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RESEARCH ARTICLE

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## THE ROLE OF EFFECTIVE REWARDS ON SCHOOL PERFORMANCE IN THE SELECTED SECONDARY SCHOOL IN CENTRAL REGION (UGANDA)

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### ABSTRACT

The global trend takes school performance as all round achievement. A School as an organization has to grow hence resources are vital yet limited. In this era of globalization, there is need for creativity and innovation in secondary school to meet the demands of the new economy. Rewards need to be implemented in order to boost school performance and creativity as a driving force in the international market. In Uganda, there is a high level of unemployment and school dropout (UNESCO, 2015). The teachers teach the test but not lifelong sustainable skills. European Union has recognized the critical importance of creativity in education in some European countries. In 2009, teachers in 27 member countries were surveyed about the perspectives. Over 98% of the teachers responded that creativity is fundamental to the development of a school and applicable to all subjects (OECD, 2016). This study was guided by three theories Hertzberg two factor theory, Adam Stancy Equity theory and Vygotsky constructivist performance theory (1968). The purpose of the study was to establish the role of effective reward on school performance in central region in Uganda. The objectives of the study were: To establish the influence of non-monetary rewards on school performance, to establish the influence of monetary reward on school performance, to establish the relationship between rewards and school performance and analyze the effects of school culture in creativity in Art and Design on the economic growth of the schools. Research philosophy was pragmatic with both quantitative and qualitative research approaches. In central region there are over 950 schools however, the researcher had 100 informants from 15 secondary schools in 5 district and a sample area of 3 secondary schools in each district. The collected data was processed and analyzed using SPSS version, 20. The study will enable the Board of governors appreciate their subordinates and the school rewards and the Board will change their mode of rewarding and also adopt the teaching of creative Arts and Design to create job makers instead of job seekers. To the teachers, the study will enable teachers apply appropriate methods of teaching. Innovation and creativity to generate money for the school Development.

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### INTRODUCTION

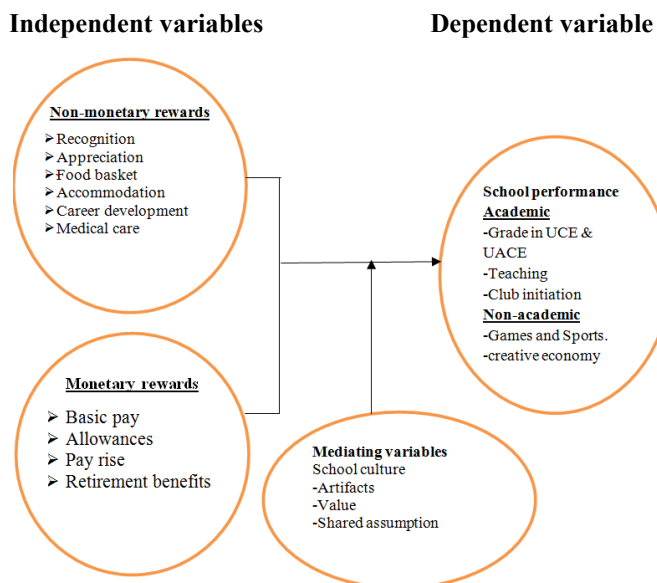
A School as an organization has to grow hence resources are vital yet limited. In this era of globalization, there is need for creativity and innovation in secondary school to meet the demands of the new economy. Rewards need to be implemented in order to boost school performance and creativity as a driving force in the international market. In Uganda, there is a high level of unemployment and school dropout (UNESCO, 2015). As per the Uganda national examinations board statistics 2018, over 42,334 UCE and 1,489 UACE candidates failed. 4525 candidates' results were withheld due to criminal and unprofessional acts by persons entrusted with the management of the examinations. The rationale behind the use of rewards is very critical in school performance. When employees are well rewarded they get committed, motivated and work hard to improve performance (Azasu, 2009).

