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Non-Financial Reward Management and Teachers' Performance among Government-Aided Primary Schools in Alebtong District, Northern Uganda

James Bond Opok¹, Isaac Gilbert Obici¹ & David Mwesigwa^{1*}

¹ Lira University, P. O. Box 1035, Lira, Uganda.

* Author for Correspondence ORCID ID; <https://orcid.org/0000-0003-2683-1200>; Email: dmwesigwa@lirauni.ac.ug

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*Non-finance,
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This study sought to investigate the effect of non-financial reward management practices on job performance among government-aided primary school teachers in Alebtong district, Northern Uganda. A cross-sectional design was adopted to collect data, and a structured questionnaire, with a Cronbach's Alpha of 0.88, was administered to a sample of 102 teachers randomly selected from 10 government-aided primary schools in the district. Data were obtained using both quantitative and qualitative methods, and the findings revealed that teachers were not satisfied with financial rewards. Teachers' Performance had a significant and positive but fair correlation with non-financial rewards ($r = 0.457$, $p\text{-value} < 0.001$). Teachers' performance had a weak correlation with financial rewards ($r = 0.197$, $p = 0.047$). Multiple Regression revealed that the non-financial reward management appeared to be a significant predictor of teachers' performance ($p\text{-value} < 0.001$, $\beta = 0.398$). It was thus concluded that non-financial reward management has a significant effect on performance. Accordingly, we recommended that politicians should play their part objectively and avoid pointing blaming teachers and head teachers since this demoralises them; more classrooms should be built to meet the required standard of 50 students, parents should motivate teachers by attending school open days and visitation days, whereby they can appreciate teachers with financial rewards. And the concerned stakeholders should improve conditions of service for teachers by providing good accommodation, the community should understand the need for rewarding teachers, the government should increase teachers' salaries, and finally, teachers need to be retooled with new methods of delivering knowledge to learners.

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INTRODUCTION

The term "rewards" includes the set of psychological processes that cause the arousal, direction and persistence of an individual's behaviour towards attaining a goal (Rao, 2016). The above scholars look at rewards as a psychological process with three components that affect behaviour. That is, direction, effort, and persistence. Hence, reward is perceived as a goal-directed behaviour (Rao, 2016). As for teachers' reward, Sinclair (2008) defined it in terms of attraction, retention, and concentration as something that determines what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently in the teaching profession, and the extent to which they engage with their courses and the teaching profession.

Non-financial rewards can be defined as the compensation provided in a transaction that does not include cash (Okuna, Opok & Mwesigwa, 2020). Non-financial rewards are also part of the performance management system used in the management of employees in public institutions in Uganda, with the major aim of ensuring that the performance of such organisations and individuals directly contributes to improved service delivery (Otile & Kirungyi, 2021). At the same time, the administration of the Ministry of Internal Affairs also embraced non-financial rewards involving recognition and appreciation of the top-performing

staff members; promoted staff members based on their seniority and performance; and offered regular staff training opportunities to enhance their knowledge and skills. This notwithstanding, the Ministry of Internal Affairs – Department of Citizenship and Immigration Staff Performance Report (2016) revealed that most of the employees are not satisfied with the expected standards and, indeed, there are increasing cases of neglect of duty, lateness, irregular attendance and general laxity among most of the employees in this department.

Performance has been defined in different ways, and a definitive definition for the term is unlikely to materialise. Performance is a psychological concept that refers to job-related attitudes and characteristics such as pay and reward, policies, leadership behaviours, management styles and co-workers (Dartey-Baah, 2010). Performance is associated with the quality and timeliness of output, presence and attendance on the job, efficiency with which the work is completed, and effectiveness of the work completed. In this respect, teacher performance connotes the teacher's role of teaching students effectively and efficiently in class and outside of class. It is argued that satisfied teachers generally take more actions and behaviours toward the achievement of some goals (Mary, 2010). Intrinsic rewards, deriving from within the person or from the activity itself, positively affect behaviour, performance, and wellbeing (Ryan & Deci, 2000). Extrinsic rewards, on the other hand, result from the

attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluation, among others. Akinyi (2015) argues that employees' reward is the psychological force that determines the direction of a person's behaviour, level of effort, and level of persistence in an organisation.

