

**THE EFFECT OF REWARD MANAGEMENT PRACTICES ON PRIMARY  
TEACHERS PERFORMANCE: A CASE STUDY OF PUBLIC SCHOOLS IN  
KASAMBYA SUB COUNTY, MUBENDE DISTRICT**

**BY**

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**A RESEARCH DISSERTATION SUBMITTED TO THE SCHOOL OF  
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OF NKUMBA UNIVERSITY**

## **DECLARATION**

I, Ssaka Roberts declare that this dissertation titled “The Effect of Reward Management Practices on Primary Teachers Performance: A Case study of Schools in Kasambya Sub County, Mubende District” is my original work and to the best of my knowledge, it has never been submitted to any institution for any ward whatsoever.

**Signature:** ----- **Date:** -----

**Ssaka Roberts**

## **APPROVAL**

This work titled “The Effect of Reward Management Practices on Primary Teachers Performance: A Case study of schools in Kasambya Sub County, Mubende District” has been produced under my supervision and is submitted for examination with my approval:

**Dr. Joyce Bukirwa**

Signature ----- Date-----

## **DEDICATION**

This work is dedicated to my lovely wife and children for the assistance, guidance, support and patience during my studies.

May the Almighty God Bless you abundantly

## ACKNOWLEDGEMENT

The completion of this dissertation has not been a one person affair. A number of people have been there for me to guide, encourage, support, care and pray and as a result, it has come out successful.

Great thanks and honor go to God my Lord who by His Grace has enabled me come this far. He has provided me with everything I have needed including wisdom; He has been so good and faithful.

Praise be to God.

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May God bless her so much

Special thanks go to my wife for her care and love which helped me to come this far. Her ability to understand the importance of education and making it a point that I sign up for the best makes me feel proud. Dear wife, you have added a lot of value to my life and I cherish you so much. May God continue to bless you?

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## **LIST OF ABBREVIATIONS**

DEO	-	District Education Officer
LDCs	-	Low Developing Countries
MoE	-	Ministry of Education
SPSS	-	Statistical Packages for Social Sciences
UPE	-	Universal Primary Education

## **ABSTRACT**

The study investigated the effect of reward management practices on primary teachers' performance in selected public primary schools in Kasambya Sub County, Mubende District.

The objectives which guided the study were to;

1. Establish the extent to which pay increase influences employee performance for Public Primary school teachers.
2. Determine the extent to which promotion of teachers influences the employee performance for Public Primary school teachers
3. Determine the extent to which recognition of teachers influences employee performance for Public Primary school teachers
4. Establish extent to which appreciation influences employee performance for Public Primary school teachers in Kasambya Sub County, Mubende District.

The research employed a cross sectional survey research design using both qualitative and quantitative, a purposive sampling techniques of 180 respondents participated in this study.

Pearson correlation was used to test the relationship between reward management practices that is; increase in teacher pay, promotion techniques, recognition methods and appreciation towards teachers' performance.

By the  $r$  values, the study revealed high relationship between increase in teachers' pay, promotion techniques, recognition methods and appreciation towards teacher's performance.

It was found out that bonus are the most important methods used in increasing teachers' payments among the selected schools in Kasambya sub-county, Mubende district.

This was in approval of the findings where 90.2% agreed when they were asked whether teachers are given bonuses which mean that giving bonuses is one of the ways of increasing teachers' pay at Kasambya Sub County, Mubende District. It found out that qualification and merit are the major factors of consideration where school managers are making promotions among teachers. This was in the approval of the findings where 85.0% agreed when they were asked whether they are promoted in relation to their qualifications and merit which means that teachers among the selected schools in Kasambya Sub County are promoted basing on their qualifications and merit.

It was found out that seeing expertise in a teacher is used as a means of recognition for teachers of primary schools in Kasambya sub-county, Mubende district. This was in the approval of the findings where 91.7% when they were asked whether they are recognized when they see their expertise which means that observing expertise among employees is one of the techniques of recognition among teachers in Kasambya Sub County, Mubende District. It was found out that gifts are the most important means of appreciating teachers for the good teaching work done in schools. This was in the approval of the findings where 91.7% agreed when they were asked whether teachers are given gifts by the school committees which meant that gifts given by school committees are the forms of appreciations for teachers' performance.

The study made the following recommendations;

1. Other forms of rewards including promotion and recognition however despite having being established not to have a direct impact on employee output could be re-evaluated to ensure they are more inclusive so that they can have an impact on the employee performance.
2. External rewards should be introduced and encouraged in the organizations setting to act as extrinsic sources of motivation which can influence employee output due to the reinforcing nature of the extrinsic motivation.
3. Schools should strive to have a documented procedure of rewarding employees so that employees can work expectantly knowing that if they work hard enough they will be rewarded for their efforts

# CHAPTER ONE

## BACKGROUND TO THE STUDY

### 1.0 Introduction

### 1.1 Background to the Study

Teachers' performance is very vital in improving the quality of education system because poor performance by teachers (lateness, absenteeism, laziness) can seriously compromise teaching quality, learning outcomes, and social development (Bennell&Akyeampong, 2007). Akiri and Ugborugbo (2009) opined that the quality of education depends on teachers as reflected in the performance of their duty. A study by Salman, Mohammed, Ogunlade, and Ayinla (2012) has found that majority of teachers and students have agreed that payment of poor remuneration, in terms of salary and allowances for teachers, affects their performance which as a result contributed greatly to students' mass failure in selected primary schools in KasambyaSub-county. Thus, what is the effect of salary, allowances, and benefit as monetary reward package on teachers' performance in primary schools in Kasambya Sub-County?

Rewards management practices create motivating environments especially where jobs provide intrinsic- rewards. The notion of rewarding employees for "a job well done" has existed since the 19th century when piece-work systems were first implemented (Aacha, 2010). In today's, world is that people influence important aspects of organizational performance in a multitude of ways. On the same note, the teachers also have a greater influence on the learning of the pupils. Internationally academic performance is by a great extend measured in terms of student labor force integration. In this case the number of pupils from a particular school or academic institution being incorporated in the work force

of the nation determines the performance of the academic institution. The international institutions for instance in the USA have adopted varying systems of teacher reward for instance the performance based reward systems have been adopted in some institutions(Gerald, 2011).

In developed countries such as United States, distinguishing feature of a performance-based scheme is that it rewards or sanctions teachers based upon some form of performance evaluation (Justine, 2011). Distinctions in performance-based reward programmer are found in the skills assessed and the rewards provided. Most individually-based programmer has used pecuniary rewards for high levels of performance, usually defined in terms of student outcomes or teacher skills and knowledge. More recently, some analysts have proposed that intrinsic rewards, such as seeing students improve in performance, and increased feelings of well-being are better motivators of teachers. Other rewards include increased holiday time and professional development courses (Narsee, 2012).

There is a general low motivation for teachers in most of the African countries, which causes a need to intensify the teacher motivation advocacy in the developing countries of Africa (Guajardo, 2011). While both reports find that teacher motivation is seriously deficient in most LIDCs, this conclusion is based mainly on the responses of unstructured focus group discussions and individual interviews. There is a need, therefore, for more systematic, country comparative research that uses both quantitative and qualitative data motivation concerns on the people's perception and feelings on how they are treated as compared with others (Gungor, 2011). The argument is that people work well in accordance to what they regard as fair. Employees consider whether management has treated them fairly, when they look at what they receive for the effort they have made. Maicibi (2003) agrees with this that employees expect rewards or outcomes to be broadly proportional to their effort. In this regard, Charity and Timinefere, 2011)therefore advocate that unless there is a proper reward system



for teachers who perform well in delivery of the curriculum, they are not likely to work as hard as they would if the reward system was there.

In East African developing countries such as Kenya, the education systems are by a great extent examination based by this the academic performance is evaluated in terms of the number of pupils from the various academic institutions that pass the nationally set examinations which confirm to preset academic set regulations and standards (Brown, Callen and Robinson, 2016). Areas of achievement and failure in a student's academic career need to be evaluated in order to foster improvement and make full use of the learning process. Results provide a framework for talking about how pupils fare in school, and a constant standard to which all pupils are held. Performance results also allow pupils to be ranked and sorted on a scale that is numerically obvious, minimizing complaints by holding teachers and schools accountable for the components of each and every grade. The reward systems in these nations too are uniform and standardized (Guajardo, 2011).

The education system in Uganda is largely examination oriented. The quality of education tends to be evaluated in terms of the number of pupils passing national examinations (Eshiwani, 2003). Educators and the general public have time and again expressed concern over factors that influence student performance in examinations. The most outstanding factors have to do with the teacher issues as they majorly influence the academic performance and among them is the teacher reward issue. For instance, Rutter et al. (2009) and Wekesa (2003) note that to improve academic/pupils' performance schools are required first to improve the overall image and function ability of the schools. This can be done by setting a clear vision for the schools and communicate this vision to pupils, support its achievement by giving instructional leadership, provision of resources and being visible in every part

of the institution, which can be achieved by teacher participation. Teacher participation in the various school activities can only be achieved if teachers are motivated and this critically relies on the teacher reward systems.

In Kasambya Sub CountyMubendeDistrict, the need for individual teachers to perform for their schools to function effectively is very important. Primary schools in KasambyaSub-County have managedto employ all forms of quality teachers. Despite the inclusion of quality teachers and good reward management practices such as salaries, recognition and appreciations among the primary schools in the county, the level of teacher performance is still low. This is indicated by the general performance of schools at their primary leaving examination level. The researcher's desire in conducting this study was to investigate the effect of reward management practices on teachers' performance among primary schools in KasambyaSub-County, Kasambya Sub County, MubendeDistrict.

## **1.2 Statement of the Problem**

The development of the education sector has been a long-standing objective of the Government of Uganda since independence in 1962. Education is considered by various stakeholders and players as a basic need and a basic right. Performance ranks high on the national agenda, with educators and policymakers focusing on testing, accountability, curriculum reform, and teacher quality, school choice and related concerns McCollum, (2001). Conspicuously absent has been an examination of how school conditions affect teaching and learning, even though extensive literature exists that links school facilities to the quality of education and to teacher morale and teacher productivity (Wandira, Onen&Kimoga, 2015).

The report performance of the country in national examinations for the last decade has been wanting. Poor performance has persisted despite the fact that the schools are assumed to be having adequate and well-trained teachers, fairly well qualified pupils from primary schools, trained and qualified head teacher. The reasons behind the persistent poor performance cannot be easily discerned without focused investigation (Oonyu, 2012).

Many schools which display good results each year have reasonable facilities and relatively good human resources.

Many factors play a significant role in determining the academic performance in a school. If primary schools with qualified teachers still produce pupils with low marks, Vision 2030 is far away from the reality. Strategies have been put to improve the performance of primary schools during the national exams but they have not yielded much of what is expected from the highly potential division. It is against this statement that the researcher investigated the influence of teacher reward systems on the primary teachers' performance in public primary schools; a case study of Kasambya Sub-County, Kasambya Sub County, Mubende District.