Cornell (2018) posted that people who receive immediate rewards for completing small tasks reported more interest and more enjoyment in their work compared with staff who don't receive rewards. Effective rewards boost staff efforts towards the realization of the organization goals (Mutfabe and Shnab 2000). The arguments in favor of effective rewards are premised on the assumptions that neither monetary nor non-monetary incentives exclusively have an impact on school performance. Internationally, school performance is an issue and that is why the European Union countries came up with a program known as PISA (Program for International Student Assessment) in 1997 to assess their students in subjects like Mathematics, Science and Language. Organisation for Economic Co-operation and Development (OECD 1997) makes a report after analyzing each member country after every three years. Finland was the academic giant until 2016, when it started declining (Joe Heim (December, 2016;

Washington Post). To date, however, Singapore is leading (OECD 2019). In Africa, administering rewards has a colorful history, dating back to the early 1960s. Many researchers in Africa including those from South Africa, Nigeria and East Africa among others have said that rewards have had an impact on staff performance (Edward & Christopher, 2006). The non-academic performance is part of students' everyday life to improve their behavior, performance and school completion and traced since 19<sup>th</sup> Century in Harvard University (Casinger, 2011). In Uganda, non-academic performance started with the missionaries in 1877.

**Theoretical Perspective:** This study was guided by Herzberg's two-factor theory of (1959), Adams Equity theory (1963), and Vygotsky (1968) Social Constructivist Performance theory. The researcher used three theories because one theory alone does not explain the study in totality. According to Herzberg, some job factors result in satisfaction (non-monetary rewards like promotion, recognition, achievement amongst others) while other job factors bring dissatisfaction (monetary rewards like salary, job security, working conditions, fringe benefits and the like). As conceptualized in the study. Herzberg emphasize that an employee should be rewarded both with monetary and non-monetary if he or she is to improve performance but this theory does not tell us the fairness of the rewards which is being stated by Equity theory of Adam. Adam Stancy (1963) theory states that positive outcomes and high levels of motivation can be expected only when staffs perceive their treatment to be fair. Equity theory says that employees should be rewarded according to their capabilities. However equity does not take into account career development in improving performance which social constructivist theory attempt to address. Vygotsky (1968) advocated Social Constructivist Performance Theory, which emphasizes collaborative nature of much learning as motivation catalyst to improve school performance. He further stated that performance has positive effects on school performance and its actors to attain the goal related to the academic achievement and personal development of students.

**Conceptual framework for the study**



Source: Herzberg's two factor Theory (1959), Vygotsky (1968); modified by researcher (2019).

**Figure 1. Conceptual Framework**

The limitation of social constructivist performance Vygotsky's theory is the imperative collaborative learning of staff which is not possible due to varying human behavior perception and attitude on administering rewards to improve performance. This underpins objective one of the study. The study was guided by the conceptual framework below where the objective of the study were obtained. Figure 1 reveals the conceptual framework which is developed from the literature and theory reviewed. The conceptual framework shows that rewards explain school performance. Monetary and non-monetary rewards are conceptualized as independent variables. The monetary rewards are conceptualized as basic pay, allowances, pay rise, and retirement benefits. Non-monetary rewards include recognition, promotion, appreciation, food basket, accommodation, career development, and medical care. School performance is conceptualized as dependent variable. The mediating variable is school culture which includes, artifacts, values and shared assumption. Thus, the research objectives were developed from the conceptual framework.

**Review of related literature:** Muhammad and Owais (2015) conducted a study on employee performance impact on reward in private schools in Switzerland and established that there is a positive relationship between rewards (extrinsic and intrinsic) and employee's job performance. Most of the organizations implement a rewards system to increase job performance and job satisfaction. The study emphasized employee performance rather than school performance. Hence there is a gap in establishing the influence of rewards on school performance. The study established the relationship between both monetary and non-monetary rewards on school performance in selected secondary schools in central region of Uganda. This is in line with Nosheen (2017) who asserts that there is a strong relationship between both monetary and non-monetary rewards on employee performance.

