

## RELATIONSHIP BETWEEN INCENTIVES AND `STAFF PERFORMANCE IN GOVERNMENT AIDED PRIMARY SCHOOLS IN MALIBA SUB-COUNTY A CASE STUDY IN KASESE DISTRICT- UGANDA. A CROSS-SECTIONAL STUDY.

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### ABSTRACT

#### Background

The study was about the relationship between incentives and `staff performance in government-aided primary schools in Maliba Sub-County a case study in Kasese District- Uganda.

#### Methodology

Data was obtained from 107 respondents including teachers and administrators in three secondary schools, where 80 teachers and 27 administrators participated in the survey which was part of the data collection required for the study. A correlational descriptive research design was used through both qualitative and quantitative approaches. The qualitative approach was used to describe variables that are not measurable in quantitative terms while the quantitative approach was used in testing the hypotheses using inferential statistical measures. The study adopted a mixed-method approach to be able to address the objectives of the study. The study used both self-administered questionnaires and structured interviews as data collection instruments.

#### Results

The dominant age group was 30 to 39 years with 38.3 percent, closely followed by the 30 to 40 years age group with 29.9 percent, the third was the 40 to 49 years age group with 18.7 percent.

A Pearson correlation coefficient,  $r = 0.168$ ,  $p\text{-value} > 0.05$ , for the relationship between incentives and teachers' performance was observed. However, the Pearson correlation was not flagged as significant. The correlation between personal characteristics and teachers' performance was  $r = 168$ ;  $p\text{-value} = 0.085$ , which was not flagged as significant.

#### Conclusion

Incentives impact teachers' job performance, so much so that school performance in terms of enrolment, and national examination results show a never-ending decline each year.

#### Recommendation

There is a need for urgent increments of allowances and other fringe benefits for staff to boost their morale and performance. The administration should consider setting up a regime of packages to be given to exceptional performers, which can encourage meaningful beneficial competition among the staff.

**Keywords:** Incentives, Staff performance, Primary schools, Staff

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### Background

In Uganda, money is still regarded as a motivating factor among employees but if little is paid, results in little or no performance. Monetary rewards should be reasonable and meaningful if they are to have visible results or outputs. In institutions, what is adequate and reasonable, is difficult to estimate between employees and employers as it varies from each other and from time to time. Therefore, receiving an increase in salary and wages contributes to an individual's status and self-worth both of which are the identified needs

that require satisfaction and enable employees to perform better.

Eric Klinger, (2015) agrees with Hull and says, "Importance of meaning fullness for peoples" lives" meaning fullness, in turn, is provided by toward which people work. People pursue those objects, events, and experiences that are emotionally important to them. People, therefore, work and behave to obtain those incentives that are prized. The New Vision of Wednesday, January 19th 2016:23 In the article; Kampala Primary School Teachers" demand tax-free Vehicles, by Ofwono Opondo, the teachers complained to

the government about low pay yet we pay a lot of taxes. “They criticized the government for paying them peanut salary which cannot keep their children in schools while they look after those of other people” (Justine, n.d.). Teachers need to be motivated to produce good work (Teachers, 2017).

According to Maicibi, (2013:90), monetary rewards or incentives are financial rewards directly related to performance. In most schools, monetary incentives are critically regarded as a motivating factor (Jackline, n.d.). However, the motivational level depends on how each employee values it and how it’s directly related to performance. As noted by Stacy Adams in his theory on motivation, money has symbolic value, used in comparing the employees’ input to determine the degree of equitability, a clear signal of how employees are valued by their degree of equitability, a clear signal of how employees are valued by their administrator. Other scholars like Victor Vroom, observed that money becomes a motivator only when it satisfies the individual’s personal goals and is dependent on performance criteria (Robbinson, 2017:180). However, the researcher feels that the degree of monetary satisfaction differs from employee to employee, the pressing needs at the disposal, and the amount received at a particular time. Therefore, what satisfies each individual in a particular situation and time may be difficult to determine and predict in organizations.

However, organizations tend to focus the efforts of individual workers on meeting specifically planned goals. Planning soundly and therefore considered a crucial exercise that offers to provide a clear roadmap for realizing organizational accomplishments, (Hart 2014). Focusing on factors motivating teachers’ work performance in public institutions in Singapore, Gollymore (2016) observed that institutions that rarely pay serious attention to the motivation of their workforce fail the productivity test. Such schools hardly retain their teaching force should lucrative opportunities get sported. The researcher thus investigated the influence of staff working conditions on staff

performance in government-aided primary schools in Maliba Sub-County.

