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Original Article

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

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ABSTRACT

Teachers' performance helps to realise the attainment of educational goals. Teachers, if satisfied with their job, would dedicate all their effort to the job. However, in Uganda, teachers' performance has continued to decline despite the government's efforts to recruit qualified teachers and provide additional resources to primary schools. Consequently, this study sought to investigate the effect of 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. Results suggest that teachers' performance had a weak correlation with financial rewards (r=0.197, p=0.047). It was thus concluded that financial reward management practices should be enhanced as a means to enhance the performance of teachers across government-aided secondary schools in Alebtong district and northern Uganda. Accordingly, it was recommended that politicians should play their part objectively and avoid 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.

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INTRODUCTION

Rewards have occupied the Centre stage as a mechanism for attracting increased employee performance throughout human history. Written evidence about the importance of rewards exists in the writings of the ancient Greek Philosophers (Rukia, 2013). The earliest forms of rewards for performance were food, shelter, and protection for survival (Mwesigwa, 2016; Rukia, 2013). The rise of monetary systems caused money to become the most common form of reward (Schuldes, 2006). In the Western world, particularly the USA and Europe, for a long time and more importantly since the 1980s, organisations have implemented performance management systems with a set of recognition and reward programmes aimed primarily at rewarding and guiding employees towards attaining goals through higher performance (Kirkman et al., 2016).

Reward management is concerned with the formulation and implementation of strategies and policies that aim to reward people fairly, equitably, and consistently in accordance with the values of the organisation. It deals with the design, implementation, and maintenance of reward processes and practices that are geared to the improvement of organisational, team, and individual performance (Amstrong & Murlis, 2007). This implies that in order to improve performance in schools, there should be a well-defined mechanism for rewarding teachers so that they are satisfied with their job and perform their job to the expected standard. This is not the case in most government-aided primary schools in Uganda.

A study by Maslow's (1943) hierarchy of requirements remains very instrumental to date, especially when it states that people must first meet their basic needs (such as food and shelter, safety, belonging, and esteem) before they can be rewarded to meet their higher-order wants (Mwesigwa, 2016; Rahman & Nurullah, 2014). In the context of teaching, self-actualisation can be understood as personal achievement, a key component of teacher motivation. As basic needs often go neglected in the developing world, Maslow's theory is pertinent to an investigation of teachers' rewards in developing countries like Uganda, Kenya, and Ghana, among others. While the fulfilment of basic needs is important to lay the foundation for teachers' desire to improve their professional behaviour and personal achievement, other theories indicate that satisfaction of basic needs in and of itself functions as a mere extrinsic, or external incentive.

While the fulfilment of basic needs is important to lay the foundation for teachers' desire to improve their professional behaviour and personal achievement, other theories indicate that satisfaction of basic needs in and of itself functions as a mere extrinsic, or external incentive. According to Iliya and Ifeoma (2015), extrinsic reinforcers of rewards are only weak reinforcers of motivation in the short run and negative reinforcers in the long run. In terms of work rewards, Herzberg (1966) finds that achievement, recognition, the work itself, responsibility, and advancement are more effective long-term rewards than interpersonal relations, working conditions, and pay (Iliya & Ifeoma, 2015). For teachers, Chapman (1993) notes that incentives are related to teacher performance but not to teacher classroom practices (Carls, 2020). 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).

In Uganda, the Ministry of Education and Sports controls the entire sector of education. Since independence in 1962, the post-primary school

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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 (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).

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.

It is possible that cognitive elements such as teacher compensation and allowances are not receiving adequate attention, which could be impacting teachers' job satisfaction and performance. Furthermore, the absence of documented studies investigating the effect of reward management on teachers' performance in Government-aided primary schools in Alebtong District underscores the need for research in this area for the benefit of the academic community and educational stakeholders. 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.

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Objectives

Three objectives guided the study, namely: one, to establish the level of teachers' performance in Government-aided primary schools in Alebtong district; two, to establish the financial reward management practices in Government-aided primary schools in Alebtong district; and three, to examine the effect of financial reward management on teachers' performance in Government-aided primary schools in Alebtong district.