### **1.3 Purpose of the Study**

The study investigated the effect of reward management practices on primary teachers' performance in selected primary schools in Kasambya Sub County, Mubende District.

### **1.4 Objective of the Study**

This study was guided by the following specific objective;

- 1) To establish the extent to which pay increase influences employee performance for Public Primary school teachers in Kasambya Sub County, Mubende District.

- 2) To determine the extent to which promotion of teachers' influences the employee performance for Public Primary school teachers in KasambyaSub County, MubendeDistrict.
- 3) To determine the extent to which recognition of teachers influences employee performance for Public Primary school teachers in KasambyaSub County, MubendeDistrict.
- 4) To establish extent to which appreciation of teachers influences employee performance for Public Primary school teachers inKasambyaSub County, MubendeDistrict.

### **1.5Research Questions**

This study was guided by the following research questions;

- 1) To what extent does pay increase influences employee performance for Public Primary school teachers in KasambyaSub County, MubendeDistrict?
- 2) To what extent does promotion ofteachers influences the employee performance for Public Primary school teachers in KasambyaSub County, MubendeDistrict?
- 3) To what extent does recognition of teachers influence employee performance for Public Primary school teachers in KasambyaSub County, MubendeDistrict?
- 4) To what extent does appreciation of teachers' influences employee performance for Public Primary school teachers in KasambyaSub County, MubendeDistrict?

### **1.6.Hypothesis**

- 1) There is no significant relationship between pay increase and employee performance for Public Primary school teachers in KasambyaSub County, MubendeDistrict.
- 2) There is no significant relationship between promotion and employee performance for Public Primary school teachers in KasambyaSub County, MubendeDistrict.
- 3) There is no significant relationship between recognition and employee performance for Public Primary school teachers in KasambyaSub County, MubendeDistrict.

4) There is no significant relationship between appreciation and employee performance for Public Primary school teachers in Kasambya Sub County, Mubende District.

## **1.6 Scope of the Study**

### **1.6.1 Content Scope**

The study focused at investigating the effect of reward management practices on primary teachers' performance in selected schools in Kasambya Sub County, Mubende District. The major variables considered for this study were teachers' pay, promotion, recognition and appreciation and their influence on teachers' performance.

### **1.6.2 Geographical Scope**

The study was conducted in Kasambya Sub County, Mubende District. The schools which were studied are; Kasambya DAS Primary School, St Don Bosco, Rwegula Primary School, Nakawala primary school, Muyinayina, Butuuti, Kyakasa, Kabamba, Kashenyi and Kisongola primary school.

### **1.6.3 Time Scope**

The study considered the period between 2012 to 2017. This period was chosen because this is when performance of public primary schools in Kasambya Sub County was expected to have improved at PLE performance. Furthermore, this is the period when there was a lot of sensitization about academic performance by different stakeholders in the district hence expecting improved results.

## **1.7 Significance of the Study**

This study is significant to:

**Government of Uganda and Ministry of Education:** The Government of Uganda together with the Ministry of Education is always on their toes trying to improve the quality of education and effective

ways of curriculum implementation. The results from this study will be helpful in policy development stage for Education in the country.

**District Service Commission:** This research will be particularly useful to the education service commission; the commission will use the knowledge to initiate appropriate performance-based rewards systems that will be helpful in motivating the teachers.

**Researchers:** Knowledge gathered from this study will be added to the already related knowledge available and will be available to any researchers who wish to use the same towards betterment of research in the field of education management. In this regard, the study will contribute towards the production of knowledge in the field of Education Management.

**Knowledge Creation:** It will also help other scholars to advance the scope of study and research since what has been researched on will not be handled by other researchers but will concentrate on researching other fields that need to be explored.

**Local Government:** The study will inform local governments to put in place a policy that is related to reward systems in order to motivate teachers for their effort put in academic performance.

**Parents:** The result from this study will yield the best ways of motivating teachers for better results and therefore concerned parents can go ahead and use the knowledge gathered from this study to motivate the teachers of their children and enhance proper curriculum delivery.

**Pupils:** With well-motivated teachers, the pupil will be able to go through their primary school curriculum successfully and score the optimum grade at the end of the seven-year course. The students will also benefit from their teachers participation in class work among themselves.

It will help other primary schools to identify the effects of teacher reward systems on the academic performance of the schools and thus help in strategy setting for academic performance improvement. By providing information on the effects of the teacher reward systems on academic performance the schools will be in a better position to improve their academic performance.

The study will provide the relevant information to the stake holders in the field of academics as far as the effects of teacher reward systems on academic performance is concerned. This will by a greater extend improve the decision making process as far as the schools are concerned with academic performance are concerned.

### **1.8 Justifications of the Study**

Following the recent wake of violence in primary schools and institutions, depicted by angry parents protesting the poor academic performance of their children, much of the causes have been attributed to the poor management of the factors leading to poor performance. Fingers have been directed in all directions in an effort to shift blame, to the authorities for neglect and failure to liaise with other members of the primary schools and institutions including the pupils, to the parents for failure to get involved in their children's welfare. Furthermore, to both local and central government for failure to properly reward the teachers which in turn affects performance? This all necessitated the study to investigate the possible causes of poor performance.

## 1.9 Conceptual Framework

### Independent Variables

#### Reward Management Practices

**Payment increase**  
- Salary Increase  
- Monetary awards

**Promotion**  
- Certificates awards  
- Grade Movement

**Recognition**  
- Responsibilities  
- Verbal

**Appreciation**  
- Gifts  
- Role model

### Dependent Variables

#### Teachers' Performance

**Academic Performance in Public Primary Schools**  
- KCPE results improved  
- Mean score improved

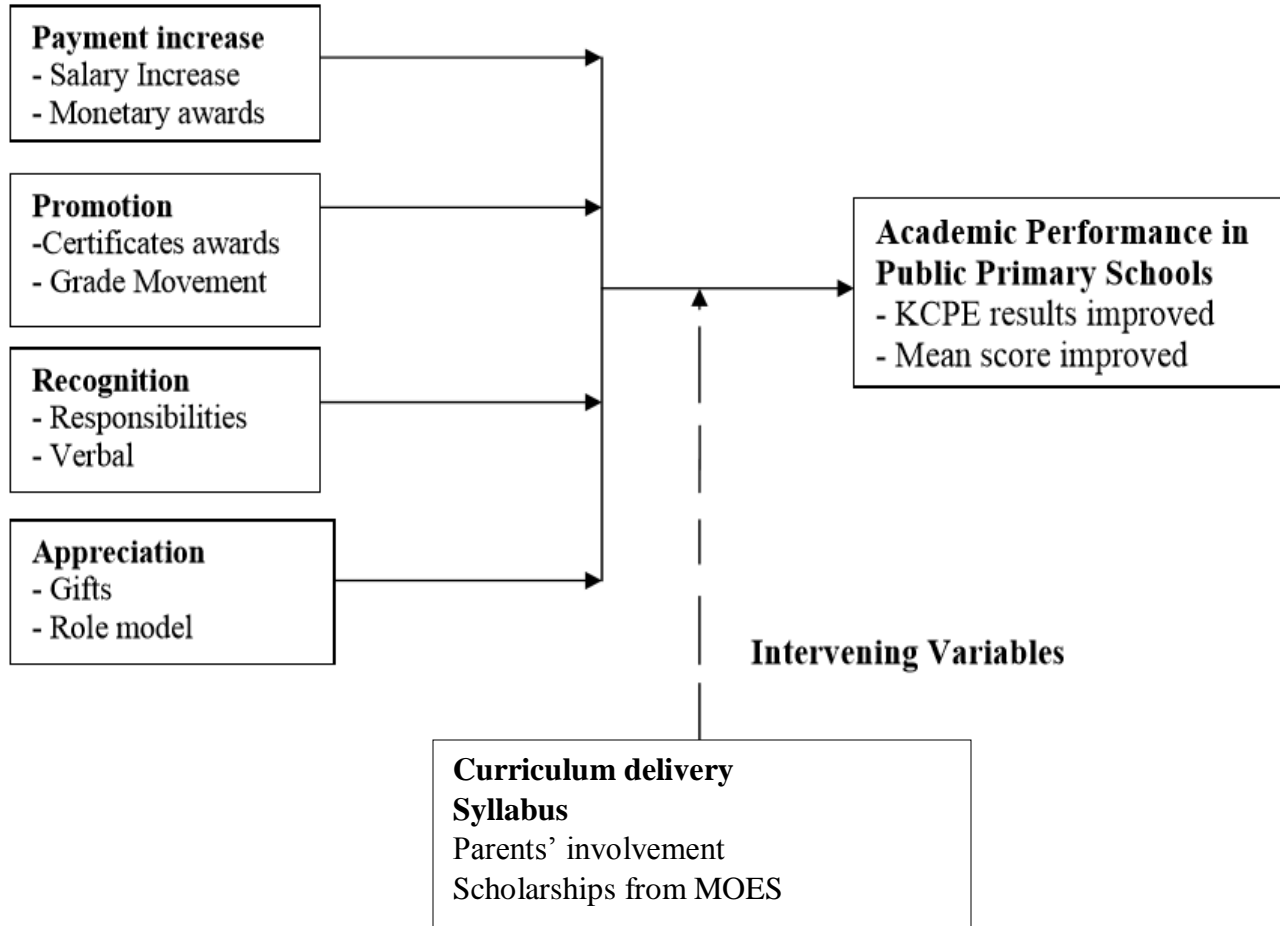


Figure 1: Conceptual Framework of the Study



## **1.10 Definition of Significant Terms**

**Academic Performance:** Academic performance refers to how pupils deal with their studies and how they cope with or accomplish different tasks given to them by their teachers (Clark 2007). In this study Academic performance is the level of success of pupils in a school and refers to how pupils deal with their studies and how they cope with or accomplish different tasks given to them by their teachers.

**School:** An establishment for education specific or a place for training and instruction in some special field, skill. (Epstein 2000) According to this study it is a place or institution for teaching and learning.

**Public Primary School:** This is the basic institution of learning that are established by the public for the benefit of the public. They are normally run using government finance and are said to be free but there are small levies that are paid as per the agreement by the school administration and parents.

**Reward systems:** A reward system is a set mechanism which regulates the pay back process of certain individual (Clark, 2007). In this study the term reward system will be used to refer to the structure governing the appraisal methods for the teaching work force and specifically the primary teachers.

**Pay Increase:** This refers to the additional amount added to the salary of a teacher to increase the gross earnings of the individual teachers in the country.

**Employee Output:**The amount of output per unit of input (labor, equipment, based on the revenue generated by an employee divided by his/her salary.

## **Chapter Two**

### **Literature Review**

#### **2.1 Introduction**

This chapter reviews the previous studies on the related field, acknowledges the contribution made by the scholars' publication seminar papers, conference proceedings, business journals text books and periodicals, identifies the gaps and provides the way forward. A critical review is done to identify gaps, thereafter a summary is made to show how unique the study is. The literature review has been categorized under various sub headings.