In terms of work enthusiasm, it is recommended that achievement, recognition, the work itself, responsibility and advancement are more effective long-term motivators than interpersonal relations, working conditions, and pay are central (Iliya & Ifeoma, 2015). Thus, it appears that while teachers need housing, food, safety and belonging in order to be professionally rewarded, the provision of these needs beyond a baseline requirement is not a sustainable driver of teachers' rewards (Carls, 2020; Mwesigwa, 2016). Instead, teachers need support that encourages their intrinsic, or internal motivation, such as achievement, recognition, and career development. Instead, teachers need support that encourages their intrinsic or internal motivation, such as achievement, recognition, and career development. The relationship between and relative effectiveness of extrinsic and intrinsic incentives is an important issue for teachers' reward management in the developing world, where material resources to reward teachers through extrinsic means are often very scarce to begin with. Specific goals, teacher voice, and self-efficacy may be further sources of intrinsic rewards for teachers. In terms of self-efficacy, or one's belief in their ability to realise set goals, Bandura's (1999) Social Cognitive Theory holds that self-efficacy is an important determinant of rewards (Mwita & Tefurukwa, 2018). According to Bandura, self-efficacy is a product of four components: physiological and emotional well-being, verbal encouragement from others, learning from one's own experience, and learning from others' experiences (Carls, 2020). These four components of self-efficacy are strongly related to Maslow's hierarchy of needs and the interplay between

extrinsic and intrinsic sources of rewards to guide this study.

In Uganda, the Ministry of Education and Sports controls the entire sector of education. Since independence in 1962, the post-primary school system has continued to expand, through service providers such as the government and the private sector that have been encouraged to open up schools. The government has recommended the use of distance education and the opening up of learning centres, which have created challenges of increased demand for education and expansion of the education system. There is a growing fear that perhaps with the massive number of teachers without commensurate expansion in facilities, learning and teaching materials, may have compromised the quality of education and remuneration (Aacha, 2010). Employers in schools in Uganda have not put in place standard measures upon which employees are rewarded (Niwamanya, 2016). Some employers have used pecuniary rewards for high levels of job satisfaction and performance, usually defined in terms of student outcomes or teacher skills and knowledge. There is evidence that in some schools when students perform well, the concerned teachers of the candidate classes are rewarded based on the number of distinctions in a subject, which may not be the case with other teachers who teach in lower classes, yet they also play a role in preparing these candidates in lower classes for the final exams (Ochwo & Mwesigwa, 2021; Niwamanya, 2016). He further established that other individuals in private schools have always been rewarded on grounds of nepotism and tribalism. It is against such a background that some teachers have performed reluctantly, while others continue to be promoted due to their pseudo-performance (Niwamanya, 2016). A reward management system would be deliberately created to support schools' unique human capital strategy if increased performance of teachers were to be realised (Dangara, 2016).

Nevertheless, teachers in Alebtong district are faced with a series of complaints, with the major one being that of reward management. Teachers' performance in Government-aided primary schools in Alebtong district has been slowed down by the inadequate reward management strategies that restricted and limited their work effectiveness. The teachers complain of low rewards occasioned by the low salaries, delayed payments and a general improper work environment that is frustrating the teachers' effective performance in teaching, and this has resulted in poor academic performance. It is upon this background that the study sought to establish the reality on the ground.

The Problem

Teachers play a crucial role in the realisation of educational goals, as their performance directly impacts the quality of education provided. When teachers are satisfied with their job, they are more likely to dedicate their full effort to tasks such as preparation, teaching and timely assessment of students' work (Arifin, 2015). However, a report from the District Education Officer (2018) reveals a concerning trend in the performance of teachers in Government-aided primary schools in Alebtong district. Despite the government's efforts to recruit qualified teachers and provide additional resources, the performance of teachers in Government-aided primary schools in the district has been consistently declining. The District Education Officer's Report (2018) highlights the persistent poor performance of teachers in Government-aided primary schools in Alebtong district, which is evident from the alarming annual Primary Leaving Examination (PLE) results. For instance, in 2017, out of 3835 candidates, only 45 achieved division 1 (1.2%), and similar low percentages were observed in the subsequent years (DEO's Annual Report, 2017/18/19/20). These results indicate that teachers are not satisfactorily fulfilling their responsibilities, and there may be underlying factors contributing to this decline. Given the aforementioned challenges and the lack of documented studies on the impact of

reward management on teachers' performance, it is imperative to conduct a comprehensive study in this regard. This study aims to address the gap in the existing research and provide valuable insights into the effect of reward management on teachers' performance in Government-aided primary schools in Alebtong District. By shedding light on this critical area, the study sought to contribute to the enhancement of teachers' performance and ultimately the improvement of educational outcomes.

