used types of performance-based rewards in private secondary schools are: public appreciation, promotion, packages/presents, and duty allowances and overtime pay. It was also established that performance-based rewards affect the performance of teachers by motivating them and increasing their productivity and efficiency. Due to inconsistencies in the reward systems in the private primary schools, this study recommends that rewards be based on performance considerations after a fair and accurate evaluation of its effects on the beneficiary. Furthermore, the nature of performance-based reward systems in schools should be based on the essence of ensuring that teachers are looked at as the prime components in the success of any school administratively and academically. Administrators should also be trained and sensitized about the value of performance-based reward systems and also be made aware that pay motivates teachers to perform at their best.

Key words: performance, rewards, teachers and private schools

Background to the Study

These days's truth in the worldwide international is that people impact critical factors of organizational overall performance in a mess of methods (Winny et al., 2023).

People conceive and implement the organizational approach, while the combination of people and systems basically determine a corporation's capabilities. Capabilities are required to

execute the approach, and these abilities are primarily a characteristic of the talents and knowledge of an organization's human capital (Isaac et al., 2023). Therefore, if a

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corporation is to treat its personnel as its most essential asset, it needs to be informed about what it is that motivates humans to attain their full capacity (Ntirandekura et al., 2022). It isn't always smooth although to know all the matters that motivate human beings in life or at paintings however an effort needs to be made.

Non-financial rewards may be a part of comprehensive overall performance improvement approach (Victoria et al., 2023). The sort of reputation employees appreciates maximum is to be diagnosed by way of people they paintings immediately for. In truth, seventy-eight% of employees indicated that it'll be very or extraordinarily essential to be recognized by means of their managers after they do suitable paintings (Winny et al., 2023). The number one choice for reputation is sincere reward given in a timely manner with precise examples. Allen and Helms' (2002) research confirmed the significance of regular expressions of appreciation with the aid of

managers and leaders to inspire behavior of personnel to reach strategic goals; and this can be genuine for each of the strategies they examined (Isaac et al., 2023). Praise system is the diploma to which reward allocations are based on employee overall performance in contrast seniority, favoritism or every other non- overall performance criterion (Zulaikah & Rebecca, 2023). Jacob (2005) mentioning Van der publish et al. (2007) mentioned that the organization's praise system ought to be perceived by means of employees as reinforcing the belief that most employees are precise performers and there should be a linkage between praise and overall performance (Christopher, Willies, et al., 2022).

But this study changed into primarily based on the belief that employers' attitudes closer to overall performance rewards, determines their work overall performance, in different phrases motivates or demotivates them. The value that the employers attach to the rewards that they provide to

their teachers, determines the teachers' perception of those rewards and their usual performance (S. J. Mark & Jacob, 2023).

Problem Statement

There seems to be mounting worries that unacceptably high proportions of instructors running in Kiwanguzi number one school in Uganda are poorly influenced due to a combination of low morale and activity pride, disagree incentives, and inadequate controls and other behavioral sanctions (N. Mark et al., 2023). Consequently, standards of professional conduct and overall performance are low and falling in many non-public primary faculties. Incentives for instructors within the Kiwanguzi number one faculty in Mulagi Sub County in Kyankwanzi District to perform nicely are frequently susceptible due to useless incentives and sanctions (Ramadhan et al., 2023). Very low pay forces big proportions of teachers to earn secondary earnings from private tutoring and different sports. what's expected from instructors

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(the 'social agreement') isn't always pitched at a sensible degree in many Kiwanguzi number one school in Mulagi Sub County in Kyankwanzi District given fabric rewards, workloads, and work and living environments. in lots of primary schools, instructors are being asked to take on extra responsibilities without worthwhile them (Alex & Kazaara, 2023).

Employers use pecuniary rewards for excessive ranges of overall performance in faculties, typically defined in phrases of student results or teachers' skills and know-how as could be located by (Christopher, Moses, et al., 2022), it's far expected

that without such rewards, teachers' overall performance could be low (Moses et al., 2023). In spite of management of private colleges' efforts to reward the lecturers for higher offerings to college students, the teachers seem not to showcase signs of properly rewarded employees. This has resulted into excessive labour turnover, teachers part timing as a means of topping up on the fundamental salary by way of coaching in or more schools, overdue coming, loss of dedication to the process, dodging classes which consequently consequences into disagree overall performance of instructors and consequently

college students (Christopher, Komunda, et al., 2022). There is no examine that has to this point been undertaken to set up the reasons why personal number one faculty owners in Mulagi Sub County in Kyankwanzi District commonly have a negative mind-set toward rewarding teachers for their work (Christopher, Moses, et al., 2022). This raises interest and subsequently the need to set up the impact of performance-primarily based rewards at the performance of instructors in Kiwanguzi primary school in Mulagi Sub County in Kyankwanzi District.

