

THE ROLE PLAYED BY REWARD STRATEGIES IN IMPROVING TEACHERS' PERFORMANCE IN HIGH SCHOOLS IN THE HHOHHO REGION IN ESWATINI :A CRITICAL INVESTIGATION.

BY

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DECLARATION

I Darren Chipato do hereby sincerely and honestly declare that this research work entitled “The role played by reward strategies in improving teachers’ performance in high schools in the Hhohho region in Eswatini”, has not been submitted for any similar degree in any other University hence it is duly declared original work.

The thesis is submitted with the full knowledge and permission from the supervisor.

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As the Candidate’s supervisor I have approved this thesis for admission.

Signed-----Date-----

Prof Philip Higgs

DEDICATION

This work is dedicated to my beloved wife Wendie, my son Brine and my daughter Tovongaishe.

ACKNOWLEDGEMENTS

In line with the preparation and completion of my report, I feel greatly honored and obliged to express my heart – felt and profound gratitude to many individuals who immensely contributed directly and indirectly to make this report successful. First of all I would like to thank the Almighty God for providing me with his solo monic wisdom, protection, strength and health in this entire academic struggle.

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ABSTRACT

Rewards represent an employees' desire, persistence and commitment which is largely manifested as job performance. In this case, the job which is highly influenced by both growth factors (intrinsic) and hygiene factors (extrinsic) is likely to result in high performance and few complaints among employees. The purpose of this study was to examine the role played by reward strategies in improving teachers' performance in high schools in the Hhohho region of Eswatini. In this study, a descriptive research design which incorporated quantitative and qualitative research methods was adopted to investigate rewards strategies that can be used to improve teachers' performance. A survey was carried out with 30 high school teachers and 10 school heads in the Hhohho region. Both heads and teachers were selected using random and convenience sampling techniques. The philosophical framework used were Positivism, Interpretivism, Critical theory, Herzberg's two factor theory, Maslow's hierarchy of needs, Expectancy theory and McGregor theory Y and X. The research instruments used included questionnaires, interview guides, triangulation which is a way of assuring the validity and reliability of instruments. Data collection procedures were followed by obtaining consent from the Ministry of Education and Training and Principals of high schools. Ethical principles were also followed by observing privacy and anonymity of participants as well as obtaining their consent. Tables and charts were used to present quantitative data which was stored in CDS and flash drives. Data collected from interviews was presented by quoting the voices of the respondents which made the data to be analyzed thematically. Data collected from interviews was analyzed using descriptive statistics of SPSS package. The study revealed that both intrinsic and extrinsic rewards have much influence towards motivation of teachers since different employees have different expectations, values and beliefs. External factors such as political, economic and social have a huge impact on employees' level of motivation although schools do not have much control over them. The study recommends the immediate increase in the salary of high school teachers in order to cushion them from high inflation and high cost of living and this may help in improving teachers' performance. The conclusion made from this study was that, different employees have different expectations, values and beliefs hence the need to use both intrinsic and extrinsic rewards when motivating teachers. The study suggests further areas for research and these include the investigation of innovative reward strategies which respond to a competitive and dynamic business environments in order to meet teachers' expectations. There is also a need to extend the same study to other regions of Eswatini to make the results more generalizable.

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LIST OF ACRONYMS

FPEFree Primary Education

SNATEswatini Association of Teachers

MOETMinistry of Education and Training

SPSSStatistical Package for Social Science

SSASub-Saharan Africa

MDGSMillennium Development Goals

SDGS.....Sustainable Development Goals

IEInclusive Education

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The aim of this study was to critically investigate the reward strategies which have been put in place by the government of Eswatini in order to improve teachers' performance in the Hhohho region of Eswatini. The main objectives which this study aims to achieve are as follows:

- To determine school heads' experience and perceptions on the role played by rewards strategies such as salaries, annual bonuses, performance related pay, housing and transport allowances in improving teachers' performance in high schools in the Hhohho region of Eswatini.
- To determine teachers' experiences on the effectiveness of reward strategies aimed at improving academic performance in high schools in the Hhohho region of Eswatini.
- To identify reward strategies that can be put in place in order to improve teachers' performance in high schools in the Hhohho region of Eswatini.

This chapter is related to the above aim and objectives because it provided background to the study where the problem that triggered this study was clearly defined. The problems that needed to be addressed by the above aim and objectives included, poor performance by high school teachers, high staff turnover, late coming and absenteeism. These have been seen to be the major challenges since the government of Eswatini had over-committed itself by introducing free and compulsory education and attainment of vision 2022 which focuses on making Eswatini acquire first world class status in terms of human capital development. The researcher felt that, the above goals could only be achieved if teachers were fully motivated and committed to their work, hence there was need to investigate on the role played by reward strategies in improving the performance of high

school teachers in the Hhohho region. Since this chapter covered the above mentioned research problems it therefore meant that solutions were needed in form of the right reward strategies which should be put in place in order to improve teachers' performance in high schools.

In the wake of the above aim and objectives, this chapter aimed to focus on, current status of the problem, background to the study, problem statement, rationale and relevance of the study, research design, research methodology, limitations and delimitations of the study.

The pride of every school rests solidly in its ability, at the end of a particular academic cycle, to churn out to society, learners with excellent academic performance in order to spearhead positive economic development (Hoer 1998:34). In order to achieve this noble goal, schools should recognize and appreciate the role played by teachers by investing heavily in mechanisms that are geared towards boosting their morale. In trying to achieve the quality of education, in 1980, the government of Eswatini enacted an array of incentives, these were plans designed to recruit, reward and retain the best teachers (Dlamini 2015:115). Merit pay and career ladders were intended to provide financial incentives, varied work and advanced opportunities for qualified personnel. These along with across the board pay raises, housing allowances were expected to improve teacher performance and motivation. According to a research conducted by Khumalo (2017:30) showed that, the above rewards had never been implemented up until now. Teachers are only entitled to their monthly salaries which are not even competitive as compared to their South African counterparts.

There were a significant number of compelling factors that triggered the researcher to conduct this research on the role played by reward strategies in improving teachers' performance in high schools in the Hhohho region in Eswatini. As a university lecturer, teaching learners doing Bachelor and Master's Degree in Human Resource functions in education, I acquired much experiences from learners pertaining their dissatisfaction on poor working conditions they were experiencing in schools. During lectures, close to 75% of the learners were complaining over poor working conditions in Eswatini. The majority of the learners both head teachers and teachers were

opting to leave the country for greener pastures as soon as they completed their studies. While others had withdrawn pointing out that education in Eswatini was no longer taken as an investment since there was no motivation behind it. School heads were also on the fore front complaining about teachers' behaviour and attitude on issues to do with lack of cooperation, absenteeism, late coming, and poor performance which if not addressed was going to jeopardize school results. The Ministry of Education of Eswatini was expecting a lot from school heads in terms of higher academic results yet not much was done to improve the working conditions of teachers. The government had spent huge amounts of money on training and development, provision of scholarships and construction of schools mostly in rural areas in order to achieve its noble goal of free and compulsory primary education among others. The researcher then felt that if the government did nothing to improve teachers' performance it meant that the country's vision 2022 of wanting to become first world country in terms of human capital development and the policy on free and compulsory primary education would suffer a huge drawback.

In light of the above problems cited by the teachers and school heads and also considering the negative impact they may have on enhancing quality education, the researcher found it necessary to conduct this research. This explains why the researcher had to register with the University of Kwazulu Natal to pursue this study. Studies conducted by Butterick (1997 :04) strongly emphasised on the point that , employees are the most important resource within the organization .In this case an organization might set a very attractive vision, mission and objectives but as long as employees are demotivated nothing will materialize. Drucker (2006:37) argued that unhappy employees do breed unhappy results. This therefore means that the future of any school depends on the commitment of teachers hence there is need to provide attractive rewards which can motivate them. Horner (2009:23) echoed that high performing teachers add value to the school, hence there is need to recognize their efforts, worth and contributions through rewarding them appropriately.

