

ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE
DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

THE EFFECT OF REWARDS ON TEACHER PERFORMANCE:
A CASE OF PUBLIC PRIMARY SCHOOLS UNDER GULELE
SUB CITY EDUCATION OFFICE

Thesis Submitted to Addis Ababa University School of Commerce in Partial
Fulfillment of the Requirements for the Degree of Master of Arts in Human
Resource Management

Advisor: Worku Mekonnen (PhD)

By: Misteremariam Adnew

JUNE 2019
ADDIS ABABA

Declaration

I, the undersigned, hereby declare that the work contained in this thesis is my own original work and that I have not previously in its entirety or in part submitted at any university for a degree.

Name: Misteremariam Adnew

Signature: _____

Date: _____

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This is to certify that the thesis prepared by Misteremariam Adnew, entitled: The effect of Rewards on Teacher performance: A Case of Public Primary Schools under Gulele Sub City Education Office submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Human Resources Management complies with regulations of the University and meets the accepted standards with respect to originality and quality.

Signed by Examining Committee:

External Examiner: Dr. Workeneh Signature: _____ Date: _____

Internal Examiner: Dr. Adane Signature: _____ Date: _____

Advisor: Dr. Worku Mekonnen Signature: _____ Date: _____

Chair of Department or Graduate Program Coordinator

Abstract

The main purpose of this study was to assess Public primary school teachers' perception on the effectiveness of their rewards on the performance of their job. The study employed a descriptive survey. A total of 240 respondents that teaches in the public primary schools were selected by simple random sampling. Data gathering instruments include document analysis and questionnaire. The data obtained was then analyzed using simple descriptive statistics, including percentage, mean scores and standard deviation, and regression. The result shows the existence of a significant positive relationship between intrinsic rewards and teacher performance and also the existence of a significant positive relationship between extrinsic rewards and teacher performance. So the intrinsic and extrinsic rewards were perceived as effective in increasing the performance of teachers and also from the rated mean score results the intrinsic rewards were perceived more effective in enhancing job performance than the extrinsic rewards. However from the perception of the teachers the finding indicated that there is still an issue about the commensuration of salary to the work the teachers do. The study recommends that there should be a concerted effort by the school managements and sub city educational offices to maintain and improve the quality of education provided by those schools by improving the compensation that the teacher's receive and using different rewarding techniques like training and development opportunities, regular recognition methods to enhance teacher's performance and provide benefits that encourage entry level teachers to encourage the profession.

Keywords: Intrinsic Rewards, Extrinsic Rewards, Job Performance

Acknowledgements

I would like to express my heartfelt gratitude to my advisor, Dr. Worku Mekonnen, for his constrictive advice and unreserved support, in commenting and provide insights throughout the work of my thesis. Without his proper guidance, the study would have not been seen in the light of today.

Finally I would like to pass my sincere gratitude to all the teachers and leaders of the selected public primary schools for their availability and positive responses. Particularly I would like to thank the human resource office employees of these schools for their cooperation in allowing me to get the information I need from their respective schools.

Misteremariam Adnew

Acronyms and Abbreviations

IR	Intrinsic Reward
ER	Extrinsic Reward
JP	Job Performance
MoE	Ministry of Education
SD	Standard Deviation
SPSS	Statistical Package for the Social Science

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CHAPTER ONE

Introduction

This chapter deals with the background of the study, statement of the problem, objectives of the study, significance, delimitation, limitation, operational definition of terms and organization of the study.

1.1 Background of the Study

Education plays a big role to the development of a country by being a powerful driver and the strongest instruments for reducing poverty and improving health, equality, peace and stability(MoE, 2016). As Tuliand Fiorucci (2012) stated formal school education especially primary schools lay the foundation stone in building the personality of a person for developing important social skills. Italso plays a major role in people's daily lives and attending a good primary school impact children's academic progress. MoE (2016) stated to ensure that the workforce is ready and able to tackle challenges that arise in the growth and future of a country, it highly depends upon the quality of the present school education system than other factors like gender and family background, hence, the education system has to prioritize in providing a quality education.

Although modern education was introduced in the 1900's Ethiopian education didn't contribute as much of expected of it for the development of the country (Bishaw and Lasser, 2012). Good education requires good teachers but also some excellent teachers. The education system has a lot of challenges like lack of teacher's motivation and commitment, low payment, poor implementation of career structure (Tekeste, 1990).

These challenges have impacted negatively on the teachers' job motivation. Thus measures are needed to make the profession more appealing to improve their performance and also to overcome shortage of teachers and the increase of teacher turnover to other profession or place. Employee rewards have been used for to recognize and appreciate employees as a way of enhancing their performance(Armstrong and Murlis, 2004).

An organization needs to have a reward that motivate its employees so that the employees are motivated and perform at high level. Employee performance is essential for an organization to achieving its goal and become a successful(Armstrong, 2009). In education teacher performance is critical as the school system relay on them as core element in the learning process. Hawley (2007) stated the importance of motivation in the day-to-day performance of teachers cannot be overemphasized, especially when it comes to being rewarded for a job done and being happy on the job because motivated teachers are more likely to motivate students to learn in the classroom, to ensure feelings of satisfaction and fulfillment in their work..

Employees work can be affected by the worker feeling about the job since satisfied employees are more likely to experience high internal work motivation, to give high quality work performance, and to have low absenteeism and turnover (Bruce and Blackburn,1992).Employees generally perform well on the job when they feel that they are fairly compensated for their work (Gurbuz, 2009). Bozeman and Gaughan (2011) also indicated the perception of being paid what one is worth predicts job satisfaction. So compensation plays an important role in determining an employee's level of job satisfaction. Dissatisfaction on job compensation makes the employees to lose their

motivation to do the job that result in poor performance. The lack of satisfaction has resulted to unrestrained absenteeism and turnover (Michaelowa, 2002; Getahun,Tefera, and Buriche, 2016).

For an organization to succeed at what it does, it needs employees and by using effective human management system to influencing them to be motivated and satisfied by their job the employees performance increase to make an effort to contribute for their organization success (Noe,Hollenbeck, Gerhart, and Wright, 2011). Saani (2013) argues the positive relationship between compensation and teachers work performance and said if the teachers are satisfied with the form of compensation available to them then their work performance increase. The level that teachers are happy in their work compensation affects their performance in teaching the students.

Since high quality of effective primary school gives children's development a significant improvement, the practice of effective reward system gives the public schools the ability to make their teachers motivated and improve their performance to have an improvement in students teaching learning process and in achieving to provide high quality of education (Getahun,Tefera, and Buriche, 2016). It is therefore on the basis of the effectiveness view that this study tries to identifying the effect of the rewards provided by the public schools on the performance of primary School teachers under Gulele Sub City Education Office.

1.2 Statement of the Problem

According to Mahapatro (2010) employees are an asset for an organization and it is important bringing both the employee and organization together to achieve their

respective objectives. Employees are more productive when they are encouraged with their job and will demonstrate a positive attitude when they are happy with their job (Millán, Hessels, Thurik, and Aguado, 2011). Employees generally perform well on the job when they feel that they are fairly compensated for their work (Gurbuz, 2009). Employees turnover occur when there is dissatisfaction with compensation and job opportunities (Ivancevich, 1998). Bozeman and Gaughan (2011) also indicated the perception of being paid what one is worth predicts job satisfaction. So a well-designed reward system motivates employees in building positive emotional response towards the job and to higher and better performance of employees.

The Ethiopian education system has a lot of challenges like lack of teacher's motivation and commitment, low payment, poor implementation of career structure (Tekeste, 1990). Shishigu (2015) described the importance of incentives for Ethiopian teachers since the salary and incentives given for teachers are becoming worse and teachers are suffering of sustaining themselves and their family using their salary so teachers are intending to quit and many of them already quit the profession. Gedefaw (2012) and Fenot (2005) also indicated that teachers were significantly dissatisfied with their work because of the salary, benefits and lack of opportunities for development to their profession. Hence, there have also been a lot of complaints about poor reward from the public school teachers in the country. This complaints include the compensation is low compared to other professions and private schools, relatively low compared to the standard of living, and also equality and transparency in provided benefit among the teachers and other civil service workers. Because of this dissatisfaction high absenteeism

and turnover to higher paying private schools or leaving the profession are observed in the public school's teachers and this raises concern on providing quality education.

Teaching is a respected and noble profession that produces all other professions, and a high quality teaching staff is the cornerstone of a successful educational system because the qualities of the teacher affect the student's performance (Bennell, 2004); thus due attention must be given to teachers because the quality of education is determined by the teachers attitude toward the profession because having a motivated and satisfied teacher is needed in providing a high quality education especially in the primary school level. High job motivation will increase the productivity of an organization in turn increasing the organization overall performance (Mahapatro, 2010). Organization use rewards for employees' motivations and an effective reward attract new employees and motivate existing employees to perform high levels(Armstrong, 2007). Measures are needed to make the profession more appealing to overcome shortage of teachers and the increase of teacher turnover to other profession or place and increase performance.