#### **2.2 Theoretical Framework**

According to Victor Vroom's (2004) as Expectancy Theory, an employee performs or is motivated to do so according to the expected result of the work done. Vroom concluded that people will be motivated to the extent that they can perceive links between effort, performance and rewards available. He further argued that performance is a vital component of the expectancy theory. Specifically, he was concerned with the linkage between effort and performance.

That employees need to know what to expect after a given task, however it is critical for management to communicate what is expected of the employees. Furthermore, he argued that they must feel confident that if they exert an effort within their capabilities, it will result in a satisfactory performance as defined by the criteria by which they are being measured. However, Vroom under-estimated the fact that employees should feel confident in the process of evaluation in that, if they perform as they are being asked, they will achieve the rewards they value. This theory best suites this study because it focuses on rewards and performance; to be precise, the performance of the teachers work is highly

dependent on the motivation driving the teacher to do the work. The better the motivation the higher the likely hood of students to perform, the reverse is also true (Vroom, 2004).

## **2.2 Influence of Reward on Teacher Performance**

Teacher Reward Systems is defined by Negussie, (2014) as a formal method employed in the evaluation, and analysis of given tasks with a major aim of rewarding, appreciating or revising employee performance. While academic performance according to Stephens' (2009) refers to the success that is measured by academic scores of the learners during examination, or how well a student meets standards set out by local government and the institution itself. Performance of teachers has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation (Narsee, 2012). The influence of teachers teaching effectiveness on the learning outcome of students as measured by students' academic performance has been the subject of several studies (Adediwura, 2012).

Blase and Jo Roberts (2004) posit that teaching is a significant predictor of students' academic achievement. Therefore, effective teachers should produce students of higher academic performance. Poor academic performance of students in Uganda has been linked to poor teachers' performance in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits which have been attributed to poor motivation (Ofoegbu, 2004). It has also been observed that conditions that would make effective teaching such as resources available to teachers, general conditions of infrastructure as well as instructional materials in secondary schools in Uganda are poor

(Oredein,2000). Romano, (2003) observed that salary increase alone cannot motivate teachers to perform well, but administrators should go beyond that.

This rules the fact that most schools record poor performance because of lack of enough resources in terms of materials and Teachers. The problem however is costly for the country since education is a major contributor to economic growth and therefore it cannot be continuously ignored, (Rwabushaija, 2008).

A study by Bennell (2004) in Sub Saharan Africa noted that incentives for schools and teachers in the public education system to perform well are frequently weak due to ineffective incentives and sanctions. This was particularly the case when teachers could not be effectively disciplined for unacceptable behaviour (absenteeism, lateness, poor teaching, abusive behaviour towards pupils) by school managements and not all promotions were related to a teacher's actual performance. This situation was also revealed by Carron (1996) who also observed that where teacher pay was very low, there was normally de facto recognition that the labour process in schools had to be organized in such a way that it gave teachers the autonomy to generate additional income. Generally most managers also engage in these survival activities. The usual trend has been that you get what you pay for, which is not very much when pay does not meet minimum livelihood needs.

In the DEST Research Paper (2007) about Performance-based rewards for teachers, there were mainly three main types of performance-based reward systems identified and they included:

In knowledge and skill-based compensation schemes, teachers are compensated for the acquisition of specific knowledge and skills required to meet higher expectations for performance. This might be in the form of formal certification or undertakingspecificprofessional development units. Another example might be taking on additional work such asmentoring or curriculum development. The second type of reward is Merit Pay, "Pay forperformance" or "Performance pay", adjusts salaries upward or provides compensation forhigher levels of performance. A standard for

individual performance is set, such as increased student achievement. If a teacher meets or exceeds this standard, they receive a bonus or salary increase (Alam, 2011)). The main argument in favor of merit pay is that it can foster individual motivation by recognizing effort, achievement and rewarding it in a concrete way.

**Adeyemi (2010)** also acknowledge that team-based performance rewards is another reward system that is applied but is less common, and is normally associated with completing a particular task or project, or achieving a prescribed performance target. Conflicts and lack of best in-put from individuals was observed.

The first international example of an individual- based program is an experiment, begun in fifty high schools in Israel in December 2000 that offered teachers a bonus based on student achievement. The experiment included all English, Hebrew, Arabic, and mathematics teachers who taught tenth- to twelfth-grade classes in preparation for matriculation examinations in these subjects in June 2001. Each teacher was ranked separately on the basis of the mean performance of each class she taught. All students on these lists were included in the class mean outcomes. Students who dropped out or did not take the exams, regardless of the reason, were imputed a score of zero to neutralize any incentive for teachers to keep poorly performing students out of the tests. All teachers who performed better than predicted in both passing rate and average score were ranked from first to fourth place and awarded points according to ranking. The awards, based on total points, ranged from 6 to 25 percent of the average annual income of high school teachers. A teacher could win several awards if she prepared more than one class for a matriculation examination (MoE, 2000). Of the 629 teachers in the program, 302 won awards.

According to Lavy, (2004) analysis, the program found that it significantly improved matriculation examination participation rates as well as the passing rate and average test scores among those who took the test. These gains accounted for about half of the improved outcomes among all students.

They appear to have resulted from changes in teaching methods, afterschool teaching, and increased responsiveness to students' needs, not from artificial inflation or manipulation of test scores.

Besides that, there is some evidence that financial incentives matters to teachers. The intrinsic rewards of helping students reach their potential are important, but teachers' career decisions can be tied to financial incentives. This is clearly true upon entry to the profession. Jennifer Steele of the RAND Corporation and co-authors Richard Murnane and John Willett, both of Harvard University, found that a California program offering a \$20,000 incentive for academically talented novice teachers to work in low-performing schools for at least four years increased their probability of them taking such a position by 23 percentage points (Steele, Murnane & Willett, 2009).

In addition, when departing teachers were asked what schools could do to encourage teachers to remain in the profession, 69.9 percent of teachers in high-poverty urban schools and 64.8 percent of teachers in high-poverty rural schools suggested increasing salaries (Ingersoll, 2004). So it seems that while difficult working conditions may lead to dissatisfaction, teachers believe that higher salaries can help to compensate for some of these challenges. It is further observed that remuneration rewards are the most significant factors influencing people not to choose teaching as a career, and to leave the profession, OECD, Paris, (2005). So this implies that performance based rewards play a significant role on the performance of teachers in secondary schools. Reward system seems to be a plausible way both to motivate teachers to direct effort at performance goals and to attract and retain teachers who are high performers.

The aspect of rewarding teachers to improve their performance is not addressed by the authors.

### **2.3 Influence of Pay on Teacher Performance**

Earlier merit-pay models were criticized for adversely affecting collaboration between teachers American Federation of Teachers (AFT), (2001). In response, a large body of literature argues that teacher reward systems can increase collegiality by rewarding cooperation between teachers, especially through administering group-based pay. This kind of management technique can redesign

the work of teachers so they are interdependent, and acknowledge their interdependence. Even some opponents of teacher rewards argue there is some evidence of increased collegiality when group performance rewards are employed (Gohari, Ahmadloo, Baroujeni&Hosseinipour, 2013).

As career competition grows ever fiercer in the working world, the importance of pupils doing well in school has caught the attention of parents, legislators and government education departments like (InayatullahandJehangir, 2012). Although education is not the only road to success in the working world, much effort is made to identify, evaluate, track and encourage the progress of pupils in schools (Goodlad, 2004). Parents care about their child's academic performance because they believe good academic results will provide more career choices and job security. Schools, though invested in fostering good academic habits for the same reason, are also often influenced by concerns about the school's reputation and the possibility of monetary aid from government institutions, which can hinge on the overall academic performance of the school. State and federal departments of education are charged with improving schools, and so devise methods of measuring success in order to create plans for improvement (Narsee, 2012).

In the past, academic performance was often measured more by earns than today. Teachers' observations made up the bulk of the assessment, and today's summation, or numerical, method of determining how well a student is performing is a fairly recent invention. Grading systems came into existence in America in the late Victorian period, and were initially criticized due to high subjectivity (Johnson, 2006). Different teachers valued different aspects of learning more highly than others, and although some standardization was attempted in order to make the system fairer, the problem continued (Gungor, 2011). Today, changes have been made to incorporate differentiation for

individual pupils' abilities, and exploration of alternate methods of measuring performance is ongoing (Narsee, 2012).

The tracking of academic performance fulfills a number of purposes. Areas of achievement and failure in a student's academic career need to be evaluated in order to foster improvement and make full use of the learning process (Narsee, 2012). Results provide a framework for talking about how pupils fare in school, and a constant standard to which all pupils are held. Performance results also allow pupils to be ranked and sorted on a scale that is numerically obvious, minimizing complaints by holding teachers and schools accountable for the components of each and every grade (Morson, 2003).

The subjectivity of academic performance evaluation has lessened in recent years, but it has not been totally eliminated. It may not be possible to fully remove subjectivity from the current evaluation methods, since most are biased toward pupils that respond best to traditional teaching methods. Standardized testing is best responded to by pupils that excel in reading, mathematics and test-taking, a skill that is not in itself indicative of academic worth. The tests reward visual learners, and give no chance for kinesthetic or auditory learners to show their abilities (Guajardo, 2011). The standardized test fails to recognize pupils with learning and physical disabilities that do not allow them to complete the test in the same manner or amount of time as other pupils. Evaluations from classroom teachers, though they give the most detailed information, may still retain bias if individual differentiation and learning styles have not been taken into account (Negussie, 2014).

Performance in school is evaluated in a number of ways. For regular grading, pupils demonstrate their knowledge by taking written and oral tests, performing presentations, turning in homework and participating in class activities and discussions. Teachers evaluate in the form of letter or number



grades and side notes, to describe how well a student has done. At the state level, pupils are evaluated by their performance on standardized tests geared toward specific ages and based on a set of achievements pupils in each age group are expected to meet (Griffen, Neal & Parker, 2007).

According to a range of analysts, the most fundamental goal of teacher rewards is to increase student performance. For example, Justine (2011) argues there is a causal link between the quality of teaching and the level of student outcomes, meaning any method that increases the quality of teachers should improve student outcomes (Guajardo, 2011). By introducing objective standards which can be used to determine whether teachers have skills to increase the performance of students, the quality of teachers would be established, and also improved. Some argue this occurs when evaluation focuses on the knowledge and skills of teachers, which provides an incentive for all teachers to improve, and also an intrinsic reward through professional development (Little, 2002). Moreover, teacher pay can target educators to key objectives and important subjects as a means of increasing student performance. Proponents argue that teachers may actually gain freedom to innovate, since they no longer have to focus on process, but rather student outcomes (Gungor, 2011). Furthermore, it is argued there will be a greater consistency in teaching standards across school jurisdiction since the best teachers would not be grouped in the highest achieving, lowest disadvantaged and racially homogenous areas (Negussie, 2014).

