

Strategies for Improving Teachers' Performances in Eswatini High Schools: Views from Teachers and Head Teachers

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Abstract:- This paper focused on the strategies that can be used to improve teachers' performance in Eswatini high schools. The organisation cannot survive if its employees who happen to be its greatest asset are not happy. The major purpose of rewards is to create employees who are self-motivated, committed and satisfied with their jobs. This study used primary sources of data collection, mainly questionnaires and interview guide. The data used in compiling this work have been gathered from 30 teachers and 10 heads of high schools in Hhohho region in Eswatini. The data views and responses of teachers and school heads were analysed and interpreted to find out strategies that can be used to motivate high school teachers. Positivism, Interpretism and Critical theories were used to ground the study. The findings revealed that both intrinsic and extrinsic rewards are an important ingredients towards motivating teachers. The researcher suggests that effective strategies such as job enrichment, employee involvement, cost of living adjustment and performance related pay should be adequately implemented by the government to increase the performance of high school teachers in Eswatini. This study offers insight into how effective reward strategies can help to improve teachers' ability and proficiency towards improving the academic performance of students.

Keywords:- Strategies, Rewards, Performance Related Pay, Motivation, Intrinsic and Extrinsic Rewards.

I. INTRODUCTION

Much ink has been split by several writers on the subject of rewards but these authorities have never agreed on what really motivate employees.

Motivation involves both intrinsic and extrinsic rewards. In this case, one must intrinsically motivated first before accepting new responsibilities and this should be followed by extrinsic motivators in order to achieve greater achievement. According to Green (2009) defined Motivation as the whole set of vibrant forces that emerge both within a person's inner feelings (intrinsic) as well as beyond the individual's being (extrinsic) in order to initiate work related behaviour and to determine its form which includes, direction, intensity and persistence. In this regards, a teacher who is motivated should operate at a maximum level without necessarily being followed by the supervisor.

At this point, it is worthy while to mention that the government of Eswatini overcommitted its itself when it introduced an array of policies which included: Free and Compulsory Education, Inclusive Education, Competence Based Curriculum and vision 2022 which wants to see Eswatini being first world class country in in terms of Human Capital Development .

These policies have been introduced when teachers are grossly complaining of poor working conditions. As reported by various local media the challenges had been compounded by high cases of absenteeism, late coming, poor performance and high staff over. The researcher felt that, if these challenges are not addressed may, jeopardize the success of the above mentioned policies hence the need to conduct this research. With regards to the motivation of teachers at work places, most of the school managers have more questions than answers pertaining what really motivate different teachers ? What makes some teachers to perform far much better than others within the same school? How can school managers improve teachers performance? What do teachers like and dislike about their jobs? This situation needs further research in order to fill the prevailing gaps hence this paper has a mammoth task of examining strategies that can be used to improve teachers' performance in Eswatini high schools.

The study of teacher motivation plays a pivotal role in the life of an organization since it determines the achievement of its vision, mission and objectives. The next section will be literature review which embraces key issues which undergirds this study. Issues to be covered include; performance based rewards, effectiveness of bonuses, skill based pay and the value the present study will add to the existing research. Finally, research findings, recommendations and conclusion shall be given to ascertain a clear picture or insights on the effectiveness of reward strategies towards improving teacher s' performance in high schools.

II. LITERATURE REVIEW

It must be noted that ,one of the most important factors that move every human being to achieve his or her goal is the reward given by an organization. Horner (2009:24) defines rewards as any contingency measures that may deliver a consequence such as an activity, event or any object that may be associated with an increase in the future likelihood of a defined behaviour and attitude in a similar situation

.Thorndike (1998 :57) for instance beefs up this review by reiterating the likelihood of reoccurrence of a behaviour in similar circumstances that has been successful, hence a reward can be defined as a reinforcer of such positive attitude. Indeed, rewards are guiding principles that enable people to stay and remain competitive at their work places. If rewards are well managed, can enable workers to remain focused on the path of success regardless of the challenges that may be encountered Baumeister and Voh, (2004:78). Teacher motivation has to do with teacher's attitude and behaviour to work willingly and the desire to participate in all pedagogical activities within the school environment as well as teacher's interest in students' discipline and control in classroom (Acha 2010; Bennell 2004). It must be made categorically clear that teachers have both intrinsic and extrinsic needs hence the need for both school administrators and government to ensure that they put the right reward strategies in place for the right people at the right time in order to meet teachers' expectations. In this case rewards should be teacher driven not employer driven, hence there is need for full participation of teachers when designing compensation strategies.

That is, a teacher who is intrinsically motivated undertakes tasks satisfaction, for the feeling of accomplishment and self-actualization. In contrast, an extrinsically motivated teacher may perform activity duty in order to obtain a reward such as salary and might not be totally committed to his or her duties, All in all both factors influence teachers' behaviour and attitudes since teachers operate in different business environments and have different needs, beliefs, values and expectations (Din, 2008 :144).

By and large, the major goal of any organization should be to build on and enhance intrinsic motivation for teachers to perform the teaching task more effectively. At the same time there is need to provide some of the extrinsic rewards along considering the complexity of the business environment which requires the government and school management to constantly review teachers' salaries. It is an established fact that, different employees have different beliefs, values and expectations hence they are motivated by different types of rewards. This therefore means that school management needs to provide both intrinsic and extrinsic rewards for teachers to choose what they like. As the business environment intensifies new teachers' needs or demands arise hence the need for employers to constantly change reward strategies in order to meet teachers' new expectations. Despite the importance of extrinsic and intrinsic rewards on teachers' performance little is known about the influence of these factors on teachers' performance in high schools of Eswatini since no study of this nature has been conducted.

Performance-based rewards as measures to motivate teachers have been in operation for a long time, it was first used in the United States where it realised good results. As time went by most countries in both Africa and Europe saw the need to adopt pay-for-performance strategies for their

schools in order to modify the traditional salary scales. Eswatini is one of those countries which did not adopt such a rewarding strategy up until now. One of the distinguishing objectives of a performance-based scheme is that it rewards or punish teachers depending on their performance, after performance evaluation has been conducted Chamberlin, et al, (2002 :58).