There is also need according to Horner (2009 :18) to aim at rewarding behaviour not people and when rewards are provided the clarity about specific behaviour that leads to the reward should be made paramount. It must be noted that any meaningful reward should aim at influencing employees' behaviour so that they operate at maximum level. Seemingly the government of Eswatini tended to reward teachers on the basis of people hence teachers are paid according to length of service and qualifications which is totally in contrast with Horner's (2009:59) views as shown above.

Armstrong (2011 :18) for instance reiterates that people are rewarded for the value they create hence rewards have a cardinal aim of motivating people and obtaining their commitment and engagement as well as helping in attracting and retaining class of high quality people in order to meet organizational needs. What Armstrong was implying in this case was that, people should be paid according to results and this will allow them to increase their effort. This was also supported by Vroom (2002:247) who argued that a person will exert a high effort if he or she believes that there is a reasonable probability that the effort will lead to the attainment of organizational goals. Berkey (2006:68) further pointed out that, teachers play the most important role in school improvement and that only individual change can bring positive change to the school. Principals therefore are obliged to do everything within their power to provide enabling working conditions for teachers to feel appreciated so that the school achieves its goals.

By deduction, it can be concluded that teachers are a hub of change so in order for the school to achieve its vision there is need to pay special attention to teachers' needs. Once they become happy in turn they can also make the organization happy. At this point, researchers are not supposed to be easily taken by tides and believe that its only monetary rewards that can motivate teachers to do their best. The quality of management also plays a significant role. (Johnson and Scholes 2002 :133) for instance stated that effective management is possible when managers have the cognitive capacity to make sense of problems or issues in their experience while

Grobler (1998:102) concluded by adding that the quality of life and the standards of work provided by teachers is highly determined by the quality of management in their schools.

The successful completion of the study provided recommendations that suggested ways in which the working conditions of teachers in Eswatini could be improved and in so doing produce teachers who are committed and dedicated to their duties. The successful completion of this study was a major milestone in the history of Eswatini since it had been going through massive challenges which included high staff turnover, low employee morale, poor results, absenteeism, strikes and demonstrations. These problems were result of poor working conditions. This study also bore great importance to the school management of high schools to realize the vitality of establishing sound school based reward system so as to enhance effective teacher performance for realization of excellence in academic learners' results. The study was also significant to Principals because they were made aware of the best ways of motivating different employees who came from diverse socio-economic background.

The government of Eswatini was meant to benefit by improving its reward strategies since the research findings pointed out areas that needed to be improved. The parents and learners also benefitted because once teachers' needs were fulfilled in turn, they were going work hard to improve the academic results of the student. This is supported by Ornstein and Hunkins (1998:190) who stated that, teachers are a source of untapped energy and insight and are capable of profoundly changing their schools.

1.2 Background of the Study

One of the most important factors that move every human being to achieve his or her goal is the reward given by an organization. Rewards according to Horner (2009 :32) refer to any contingency 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 in a similar situation. Thorndike (1998 :56) for instance beefed up this review by reiterating the likelihood of re-occurrence of a behaviour in similar circumstances that has been successful hence a reward can be defined as a reinforcement .Indeed, rewards are guiding principles that enable people to stay and remain competitive at the work place. If rewards are well managed they can enable workers to remain focused on the path of success (goal theory) regardless of the challenges that may be encountered (Baumeister and Voh, 2004 :74)

Teacher motivation has to do with teacher's attitude to work and the desire to participate in pedagogical processes with school/ college environment as well as teacher's interest in learners' discipline and control in classroom (Aacha 2010:33). Bennell (2004: 48) put it 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. 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 intrinsic and extrinsic factors influence teachers' behaviour (Din, 2008). 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 effectively, but also at the same time to provide some of the extrinsic rewards along the way. It is a well-known fact that, different employees have different beliefs, values and expectations hence they are motivated by different types of rewards. 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 in the Hhohho region of

Eswatini hence there is much need to investigate on this subject.

Some scholars in the field of motivation, strongly believe that if a reward as a driving force does not exist, people would operate in an environment of stagnancy and no great discoveries or interventions would happen hence most organizations would not be able to achieve their goals. According to Cory (2006: 19), early conceptions assumed that work was an intrinsically undesirable pursuit and that workers naturally sought to do as little as possible which then can translate into a sort of carrot-and-stick managerial policy.

Rewards guide peoples' actions and behaviour towards achievement of given goals (Analoui, 2000: 78). At work places and other contexts therefore, rewards are often described as being intrinsic or extrinsic in nature (Sansone & Harackiewicz, 2000: 65). Intrinsic rewards, which are derived from within the person or from the activity itself, positively affects people behaviour, performance, and well-being (Ryan & Deci, 2000:29). Extrinsic rewards on the other hand, results from the attainment of externally administered rewards and influences, these may include pay, security, bonuses, material possessions, prestige, and positive evaluations among others. In Contrast to extrinsic motivation, intrinsic motivation is said to exist when the behaviour is performed for its own sake rather than to obtain material or social re-enforcers.

Most recent research work tends to support the view that motivation emanates from inside and that an individual has his/or her own set of motivation forces (Adam 2007:7).In any case, both sources of rewards are important and it is the duty of the school management and government officials to carefully identify and address these needs in order to allow teachers to remain productive. Seemingly ,most authorities seem not to be in agreement on which category of reward has much influence towards improving teachers' performance , hence there is much need to examine the role played by reward strategies in improving teachers' performance in the Hhohho region of Eswatini.

1.3 Rationale and Relevance of the Study

This study drew on the diverse approaches to the role played by reward strategies with a view to improve teachers' performance in high schools in Eswatini. A reflection by Tomlison (2004:158) on the nature of high schools indicated that there were several factors that contributed to high failure rate of student, which is largely attributed to absenteeism, late coming and high staff turnover of teachers. Bloom (1999:20) echoed that, schools with higher pay inequality suffer from greater employee turnover.

Eswatini has a traditionally British style or model formal education. This means by deduction, the structure of the education system reflects that of England. English is both a subject taught and the medium of instruction. The fact that the education system is Euro-centric means that the standards set and rules for examination follows that of Britain (Dlamini 2009). As an independent country, Eswatini has revamped its education systems to meet international standards since it affiliates to a number of international organizations such as United Nations, International Labour Organization, African Union and Southern Africa Development community. Some of the achievement done so far by the country include;--Introduction of free and compulsory primary education, which started in 2010.

The country, also adopted its vision 2022, which wanted to see Eswatini attaining first world class status in terms of human capital development. Eswatini is also a key player in implementing millennium development goals with its major focus based on eliminating illiteracy, poverty and diseases (Magagula 2011). The country also democratized its education system to ensure that education was put on the doorsteps of each citizen irrespective of colour, tribe, and race, sex, religious and political affiliation. The government had done massive construction of both primary

and high schools in both rural and urban areas with the hope of making education more accessible to all Swazi citizens.

One of the major milestones the Government made in education was its proposed targets for year 2030. These targets included: By 2030, 100% of girls and boys were supposed to attain secondary education through participation in primary education, early childhood care and education. To increase the percentage of high school leavers who were supposed to reach a proficiency level in literacy and numeracy. This was supposed to be done in order for the learners to fully participate in society. To increase the percentage of youth and adults with the knowledge, skills and competence in order for them to access decent work to at least 99%. To ensure that the government provided sufficient number of qualified teachers and retain them. The government also targeted to improve all aspects of the quality of education and ensuring excellence in all areas of education especially in literacy and numeracy skills (Constitution of Eswatini, 2005:26).

