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**NON-MONETARY REWARDS AND JOB SATISFACTION AMONG PRIMARY
SCHOOL TEACHERS IN UGANDA: A REVIEW OF KOLE DISTRICT IN
MID-NORTH UGANDA**

Victor Okuna, James Bond Opok & David Mwesigwa

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NON-MONETARY REWARDS AND JOB SATISFACTION AMONG PRIMARY SCHOOL TEACHERS IN UGANDA

Victor Okuna¹, James Bond Opok² & ³David Mwesigwa

^{1&2}MA Student, ³Ph.D, Senior Lecturer

Faculty of Management Sciences

Lira University

P. O. Box 1035

Lira – Uganda

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ABSTRACT

This study aimed to assess the contribution of non-monetary rewards on job satisfaction among primary school teachers in Kole District. Data were collected using documentary analysis. The findings reveal that promotions are rare in Kole District Local Government. Study findings for the second question reveal that recognition does not only motivate regular teachers but also Head teachers in Kole district with a response rate of 65%. And, that 80% of primary school teachers point to personal growth as the major source of non-financial motivation. Majority of the teachers were not satisfied with their job. However, there are issues regarding teamwork, limited promotion opportunities, political interference and apathy. It is recommended that there is need for Kole District to come up with clear promotion procedures, staff development to enhance productivity and promote self-fulfilment. There is a need to improve on supervision of the employees at all levels of the District Council. Funds for training should be made more adequate to meet workers training needs. There is need to provide adequate transportation for official duty. A system that rewards high performance and discourages low and mediocre performance should be put in place. Participation of primary school teachers at Kole District Local Government should be given priority henceforth teachers participation; in the decision-making process must be institutionalized

1. INTRODUCTION

The issue of non-monetary rewards and job satisfaction over the years has attracted the attention of various scholars. Job satisfaction has received considerable attention from researchers and practitioners such as Locke (1976) who observed that at least 3,350 articles had been written on the topic by 1972 extending his calculation to 1985 with an estimate of 4,793. Previous research suggests that job satisfaction is an important factor in favour of teachers being retained in teaching (Chambers, 1984). There is also some evidence that higher levels of job satisfaction contribute to better teaching for example; teacher enthusiasm has been found to be positively related to students' achievement in the USA (Chapman, et al, 1977). It is unlikely that unhappy, dissatisfied teachers will be particularly effective instructors over a

sustained period of time. In Jamaica, a study examined that job satisfaction of Secondary School teachers leads to better performance (Chambers 1984). Virtually no attention has been given to identifying the factors related to the job satisfaction of teachers at the elementary school level. Previous research in the USA, however, has found differences in the factors associated with job satisfaction between elementary and secondary school teachers (Chapman, 1983). This study, therefore, zeroed on the contribution of non-monetary reward as an independent variable on job satisfaction of primary school teachers in Kole District which is a dependent variable of the study.

The use of non-monetary reward could be traced from the posthuman relations of school management thoughts that gave room for many findings (Sonawane, 2008). For instance, the Hawthorne experiment indicated the presence of other factors other than money, physiological variables and their impact on employee productivity. Lindal (as cited in Sonawane, 2008) conducted a series of research where employees consistently ranked items such as a full appreciation for work done, feeling in on things and interesting work as being more important to them than the traditional incentive of cash payment. In Uganda the Ministry of Public Service in its policy has encouraged use of non-monetary rewards for public officers who have performed in their duties as a way of enhancing job satisfaction among public servants (Public Service Standing Orders, 2010). Kole District Local Government since its inception has been implementing this policy by ensuring a number of employees receive non-monetary rewards in terms of promotion to various positions, opportunity for personal growth and recognition for good performance. This study employed Fredrick Herzberg Two Factor Theory also known as the Motivation and Hygiene theory postulated in 1959. According to Herzberg the theory looks at variation in job satisfaction that may be characterized as a structural one in terms of attitudes of workers and a reflection of the structure of the workplace. This line of reasoning has had great practical utility since it has been suggested to employers who could increase the satisfaction of workers by manipulating job characteristics that are frequently under their control (Kalleberg, 1977).