Objectives

Three objectives guided the study, viz.:

- To establish the level of teachers' performance in Government-aided primary schools in Alebtong district;
- To establish the non-financial management practices in Government-aided primary schools in Alebtong district, and three
- To examine the effect of non-financial reward management on teachers' performance in Government-aided primary schools in Alebtong district.

LITERATURE REVIEW

The Level of Teachers' Reward Management in Schools

Rewards states are called intrinsic and extrinsic rewards. According to Armstrong (2009), we think about both intrinsic and extrinsic reward states and the correlation of those states (Fischer et al., 2019). Ryan & Deci (2000) define intrinsic reward as the doing of an activity for its inherent satisfaction rather than for some separable consequence. It is when you do something because the process is personally rewarding (Harris et al., 2014) (Harris et al., 2014). While you do not have a tangible goal in mind, you may just enjoy playing a sport or working on a puzzle.

Extrinsic reward refers to sources of rewards that come from outside of oneself. For example, the

promise of a promotion at work or the threat of losing a job can be a form of extrinsic motivation. It is related to tangible rewards such as salary and fringe benefits, security, promotions, contracts of service, the work environment and conditions of work. Such tangible rewards are often determined at the organisation level and largely outside the control of individual managers. Correspondingly, Munsamy and Bosch Venter (2009) argued that training plays a key role in employee commitment. According to Scott Brum of the University of Rhode Island (Yegoh, 2018), the training programme must meet the expectations and needs of the employees. Companies are more likely to retain employees who view their training as relevant to their jobs and subsequently have a positive commitment to their company.

The Level of Teachers' Performance

While some advocate for a single composite measure of teacher effectiveness, grouping teachers into a single category may oversimplify the multifaceted nature of teaching. Traditional human capital measures such as intelligence, subject knowledge and teaching skills are associated with high productivity among teachers (Abongo, 2018; Harris et al., 2014). Poro and Yiga (2019) suggest that teacher performance can be assessed across three key domains: subject knowledge, teacher practices and time-on-task. The evaluation of teacher performance often revolves around "what the teacher does" and "how successful the teacher is".

Dismissing teachers solely based on students' achievement is considered by Poro et al. (2019) as a peculiar approach. It is crucial to note that while pedagogical knowledge influences teacher performance, it is distinct from subject matter knowledge, even though these two aspects are intimately linked. Moreover, there is compelling evidence suggesting that the quality of teachers significantly influences students' interest in learning. Identifying effective teachers and improving teaching quality are seen as critical

factors in achieving this goal. Factors influencing teachers' performance include pedagogical knowledge, rewards, environmental factors, socio-demographic characteristics and public service policies.

Non-financial Reward Management and Teachers' Performance

A study carried out in Masaka Municipality, Uganda, by Aacha (2010) reports that some teachers were rewarded to be satisfied with the provision of meals such as breakfast, break tea and lunch at 83 schools, which was at 40.0%; some teachers got free accommodation at 30.0%; and 9.0% of the teachers got transport allowance. Only 18.0% did not get any of the above. On the whole, the study reported a significant positive relationship between extrinsic rewards and teachers' performance (*ibid*). As stated by the most commonly used definition, employment security means that workers have protection against arbitrary and short-notice dismissal from employment, as well as having long-term contracts of employment and having employment relations that avoid casualisation. According to Aacha (2010), job security is the feeling of having a proper job and the assurance of its continuance in the future, as well as the absence of threatening factors. An individual enjoys job security if he or she believes that he or she will continue to work until the end of his or her service and will not be threatened by an individual to perform his or her proper job roles and tasks (*ibid*). Job security is one of the implications of security. In job security, there are issues such as job changes, losing the job and not achieving the proper job.