The other evidence on the effects of teacher performance pay stems from a set of recent experimental studies performed in Israel, Kenya, and India. We find that students in countries that adjust teacher salaries for outstanding performance in teaching perform about 25 percent of a standard deviation higher on the international math test than students in countries without teacher performance pay, after controlling extensively for student, school, and country measures (Lazear (2003).

Teachers' payments as promoter of their performance in Uganda is not highlighted

## **2.4 Influence of Promotion on Teacher Performance**

Baloch et al. (2010) did a study about the HRM practices in order to examine their relationship with the perceived performance of employees in private and public sector banks of NWFP. Compensation, promotion and performance evaluation practices were significantly found to be correlated with employee performance. Banks are encouraged to pay proper attention to these three practices. On the same note, Ahmad and Shezad (2011) did a study on the impact of promotion on performance evaluation practices on the performance of Secondary school teachers (Guajardo, 2011). They concluded that promotion has strong and positive impact on performance of teachers. Compensation is the major element to Influence teachers. The more teachers are compensated fairly the more they will perform better (Lortie, 2006).

According to Chris, (2013) An organization seeking to promote its workers may choose to do so based on seniority to take advantage of the employees' experience with the organization and to reward them for their service. Another option is to promote based on merit, a measure of the employees' contributions based on performance. Each method offers potential advantages and disadvantages for the organization (Mitchell, Ortiz and Mitchell 2007).

According to Justine, (2011) employers typically won't have to worry about a newer worker coming in and quickly leapfrogging them to obtain a promotion simply because they are friends with an upper-level supervisor or because of the way they dress or that they are more effective at playing the game of corporate politics. Instead, workers have a sense that if they pay their dues, they will be rewarded at some point in the future. TahirMasoodQureshi et al. (2010) did an empirical study on the impact of HRM practices on financial performance of banks which were selection, training, performance

appraisal system, compensation system, career planning system and employee participation. All the practices were positively related to financial performance. But selection training, promotion and employee had stronger influence on financial performance of banks (Negussie, 2014).

Muhammad Asif Khan (2010) empirically investigated the effects of HRM practices on organizational performance in oil and gas industry in Pakistan. He observed that recruitment and selection, training and development, performance appraisal, compensation and employee relations, all were associated with organizational performance and they do impact on organizational performance in oil and gas industry in Pakistan (National Foundation for the Improvement of Education, 1996).

According to TahirMasoodQureshi et al. (2010), Teachers possess varying talents and abilities to deliver curriculum, and a merit-based promotion program rewards those who may have the best to offer to the learners in the long run. While TSE teachers offer the benefit of greater experience, this does not necessarily equate with more ability. A less experienced worker possessing a greater flair for innovation or creativity may be more likely to generate ideas that help the school they work in improve performance (New National Center for Education Statistics, 1997).

So, it can be concluded that employees' promotion program based on whatever method the teacher's service commission can use can have a strong performance outcome, on the other hand, can provide motivation leading to increased productivity. Workers who recognize that the best performers are the ones who get ahead may put forth the extra effort they believe it takes to receive promotions. For instance, salespeople who realize that a sales manager position is awarded to the person with the highest sales numbers may strive to produce the desired results, generating additional revenue for the company in the process (Guajardo, 2011).

Promotion of teachers as a motivator to improve on their performance in Mubende has not been addressed by another.

## **2.5 Influence of Recognition on Teacher Performance**

As a reward for employee performance, recognition is defined as acknowledgement, approval and genuine appreciation. This recognition can be set up on a formal basis (e.g., employee of the month or million dollars in sales round table) or informally used by a supervisor/team leader in managing individual employee or team behavior. In a school setting a teacher may be rewarded for good performance of their students in the District (Pearse and Perry, 2003).

It can be administered on a public (staff meeting, newsletter, or banquet) or on a one-on-one private level, verbally or written. There is a fine line between recognition as defined here and other positive reinforces or rewards such as money and feedback. For example, providing a merit increase in pay or a bonus and feedback about performance can be considered forms of recognition. However, nonfinancial recognition and does not necessarily contain information about performance, although some formal recognition programs may involve prizes, dinners or plaques that cost money and both formal and informal recognition may sometimes include information about performance (Narsee, 2012).

The broad appeal of recognition is that most practicing managers believe it applies to everyone (top to bottom in the organization), no one gets too much of it (no satiation principle here), it is available to everyone to use, and it doesn't cost anything. Under classic behavioral management based on reinforcement theory (Komaki, 2010), recognition is classified as a natural reinforcer (as opposed to a contrived reinforcer such as money) (Luthans 2011). Recognition is treated as universally applicable

and, if provided on a contingent basis in managing employee behavior, can be a very powerful reinforcer to improve performance.

For example, under the Inayatullah&Jehangir (2012)organizational behavior modification (O.B. Mod.) approach, after the critical employee performance behaviors are identified, measured and functionally analyzed, then the intervention step can contingently apply recognition to strengthen and accelerate the identified behaviors with resulting performance improvement. In a school setting, an identified performance behavior might be productive use of idle time during preps. The contingent recognition might be the head teacher saying to a worker, “I noticed that you helped out stand six when their mathematics teacher was absent.” In this example, it is important to note that the recognition did not include a “gushy” thank you or phony praise for doing what this teacher was supposed to be doing, but instead the teacher simply “knew that his head teacher knew” that he had gone out of his way to help out a fellow teacher. Because of this head teacher recognition, the teacher will tend to repeat this helping behavior in the future (Evans, 2001).

In other words, instead of receiving no consequence for this helping behavior (which will lead to extinction) or a punishing consequence of having to work harder (which will lead to a decrease), the supervisor providing contingent recognition as a positive reinforcer will strengthen the worker’s behavior and enhance the productivity and better performance in the school (Artz, 2014). As in the school setting example above, upon observing this behavior the head teacher would provide contingent recognition by saying something like, “I overheard your explanation to Mr. Smith about how to obtain, use, and the advantages of CD and DVDs in teaching and learning process. I’ll bet we will be adding

acquiring some for the school.” The recognition is a positive reinforcer for the service behavior leading to increased performance (Aacha, 2010).

The aspect of recognizing teachers as a way of improving their performance is not highlighted by the cited author.

## **2.6 Influence of Appreciation on Teacher Performance**

Appreciation is such a factor that exerts a driving force on our actions and work. According to AhnandVigdor, (2010) appreciation is an accumulation of different processes which influence and direct our behavior to achieve some specific goal. It is such a dynamic in today’s environment that explicitly creates and encompasses a positive impact on job. Within an organization, the best performance is feasible with most committed employees that can only be achieved through employee motivation which is mostly achieved as a result of appreciation of work done well by employees (Porwoll, 2009).

Organizations in today’s environment seek to determine the reasonable balance between employee commitment and performance of the organization. The appreciation programs serve as the most contingent factor in keeping employees’ self-esteem high and passionate. Armstrong, (2010) stated that it is among the function of managers to motivate the employees successfully and influence their behavior to achieve greater organizational efficiency. In agreement with Armstrong, Decenzo (2002) argue that rewards are very important in influencing the performance of a teacher. Gerald, (2011) is of the view that performance at job is the result of ability and motivation. Ability formulated through education, equipment, training, experience, ease in task and two types of capacities i.e. mental and physical. The performance evaluation and rewards are the factors that proved to be the bonding

agents of the performance evaluation programs. According to Bennell&Akyeampong,(2007)the process of performance management is one among the key elements of total reward system.

Brown, Callen and Robinson, (2016)is of the view that if an employee performs successfully, it leads to organizational rewards and as a result motivational factor of employees lies in their performance. Majority of the organizations require their employees to work according to the rules and regulations, as well as, job requirements that comply with full standards. The investigations that have been conducted to find the relationship between compensation and individuals were focused to increase the performance of employees (Justine, 2011).The highly motivated employees serve as the competitive advantage for any company because their performance leads an organization to well accomplishment of its goals (Bett, Onyangu& Bantu, 2013).

Among financial, economical and human resources, human resources are more vital that can provide a company competitive edge as compared to others. According to Charity and Timinefere, (2011)commitment of all employees is based on rewards and recognition. Charity&Timinefere, (2011)argued that prosperity and survival of the organizations is determined through the human resources how they are treated. Most of organizations have gained the immense progress by fully complying with their business strategy through a well-balanced reward and recognition programs for employee. Bett, Onyangu& Bantu, (2013)argued that the motivation of employees and their productivity can be enhanced through providing them effective recognition which ultimately results in improved performance of organizations. The entire success of an organization is based on how an organization keeps its employees motivated and in what way they evaluate the performance of employees for job compensation.

Employees take recognition as their feelings of value and appreciation and as a result it boosts up morale of employee which ultimately increases productivity of organizations. Charity and Timinefere, (2011) posits a view that the state of satisfaction and happiness is achieved by the employees only when they maximally put their abilities in performing the activities and functions at work. In this way motivated employees are retained with the organizations thus reducing extra costs of hiring.

Gerald, (2011) argued that rewards and recognition programs keep high spirits among employees, boosts up their morale and create a linkage between performance and motivation of the employees. The basic purpose of recognition and reward program is to define a system to pay and communicate it to the employees so that they can link their reward their performance which ultimately leads to employee's job satisfaction.

Where job satisfaction, as defined by Lock, (2010) as a pleasurable positive emotional state as a result of work appraisal from one's job experiences. The rewards include the financial rewards, pay and benefits, promotions and incentives that satisfy employees to some extent but for committed employees, recognition must be given to keep them motivated, appreciated and committed. Inayatullah & Jehangir, (2012) argued that when we recognize and acknowledge the employees in terms of their identification, their working capacity and performance is very high. Recognition today is highest need according to most of the experts whereas a reward which includes all the monetary and compensative benefits cannot be the sole motivator for employees' motivation program. Employees are motivated fully when their needs are met. The level of motivation of employees increases when employees get an unexpected increase in recognition, praise and pay (La Motta, 2005).

Rewards play a vital role in determining the significant performance in job and it is positively associated with the process of motivation. Lawler (2003) argued that there are two factors which



determine how much a reward is attractive, first is the amount of reward which is given and the second is the weight age an individual attaches to a certain reward. Deeprose (2004) is of the view that “Good managers recognize people by doing things that acknowledge their accomplishments and they reward people by giving them something tangible.” Fair chances of promotion according to employee’s ability and skills make employee more loyal to their work and become a source of pertinent workability for the employee.

Bull (2005) posits a view that when employees experience success in mentally challenging occupations which allows them to exercise their skills and abilities, they experience greater levels of job satisfaction. Incentives, rewards and recognition are the key parameters of today’s motivation programs according to most of the organizations as these bind the success factor with the employees’ performance. Robbins (2001) asserts that promotions create the opportunity for personal growth, increased levels of responsibility and an increase on social standing. Similarly, the recognition which is a central point towards employee motivation adores an employee through appreciation and assigns a status at individual level in addition to being an employee of the organization.