Relatively, most of previous studies like Gamedaand Tynjälä, 2015; Fenot, 2005; Gedefaw, 2012; Tekeste, 1990; Shishigu, 2015 focused on general Ethiopian teachers and/or other higher education level teachers issues but not especially on public primary school level teachers. Therefore, the purpose of this study was to identify the effect of rewards on teachers' performance in public primary schools under Gulele Sub City Education Office. To meet the objective of the study, the following basic questions are expected to be answered at the end of the study:

1. How do Primary School teachers under Gulele Sub City Education Office perceive their intrinsic reward effect on their performance?

2. How do Primary School teachers under Gulele Sub City Education Office perceive their extrinsic reward effect on their performance?
3. How do Primary School teachers under Gulele Sub City Education Office perceive their total reward effect on their performance?

1.3 Objectives of the Study

1.3.1 General Objective

The aim of this study was to identify the effect of rewards on teachers' performance in public primary schools found under Gulele Sub City Education Office.

1.3.2 Specific Objectives

The specific objectives of the study is

- To identify the effects of intrinsic rewards on performance of public primary schools teachers under Gulele Sub City Education Office.
- To identify the effects of extrinsic rewards on performance of public primary schools teachers under Gulele Sub City Education Office.
- To identify the effects of rewards on performance of public primary schools teachers under Gulele Sub City Education Office.

1.4 Significance of the Study

Schools teachers attitude toward their profession affect the performance of the student as teachers play a major role in the education system in realizing its goals since a qualified teacher is needed in providing a high quality education (Bennell, 2004). The

educational system has to obtain or attract, develop and maintain competent employees to achieve the goals of an organization in an effective and efficient way. So the effect of reward on teacher performance in public primary schools under Gulele Sub City was investigated thoroughly in the study and possible options for issues that are highlighted were forwarded. To this end the study have the following significance.

1. It would enable the Gulele Education Office and the public primary school teachers to gain information about the rewards practices that are provided to enhance teachers' performance of public primary school teachers.
2. It may point out factors that help to provide insight to the rewarding methods, that are fair and consistent, used by the public schools under Gulele Education Office that impact their motivation that in return increase performance.
3. It may provide necessary recommendations on rewards that might help to improve public primary school teacher performance in order to satisfy and motivate them to meet the educational system goals.

1.5 Delimitation of the Study

The study, to make it manageable and feasible in time, was delimited to the selected sample schools from the twenty one public primary schools under Gulele Sub City Education Office of Addis Ababa City. It was also restricted in its scope incorporating to the school teachers' rewards, both intrinsic and extrinsic rewards that the government provides for the public school teachers they receive for their work to identify the relationship of reward and performance of those teachers of these schools found in Gulele Sub City. The data that were used to identify their perception on the effect of

reward on job performance was collected using questionnaire distributed to ten public primary schools under Gulele Sub City Education Office.

1.6 Limitations of the Study

The study has some limitations; the main constraint for the study was time because of it in relation to the collection of data to include and use all the public school teachers under ten districts of Gulele sub city education office for the study to collect data from all schools and in using different data collecting methods provide a strong impression to understand the extent of their perception regarding the effect of reward on their performance was difficult so the researcher used questionnaire to answer the questions by using sample public primary schools teachers that were selected to represent all other teachers.

1.7 Definition of Operational Terms

Perception - An idea, a belief or an image you have as a result of how you see or understand something (Oxford Dictionary, 1948)

Primary School - In the study context defined as structure of educational system that includes first cycle education from grade 1 to 4 and second cycle education from grade 5 – 8 (MoE, 2016).

Reward - Reward is the provided benefit that arises from performing a task, rendering a service or discharging a responsibility (Rose, 2014).

Intrinsic Reward - Intrinsic rewards are self-initiated rewards and the personal satisfactions that one gets from doing a job (DeCenzo and Robbins, 2005).

Extrinsic Reward - Extrinsic rewards are rewards in which employee receives from his or her organization after a good performance or accomplishing specific task (DeCenzo and Robbins, 2005).

Job Performance – Performance means both behaviors that arise from the employee and work accomplishment results (Armstrong, 2009).

1.8 Organization of the Study

This paper was organized under five chapters. Chapter one dealt with the background of the study, statement of the problem, general and specific objectives of the study, significance of the study, delimitation, and definition of operational terms and the organization of the study. Chapter two, reviewed related literature. Research design and methodology, source of data, sample size and sampling techniques, data gathering instruments and procedure of data collection, ethical consideration, as well as data analysis were focused in chapter three. Chapter four also discussed the findings related with presentation, analysis and interpretation of data as obtained from the respondents. The summary, conclusions and recommendations were presented in Chapter five.

CHAPTER TWO

Review of Related Literature

Introduction

This chapter has reviewed literature related to the study by different scholars at different times in reference in general to reward and performance. These reviews include concept of reward, types of reward, practice of reward in Ethiopian public education system, concept of performance, empirical review on effect of rewards on performance.

2.1 The Concept and Meaning of Reward

Reward management is concerned with the formulation and implementation of strategies and policies in order to reward people fairly, equitably and consistently in accordance with their value to the organization (Armstrong, 2009). Reward is one of the important tools of an organization that helps to attract and retain the high-quality people, facilitating them to improve their performance by motivating people, and obtain their engagement and commitment and also develop a high-performance culture (Martin, 2010). Reward is the provided benefit that arises from performing a task, rendering a service or discharging a responsibility. Reward is the total of all of the financially valuable related elements received by employees in an organization (Rose, 2014).

Every organization has different approach of managing rewards since it determines how its employees will be rewarded in order to ensure its effectiveness and efficiency. Reward management deals with the strategies, policies and processes required to ensure that the contribution of people to the organization is recognized and rewarded

fairly, equitably and consistently in accordance with their value to the organization in order to further the achievement of the organization's strategic goals by both financial and non-financial means (Armstrong, 2007). It is not just about pay and employee benefits, it is equally concerned with non-financial rewards such as recognition, learning and development opportunities and increased job responsibility (DeCenzo and Robbins, 2005).

According to Armstrong and Murlis (2004) reward management refers to the strategies, policies and processes that are required to ensure that the contribution of people in an organization is recognized by both non-financial and financial means. The goal of reward management is to design a cost effective pay structure that will attract, motivate and retain employees (DeCenzo and Robbins, 2005). The reward should be adequate for the demands and requirements of the job that meet the law and regulation of government policy. The aim of rewards management is to ensure that the value of employees and the contributions that they make in an organization is recognized and rewarded (Armstrong, 2007). According to Dessler (2013) most employees leave their job not because of low payment but they feel they are overlooked and neglected. Porter, Lawler, and Hackman (1975) stated that the reward process as being transparent should be demonstrated by the clarity of the link between the extra effort and the reward being given.

2.2 Types of Reward

DeCenzo and Robbins (2005) described reward as a tool used to maintaining employee commitment and can be classified into two Intrinsic and Extrinsic Rewards.

2.2.1 Intrinsic Reward

Intrinsic rewards are the personal satisfactions one derives from doing the job (DeCenzo and Robbins, 2005). These are self-initiated rewards: pride in one's works, a sense of accomplishment, enjoying being part of a work team and also job enrichment can offer employees intrinsic rewards by making work seem more meaningful (Yang, 2008). If an employee experiences a sense of achievement or personal growth from a job, we would label such rewards as intrinsic. Intrinsic rewards are those which are given to employee for his personal satisfaction, to make him feel better in the organization and it may include like advancement, trust, recognition, responsibilities, achievement, personal growth, information and feedback (DeCenzo and Robbins, 2005).

Armstrong (2007) states recognition as one of the most powerful methods of rewarding people because employees need to know not only how well they have achieved their objectives or carried out their work but also that their achievements are appreciated. It can be provided by positive and immediate feedback from managers and colleagues that acknowledge the contributions. Zakaria et al. (2011) suggest that organization reward program may not only necessary to be in the monetary form, but should also be provided in other form such as the employer's appraise in the employee recognition.

DeCenzo and Robbins (2005) described intrinsic rewards in the form of participation indecision making, greater job freedom and discretion, more responsibility, more interesting work, opportunities for personal growth since employees at all levels of an organizations recognize the importance of upgrading their skills and developing their career, diversity of activities. The responsibilities of a job are the obligations expected by

the employees that perform the job and it makes them accountable for what that they. The level of responsibility is related to the results that is expected and contribution of the employees that impact the overall organization (Armstrong and Murlis, 2004). People feel rewarded and motivated if they have the scope to achieve as well as being recognized for the achievement (Armstrong, 2009). Fenot (2005) and Gedefaw (2012) study showed that teachers' job satisfaction is most closely related to those aspects that are intrinsic to the task of teaching like teacher efficacy and development.

2.2.2 Extrinsic Reward

Extrinsic rewards include money and benefits. They are external to the job and come from an outside source, mainly management (DeCenzo and Robbins, 2005). Consequently, if the employee receives a salary increase or financial bonus, we would label these rewards as extrinsic. Extrinsic rewards are also those which employee receives from his or her organization after a good performance or accomplishing specific task and it include like some gifts, salary raise, benefits and bonuses (Abdullah, 1994).