LITERATURE REVIEW

The Level of Teachers' Reward Management in Schools

Teacher rewards encompass forces both within and external to the individual. According to Hicks (2011), internal teachers' rewards comprise the needs, wants, and desires which exist within an individual; as such, they influence the teachers' thoughts, which in turn lead to a positive change in behaviour toward improving learning (Alhassan, 2020). Teachers' rewards entail that the teacher is made to satisfy the life-supporting elements of his physical body, like food, water, shelter, etc. The teacher should be able to satisfy needs like insurance, medical allowances, retirement benefits, etc. The implication is that school management should be more concerned with providing meaningful and challenging work, feelings of achievement, added responsibility, and recognition for accomplishment, and opportunities for growth and advancement, as all these, among other rewards, drive the teacher to act in a desirable way. Consistent with Yegoh (2018), countries in the European Community Household Panel (ECHP) 1994–2001 found that performance tended to be higher where there was access to workplace training. The relationship between skill acquisition and performance is not straightforward (Yegoh, 2018). To sum up, numerous reviews focused on both intrinsic and extrinsic rewards of teachers; however, none of the literature entailed the level or extent of teachers' reward management, and this constitutes a research gap.

The Level of Teachers' Performance

According to educational scholar Obilade (1999), teachers play a crucial role in achieving organisational goals within a school system during a specific period (Poro et al., 2019). Teachers' performance, as highlighted by Poro et al. (2019), is intricately tied to the level of participation in the day-to-day operations of the educational institution, particularly in the context of teaching behaviour. The evaluation of teachers' performance encompasses considerations of subject knowledge and the ability to structure content effectively (Poro et al., 2019). Thus, the quality of education is often evaluated through the performance of pupils in tests, with a direct correlation to teacher competence and classroom performance. Subject-matter knowledge is acknowledged as a significant factor in teacher effectiveness, though pedagogical knowledge, including understanding of learning, teaching methods, and curriculum, is frequently cited as having a more pronounced impact on teacher performance (Poro & Yiga, 2019). Furthermore, Bennell's study in 2004 underscores that teacher performance extends beyond the classroom, encompassing various aspects such as the use of instructional materials, teaching methods, assessment practices, lesson planning, candidate assessment, fieldwork, sports participation, attendance at school assemblies, and guidance and counselling.

Financial Reward Management and Teachers' Performance

Financial rewards play a crucial role in motivating employees, including teachers, according to Grynko et al. (2017). This study defines teachers' performance as a set of rewards, emphasising that compensation, both direct and indirect, has a significant impact on individual attitudes and job performance (Ajike et al., 2016). Reward management, as highlighted by Ajike et al. (2016), acts as a guiding factor influencing

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people's actions and behaviours toward achieving specific goals. And so, the nexus between financial reward management and organisational performance is well-established in broader organisational studies (Artz, 2010). However, when it comes to specific research on financial reward management and teacher performance, especially in the government sector, there is a notable gap in the literature. This deficiency needs addressing, particularly concerning the relationship between direct and indirect compensation for government teachers in Ghana.

Similar studies have revealed significant relationships: for instance, a study in Nigeria by Patrick (2020) found a significant relationship between teachers' remuneration and the quality of teaching. Monthly salaries were positively associated with teacher performance, affecting factors such as teacher absenteeism, interpersonal relationships, and commitment to work. Similarly, research in Masaka district, Uganda, revealed that monetary allowances and provisions like meals and accommodation positively influenced teacher commitment (Tumusiime & Kasujja, 2020). Thus, financial reward management, as described by Kokemuller (2013), encompasses the compensation structures organisations use to encourage high performance. The United Nations Educational, Scientific and Cultural Organisation (UNESCO) (2015) reports that teachers' salaries have increased in public schools, with additional financial incentives for specific responsibilities and rural teaching. However, studies from India highlight disparities, indicating that government school teachers are inadequately incentivised compared to their responsibilities (Kameyama, 2021). These testimonies were pointing to the financial capacity of an institution or government, as hinted at earlier in a study by Mwesigwa (2021).