## METHODOLOGY

### Research design

The survey design was suitable to the study as it involved experienced teachers who have observed and assessed students’ performance over the years. A correlational descriptive research design was used through both qualitative and quantitative approaches. The qualitative approach was used to describe variables that are not measurable in quantitative terms while the quantitative approach was used in testing the hypotheses using inferential statistical measures. The study adopted a mixed method approach so as to be able to address the objectives of the study.

### Population of the study

The target population size of 187, comprising teaching and administrative staff, was constituted from three secondary schools. The participant schools located in Maliba Sub-County, Kasese District, which are government-aided, with dummy names, school A, School Band School C. The composition of the study population is presented in Table 1.

Accordingly, the sample size for this study was set as 128, which was proportionately apportioned to the participating schools by teachers and by administrators (table 1).

### Computing sample proportions for administrators and teachers

### Sampling procedure

The number of administrators and teachers constituting the sample was 39, and 89 respectively

**Table 1: The Study Population by Strata by School**

Categories of Respondents	Schools			Population size
	A	B	C	
Teachers	40	42	48	<b>130</b>
Administrators	15	17	25	<b>57</b>
<b>Total</b>	<b>55</b>	<b>59</b>	<b>73</b>	<b>187</b>

**Table 2: Composition of the Study Sample**

Categories of respondents	Schools			Sample size
	A	B	C	
Teachers	27	29	33	<b>89</b>
Administrators	10	12	17	<b>39</b>
<b>Total</b>	<b>37</b>	<b>41</b>	<b>50</b>	<b>128</b>

**Source: Field data, 2023**

The number of administrators per school, as part of the sample, was computed (Appendix C), based on the number of administrators for a particular school as a proportion of the combined number of administrators of the three schools. Hence the contributions of administrators towards the sample was 10, 12, and 17 respectively.

Similarly, the teachers' proportion in the sample was computed to be 89, out of whom schools contributed 27, 29, and 33 respondents respectively. The purposive selection was applied to the administrative staff after determining their respective proportions for each school, while stratified random sampling was applied to the teaching staff to identify the respondents for the study.

The researcher will use simple random sampling and purposive sampling for teachers and head teachers respectively. Simple random sampling will be used for teachers and head teachers. This will help to create no bias among the respondents that will be selected.

Headteachers and teachers will be purposively selected. This will help the researcher to be able to collect focused information to save time and money as well.

### **Data collection instruments**

The study used both self-administered questionnaires and structured interviews as data collection instruments.

### **The Self-Administered Questionnaire (SAQ)**

The questionnaire comprised mainly of statements requiring the respondents to opt for one answer out of five using the Likert format of questionnaire design. This required the respondents to decide between varying degrees of agreement to disagreement. The shortcoming of this method is that some respondents refuse to return completed questionnaires or may not possess the necessary knowledge to understand the subject matter. However, the questions are

short and understandable, and as such the respondents will be able to deal with this shortcoming.

### **Interviews**

An interview guide was developed focused on the study topic using the responsive interviewing model (Rubin & Rubin, 2005). The goal of responsive interviewing is a solid, deep understanding of what is being studied. To obtain this depth the researcher must follow up, asking more questions about what was initially heard (Rubin & Rubin, 2005). Semi-structured questions guided the line of inquiry and answers were recorded on the interview guide form with emergent follow-up questions also recorded. Every attempt was made to make sure questions were asked in an objective, unbiased manner. This was used to generate consistent general information about motivation and teachers' performance in the selected secondary schools. The responses received helped to enhance the results generated from the secondary sources and also the questionnaires.

### **Validity and reliability**

#### **Validity**

The study ensured both internal and external validity were complied with within the data for the study. The most important aspect of validity that was successfully fulfilled addressed content validity involving the piloting of instruments to ensure that instruments were valid. By incorporating the use of quantitative and qualitative research the study ensured triangulation of the research processes, the instruments were tested for reliability using the Cronbach Alpha coefficient. The Cronbach Alpha coefficient value equal to, or more than 0.70, as suggested by Kothari (2006), was interpreted as evident reliability of the items of each tested construct.