Performance-based reward programmes focus heavily on the skills assessed and the rewards provided by the employer in a bid to improve employees' behaviour. It has been generally observed that most of these reward based programmes have strictly used pecuniary rewards for teachers' who have performed to the maximum level, which should be defined in terms of student academic performance. In recent times, some researchers have recommended that intrinsic rewards which is based on seeing students performing well in their studies can motivate teachers more than extrinsic rewards. Other outstanding rewards that might be given to teachers include increased holiday time, training and development courses, all these are intrinsic in nature and have much potential of creating long lasting behaviour among teachers.

It has been noted with dismay that, most of the early reward programmes were focusing much on individual performance, such as merit pay Richardson, (1999 :154). As more research are been conducted, its mostly likely that a new paradigm shift might be adopted by school managers which encourages the use of group-based reward programmes, or knowledge and skill based rewards (Odden, (2000) Odden and Kelley,(2002 :40).

In most current reward systems, teachers who are working particularly in government schools are rewarded for the number of years spent teaching and the number of tertiary degrees, rather than their performance this is the case with Eswatini. For this reason, many reserhers strongly believe that, the salary scale is very unfair because it determines teacher compensation on incomplete criteria since it does not stimulate teachers to go an extra mile. For instance, Hoerr (1998) observed that any non-merit-based system is not fair because it allows teachers to be evaluated on inefficient criteria which tends to create incompetence among them. This will consequently cause, talented and committed teachers to leave the education system because excellence is not fairly rewarded Odden, (2001:9). Teacher motivation can only occur when performance is rewarded accordingly and teachers earn salaries equal to the private scompanies without unnecessarily having to progress up an arbitrary salary scale, and thus how the best talent can be attracted and retained in schools. Solomon and Podgursky,(2001 :156).

Those who advocate for the need for performance related pay point out that there is no colloration between education credits or degrees and student performance, and there is only modest link between teachers' experience and student

academic performance Heneman (1986 :67) This therefore means that the existing salary scales are thus at best only loosely related to the expertise , knowlegde and skills needed in the classroom to achieve the set goals Mohrman, Mohrman and Odden (1996 :23). It is a pity that, if the pay structure is pegged on this formula, it inevitably generates unsatisfactory results as it is not well aligned to education output Odden, (2000:89). A significant number of authorities strongly agree that performance-based reward systems are an improvement on the efficiency of salary scales and has great potential towards improving students academic performance.

III. TYPES OF REWARDS AND THEIR INFLUENCE TOWARDS TEACHER PERFORMANCE

A. Performance-Based Rewards Influence the Proper Running of Schools

Quite a significant number of researchers have noted that performance-based pay schemes tend to improve the day to day operations of schools. In a performance-based pay scheme, school heads should have a full knowledge of the quality and competence of teachers in all classrooms Hoerr, (1998 120). In this case, school managers must focus much on summative evaluation rather than formative evaluation, so that more objective decisions about teacher quality are determined. On another note , it has been observed that in performance-based systems, many school heads are reported to have evaluated teachers more strictly than they would have done it in a non-performance-based system Murnane and Cohen (1986 :) As a safety measure, Solomon and Podgursky (2001:6) noted that school managers should become recipients of school wide performance-based rewards, in order to remain objective in their evaluation without unnecessarily abuse their power for personal gains.

It is also important to note that a movement to school-based rewards can boost the precision of resource distribution by encouraging resource alignment from school management to teachers. This can be done by setting specific organizational goals, and from the bottom up in order to allow teachers to gain feedback, and effectively benefit from better resource allocation and policy coherence Kelley, (1999 :167). This can easily take place if school goals are well defined in a performance-based reward system, and by so doing teachers may have an increased incentive to share information with school management since they benefit from improved outcomes.

B. Accelerate Motivation to Teachers

Those who support performance-based rewards strongly believe that , if the programme is fully utilize can greatly increase the motivation of teachers. It is argued that performance-based pay will increase teacher motivation by adequately rewarding productivity gains such that even the McGregor theory X type of employees will be awakened up. This perspective has a likely tendency of linking teachers' attitudes to student outcomes. Once the motivation and skills

of teachers determine salaries, teacher quality is likely to improve. Tomlinson (2000:123) noted that performance-based pay is solely about motivating employees, and creating performance-oriented cultures needed by all organization inorder to survive. This is true because employees are goal oriented animals. In order to create a two way traffic, teachers who are not motivated by financial rewards, can be encouraged with non-financial rewards Odden, (2000:17). These rewards can vary from a sense of achievement or high student achievement, recognition, and professional growth Tomlinson, (2000:100). As Odden and Kelley (2002:129) acknowledged that, school-based rewards are a means of motivating teachers by introducing specific and measurable goals to the whole school, thereby facilitating student achievement. These goals should be drawn from the teacher's job description and should be agreed upon between the teacher and the supervisor to create a sense of collegiality.

While it is argued by Herzberg's hygiene factor that teachers are not motivated by money, financial reward must have some influence on career choices for at least some teachers Richardson, (1999:234). This is illustrated by the occurences of teachers' strikes, demonstrations and protests that are taking place in Eswatini which are largely triggered by the need for money. Previous research suggests that money has an influence on teachers' motivation and while others argue that money is one motivator among many Odden and Kelley, (2002:44). It is further argued that performance-based policy which involves a monetary component would attract teaching talent because all employees need money to satisfy the biological needs such as food , clothes and shelter. Notably money can only motivate teachers if it is attached to performance. A further benefit of performance based pay is that it increases the socio-economic status of teachers, this can attract and motivate talent Solomon and Podgursky, (2001:171). However, for this to be feasible, more revenue would be required for teacher salaries and this stands as a big challenge since most African countries are going through serious financial crises. In order not to create an unproductive payroll there is great need to seriously consider the adoption of performance related pay in schools.

Solomon and Podgursky (2001) argued that when teachers are rewarded based on student results , quality teachers can be moved to areas of low socio-economic status since these areas can be specifically rewarded. Different criteria can be used to determine rewards for different areas based on the socioeconomic, racial and gender demographics of the student population hence the emphasis should be put on contingency approach. In this case , any rewarding strategies should be guided by the prevailing situation and teachers' expectations.