**Non-Monetary rewards and school performance:** Mayank (2017) emphasizes that appreciation awards induce performance when delivered at the time of achievement. Besides, non-monetary rewards like a simple "thank you" some vouchers and gifts which include caps, t-shirts, lunch break, parties, welfare, medical care among others should be tied to a specific message of recognition to influence staff productivity and ultimate school performance, this supports objective one of the study. Contrary, Jeffery (2003) opposed that non-monetary reward are not sufficient, monetary rewards should be used as well if the organization has to balance between intrinsic and extrinsic rewards. The varying influence of rewards on school performance necessitates a study in Central Uganda. Milkovich (2013) reveals that many people in an organization, receiving a generous amount of food baskets, promotion, medical care, and corporate wear are far more important than receiving something in terms of monetary rewards because one of the greatest teacher's needs is to feel valued at the workplace. This requires confirmation with the study in the Central region among the selected secondary. Non-monetary incentives attract, motivate and retain competent human resource in the organization (Fogleman & McCorkle, 2013). Extrinsic rewards are more positive and stronger with intrinsic rewards (Edirisooriya, 2014) to retain staff. This study believes that non-financial rewards are more positive and stronger compared to extrinsic rewards which require investigation in the selected schools in Central region in Uganda.

**Monetary rewards and school performance:** Mirza (2016) asserts that managing monetary reward is largely about managing expectations - what staff expect from their employers in return for their contribution and what employers expect from their staff in return for their pay and the opportunity to work and develop their skills. Monetary rewards management built into the staff- employer relationship, which leads to improved school performance. This necessitates a study to establish the relationship between monetary rewards and school performance.

**Creative Economy:** United Nations Conference on Trade and Development (UNCTAD) defines creative economy as an evolving concept based on creative assets potentially generating economic growth and development. It can foster income generation, job creation and export earnings. It is a set of knowledge based economic activities with the development dimensions and cross cutting linkages at macro and micro levels to the overall economy (Creative Economy Report, 2008). There is need to encourage schools to embark on creativity in performing Arts and sports in order to tap students' talents for sustainable lifelong skills.

**School culture, rewards and school performance:** School deals with humans' behavior and their actions. It affects school staff and their interaction with stake holders. School culture can also be defined or thought of as the attitudes, experiences, norms, beliefs and values (Johnson, 2011). The norms of school culture differ in developing countries where adoptions of new technologies with computers support employee productivity and school performance. Secondary schools in Uganda are dominated with unique culture in terms of dressing code, working hours, performing arts, art and design which influences reward practices and performance.

## RESEARCH METHODOLOGY

The section highlighted the research design, unit of analysis, methods of data collection, validity and reliability of data instrument as well as analysis of the data. The study used pragmatism philosophy to incorporate quantitative and qualitative paradigm. Cross sectional descriptive survey design was adopted. 45 questionnaires were distributed to teachers in the five selected districts. While 48 participants were directly contacted face to face with interview guides. Observation involved using necked eye to see the non-monetary reward like food basket, corporate wear, computers and non-academic performance tools like football fields, trophies, and certificates athletic equipment and javelin. The documents reviewed included textbooks, journals, newspapers, brochures, magazines and reports. Content validity was measured using judgment or panel evaluation (cooper and singular, 2016). The study employed three content experts. The Content Validity Index (CVI) was computed as the total number of items rated relevant.  $CVI=40/45=0.89$  which is high this indicating that the items on the questionnaires were valid and could accurately measure the study variables. Reliability of the question was measured with Cronbach alpha. The average Cronbach alpha was 0.8 which showed that the questionnaire was a good measure of the study based on Cronbach (2003) who states that Cronbach alpha of between 0.7 and 0.9 is good. SPSS was used to analyze the quantitative data. The study used descriptive statistics to analyze the data collected; it was presented in forms of tables and charts showing their

percentages. The data collected through the questionnaire were entered on a coding sheet and was analyzed using a software package called the statistical package for social sciences (SPSS) for accurate result and analysis of data. The software package was also used to generate tables and charts to get accurate results to analyze the data collected. Inferential statistics was analyzed using regression analysis where Standardized Bata Coefficients were generated. Qualitative data analysis was made using content analysis technique by examining data collected from interviews and questionnaires.

## FINDINGS

In this study, 15 secondary schools were visited in the five selected districts of central Uganda. These districts included Wakiso, Butambala, Mpigi, Mityana and Kalungu. Three (3) secondary schools were selected from each of the districts. The key informants interviewed were the head teachers, director of studies, games/ choir masters and inspector of schools.