In Sub-Saharan Africa and South Asia, studies by Bennell and others (Bennell & Akyeampong, 2007; Mabagala & Shukia, 2019) show variations in teachers' salaries based on school nature, status, and ownership. Financial rewards commonly come in the form of cash bonuses or salary increases, with a majority of employees emphasising the importance of benefits and compensation (Dessler, 2013). These different pay structures, such as commission-based systems, are also employed to motivate employees, especially those in sales (Danish & Usman, 2010). In Ghana, a study by Yamoah (2014) revealed that public school teachers considered study leave with pay and pension benefits as acceptable rewards. However, housing, transportation, free lunch, and sick pay were seen as entitlements rather than rewards. Correspondingly, studies examining the impacts of professional allowances and working rewards on teachers' performance in Indonesia (Wayan et al., 2018), as well as investigations into compensation packages and employee satisfaction in Nigeria (Adewale & Rahmon, 2014), reinforce the significance of rewards in influencing job satisfaction and commitment.

Isack's (2022) study on non-monetary incentives in public secondary schools highlighted their vital role in improving teacher performance. However, inadequate leadership skills in applying these incentives were identified as a barrier. Bawalla and Adenugba (2021) in Nigeria found a positive and strong relationship between financial reward management and teachers' job commitment, recommending a special salary structure for government secondary school teachers. Thus, existing evidence suggests a positive correlation between financial incentives and teachers' job performance. However, there is a notable absence of studies in the Alebtong district, and other factors such as public service policy and socio-demographic characteristics should also be considered in understanding the dynamics influencing teacher performance.

MATERIALS AND METHODS

Study Design

This study adopted a cross-sectional study design employing a mixed-method approach to assess the effects of reward management on the performance of teachers in Government-aided primary schools

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in Alebtong district. Both qualitative and quantitative approaches were blended into the study to balance the weaknesses of the other. The quantitative and qualitative approaches were used to elicit information from teachers and key respondents, respectively. This triangulation is deemed necessary because both quantitative and qualitative data were collected to best explain the relationship between the study variables.

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 number, 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 (2025)*

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.

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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 was established by calculating the content validity index (CVI) using the formula stated as:

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

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 were used to explain the profile of survey respondents and the general summarisation of data. For Inferential Analysis, the Pearson Correlation Coefficient was used to determine the relationship between reward management attributes and the 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 researcher adhered to the professional ethical conduct of research. The researcher sought approval from the Faculty of Management Sciences, Lira University, to allow him to conduct the study. Privacy of the person and confidentiality of information were important ethical considerations for the study. To address the issues of confidentiality and privacy, the researcher ensured that no respondent indicated his or her identity on the questionnaire.

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		

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Variable	Number	percent
<=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, out of the total number of respondents (124), which was sampled, the response was 102 (82.3%) and the majority were adults aged between 46 and 60 years (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 ± 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 Catholics (n=51, 50%), followed by Anglicans (n=35, 34.3%).

Financial Reward Management in Alebtong District

Descriptive statistics were used to describe the financial reward management employed in the Alebtong district. Items in Table 3 represent the various types of financial rewards usually given to teachers in the Alebtong district. Respondents rated the different rewards from 1-5 depending on the level of agreement with the statements (1) = strongly disagree, (2) = disagree, (3) = neutral, (4) = agree, and (5) = strongly agree. The number of respondents (N), the mean score for all respondents (Mean), the standard deviation, and the percent agreement with the statements are shown in Table 3.