The expectation about continuity in the current job situation is job security, and it has to further deal with employee feelings over the loss of a job or loss of desired job features, such as lack of promotion chances, current working conditions, as well as long-term career opportunities in employee commitment. Job security is the most important factor. Academic institutions' job security is ensured after the confirmation of appointment. In

other words, the staff are accorded their tenure status. This means that a teacher cannot be dismissed from the job arbitrarily. Tenure, therefore, gives the teacher a sense of job security. Hussain & Saif (2019) found that academic staff commitment is influenced by various factors, but there are two major factors: job security and job satisfaction. Job security is one's expectation related to a job situation. Job security is an important part of job commitment (Akpan, 2013).

In their study, Rodriguez and Walters (2017) contended that one of the benefits of training is the promotion of efficient and effective operations. It helps teachers to learn quickly and effectively, hence minimising learning costs and enhancing their job satisfaction. It is also noted that when people learn, they improve their performance because they have acquired skills. Existing staff can be helped by training to improve their work satisfaction and to keep them up-to-date in their specialised field. The present and future state of work required by the organisation is more likely to be achieved and maintained if employees are well-trained. Training also acts as a rewarding factor and enhances the commitment of teachers to the organisation, hence making it able to develop and retain its employees.

Ryan (2013) describes employee recognition in an organisation as a non-financial reward that arouses an inner feeling of satisfaction, which gives him a greater sense of belonging in the organisation (Uche et al., 2017). Another study by Laakso (2012) posits that financial incentives are indeed a way of rewarding employees for greater job satisfaction, but adds that in comparing the effectiveness of financial and non-financial rewards in inducing higher employee job satisfaction, non-financial rewards like recognition are more appreciated by the employees. Consequently, praise and recognition are the most cherished intrinsic rewards that enhance employee job satisfaction, especially in civil service, where pay rewards seldom come. Also, a study by Kiprotich (2013) indicated that

teachers in private schools were more rewarded and had better performance than their counterparts in public schools, partly due to a supportive working environment. Private schools had enough classroom facilities and enough teaching and learning materials, which created a conducive teaching and learning environment for both teachers and candidates, and teachers could have more control over their classrooms (Soomro et al., 2020). The study would have given a comprehensive understanding of teachers' rewards and how this affects their performance if it had also employed a qualitative approach, seeking views from individual teachers. The study noted the lack of residential houses, poor transport, late payment of salaries, and low incentive payments as factors hindering teachers' commitment and job satisfaction.

Similarly, Ilekon et al (2019) investigated non-financial rewards as a predictor of teachers' retention in private secondary schools in Rivers State. The findings of the study showed a high positive relationship of $r=0.82$ between recognition and teachers' retention and a low positive relationship of $r=0.23$ between reduced working hours and teachers' retention. It was recommended that private schools should set a day aside for teachers' recognition for their outstanding contributions towards the success of the school. These outcomes correspond with Mghweno, Obboko and Adongo (2013) whose study on the effects of performance-based rewards on the performance of teachers in selected private secondary schools in Gayaza Township in Uganda revealed the types of performance-based rewards common in private secondary schools to be public appreciation (mean, 3.67), packages (gifts or presents) (mean, 3.44), duty allowance (mean, 3.41), certificate of merit (mean, 3.21), and overtime pay (mean, 2.98). The study also revealed that there is a significant relationship between the performance-based rewards and performance of teachers, which was moderately rated (mean, 3.22), with $p\text{-value} = 0.743$ and $p\text{-value} = 0.012$ at $\alpha = 0.05$. It is concluded that, when used properly,

performance-based rewards can improve teachers' performance, and consequently, the general performance of students.

Also, Gaite, Asiimwe, Emurugat and Mugenyi (2023) assessed the influence of in-service training of teachers on teachers' motivation in public secondary schools in Chato district of Tanzania and established that there was a slight positive relationship in nature between training and motivation, represented by 0.069 and 0.595. The relationship between a conducive working environment and motivation was positive in nature, and the strength was 0.169 and 0.188 respectively. The findings indicate that teachers enjoyed the fact that the profession provided them with a continuous learning environment as well as a good working environment. They also felt motivated when involved in decision-making. The study is beneficial to the government, policy makers and other stakeholders in education who will use the information to implement strategic measures to improve motivation in schools. According to this study, a significant association was found between non-financial motivations, as evidenced by the literature reviewed, which revealed better performance of teachers in private schools than in Government-aided schools. Therefore, the researcher is investigating the influence of non-financial reward management on teachers' performance since none of the studies conducted in Alebtong district was on Government-aided primary schools.