### Population Distribution for key informants

District	H/T	D.OS	Games/choir masters	Inspector of Schools	Total
Wakiso	3	3	3	1	10
Butambala	3	3	3	1	10
Mityana	3	3	3	1	10
Mpigi	3	3	3	1	10
Kalungu	2	2	2	1	7
Total	14	14	14	05	47

Results obtained from key informants were as follows; Mityana district in the year 2018 had 27% first and second grade while Butambala had 25% first and second grade, Mpigi 33% first and second grade, Wakiso 39% first and second grade and Kalungu 22% first and second grade. It was noted that the number of first grades and second grades were still low. As far as creativity is concerned performing arts, traditional/cultural expression, sports and economic creativity is still low. This is in line with United Nations Conference on Trade and Development (2008) report on creative economy. Wakiso district has the highest percentage of schools that try to tap resources using creativity. Kennedy secondary school has reached the level of performing concerts at national theatre where they generate income. For example the inspector of schools attended a concert staged by Kennedy secondary school at Bat valley on 7<sup>th</sup> and 8<sup>th</sup> December 2019. The VIP's were paying Ushs 50,000 each and others were paying UGX: 20,000 as entry fee. This is a great achievement in terms of economic creativity for a secondary school.

The students who performed in the concert developed lifelong skills for sustainability. Buddo Secondary School also produces music recordings on CDs and also perform concerts as marketing strategy. Buddo Secondary School was the best School in the National Music Dance and Drama Competitions for 2019. This is in line with UNESCO (2009) as far as East Africa is concerned, Uganda is still low in music production. On the side of public schools such as Entebbe Secondary School, they have not yet taped the talents of students in the area of performing arts. However, they rear freshman cows, sell milk, poultry and eggs and birds to obtain extra income. This is in line with UNESCO (2009) as far as East Africa is concerned; Uganda is still low in music production. Mpigi District has St. Balikuddembe Secondary School that has come up with various shows and also sell CDs and has produced

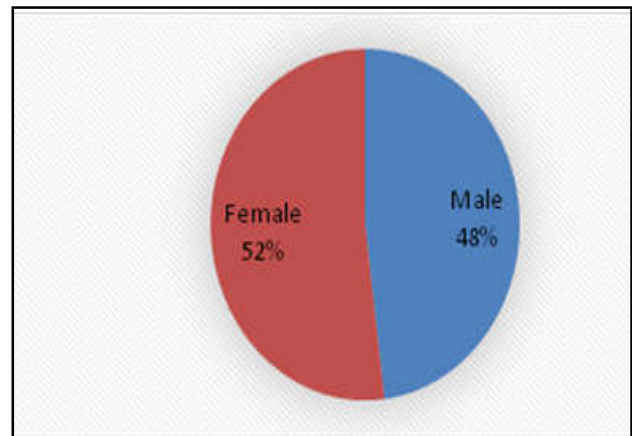
prominent artists like Rehema Namakula. However, Mpigi Mixed SS and Rauza Secondary School have not embarked on creativity. Kiwawu Secondary School in Mityana district has not yet tapped the resources in terms of creativity they only perform school activities like MDD and Sports. They however provide to the teacher’s food baskets every end of term. Mityana Royal Giant and Mityana SS have farms at the school where they obtain food hence they save in terms of buying the food. Royal Giant has a busy entrepreneurship club that makes liquid soap for sale. In Kalungu district, Kyagambiddwa Secondary School has no performing Arts and has no active entrepreneurship. The games masters in all secondary schools visited are just after trophies but not generating income for their schools. It is only St. Mary’s Kitende SS that has a big field which they use to generate income. The school has prominent sports men and women who are invited to perform at the school. The school charges 5000 Uganda shillings per student in the stadium for football to extra income since they have a big population of over 3,000 students. The field is also hired by the outsiders. Further, St. Mary’s Kitende SS uses land to produce food to the students hence saves resources.