Appreciating teachers as an incentive to improve their performance in public primary schools in Kasambya has not been addressed by the cited author.

## **2.7 Gaps in the Existing Literature**

Despite the fact that much has been written about the effect of reward management practices on primary teachers’ performance, the researcher observes some gaps which need to be closed by the findings of the current research. The following gaps are noted;-

- 1) Most of the literature reviewed is from studies outside Uganda hence a study in Ugandan primary school context is useful. And the few studies carried out in Uganda were not conducted in

MubendeDistrict therefore the study seeks to close the gap in the context of public schools in MubendeDistrict in Kasambya Sub County.

- 2) The existing literature did not capture teachers feelings on the effective reward practice needed to motivate their performance hence the study will contribute towards this gap.

## **Chapter Three**

### **Methodology**

#### **3.1 Introduction**

Research methodology is the systematic, theoretical analysis of the procedures applied to a field of study (Kothari, 2004). Methodology involves procedures of describing, explaining and predicting phenomena so as to solve a problem; it is the ‘how’; the process, or techniques of conducting research. The order of methodologies that were undertaken for this study were; the research design, the study population, sample size and selection, sampling techniques, data collection methods, data collection instruments, validity and reliability testing, data analysis, ethical consideration and limitation of the study.

#### **3.2 Research Design**

The study employed a correlation descriptive research design that used qualitative approach.

This research study employed a purposive sampling technique (Creswell, 2009), which is a non-probability sampling strategy that allowed the researcher to compare the experiences of employees in education sector. Based on these findings, the researcher made recommendations on which change strategies are effective social service delivery in the UPE program. Additionally, opportunities for further research was identified. This strategy is most appropriate, as only information directly related to the outlined objectives was selected and analyzed.

Despite the subjective format of the strategy, the researcher ensured to maintain validity, accuracy and consistency when analyzing the content and presented the material in a candid fashion. Overall, this strategy enriched the body of findings and produce in-depth, comprehensive information in order to meet the research objectives.

### 3.3 Study Population

The researcher used a convenient sampling technique to identify the respondents for the study. This gave the researcher an opportunity to collect data from willing respondents and from the ones who were easily accessible. The sample size was determined according to Krejcie and Morgan (1970) table of determining the sample size.

### 3.4 Sample size

The target population of this study is the District education officers, school administrators, teachers and parents. The study focused on secondary students. It selected 108 respondents from an estimated population of 150 people from the ten selected schools.

The researcher used simple random sampling to select the teachers and also used purposive sampling to select head teachers, director of studies and deputy head teachers who participated in the study.

**Table 1: Sample size determination**

<b>Respondents</b>	<b>Population</b>	<b>Sample</b>	<b>Sampling techniques</b>
Head teachers	10	10	Purposive
Deputy head teachers	10	10	Purposive
Director of Studies	10	10	Purposive
Teachers	120	78	Sample random
<b>Total</b>	<b>150</b>	<b>108</b>	

*Source: Krejcie and Morgan (1970)*

### **3.5 Sampling procedure**

Both purposive sampling and simple random sampling was used in reaching 108 respondents who involved in the study. Purpose sampling was also used to select the key officials from the District who will be involved in the study.

### **3.6 Data sources**

The study used both primary and secondary data. Primary data was obtained by the use of a questionnaire. Secondary data will be obtained from various newsletters, reports, and accounts. This helped to identify common issues raised to obtain data from the schools. All relevant literature was reviewed to provide a basis for interpretation of responses.

### **3.7 Research Instrument**

A self-administered questionnaire was used to collect quantitative data. The choice of the questionnaire as a research instrument is because questionnaires are a quick method of collecting data (Moser and Kalton, 1979). The target population was literate and capable of filling the questionnaire. The questionnaire was pre-tested in order to eliminate questions that are vague, ambiguous and leading.

### **3.8 Data Collection**

In order to achieve the objective of this study, the researcher conducted the questionnaires and in-depth interviews as the main data collection methods. The question solicited opinions of the respondents towards reward management practices and teacher performance in schools while in-depth interviews provided rich information derived from descriptions and explanations of events that occurred within a specific subject's environment (Eid, 2011). The researcher examined the interview data against the approaches and strategies referred to in the literature review. The relationship between

the information contained in the literature review and the perspectives drawn from the interviews resulted in either complementary or contradictory insights.

### **3.9 Data Quality Control**

To determine the content validity in terms of an index, the list of objectives and hypotheses were to be shared with experts in the area of research from the department of post graduate studies at Nkumba University. A peer review was done independently to evaluate each item constructed with respect to its relevance to the objectives and hypothesis. This was done to ensure that the questions are well framed to capture the relevant data. After testing the validity of the questionnaire, the researcher established its reliability. This is important to ensure that the actual research instruments are reliable to produce similar result consistently every time it is administered on the similar population. The researcher further proposes to carry out a pretest using study tools to establish the validity and reliability of the instruments.

### **3.10 Data Analysis**

#### **3.10.1 Quantitative Analysis**

Data from questionnaire was managed using the Analysis package (SPSS). At analysis level, descriptive statistics was initially displayed in graphic tables.

#### **3.10.2 Qualitative data Analysis**

On the other hand, qualitative data was captured using QR, NVIVO that enabled grouping into appropriate themes. Analysis followed standards and grouping and definition of these dimensions of employee performance. The study used mapping to find out what interventions exist, list the existing interventions.

### **3.11 Anticipated Limitations of the study**

The study dealt with a sensitive issue of financing often regarded as highly confidential. As a consequence, some respondents may conceal some of the vital information. Some respondents may think that the study is intended to unearth their weaknesses yet others may think that the subject is highly specialized, best suited for brokers and dealers. This might affect the responses. However, the researcher intends to convince the respondents that the study is for academic purposes only through a headed letter from the University (Nkumba University). Furthermore, we anticipate methodological limitations; selection of purposely chosen respondents is based on the researchers' perception of their being knowledgeable on the subject. Personal bias of the researcher may influence the selection.

The study was confined to the central region specifically in Mubende. A survey to cover the entire country may be more appropriate; however, since most of the schools cited are chosen from Mubende, the study is likely to be representative of what is happening in the country.

Similarly, the study may have been limited by the sample size. The participation is limited to 260 respondents. The researcher will be conditioned by limited resources to carry out the study beyond the sample size.

## Chapter Four

### Data, Presentation Analysis and Interpretation

#### 4.0 Introduction

This Chapter presents the description of the background variables, data analysis, presentation and interpretation of the findings. This chapter presents the study findings on the basis of the study objectives. This study examined the effect of reward management practices on primary teachers performance in Kasambya Sub County, Mubende District. The study was premised on the following objectives:

1. to establish the extent to which pay increase influences employee output for Public Primary school teachers in Kasambya Sub County, Mubende District.
2. to determine the extent to which promotion influences the employee output for Public Primary school teachers in Kasambya Sub County, Mubende District;
3. to determine the extent to which recognition of teachers influences employee output for Public Primary school teachers in Kasambya Sub County, Mubende District.
4. to establish extent to which appreciation influences employee output for Public Primary school teachers in Kasambya Sub County, Mubende District.

#### 4.1 Response Rate

Presentation of tabulated data according respondents' response rate

**Table 4.1: Response Rate**

Instruments	Expected	Frequency	Percent
Number of questionnaires	260	250	250
Number of interviews carried out	10	6	60

*Source: Primary data (2018)*

*N=125*

The researcher used questionnaires to collect data from the respondents. Out of the 260 questionnaires that were distributed, 250 were returned making 100% return rate.

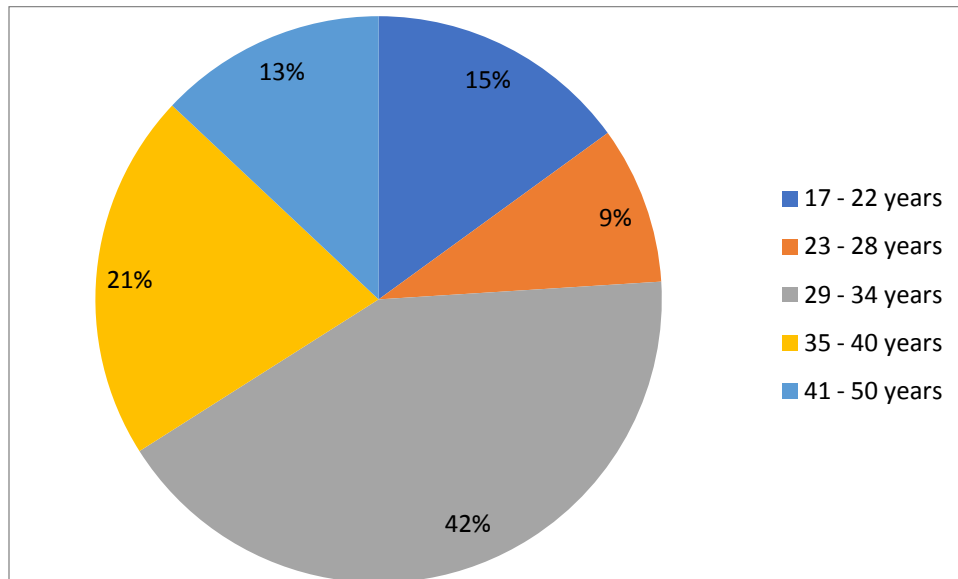
Face to face interviews were carried out with the respondents; in total 10 respondents were expected to be interviewed and actually 06 were finally interviewed making a total of 60%.

#### **4.2 Demographic characteristics of the respondents**

Purdie, Dunne, Boyle, Cook, and Najman (2002) explained that, profiling research respondents is achieved by establishing their demographic characteristics, which may include; gender, age, generation, race, ethnicity, education and marital status among other things. Kasekende (2014) pointed out that, thorough presentation and interpretation of the demographic profile of the study sample is very important because it enables the researcher to obtain the overall mental and physical picture of the sample. This is crucial in getting a clear understanding of their perceptions while connecting the concepts under study. It is one way of entering into the respondent's natural set up so as to understand the study concepts the way he/she does. This is especially so while carrying out qualitative studies where quantification and numbers are limited. Kirtiraj (2012) observed that, in social sciences research, personnel characteristics of respondents have a very significant role to play in expressing and giving the responses about the problem. Keeping this in mind, the demographic characteristics (age, gender, education, occupation, duration at work, marital status, etc) for the 125 study respondents were examined, presented, and used later in the report to draw conclusions.