## Data Analysis Techniques and Procedures

Data analysis was preceded by tests aimed at verifying the usability of the completed questionnaire responses. The first test was to determine whether the data set was normally distributed, and the other was to determine whether the three constructs of the independent variable, teachers' motivation had internal consistency and therefore acceptable level of reliability, using the Cronbach alpha test.

The necessity for these pre-requisite tests was guided by the recognition that subsequent analyses were based on the two assumptions that the data was normally distributed and that it was internally consistent, hence reliable.

The data analysis was guided by the objectives of the study and the research questionnaire. The research questions were analyzed in different ways. The first research questions were subjected to descriptive statistics to establish the frequency and percentage ratio of occurrence of the phenomena of the study. The analysis of the other research questions was done using inferential statistics. Descriptive methods involve the presentation of the processed data using tables, percentages, charts, and graphs while descriptive statistical measures such as mean, and standard deviation among others are also used. Relationships between the variables were established through Pearson's correction analysis and regression analysis.

## Ethical Considerations

A supporting letter from the University was obtained explaining the objectives of the research and was presented to the management of the selected schools seeking clearance to obtain any necessary data. The questionnaire also included a cover letter explaining the purpose of the research, why the particular respondents were important in the successful completion of the study, and the protection of identities. This helped to create a free environment for the respondents to participate in the study.

## RESULTS

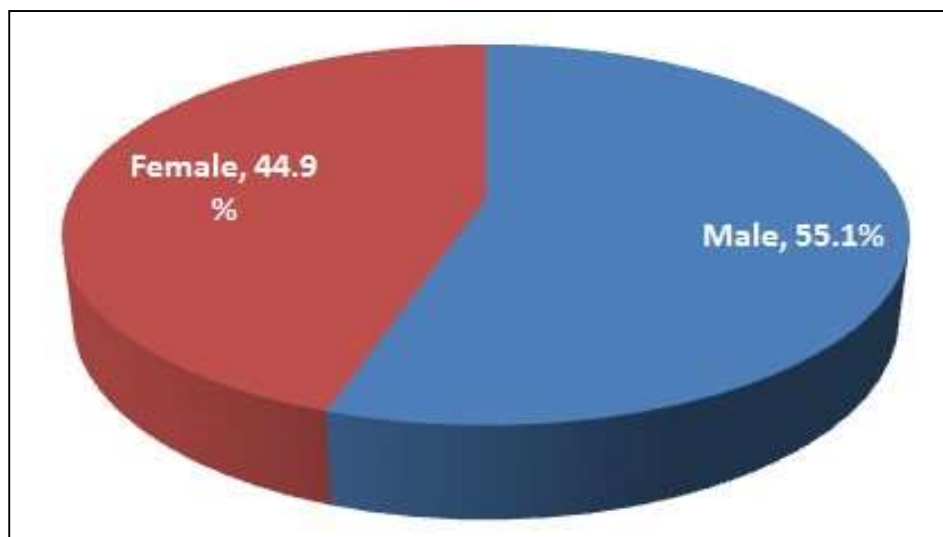
### Demographic Profile of the Respondents

The respondents' demographic profile was considered along with sex, age group, marital status, years of service experience, position, and highest qualification attained.

### Composition of Respondents by Sex

As much as possible, the selection of participants followed objectivity and random techniques, to define the most balanced sample possible. Second, considering that completing a questionnaire and interviews for each respondent was required in subsequent stages, the level of enthusiasm to complete the questionnaire as well as time for collecting the completed questionnaires defined the composition of respondents. The survey instrument emerged with the gender composition in Figure 1.

**Figure 1: Composition of Respondents by Sex**



Source: Field data, 2023

Figure 1, shows the distribution of the respondents by sex. The male respondents were represented by 55.1 percent, whilst the female respondents were represented by 44.9 percent. This indicates that the male respondents were many and willing to take part in the study, though even though the females were few, all the respondents availed data which was crucial for this study.

### Respondents by Age Groups

The following figure shows the percentage distribution of the respondents among the various age groups, Figure 2;

The dominant age group was 30 to 39 years with 38.3 percent, closely followed by the 25 to 29 years age group with 29.9 percent, the third was the 40 to 49 years age group with 18.7 percent, whilst the 50 to 59 years age group was represented by 8.4 percent. The least was the over 60 years age group represented by 4.7 percent. From this presentation and analysis, most respondents were aged 25 years to 49 years, but all the respondents availed data which was crucial for the study.