MATERIALS AND METHODS

Research Design

A cross-sectional study design was used because it allows data collection to be done at a specific time interval (Setia, 2016). This is due to the fact that a cross-sectional study provides a platform for exhaustive analysis of particular details over the collected data, and it also fits the time allocation for

the study. Quantitative approach helped the researcher for large-scale measurement of ideas, beliefs, attitudes and the use of statistical analysis to describe trends, compare groups, explain the relationship among variables, and compare the results with past research (Gill et al., 2008). Further, it was preferred given the fact that it is highly structured and allows for cost-efficient and less tedious data analysis. The tool for the quantitative approach was a questionnaire designed on a five-point Likert scale. The qualitative approach, on the other hand, was used to probe and get in-depth information on the study variables and to validate results from the quantitative approach. Combining qualitative and quantitative approaches ensured simultaneous descriptions of views, perceptions and beliefs at any single point in time. The tools for the qualitative approach were key-informant interview guides and documentary checklists.

Study Population

The study participants were all teachers in selected Government-aided primary schools for quantitative data and head teachers/deputy head teachers, District Education Officer, Inspectors of Schools and parents' representatives, that is to say, the chairpersons of School Management Committee and Parents-Teachers Association for qualitative data. There are 75 Government-aided primary schools in Alebtong district, and generally, all of them have been performing poorly in PLE for the last five years or so (DEO Report, 2018). Out of these, 10 schools were selected from 9 sub-counties for the study, using simple random sampling. One school was selected from each sub-county except for one sub-county of the 9, where 2 schools were selected from due to its large size, with 20 schools in total. This was also done by use of simple random sampling.

Sample Size

Table 1: Sample Size Determination

Category	Study population	Sample size	Sampling technique
District Education Officer and Inspectors of Schools	3	3	Census Sampling
Head teachers	10	10	Census Sampling
Teachers	117	92	Simple Random Sampling
Chairpersons of SMC and PTA	20	19	Purposive Sampling
Total	150	124	

Source: *Researcher (2022)*

Data Collection

A self-administered questionnaire was used in this study to elicit primary data from a wider group (teachers). This is because questionnaires take less time to administer and can cover a bigger population. The tool had close-ended questions that capture sections including socio-demographic characteristics, reward management and job performance. Additionally, key-informant interviews with head teachers/deputy head teachers, Inspectors of Schools, District Education Officer and the chairpersons of Parents-Teachers Association (PTA) and School Management Committee (SMC). The interview was conducted with the help of the interview guide. The interview lasted for 45 to 50 minutes for each key informant in order to collect detailed qualitative information on reward management and its effect on job performance.

Reliability

To ensure reliability of the questionnaire, the tool was pilot-tested using a test-retest procedure that involved administering the same questionnaire to the same individuals under the same conditions after two weeks. Correlations between the scores at time 1 and those at time 2 was estimated using the Cronbach alpha value. The reliability testing formula is defined as follows:

$$\alpha = \frac{k}{1-k} \left(1 - \frac{\sum_{i=1}^k \sigma_{Y_i}^2}{\sigma_X^2} \right)$$

σ_X^2 = the variance of the observed total test scores,
 $\sigma_{Y_i}^2$ = the variance of the component i for the current sample of persons.

Validity

Validity test is a means of assessing whether or not the data collection tool is able to facilitate the collection of the requisite data as it purports. The researcher used face and content validity to assess the validity of the questionnaire. To ensure face validity, the researcher forwarded the structured questionnaire to the supervisor, who is an expert in the area covered by the research, for editing and reviewing to ensure that all items constructed could help achieve the aim of the study. To ensure content validity, the supervisor/an expert in the field, reviewed all of the questionnaire items for readability, clarity and comprehensiveness and came to some level of agreement as to which items should be included in the final questionnaire. Precisely, content validity were established by calculating the content validity index (CVI) using the formula stated as:

$$CVI = \frac{\text{Number of items declared valid by rater}}{\text{total number of items}}$$

As a rule of thumb, CVI at 0.70 and above is acceptable (Amin, Statistical Inference for Social Science Research, 2005).