Herzberg conducted different studies in a bid to find out factors that enhance satisfaction and dissatisfaction in which he found they were different. For instance, Herzberg argued that people have the capacity to report accurately the conditions that make them satisfied and dissatisfied with their jobs. Accordingly, Herzberg asked those he was interviewing during his studies about the times during which they felt exceptionally good and exceptionally bad about their jobs and how long their feelings persisted (Armstrong, 2006). It was found that factors that contribute to good feelings most frequently were concerned with job content which included; growth, responsibility, achievement, advancement, recognition and work itself which he termed as motivators and factors that account for bad periods were concerned with job context like the quality of supervision, company policy, administration, working conditions, wages, salaries and other financial remuneration which he called the hygiene factors (Armstrong, 2009). Herzberg argues that hygiene factors are necessary but not adequate to provide ultimate satisfaction and when employees are not dissatisfied with their job it does not mean they are satisfied with their career. Therefore, the implication of this theory is to unveil the contribution of non-monetary reward on job satisfaction. This will be through the application of the factors suggested in the theory that has contribution on the level of satisfaction and establish whether or not the same factors affect job satisfaction among primary school teachers in the context of the study area.

1.1 Non-Monetary Rewards

Rose (2013), define reward as payoffs that satisfy ones needs emerging from the interaction between an individual and their organizations. A reward is either or both tangible and non-tangible. The reward is a benefit that arises from performing a task, rendering a service or discharging responsibility

(Agwu, 2013). What is common from the understanding of the concept reward, is that reward is a form of payment in exchange for a service. The study will consider reward as a form of payment given to an employee for a task done or performed in which payment can be monetary or non-monetary. Martha and Herbert (2013), in attempt to broaden the concept reward explain that two types of reward exist; monetary reward which includes; base pay, merit pay, incentives, commission, bonus, health allowances. There is also non-monetary reward which consists of; recognition, promotion, decision-making roles, company uniforms and flexible working hours. According to Armstrong (2006), Non-monetary reward is a form of direct payment arising from work itself like achievement, autonomy, recognition, scope to use and develop skills, training, career development opportunities and high-quality leadership. Armstrong (2014) adds that non-monetary rewards focus on the needs people have to vary degrees for recognition, achievement, personal growth and acceptable working conditions. The concept of non-monetary reward, on the other hand, is treated as any benefit that is received from an employer for a particular job done that goes beyond compensation package for the purpose of attracting, retaining and motivating employees (Irene, 2015). Therefore, this study adopted the views of Armstrong (2014) in conceptualizing non-monetary rewards as any direct payment or benefit is given to an employee for a particular task performed in form of promotion, recognition and personal growth.

1.2 Job Satisfaction

Job satisfaction is defined as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences Locke (as cited in Abdullah & Wan, 2013). Price (2001) defines job satisfaction in terms of the effective orientation or expectation that an employee has towards his or her work. Brief (as cited in Munir and Rahman, 2015) argue that job satisfaction is one's feelings and thoughts towards jobs that are expressed effectively or cognitively to some degree of favour or disfavour experience. Job satisfaction in this study was conceptualized as feeling, attitude, expectation, and belief or thoughts that one has about a job. Job satisfaction describes how we feel about a job and has a positive affective orientation or emotion toward employment (Cowin, et al, 2008). Job satisfaction in a workplace might vary due to one's attitude (Price, 2001). Job satisfaction or dissatisfaction also depends on the expectation that one has about the job (Cowin et al, 2008). Values have been described as beliefs that are experienced by the individual as standards that guide how he or she should function. Therefore, job satisfaction as beliefs system guides the individual's attitudes, judgments and behaviours in a workplace (Munir and Rahaman, 2015.) One might have a positive or negative attitude towards a job depending on one's evaluative judgment Weiss, (cited in Munir & Rahman, 2015).