### Marital Status of the Respondents

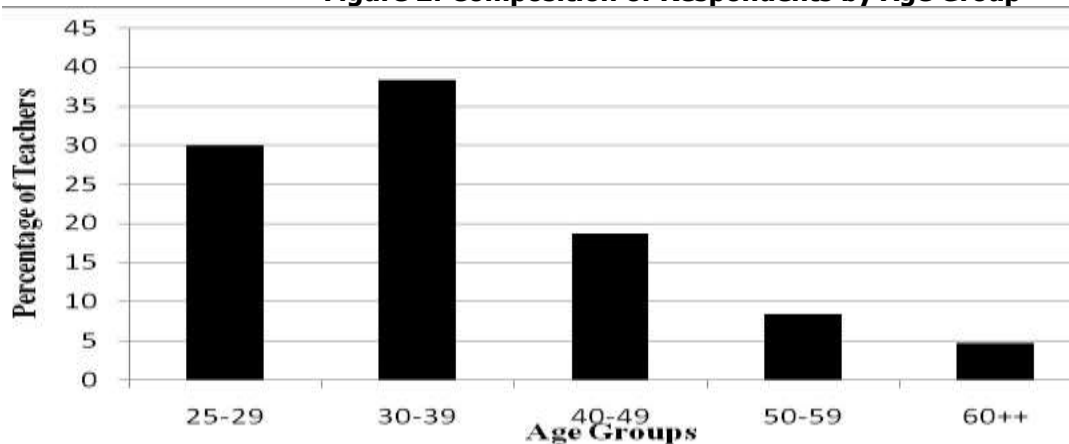
Figure 3, shows that the category of the ‘married’ was represented by 43 percent, and the next populous group was the ‘not married’ represented by 29 percent. The divorcee group was represented by 15 percent, and the ‘widowed’ were 13.1 percent. Majority of the respondents were unmarried and the married, though all the respondents were able to avail data for this study.

### Work Experience at the School

A school is an institution that employs professionals who may youthful, the middle-aged, and advanced-age such pensioners, contractors. This was reflected in the sample composition and respondents to the questionnaire. Figure 4 shows the distribution of work experience among the respondents, within the four age groups.

In terms of service experience at the school, the above figure indicates that 43 percent of the respondents were 5 years to 10 years of experience. In the second position were respondents with less than 5 year service, who constituted 29 percent. Teachers who had served at their schools for a period ranging from 10 to 15 years were third-ranking making up 20.6 percent. The longest- serving teachers were the fewest at 7.5 percent. But all respondents were able to avail viable data for this study.

**Figure 2: Composition of Respondents by Age Group**



Source: Field data, 2023

Table 3 shows the percentage composition of the respondents by marital status, four groups’ altogether.

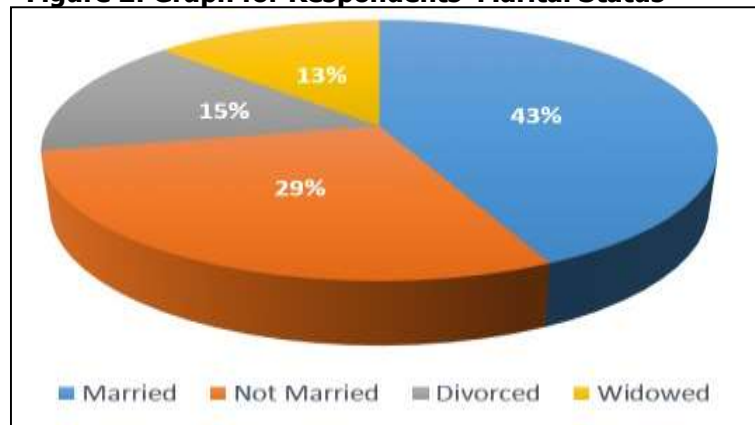
**Table 3: Respondents’ Marital Status**