C. Increased Collaboration and Team Work

Previous merit-pay models have being largely criticized for adversely affecting collaboration among teachers since they were encouraging individualism. In response, a great

number of scholars have indicated that performance-based reward systems can increase collegiality among teachers, especially with the use of group based pay Solomon and Podgursky, (2001:122). This kind of management technique can redesign the work of teachers in order to enhance task identity. Those who support performance-based rewards argue that there is some evidence of increased cooperation when group performance rewards are employed at the expense of individual performance. In this case, schools can also apply this approach by way of rewarding teachers according to their respective department, this will go a long way in instilling the spirit of team work, collaboration and interdependence.

D. Improvement of Student Results

Most researchers have unanimously agreed that the most fundamental goal of performance-based rewards is to increase student performance. For example, Odden (2000:339) observed that there is a direct link between teacher motivation, the quality of teaching and student performance, which by deductions means that any method that increases the quality of teachers should improve student academic results. By introducing objective standards which can be used to determine whether teachers have skills to increase the performance of students, the quality of teachers would be established, and also improved Odden, (1996 :99). Some school of thoughts suggest that, this happens when evaluation focuses mostly on the knowledge and skills of teachers, which provides an incentive for all teachers to improve significantly Solomon and Podgursky,(2001:19). Moreover, performance-based pay can target educators to attend to key objectives and important subjects as a means of increasing student performance Mohrman, Mohrman (1996:38).

Recent research has shown that, performance related pay, may allow teachers to gain freedom to enhance their innovativeness and creativity, since they no longer have to focus on process, but rather student outcomes Solomon and Podgursky, (2001 :18). In this case is, there will be a greater consistency in teaching standards across school jurisdiction since the best teachers would not be grouped in the highest achieving, lowest disadvantaged and racially homogenous areas Tomlinson, (2000:118). This occurs when objective performance rewards create a market where movement between schools would become easy, and the true value of teachers is established. Teachers would not be locked into a district based on their seniority and qualifications, but would have adequate opportunity to move to jurisdictions where their talent is most highly valued Solomon and Podgursky, (2001:30). Conversely, poorly performing teachers would suffer the consequences of their bad behaviour by getting low salaries.

If at all the retention of teachers is affected by the opportunity cost of staying in the profession, this policy would attract the most competent and talented teachers and encourage the least capable teachers to quit teaching profession.

In the wake of performance-based rewards, the 'best' possible candidates can easily be recruited by guaranteeing a competitive market based salary. This would give teachers the capability to move beyond the starting salary and be paid at a comparable level to the private sector workforces thus reducing staff turn over Odden and Kelley (2002:135).

E. An Advancement of Political and Public Support of Education Systems

Literature has strongly shown that performance-related pay increases the support of education by politicians and the public sector Solomon and Podgursky (2001:97). In this regards, the public feels that current teacher compensation rewards mediocrity is a major contributor of teacher dissatisfaction Tomlinson, (2000:167). By providing performance-based rewards, political support of the education system can be generated. Odden (2000:146) outlined a plan that successfully attracted support from teachers, unions and policymaker in Vaughn Next Century Learning Centre in Los Angeles, where these groups of people could come to a consensus on the implementation and design of these performance based programmes. In this regards there is need for Trade Unions and the Government to conduct collective bargaining activities which try to reduce their differences and come up with mutual agreements emphasizing on high concern for employees and productivity.

F. Creation of a Sound Financial Investment

It is an established fact that the introduction of performance-based rewards can be revenue neutral since the existing salary schedules, which reward seniority and academic qualifications can be flattened, and the money which is gained from this reform can be targeted at rewarding teacher performance Solomon and Podgursky,(2001 :45). However, this appears to be inconsistent with these authors' previous advocacy for a system of increased teacher salaries. Previous programmes that made an attempt to provide revenue-neutral performance-based systems have been unsuccessful due to acute shortage of funds and resistance from teachers.

In contrast Odden (1996) noted that the private sector model reflected that costs can be kept to a minimum since the workforce will become flexible and versatile. In particular they will be need for teachers to use a wide range of pedagogical techniques, which suggests the revenue required to implement this strategy would be relatively low. However, the bottom line will be that, the private sector model will have limited relevance to the public sector, as resources are finite, and schools by their nature do not generate additional financial resources with increased productivity Milanowski (2003). To address this challenge, there is need for an average class size to increase, this will allow teachers to be paid more, without increases in education funding. With the advent of free and compulsory primary education in Eswatini the class sizes in High schools are astronomically high resulting in teachers being over utilized thus threatening the quality of results.

IV. THE EFFECTIVENESS OF BONUSES AND OTHER FORMS OF REWARD SYSTEMS TOWARDS IMPROVING TEACHERS' PERFORMANCE.

According to recent studies conducted to identify the impact of bonuses as an instrument meant to improve teacher performance, most school managers voted for it. This meant that in the majority of cases, bonuses and reward systems were found to be potentially important in creating and sustaining a High Performing Teachers Simelane (2010:113)

Montemayor (1996:35) found that most American high performing schools, although they were using many different types of pay policies, had adopted policies which were in congruent with their strategy and vision, while underperforming schools were associated with the lack of fit between pay policy and school strategies.

Lewis (2000:105) discovered the same findings during his research in Canada. Lawler (2003: 133) highlighted in his overview of human resources practices in British high schools where he observed that the best performing schools devised and implemented reward systems that supported their core values and strategies. Hence schools as organizations should craft reward strategies that are aligned to their vision, mission and objectives. This will make it possible for schools to set realistic targets for their teachers and be able measure the performance of the organization.

In a study that was conducted to find out the characteristics of high performing schools in Holland, Kling (1995:15) concluded that linking employee pay and incentives to long-term performance of the organization had a positive relationship with goal attainment.

Weller and Reidenbach (2011 :178) argued that, in the wake of the prevailing volatile business environment there is need for a better balance in the incentives for short-run and long-run performance. However there is much need to invest or pursue short-term result-seeking activities than to invest in longer-term productive activities. Bebchuk and Fried (2010 :8)

One of the most important key principles of the beyond budgeting concept is to reward teacher achievement based on relative performance against competitors, Hope and Fraser (2003:61) Another latest form of relative performance which was discussed by Guojin et al. (2011:161), is that of peer performance within an organization, where incentives should be paid out after comparing an individual's performance with that of his or her peers in a similar task. Matsumura and Shin (2006 :70) conducted a research on factors that greatly motivate teachers. He found that school results improved following the implementation of an incentive plan that includes relative performance measures.