Kole District Local government (KDLG) was established by an Act of Parliament and became operational on 1 July 2010. Kole District is bordered by Lira District to the east, Apac District to the south and Oyam District to the west and north. Kole, the district capital, is located approximately 28 kilometres (17 miles), by road, northwest of Lira, the largest city in the sub-region. This location is approximately 290 kilometres (180 mi), by road, north of Kampala, Uganda's capital and largest city. The coordinates of the district are 02 24N, 32 48E. The vision is to have a well-served society in a coordinated and sustainable environment for the prosperity of all and it derives its mandate from Article 176(1) of the constitution of Uganda. Some of the services offered include; production and marketing, health, education, trade commerce and industry, finance and planning, natural resource, works, administrative and community-based services which services are implemented by the technical staff of the district in which teachers are part.

Within this context, for Kole district to achieve its mandate, it has provided non-monetary rewards to its staff especially the teachers as a way of ensuring they have a positive feeling, attitude, and

expectation towards their jobs (Rewards and sanction committee report, 2013). This is based on the fact that; individuals who are satisfied with their roles in organizations are generally physically, mentally healthier and experience a higher quality of life. Satisfaction also affects commitment, motivation, productivity, performance, absenteeism, and turnover in an organization. For instance, Kole District human resource database (2015) shows in the last five years over 200 teachers were promoted to various positions of Headteachers, Deputy Headteachers and Senior Education Assistants and in 2013, 2014 and 2015 fifteen employees were recognized for their excellent performance. Twenty-four teachers were given the opportunity for personal growth in the last three years in terms of long term professional training, paper presentation and workshop attendance which remained a common practice. This has always been sponsored with the annual budget estimates under the supervision of the head of human resource department (Kole District Planning Department, 2017). However, recent reports have indicated there is job dissatisfaction among primary school teachers in Kole district despite the non-monetary rewards they receive. This is seen by the negative feelings, attitude, expectations and belief they have towards their work which has affected the level of commitment, motivation, performance, absenteeism and turnover in schools. This has been evident with presence of low productivity and performance in primary leaving examinations (PLE) where learners' grades have dropped below 20%, high rate of absenteeism and turnover among teachers rated at 35% (National Assessment Reports 2013, 2014, 2015, 2016 and 2017).

1.3 The rationale for Carrying out the Study

There have been several studies that relate to non-monetary rewards and employee job satisfaction. Such studies, however, took different approaches, methods and study areas like relating job satisfaction to employee commitment, employee performance and so on. The previous studies generally focused on non-monetary reward and employee job satisfaction. No single study has been considered among primary school teachers and specifically in Kole District. Therefore, these prepositions provide a basis to undertake this study in order to bring out the missing gaps on non-monetary rewards and job satisfaction among primary school teachers.

2. STATEMENT OF THE PROBLEM

The Government of Uganda over the years has made several efforts to ensure public servants have positive feelings, attitude and expectation towards their jobs in order to be productive, competent, committed and remain at their workplace. Ministry of Public Service as mandated by government is responsible to ensure job satisfaction of the employees in all government sectors (Public Service Standing Order, 2010). In revamping its roles, the Ministry of Public Service empowered District Local Governments under decentralization arrangement to supervise employees and at the same time ensure that factors that contribute to job satisfaction in a workplace are in place. Kole District Local Government has accordingly responded to the demands while being guided by specific guidelines and policies in line Ministry of Local Government and Ministry of Public Service. For instance, Kole district adopted non-monetary strategies with the view of enhancing job satisfaction among the employees especially the primary school teachers. The district implemented non-monetary rewards such as; promotion, personal growth and recognition in line with teacher's performance from 2011 to 2016 (Rewards and Sanctions Committee Report 2013, 2014, 2016). Kole District human resource database (2016) shows that, in the last five years, over 200 primary school teachers were promoted to various positions meanwhile in 2015 and 2016, 15 were recognized for their excellent performance and personal growth opportunities were offered to 25 teachers like professional training, presentation of papers and workshop attendance in order to gain