Extrinsic rewards can be used as motivators to improve performance and also convey the message that performance is important and help to focus on specific aspects of performance that need to be improved (Armstrong, 2007). The most obvious extrinsic reward employees receive from work is pay in the form of money (Armstrong, 2007). The monetary rewards include like base pay, merit pay, incentives, commission, bonus, allowances and others that have monetary value.

Compensation refers to all forms of pays going to employees and arising from their employment (Dessler and Varkkey, 2014). Compensation concerned with paying

employees and administrating their benefit package based on job ranking and grade. It is divided into two components (Armstrong, 2009). These are direct financial payment and indirect financial payment. In the direct compensation the payment to employee can be based on increments of time (Time based pay) or on performance. The time based pay is still the most used and it is done by giving payment on specific time like weekly salary or monthly salary. Salary refers to the amount of remuneration that an employee in a given position can receive (Armstrong, 2009). Salary influences the behavior and attitudes of an employee and also the attraction and retention ability of the organization (Parker and Wright, 2001).

In the performance based, the price of payment is determined by the amount of production or performance the employee turns out by comparison. Performance pay is a financial reward that is paid in cash as a bonus or added to the salary that is linked to an employee's performance, skills, competence and contributions to the organization (Armstrong and Murlis, 2004). Financial rewards provide a tangible means of recognizing achievements, as the employees receive payment for achieving a set goal or have performance in high level of standard. Armstrong (2009) observed that money in itself may have no intrinsic meaning to an individual but it acquires significant motivating power because of the so many intangible goals it may symbolize.

According to Martin (2010) employee benefits are the range of additional rewards that are provided to employees by an employer as part of their total remuneration package. Benefits are elements of compensation given in addition to the various forms of cash pay. Employee benefit is an indirect reward given to an employee or group of employees as part of organizational membership (Becker and Gerhart, 1996).

2.3 Practice of Reward for Public Primary School Teachers

Even though tremendous achievement has been made in terms of quantitative expansion, poor quality of education remains the main challenges of the Ethiopian education system Gameda and Tynjälä (2015). Policy and procedures of the Ethiopian education system was first established in 1994 and reformed many times and in 2016 the Ethiopian ministry of education announced the reform of the compensation and increment of the career ladder for the teachers. In the Ethiopian education system preschool include the first three years of a student then the primary school education consist eight years from grade one to eight and the secondary school education including two grades of preparatory class consist from grade nine to twelve.

According to MoE (2014) teacher's career structure is a system that enables the promotion of teachers that are found in different phases and it describes and explains the precondition needed to be fulfilled by teacher in order to benefit from the career structure. Teacher's careers structure are a combination of performance recognition and job advancement. Teachers are generally selected as a candidate for promotion on the basis of their Performance evaluation that has been carried out twice a year but only the last two would be considered and 80% of the total value of performance evaluation is required to get career advancement and the teaching service year experience requirement get a value of 20%.

The performance evaluation use the criterion referenced to assessment are designed to measure teachers performance with a predetermining criteria teaching standards, the curriculum thought in course and academic program have been seen in

advance to get points. The teachers can also get promotion by upgrading their educational qualification. The higher the level of education, the higher the salary cost of teachers as per the policy.

The benefits that are provided to the teachers includes, aside benefits from the legally required and for being a government workers benefits like pension, maternity leave and unlimited use of public transport all teachers get benefit including transport allowance, gowns twice in a year, monthly utility like: soap, soft, pens, housing, house or rent allowance, long service reward, summer salary: two month salary, and formal recognition and/or reward bonus is given to who are; high achievers in BSC points, participate in creativity programs, done research (by the school, by district and by the city), and also get different kinds of training and development programs to enhance their ability and career.

Therefore salary improvement on teaching staff may result from different combinations of different standards ranking in teachers' profile, teachers salary grade and ladder, Criteria for salary increment and Rule and regulation of salary increment. For the benefits all teachers get majority types of benefits equally just because they are government employees and teachers but benefits based for like high evaluation points, creativity, engagement, research are for those who put effort for, and won and/or selected for it.

2.4 The Concept of Performance

The success of an organization in realizing its objectives heavily depends on the performance of its employees and the way they are managed have an impact on their

productivity (Armstrong, 2009). Performance management is the process of ensuring that employees' activities and outputs match the organization goals, it includes specifying the tasks, outcomes of the job and measure used to compare the employees' performance with the desired performance and rewards are developed to encourage good performance (Noe et al., 2011).

Aguinis (2009) also defined performance management as a continuous process of identifying, measuring and developing the performance of individuals and teams and aligning their performance with the strategic goals of the organization. Performance management is a forward looking process primarily concerned with developing people, and the work systems and culture to deliver sustained high performance and when managing the performance of employees both inputs(behavior) and outputs(results) need to be considered. Job performance is the work related activities expected from an employee and how well those activities are executed by them. It is a means of getting better results by understanding and managing performance within an agreed framework of planned goals, standards and competency requirements (Armstrong, 2009).

There are different factors that influence the level of job performance and motivation is a factor that stimulates someone to work and carry out the necessary tasks to achieve the goals. Performance is affected by the ability and motivation of an employee (Vroom, 1964). It is vital for an employee to have a motivated level derived from the job that he or her is doing for the productivity of the job. People can be motivated to achieve certain goals and will be satisfied if they achieve these goals through improved performance. Performance can be improved by giving opportunity to perform through job and rewarding them by financial or non-financial means when they

do perform. As Davis and Newstrom (1989) stated because employees spend so much time in their work environment, it's important for organization to have an adequate working condition, appreciated employees of their good work done to boost their morale. When appreciation leads to encouragement, the ultimate result is reflected in the efficiency of work automatically. Therefore the level of job performance is always higher wherever appreciation is higher.

Armstrong (2009) characteristics of a high-performance culture include people know what's expected of them and know clearly about their goals and accountabilities, employees have the skills and competencies to achieve their goals, high performance is recognized and rewarded accordingly, people feel that their job is worth doing, and that there's a strong fit between the job and their capabilities, managers act as supportive leaders and coaches, providing regular feedback, performance reviews and development and there's a climate of trust and teamwork, aimed at delivering a distinctive service to the customer.

Employees' job attitudes are extremely important in the decision to leave an organization (Ivancevich, 1998). Voluntary choice to leave an organization depends on individual perception of the desirability of the job. Among all groups of employees the three top cause of employee turnover are personal problem, dissatisfaction with compensation and dissatisfaction with job opportunities (Ivancevich, 1998). Bello and Jakada (2017) stated good monetary reward package attracts not only competent workers and retain them, but also determine their commitments and attitudes towards work.

Manas and Graham (2003) emphasize that rewards can be used to drive the right behaviors and outcomes in an organization. As Njanja, Maina, Kibet and Njagi (2013)

observed that employees who receive financial reward are likely to improve their commitment in order to receive more bonuses. Thus, the reward acts as a means of motivating employees and this enables an organization to achieve its objectives. According to Meyer and Allen (1996) employees with strong affective commitment would be motivated to work in high levels of performance.

According to Janssen (2001) employees that perceive the rewards are fairly administered perform better than those that perceive they are unfairly rewarded. As Porter, Lawler, and Hackman (1975) stated that the reward process should be transparent, fair and administered by clarity of the link between the performance and the reward being given. When the distributed and administered rewards are fair and provided for the extra effort exerted the level of effectiveness of the reward towards achieving the employees' performance is higher. Reward makes an overall positive impact on performance when it contributes to the development of a high performance culture to create a climate in which the achievement of high levels of performance is a way of life. Armstrong (2009) argued that the organization should ensure that performance expectations are defined and understood, provide the means to encourage and recognize high performance, enhance engagement and promote positive effort to retain talented employees to stay with the organization. So reward impacts performance by focusing attention on the values of the organization for high performance and the behaviors required to achieve it,

Reward systems have an influence on performance (Lawler, 1971). Ndungu (2017) found existence of the positive relationship between recognition and rewards: intrinsic and extrinsic rewards have with employee performance. Rajendran, Mosisa and Nedelea (2017) also found the existence of relationships between non-monetary benefits

and employees performance while investigating the effects of non-monetary benefits on employee's performances. Wang (2014) argues that recognition is an intrinsic motivation that is essential in driving employees to feel valued and enhance performance. Göksoy and Argon (2015) also stated that recognition of teacher performance by the administrators provides various benefits to teachers in professional and personal terms and this is reflected the most by professional productivity in their work. Effective non-financial benefit can change employees' attitude in workplace which brings a positive change in environment and enhance employee performance.

Bennell (2004) stated that for developing countries increasing teachers' motivation and capabilities can achieve a better educational system. Sargent and Hannum (2005) suggested that if the teachers are motivated then they are to greater extent committed and involved to their job. Therefore improving job motivation of an employee has a positive impact on productive and also in performance of organization (Cranny, Smith and Stone, 1992). Yamoah (2013) indicated a significant relationship between teachers' rewards and job performance and also other motivational factors such as job design and talent management were a contributing factor to the high performance of the teachers. When the result of motivation is increased commitment to the organization may result in increased performance. This increased commitment will normally result in a decrease in problems, such as absenteeism, tiredness, turnover (Rue and Byars, 1992).