It has been noted that teachers had been in army with the government on matters to do with salary increment. Thus according to Times of Eswatini of 20 March (2013:8) teachers were seriously fighting for pay rise of 100% after their salaries had been chopped by 33% in the previous year, July 2012. By time this research was conducted, the matter had not been resolved by the employer. In line with the above, it should be noted that the success of any policy in education depends on the commitment of teachers who are the implementers. It seemed the government of Eswatini was deliberately ignoring this important variable. The policy was introduced when teachers were showing a high level of disgruntlement (Eswatini National Association of Teachers (SNAT) Report of 21 January (2017:13)

In spite of all the major positive development the government of Eswatini had done, the country was still rocked by a number of challenges in education such as high staff turnover and poor academic results. As it stood, the country was relying heavily on expatriate teachers for Mathematics and Science subjects since local teachers had left for greener pastures. If these challenges were allowed to spiral out, it meant that the government was not going to be in a position to meet its targets, policies and vision.

One of the challenges highlighted by the government was the problem of mass exodus of skilled and competent teachers and the general low employee morale. Teachers in Eswatini were not given incentives such as housing , travelling and hardship allowances like in some other countries such as Zimbabwe, Zambia and Botswana (SNAT Report 2012). In the wake of the above, this research project intended to investigate critically the role-played by reward strategies in improving teachers' performance in high schools in the Hhohho region in Eswatini.

1.4 Problem Statement

Marltz.com, (2012:69) observed that most school managers place very heavy demands on teachers to perform, sometimes employing unpalatable measures such as threats of transfer or job loss as a way of making them increase their effort. Even though they can put more pressure not much seems to be done and most schools continue to wallow in the miasma of academic obscurity by way of

reflecting poor performance year in and year out. In Eswatini, the issue of teachers failing to report to work each time when schools open became a norm. This was because teachers had massive complaints over poor working conditions which remained unresolved over the years. Teachers had become perennial cry-babies and seemingly no one was paying attention to their needs. For instance, The Times of Eswatini of 13 September (2017:5) acknowledged that teachers took a resolution not to go to work because they were not pleased by the government's zero percent offer. In turn, teachers labeled it as an insult to the civil service.

The government gave deafening ears to teachers' demands on issues such as cost of living adjustment which could cushion them against high inflation. Thus according to Eswatini National Association of Teachers (SNAT) Secretary General as quoted in the Observer (2017:5) because of high inflation, most teachers were operating far below the poverty datum line, making it unbearable for them to survive. The fact that teachers had decided not to go to work during the third term meant that learners were not going to be fully prepared for the oncoming public examinations. Such a negative development was likely to dampen the policy on zero failure rate initiated by the government in 2017. Generally teachers' morale in Eswatini had gone down as noted by the Minister of Public Service in his quarterly report of 21 March (2017:16) where he noted that Eswatini had been rocked by severe teacher discontentment over poor working conditions and this fueled high staff turnover, absenteeism, poor performance, deliberate sick off and lack of cooperation.

In line with the minister's report, it must be noted that, both government and private high schools in Eswatini put concerted effort in trying to improve the working conditions of teachers for example, most high school heads introduced merit incentives for teachers who excelled in academic results. On the other hand, the government tried to pay teachers according to qualifications and experience but still cases of poor performance in high schools were on the rise.

In 2017, the government announced its intention to introduce hardship allowances for teachers working in the rural areas as a way of retaining them. In spite of all these positive developments done by both government and high schools to motivate teachers, still the problem of high failure rate by learners, high staff turnover, numerous cases of strikes and demonstrations, late coming and absenteeism by teachers were persistently high. Indeed if these challenges were not addressed it therefore meant that the policy on free and compulsory education was not going to be accomplished. In the wake of these challenges, it became crystal clear that there was need to investigate the efficacy of the role played by reward strategies in improving teachers' performance in high schools in the Hhohho region of Eswatini.

1.5 Research Questions

There are three major research questions assembled in this study which were meant to address the major challenges that triggered the research study. These research questions had much influence in research methodology particularly on research instruments used. These research questions were envisaged as follows:

- What are the school heads' experiences and perceptions on the role played by reward strategies such as salaries, annual bonuses, performance related pay, housing and transport allowances in improving teachers' performance in high schools in the Hhohho region of Eswatini?
- What are teachers' experiences and perceptions on the effectiveness of reward strategies aimed at improving academic performance in high schools in the Hhohho region of Eswatini?
- Which reward strategies can be put in place in order to improve teachers' performance in high schools in the Hhohho region of Eswatini?

1.6 Aim of the Study

There are a number of problems that are being faced by high schools in the Hhohho region of Eswatini which have triggered the researcher to conduct this research. Amongst these problems

include, high rate of absenteeism, low employee morale, late coming, lack of cooperation, feigned sickness, high staff turnover and poor performance by high school teachers. In the light of these problems the aim of the research is:

- To critically investigate the reward strategies which have been put in place by the government of Eswatini in order to improve teachers' performance in the Hhohho region of Eswatini.

1.7 Objectives of the Study

- To determine school heads' experience and perceptions on the role played by reward strategies such as salaries, annual bonuses, performance related pay, housing and transport allowances in improving teachers' performance in high schools in Hhohho region of Eswatini.
- To determine teachers' experiences on the effectiveness of rewards strategies aimed at improving academic performance in high schools in Hhohho region of Eswatini.
- To identify reward strategies that can be put in place in order to improve teachers' performance in high schools in the Hhohho region of Eswatini.

1.8 Research Design

Nachmias (1980:172) defined research design as a programme that guides the investigator in the process of collecting, analyzing and interpreting data. In this study, the mixed method design was used. Cresswell (2005:51) noted that, a mixed method survey research design is a procedure where both qualitative and quantitative data are simultaneously or concurrently collected. This is done through a survey questionnaire and interviews analyzed to get better insight into a research

problem. Mixed methods is an attempt to legitimize the use of multiple approaches in answering research questions rather than restricting or constraining researcher's choices (Cresswell 2005 :231). The purpose of this form of research method is that both qualitative and quantitative research in combination provide a better understanding of research problem than either research problem alone. Qualitative researchers use interpretive, naturalistic approach when carrying out studies. (Denzin and Lincoln as cited in Winegardner, 2001: 1)

According to Renebug (2001:16) the design of an interpretivist research shows an interest in contextual meaning making, rather than generalized rules. (Cavana, Delahaye and Sekaran, 2001:170) stated that, qualitative research puts emphasis on understanding through closely examining people's words, actions and records rather than assigning mathematical symbols to these words , action and records This explains why the researcher decided to make use of interviews to solicit first-hand information from school heads. Sauders, Lewis and Thornhill (2003:378) noted that, the theoretical framework for most qualitative research emerges from an interpretive perspective, a paradigm that views the world as constructed, interpreted and experienced by people in their interaction with each other and within the wider social systems.

In this case, issues to do with motivation of teachers could be understood through the use of questionnaires and interviews, these were used to tap school heads and teachers' views on what really motivated them. Information from the respondents could then be analyzed in order to come out with new strategies and theories or models that were suitable to motivate teachers in Eswatini. Mixed method was ideal for this study since the researcher intended to gather the opinions and experiences of both teachers and school heads on the role played by rewards strategies aimed at improving teachers' performance in high schools in the Hhohho region of Eswatini.

The mixed method was also suitable to this research since the researcher used both closed and open-ended questionnaires to provide provision for mixed approach. This study qualified to use

mixed method because the researcher needed to explain statistical results by talking to both teachers and school heads. There was also need to find out if qualitative and quantitative results matched in order to increase the generalization of results. The use of a mixed method approach helped the researcher to compliment the strength of a single design and could also be used to address questions at different levels since the research targeted both heads and teachers who had different views and experiences about the subject. Sierber (1993:53) asserted that approaches associated with observations and interviews should be combined with traditional surveys so that biases inherent in other methods could be neutralized or cancel the biases of other methods. This also enables a triangulation of data sources to be well integrated in order to enhance the validity and reliability of data and by so doing results of the study will become more generalizable.