Data Analysis

The data was then analysed using Statistical Packages for Social Sciences (SPSS), where Descriptive and Inferential Analysis were utilised. Descriptive statistics was used to explain the profile of survey respondents and the general summarisation of data. For Inferential Analysis, Pearson Correlation Coefficient were used to determine the relationship between reward management attributes and performance of Government-aided primary school teachers. A multiple linear regression model was used to determine the simultaneous effect of reward management on job performance.

Ethical Considerations

The researchers adhered to the professional ethical conduct of research. The respondents were assured that the information that would be collected from them would be used strictly for the study and not to be passed to a third party. A brief explanation of data collection procedures were given, and consent was sought from the respondents before commencement of data collection; and only those respondents who consented to participate in the research process were included in the study.

RESULTS

Background Characteristics of Respondents

A number of questions were asked regarding the background information relating to age, gender, level of education, position, years of service and number of employees and are presented in Table 2.

Table 1: Background Characteristics of Respondents (N=102)

Variable	Number	percent
Gender		
Male	63	61.76
Female	39	38.24
Education level		
Certificate	53	51.96
Diploma	49	48.04
Religion		
Catholic	51	50
Anglican	35	34.31
Pentecostals	16	15.69
Years of service		
<=10 years	21	20.59
Above 10 years	81	79.41
Age group		
<=30	21	20.59
31-45	23	22.55
46-60	58	56.86

Source: Primary data (2022)

As shown in Table 2, while our sample was 124 respondents, 82.3% (102) responded, and the majority of whom were adults aged between 46 and 60 years of age (n = 58, 56.9%), followed by adults within the age group of 31 - 45 years (n = 23,

22.5%). The mean age was 43.6 years (SD $\pm$ 8.88), median 48 years. By gender, male respondents were slightly more than female: (n=63, 61.76%) and (n=39, 38.24%) respectively. The majority of teachers in Alebtong District are certificate holders

(n = 53, 51.96%), followed by diploma (n =49, 48.04%) and the greatest proportion of whom have worked for over 10 years 81(79.4%). Religion-wise, the majority of teachers were Catholic.

cs (n=51, 50%) followed by Anglican (n=35, 34.3%).

Descriptive statistics were used to expound on the non-financial reward management employed in

Alebtong district. Items in Table 3 represent the various types of non-financial rewards usually given to primary school teachers. Respondents rated the different rewards from 1 to 5 depending on the level of agreement with the statements. The mean score for all respondents (Mean), the standard deviation and the percent agreement and disagreement with the statements are shown in Table 3.

Table 3: Various Types of Non-Financial Rewards Usually Given to Primary School Teachers

Items	Mean	SD
I am recognised by my school administrators for the work well done.	4.20	0.40
Our school provides adequate working conditions for teachers.	3.48	0.97
Work Interpersonal relationship is part of the school policies.	4.15	0.62
My administrators have a clear and good relationship with me in terms of communication.	3.77	0.91
We are given opportunities to express ourselves about our feelings to the top management.	3.23	1.27
I am allowed to participate in identifying the career development needs.	3.85	0.55
Our school has organised a capacity-building plan for the teachers.	2.77	0.95
The school management is committed to the professional training and development of its teachers.	2.56	1.01
Average	3.50	0.84

As shown in Table 3 100% of respondents indicated that they are recognized by their school administrators for the work well done, ~67% agreed that their school provides adequate working condition for teachers, 87.2% agreed that work interpersonal relationship is part of their school policies, 78.4% agreed that their administrators have clear and good relationship with them in terms of communication, ~54% agreed that they are given opportunities to express themselves about their feelings to the top management, 76.5% agreed that they are allowed to participate in identifying the career development needs. However, only 31.4% agreed that their schools have organised a capacity building plan for the teachers, and only 15.7% agreed that the school management is committed to the training and development of its teachers professionally. The qualitative interview revealed that, despite the low salary teachers get, there are

other forms of non-financial rewards provided. The DEO narrated;

“What I know, other forms of rewards are initiated by the schools, for example, the schools provide accommodation to teachers, and in some schools, teachers whose PLE candidates perform well are given rewards in the form of mattresses. Where there are not enough staff houses in the school, school administrators rent houses for teachers”.

He further narrated;

“Yes, the teachers are being rewarded, but the level of reward is not rewarding enough to cause the best performance because, for example, if houses of one room are rented for teachers in trading centres, then it cannot be wise for a teacher to take his/her family in such an environment”.