Objectives of the study

- To examine the types of performance-based rewards used in Kiwanguzi primary school in Mulagi Sub County in Kyankwanzi District.
- To assess the effect of performance-based rewards on the performance of teachers in Kiwanguzi primary school in Mulagi Sub County in Kyankwanzi District.
- To examine the factors that affect teachers' performance in Kiwanguzi Primary School in Mulagi Sub County Kyankwanzi District

Research Questions

- What are the types of performance- based rewards systems used in Kiwanguzi primary school in Mulagi Sub County in Kyankwanzi District?
- What is the effect of performance -based reward systems on teachers' performance in Kiwanguzi primary school in Mulagi Sub County in Kyankwanzi District?

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- What factors affected teachers' performance in Kiwanguzi Primary School Mulagi Sub County Kyankwanzi District?

Methodology**Research Design**

The study used a cross-sectional survey design adopting qualitative methodology to a smaller extent and quantitative method. The researcher chose this research design because of its advantages in obtaining data; it is also the simplest and least cost alternative compared to longitudinal (Neumann, 2003). The study was both qualitative and quantitative. According to Creswell et al. (2003), qualitative research helps in getting an in-depth analysis of the problem under investigation and qualitative research was applied in order to describe current conditions or to investigate relationships, including effects relationships.

Study Population

The study population constituted mainly owners/proprietors, head teacher and teachers of Kiwanguzi Primary School. This population was chosen because it is assumed to have adequate knowledge of the subject under investigation and the research variables under investigation.

Sample Size and Sample Selection

The sample size was 157 respondents of which 132 was teachers and parents 25 was head teacher/ proprietors and administrators of Kiwanguzi Primary School. The purposive sampling technique was used to select the head teacher and proprietors in order to get in depth information about the problem under study. In addition, stratified random was used to select teachers and parents since this category of respondents comprised of a big number

Category	Frequency	Percentage	Technique
Head teacher, administrators and proprietors	25	39%	Purposive
Teachers and parents	132	61%	Simple random sampling
Totals	157	100%	

Table 1: Sample Size and Selection of Respondents

Data Collection Methods and Instruments

The researcher used primary data which was collected using self-administered questionnaires to get information from teachers and guiding questions (interview guide) was designed for focus group discussions with head teachers and proprietors.

Self-administered Questionnaire

The researcher uses self-administered questionnaires for the respondents. These was distributed among the teachers in their respective schools. The justification for using this instrument was that questionnaires were easy to quantify

and analyze. In addition, the questionnaire was used because the study focused on opinions, attitudes, feelings and perceptions of teachers.

Data analysis

Qualitative Data

All the qualitative data collected from key informants were edited on a continuous basis to ensure completeness. Data collected with the use of interview schedules was put into meaningful and exhaustive categories. Content analysis was the main method of analyzing the data collected using EvIEWS (Nelson et al., 2023). Data collected was categorized according to emerging variables from each question in the interview guide.

Quantitative Data

Data collected at the end of each day, was checked to ensure regularity and accuracy; this was useful in ensuring that the objectives of the study was addressed. Analysis was done according to the objectives of the study, data generated by questionnaires were cleaned, edited and coded before analysis was done; then analyzed using the Statistical Package for Social Sciences (SPSS) program (Nelson et al., 2022).

RESULTS

Table 1: Performance Based Rewards Available in Schools

Types of PBR in Schools	Frequency	Percentage (%)
Salary Increment	14	9
Overtime pays	18	11
Certificate of merit	12	8
Packages/presents/gifts	25	16
Duty allowance	17	11
Individual/group photograph	13	8
Public appreciation	29	19
Promotions	30	19

Results in table 1 show that the most common rewards used included: - public appreciation (19%), promotion (19%), packages/presents (16%), duty allowances (11%) and overtime pay (11%). Analysis of the results indicate that public appreciation and promotion were mostly used, and this according to the respondents interviewed was due to the fact that they had no or little financial implication costs to the school as it would have been for salary increment, duty allowances and overtime pay where the school has had to incur financial costs.

Importance of PBR	Number of respondents	Percentage (%)
Motivate teachers	49	31
Certificates contribute to one's record	28	18

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Promotes good performance	25	16
Improves administrator/teacher relations	26	16
Demonstrates fair and equal treatment	30	19

Table 2: Importance of Performance-Based Rewards

Statistics in Table 2 shows that PBR helped to motivate teachers to perform in Kiwanguzi P/S and 31% of the respondents supported it. While, 19% of the respondents revealed that PBR demonstrates fair and equal treatment to teachers. In interviews with the teachers, the study discovered that when teachers are rewarded for their performance it brought in a sense of fairness that their efforts are paid for thus making them to perform better.