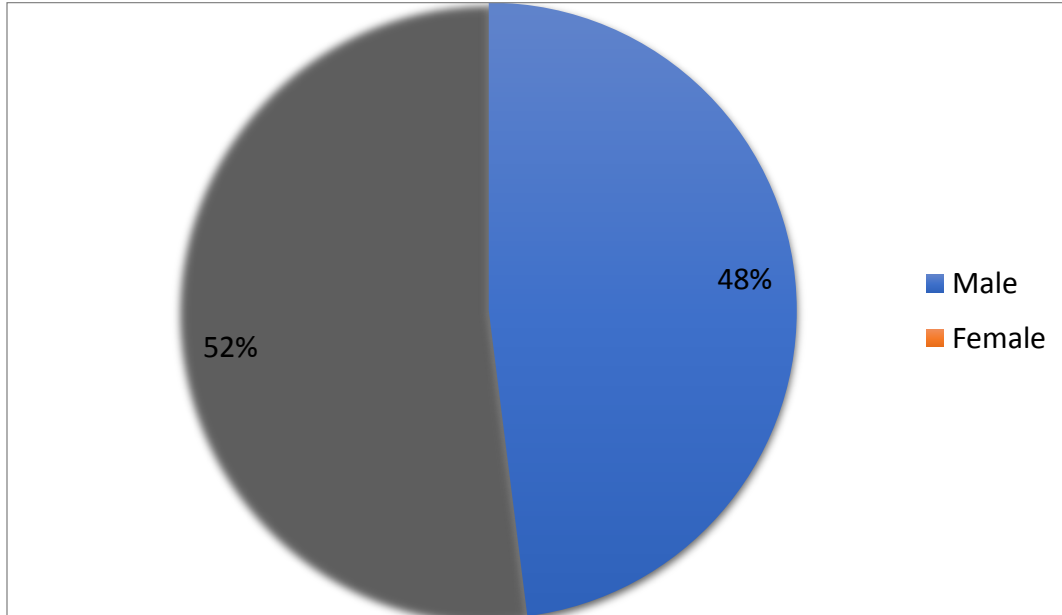
#### 4.2.1 Age of the Respondents



**Figure 1: Age of the Respondents**

The study findings revealed that majority of the respondents 42% had an age ranging from 29 – 34 years. Respondents whose age ranges from 35 – 40 years followed with a representation of 21%. Respondents whose age ranges from 17 – 22 years followed with a representation of 15%. Respondents whose age ranges from 29 – 34 years followed with a representation of 13%. Least of the respondents 9% had their age ranging between 41-50 years. Results indicate that most of the teachers at the among the selected schools at Kasambya Sub County, Mubende District has their age ranging from 29 – 30 years who are maturing teachers with needs that require increment in the level of rewards at their schools.

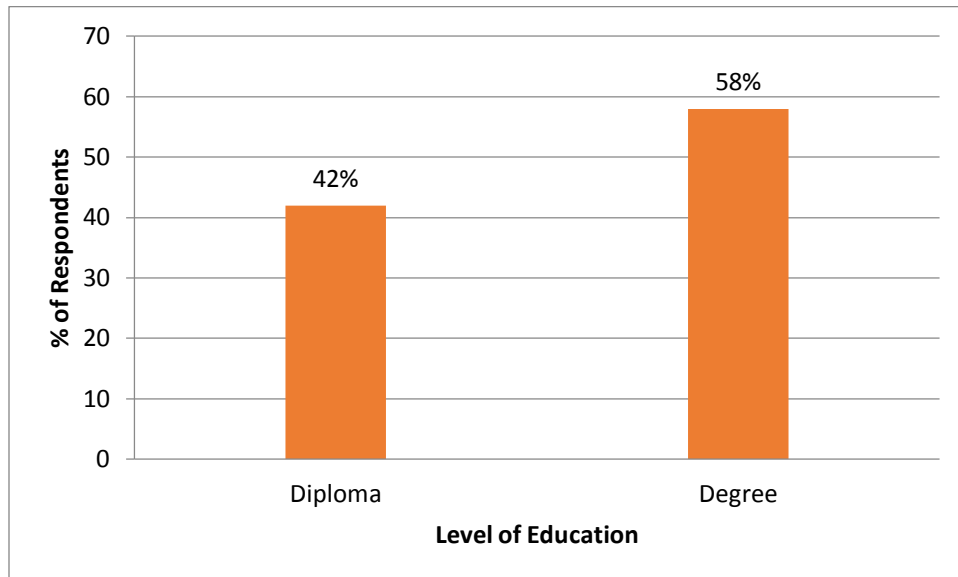
#### 4.2.2 Gender of the Respondents



**Figure 2: Gender of the Respondents**

It revealed by the results of this study that most of the respondents 65(52%) were female while less respondents were male 60(48%). Results indicate that most teachers among the selected primary schools in Kasambya country, Mubende District are females who can work under little pay compared to males who always demand higher salaries. However, obtaining information from both male and female teachers is an indicator that data was gender-balanced and tried to avoid biasness of information.

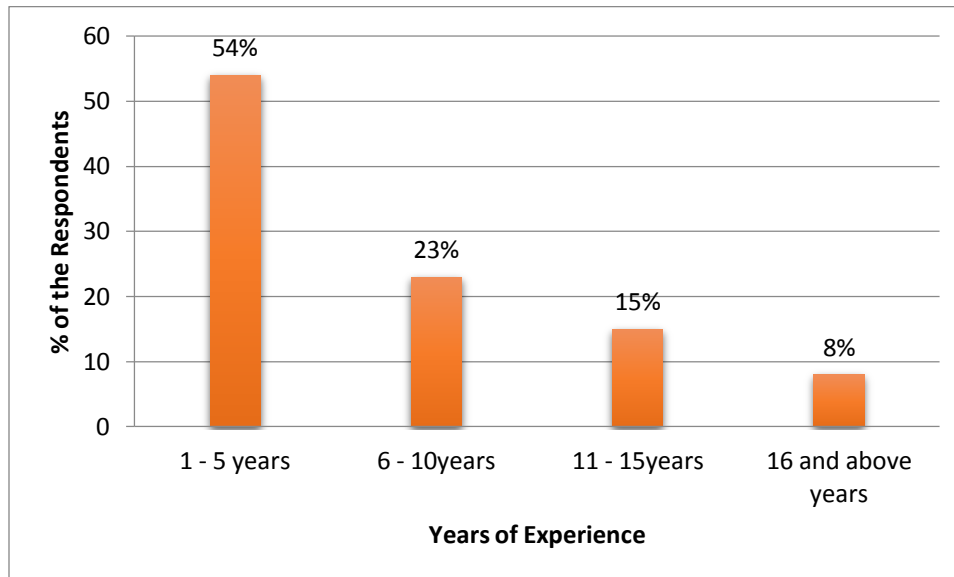
### 4.2.3 Level of Education



**Figure 3: Level of Education**

It was revealed by the results of this study that majority of the respondents 58% had a degree level of education. Less respondents 42% had a diploma level of education. This implies that most of the teachers among the selected schools in Kasambya Sub County, Mubende District had a degree level of education. This further means that most of the schools in Kasambya Sub County, Mubende employ teachers with high level of education and that is a degree level of education which means that they need higher pay in order to increase their performance.

#### 4.2.4 Years of Experience



**Figure 4: Years of Experience**

It was revealed by the results of this study that majority of the respondents had a working experience ranging from 1 – 5 years. Respondents whose experience ranged from 6 – 10 years followed with a representation of 23%. Respondents whose experience ranged from 11 – 15 years followed with a representation of 15%. Least of the respondents 8% had their experience between 16 and above years. Results imply that most teachers in Kasambya Sub County, Mubende District had a lower experience less than 10 years.

### 4.3 The extent to which pay increase influences employee performance in Selected Public

#### Primary school teachers in Kasambya Sub County, Mubende District

**Table 1: The extent to which pay increase influences employee performance in Selected Public**

#### Primary school teachers in Kasambya Sub County, Mubende District

Statements	SD	D	NS	A	SA
<b>Salary increment</b>					
Teachers' salaries are regularly increased	3.9%	2.0%	0.0%	66.7%	25.5%
Teachers' bonuses are given	0.0%	0.0%	2.0%	90.2%	7.8%
Teachers are paid for extra activities	0.0%	0.0%	3.9%	64.7%	31.4%
Teachers are paid when there is good performance	0.0%	2.0%	5.9%	76.5%	15.7%
<b>Parents Pay for Teachers Services</b>					
Parents pay for holiday packages	5.9%	39.2%	25.5%	25.5%	3.9%
Parents pay for weekend extra teaching	2.0%	43.1%	19.6%	21.6%	13.7%
Parents pay for coaching	0.0%	2.0%	5.9%	76.5%	15.7%
Parents give token to specific teachers	0.0%	0.0%	5.0%	91.7%	3.3%

## **Salary Increment**

It was revealed by the results of this study that majority of the respondents 66.7% agreed when they were asked whether teachers' salaries regularly increase. This implies that increasing salaries is one of the ways of increasing teachers' pay among the selected schools in Kasambya Sub County, MubendeDistrict.

It was also revealed that majority of the respondents 90.2% agreed when they were asked whether teachers are given bonuses. This implies that giving bonuses is one of the ways of increasing teachers' pay at Kasambya Sub County, MubendeDistrict.

It was revealed by the results of this study that majority of the respondents 76.5% agreed when they were asked whether teachers are paid when there is good performance. This implies that payment of teachers for good performance is one of the ways of increasing teachers' pay among the selected schools in Kasambya Sub County, MubendeDistrict.

It was revealed by the results of this study that majority of the respondents 64.7% agreed when they were asked whether teachers are paid for extra activities. This implies that payment of teachers for the extra activities is one of the ways of increasing pay for teachers among the selected schools in Kasambyacounty, MubendeDistrict.

## **Parents Pay for Teachers Services**

It was revealed by the results of this study that majority of the respondents 91.7% agreed when they were asked whether parents give token to specific teachers. This implies that giving token to specific teachers is one of the ways by which parents pay teachers' services.

It was revealed by the results of this study that majority of the respondents 76.5% agreed when whether parents pay for coaching. This implies that payment of coaching by parents is one of the ways by which parents pay for teachers' services.

It was revealed by the results of this study that majority of the respondents 43.1% disagreed when they were asked whether parents pay for weekend extra teaching. Results of this study indicate that most of the parents pay teachers for extra teachings done on weekends.

It was revealed by the results of this study that majority of the respondents 39.2% disagreed when they were asked whether parents pay for holiday packages. Results of this study showed that payments for holiday packages are not usually done by parents for payment of teachers' services among the selected schools in Kasambya Sub County.

**4.4 The extent to which promotion of influences the Employee Performance for Public Primary school teachers in Kasambya Sub County, MubendeDistrict**

**Table 2: The extent to which promotion of influences the employee output for Public Primary school teachers in Kasambya Sub County, MubendeDistrict**

Promotion techniques	SD	D	NS	A	SA
Teachers are promoted in relation to their qualifications and merit	0.0%	0.0%	0.0%	85.0%	15.0%
Teachers are promoted basing onthe tasks and deserve a high position.	0.0%	1.7%	1.7%	68.3%	28.3%
Teachers are promoted basing on their experience in their position of service.	0.0%	0.0%	1.7%	71.7%	26.7%
Teachers are promoted when they are in positions of handling higher responsibilities above their current position.	0.0%	3.3%	5.0%	66.7%	25.0%
Teachers are promoted due to work hard in the previous seasons	0.0%	52.5%	15.6%	18.8%	9.4%
Teachers are promoted when are more committed when their employers work	0.0%	3.3%	3.3%	76.7%	16.7%
Teachers are promoted when they satisfy their employers' tasks	0.0%	1.7%	1.7%	68.3%	28.3%

It was revealed by the results of this study that majority of the respondents 85.0% agreed when they were asked whether they are promoted in relation to their qualifications and merit. This implies that teachers among the selected schools in Kasambya Sub County are promoted basing on their qualifications and merit.