Yamoah(2013), and Mishra and Ranjan (2017) found in their study that there is a significant relationship between teachers' rewards and job performance. Ibrar and Khan (2015) also stated that effective reward system is an important tool to check the employee's performance in every organization that attract new employees for

organization and have a positive impact in motivating existing employees to perform high levels. Njanja, Maina, Kibet and Njagi, (2013) concluded that since reward affect performance organization should provide opportunities for employees to have additional responsibilities, gain recognition and develop their skills so that employees can achieve peak performance.

For an education teachers are the foundation of quality education in the society (Clarke, 2006). Teacher's job attitude has an effect on the performance of their job in giving quality education and achievement of their students. Because it is the teacher's perception of how they are valued and supported by their school's administration that often has an influence on their daily decisions to motivate students (Bandura, 2003). Armstrong (2009) observed that money in itself may have no intrinsic meaning to an individual but it acquires significant motivating power because of the so many intangible goals it may symbolize. Also according to Armstrong (2007) salary and wages have powerful effects on employee performance but do not necessarily last long but money becomes a motivator only when it satisfies the individual personal goals and is dependent on performance criteria (Robbins, 2003).

Saani (2013) argues the positive relationship between compensation and teachers work performance and said if the teachers are satisfied with the form of compensation available to them then their work performance increase. As Ubom and Joshua (2004) found in their study that while teachers are accused of not having the necessary dedication and passion for their job since they have a crucial role in education they are expected to render high job performance but teachers argue that the exiting rewards do not satisfy their basic needs and aspirations. Gameda and Tynjälä (2015) on their analysis

revealed low salary and the absence of link between performance and reward as major motivational challenges for teachers. Gedefaw (2012) indicated that teachers were significantly dissatisfied with their work because of the salary, benefits and lack of opportunities for developing their profession. Fenot (2005) also identified that most of the teachers have plans to leave the profession or continue to work until they get another job. As Lawler (1971) stated the needs of the employee and how it is perceived make the reward important and effective to enhance performance. Therefore the level that teachers are happy in their reward affects their performance in teaching the students.

2.5 Conceptual Framework

In this study the conceptual framework shows the relationship between the independent variable and dependent variable. The conceptual framework shows that the independent variables intrinsic reward and extrinsic reward have a direct effect on the dependent variable of employees' performance.

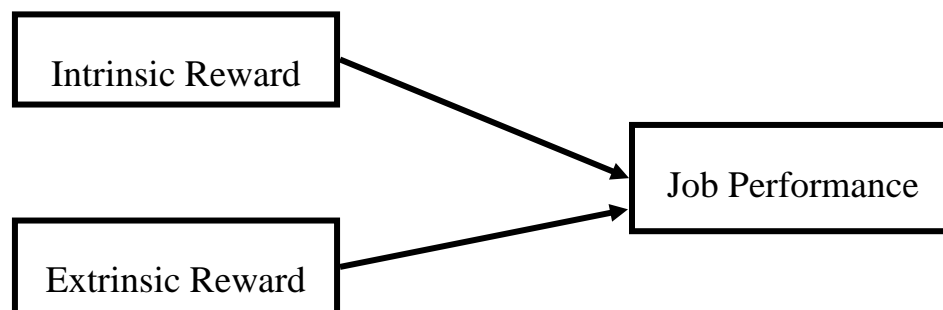


Figure 1: Conceptual Framework

The literature highlights the importance of reward in an organization and the key role of the reward plan in increasing the job performance of employees. Different arguments and definitions were presented for the concept of reward and job performance. The reward policy that Ministry of Education and government implement is to improve the educational system by providing reward that encourages teachers to perform higher was highlighted. Organization that satisfies both extrinsic and intrinsic factors of employees could acquire and retain qualified and high performance employees that are motivated to achieve organization goal and become successful. Therefore, it is important to investigate perception of primary school teachers about the reward policy effect on their performance of public primary school teachers so that what the government provides is effective in attaining and also maintaining high performance. In conclusion, reviewed literature has indicated the reward and job performance relationship and reward effect on job performance. It is in the light of these aspects that the design of research methodology is set as described in the next chapter.

CHAPTER THREE

Research Design and Methodology

Introduction

This chapter focuses on the research design and methodology used in this study. It consists of the research setting, research design, and source of data, study population, sample size and samplings technique, data gathering instruments, pilot testing, and procedures of data collection, ethical consideration and also method of data analysis.

3.1 Research Setting: Description of the Study Area

One of the sub cities of Addis Ababa Administration is Gulele Sub City that manages ten districts under it and the education office is also represented in all the sub cities. There is dual system of education in Ethiopian in which the government sector provides education through public schools in the country and the private schools that also provide education by the non-government private sector. Ethiopian primary schools are for children who finished preschool and include eight years from grade 1 to grade 8 divided into two cycles; first cycle from grade one to four and second cycle from grade five to eight.

In Gulele Sub City there are 21 public primary schools distributed under the ten districts. These schools include Dilbetegile Primary School, Qusquam Tayetu Bitul Primary School, Entoto Mariam Primary School, Addis Tesfa Primary School, Eyerusalem Primary School, Tsehaye Chora Primary School, Atse Ne'akuto Le'ab Primary School, Atse Lebenedengle Primary School, Addis Birhan Primary School,

Addis Zemen Primary School, Ethiopia Hidassie Primary School, Hamle 19/67 Primary School, Addis Tesfa Kokeb Primary School, Birhane Hilina Primary School, Belaye Zeleke Primary School, Addis Ababa Number 1 Primary School, Addis Ababa Number 2 Primary School, Keleme Amba Primary School, Medihanialem Primary School, General Tadesse Biru Primary School and Mirafe Primary School.

3.2 Research Design

As it was indicated in the objectives, the aim of this study was to identify the effect of rewards on teachers' performance in public primary schools found under Gulele Sub City Education Office. A descriptive survey design was employed since it is used to obtain pertinent and precise information concerning the existing status of a phenomenon and to draw valid conclusions from the facts discovered from a population. As mentioned by Seyum and Ayalew (1989) descriptive survey design are useful when the purpose of the research is to form a picture of current situation. The research method used was survey and quantitative data were collected. And the participants were primary school teachers found in schools under Gulele Sub City Education Office.

3.3 Source of Data

The major data sources for this study were both primary and secondary sources. The primary sources were the public primary school level teachers because they are at the fore-front affected by the rewards that are provided in their exertion of effort to produce effective performance. Secondary sources were books, published and unpublished materials, electronic and annual abstracts. These sources were examined to help in reviewing related literature.

3.4 Population, Sample Size and Sampling Technique

The researcher had studied all the possible members of the study population. According to the data from the Gulele Sub City Education Office public school teachers in all 10 districts there are 21 primary schools and under it there are 622 male teachers and 594 female teachers in the school making it the total number of subjects for the study to be 1216 teachers according to the data gathered from the Gulele Sub City Education Office.

To facilitate the purpose and utilize the limited time and effort a simple random sampling technique was employed in the study, among the 21 public primary schools found in Gulele Sub City of Addis Ababa City Administration 10 of them were selected by using a simple random sampling technique to undertake the study from each district. The 10 selected Primary Schools had a total of 605 teachers and using sample size formula with confidence level of 95% and confidence interval 5, sample size of 240 was needed to take part in the study (Kothari, 2004). In simple random sampling, each member of the population under study has an equal chance of being selected (Cohen, Manion, and Morrison, 2005). Hence, the total numbers of subjects for the study was 236, 39% of teachers were taken from each selected total number of public primary schoolteachers by simple random sampling proportion to the sample size. The respondent teachers were used in order to know about the effect of rewards on teachers' performance in public primary schools.

Table 1: Population and Sample Size

No	District	Name Sample schools	Total Population	Sample
			Teacher	Teacher
1	5	Addis Berhan Primary School	92	36
2	9	Addis Ababa No. 1 Primary School	37	15
3	10	Mirafe Primary School	41	16
4	4	Atse Lebedengle Primary School	44	18
5	2	Addis Tesfa Primary School	46	18
6	3	Tsehayе Chora Primary School	53	21
7	8	Birhane Hilina Primary School	53	21
8	1	Dilbetegile Primary School	80	32
9	6	Addis Zemen Primary School	90	36
10	7	Ethiopia Hidassie Primary School	69	27
Total			605	240

3.5 Data Gathering Instruments

Two basic kinds of data gathering tools were employed in the research in order to find out answers to the research questions of the study, relevant information was obtained mainly using questionnaire and document analysis. The questionnaire was filled by the

teachers of public primary schools under Gulele Sub City Education Office and document analysis was done by reviewing different authors' topic related work and Ethiopian government education policy and procedures.