personal development. This has remained a common practise sponsored by the annual budget estimates under the supervision of the head of human resource department (Kole District Planning Department, 2017). In spite of these efforts, the level of job satisfaction among primary school teachers has remained low. This has been evidenced by the negative feelings, attitude, expectation and beliefs they have towards their jobs which have affected the level of commitment, performance, productivity, absenteeism and turnover of teachers in school which has led to poor service delivery in the Education Department (National Assessment Report 2013, 2014, 2015). For instance, in the sector of education there has been a drop in P.L.E performance for years with less than 20% of learners passing in grades that would allow them transit to the next level. This study will therefore, find out the contribution of non-monetary rewards on job satisfaction.

3. OBJECTIVE OF THE STUDY

The goal of the study was to assess the contribution of non-monetary rewards on job satisfaction among primary school teachers in Kole District. In attaining this goal, three questions were answered: a) what is the contribution of promotion on job satisfaction among primary school teachers in Kole District? b) What is the contribution of personal growth on job satisfaction among primary school teachers in Kole District? c) What is the contribution of recognition on job satisfaction among primary school teachers in Kole District?

4. METHODOLOGY

A documentary review and analysis on the contribution of non-monetary rewards on job satisfaction among primary school teachers in Kole District were carried out. Secondary sources of data used included a library, internet and information/reports from Kole District Local Government.

5. RESULTS AND DISCUSSION

5.1 Contribution of promotion on job satisfaction among primary school teachers in Kole District

Promotion is referred to as the re-assignment of an employee to a higher rank of a job (Malik, Danish and Munir, 2012). Promotion contributes job satisfaction and is said to have an important aspect of employees' life since it comes with considerable increase in wage or salary which leads to paying satisfaction that constitutes a major effect on the job, accelerates employee effort especially where employees give value to promotion and this, in turn, leads to increased productivity and job security which assures stable employment for the employees in the workplace (McCausland, et al, 2005).

The study findings confirmed that 26 percent of the teachers considered promotion as one of the non-financial rewards (Irene 2015). Compared to recognition and personal growth, promotion scored a very small number meaning that it was very rare and only those in offices were being considered in the promotion queue. It was observed that promotions are rare in Kole District Local Government. Greenberg and Baron (2010) say that promotion may or may not enhance the employees' financial wellbeing. If it does, then this is directly through wages, bonuses, profit sharing, and the like or indirectly through supportive benefits such as pension plans, paid vacations, paid sick leaves and purchase discounts.

Furthermore, employees who have served the Local Government for a long period are more motivated for they have in mind the renewed confidence in the management policy that they will be given consideration for internal promotion opportunities first by the organization. Their long term commitment with the company will yield them in a future higher position which keeps them more motivated (Bowen et.al, 2004). These findings are underscored by the main assumption in Herzberg's two-factor theories which states that motivation is a

product of the anticipated value to a person in an action. Here the anticipated values are the possibilities of higher salaries and promotion possibilities which the employee anticipated due to longevity of service (Kane and Palmer, 1995).

5.2 Contribution of recognition on job satisfaction among primary school teachers in Kole District

Recognition as a form of non-monetary rewards is seen as a perception that employee's contribution to the organization is acknowledged (Armstrong, 2014). Personal growth is viewed as a kind of growth that involves the intentional development of one's own personality and the life course (Lerner & Walls, 1999). One would prefer to develop own personality and life course through training in order to enhance his or her skills and creativity. Study findings showed that 65% of primary school teachers observed recognition as another non-financial teacher's motivator and it involves recognition from several education stakeholders such as Head teachers, the Ministry and the community (Irene 2015). Recognition plays an important role in motivating teachers as it makes them feel proud of their Profession." This result shows that recognition does not only motivate regular teachers but also Head teachers. According to Gibbins (2004), employee recognition is a source of motivation and satisfaction.