1.9 Research Methodology

Payne and Payne (1994:149) defined research methodology as a philosophy behind the research process and also as a process that informs readers how well the selected research instruments are relevant to the study. The American Psychological Association (1994:12) stated that, the idea behind description of research methodology was to enable other investigators to replicate the study if they so desire. In simpler terms, research methodology is a philosophy that underpins the selection of the type of research instruments that can be used by researchers to collect and analyze data. It also provides researchers with a well-defined standpoint from which they can clearly view the methods of data collection.

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 for the research being embarked upon. Cresswell (2003:38) defined interpretivism as a philosophical tradition that considers thought as an instrument or a tool for prediction, problem solving and action that creates harmony within a given context. Patton (2003: 49) also stated that, the philosophy of positivism emphasizes quantitative analysis of data and the practical application of ideas, by acting on them

to actually test them in human experiences. In order to address problems such as the high rate of absenteeism, late coming, low morale and poor performance faced by high schools in the Hhohho region. This study sought to get the opinion from both school heads and teachers with the intention of getting the most appropriate reward strategies that could be used to address these challenges hence the need to use critical theory. In the same note, Biesta (2010:123) observed that, the three philosophical frameworks are characterized by an emphasis on communication and shared meaning making in order to create permanent solutions to social problems.

1.10 Research Methods

Research methods refer to sampling procedures, data collection methods and the data processing called data mining. (Neuman 2003:25). To improve teacher performance, good prediction of training courses that was supposed to be obtained by teachers in one way to reach the highest level of quality in teacher performance was greatly needed. In this case the real data was collected from teachers with the permission from the Ministry of Higher Education. The data included questionnaire that contained many questions about the course and length of service in the ministry. We proposed a model to evaluate their performance through the use of techniques of data mining like association, classification rules to determine ways that could help them to better serve the educational process and hopefully improve their performance and thus reflect it on the performance of teachers in the classroom.

1.11 Selection of Participants/ Sampling

A sample is a subset from the accessible population being studied (Cohen& Manion, 1994:38) Random sampling is a research technique that gives each unit of the population the probability of being chosen into a sample. In this study, random sampling was used to avoid biasness in the selection procedure and to achieve maximum precision. Random sampling was applied to school heads since they were few in numbers and hence the sample size remained at 10.

Random sampling was selected for this study because it mitigated against selection bias and subjectivity and thus produced research findings and conclusions that were more dependable, objective and valid because each member of the population had an equal chance of being selected for the sample.

1.12 Data collection methods.

Data collection tools or instruments were used to collect evidence in the field of research (Brewer, 2003:256). Bell (1999: 134), stated that, a questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic. In this study, questionnaires and interviews were used to gather information from both teachers and school heads respectively. The questionnaires that were used consisted of open –ended, closed – ended and multiple choice questions that require respondents to choose from already listed possible answers.

The reason why questionnaires were used in this study was mainly because each participant was asked to respond to the same set of questions. Questionnaires provided an efficient way of collecting responses from a large sample. Interviews were used to collect the necessary data for the present study. According to Harris, Hoyle and Judd (2002:395) interviews referred to oral accounts of personal experience recounted by respondents to the researcher and can reveal themes; which could be explored in the research being conducted. In this study, face – face semi-structured interviews were used since they allowed the researcher to obtain the relevant information needed that could otherwise not be obtained through questionnaires.

1.13 Data Analysis

Wegner (2007:71) stated that data analysis takes place when large volumes of data have been gathered, organized, summarized and extracted. In this case, the researcher was expected to organize data of the study by arranging facts in a logical order, synthesizing and generalizing the findings by way of conclusions. Neuman (2003:104) defined data analysis as a technique for gathering and analysing the context of text. Content refers to words, meaning, pictures, symbols, ideas themes or messages that can be communicated. In this regards, the researcher went through data gathered by the instruments, checking for errors in response, inconsistencies, ambiguities, illegal responses and uniformity and omissions that might have occurred in the process of gathering the data Muranda (2004:71).

1.14 Limitations and Delimitations of the study

1.15 Limitations of the Study

There were a number of problems that the researcher encountered during the course of this research, for example, financial constraints, failure of respondents to keep appointments and the reluctance of respondents in answering some of the questions for ethical reasons. The unavailability of finances acted as a constraint because; the researcher needed money for transport, food stationary and equipment in going about the necessary research. It was highly possible that some respondents were reluctant to respond to some questions for fear of being victimized by their employers hence this might have affected the response rate. The following were possible solutions to the above-cited problems: On the issue of time, the researcher applied for a two-week vacation leave and he made use of schools within Hhohho region where he was working. Financial constraints were dealt with by way of using postal questionnaires and telephone interviews where possible.

The researcher applied for a soft loan from the bank to cover all logistical issues such as transport costs, food, and procurement of equipment, tape recorder, video tapes and bond papers. In order

to enable respondents to stick to appointments, the researcher sent letters of notification two weeks prior to visiting the schools.

1.16 Delimitations of the Study

This study was conducted in Eswatini in the Hhohho region. The major reason why this region was chosen out of 4 regions in Eswatini was because of its proximity to the researcher. The study only focused on the use of mixed approach which was punctuated by the use of quantitative , qualitative data, interviews and questionnaires as data collection tools. The study was also restricted to the use of positivism, interpretivism and critical theory as theoretical framework that undergirded this study. Reasonable access to schools in the Hhohho region of Eswatini enabled the researcher to conduct his study in more efficient and manageable manner and thereby enhancing the quality of his study.

1.17 Summary of the Chapters

It needs no emphasis to mention that, each chapter in a given research study plays an important role hence there was need to highlight the contributions made by each chapter. These chapters operated as a system and complemented each other. In chapter one, the researcher gave an introductory orientation of the study. As a way of unpacking this chapter the researcher justified or addressed issues to do with the rationale and relevance of the study, formulation of research problems and questions, aims and objectives of the study. The researcher also covered issues to do with research design, methodology, limitations and delimitations of the study.

In chapter two, the researcher focused on literature review, where he examined scholarly and professional publications, in both theoretical and empirical- that directly supported or challenged

the proposal focal area. In other words, the researcher put special emphasis on conceptual and theoretical frameworks that under-girded studies and research that had already been done on the theme of the study.

In chapter three, the researcher focused on issues that fell under research methodology such as; population, sampling, research methods, validity and reliability of data, ethical considerations, data analysis procedures and pilot study.

In chapter four, the researcher dealt with research findings where data was presented and analysed using The Statistical Package for Social Science (SSPS) pie charts, graphs, frequency tables and standard deviations.

In chapter five, the researcher provided a summary of chapters, conclusions and recommendations which were based on research findings and relevant and supporting literature. Suggestions for future study were dealt with in order to guide future researchers.

1.18 Conclusion

It is important at this point to remind all our readers that, the introductory orientation plays a very important role in any given research study. This is because, this chapter is the first window of the research study that justifies the need to conduct a research. Here, the researcher was obliged to introduce the research problem in general by highlighting the context of the study which comprised of the set of dynamics of population, ideals, tenets, practices, norms and activities that intricately and inextricably influence each other.

In this case, the researcher focused much on addressing major issues such as; background to the study, rationale and relevance of the study, problem statement, research questions, aims, objectives, research methods, limitations and delimitations of the study. At this introductory stage,

it was important for the researcher to clarify the importance of the project undertaken and the relevance it carried. There was also need to highlight gaps in current knowledge that had been identified through a comprehensive literature review to convince any reader that, the problem to be investigated was authentic and real. This called for the problem statement to be succinct and persuasive and based on evidence that was accurate and up to date.