3.5.1 Questionnaires

Questionnaires are suitable for collecting factual information, opinions and attitudes from a large population and also the data can be easily and quickly analyzed once completed (Kothari, 2004). Sarantakos (2005) also stated that the smaller the size of the questionnaire the more likely it is to be completed reducing the boredom of respondents. Taking these facts in to account the researcher prepared questionnaire since they are the appropriate data gathering tools for the respondents. Accordingly, in designing the questionnaire, an assessment of all the necessary documents, related literature and other questionnaires were consulted then after the questionnaires were prepared to be administered to the respondent teachers. The questionnaire was piloted in one school before the actual questionnaires were distributed.

The questionnaire had two parts. The first part of the questionnaire was designed to collect data on the characteristics and background information of the respondents. Part two of the questionnaire was for identifying about the effect of the reward on job performance as perceived by teachers. Part two has three sub parts. The questionnaire was prepared in the form of Likert scale types and the level of agreement was indicated on five-points scales ranging from (5) strongly agree to (1) strongly disagree. This helped to get information regarding the perception of teachers towards the effectiveness of the reward on performance of the teachers and it was examined regarding variables such as

intrinsic reward based on creativity, recognition, responsibility, achievement in sub parts 1.1-1.8; extrinsic reward based on wage/salary, financial reward, organization policy and benefits in sub parts 2.1-2.8; general effect job performance from the reward 3.1-3.5 respectively under the same five-point scale level.

3.5.2 Document Analysis

The researcher used the secondary data source such as public primary school and district reports, Ethiopian government Education policy and procedure, and different authors documents related to the topic to collect supplementary information concerning the practices of public primary school teachers' reward approaches and its effectiveness on their performance in order to enrich the gathered information about the issues raised in the study. This technique helped the researcher to cross check the data obtained through the questionnaires undertaken during the study. Supporting this idea Sarantakos (2005) stated that documents generally exist for some purpose and knowledge of this purpose is important in understanding and interpreting the result of the analysis.

3.6 Pilot Testing

Pilot testing was employed before the actual data collection began to ensure the planning of the main study and its study tools were correct, reliable and valid. Sekaran and Bougie (2009) stated that pilot testing is necessary for testing the reliability of instruments and the validity of a study. Questionnaires were prepared then it was administered to Entoto Mariam Primary School teachers. The respondents gave their comments that the questionnaires were okay and they didn't find any problem with the questionnaires. Then, as Cox and Hassard (2010) stated Cronbach's Alpha coefficient

values above 0.60 are to be considered reliable; the data were tested with Cronbach's Alpha reliability to continue the data collecting procedure.

3.7 Procedure of Data Collection

The sample size number two hundred forty (240) questionnaires were prepared for the teachers. After getting cooperation from the Gulele Sub City Education Office to conduct the study in the public primary schools that are under it, the researcher asked the leaders/directors of each school for their cooperation to get permission to distribute the questionnaires to the teachers. Then the questionnaires were distributed to the subjects who were willing to fill in the questionnaires after the researcher explained its purpose and importance. The researcher had a help from the schools human resource office employees in distributing and collecting the filled questionnaires from the teachers.

3.8 Ethical Consideration

The study was conducted considering of all the ethical issues of the research. The researcher explained the purpose of the study, emphasizing its importance and significance to the respondents. The researcher also explained what is being asked in the questionnaire and informs the respondents about the nature of the study. The respondents were assured that issues relating to personal privacy and confidentiality were strictly observed. They were also assured that any information or data collected were used only for the research purpose.

3.9 Method of Data Analysis

Based on the tool and the technique employed, the data to be collected, level of measurement scales and the nature of the topic the researcher used quantitative data analysis method. A quantitative data analysis method was employed, and the collected data from the questionnaire were coded and transferred to SPSS (Statistical Package for the Social Science) application. The result from it was analyzed by descriptive statistics; calculating percentages, means, standard deviation and regression analysis statistical tool were employed with the aid of SPSS package (version 20) to observe the existing opinions about the reward effectiveness in relation of increasing job performance among the teachers.

CHAPTER FOUR

Data Presentation, Analysis and Interpretation

Introduction

This chapter is concerned with the presentation, analysis and interpretation of data. It includes the reliability analysis, the characteristics of the respondents and the analysis of interpretation of public primary schools teachers' response to the questionnaire that were distributed to respondent teachers, found under Gulele Sub City Education Office, of this study. Two hundred forty (240) questionnaires were distributed and two hundred thirty six (236) of the questionnaires were returned.

4.1 Reliability Analysis

Table 2: The Reliability Test of the Collected Data

	Number of Items	Cronbach Alpha	Items Dropped	Final Cronbach Alpha
Intrinsic Reward	8	0.715	Item 2, 4 and 8	0.661
Extrinsic Reward	8	0.908	Item 3,6 and 7	0.817
General Job Performance	5	0.877	None	0.877
Total	21	0.833		0.785

The Cronbach's Alpha reliability coefficients were calculated for each item of collected data. From two hundred thirty six(236) numbers of respondents for all items the intrinsic reward section with 8 items has 0.715 Cronbach's Alpha number and final Cronbach's Alpha of 0.661, the extrinsic reward section with 8 items has 0.908Cronbach's

Alpha number and final Cronbach's Alpha of 0.817 and for the general job performance section with 5 items has 0.877 Cronach's Alpha number. A total reliability analysis for this study was 0.833 and final Cronbach's Alpha 0.785 which is above 0.60 alpha values to be considered reliable (Cox and Hassard, 2010).

4.2 Characteristics of the Study Participants

Public primary school teachers were included in the study as respondents. The data were collected from schools found under Gulele sub city Education Office. The total number of questionnaires distributed for the study was two hundred forty (240) and two hundred thirty six (236) of the questionnaires were returned.

The questionnaire first section deals with the characteristics of the respondents and the second section presents the analysis and interpretation of the main data with item scores for each category were arranged under five rating scales. The range of rating scales were strongly agree = 5, agree = 4, undecided = 3, disagree = 2 and strongly disagree = 1.

The respondents were asked to indicate their background information in the questionnaire and the details of the characteristics of the respondents are represented in Table 3.

Table3: Characteristics of Respondent Teachers

		Respondent Teachers	
		Number	%
Sex	Male	108	45.8
	Female	128	54.2
	Total	236	100%
Age	25 and below	20	8.5
	26-35	80	33.9
	36-45	58	24.6
	46-55	19	8.1
	56 and above	59	25.0
	Total	236	100%
Qualifications	Certificate	-	-
	Diploma	142	60.2
	Degree	94	39.8
	Other	-	-
	Total	236	100%
Work experience	2 years and below	15	6.4
	3 - 5 years	8	3.4
	6 - 8 years	65	27.5
	9 - 11 years	63	26.7
	12 years and above	85	36
	Total	236	100%

As indicated on table 3 concerning sex of the respondents, 128(54.2%) were female teachers and 108(45.8%) were male teachers. This statistical data showed that when compared the number of female teachers were greater than the number of male

teachers. Concerning the age of respondents 20(8.5%) were twenty-five and below years old, 80(33.9%) were between 26 – 35 years old, 58(24.6%) were between 36 – 45 years old, 19(8.1%) were between 46 – 55 years old and 59(25.0%) were 56 and above years old. As we can see from the table the majority age of the teacher's respondents were between 26 – 35 years of age with total 80(33.9%) of the respondents.

The above table 3 also reflects the level of education of respondents, from the findings 142(60.2%) of respondents had a diploma, and 94(39.8%) of respondents had first degree. This showed that regarding the qualification most of the respondents were diploma holder. Also as the result showed, concerning the service years of respondents the finding showed that when the teacher respondents were asked to indicate their work experience 15(6.4%) had less than or equal to 2 years, 8(3.4%) had 3 – 5 years, 65(27.5%) had 6 – 8 years, 63(26.7%) had 9 – 11 years and 85(36.0%) had 12 and above years of work experience. The findings showed that the majority, 12 and above years of work experience 85(36.0%) respondents had more work experiences than the rest of the total respondents.

According to MoE (2016) from Ethiopian teachers career structure teachers can receive an increment and or addition on their reward by two conditions. The first is for the teachers' to upgrade their educational qualification and the other is by fulfilling the necessary service years in addition of scoring adequate efficiency points according to their level to go up the career ladder. This means when a teacher passes to the next ladder after finishing the requirement time (year) and has passed the performance evaluation. The teacher gets that position (new level) reward that is higher than the previous level

and also opportunity to receive other benefits like housing, service pay increase as the years of experience increases.

4.3 Intrinsic Reward

Table4: Intrinsic Reward Items Response

No	Items	Mean	SD
1	Your school provides opportunity to use your own creative methods to do the job.	4.00	.843
2	The management's belief in your ability enhances your performance at work.	4.10	.796
3	You receive recognition for your work.	3.76	.818
4	The anticipation of receiving recognition by school management enhances your performance.	4.28	.838
5	You are responsible and accountable for the work you do.	4.19	.704
6	You are in charge of your work and have resources required to do it.	4.26	.552
7	You have goals and objectives you are required to achieve.	4.19	.704
8	The achievements of the above goals are a source of motivation to perform better.	4.31	.612
Grand Mean		4.14	

As shown in table 4 regarding the school's management consent to use their own creative methods to do their job in item 1 rated with mean score of 4.00. These findings

showed that the respondents agreed that they feel that the school management valued their creativity while performing their job since the mean score is between 3 – 5 points. Item 2 focuses on the school management belief in the teachers' ability effect on enhancing performance and the respondents rated it with mean score of 4.10 that showed that the respondents agree it has effect on enhancing their performance. As for item 3 the mean score was 3.76 for the teachers to receive recognition for their work that showed that they agree on receiving recognition for their job and the respondents agree on the effectiveness of receiving recognition to enhancing performance with mean score of 4.28 on item 4.