A. *The impact of fair compensation and Salary Structure.*

A number of studies have been conducted across Africa to find out the relationship between employee attitudes and student outcomes. Maister (2001:38) discovered that employee attitudes are largely influenced by reward systems that pay out a fair compensation that meet their expectations. When reward is fairly distributed, employees have a tendency of increasing their effort on the task they are doing in order to get the same rewards in future. In the case of a research that was carried out in Taiwanese high performing high schools, Huang (2000:19) found that these schools performed better than low-performing high schools among others because they put much emphasis on internal equity when designing teachers' salaries. While Corby and White (2003:176) was researching on the introduction of performance related pay in England's high schools, they discovered that, the newly introduced reward system in theory looked favorably but there was a big fear among teachers that the system would not be implemented fairly and equitably and therefore would not yield the expected results. Underwood (2004:19) found that high performing international high schools spent much of their time moulding reward systems that give value to their employees. Sirota et al. (2005:164)

In the same note, Underwood (2004:151) conducted his research with the main objectives of finding out on what really motivates employees to excel in Italian high schools. He discovered that equity was very essential to them, employees need to be treated justly in relation to the basic conditions of employment. Employees have a sense of elemental fairness in the way they are treated, which could be achieved by employees' satisfactory compensation and fringe benefits which should compare very well with their counterparts in other schools or countries. Holbeche (2005:256) termed it as a fair employee deal which is very necessary for creating the impression of a fair compensation system among different categories of employees within the education sector. Burney et al. (2009:71) found that by attaching the reward structure directly linked to a strategic performance measurement system increases the feeling of fairness among teachers.

Hammer (2001:89), while evaluating emerging business concepts anchored by best schools to deal with the increasingly volatile business environment, found that these schools should employ reward systems that encourage group performance over individual performance and these rewards should be reviewed periodically in order to meet teachers' new needs. In his research into factors that contribute to school productivity, Jennings (2002:133) concluded that these schools have effective school pay plans which are collectively designed by both school management and parents. Furthermore, he found that these pay plans, which were based on group productivity compensation, generated a culture of collectivism that in turn increased productivity.

Bae and Lawler (2000:66) in their study of finding out the impact of employee involvement in increasing their performance found, that Korean schools that used a high involvement human resource strategy realized better results than those that ignored it, and that performance based pay was an effective integral part of the human resource strategy. The same results were found by Challis et al. (2005) and Knight-Turvey (2005:256) in a study they conducted in Italian high schools.

B. Emphasis on intrinsic rewards

In a study that was conducted by Katzenbach (2000:120) and O'Reilly and Pfeffer (2000:67) in well-known successful American high schools, found that teachers tended to be motivated by intrinsic rewards than extrinsic rewards. Annunzio (2004:71) discovered that schools which employed many teachers specifically used non-financial recognition for group performance to motivate people.

Britain, Miller and Le Breton-Miller (2005:178) carried out a study of family controlled schools and discovered that high-performing schools invested much on intrinsic incentives as compared to low-performing schools. Prendergast (2008:156) commented that it is far much better for schools to minimize the use of monetary incentives and match the intrinsic motivations of teachers with the tasks they are willing to do and as such focuses much on the intrinsic nature and reward of the job itself through job enrichment, enlargement and rotation. Intrinsic motivation by its very nature drives an employee's inner feelings such that they become self-motivated. Employees are able to operate at maximum level with less supervision. What school managers should do is to create an enabling working conditions which inspires employees to willingly exert more effort without claiming monetary incentives. In a school set up, school managers can set specific, achievable and result oriented goals that drive teachers to go an extra mile. Where school managers create an intrinsic working conditions, teachers in most cases are prepared to work even on weekends and school holidays because of their desire to achieve their set goals and also to get recognition from students, parents and school administration after they have realized excellent academic student results. Teachers can also be intrinsically motivated if they are given responsibilities that match their abilities. So many a times, teachers have been seen willingly participating in various school programmes such as sports, traditional dance and music without demanding monetary incentives. Montemayor (1996:35) found that American high performing schools although they used many different types of pay policies, focus much on intrinsic motivation with special emphasis on professional development programmes which are meant to develop their talent, creativity and innovativeness. When teachers acquire the right skills and knowledge, they may be inspired to take more challenging responsibilities which raise their self-esteem. Lewis (2000:142) discovered the same during his research at an American high school that most teachers are

motivated by a sense of achievement, responsibility professional growth and challenging responsibilities..

C. The effectiveness of skill-based pay in influencing teacher performance

Skill based pay has become one of the latest rewarding systems used by so many high schools in developed countries. Research that has been carried out by Lawler et al. (1998:212) in their studies of Fortune 1000 American high schools discovered that, these schools designed their reward systems in a manner that allows employees to strengthen their skills so that they are able to take more decision-making responsibilities focusing towards producing quality results in order to attract more students. As stiff competition intensifies in the education industry as a result of globalisation they only way that make high schools to survive is to improve on the quality of their service. This can only be made possible by introducing skill-based pay, this allows teachers to develop a thirst for learning. Challis et al. (2005: 35) and Knight-Turvey (2005:79) have also concurred to the effectiveness of this reward strategies since they found out from their study, that well-performing Australian schools rewarded their employees for knowledge and skill development, and the same was also found by Guthrie (2001:184) for New Zealand high schools. Once school management has introduced this payment system in their schools, teachers will be forced to invest heavily in their learning and this will benefit students at the end.