Marital Status	Frequency	Percent
Married	46	43.0
Not married	31	29.0

Divorced	16	15.0
Widowed	14	13.1
<b>Total</b>	<b>107</b>	<b>100.0</b>

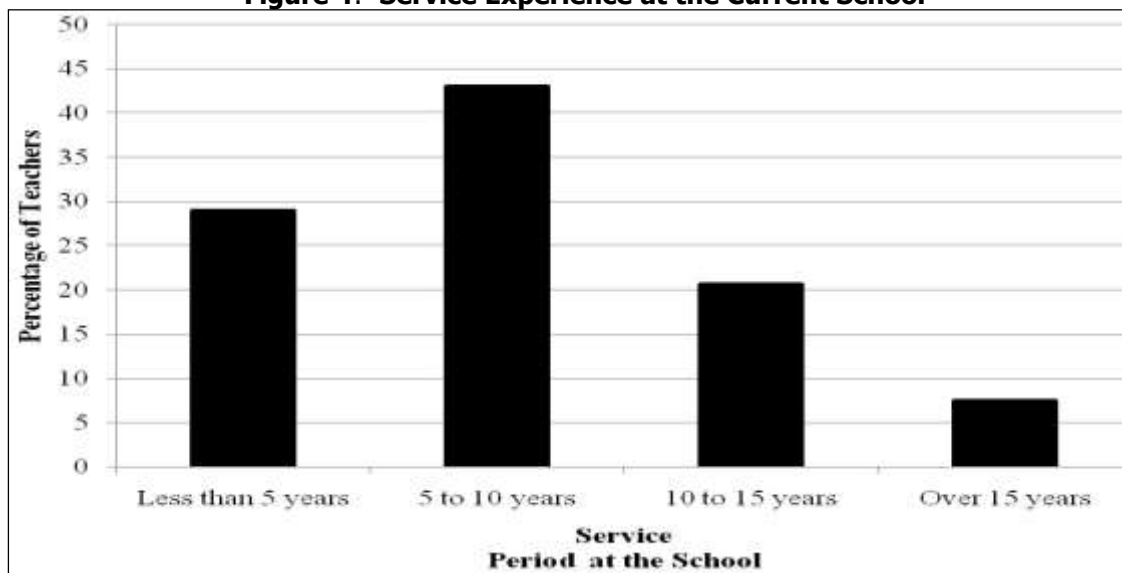
Source: Field data, 2023

**Figure 2: Graph for Respondents' Marital Status**



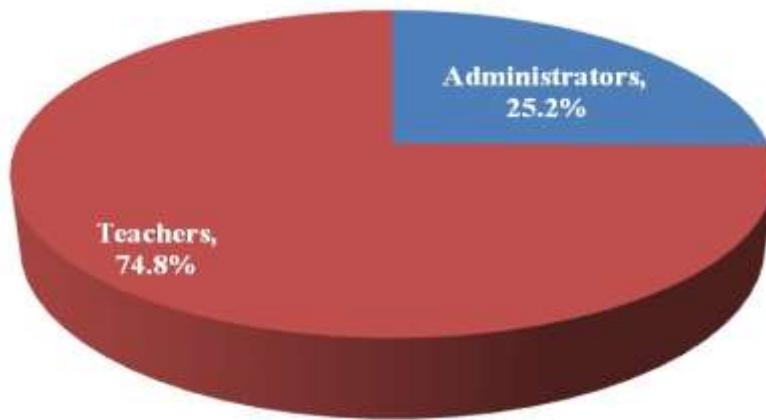
Source: Field data, 2023

**Figure 4: Service Experience at the Current School**



Source: Field data, 2023

**Figure 3: Composition of the Respondents by Position held**



Source: Field data, 2023

### Distribution of Respondents by Position Held in the School

The respondents were requested to indicate whether they were teachers or administrators by designation. The responses to this item are summarized in Figure 5. The respondents were 25.2 percent of the respondents were administrators and 74.8 percent were teachers (Figure 5) with the possibility that some administrators doubled as teachers by profession. All the respondents were able to avail vital data for this study which revealed actual and reliable responses.

### Educational Qualifications

Respondents were asked to indicate their highest academic qualifications. The various levels of

educational attainment were distributed according to Table 4, figure 6.

Figure 6 shows a presence of PhDs among the respondents, represented by 1.9 percent. The masters turned out to be 13.1 percent, and bachelor's degree holders were 37.4 percent. The diploma holders had the highest presence at 38.3 percent. The certificate holders were nearly one tenth at 9.3 percent of the respondents. But all the respondents availed data for the study.

### Examination of the relationship between Incentives and Teachers' Performance

The relationship between Incentives and Teachers' Performance was explored by performing a correlation of the mean of item scores representing each of the two variables.