As for item 5 regarding the responsibility and accountability the teachers had on their job the respondent rated mean score of 4.19 that showed they agree on having responsible and accountable for the work they do. For item 6 regarding the being in charge and having the required resources the respondents rated with mean score of 4.26 that showed the respondents agree on being in charge of their work and having the resources need for it. For item 7 the teachers rated their goals and objectives with mean score of 4.19 that showed they agree on having a set goals and objectives on their work and lastly for item 8 the respondents rated with mean score 4.31 for the effect of achieving the goals have on motivating them to perform and the findings showed their agree on achieving the set goals and objectives motivate the teacher to perform better.

4.4 Extrinsic Reward

Table5: Extrinsic Reward Items Response

No	Items	Mean	SD
1	You receive salary as payment for your work.	4.36	.842
2	The salary paid is commensurate to the work done.	2.90	.774
3	You understand the link between your performance and your salary.	3.35	.865
4	Your performance would go up if your salary was increased.	3.53	.877
5	The anticipation of receiving financial reward enhances your performance.	3.99	.906
6	Your school's reward procedures are put in practice fairly.	3.73	.862
7	You receive benefits based on your performance.	3.47	.987
8	The benefits we receive are as good as most other governmental organizations offer.	3.81	.702
Total Mean		3.64	

As shown in table 5 regarding receiving salary for the job done in item 1 rated with mean score of 4.36 that showed the respondents agreed that they receive salary for their job. In item 2 the respondents were asked if the salary commensurate the work they do and they disagree with rated mean score of 2.90 which is between 1 – 2.9 mean score. As for the link between performance and salary the respondents rated 3.35 mean score in item 3 and for item 4 the respondents were asked if their performance would go up if the salary is increase, then the respondent agreed with mean score of 3.53 and in item 5 they were asked if expectations about receiving financial reward enhance their performance,

then they agree with rated mean score of 3.99. Regarding fairness and equality of the schools' implementation of teacher's reward procedures, they rated in agreement by score of 3.73 in item 6. And also asked about if they receive benefit based on their performance in item 7 it was rated with mean score of 3.47 and about the benefit that the teachers receive compared with other public offices in item 8 they agree with mean score of 3.81.

4.5 General Job Performances with Reward

Table 6: General Job Performance on Rewards Items Response

No	Items	Mean	SD
1	You understand the school's broad goals.	4.34	.718
2	You understand the link between your job and the school's broad goals	3.81	.733
3	You are held accountable for achieving specific measurable results.	4.28	.844
4	There are positive feedbacks for good performance from the school management.	4.45	.692
5	Overall, your department meets its goals and objectives.	4.10	.796
Total Mean		4.2	

As shown table 6, item 1 the teachers understanding of the school's broad goals the respondents rated with mean score of 4.34 that showed the teachers agree on understanding the goals of their school. For item 2 of table it focuses on the teachers understanding the link between their job and the school goals, the respondents rated with mean score 3.81 that show the teachers' agree in understanding the link that their

performance on their job have on the school goals. The respondents rated with mean score of 4.28 for item 3 on the accountability of achieving specific measurable results, so the finding showed that the teachers are undecided in being accountable in achieving results. As for item 4 of table regarding the receiving of feedbacks for good performance, the respondents rated mean score of 4.45, which respondents agree on receiving positive feedback from the school management on their performance. And lastly for item 5 the meeting of goals and objectives the respondents rated with mean score of 4.10 that showed they agree on their department achieving most of its goals and objectives.

4.6 Correlation Analysis

Table7: Correlation Analysis

Correlations				
		General JP	IR	ER
General Job performance	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	236		
Intrinsic reward	Pearson Correlation	.563**	1	
	Sig. (2-tailed)	.000		
	N	236	236	
Extrinsic reward	Pearson Correlation	.557**	.409**	1
	Sig. (2-tailed)	.000	.000	
	N	236	236	236
**. Correlation is significant at the 0.01 level (2-tailed).				

A correlation analysis was done to determine whether the study variables had any significant relationships. As shown in the above table using the Guildford rule of thumb

the findings revealed the moderate positive relationship between intrinsic reward and employee performance with a point of, $r (0.563)$; $p < 0.01$; the moderate positive relationship between extrinsic rewards and employee performance, $r (0.557)$; $p < 0.01$; and other significant relationships included the relationship between intrinsic rewards and extrinsic rewards, $r (0.409)$; $p < 0.01$ were statistically significant. Table 7 shows that all variables were statistically significant.

Before regression analysis was done the regression analysis assumptions were tested by the test for the normality, linearity, and homoscedasticity below. The normality assumptions is tasted by a normal P-P plot to determine if the residuals are normally distributed and the plot indicated the they conform to the diagonal normality line indicated in the plot as seen in figure 2. The next assumption to check was the homoscedasticity. It refers to whether the residuals are equally distributed or spread far apart. As figure 3 show the residuals are distributed equally. Test for linearity was done to see the relationship between the dependent variable and each of the independent variables are linear as shown in figure 4.