Table 2: Status of Financial Reward Management in Alebtong District

Items	Mean	SD
Salaries and allowances are paid as expected and promptly.	2.72	1.31
Allowances provided are appropriate for all staff.	2.48	1.38
Teachers are given allowances for additional responsibilities at school.	1.80	0.92
There is a competitive incentive package for efficient performance.	2.04	0.98
Allowances are paid fairly for extra work, efficiency, and achievements.	2.27	0.85
Teachers are given fringe benefits to motivate them to do work.	2.25	1.32
Allowances are always paid on equitable grounds to all the teaching staff.	2.17	1.39
Teachers are promoted when they have earned academic qualifications or special training.	2.54	1.52
Average	**2.28**	**1.21**

Source: *Field Research Data (2022)*

As shown in Table 3, 51% of the respondents disagreed that salaries and allowances are paid as expected and promptly, ~ 60% disagreed that allowances provided are appropriate for all staff, 83.3% disagreed that teachers are given allowances for additional responsibilities at school, 83.3% disagreed that there is a competitive incentive package for efficient performance, ~63% disagreed that allowances are paid fairly for extra work, efficiency and achievements, 71.6% disagreed that teachers are given fringe benefits to motivate them to do work, 76.5% disagreed that allowances are always paid on equitable ground to all the teaching staff, and 61.8% disagreed that teachers are promoted when they earned academic qualifications or special

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training. The overall mean of 2.28 (SD=1.21) indicates that generally, employees are not satisfied with financial reward management strategies provided by the local government.

The qualitative evaluation of financial reward management revealed that teachers are rewarded financially by the government, but the local government does not have additional pay. The DEO narrated;

> *"Just like any other district, teachers in Alebtong are rewarded financially by the government, but the local government does not have any arrangement to give other rewards to teachers. Parents contribute a little money for teachers' incentives, and in the Alebtong district, all the schools give incentives to teachers. Parents in Alebtong district contribute towards incentives for teachers, but the payment is done according to the level of compliance among parents."*

When asked if parents are involved in rewarding teachers. One head teacher narrated;

> *"The parents are involved in rewarding teachers since they contribute some money that is used for paying teachers' incentives, but the amount they pay is very little and not motivating enough for teachers".*

Another head teacher narrated;

> *"Parents pay a little money for teachers' incentives, but their response is very low and is below average. The majority of parents do not pay. They only pay for exams and leave out the incentives".*

Another head teacher narrated;

> *"I give financial rewards in the following categories: I give them a little incentive, extra lesson allowance, marking fee, sitting allowance for meetings, and besides, I send them for activities that fetch them some little money, for example, invigilation of PLE exams and also the workshops".*

Another head teacher narrated;

> *"The way teachers in my school are rewarded is by giving money in envelopes for teachers whose candidates do well in PLE exams, and I also praise them for the best work well done".*

Another head teacher narrated;

> *"Financial rewards given to teachers include: allowances for meeting attendance, marking incentives, and incentives given to all teachers, and they are sent to workshops and seminars, which earn them a little allowance. "Parents contribute towards teachers' incentives by paying 3,000/= for feeding and 2,000/= for extra lessons. The majority of parents pay, but few do pay willingly".* Another head teacher narrated*;*

However, there were some divergent views regarding financial rewards; for instance, one head teacher noted;

> *"I think teachers in Alebtong are not fully rewarded because if you see contribution from parents, the contributions are very little, the incentives being given are little and not yet enough".*

The quantitative and qualitative findings highlight a notable aspect: while financial rewards are indeed present, their magnitude is notably modest. This contradicts the well-established notion that financial incentives hold significant importance as a potent organisational factor for motivating workers, as suggested by Afolabi and Bottiglieri (2018). Typically, these incentives manifest in the form of adequate salaries and allowances, crucial for meeting basic needs such as housing and other living costs. Consequently, financial incentives are widely recognised as key drivers for boosting work morale and motivation, thereby sustaining

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elevated levels of work output. A parallel investigation conducted by Opio et al. (2022) among health workers in Kwania, a district within the same Lango-Sub region where this study took place, reported that financial rewards served as effective motivators for health workers. This divergence prompts a closer examination of the reasons behind the dissatisfaction with financial reward management among teachers in Alebtong, a facet not specifically explored in the current study. One plausible explanation for this dissatisfaction could be the perceived inadequacy of salaries and allowances to meet the financial needs of teachers. While the study does not delve into the specifics of why teachers in the Alebtong district are dissatisfied with their financial rewards, it opens up avenues for future research to explore and address the underlying issues that may be contributing to this dissatisfaction.