The head teacher of Lukalu Secondary School in Butambala district asserts that performance as an all-round achievement of a child in both academic and non-academic. He stated that the government pays teachers’ salary promptly as a monthly reward and add UGX 10, 000 as transport on a weekly basis. This concurs with Rice (2013). As far as accommodation is concerned there are few houses for the staff and other non-monitory rewards like certificates, food baskets, and medical care are not available. The DOS stated that academic performance is still low and the number of 1<sup>st</sup> Grades is still few for instance; In 2018 they were only two (2) first grades. For the games, the school tries and competes favorably in the district. The games master in Lukalu Secondary School showed the researcher the various trophies attained. However music, dance and drama is not yet taped. As for Ngando Secondary School in Butamba district, the head teacher stated that they are making money by producing music CDs with the school choir and staging shows. He also stated music is advertised on media like Voice of Africa. Thus, tap financial resources and talents of the students. On academics, the number of first grades is very low but proud of their netball team that reached the National Coca Cola champion competitions. This is in line with Bakabulindi, C. (2017).

The inspector of schools Wakiso District is proud of the best performing schools and he referred to them as giant schools of Wakiso that are ever on top as far as Uganda National Examination Board is concerned. However he was very appalling with schools that can neither produce first grades nor take part in non-academic activities. Wakiso Secondary School Head Teachers Association has tried to put up workshop for teachers to train science teachers, set mock exams and set up projects to help in booting teachers’ benefits. This is in line with Bukenya (2014).The district has teachers’ SACCO to provide loans for teachers. He appreciated educationists that train students in making soap, baking and making juice which is aligns with Hung *et al.* (2011). The inspectors of schools conjures that there is low level of creativity in the non-academic activities hence the need for more teachers and the students to embark on creativity by tapping resources available in schools.

**Quantitative data analysis from the teachers**

**Gender**



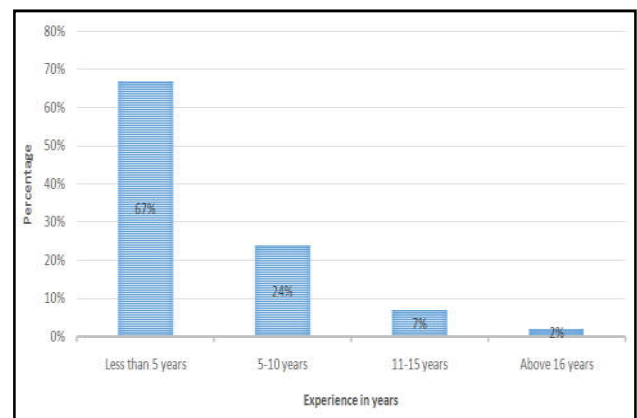
The study revealed that gender of the respondents, were, 52% female and 48% male. It is therefore, concluded that the researcher did not have gender discrimination since data was collected from the two gender groups, thus guaranteed validity and reliability.

**Highest profession qualification**

	Frequency	Valid Percent	Cumulative Percent
Diploma	17	37.8	37.8
Degree	27	60.0	97.8
Post graduate	1	2.2	100.0
Total	45	100.0	

Regarding the highest education level attained by respondents, the study revealed that, 60.0% had attained Degree, 37.8% had a diploma, 2.2% had attained post graduate. Majority respondents had degree as the highest level of education which means they had adequate knowledge to participate in the study. and this concurs with Vygotsky (1968).

**Working experience**



The results revealed that majority of the respondents had a working experience of less than 5 years (67%), followed by 24% for those who had 5-10 years of service, 7% for those who had 11-15 years of service and lastly by 2% for those who were 16 and above years. This implies that there is high level staff turnover due to unattractive rewards. This is in line with Amstrong (2010).



### Non-monetary reward and academic performance

Coefficients <sup>a</sup>						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	3.446	.627		5.498	.000
	Carrier development	.147	.117	.175	1.258	.216
	Food basket	-.332	.117	-.394	-2.840	.007
	Medical care	-.229	.103	-.288	-2.236	.031

a. Dependent Variable: *Academic performance (effective termly scheme of work, lesson preparation and presentation; completion syllabus within time; giving awards every year; increase in the students' first grades; increased enrollment of students and students benefiting on academic bursaries)*

### Non-monetary reward and non-academic performance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	1.951	2.330		.837	.407
	Carrier development	.318	.434	.124	.733	.468
	Food basket	.250	.435	.097	.574	.569
	Medical care	-.265	.382	-.109	-.694	.492