In the light of the above problems, such as high failure rate, high staff turnover, strikes, late coming and absenteeism being experienced by high schools in the Hhohho region of Eswatini, this study hoped to come up with the most appropriate reward strategies or models that could be used by the government of Eswatini to improve the working conditions of high school teachers.

CHAPTER TWO

LITERATURE REVIEW

THE ROLE PLAYED BY REWARD STRATEGIES IN IMPROVING TEACHERS' PERFORMANCE IN HIGH SCHOOLS IN THE HHOHHO REGION OF ESWATINI: A CRITICAL INVESTIGATION.

2.1 Introduction

This chapter presented a review of related literature on the role played by reward strategies in improving teacher performance in the Hhohho region of Eswatini. In order to make a comprehensive literature review there was need to outline the aim and objectives of this study. This study aimed at critically investigating the reward strategies that had been put in place by the government of Eswatini in order to improve high school teachers' performance in the Hhohho region of Eswatini. On the same note, it was also important to unveil the objectives of this study in order to define the boundary and focal points in which the chosen body of literature operated. These objectives were defined as follows:

- To determine school heads' experience and perceptions on the role played by reward strategies such as salaries, annual bonuses, performance related pay, housing and transport allowances in the Hhohho region of Eswatini.
- To determine teachers' experiences on the effectiveness of reward strategies aimed at improving academic performance in high schools in the Hhohho region of Eswatini.
- To identify reward strategies that can be put in place in order to improve teachers' performance in high schools in the Hhohho region of Eswatini.

The stipulated aim and objectives played a pivotal role in terms of guiding the researcher to focus on relevant conceptual and theoretical frameworks that undergirded the current study and also on research that had already been done on the theme of the study. The research aim and objectives greatly assisted the researcher to frame, integrate and assess relevant literature meant to examine scholarly and professional publications both theoretical and empirical that directly supported or challenged the proposed focal area of study. It also assisted the researcher to contextualize the related literature making it relevant to the research problem and to summarize the major findings and trends, stating the role or focus of the present study. Furthermore, the aim and objectives of this study helped the researcher to logically structure and sequencing of sub topics or headings in order to have a thorough understanding of the role played by reward strategies in improving teachers' performance in high schools

The chapter had a major responsibility of looking at research studies that had already been done on the theme of the study. It also attempted to cover on theoretical and conceptual frameworks that had undergirded the study and the value the study added to the existing research that has already been done in the theme of the study.

The major push factors that prompted the researcher to conduct this study were a result of dismal performance, low employee morale and poor working conditions within high schools in the Hhohho region. The above mentioned challenges had been compounded by various media reports indicating deteriorating standards of gross misconduct by teachers such as late coming, poor performance and absenteeism. The researcher felt that if nothing was done to improve the working conditions of high school teachers, the ministry of education would find it difficult to achieve the goals of free and compulsory education and the country's vision 2022 that of wanting to acquire first world class status in terms of human capital development. The major purpose of this chapter was to examine scholarly and professional publications both theoretical and empirical that should stand as lens in order to directly shed more light on the proposal focal area.

Research that had already been conducted on the theme of the study which covered International studies, Studies in Africa and Studies in Zimbabwe was dealt with in isolation.

- 1 Theoretical frameworks that under girded this study, were unveiled. In a practical study of this nature, it was quite essential to develop a sound conceptual, empirical and theoretical base that has the potential of unveiling the concepts and contexts that surrounded the research topic and research questions.
- 2 The value the study added to the existing research that has already been done on the theme of study
- 3 Conclusions

2.2 Research studies that have already been done on the theme of the study.

2.3 International studies conducted on the impact of rewards on teacher performance

One of the most common studies considering the outcome of group-based performance are Kelley, Heneman and Milanowski's (Kelley, 1999; Heneman and Milanowski, 1999:23); (Kelley, Heneman and Milanowski, 2002:23) studies of the Kentucky and Charlotte-Mecklenburg's School-Based Reward Programme. It was argued that school-based reward programmes are beneficial because they motivate teachers, and this improved motivation increases learner performance, which has a positive overall effect on learner outcomes.

The purpose of International studies conducted on the impact of rewards on teacher performance was in two perspectives. First, it examined how School-Based Reward Programmes affected teacher motivation. Secondly, it endeavored to find out how teacher motivation affected learner' results. They concluded that school-based reward programmes motivated teachers to perform better. They also discovered that more highly motivated teachers were more likely to be in teaching in order to realize high student outcomes. They did not consider the size of learners' scores.

The authors observed that there were several methodological problems with their study. The lack of a control group to examine the motivational effect of salary scales was one such problem. There were no comparisons made with other similar schools that did not use performance-based pay. This meant that there may have been confounding variables that explain increased teacher motivation or student outcomes.

The authors gathered qualitative data and conducted a literature review to select variables that were used in the regression which tested the relationship between teacher motivation and learner outcomes. There was adequate proof that the variables tested were not comprehensive because the correlation coefficient squared was 0.345 in the Kentucky sample, and 0.337 in the Charlotte-Mecklenburg study, meaning a large proportion of variance was not explained by this model. A more theoretical approach could have shown links between the concepts, and thus, a way of explaining the observed effects. This may have happened because Charlotte-Mecklenburg study undertook a number of reforms to education around a similar time, which could explain some of the variance in student outcomes (Heneman and Milanowski 1991: 23)

Furthermore, student test performance was used to measure the results of the programme, so the measure of student success was a function of the programme they were embedded within. This meant a school was considered very successful if it increased student test scores, and by no other measure. This poses the question of whether the positive programme outcomes were limited to academic improvement. However, if the aim of the programme was only to improve learners'

academic performance, this suggests that there was a clear link between programme goals, and teacher understanding of these programme goals. Moreover, the extent these results can be generalized to other systems is not clear as Kentucky and Charlotte-Mecklenburg had different impact on teacher motivation. One possible explanation for this difference was the existence of sanctions in the form of being labeling as a 'school in crises, or a 'school in decline' in the Kentucky group. This may have reduced teacher motivation because of increased levels of stress.

Because this research used teacher motivation as a proxy for increased student outcomes, it was not easy to fully integrate these findings into an evaluation of performance-based reward systems, because not all variations can be explained in their model.

In other words, Kelley, Heneman and Milanowski's (2002:71) research study is problematic because their conclusion requires a missing conceptual step to link programme influence to learner outcome. As well, while there may be proof of increased teacher motivation, the extent to which there is also teacher de-motivation needs to be considered at length.

Smith and Mickelson (2000:63) examined the outcomes of Charlotte-Mecklenburg by contrasting them to other urban school districts in North Carolina. Their conclusion was that, there was no benefit to the wide range of reform policies introduced in the early 1990s contrasts strongly with the previous analysis by Kelley, Heneman and Milanowski (2002:38). Smith and Mickelson (2000:241) examined learner outcomes, defined as student proficiency scores, and dropout rates for a range of age levels. They compared progress on these criteria against state-wide averages.

Their statistical model did not take into considerations teacher characteristics, learner characteristics or school characteristics (other than using dichotomized 'black' and 'white' schools). This limited the study because there may be differences between the controls models used to explain the slow learners improvements exhibited in Charlotte-Mecklenburg relative to other school districts. Further challenges were evident in the interpretation of this study because

the Charlotte-Mecklenburg study undertook a difficult reform programme that involved many other policy developments and not just performance-based rewards. This makes it difficult to identify the unique effect of these programmes. Thus, there are a number of issues about this study and so what it contributes to understanding on the impact of performance-based reward programmes is limited. Since this programme had both advantages and disadvantages there was need to engage other programmes in order to have a deeper understanding on the effectiveness of rewards towards improving teachers, performance.