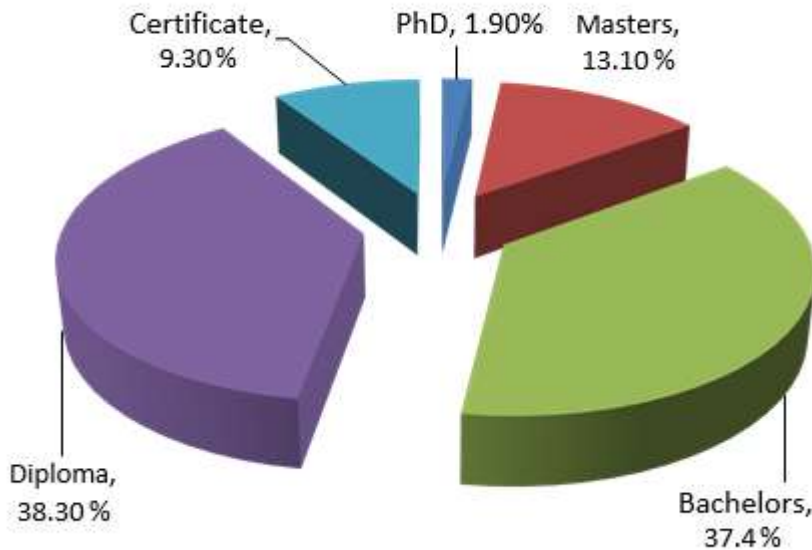
**Table 4: Highest Qualification Attained**

Qualifications	Frequency	Percent
PhD	2	1.9
Masters	14	13.1
Bachelors	40	37.4
Diploma	41	38.3

Certificate	10	9.3
<b>Total</b>	<b>107</b>	<b>100.0</b>

Source: Field data, 2023

**Figure 4: Graph for Highest Qualification Attained**



Source: Field data, 2023

**Table 5: Correlation of Incentives and Teachers Performance (n=107)**

		Incentives	Teachers Job Performance
Incentives	Pearson Correlation	1	.168
	p-value	.000	.085
Teachers Job Performance	Pearson Correlation	.168	1
	p-value	.085	.000

Source: Field data, 2023

A Pearson correlation coefficient,  $r = 0.168$ ,  $p\text{-value} > 0.05$ , for the relationship between incentives and teachers' performance was observed. However, the Pearson correlation was not flagged as significant. The correlation between personal characteristics and teachers' performance was  $r = .168$ ;  $p\text{-value} = 0.085$ , which was not flagged as significant.

In the study that aimed at determining whether incentives can improve teachers' work performance, the respondents noted that most teachers are not given accommodation

because the schools do not have sufficient housing facilities. Furthermore, where such facilities exist, yet few, the teachers are given a salary and it is part of what they use for rent whereas just a few get funding for housing and transport, and where it is given, it is inadequate.

There is a difficulty in the availability of facilitated accommodation, cheap and reliable public transport facilities have negative implications on both teachers' and students' performance. One educational stakeholder commented:



*“The government does not provide teachers houses for accommodation at school compounds, something which makes them depend much on public transport to and from school. They usually report to school very late for the same reason. This denies them time for teaching preparation and consultation with the students. In some cases, they have to leave school earlier to cope with public transport crisis and therefore, they do not have adequate time to provide remedial teaching for slow learners.”*

Kasese, Uganda

The quotation indicates that since teachers have no houses and reliable transport, their teaching morale is low, and dissatisfied with their jobs. This consequently makes them unable to deal with students’ academic problems hence poor performance.

In related verbatim, incentive systems are an important part of organizational motivation and are central to helping understand the forces that drive the organization. Incentive systems can encourage or discourage employee and workgroup behavior. Incentive pay programs aim to entice educators to behave in ways that will result in specific

outcomes: to get teachers to work in hard-to-staff schools (Arrieta & IDEA, 2010; Vegas, 2005), to teach toward standardized exams (Lavy, 2003), or just to show up for work (see Parker, 2010). The schemes include both financial and non-financial rewards; Lavy (2003) compares their cost effectiveness and concludes that money incentives are the more effective, but that the schools included in the scheme are probably not representative of all Israeli schools. Merit pay schemes might provide incentives for better teachers to stay and for poorer teachers to leave and thus may have little to do with variations in effort.

### Testing the Hypothesis

To test the second hypothesis, framed as:

**H2:** “There is no significant relationship between incentives and teachers’ performance in selected Government primary

Schools in Maliba Sub-County, Kasese District –Uganda”,  
 ”, required linearly regressing Staff Performance against Incentives.