Dependent Variable: *non-Academic performance (winning trophies; scheduling sports activities; presence of sports clubs, MDD clubs, scouting, football, athletics club and organizing annual sports day inter-house competition)*

### Monetary reward and academic performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	1.253	.685		1.828	.075
	Basic pay	.127	.143	.135	.892	.378
	Allowances	.444	.137	.483	3.243	.002
	Retirement benefits	-.176	.137	-.168	-1.278	.209
	Pay rise	.063	.148	.057	.429	.671

a. Dependent Variable: *Academic performance (effective termly scheme of work, lesson preparation and presentation; completion of syllabus within time; giving awards every year; increase in the students' first grades; increased enrollment of students and students benefiting on academic bursaries)*

Findings revealed the relationship between Carrier development, Food basket and Medical care and academic performance of school in five selected districts in central region Uganda with (beta value=.175,  $t=1.258$ ,  $P<0.216$ ) for carrier development which represents a weak positive relationship. This implies that there was no mentoring of novice teachers in schools, no carrier guidance to teachers and most schools do not allow teachers to go for professional development as stated by Martin (2011), no equal opportunity provided for delegation and most schools do not put up workshops for teachers like computer literacy needed by the teachers to improve performance. The study also revealed a negative correlation between food basket and academic performance with (beta value= -.394,  $t=-2.840$ ,  $P<0.007$ ). As a result, the schools do not give weekend food items, schools lack policy of giving out holiday package food which is not in line with Milkovich (2013). This suggests, the Ministry of education needs to put up a policy of rewarding teachers with food baskets to enable them feel valued at work place, to improve school performance. The study further revealed a negative correlation between medical care and academic performance with (beta value= -.288,  $t=-2.236$ ,  $P<0.031$ ). This implies that there is lack of stocked drugs in sick bay for medication, Teachers and their relatives within school vicinity do not have access to medication in the sick bay, schools lack professional permanent nurse or health officer to attend to the patients at school. Medical services are not being offered on equal terms to all teachers at schools and schools do not reimburse the medical expenses incurred by the teachers. This affects teachers' motivation in vigorous teaching and completion of the syllabus in the schools.

The findings revealed the relationship between Carrier development, Food basket and Medical care and non-academic performance of school in five selected districts in central region Uganda. The non-academic performance is conceptualized by winning of trophies, scheduling sports activities, presence of clubs, MDD, scouting, football, athletics at schools and organizing annual sports day inter-house competition. From the study it was revealed that carrier development has a weak correlation with the non-academic performance with (beta value=.124,  $t=.733$ ,  $P<0.468$ ) for carrier development which represents a weak positive relationship. This implies that lack of professional development hinders innovations and creativity in form of new skills like making of charcoal stoves, pots (African Fridge) and clothes. With entrepreneurship teachers do not teach students business creative skills like making cakes, pan cakes, juice, liquid soap, baskets and weaving mats. As far as MDD is concerned, teachers lack cultural and technological creativity as recommended by United Nation Creative Report (2010). The study also revealed a weak positive correlation between food basket and non-academic performance with (beta value=.097,  $t=.574$ ,  $P<.569$ ). Sports and music teachers and students need energy to effectively perform in the areas of football, netball, and athletics among others, however, the study shows that schools have failed to provide food basket to the teachers. Therefore there is need for the Ministry of education to put up a policy of rewarding food baskets to teachers in order to make them feel valued at work hence improvement in innovation and creativity in areas of technological, cultural and economy. The study further revealed a negative correlation between medical

### Monetary reward and non-academic performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.249	2.332		.536	.595
1 Basic pay	.375	.486	.139	.771	.445
Allowances	.450	.466	.171	.965	.340
Retirement benefits	.017	.468	.006	.037	.971
Pay rise	-.183	.503	-.057	-.365	.717

Dependent Variable: *non-Academic performance (winning trophies; scheduling sports activities; presence of sports clubs, MDD clubs, scouting, football, athletics club and organizing annual sports day inter-house competition).*