2.4 South Carolina Individual and Group-Based Reward Programmes

Cohn and Teel (1992:142) conducted an early evaluation of the South Carolina teacher incentive programme. This programme used both school-based performance rewards and individual performance based rewards as a way for increasing school accountability. Cohn and Teel (1992:73) carried a quantitative study of the impact this programme had on learners gain scores. A random sample of participating districts was used, including both group and individual reward programmes. The results of these were compared to the state averages. A multiple regression analysis was carried out, which controlled for a number of variables, including teacher experience, student gender, teacher gender, teacher race, student race, teacher education and learner disadvantage. The results revealed that the teachers who gained awards in individual programmes had a higher gain score than non-participating teachers. The authors concluded that the programme was distributing the rewards to the 'right' teachers at the right time. However, this study was limited by statistically weak results. Frequently, the regression and cross tabulation models failed dismally to give significant results, even at the 10% level.

This undermined the usefulness of the study. Even if their results had been more persuasive and convincing, it is interesting to note that Clotfelter and Ladd (1996:167) argued the South Carolina reforms were too wide to make conclusions regarding the effect of teacher incentive rewards. In

other words, it would be very difficult to make a convincing conclusion, given the complexity of the programme, whose characteristics severely affected measured changes in teaching behaviour.

2.5 The Texas Education Agency Study of the Link between Teacher Salary and Student Outcome

Hanushek, Kain and Rivkin (1999:125) conducted a study that examined the relationship between teacher salaries and learner outcomes in Texas. A model developed by the Texas School Project in the United States was used, and a multivariable analysis was undertaken to attempt to find a causal link between teacher pay and learner outcomes. The data obtained was broken into teacher experience, teacher gender, and teacher movement and the effects of increases in salaries were examined. While this study did not consider performance-based rewards, it is useful because it links teacher salaries to learner performance.

The authors found that increased salaries were correlated with improved learner outcomes. The largest salary effects were found in schools with no staff turnover and no probationary teachers. This challenges the traditional assumption that increased salaries (including performance-based rewards) increased learner outcomes because of new talent being drawn into the teaching profession. The conclusion, when taken literally, is that salary increases motivate experienced teachers to work harder, rather than by raising the quality of new graduates.

The implications of this study for performance-based reward programmes were considerable, since this research seemed to support the argument that teacher performance could be increased through extrinsic rewards. Considering the available research, it would appear there was some evidence of improved teacher performance in group-based performance reward programmes. However, the research was limited to the United States, and there were concerns about the study designs. Further problems in generalizing these results exist because reform programmes

generally encompassed a range of initiatives, not simply a performance-based reward system, so working out how each factor contributed to educational outcomes became difficult (Odden, 2000:30). At the very least, there was no evidence of negative learner outcomes with the adoption of the latest performance-based reward programmes. Furthermore, the evidence presented within the literature was almost unanimously positive in its assessment of performance-based reward programmes.

To fully understand the effect that rewards have on teacher outcomes, a wider study is required to consider how increased or decreased rewards affect teacher behavior. Since most programmes provided bonuses around \$1000 U.S. per year, the relationship between increasing rewards and teacher outcomes is unknown. From a policy perspective, it would be useful to analyze the effect of increased bonuses had on teacher behavior and learner outcome (Cohn and Teel 1992:145)

2.6 Motivation of Teachers in Developed Countries

There are a number of international studies that have been conducted to find out the effectiveness of performance evaluation in improving teachers' performance. It must be understood that the issue of performance evaluation has become a vexed and contentious issue world – wide with different authors reflecting different opinions and views on the subject.

Firestone and Pennell (1993 :138) conducted a study of Japanese high schools on the effectiveness of performance evaluation and found out that performance evaluation can undermine the intrinsic rewards for teachers, as the “feedback in the form of performance evaluation undermines intrinsic motivation, even when the evaluation is positive. It is argued that non-monetary rewards may be better motivators, such as extra holidays. This has been observed in Canada, where many teachers took up the opportunity for unpaid leave. This raises the question

of whether the current models of performance-based rewards are flawed because they fail to recognize actual teacher motivations (Chamberlin, et al, 2002; 511). However, Odden (2001:115) argued that while research has shown current teachers to be motivated by intrinsic rewards, this does not mean potential teachers would not be motivated by financial rewards. These potential teachers could well be talented, but have hitherto been employed within the private sector because of inadequate financial rewards available for teachers.

The proponents argued that many of the early systems of performance-based rewards had a problem with encouraging co-operation, as systems of merit-based pay were considered at odds with the team-based nature of teaching (Odden, 2000: 45). Hoerr's (1998:31) argued that programmes need to be carefully designed or competition between staff members may reduce collegiality among teaching colleagues.

For example, Chamberlin, et al. (2002:356) argued that competition amongst teachers, in a profession where co-operation is essential, undermines any attempt to introduce performance-based rewards. The American Federation of Teachers (AFT, 2001 :453), a United States teacher union, argued that previous programmes based on performance related pay created divisions between teachers, as they were classified as either 'winners' or 'losers' Storey,(2000 :320). It is argued that even when a school-based system is used, collegiality is adversely affected, sometimes because limited funding means the average reward is often so small that it is meaningless (Malen, 1999 :174), sometimes because of the 'free rider' problem. The 'free rider' problem occurs when some teachers who are not contributing to the outcomes of learners are rewarded because of others' actions (Cutler and Waine, 2000:67).

Opponents of performance-based reward systems argue that there can be significant problems with the outcomes of these systems. The American Federation of Teachers (2001 ;304) argued that performance-based reward programmes can create a system where the curriculum is narrowed and a 'teaching to the test' mentality becomes evident, which restricts the advancement of learners in areas not tested. This occurs when only specific skills or outcomes are measured and rewarded Chamberlin, et al, (2002:40). The result is a narrowed education, with an under-emphasis on subjects which are hard to evaluate, meaning the breadth of intellectual activities in schools is narrowed Holt, 2001; Ramirez, (2001:74). A typical question asked by critics is: how would a performance-based system reward characteristics such as honesty, civic responsibility measured? (Evans, 2001:87) Further problems could become apparent if teachers 'game play', and develop responses that generate rewards against the spirit of teaching (Malen, 1999:30). These concerns are relevant for group-based programmes because the unwanted outcomes can occur on a school-wide, rather than individual basis. This can cause institutional limitations of the curriculum and a downgrading in importance of certain subjects that are not measured (Chamberlin, et al, 2002:81). In other words, by measuring student output, perverse rewards can be encouraged.

In a study conducted by Boe and Lawler (2000:18) on the impact of pay for performance it was found out that Korean high schools that used high involvement human resource strategy achieved better results than those that did not and they concluded that, performance based pay was an integral part of human resource strategy.

In a literature review into characteristics of high performing organization which was conducted in Chinese high schools, Kling (1995:15) found that linking employee pay and incentives to long term performance of the organization had a positive relationship with productivity. On the same note, Montemayor (1996:35) found that American high performing schools although they used many different types of pay policies, were in congruent with their strategies.

Hammer (2001:89) who reviewed emerging business concepts developed by best schools in Japan to deal with the increasingly turbulent environment found that those schools employed reward systems that emphasized group performance over individual performance. Hammer's study (2001:13) was in agreement with the one that was conducted in Germany by Jennings (2002:19) who assumed that the pay plans of schools were the reasons they achieved high productivity. It was also found that pay plans, which were based on group productivity- based compensation drove and reinforced the culture that in turn increased productivity.

Guthrie (2001:99) who studied Italian high schools on the impact of fair reward and incentive structure found that the approach did not show a significant correlation with competitive performance. This leads to the conclusion that bonuses and reward systems are not distinguishing factors for creating highly productive organization.

Teachers obtain their greatest satisfaction through a sense of achievement in reaching and affecting learners, experiencing recognition, and feeling responsible. In as much as researchers can agree with Herzberg's assumption that its only intrinsic rewards that can motivate employees, they may also want to argue against his assumption (Sergiovanni 1985:220)

In this case, teachers in Africa may be tempted to be motivated by extrinsic rewards because of economic challenges they are going through such as high inflation which has stimulated high prices of commodities making life unbearable for them such that, most of them need money to satisfy basic needs. According to Times of Eswatini of 15 October (2017:7) it was reported that, teachers, through their trade union are busy pushing the government to make a serious review on the cost of living adjustment so that, they are cushioned against high inflation.