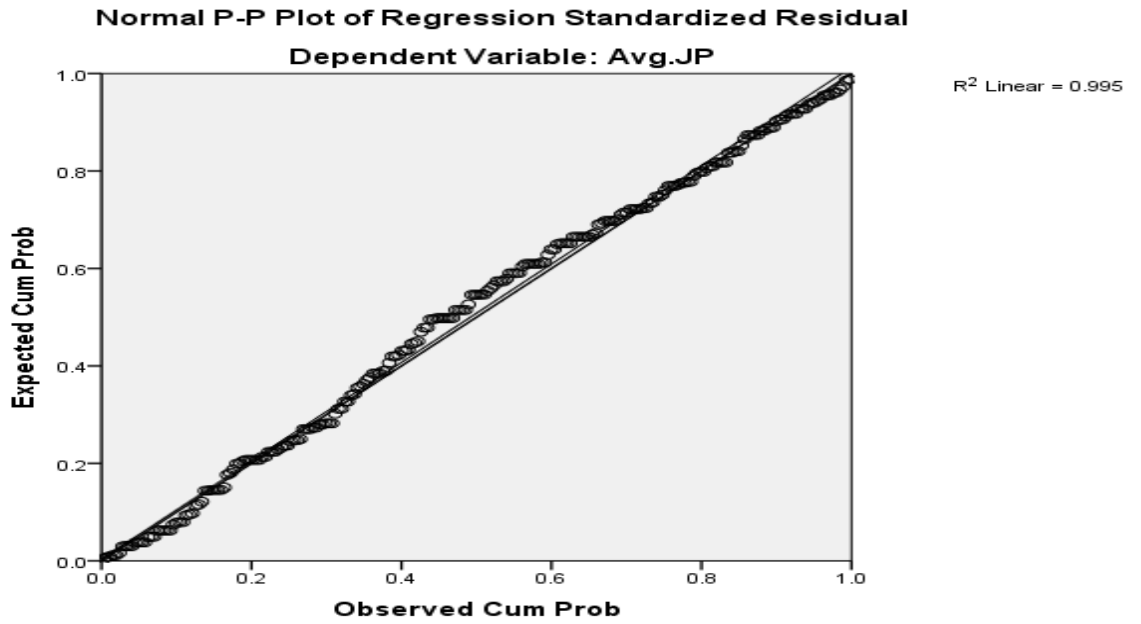


Figure 2: Test for Normality

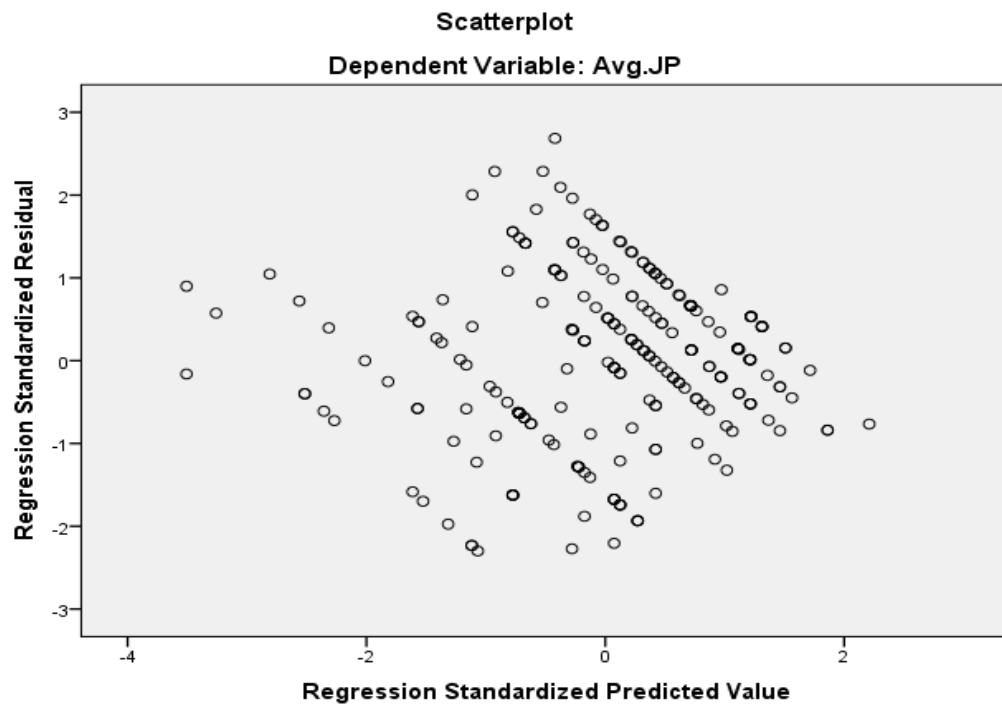


Figure3: Test for Homoscedasticity

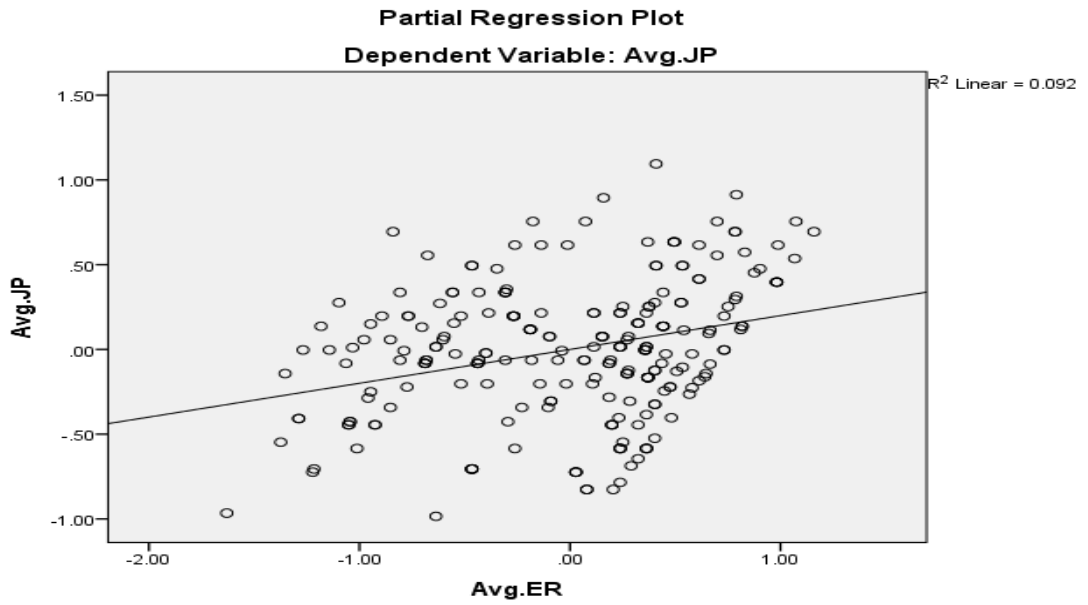
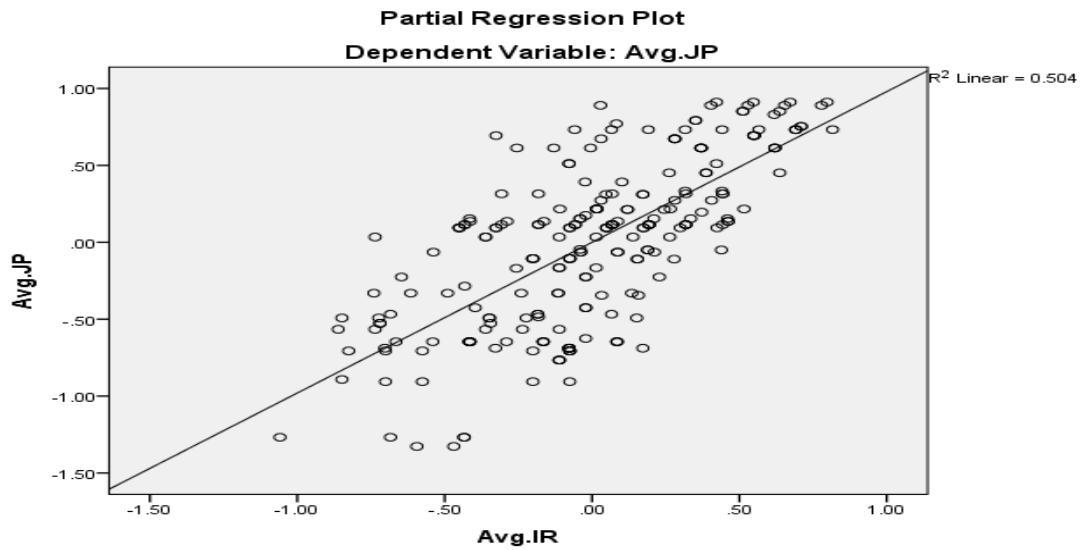


Figure 4: Test for Linearity

4.7 Regression Analysis

Table 8: Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.667 ^a	.445	.440	.46465
a. Predictors: (Constant), Average IR, Average ER				

Regression analysis was conducted to determine the level of these relationships.

As show on table 8 the study revealed significant relationship between the variables. The findings show that the study had an adjusted R square of (0.440) meaning that 44% of teachers' performance was attributed to reward: intrinsic rewards and extrinsic rewards and 56 % of teacher performance were attributable to other factors that are not considered in this study.

Table 9: Regression Analysis: ANOVA Table

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	40.371	2	20.186	93.496	.000 ^b
	Residual	50.305	233	.216		
	Total	90.676	235			
a. Dependent Variable: Average JP						
b. Predictors: (Constant), Average ER, Average IR						

The ANOVA table shows the significant at the .0001 level. In the df(degree of freedom), the first number represents the number of independent variables (2), the second number (233) is the total number of complete responses for all the variables in the equation (N), minus the number of independent variables (K) minus 1. That (N - K - 1) [(236 - 2 - 1) = 233].

Table 10: Regression Analysis: Coefficients Table

Coefficients ^a									
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics		
		B	Std. Error	Beta			Tolerance	VIF	
1	(Constant)	.476	.287		1.659	.098			
	Intrinsic Reward	.557	.074	.403	7.529	.000	.833	1.201	
	Extrinsic Reward	.394	.054	.392	7.338	.000	.833	1.201	
a. Dependent Variable: Avg.JP									

Based on the coefficient table collinearity statistic obtained VIF 1.201, this means that the VIF value obtained was between 1 – 10 it can be concluded that there is no multicollinearity symptoms. Table 10 also shows the impact of both independent variables intrinsic reward and extrinsic reward on dependent variable employee performance. From the regression model, the beta values for intrinsic and extrinsic reward explained the regression equation. The equations have positive slopes which imply that teachers reward: intrinsic reward and extrinsic reward positively affect teachers' performance. The intrinsic reward has the most influence to enhance the employees performance ($p = 0.000$, $\beta = 0.557$) and the extrinsic reward also influence performance ($p = 0.000$, $\beta = 0.394$).

From the Table 10 the regression model equation results as follows:

Dependent variable = constant + β (Independent variable1) + β (Independent variable) + (Error value)

Performance = constant + β (Intrinsic Reward) + β (Extrinsic Reward) + ε

Performance = (0.476) + 0.557(IR) + 0.394(ER) + ε

CHAPTER FIVE

Summary, Conclusions and Recommendations

Introduction

This chapter deals with the summary of the main findings, the conclusions drawn from the findings and recommendations which the researcher proposes and assumes to be able to be implemented which will go a long way to help to improve teachers reward effectiveness on their job performance as desired in selected for this study of public primary schools in Gulele sub city of Addis Ababa City Administration.

5.1 Summary

The main aim of this research was to identify the effect of rewards on job performance of public primary school teachers under the Gulele Sub City Education Office. In order to meet the desired objectives an attempt has been made to investigate the perception of teacher toward their intrinsic and extrinsic reward effectiveness to their job performance. At last the researcher made an attempt to come up with suggestions and recommendation for the future.

The study was conducted in public primary schools under Gulele sub city Education Office and to achieve the objectives of the study the following questions were formulated and answered.

1. How do Primary School teachers under Gulele Sub City Education Office perceive their intrinsic reward effect on their performance?
2. How do Primary School teachers under Gulele Sub City Education Office perceive their extrinsic reward effect on their performance?
3. How do Primary School teachers under Gulele Sub City Education Office perceive their reward effect on their performance?