One of the head teachers in the interview narrated;

“Teachers are given land for cultivation. I also give them free houses. They also receive meals (breakfast and lunch) from school”.

One chairperson of the PTA narrated;

“We do four things to make our teachers comfortable, and these are the provision of meals, giving incentives at the end of every term, free accommodation, and allocating land for cultivation. Parents also dig for teachers at low cost, thereby motivating them and strengthening good relationships. We also encourage teachers to work hard amidst other challenges”.

The overall mean of all measures of non-financial reward management was 3.5 (SD=0.84) out of 5.0; this indicates that generally, employees are satisfied with the non-financial motivational strategies

provided by school administrators. According to Frederick Herzberg’s theory of motivation, dissatisfaction with non-financial motivation leads to poor job performance. Consistent with this theory, Maduka and Obiefuna (2014) found that workers in manufacturing firms in Nigeria were poorly motivated non-financially and exhibited low productivity. Locally, Opio, Agweta, Ejang, Picorella & Okello (2022); Okuna, Opok & Mwesigw (2020) found that health workers in Kwanja who received non-financial rewards were generally good job performers.

The Level of Teachers’ Performance

Teachers’ performance in Alebtong district were assessed using item statements shown in Table 5. Respondents rated the different measures from 1 to 5 depending on the level of agreement with the statements. The mean, standard deviation and the percent agreement with the statements are shown in Table 5.

Table 4: The Level of Teachers’ Performance

Items	Mean	SD
I spend most of my time at work attending to my pupils.	4.28	0.45
I regularly participate in events like meetings, conferences and seminars.	3.95	0.78
I feel happy when doing my teaching job.	4.53	0.66
I participate in discussions that raise social responsibility among staff.	4.04	0.56
I usually report and start my work on time.	3.88	0.72
I regularly prepare my scheme of work and lesson plans in time as required by my head teacher.	3.78	0.83
I always report to duty despite other commitments.	4.07	0.72
I am motivated to work collectively toward achieving common goals.	3.32	1.03
I always adhere to the expected standard as a key indicator in measuring performance.	3.89	0.64
Average	3.97	0.71

Source: Field Research Data (2022)

As shown in table 5, 100% agreed that they spend most of their time at work attending to pupils, 67.6% agreed that they regularly participate in events like meetings, conferences and seminars, 91.2% agreed that they feel happy when doing their teaching job, 86.3% agreed that they participate in discussions that raise social responsibility among

staff, 77.4% agreed that they usually report and start their work in time, 66.65% agreed that they regularly prepare their scheme of work and lesson plans in time as required by their head teacher, 77.4% agreed that they always report to duty despite other commitments, ~53% agreed that they are motivated to work collectively toward achieving

common goals, and finally 73.5% agreed that they always adhere to the expected standard as a key indicator in measuring the performance. The mean of the nine performance measures for teachers' performance on a scale of 1-5 was only 3.97, implying generally good teachers' performance. According to the DEO, the performance is good. He narrated;

"The performance of teachers on average is good compared to previous years".

One of the head teachers narrated;

"The level of performance of teachers is good, around 70%. They work".

Another head teacher narrated;

"Their performance is good. They are trying and working under minimum supervision, for example, I do not force them to enter class. They enter class willingly. They even submit their scheme of work for approval regularly. The greatest challenge, however, is lesson planning, which they are not observing".

Generally, from both the quantitative and qualitative findings, teachers' performance in Alebtong district is good. Consistent with Fredrick Herzberg's theory (Carrier, 2019), this performance could be expected in light of the observed level of non-financial rewards given. This is, however, not in sync with Marewo et al (2020), who conducted a study at Zengeza High School in Harare, Zimbabwe, and found that productivity and levels of job satisfaction, which actually result in job performance of teachers was greatly declining because workers were not motivated.

The Relationship between Non-Financial Reward Management and Teachers' Performance

The study used Pearson's Product-Moment Correlation Analysis to establish the relationship between reward management (Non-financial and Financial) and teachers' performance. The matrix of correlation, showing r values, is presented in Table 6.