In order to satisfy the need for food, clothes, accommodation and water, high school teachers in Eswatini really need better salaries and incentives. At this juncture, it must be pointed out that the effectiveness of both intrinsic and extrinsic rewards depend on various conditions, such as the

prevailing economic situation, employee values, beliefs and expectations. These so called contingency theories emphasize the individual differences between employees and the necessity for managers to focus their approach to motivation on the individual characteristics of each employee (Mol 1990:115)

2.7 The Role Played By Bonuses and Reward Systems in Various Parts of the World.

In 55 of the 290 studies reviewed worldwide, elements in relation to bonuses and reward systems could be identified. This meant that in nineteen percent of the sources bonuses and reward systems were found to be potentially important in creating and sustaining a high performing teachers (Simelane I, 2010:113). The High Performing Schools research yielded eight potential high performing teacher characteristics with respect to bonuses and reward systems. Montemayor (1996:35) found that American high performing schools, although they used many different types of pay policies, had policies which were congruent with their strategy, while inferior schools' performance was associated with the lack of fit between pay policy and business strategy.

Lewis (2000:105) reported the same after carrying out research in Canada. Lawler (2003: 133) reported in an overview of HRM (human resources management) practices in British high schools where it was observed that the best organizations devised and implemented reward systems that reinforced their core values and strategies. In a literature review into characteristics of high performing schools conducted in Holland, Kling (1995:15) found that linking employee pay and incentives to long-term performance of the organization had a positive relationship with productivity.

One of the key components of the beyond budgeting concept is rewarding success based on relative performance versus competitors, as Hope and Fraser (2003:61) reported. Another form of relative performance reported by Guojin et al. (2011:161), is peer performance within an organization, in which incentives are paid out after a comparison of an individual's performance with that of his peers in the same function. In a research conducted by Matsumura and Shin

(2006) on factors that greatly motivate teachers, they found that school results are improved following the implementation of an incentive plan that includes relative performance measures.

2.8 A Fair Reward and Incentive Structure.

In a study into the correlation between employee attitudes and financial success, Maister (2001:38) found that these employee attitudes were positively influenced by reward systems that pay out a fair compensation. In a research of Taiwanese high performing high schools Huang (2000:19) reported that schools perform better than low-performing high schools among others because they stressed internal equity when designing their compensation systems. Corby and White (2003:176) found that, while researching the introduction of performance pay in England's high schools, the new reward system in theory was viewed favorably but there was a big fear that the system would not be used fairly and equitably and therefore would be ineffective. Underwood (2004:19) found that good performing international high schools used reward systems that value their employees.

Underwood (2004:151) whose research of what motivated employees to excel in Italian high schools found that equity was very important to them: to be treated justly in relation to the basic conditions of employment and having a sense of elemental fairness in the way they were treated, which could be achieved by employees' satisfactory compensation and fringe benefits. This compares well with what was happening in Eswatini where teachers were paid according to experience and qualifications. Holbeche (2005:256) called this 'a fair employee deal' which is important for creating the impression of a fair compensation system among employees. Burney et al. (2009:71) found that tying the reward structure directly to a strategic performance measurement system increased the feeling of fairness.

Hammer (2001:89), while reviewing emerging business concepts developed by best schools to deal with the increasingly turbulent environment, found that these organizations employed reward systems that emphasized group performance over individual performance. In a research into productive schools, Jennings (2002:133) assumed that the pay plans of the schools were the reason why they achieved high productivity. Instead it was found that these pay plans, which were based on group productivity-based compensation, drove and reinforced the culture that in turn increased productivity. The same was found by Guthrie (2001:99) for New Zealand high schools.

Bae and Lawler (2000:66) found that Korean schools that used a high involvement human resource strategy achieved better results than those that did not and that performance based pay was an integral part of that human resource strategy. The same results were found by Challis et al. (2005) and Knight-Turvey (2005:256) for Australian high schools, Kok and Hartog (2006 :74) for Dutch small and medium-sized school Chang (2006 :117) for South Korean high schools, and Origo (2009. :200) for Italian high schools. Joyce et al. (2003:120) identified that successful US high schools used eight management practices, among which group compensation was used. This finding was similar to that of Martel (2002:231) in a study of some of American best high schools.

One of the key components of budgeting concept was rewarding success based on group incentives, Hope and Fraser (2003:39). Another form of relative performance is discussed by Guojin et al. (2011), which is peer performance within an organization, in which incentives are paid out after a comparison of an individual's performance with that of his peers in the same function. Matsumura and Shin (2006:78) found that financial performance improved following the implementation of an incentive plan that included relative performance measures such as group compensation.

In a literature review into characteristics of high performing organizations, Kling (1995:255) found that linking employee pay and incentives to long-term performance of the organization had a positive relationship with productivity.

2.9 Emphasis on Intrinsic Rewards

Katzenbach (2000:120) and O'Reilly and Pfeffer (2000:67) found in their studies of successful and well-known American high schools that monetary rewards have huge impact on teachers' performance than intrinsic rewards. In another note, Annunzio (2004:71) found that organizations which employed many employees specifically used non-financial recognition for group performance to motivate people.

In their study of family controlled schools in Britain, Miller and Le Breton-Miller (2005:178) found that high-performing schools put more emphasis on using intrinsic incentives than low-performing schools did. Prendergast (2008:156) reported that it might be better for organizations to, instead of using monetary incentives, match the intrinsic motivations of employees with the tasks they needed to do and as such emphasize the intrinsic nature and reward of the job itself. . Montemayor (1996:35) found that American high performing schools although they used many different types of pay policies, their policies always were congruent with their strategy, while inferior firm performance was associated with the lack of fit between pay policy and business strategy. Lewis (2000:142) found the same during his research at an American high school. Lawler (2003:251) stated in his overview of human resources management practices of schools that the best organizations devised and implemented reward systems that reinforced their core values and strategies.

2.10 The Use of Skill-Based Pay in Developed Countries

Lawler et al. (1998:212) in their studies of Fortune 1000 American high schools discovered that, they designed their reward systems in such a way that they supported employees in strengthening their skills so they can take on more decision-making responsibility. Challis et al. (2005. 35) and Turvey (2005:79) found that well-performing Australian schools rewarded their employees for knowledge and skill development, which was also found by Guthrie (2001:184) for New Zealand high schools. Dierdorff and Surface (2008:210) found that skill-based pay had a positive influence on the rate of learning of teachers. It has to be noted that Giancola (2009:357) remarked that in recent years skill-based pay was increasingly replaced by competency-based pay.

Despite this great variety, there are three main models of performance-based reward programmes that are commonly examined in the literature and are found in education systems. The first model is 'merit-pay', which generally involves individual pecuniary awards based on student performance, and classroom observation (McCollum, 2001). The second model is 'knowledge and skill-based' compensation, which generally involves individual pecuniary rewards for acquired qualifications and demonstrated knowledge and skills, which are believed to increase student performance (Odden, 2000b). Knowledge and skill-based pay differs from merit-pay because it provides clear guidelines on what is being evaluated (Odden and Kelley, 2002). The knowledge and skills evaluated are, it is argued, linked to teacher proficiency, meaning knowledge and skill-based pay increases teachers' ability (Odden and Kelley, 2002). The third model is school-based compensation, which generally involves group-based pecuniary rewards, typically based on student performance (Odden and Kelley, 2002).