It was revealed by the results of this study that majority of the respondents 76.7% agreed when they were asked whether they are promoted when are more committed when their employers work. Results imply that most teachers in the selected schools are promoted when they are committed to their work.



It was revealed by the results of this study that majority of the respondents 71.7% agreed when they were asked whether they are promoted basing on their experience in their position of service. This implies that teachers among the selected schools in Kasambya Sub County are promoted basing on their experience in their positions of service.

It was revealed by the results of this study that majority of the respondents 68.3% agreed when they were asked whether they are promoted basing on the tasks and deserve a high position. Results of this study imply that teachers in the selected schools in Kasambya Sub County are promoted basing on the tasks and deserve high positions.

It was revealed by the results of this study that majority of the respondents 52.5% disagreed when they were asked whether they are promoted due to work hard in the previous seasons. This implies that working hard in the previous season is not usually taken as a technique for promoting teachers in Kasambya Sub County, Mubende District.

**4.5 The extent to which recognition of teachers influences employee output for Public Primary school teachers in Kasambya Sub County, Mubende District**

**Table 3: The extent to which recognition of teachers influences employee output for Public Primary school teachers in Kasambya Sub County, Mubende District**

<b>Statements</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>
I am recognized when others see me as an expert in my desired occupation.	0.0%	0.0%	5.0%	91.7%	3.3%
I am recognized because I possess profound knowledge in my occupation.	0.0%	0.0%	0.0%	80.0%	20.0%
I have a very high level of competence skill in my occupation which makes me recognized	0.0%	1.7%	3.3%	81.7%	13.3%
I have a good position in my organization which makes me feel that I am recognized	0.0%	3.3%	3.3%	66.7%	26.7%
I am ranked in a recognizable department which means my responsibilities are taken useful to the organization.	0.0%	0.0%	0.0%	78.3%	21.7%

It was revealed by the results of this study that majority of the respondents agreed 91.7% when they were asked whether they are recognized when they see their expertise. This implies that observing expertise among employees is one of the techniques of recognition among teachers in Kasambya Sub County, Mubende District.

It was revealed by the results of this study that majority of the respondents 81.7% agreed when they were asked whether they have a very high level of competence and skill in their occupation which makes me recognized. This implies that show high level of competence and skills in teaching occupation are used as a promotion technique among schools at Kasambya Sub County.

It was revealed by the results of this study that majority of the respondents 80.0% agreed when they were asked whether they are recognized because I possess profound knowledge in my occupation. This implies that possessing profound knowledge is mainly used as a technique of promotion among teachers in Kasambya Sub County, Mubende District.

It was revealed by the results of this study that majority of the respondents 66.7% agreed when they were asked whether when they have a good position in their organization which makes me feel that they are recognized. This means that being in a good position is another promotion technique used among teachers in selected schools in Kasambya Sub County.

#### **4.6 The extent to which appreciation influences employee performance for Public Primary school teachers in Kasambya Sub County, Mubende District.**

**Table 4: The extent to which appreciation influences employee performance for Public Primary school teachers in Kasambya Sub County, Mubende District**

<b>Statements</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>
Gifts issued to teachers by school committee	0.0%	0.0%	5.0%	91.7%	3.3%
Certificates awarded to teachers by head teachers	0.0%	0.0%	0.0%	80.0%	20.0%
Teachers are given holidays as a appreciations	0.0%	1.7%	3.3%	81.7%	13.3%
Teachers are given parties as an appreciations for their work	0.0%	3.3%	3.3%	66.7%	26.7%
Teachers are given x-mas and Idi packages as appreciations	0.0%	0.0%	0.0%	76.7%	23.3%

It was revealed by the results of this study that majority of the respondents 91.7% agreed when they were asked whether teachers are given gifts by the school committees. This implies that gifts given by school committees are the forms of appreciations for teachers' performance.

It was revealed by the results of this study that majority of the respondents 81.7% agreed when they were asked whether teachers are given holidays as appreciations. This implies that holidays are one of the appreciations given by schools to teachers.

It was revealed that majority of the respondents 80.0% agreed when they were asked whether certificates awarded to teachers by head teachers. This implies that giving certificates is one of the appreciations used by headteachers to teachers.

It was revealed by the results of this study that majority of the respondents 76.7% agreed when they were asked whether teachers are given x-mas and Idi packages as appreciations. This implies that giving x-mas and Idi packages is one of the appreciations given to teachers.

It was revealed by the results of this study that majority of the respondents 76.7% agreed when they were asked whether they are given parties as appreciations for their work. This implies that giving parties as appreciations for their work is one of the appreciations done to teachers for their work.

## 4.7 Correlations Analysis for Hypothesis Testing

### 4.7.1 The Relationship between Increase in Teachers' pay and Teachers Performance

**Table 5: The Relationship between Increase in Teachers' pay and Teachers Performance**

		Increase in Teachers' Pay	Teachers' Performance
Increase in Teachers' Pay	Pearson Correlation	1	.442**
	Sig. (2-tailed)		.000
	N	250	250
Teachers' Performance	Pearson Correlation	.442**	1
	Sig. (2-tailed)	.000	
	N	250	250

\*\* . Correlation is significant at the 0.05 level (2-tailed).

Results indicate that there is a strong positive relationship between increase in teachers pay and teachers performance among selected schools in Kasambya Sub County since  $r = 0.442^{**}$  was tested at 95% confidence interval and the p-value  $0.000 < 0.05$  significance level. This signifies that the increase in teachers' pay leads to an increase in teachers' performance.

#### 4.7.2 The Relationship between Promotion and Teachers Performance

**Table 6: The Relationship between Promotion and Teachers Performance**

		Promotion	Teachers Performance
Promotion	Pearson Correlation	1	.090
	Sig. (2-tailed)		.108
	N	250	250
Teachers Performance	Pearson Correlation	.090	1
	Sig. (2-tailed)	.108	
	N	250	250

Results in the table above indicate that there is a negative relationship between promotion and teachers' performance. This is because the results obtained showed  $r = 0.090$  was tested at 95% confidence interval and the p-value  $0.108 > 0.05$  significance level. This signifies that promotion does not influence teachers' performance among selected schools in Kasambya Sub County, Mubende District.

### 4.7.3 The Relationship between Recognition and Teachers' Performance

**Table 6: The Relationship between Recognition and Teachers' Performance**

		Recognition	Teachers' Performance
Recognition	Pearson Correlation	1	.453**
	Sig. (2-tailed)		.000
	N	250	250
Teachers' Performance	Pearson Correlation	.453**	1
	Sig. (2-tailed)	.000	
	N	250	250

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

Results in the table above indicate that there is a strong positive relationship between Recognition and Teachers Performancesince  $r = 0.453^{**}$  was tested at 95% confidence interval and the p-value  $0.000 < 0.05$  significance level. This signifies that recognition influences teachers' performance in Kasambya Sub County, Mubende District.

#### 4.7.4 The Relationship between Appreciation and Teachers' Performance

**Table 6: The Relationship between Appreciation and Teachers' Performance**

		Appreciation	Teachers' Performance
Appreciation	Pearson Correlation	1	.674**
	Sig. (2-tailed)		.000
	N	250	250
Teachers' Performance	Pearson Correlation	.674**	1
	Sig. (2-tailed)	.000	
	N	250	250

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

Results in the table above indicate that there is a strong positive relationship between appreciation and Teachers Performance since  $r = 0.674^{**}$  was tested at 95% confidence interval and the p-value  $0.000 < 0.05$  significance level. This signifies that appreciation influences teachers' performance in Kasambya Sub County, Mubende District.



## **Chapter Five**

### **Discussion, Conclusion and Recommendations**

#### **5.0 Introduction**

This chapter comprises of the discussion, conclusion and recommendations which are done basing on the findings of the study. Once data has been presented, there is also a need to discuss it in relation to the literature reviewed in chapter two and thereafter make final conclusions and recommendations.

#### **5.1 Discussion of the Findings**

##### **5.1.1 The extent to which pay increase influences employee output in Selected Public Primary school teachers in Kasambya Sub County, Mubende District**

It was also revealed that majority of the respondents 90.2% agreed when they were asked whether teachers are given bonuses which means that giving bonuses is one of the ways of increasing teachers' pay at Kasambya Sub County, Mubende District. It was revealed by the results of this study that majority of the respondents 91.7% agreed when they were asked whether parents give token to specific teachers which means that giving token to specific teachers is one of the ways by which parents pay teachers' services.

Results indicate that there is a low positive relationship between increase in teachers and teachers performance among selected schools in Kasambya Sub County since  $r = 0.442^{**}$  was tested at 95% confidence interval and the p-value  $0.000 < 0.05$  significance level. This signifies that the increase in teachers' pay leads to an increase in teachers' performance.

Findings of this study are in agreement with Justine (2011) argues there is a causal link between the quality of teaching and the level of student outcomes, meaning any method that increases the quality

of teachers should improve student outcomes (Guajardo, 2011). By introducing objective standards which can be used to determine whether teachers have skills to increase the performance of students, the quality of teachers would be established, and also improved. Some argue this occurs when evaluation focuses on the knowledge and skills of teachers, which provides an incentive for all teachers to improve, and also an intrinsic reward through professional development (Little, 2002). Moreover, teacher pay can target educators to key objectives and important subjects as a means of increasing student performance. Proponents argue that teachers may actually gain freedom to innovate, since they no longer have to focus on process, but rather student outcomes (Gungor, 2011). Furthermore, it is argued there will be a greater consistency in teaching standards across school jurisdiction since the best teachers would not be grouped in the highest achieving, lowest disadvantaged and racially homogenous areas (Negussie, 2014).

### **5.1.2 The extent to which promotion of teachers influences the employee output for Public Primary school teachers in Kasambya Sub County, Mubende District**

It was revealed by the results of this study that majority of the respondents 85.0% agreed when they were asked whether they are promoted in relation to their qualifications and merit. This implies that teachers among the selected schools in Kasambya Sub County are promoted basing on their qualifications and merit. It was revealed by the results of this study that majority of the respondents 52.5% disagreed when they were asked whether they are promoted due to work hard in the previous seasons. This implies that working hard in the previous season is not usually taken as a technique for promoting teachers in Kasambya Sub County, Mubende District.