Effect of Performance-Based Rewards on the Performance of Teachers in Kiwanguzi Primary school in Kyankwanzi District

Teachers' competencies		Number of respondents	Percentage (%)
Possession of adequate problem solving skills	Strongly disagree	1	6
	Disagree	19	12.2
	Not sure	56	35.9
	Agree	46	29.5
	Strongly agree	34	21.8
Commitment to teamwork	Strongly disagree	2	1.3
	Disagree	7	4.5
	Not sure	68	43.3
	Good	42	26.8
	Strongly agree	38	24.2
Understanding students' problems	Strongly disagree	3	1.9
	Disagree	11	7.0
	Not sure	30	19.1
	Agree	64	40.8
	Strongly agree	49	31.2
Teachers' level of enthusiasm for teaching in this school	Strongly disagree	8	5.1
	Disagree	58	36.9
	Not sure	28	17.8

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	Agree	41	26.1
	Strongly agree	22	14.0
Willingness to help students learn	Strongly disagree	3	1.9
	Disagree	39	24.8
	Not sure	38	24.2
	Agree	58	36.9
	Strongly agree	19	12.1
Doing their job effectively without complaining	Strongly disagree	7	4.5
	Disagree	7	4.5
	Not sure	64	41.0
	Good	45	28.8
	Strongly agree	33	21.2
Having pride in their work	Strongly disagree	6	3.8
	Disagree	8	5.1
	Not sure	69	43.9
	Agree	43	27.4
	Strongly agree	31	19.7
Strive to be consistently accurate in all aspects of their work	Strongly disagree	3	1.9
	Disagree	8	5.1
	Not sure	68	43.3
	Agree	45	28.7
	Strongly agree	33	21.0

Table 3: Teachers' Rating of their Performance under the following aspects

Findings in Table 3 reveal that a number of items upon which teachers were rated and they included possession of adequate problem-solving skills, commitment to teamwork, understanding students' problems, teachers' level of enthusiasm for teaching in this school, willingness to help students learn, doing their job effectively without complaining, having good working practices, having pride in their work and being consistently accurate in all aspects of their work (Emmanuel et al., 2023).

Most teachers on not sure possessed adequate problem-solving skills. This was indicated by 87.2% of respondents. It was also found out that 94.3% of the respondents were competent in working in teams. Teachers disclosed that schools encouraged working in teams (teamwork) for example, administrators provided tasks such as ensuring punctuality among students, school cleaning, and enforcing discipline and other kinds of group work and in the process team work was enhanced.

According to the findings in the Table, many teachers (91.1%) had the ability to effectively diagnose and understand students' problems. However, teachers' enthusiasm to teach in Kiwanguzi Primary school was low according to the findings. Statistics show that 42% of respondents disclosed that they never wanted to teach in private schools. According to them, this was due to low level of motivation accompanied with too much load; teaching and non-teaching activities at school.

Nevertheless, 58% respondents had high level of enthusiasm for teaching. Results show that 73.2% participants unveiled to have willingness to help students to learn. This implies that teachers were ready to do all that is needed to ensure students' development and growth (Jackline et al., 2023). This then drives the study to establish whether rewards added any value to teachers' performance despite their willingness to assist students to learn. And on top of that, teachers according to the results in Table 3 could do their work effectively without complaining, this was revealed by 91% respondents.

However, teachers pointed out that in some cases they could complain but they found out that in Kiwanguzi Primary School complaints rarely solve their problems, for example when salaries were over delayed, the only solution for a worse situation could be resignation from the job to other schools where the situation is better.

Table 4: Effect of Performance Based Rewards on Teachers' Performance in Private Schools

Performance based rewards					
	N	Mean	Std. Deviation	t-statistic	p-value
Disagree	85	30.39	4.257	-4.034	0.000
Agree	72	33.42	5.151		

The t-test results in Table 4 revealed that participants whose welfare was good as a result of performance-based rewards have 33.42 mean statistics which is higher than 30.39 mean statistics of those whose welfare was poor (Victoria et al., 2023). It was noted that this mean difference was significant since the p-value of 0.000 was less than 0.05 level of significance. The implication of this was that performance-based rewards affected the performance of teachers in private schools.

Conclusions

It was also concluded that Performance-Based Rewards affect the performance of teachers in different ways and it was realized that PBR motivate teachers and increases their performance, improve teachers' productivity and efficiency (Ntirandekura & Christopher, 2022). However, the approach encourages competition rather than collaboration and affects the concept collegiate approach of effective schools, stifling collaboration and creating conflict and tension in the school environment. Nevertheless, it was concluded that performance-based reward affects the performance of teachers in Kiwanguzi primary school (Christopher, Willies, et al., 2022).

Recommendations

Administrators should be trained and sensitized about the value of performance-based rewarding systems. They should be made aware that pay motivates teachers to perform at their best. This means that to implement a performance-based scheme, administrators should not perceive the process as being expensive and time consuming, but rather, a necessity where performance-based financial incentives do not provide enough incentives for teachers to improve (Anthony et al., 2023). The researcher recommends that further studies of the same topic should be conducted in other schools in Kyankwanzi District.

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