This supported by Dierdorff and Surface (2008:210) who found out in his study that skill-based pay had a positive influence on the rate of learning of teachers. To all those who are following the trend in the motivation of teachers, they can testify that skill-based pay is increasingly replaced by competency-based pay. This is because the effectiveness of the skills teachers possess should be clearly reflected in their performance. It is not easy to measure teachers' effectiveness through skills and knowledge only but should be attached to student performance. In most cases school managers need to be convinced that teachers are able to apply their skills in their day to day instructional processes when they realize excellent academic results. In actual fact teachers' skills should be used as an instrument to achieve higher performance. With regards to the use of skill-based rewards, there are models which can be incorporated in order to develop a clear understanding of skill-based pay. The first model is 'merit-pay', which generally involves individual awards based on student performance at the end of each examination period (McCullum, 2001). This reward system has been widely used in countries such as Botswana, South Africa, Zimbabwe and Zambia where teachers are paid according the number of passes in a given subject.

The second model is 'knowledge and skill-based' compensation, which is different from the above discussed model because this model specifically involves individual

pecuniary rewards for acquiring additional relevant qualifications and practical demonstration of knowledge and skills, meant to increase student performance (Odden, 2000).

By way of summary it should be noted that ,knowledge and skill-based pay differs from merit-pay because the former provides clear guidelines on what is being evaluated (Odden and Kelley, 2002). The knowledge and skills evaluated should be linked to teacher competency, creativity and innovativeness (Odden and Kelley, 2002). The third model is school-based compensation which aims at promoting team work among teachers. This is because the overall academic performance of any school is determined by each teacher's individual effort.. The model generally involves group-based pecuniary rewards, typically based on students' academic performance obtained at end of each academic year. (Odden and Kelley, 2002).

D. The value the present study will add to the existing research that has already been conducted on the theme of the study.

It is important at this point to acknowledge that the study on the effectiveness of reward strategies in improving teachers' performance has not been conducted in Eswatini. This study added value to research that has been conducted on the theme understudy, in other words the government of Eswatini benefitted significantly by adopting some of the strategies that have been recommended by various researchers. Discovering what matters to teachers and how best to motivate them for sustained and improved performance has seen to be a complicated challenge. Extrinsic rewards that have been tried in the past have generally not produced the desired results in Eswatini. It must be noted with dismay that, over the years, the government of Eswatini has been heavily putting much emphasis on extrinsic rewards as a, major source of teacher motivation. Against this background this study has seen it necessary for the government of Eswatini to consider both intrinsic and extrinsic rewards.

This was supported by studies which were conducted by Kadzamira (2006:136) who observed that there were several studies that were conducted on motivation and work performance of teachers in Nigerian schools, Sweden private schools and secondary schools in Malawi. These studies indicated that in today's environment, employees including teachers are motivated by intrinsic and extrinsic rewards as such none of the two factors should not be overlooked by educational managers.

It should also be noted that the government of Eswatini had been paying teachers on the basis of qualifications and experience at the expense of performance, this had not yielded much results as evidenced by poor results year after year, late coming and absenteeism by teachers. In this case this study recommended to improve the existing situation by way of introducing performance related –pay. This is supported by Maister (2001:38) who found out that employee attitudes are

positively influenced by reward systems that pay out fair compensation through the involvement of performance based pay. In a research carried out in Taiwanese high performing high schools conducted by Huang (2000:19) it was found that these schools performed better than low- performing high schools among others because they gave emphasis on internal equity when they were designing their compensation system.

In his research findings ,Underwood (2004:19) also supported the need for performance related pay by saying good performing International high schools used reward systems that value the contribution of their employees. This therefore means that time to pay employees on the basis of seniority, qualifications or experience is over, educational managers should not pay people but the value they bring to an organization. In a study that was conducted by Sirota etal (2005:164) on what motivates teachers to perform to the maximum discovered that equity was very important to employees because they want to be treated fairly in relation to the basic conditions of employment. They must be a sense of elemental fairness in the way they are treated which could be achieved by employee satisfactory compensation and fridge benefits. In this vein the researcher urged the government of Eswatini to also consider the use performance related pay, bonuses, certificates of competence and merit awards to teachers who produce outstanding results As a matter of adding value to the existing research that has already been done in the theme of the study, the following factors need to be considered.

The underperformance that might be experienced by high school teachers in the Hhhohho region of Eswatini might be largely be attributed by lack of skills and knowledge by the teachers. In order to enhance teachers' instructional skills, this research encouraged the government of Eswatini to seriously consider providing teachers with career development opportunities for both rural and urban high school teachers. This can be in form of staff development workshops, seminars and conferences, these should be conducted regularly in order to keep teachers abreast with the ever changing curriculum and technological developments.

Firestone (2014:17) echoed that, professional development plays an important role in building teachers, knowledge and competence, which leads to greater motivation. In the same vein, Geoffrey (2014:35) also carried out a study using high schools in Uganda where he wanted to find out whether career development of teachers really motivate them.

The findings revealed that there was positive colleration between career development of teachers and performance. In sub- Saharan, most teachers reported that they were demotivated to teach in rural schools as their concern was that they would not have the same opportunities for training and professional development as their urban counterparts Buckler (2011:123) The problem of accommodation has been reported

by various media in Eswatini as a thorny issue which needed immediate attention.

It is reported that teachers' houses are inadequate, too small and are falling apart leaving teachers with no choice other than living far from the school, where they are supposed to pay high rental for private housing. This situation has caused high rate of late coming and absenteeism by teachers resulting in them not completing their syllabuses at the right time. Thomas et al (2014:405) stressed that access to decent housing should be a requirement and a priority for all teachers. He suggested that providing teachers in hard-to-reach and hard-to-staff schools with quality housing, running water and electricity is probably the most cost effective way of attracting and retaining talented teachers in these schools. Teachers are often posted to remote areas away from their families, this makes them to be unsettled and lack concentration.

In the wake of all these challenges there was need for the government of Eswatini to introduce transport, hardship and housing allowances in order to reduce staff turnover and rural urban migration. Bennel & Akyeampong (2007:119) recommended that in order to win teachers' hearts, there is great need to provide them with health insurance, subsidized food and other related benefits in contexts where their salaries are insufficient. In cases where both spouses are teachers there is need for the government to encourage a situation where both teachers are posted to one school. This will reduce cases of divorces and infidelity. Akazar et al (2006:56) in their study in Peru found out that one of the reasons that causes teachers' dissatisfaction with their assigned post was the idea living separately from their immediate relatives.