A descriptive survey design was used in the study and the study had sample size of two hundred thirty six respondents' from representative ten public primary schools, out of twenty one public primary schools, that were selected using simple random sampling technique. Primary and secondary data sources were used. Related literatures were reviewed and questions were developed from it for the questionnaires items. The study employed questionnaires as tool for data collection instrument. Then the researcher analyzed the descriptive statistics to determine the effect reward has on job performance.

The study examined the effect of intrinsic reward on the performance of the teachers, the effect of extrinsic reward on the performance of the teacher and also the effect reward on the job performance of the public primary school teachers.

Based on information from the sample respondents through the questionnaire items and analysis of the data the following findings obtained. The characteristics of the respondent for this study was 128(54.2%) were female teachers and 108(45.8%) were male teachers. Concerning the age of respondents 20(8.5%) were twenty-five and below years old, 80(33.9%) were between 26-35 years old which were the majority of respondents, 58(24.6%) were between 36-45 years old, 19(8.1%) were between 46-55

years old and 59(25.0%) were 56 and above years old. From the findings the respondents level of education 142(60.2%) of respondents had a diploma, and 94(39.8%) of respondents had first degree. And also the service years of respondents showed 15(6.4%) had less than or equal to 2 years, 8(3.4%) had 3 - 5 years, 65(27.5%) had 6 - 8 years, 63(26.7%) had 9 – 11 years and majority of 85(36.0%) had 12 and above years of work experience.

Regarding the effect of intrinsic reward on job performance the findings indicated that intrinsic rewards affect the performance of the teachers $r(0.563)$; $p < 0.01$. This finding agrees with Wang (2014) who argued that recognition is an intrinsic motivation that is essential in driving employees' performance. It also agrees with Ndungu (2017) findings that show significant relationship between intrinsic rewards and performance and with Deci (1972) findings that employees' performance is dependent on intrinsic rewards. Furthermore, performance increases with increase of intrinsic reward.

In the intrinsic reward section the school supporting the teachers to apply their ability to be creative with their work and the perception of school management had on the teachers ability influence the enhancement of performance were rated with mean score of 4.46 and 4.10 in agreement respectively. The opportunity, support and trust the school provide for the teachers so they perform to their best ability help to achieve the set goals and objectives. The employees agree on receiving recognition for their work and also agreed on the anticipation of receiving recognition for their job enhances their performance with mean value of 3.73 and 4.28 respectively. The schools management implement formal or informal recognition practices for like for preparing, leading and

participating in an event, accomplishing their set goals and achieving high performance in their work and/or other different purposes to its teachers that help aside of appreciating their contribution it use to encourage and motivate their teachers performance. Mahapatro (2010) stated that employees feel valued if their efforts are appreciated they likely continue to put their best efforts.

In the intrinsic reward section about the responsibility and accountability that the teacher have on their job they agree in having responsibility and accountability in preparing and carrying out their work by being in charge of the process and work to see the result first hand since the nature of work show it immediately by mean score of 4.19 and 4.25 respectively. The schools giving the teachers the responsibility and lead to prepare, and carry out their work by being in charge of the process then, because of the nature of work the result can be showed, observing the result firsthand can be satisfying and encouraging for the teachers to perform better going forward. Lastly for intrinsic reward section, the teachers agreed respectively with mean score of 4.19 and 4.37, regarding on having and setting goals and objectives required to achieve in their work of educating children and acquire the feeling of achievement, encouragement and motivation to do better after accomplishing their set goals. In general the finding showed with grand mean score of 4.14 that the teachers agree on the intrinsic reward that the school provide for them.

Regarding the effect of extrinsic reward on job performance the findings indicated that extrinsic rewards affect the performance of the teachers $r(0.557)$; $p < 0.01$. This finding is in line with Nnaji-Ihedinmah and Egbunike (2015) that found significant

relationship between extrinsic reward and job performance, and also with Hameed, Ramzan, Zubair, Ghazanfar and Arslan, (2014) and Saani (2013) who found the positive relationship between compensation and teachers work performance and said if the teachers are satisfied with the form of compensation available to them then their work performance increase.

In the extrinsic reward section, the respondents were asked about whether they receive salary for their job they agreed with mean score of 4.36 but when asked about the commensurability of their salary most of the respondents disagree with mean score of 2.90 and when the respondents asked about their understanding of the link between performance and salary they rated with mean score 3.35 that showed the teachers believe they are not paid according to their performance. Then the respondents agreed with mean score 3.53 about the increase of salary would increase performance. Similar to these findings Gameda and Tynjälä, (2015) study showed the low salary and the absence of link between performance and salaries were the challenges for Ethiopian teachers. And also as Shishigu (2015) found in their study that Ethiopian teachers' salary and incentives are becoming worse and teachers are suffering of sustaining themselves and their family using their salary so teachers are intending to quit and many of them already quit the profession.

When the respondents were asked about if expectation about receiving financial reward enhance their performance they agree with score of 3.99 and about the fairness of the practice of reward procedure was rated with mean score of 3.73 in agreement. And when asked about if they receive benefits based on your performance, they rated with score of

3.45 and the benefit that the teachers receive compared with other public offices they agree with mean score of 3.97 since most of the public organizations provide the same benefit. In general the finding showed with grand mean score of 3.66 that the teachers agree on the extrinsic reward provided by the school.

Therefore the finding of the study showed that both the intrinsic and extrinsic rewards have a positive significance with job performance that indicated the reward that the school provides both the intrinsic and extrinsic rewards affect the job performance of the teachers. This finding is in line with Ndungu (2017) that found existence of the positive relationship between intrinsic and extrinsic rewards has with employee performance.

5.2 Conclusions

This study has established the existence of a significant relationship between intrinsic rewards and employee performance. The study concludes the value that the teachers place on their advancement, school management trust, recognition, responsibilities, achievement, and personal growth significantly enhance employees' performance and influence the performance of the teachers and the school as whole. Also as for extrinsic reward this study shows, there exists a significant relationship between extrinsic rewards and employee performance. The study concludes the salary, financial reward and benefit they receive enhance employee performance. As Armstrong (2009) stated employees are satisfied with their jobs that provide competitive rewards and this makes them to want to stay in the same organizations thereby leading to high levels of qualified employee retention. So when the teachers feel that their school management

and government put an effort to provide both intrinsic and extrinsic rewards to address their need, they feel valued that lead to working hard to enhance their performance.

5.3 Recommendations

In light of the findings of the study and the conclusion drawn this recommendations are forwarded for Gulele Education office and those holding formal positions of leadership in public primary schools. The finding of the study has revealed a significant relationship between intrinsic reward and performance so the researcher recommends that the school management should give attention to the compliant the teachers arise about their rewards to enhance teachers' job performance by offering different wider opportunities for getting short term training and development programs to upgrade their education status to enhance their ability, providing adequate recognition towards teachers and empowering the teachers so they feel responsible and accountable to their duties. These intrinsic rewards will motivate the teachers by establishing a sense of achievement that enhances their performance into providing a quality education to students.

The finding of the study also has revealed a significant relationship between extrinsic reward and performance so the researcher recommends that the school management should review the compensation policy from time to time to reflect changes in the economic landscape of the country and market, provide benefits that encourage entry level teachers to encourage the profession and also design and implement different financial rewards programs that is based on set performance criteria to motivate employees to enhance their performance.

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Section Two. Issues related to reward effect on their performance as perceived by school teachers. To be answered by School Teachers

Please rate each item using a five point scale from strongly agree (5) to strongly disagree (1) as related to the reward system effect in teachers job performance in your school. Choose only one response from the given alternatives and put” ✓” sign in the space provided. Thank you for your positive response and availability.

**Key: 5 = Strongly Agree,
4 = Agree,
3 = Undecided,
2 = Disagree, and
1 = Strongly Disagree**

No	Indicators	Scales				
		5	4	3	2	1
1	Intrinsic Reward					
1.1	Your school provides opportunity to use your own creative methods to do the job.					
1.2	The management’s belief in your ability enhances your performance at work.					
1.3	You receive recognition for your work.					
1.4	The anticipation of receiving recognition by school management enhances your performance.					
1.5	You are responsible and accountable for the work you do.					
1.6	You are in charge of your work and have resources required to do it.					
1.7	You have goals and objectives you are required to achieve.					
1.8	The achievements of the above goals are a source of motivation to perform better.					

No	Indicators	Scales				
		5	4	3	2	1
2	Extrinsic Reward					
2.1	You receive salary as payment for your work.					
2.2	The salary paid is commensurate to the work done.					
2.3	You understand the link between your performance and your salary.					
2.4	Your performance would go up if your salary was increased.					
2.5	The anticipation of receiving financial reward enhances your performance.					
2.6	Your school's reward procedures are put in practice fairly.					
2.7	You receive benefits based on your performance.					
2.8	The benefits we receive are as good as most other governmental organizations offer.					
3	General Job Performance					
3.1	You understand the school's broad goals.					
3.2	You understand the link between your job and the school's broad goals.					
3.3	You are held accountable for achieving specific measurable results.					
3.4	There are positive feedbacks for good performance from the school management.					
3.5	Overall, your department meets its goals and objectives.					