Results in the table above indicate that there is a negative relationship between promotion and teachers' performance. This is because the results obtained showed  $r = -0.090$  was tested at 95% confidence interval and the p-value  $0.108 > 0.05$  significance level. This signifies that promotion does not influence teachers performance among selected schools in Kasambya Sub County, Mubende District.

Findings of this study are in agreement with Chris, (2013) who asserted that an organization seeking to promote its workers may choose to do so based on seniority to take advantage of the employees' experience with the organization and to reward them for their service. Another option is to promote based on merit, a measure of the employees' contributions based on performance. Each method offers potential advantages and disadvantages for the organization (Mitchell, Ortiz and Mitchell 2007).

### **5.1.3 The extent to which recognition of teachers influences employee output for Public Primary school teachers in Kasambya Sub County, Mubende District**

It was revealed by the results of this study that majority of the respondents agreed 91.7% when they were asked whether they are recognized when they see their expertise. This implies that observing expertise among employees is one of the techniques of recognition among teachers in Kasambya Sub County, Mubende District.

Results in the table above indicate that there is a low positive relationship between Recognition and Teachers Performance since  $r = 0.453^{**}$  was tested at 95% confidence interval and the p-value  $0.000 < 0.05$  significance level. This signifies that recognition influences teachers' performance in Kasambya Sub County, Mubende District.

Findings of this study are in agreement with Komaki, (2010) who argued that the broad appeal of recognition is that most practicing managers believe it applies to everyone (top to bottom in the organization), no one gets too much of it (no satiation principle here), it is available to everyone to use, and it doesn't cost anything. Under classic behavioral management based on reinforcement theory (Komaki, 2010), recognition is classified as a natural reinforce (as opposed to a contrived reinforce such as money) (Luthans 2011). Recognition is treated as universally applicable and, if provided on a contingent basis in managing employee behavior, can be a very powerful reinforces to improve performance.

#### **5.1.4 The extent to which appreciation influences employee performance for Public Primary school teachers in in Kasambya Sub County, MubendeDistrict.**

It was revealed by the results of this study that majority of the respondents 91.7% agreed when they were asked whether teachers are given gifts by the school committees. This implies that gifts given by school committees are the forms of appreciations for teachers' performance. Results in the table above indicate that there is a strong positive relationship between appreciation and Teachers Performance since  $r = 0.453^{**}$  was tested at 95% confidence interval and the p-value  $0.000 < 0.05$  significance level. This signifies that appreciation influences teachers' performance in Kasambya Sub County, MubendeDistrict. Findings of this study are in agreement with AhnandVigdor, (2010) who asserted that appreciation is such a factor that exerts a driving force on our actions and work. According to AhnandVigdor, (2010) appreciation is an accumulation of different processes which influence and direct our behavior to achieve some specific goal. It is such a dynamic in today's environment that explicitly creates and encompasses a positive impact on job. Within an organization, the best performance is feasible with most committed employees that can only be achieved through employee motivation which is mostly achieved as a result of appreciation work done well by employees (Porwoll, 2009).

#### **5.2 Conclusion**

It was also concluded that that giving bonuses is one of the ways of increasing teachers' pay at Kasambya Sub County, MubendeDistrict. It was also concluded that parents given token to specific teachers is one of the ways by which parents pay teachers' services.

It was concluded that teachers are promoted in relation to their qualifications and merit which meant that promotion basing on qualification is the most common technique for promoting teachers among schools in Kasambya Sub County.

It was concluded that recognition among teachers in Kasambya Sub County is based on their expertise. This implies that observing expertise among employees is one of the techniques of recognition among teachers in Kasambya Sub County, Mubende District.

It was concluded that giving gifts to teachers by the school committees has been used as a technique of appreciation among schools in Kasambya Sub County, Mubende District.

### **5.3 Recommendations**

The study recommends the following:

- 1) Other forms of rewards including promotion and recognition however despite having being established not to have a direct impact on employee output could be re-evaluated to ensure they are more inclusive so that they can have an impact on the employee performance.
- 2) External rewards should be introduced and encouraged in the organizations setting to act as extrinsic sources of motivation which can influence employee output due to the reinforcing nature of the extrinsic motivation.
- 3) Schools should strive to have a documented procedure of rewarding employees so that employees can work expectantly knowing that if they work hard enough they will be rewarded for their efforts.

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## APPENDIX A

### QUESTIONNAIRE TO THE TEACHERS

#### SECTION A: BACKGROUND INFORMATION

Please mark chosen answer with an "X"	17-22	23-28	29-34	35-40	41 and over
1. Your age Group (in years)					

Please mark chosen answer with an "X"	Male	Female
2. Gender		

**SECTION B**

**INCREASE IN TEACHERS PAY**

Please read the statements below and tick appropriately.

**SD = Strongly Disagree D = Disagree NS = Not Sure A = Agree SA = Strongly Agree**

<b>Statements</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>
<b>Salary increment</b>					
Teachers' salaries are regularly increased					
Teachers' bonuses are given					
Teachers are paid for extra activities					
Teachers are paid when there is good performance					
<b>Parents Pay for Teachers Services</b>					
Parents pay for holiday packages					
Parents pay for weekend extra teaching					
Parents pay for coaching					
Parents give token to specific teachers					

**SECTION C**

**PROMOTION TECHNIQUES FOR TEACHERS**

Please read the statements below and tick appropriately.

**SD = Strongly Disagree, D = Disagree, NS = Not Sure, A = Agree, and SA = Strongly Agree**

<b>Promotion techniques</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>
Teachers are promoted in relation to their qualifications and merit					
Teachers are promoted basing on the tasks and deserve a high position.					
Teachers are promoted basing on their experience in their position of service.					
Teachers are promoted when they are in positions of handling higher responsibilities above their current position.					
Teachers are promoted due to work hard in the previous seasons					
Teachers are promoted when are more committed when their employers work					
Teachers are promoted when they satisfy their employers' tasks					

**SECTION D**

**RECOGNITION OF TEACHERS**

Please read the statements below and tick appropriately.

**SD = Strongly Disagree D = Disagree NS = Not Sure A = Agree SA = Strongly Agree**

<b>Statements</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>
I am recognized when others see me as an expert in my desired occupation.					
I am recognized because I possess profound knowledge in my occupation.					
I have a very high level of competence skill in my occupation which makes me recognized					
I have a good position in my organisation which makes me feel that I am recognized					
I am ranked in a recognizable department which means my responsibilities are taken useful to the organisation.					

**SECTION E**

**APPRECIATION OF TEACHERS**

Please read the statements below and tick appropriately.

**SD = Strongly Disagree D = Disagree NS = NotSure A = Agree SA = Strongly Agree**

<b>Statements</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>
Gifts issued to teachers by school committee					
Certificates awarded to teachers by head teachers					
Teachers are given holidays as a appreciations					
Teachers are given parties as an appreciations for their work					
Teachers are given x-mas and Idi packages as appreciations					

**SECTION F**

**PERFORMANCE OF TEACHERS**

Please read the statements below and tick appropriately.

**SD = Strongly Disagree D = Disagree NS = Not Sure A = Agree SA = Strongly Agree**

<b>Statements</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>
Teachers do their work in time					
Teachers are committed to their duties					
Teachers fulfill their office responsibilities					
Teachers attendance is high					
Teachers are available whenever needed.					



## APPENDIX B

**Krejcie and Morgan (1970) Table for determining sample size from a given population**

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.  
*S* is sample size.

**APPENDIX C**

**PLE PERFORMANCE IN KASAMBYA SUB COUNTY FROM 2011-2017**

Year	2012						2013						2014						2015						2016						2017					
	1	2	3	4	X	U	1	2	3	4	X	U	1	2	3	4	X	U	1	2	3	4	X	U	1	2	3	4	X	U	1	2	3	4	X	U
<b>Schools</b>																																				
Kasambya Das	24	111	28	9	2	4	12	119	35	7	1	2	13	114	49	25	20	18	12	111	33	23	4	5	2	35	29	20	5	1	0	33	26	23	5	0
St. Don Bosco	2	15	6	1	0	1	2	21	5	1	0	1	1	19	7	1	0	0	2	16	13	7	0	0	6	36	13	4	4	3	0	23	20	10	2	4
Rwegula	0	17	14	7	1	3	0	4	24	13	3	19	0	5	14	24	3	15	0	2	9	10	28	2	0	0	15	3	10	0	0	11	13	11	15	4
Kyakasa																																				
Kashenyi																			0	4	4	1	2	3	0	3	0	0	5	0	0	3	1	0	0	0
Kisongola	0	17	20	6	10	3	1	18	18	13	16	3	0	3	10	8	13	3	0	5	3	4	2	4	0	7	4	1	1	2	0	8	5	6	0	2
Kabamba	0	21	6	2	0	1	1	22	4	3	0	0	3	26	5	3	1	1	0	10	9	4	1	4	0	9	7	7	11	2	0	15	6	1	0	0
Muyinayina	8	71	39	19	16	8	2	8	5	6	8	2	1	32	30	30	28	14	1	36	32	9	29	11	3	27	24	8	3	10	3	26	26	14	11	4
Butuuti	2	14	10	6	8	2	0	29	11	10	11	4	1	12	10	7	13	2	1	21	15	3	10	3	5	18	5	9	2	5	6	32	13	6	7	3

However, Kyakasa primary school has no P.7 and Kashenyi got P.7 in 2015

**APPENDIX D**  
**THE BUDGET PLAN**

Estimated budget for the masters Degree Research project

S/N	Main	Sub item	Unit Cost	Total
001	Literature review	➤ Purchase of books	120,000x5	600,000
		➤ Airtime	200,000	200,000
		➤ Transport	30x10,000	300,000
		<b>Sub Total</b>		<b>1,100,00</b>
002	Drafting research proposal	➤ Printing		150,000
		➤ Stationary		200,000
		➤ Typing		50,000
		<b>Sub total</b>		<b>400,000</b>
003	Data collection	➤ Feeding		450,000
		➤ Tokens		220,000
		<b>Sub total</b>		<b>670,000</b>
004	Report writing	➤ Typing and printing		160,000
		➤ Photocopying & Binding		62,000
		<b>Sub total</b>		<b>222,000</b>
		<b>Grand total</b>		<b>2,392,000</b>

**APPENDIX F**  
**RESEARCH PLAN**

<b>S/No</b>	<b>Description</b>	<b>Months/Period</b>	<b>Time frame</b>
1.	Conceptualization	January 2018	2weeks
2.	Proposal writing	February and March	2Months
3.	Submission of proposal for examination	April to May	2Months
4.	Analysis and data presentation	July 2018	2Weeks
5.	Report writing and making corrections	August	1Month
6.	Approval of report	August	1 Day
7.	Submission of the report for examination	By 31 <sup>st</sup> August 2018	1 Week
8.	Defence of the dissertation	September	1 Day
9.	Making correction and submission of final report	September	1 Week

## APPENDIX C

### MAP OF KASAMBYA SUB COUNTY