When employees believe they have a well-defined place within the organization and their contribution is fully appreciated, they are more apt to dedicate themselves to their work and feel motivated to do their best. Grand Jean (2004) notes that non-financial rewards like public and non-public praise, honorary titles, expanded job responsibilities, paid and unpaid sabbatical leaves, monitoring programs and hundred percent tuition reimbursements are appreciated by many employees (Grand Jean, 2004). Further, Gomez asserts that many employees appreciate recognition for an excellent performance. The same view is held by Wielman (2003), who asserts that employees can express their loyalty and work harder for an organization on the assumption that employers will recognize and value their past, present and future contribution. The low performance of staff could, therefore, be a result of lack of recognition for the excellent work done.

5.3 Contribution of personal growth on job satisfaction among primary school teachers in Kole District

Personal growth is viewed in general as a kind of growth that involves the intentional development of one's own personality and the life course (Lerner and Wall, 1999). Personal growth is a subset of personal development. Personal growth looks at individuals intended growth and personal development is any growth that happens in the individual's personality. That is, moving to higher levels of ego development or wellbeing (Bauer and McAdams, 2004). The study found out that 80 percent of primary school teachers pointed to personal growth as the major source of non-financial motivation. This finding implies that career and professional growth is the most non-financial incentive determinant. The study found out that many teachers were disappointed because they were unable to satisfy their professional development due to the facts that teachers were receiving little financial support to develop their career. This is in line with Armstrong (2009) who stated that Herzberg studies suggest that one of the employees needs revolve around the need to develop in one's occupation as a source of personal growth. Armstrong (2009) thinks personal growths are among the non-monetary rewards traits that would subdue such obstacles to job satisfaction.

Personal growth is about opportunities to learn, grow, be challenged in a job and the full realization of one's potential (Armstrong, 2009). Irene (2015) emphasizes the importance

of the chance to grow through training and development as a means of rewarding people and therefore eliciting job satisfaction. Organizations can provide employees with opportunity of sequence of training and experience which will help to equip and develop their capacities. This will enhance their job satisfaction and hence interest to live longer and serve the organization as expected of them.

On whether the teachers were satisfied with their job, 26.6% strongly agreed, 23% agreed, 1.0% were not sure, 14.3% disagreed and 29.4% strongly disagreed. (Adong 2019) Meaning that the majority of teachers were not satisfied with their job. This shows that there is urgent need to handle rewards in a very professional and technical manner. Young (2010), in her article on motivation strategies notes that satisfaction got from the job itself is intrinsic. These satisfactions are self-initiated rewards, such as having pride in one's work, having a feeling of accomplishment or being part of a team which is uncommon.

6. CONCLUSION

From the foregoing findings, it is clear that most of the hygiene factors such as supervision, job security, and performance assessment have been met and for that reason, the efforts made to motivate by the motivators are bound to succeed. However, there are still issues to do with teamwork, limited promotion opportunities, political interference and apathy. This conclusion is built on the emphasis made by Herzberg that in order to motivate people, an organization needs to first have the baseline that is the hygiene factors in place. Herzberg has had issues such as sense of achievement in one's job, responsibility, recognition; advancement and training are quite adequate. Therefore, an improvement in non-monetary rewards will lead to better employee satisfaction.

7. RECOMMENDATIONS

In light of the study conclusions, a number of recommendations were made which were in line with the questions of the study.

- a) There is need for Kole District to come up with clear promotion procedures and guidelines that will guide primary school teachers on how they can be promoted to higher positions of responsibility.
- b) Staff development to enhance productivity and promote self-fulfilment by Kole District Local Government should be encouraged as a matter of deliberate policy. Kole District Local Government should do a review of the reporting system and reporting staff should be inducted in the act of reporting to make the grading in the reports more uniform.
- c) There is also a need to improve on supervision of the primary teachers at all levels of the District Council. A system that rewards high performance and discourages low and mediocre performance should be put in place.
- d) Primary school teachers' participation at Kole District Local Government should be given priority henceforth teachers participation; in the decision-making process must be institutionalized.

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