**Table 6: Regression Coefficient**

R	R Square	Adjusted R Square	Std. Error of the Estimate
.168	.028	.019	.54227

Source: Field data, 2023

**Table 7: Analysis of Variance**

	Sum of Squares	df	Mean Square	F	p-value
Regression	.891	1	.891	3.031	.085
Residual	30.582	104	.294		
Total	31.473	105			

Source: Field data, 2023

**Table 8: Coefficients**

	Unstandardized Coefficients		Standardized Coefficients	t	p-value
	B	Std. Error	Beta		
(Constant)	3.094	.235		13.178	.000

Incentives	.164	.094	.168	1.741	.085
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**Source: Field data, 2023**

According to the study, from the regression coefficient, R at .168 and Adjusted R. Square at .019, it means that the teachers are not given adequate incentives if they get them, or else they are non-existent which means that the teachers have no much motivation accorded to them hence they do not get appeased to perform better by almost non-existent motivators.

The study shows that with df at 1 and 105, Mean Square at .891 and p-value at .085, it means that there are no considerable incentives for teachers to make them more motivated to teach, handle co-curricular activities, but they do so because of the professional ethical demands required of them.

According to the coefficients, with Beta at .168 and p-value at .085, it means that there are no considerable incentives to make the teachers highly motivated, thus their performance is only based on the terms upon which they were recruited, and for  $R = 0.168$ ,  $p\text{-value} > 0.05$ , the null hypothesis was accepted, implying that there was no significant relationship between incentives training and teachers' performance.

## DISCUSSION

The study found that the incentives regime was not sufficient to elicit better performance among all teachers. The results were supported by low scores on incentives and the suggestion that only some teachers were favored to receive enough in wage earnings, at the exclusion of many others. The social environment appears to be inappropriate since a substantial proportion of teachers did not perceive any efforts towards creating opportunities for social fulfillment and meeting both personal-family and societal obligations such as when a teacher must attend a bereavement ceremony. The results demonstrate that teachers from the three schools in the Kasese district strongly shared the view that they were not satisfied with the way they were remunerated - low salaries, not being able to get financial assistance in time of need, lack of duty allowance and not being able to get social get-together functions, all combine as poor facilitation. Consequently, there was moderate enthusiasm toward the performance of their work and the support they give to their students.

The findings indicate demotivating circumstances in which teachers generally operate across the country, which has persisted over a much longer period than the study time scope. To explain how teachers can manage to operate in such an environment can be attributed to the intrinsic

motivation that compels them to push against the odds in their workplaces. When teachers are demotivated, it means they cannot attend to their duties or else if they do, they cannot do so with a commitment to duty. High incidence of absenteeism and poor guidance to students, ill preparation for duties cannot be ideal for good performance. The three schools need to vigorously engage in programs that can create higher motivation among their teachers. By so doing, they will be able to improve the performance of their teachers.

## Conclusion

Public school administrators have been contending with challenges that have been running for years. One of those challenges has been to effectively handle the subject of teacher motivation, and thereby raise the level of teachers' job performance. With partial government funding, the schools in this study cannot adequately give sufficient monetary rewards or meet teachers' social needs. Secondly, the same schools cannot meet the training and development needs of the teachers. This is not helped by the unsupportive personal traits of individual teachers. All of them impact teachers' job performance, so much so that school performance in terms of enrolment, and national examinations results show a never-ending decline each year. On a positive note, however, if ways can be found to raise teachers' motivation, schools in that category can have a chance of realizing improved job performance, for the assured progress of the schools.

## Recommendations of the study

There is a need for urgent increments of allowances and other fringe benefits for staff to boost their morale and performance. The administration should consider setting up a regime of packages to be given to exceptional performers, which can encourage meaningful beneficial competition among the staff.

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May the Love and Peace of the Almighty God be with you all now and always, Amen

#### ABBREVIATIONS AND ACRONYMS

**CToM:** Cognition Theory of Motivation  
**DEC:** Cognition Theory of Motivation  
**GoU:** Cognition Theory of Motivation  
**GSS:** Government Secondary Schools  
**KDAPR:** Kasese District Annual Performance Report  
**KM:** Kasese Municipality  
**KPST:** Kampala Primary School Teachers  
**MoES:** Ministry of Education and Sports

**MTP:** Motivation and Teachers' Performance

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The study was not funded.

#### CONFLICT OF INTEREST

The author declares no conflict of interest.

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