This study is also advocating for the need to involve teachers in decision making on matters concerning their welfare and working conditions. Teachers should have a say on planning, implementation and evaluations of the school curriculum since they are the ones who are in direct contact with students so they have a better insight of what needs to be done to improve quality delivery. This suggestion is strongly supported by the majority of the studies on teacher motivation in low income contexts and this include Eswatini. In this case, numerable studies have been conducted by Sarget & Hannum (2005:123), Wang & Fwu, (2002:173) and they found out that teachers felt embarrassed and disrespected because they did not have a voice in school management and decision making.

As such, through their qualitative approaches to studying teacher motivation, these studies suggest that teachers' voices can enrich existing knowledge about what it is like to teach and learn in different environments which play a key role in informing teacher education policy Buckler (2011:44). Khan (2007:17) also echoed that in her study of teacher job satisfaction in Pakistan points out that teachers want and need to be a part of the education process so that they feel to have a stake in the running of the school. Teachers want to be viewed as professionals and indispensable elements which deserve to

be involved in decision making Guajardo (2011:33). It is important for school managers to involve teachers in education planning because it improves both teacher motivation and the delivery of quality education.

In summary, it has been established in this study that a lot has not been done by the government of Eswatini to improve the working conditions of high school teachers and the fact that this study has not been conducted in Eswatini signifies that it will add value to the existing reward strategies.

The value this study adds, will go a long way in improving the performance of high school teachers thereby allowing the government to achieve policies on free and compulsory education, gender national policy, zero failure rate and the country's vision 2022 of wanting to become first world country in terms of human capital development.

V. RESEARCH DESIGN

This study adopted a descriptive research design, which according to Cooper and Schindler (2003: 81) involves surveying people's views and opinions and recording their responses for analysis. Within the descriptive research design, this study incorporated both quantitative and qualitative research approaches to better understand the relationship between variables in the research questions. Cooper and Schindler (2001:134) defined research design as a mere blueprint used for the collection, measurement and analysis of data. McMillan and Schumacher (2001:134) in his study asserted that a research design describes the procedures for conducting the study, including when, for whom and under which conditions the data will be obtained.

There are various types of research designs, they range from case studies to surveys, content analysis and empirical designs. The most commonly used research designs for both qualitative and quantitative research are case studies, surveys and content analysis. Surveys are methods of data collection where information concerning the subject under study is gathered through interviews or questionnaires. The present study adopted descriptive survey methodology because it allows the researcher to gain fresh information quickly and require minimum effort in gathering large amount of data Edwards and Talbot, (1994:29).

This research design was chosen because it entails a study of limited number of cases with a view of drawing up conclusions that cover the generality of whole group under view. The descriptive survey methodology was applicable to the research objectives and research questions of this study which were largely influenced by specific questions of who, which, what, why and how of the research Churchill, (1995:165) Surveys are perceived to be excellent vehicles for measuring people's attitudes in a large population. They are mainly used in studies that have individual people as units of analysis like in this case where school heads and teachers were

involved in order to tape their views and opinions on the role played by rewards strategies in improving teacher' performance . Questionnaires are research instruments specifically tailored to obtain information which is useful from the data they generate Babbie (2003:251)

VI. THEORETICAL FRAMEWORK(S)

In this present study, the researcher made use of positivism, interpretivism and critical theory as a framework for a mixed methods approach to collect the necessary data. Cresswell. (2003:38) defined these frameworks as a philosophical traditions that consider thought as an instrument or a tool for prediction, problem solving and action that creates harmony within given a context. Patton (2003: 49) reported that, the three philosophies emphasize the practical application of ideas, by acting on them to actually test them in human experiences. They interpret every day happenings, experiences and social structures as well as values people attach to these phenomena Collis and Hussey 2009:56. In order to address problems such as the high rate of absenteeism , late coming ,low morale and poor performance faced by high school teachers in Eswatini, this study sought to get the opinion from both school heads and teachers as to the most appropriate reward strategies that can be used to address these problems.

Biesta (2010:123) observed that, positivism, interpretivism and critical theory are largely characterized by an emphasis on communication, quantifiable and qualifiable data and shared meaning making in order to create permanent solutions to social problems. For an example, positivism depends on quantifiable observations that led to statistical analysis Collis and Hussey (2010:58). This is in line with this study where data from questionnaires was treated statistically through the use of frequency tables, pie charts, bar graph and histogram. Blumer (1982:71) claimed that the essence of society lies in an ongoing process of action, without action any structure of relationship is meaningless.

This suggests that as a researcher, there is need to get to the bottom of the problems that are being experienced by high school teachers in the Hhohho region in order to come out with the most appropriate rewarding strategies which can increase teachers' performance.

Actions and human experience are quite pivotal when seeking solutions to address problems of late coming, poor performance and high staff turnover in high schools. . Dewey (1931:92) stated that, the role of action is to make change happen. In order for change to take place there is need to make thorough investigation with the main objective of wanting to resolve the problem. One of the foundational ideas within the three frameworks is that the meaning of an idea or concept is the practical consequences of the idea Babbie (2010:42)

At this point, if the right reward strategies are identified, it means problems such as poor performance, absenteeism and

late coming by teachers can be minimized. The meaning of a specific concept is the different actions, which we conduct, based on the belief in this concept. In this case, the researcher has a strong feeling that, if the right reward is given to employees they may develop positive attitude to their work. The reason why positivism, interpretivism and critical theory were adopted as one of the most appropriate research philosophies in this study was because of the following benefits they provided.