### Culture and creative economy

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.359	.798		2.956	.005
1 Attributes of school culture	.010	.068	.022	.142	.888
Value at school	-.209	.176	.185	1.190	.241
Shared assumption at school	.182	.160	.177	1.141	.260

a. Dependent Variable: *Performing arts; performing concerts and sell CDs; visual Arts like painting, photographs designing toys and fashions, generating income through agriculture)*

care and non-academic performance with (beta value= -.109,  $t = -.694$ ,  $P < .492$ ). This implies that there is lack of stocked drugs in sick bay for medication, teachers and their relatives within school vicinity do not have access to medication in the sick bay, schools lack professional permanent nurse or health officer to attend to the patients at school. Medical services are not being offered on equal terms to all teachers at schools and schools do not reimburse the medical expenses incurred by the teachers. This affects teachers' motivation in vigorous creativity and innovation in school. The study revealed a weak positive correlation between basic pay and non-academic performance with (beta value= .139,  $t = .771$ ,  $P < .445$ ); a moderate positive correlation between allowances and non-academic performance with (beta value= .171,  $t = .965$ ,  $P < .340$ ); a weak positive correlation between retirement benefits and non-academic performance with (beta value= .006,  $t = -.037$ ,  $P < .971$ ) and a negative correlation between pay rise and non-academic performance with (beta value= -.057,  $t = -.365$ ,  $P < .717$ ). The non-academic performance is conceptualized by winning of trophies, scheduling sports activities, presence of clubs, MDD, scouting, football, athletics at schools and organizing annual sports day inter-house competition. Due to lack of pay rise in private schools, teachers have low morale in training students with new skills in football, netball, wood ball, volleyball among others.

The non-payment of salaries in holidays and lack of uniformity in salary scale of teachers in private schools affect teachers' creativity and innovations hence low performance. This is in disagreement with Akintoye (2010) who asserted that money remains the most significant reward strategy to induce performance. From the study, it was noted that there is a weak positive correlation between attributes of school culture, value at school and shared assumption at school and creative economy with (beta value= .022,  $t = .142$ ,  $P < .888$ ); (beta value= .185,  $t = .1190$ ,  $P < .241$ ) and (beta value= .177,  $t = 1.141$ ,  $P < .260$ ) respectively. This means that, staff members are not innovative towards excellent school performance because their salaries are non-uniform, not paid promptly, and allowances are very minimal in private schools. In government schools, the allowances are minimal but the salaries are uniform and paid promptly but there is lack of innovations and creativity in areas of performing arts; performing

concerts and sell CDs; visual Arts like painting, photographs designing toys and fashions and generating income through practicing agriculture. The government needs to put up a policy for every school to take part in innovation and creativity to tap students talents in order to create job makers instead of job seekers.

### Conclusion and recommendations

The government needs to put up a policy for every school to take a part in innovation and creativity to tap students talents in orders to create job makers instead of job seekers. The government should endeavor to put up a policy of standard basic remuneration to teachers in private schools and pay them throughout the year including the holidays. It is recommended that schools should start offering food baskets to the teachers, as this will enable them stay at school and increase their morale to boost both academic and non-academic performance. The food baskets can be given basing on weekly, termly, depending on the schools income. There is need for the Ministry of education to put up a policy of rewarding food baskets to teachers in order to make them feel valued at work hence improving innovation and creativity in areas of technological, cultural and income generating activities. Medical facilities should be provided to teachers in addition to other non-financial rewards so that they can be innovative and creative. The schools should make use of the virgin land to produce food and rear animals for both consumption and sale. The schools should endeavor to practice performing arts where students talents should be tapped in areas of live music, dance and drama for entertainment and commercial purposes.

In the areas of visual arts, students should be trained in areas of paintings, sculptures and pottery. In the areas of design, students should be trained in making toys out of the material available in schools and making fashion designs with their knowledge of tie and dye. In the area of traditional culture, the school should train students to make crafts like weaving baskets, mats, making sandals and bags. In the area of entrepreneurship, the schools should teach students to prepare traditional foods of different cultures to sell to the staff, students and the community at large. The schools should encourage science teachers to be creative in making items like

detergents, insecticides among others. In the areas of technology, schools should sponsor teachers to go for professional development such as, ICT courses.

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