The Level of Teachers' Performance

Teachers' performance in Alebtong district was assessed using item statements shown in Table 4. 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 4.

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 4, 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;

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> *"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".*

Some head teachers had divergent views. One head teacher narrated;

> *"The level of teachers' performance is very low. The results from the performance of teachers are poor, and that means they are not putting much effort into imparting knowledge to the pupils."*

However, some stakeholders also had divergent views on the level of teachers' performance; a Chairperson of PTA narrated.

Generally, from both the quantitative and qualitative findings, teachers' performance in the Alebtong district is good. Consistent with Fredrick Herzberg's (1975) theory, this performance could be expected in light of the observed level of non-financial rewards given. This is, however, not in sync with Nyoni (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, thus corroborating the findings of Ochwo and Mwesigwa (2021).

The Relationship between Financial Reward Management and Teachers' Performance

The study used Pearson's Product-Moment Correlation Analysis to establish the relationship between financial reward management and teachers' performance. The matrix of correlation, showing r values, is presented in Table 5.

Table 5: Correlation of Financial Reward Management and Teachers' Performance

Variables	(1)	(2)	(3)
(1) Teachers' Performance	1.000		
(2) Financial Rewards	0.197**	1.000	
	(0.047)		

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

According to Table 5, 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.

Linear Regression Analysis

Table 6 shows the results of Linear Regression Analysis that was used to establish the simultaneous effect of reward management on teachers' performance.

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Table 6: Linear Regression Predicting Teachers' Performance

Teachers' performance	Coef.	St. Err.	t-value	p-value	[95% Conf	Interval]	Sig
Financial rewards	-.034	.051	-0.66	0.510	-.136	.068	
Constant	2.657	.257	10.32	0.000	2.146	3.168	***
Model Summary							
Mean dependent var	3.973		SD dependent var		0.428		
Adjusted R-squared	0.213		Number of obs		102		
F-test	13.376		Prob > F		0.000		
Akaike crit. (AIC)	96.956		Bayesian crit. (BIC)		104.831		
*** $p<.01$, ** $p<.05$, * $p<.1$							

According to the results generated via Linear Regression Analysis in Table 6, it was revealed that (AjR^2 = 0.213, F-test = 13.376, *p* value = 0.000). Accordingly, the financial rewards appear to be a significant predictor of teachers' performance (*p* - value<0.001, β = 0.398). Therefore, keeping other factors constant, a unit increase in the 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 (β=-0.034, *p* value = 0.510). Nevertheless, simultaneously, 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 either non-financial rewards or other factors that this study did not investigate or both.

The qualitative interview revealed that both financial rewards affect performance.

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

On the topic of financial reward management, the study diverges from the findings of a Nigerian study by Patrick (2020), which established a significant relationship between teachers' remuneration and quality teaching. Similarly, research in Masaka district (Tumusiime & Kasujja, 2020) indicated that monetary allowances and other provisions positively impacted teacher commitment. The contrasting evidence raises questions about the adequacy and effectiveness of the current financial reward system in Alebtong district. Notably, the findings also challenge UNESCO's (2015) observation of increased salaries and incentives for teachers in public schools in certain Asian countries. This divergence underscores the need for context-specific considerations when assessing the relationship between financial reward management and teachers' performance (Mwesigwa, Bogere & Ogwal, 2022). 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 study concluded that effective management of financial reward helps to improve the performance of teachers among government-aided primary schools not only in Alebtong

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district but also in northern Uganda and possibly beyond. Consequently, if the government of Uganda, the local governments of northern Uganda and other development partners who have an interest in raising the standards of education in the country prioritise the effectiveness of financial rewards, the level of performance will likely improve.

Recommendations

- The government, through MOES, should expand the financial rewards for government-aided schools in northern Uganda.
- School administrators should seek out additional sources of finances so that appropriate rewards are enshrined in their annual budget frameworks.
- The government of Uganda should prioritise increased teachers' salaries to align with their contributions in the education sector.

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