- They allowed for data collection instruments to reflect questions that would address both qualitative and quantitative aspects. In this case of the present study, data collection was done using both interviews and questionnaires.
- They recognized that every research has its limitations and that different research methods can complement each other.
- It must be noted at this point that, each of these instruments have advantages and disadvantages and hence there is need for use of different philosophical approaches.
- Since these frameworks focus on practical solution to problems, they become the right fit for this study, which has been triggered by the presence of numerous problems such as the high rate of absenteeism, late coming, withdrawal of cooperation and poor performance by teachers in high schools in the Hhohho region of Eswatini. Lastly, one of the advantages of these approaches were that, they could be fused together in order to have a broader overview of the problem under study. For instance, interpretivist looks at the world as something which is produced and reinforced by humans through action and interaction Baroudi and Orlikowski (1991:14)

VII. DISCUSSION

There is no doubt that the issue of rewards has become so controversial and complex since in each type of reward there are both advantages and disadvantages. This therefore means that in the foregoing discussion which looked at different types of rewards meant to motivate teachers in high schools there is indeed a significant proof of the contrary. For example, in the case of the characteristic Pay-for-performance Werner et al. (2011:22) made frantic effort by comparing the results he obtained from high schools in America which used performance based payment scheme with those high schools which did not use pay-for-performance and found that in as much as performance really improved in schools which used pay-for-performance, it was discovered that after a period five years results in both types of schools looked the same again. This showed that performance based payment did not bring long lasting positive behaviour in teachers. These findings compared well with those that were obtained by Mullen et al. (2010:33) in the same domain of schools in Italy.

It must be noted that performance related pay cannot stand as the only solution towards motivating teachers since

teachers operate in different school environments under different leadership. Weibel et al. (2010:48) has also echoed on the limited success of pay-for-performance in public schools by stating that pay for performance by its very nature is generally less cost effective than school managers perceive it because it has hidden costs of rewards.

Mahaney and Lederer (2006:163), came out with their own experiences with regards to teacher motivation, they stressed that school managers should not be tempted to over rely on one type of incentives but there is great need to combine both intrinsic and extrinsic incentives in order to meet various expectations of high school teachers.

In a study carried out by Fischer (2008:432) it was generally discovered that economically successful schools were seen to be using seniority when making decisions about pay raises. To a larger extent it worked very well since it assisted schools to retain long serving teachers. Although this reward mechanism is meant to create organizational citizenship behavior by retaining long serving employees, it has the disadvantage of promoting laziness among senior teachers and also killing the zeal of newly competent teachers. When looking at the characteristic Skill-based pay, Giancola (2009:79) declared that, this type of incentive scheme totally failed because it did not improve results mostly where it was first introduced in American high schools.

Several debates have been deliberated on the impact of bonuses in improving teachers' performance and it was established that bonuses do not significantly correlate with performance since it is simply taken as a hygiene factor (LaBelle (2005:77). By deduction, the school needs to have an appropriate reward system which is considered to be fair and equitable by both teachers. However, it must be noted that a reward system is not a magic solution or a distinctive characteristic with respect to superior performance, there are other factors such as leadership styles and organisational structures that need to be seriously considered for effective motivation of teachers. It has generally accepted by most scholars that if a reward system is not in place, the school is likely to run into serious trouble with its employees and becoming a high performing school will then be virtually impossible. With reference to the above discussion, it becomes crystal clear that high schools should start thinking of turning themselves into high performing organizations by using a mixed approach when motivating employees since different employees have different values, beliefs and expectations when comes to rewards.

The hygiene factor emerged from the satisfaction theory of Herzberg (1987:122), which noted that performing well on these hygiene factors, does not necessarily lead to high performance, while performing badly will lead to demotivation and dissatisfaction.

Therefore Herzberg also attested to hygiene factors as de-motivators or dis-satisfiers. Thus, the reward system and bonuses can be seen as a form of dis-satisfiers: if they are not in place, people will certainly not be motivated to excel. If reward systems and bonuses are considered to be hygiene factors, then organizations should make sure these factors do not cause any dissatisfaction among employees in order not to hamper the organization in making the transition to High Performing Organization (Jindal-Snape and Snape, 2006:41).

In the wake of the above discussion, it means that schools authorities need to have a thorough knowledge of managing employees who operate in various dynamic and volatile business environments in order to provide relevant rewards which are more responsive to the ever changing employee needs.

VIII. RESEARCH FINDINGS

- Although some schools made an attempt to motivate their teachers using intrinsic rewards, most of the respondents indicated that the government focused on salaries as a major reward. The respondents further highlighted that the salary they were receiving was too little to cater for their day to day expenses considering the ballooning inflation rate. Deci (1971:151) observed that when money is used as an external reward for some activity such as performance in this case the teacher are likely to lose intrinsic motivation for teaching. This is also supported by Kadzamira (2006:34) who found that, teacher pay is not adequate and does not even meet teachers' basic needs for food, housing, clothing and transport, this pecuniary incentives are important in enhancing teacher motivation.
- It was also observed in these findings that teachers were paid according to experience and qualifications. This can demotivate junior teachers who have much potential to perform far much better than senior teachers or those with higher qualifications. Time has come where we do not just allow school managers to pay people but the value they bring to the organization. Underwood (2004:38) found that good performing International high schools used reward systems that value their employee performance.
- On the issue of housing, both teachers and school heads indicated their dissatisfaction, they said some of the houses were on the brink of collapse and not habitable at all. On top of that, the houses were too few such that other teachers were staying far away from school, making it difficult for them to be punctual and they were also forced to pay rentals by the landlords. Mukyanuzi (2005:84) echoed that housing is likewise an issue for nearly all teachers in low-income contexts. Teachers in Zambia, New Guinea Malawi and Eswatini reported poor housing as a daily source of irritation and ill-feeling for them.

- The findings of the study also established that poor performance in high schools was caused by huge class size. Most of the teachers were subjected to abnormal class size, where at times they were forced into multi-grade teaching as a result of the rapid promotion of universal primary enrolment in Eswatini. Bennell (2004:171) noted that, work load and school level challenges can negatively impact teachers' motivation. In many African countries teachers were increasingly being asked to take more responsibilities including, HIV/ AIDS, Educational counselling and community development. This was supported by a study that was conducted in Malawi, where teachers' work load was cited as one of the most contributing factors towards poor performance and high staff turnover.
- It was discovered in this study that teachers were not fully involved in decision making that involves day to day operations of the school. Guajardo (2011:171) observed that lack of accountability can demotivate teachers, by nature people like responsibilities. In many countries in Sub-Saharan Africa and Asia, teachers do not feel accountable to school management, parents or even the wider community.
- It was revealed in this study that teachers were not involved on issues to do with supervision, in so many a time school inspectors frequently raided them mostly on fault finding mission, and rarely do they get feedback from them. Cogan (1973:31) pointed out that the concern of the clinical supervision process is the teacher's classroom behavior. Clinical supervision believes in that, there is need to establish a special kind of relationship between the teacher and the supervisor, where they are expected to work as partners.
- The findings also indicated that teachers and school heads were motivated by both intrinsic and extrinsic rewards. Guajardo (2011:33) observed that recognition and prestige can be powerful incentives to motivate teachers. Teachers wanted to be involved in decision making. On the same token, Maslow (1970:6 8) argued that everyone seeks to satisfy basic needs, lower level needs and higher needs.
- It was revealed in this study that the government of Eswatini and some other schools did not take training and development of teachers seriously for example the ministry of education conducts few workshops per year. There was no specific budget for training and development of teachers. It must be clearly known that professional development and capacity building of teachers' knowledge and competence leads to greater motivation Firestone (2014:17)