Table 2: Correlation of Non-Financial Reward Management and Teachers' Performance

Variables	(1)	(2)	(3)
(1) Teachers' Performance	1.000		
(2) Non-Financial	0.457*** (0.000)	0.539*** (0.000)	1.000

*** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

According to Table 6, teachers' performance (TP) correlates positively with the various reward management systems. In particular, TP has a significant and positive but fair correlation with non-financial reward management ($r = 0.457$, p -value = 0.000). On the other hand, financial reward management has a very weak significance but positive correlation with TP ($r = 0.197$, p -value = 0.047). This implies that as the score in both non-financial and financial reward management increases, the score in teachers' performance would

also increase. Therefore, whereas the reward management systems positively correlate with TP, it is only the non-financial rewards, like promotions, praises, career advancements, and recognitions, that significantly correlate with teachers' performance.

Linear Regression Analysis

Table 7 shows the results of Linear Regression Analysis that was used to establish the simultaneous effect of reward management on teachers' performance.

Table 3: Linear Regression Predicting Teachers' Performance

Teachers' performance	Coef.	St. Err.	t-value	p-value	[95% Conf	Interval]	Sig
Non-Financial	.398	.085	4.68	0.000	.229	.567	***
Constant	2.657	.257	10.32	0.000	2.146	3.168	***
Model Summary							
Adjusted R-squared		0.213		Number of obs		102	
F-test		13.376		Prob > F		0.000	
*** $p < .01$, ** $p < .05$, * $p < .1$							

According to the Linear Regression Analysis in Table 7, it was revealed that ($AjR^2 = 0.213$, F-test = 13.376, p value = 0.000). Accordingly, the non-financial rewards appear to be a significant predictor of teachers' performance (p -value < 0.001, $\beta = 0.398$). Therefore, keeping other factors constant, a unit increase in the non-financial rewards among the teachers would significantly increase their performance by 0.398 times [95% CI (0.229 - 0.567)]. However, in comparison, the financial rewards do not significantly predict teachers' performance ($\beta = -0.034$, p value = 0.510). Nevertheless, simultaneously, financial and non-financial rewards account for 21.3% of the variation in teachers' performance in Alebtong district (Adjusted $R^2 = 0.213$). Hence, the remaining 78.87% is accounted for by other factors that this study did not investigate.

The qualitative interview revealed that both financial and non-financial rewards affect performance.

The DEO narrated;

"Yes, non-financial rewards contribute a lot to teachers' performance. Money is just a factor and salary is just a component, but not the whole thing that can make teachers perform".

One head teacher further narrated;

"Yes, providing teachers with financial rewards can boost their performance".

Another head teacher narrated;

"Yes, giving them financial rewards boosts their performance. When I give them something, I see them very happy and working hard, although the outcome is not good, maybe there are also some other factors that impede performance".

DISCUSSION

Generally, the study found that non-financial rewards had a significant effect on teachers' performance. In essence, the research underscores the significant impact of non-financial reward management on teachers' performance. This aligns with the findings of Hussain & Saif (2019), who identified job security and job satisfaction as key influencers of academic staff commitment. The study also resonates with Rodriguez & Walters (2017), emphasising the rewarding nature of training and its role in enhancing teacher commitment, contributing to organisational development and employee retention.

Kiprotich's (2013) research, which highlighted the positive correlation between a supportive working environment in private schools and superior performance, further corroborates the study's conclusions. Conversely, Soomro et al. (2020) and Ilekon et al (2019) shed light on factors hindering teachers' commitment and job satisfaction, such as a lack of residential houses and poor transport. Furthermore, studies in Indonesia (Wayan et al., 2018) and Mataram (Isack, 2022) portrayed conflicting perspectives on the impact of professional allowances and monetary incentives on

teacher working performance. While Wayan et al. identified a significant interaction, Isack's study emphasised the vital role of monetary incentives in enhancing teacher performance.

CONCLUSION

The level of performance was generally improving, and teachers in Alebtong district were happy with the non-financial rewards given to them. This improvement in the level of performance was likely caused by the non-financial rewards that were given to them; non-financial rewards had a positive effect.

Recommendations

- The stakeholders should implement training programmes to retool teachers with new and effective methods of delivering knowledge to learners.
- School management should organise educational tours for teachers to visit exemplary schools, fostering inspiration and professional growth.
- Head teachers should ensure transparency and accountability in handling UPE grants and other school collections in order to avoid conflicts and misunderstandings.
- Future studies should cover 'Reward management and teachers' performance in private primary schools' as well as 'School environmental factors on the job performance of teachers in Government-aided primary schools.'

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