IX. RECOMMENDATIONS / IMPLICATIONS

The following recommendations are guided by research findings and they are aimed at improving the performance of high school teachers in Eswatini. The study recommends the following:

- As a matter of improving the quality of rewarding teachers, there was need for the government and schools to provide both intrinsic and extrinsic rewards because different teachers have different expectations, values and beliefs. This is supported by Herzberg's two factor motivation theory which argues that some employees are maintenance- seekers while others are motivator – seekers. Odden (2000:151) stressed that teachers who are not motivated by monetary rewards can be encouraged to perform better by way of using intrinsic rewards. These rewards can range from satisfaction from high student academic achievement, recognition, sense of responsibility, learning new skills and personal growth.
- Instead of focusing on money as the only source of reward, there is need for the government to introduce performance related pay in order to increase student outcome. Hoerr (1998: 34) argued that any non-merit based system is grossly unfair for exceptional teachers because they are judged on inaccurate and inefficient criteria hence it reduces employee morale. This will cause, talented teachers to leave the education system because excellence is not fairly rewarded. The current existing salary scale for teachers in Eswatini high schools are thus at best only loosely related to the expertise and skills needed in the classroom hence it does not motivate teachers. Mohrman and Odden (1996:127) observed that if the pay structure is based on such unfair formula, it inevitably produces unsatisfactory results as it is not aligned to education output. Performance – based reward systems are an improvement on efficiency of salary scales in order to get best performance from teachers.
- There is much need for the Ministry of education to differentiate its rewards in order to compete with other high schools within SADC region to avoid loss of skilled manpower. In this case it is recommended that the government should introduce time for personal matters, medical aid schemes, paid maternity leave, hardship allowances, cost of living adjustment, free lunch and funeral assistance fund. This is also in line with the views of Sirota et al (2005:164) who found out from their research of what motivates employees to go an extra mile in their performance. They discovered that equity was very important for the teachers because they want to be treated justly in relation to the basic conditions of employment. They should be sense of elemental fairness in the way they are treated, which could be achieved by employer's satisfactory compensation and fringe benefits.
- Findings from the study revealed that teachers are complaining about poor accommodation and also that they stay away from school where they pay rentals. In the wake

of this negative development, the researcher recommends that the government of Eswatini needs to introduce housing allowances or provide housing loans for teachers. There is also need for school heads to mobilize parents so that they build more additional houses for teachers. A study that was conducted by Brockman (2013:238) revealed that, living conditions of teachers have positive influence towards their performance.

- It is also important for the responsible authority to build better houses for teachers that meet modern standard which include; electrification, inside bathrooms, spacious, good ventilation and provision of clean water. When there is electricity, teachers' quality of life improves because they are able to buy modern electric gadgets and also have access to internet. Schools are also encouraged to buy computers and install internet facilities to allow teachers and students to do research and acquire new knowledge and skills. This does not only retain competent teachers but their performance will also improve.
- It was observed in this study that teacher – pupil ratio is astronomically high and this cannot warrant good performance from the teacher, It is recommended that they should be provision of a standardized teacher – pupil ratio. In case teachers have class-sizes which are larger than the recommended one, there is need to compensate them. Mooij (2008:79) argued that huge class size have detrimental effect on teacher performance since they are overworked in terms of marking and they will not do much to assist slow learners.
- In order to create a harmonized working conditions between the employer and the employee, the government needs to fully involve representative of labour during collective bargaining process. Representative of teachers and the government should meet at convenient times to confer in good faith in respect of wages, hours, benefits and other terms and conditions of employment. Salamon (1998:305) noted that a constructive collective bargaining system is of value in terms of harnessing the potential utility of workers in realizing organizational objectives.
- The government should ensure that it promotes professional development of teachers, this can be done through in –service courses, seminars, workshop and
- Provision of scholarship for those who want to pursue relevant degree programmes. Guajardo (2011:45) states that, providing teachers with career development opportunities that allows them to acquire pre-requisite skills and knowledge motivate teachers to enter or remain in the profession and to improve their practices.
- One of the reasons why schools heads fail to get compliance from teachers is because they do not have enough power and authority to influence their subordinates. Again school heads alone cannot do much in terms of effectively motivate teachers, it needs full participation of all the major stakeholders. In this case the researcher recommends that, there is need for all stakeholders such as students, teachers, school heads, community, Non- Governmental Organizations and

government to work together towards supporting school activities in order to achieve the country is noble vision of becoming first world country in terms of human capital development and to achieve the goals of free and compulsory education.

X. CONCLUSION

The researcher concluded that rewards are a major determinant of teacher performance in every organization of which Eswatini High School s is no exception. The general consensus from both teachers and school heads has significantly shown that, employees are motivated by both intrinsic and extrinsic rewards since different employees have different values, beliefs and expectations. It is also an established fact that teachers' needs do change each time due to changes in the external environment which influences schools as organizations hence there is need for school managers to continuously scan the their environment in order to improve the existing reward strategies. What might motivate teachers today might not motivate them tomorrow hence the need for continuous research to ascertain teachers' new needs . Since the issue of rewards is so complex, it is of paramount importance to ensure that major stake holders such as parents, government and teachers associations and non-governmental organizations need to work together in order come up with an efficient and effective way of motivating teachers. In view of this, the motivation of teachers in Eswatini must be given top priority in order for the government to achieve its austerity targets.

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