2.11 Rewards for Results, Not Efforts or Seniority

Under most current systems of a salary scale, teachers are rewarded for the number of years spent teaching and the number of tertiary degrees, rather than their performance (Odden, 2000:87). For this reason, many analysts believe the salary scale system determines teacher compensation on incomplete criteria. For example, Hoerr (1998:91) argued that any non-merit-based system is unfair for exceptional teachers because they are judged on inefficient criteria. This caused talented teachers to leave the education system because excellence is not fairly rewarded (Odden, 2001:24).

Only when performance was rewarded and teachers commanded salaries equal to the private sector without having to progress up an arbitrary salary scale, will the best talent be attracted and retained Solomon and Podgursky, (2001 :478). Proponents pointed out that research conducted in Bangladesh found no consistent links between education credits or degrees and student performance, and only modest links between experience and student performance (Heneman and Milanowski 1999:57). The existing salary scales are thus at best only loosely related to the expertise and skills needed in the classroom (Mohrman, Mohrman and Odden, (1996:66). If the pay structure is based on this formula, it inevitably produces unsatisfactory outcomes as it is not well aligned to education output (Odden, (2000:653). Thus, a substantial body of literature argued that performance-based reward systems were an improvement on the efficiency of salary scales which had the potential of improving teachers' morale.

For the characteristic rewards for results, not efforts or seniority (Fischer 2008:178) actually found that economically successful organizations used seniority when making decisions about pay raises. When looking at the characteristic *Skill-based pay*, Giancola (2009:36) stated that this type of incentive scheme had failed because it did not improve results. All in all this there is no theoretical and empirical consensus among academics about pay systems and long-term success, a conclusion which is also reached by Rynes et al. (2005:590) in their

meta-analysis of the pay-for-performance literature: “Every pay program has its advantages and disadvantages.

Programs differ in their sorting and incentive effects, intensity and risk, their use of behaviors versus results, and their emphasis on individual versus group measures of performance (Tomlinson 2000:117). Because of the limitations of any single pay programme, organizations often elect to use a portfolio of programme, which may provide a means of reducing the risks of particular pay strategies while garnering most of their benefit.

Quinn et al. (2000:91) concluded that for an organization to become responsive, it must install incentive systems that reward for performance and not for effort. Guthrie (2001:64) in a study of New Zealand Schools which used high-involvement work practice found that they specifically rewarded employees for their results, not for their seniority in the school. The same result was found by Knight-Turvey (2005:143) among successful Australian schools, and also by Goldsmith and Clutterbuck (1997:218) in a review of the world’s most admired schools.

Berg and Vries (2004:57), in their study of Dutch high-performing organizations, stated that these schools used incentive systems that specifically rewarded employees for their performance and punished them for poor results. Sirota et al. (2005. :17), in their research of what motivates employees to excel, found that high-performing employees take pride in their accomplishments by doing things that matter and doing them well and then receiving the (financial) recognition for these accomplishments. Cohn and Teel (1992:142) made an early evaluation of the South Carolina teacher incentive programme. This programme used both school-based performance rewards and individual performance based rewards as a method for increasing school accountability. Cohn and Teel (1992:73) conducted a quantitative study of the impact this programme had on student gain scores. A random sample of participating districts was taken,

including both group and individual reward programmes. The results of these were compared to the state averages. A multiple regression analysis was conducted, which controlled for a number of variables, including teacher experience, student gender, teacher gender, teacher race, student race, teacher education and student disadvantage. The results showed that the teachers who gained awards in individual programmes had a higher gain score than non-participating teachers.

The authors concluded that the programme was distributing the rewards to the 'right' teachers. However, this study is limited by statistically weak results. Frequently, the regression and cross tabulation models failed to give significant results, even at the 10% level. This undermines the usefulness of the study. Even if their results had been more persuasive, it is interesting to note that Clotfelter and Ladd (1996:167) argued the South Carolina reforms were too broad to make conclusions regarding the effect of teacher incentive rewards. In other words, it would be very difficult to establish, given the complexity of the programme, which characteristics actually affected measured changes in teaching behaviour.

Although most pay-related High Performing Organization characteristics may be considered to be fairly independent from each other as shown from the previous discussion, this suggests that there is not one systematic way to construct a reward system suitable for such organization but that there could be many different types of reward systems that potentially lead to high performance.

2.12 Discussion

In the field of reward management in each type of reward there are both advantages (proponents) and disadvantages (opponents). This means that, in the above discussion on high performing organization characteristics there was significant proof of the contrary. For instance, for the characteristic Pay-for-performance, Werner et al. (2011:22) compared the results of high schools in America which used this payment scheme with those of schools without pay-for-performance and found that while performance initially improved in schools with pay-for-performance, after five years results in both types of schools were the same again. This result was supported by the research of Mullen et al. (2010:33) in the same domain of schools in Italy where he obtained the same results.

Weibel et al. (2010:48) explained the limited success of pay-for-performance in public sector organizations by stating that pay for performance is generally more costly than it appears because it almost always produces hidden costs of rewards. Mahaney and Lederer (2006:163), in their research of failures of information system implementations, they stressed that they should not be an emphasis on one type of incentives but that there should be a reward system based on a combination of intrinsic and extrinsic incentives. Fischer (2008:432) actually found that economically successful organizations used seniority when making decisions about pay raises. When looking at the characteristic Skill-based pay, (Giancola 2009:79) categorically stated that this type of incentive scheme has failed because it did not improve results.

Because of the limitations of any single pay program, organizations often elect to use a portfolio of programs, which may provide a means of reducing the risks of particular pay strategies while garnering most of their benefit.” This indeed should be a good lesson to the government of Eswatini which was solely depending on money to motivate its staff instead of using both intrinsic and extrinsic rewards.

Another explanation for the finding that bonuses and type of reward systems do not significantly correlate with performance could be that the reward system is simply a hygiene factor (LaBelle (2005:77)). The organization needs to have an appropriate reward system, (whether or not including bonuses) which is considered to be fair and equitable. However, a reward system is not a distinctive characteristic with respect to superior performance. If a reward system is not in place, the organization will run into trouble and opposition with its employees, and becoming a high performing organization will then be virtually impossible. If such a system is in place - and it does not seem to really matter what type of reward system, as long as it is appropriate for the organization in question - employees will consider it normal and will be content, so high schools in Eswatini can start thinking of turning themselves into high performing organizations.

The hygiene factor originates from the satisfaction theory of Herzberg (1987:122), which stated 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 (1987:122), also referred 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 and with that hamper the organization in making the transition to HPO (Jindal- Snape and Snape, 2006:41).

In the wake of the above discussion, authorities have totally failed to agree on the most appropriate reward strategies that can be used to motivate teachers, hence there is much need to further investigate on the role played by reward strategies in improving teachers' performance in high schools in the Hhohho region of Eswatini.

2.13 Studies That Have Already Been Conducted On the Theme of the Study in Africa

Several researchers in Africa have examined factors that motivate workers and their subsequent impact on organizational performance. This section presented a review of some more recent studies that have been conducted on the theme of this study on reward and work performance in education. Previously, Acha (2016:63) conducted a study on the effects of reward on the performance of high school teachers in Kimaanya-Kyabakuza division, Masaka district,

Uganda. The study specifically sought to find out whether the rewards given to high school teachers had any effect on their morale to perform and the effect of intrinsic and extrinsic rewards on the performance of teachers. This study used a sample of 135 respondents which included teachers, head teachers, school management, committee members and the Education Officers. The research findings revealed that the performance of high school teachers was good despite the fact that their motivation was inadequate.

Besides, the majority of the teachers performed their activities with morale as evidenced by reporting early at school, working extra hours, full participation in all school activities, examination of pupils and high turn up of teachers in staff meetings and school occasions among others. It also indicated that there was a significant positive relationship between intrinsic rewards and performance of teachers in the surveyed high schools. Interestingly a positive relationship was also revealed between extrinsic rewards and performance of teachers, implying that extrinsic rewards affected the performance of teachers (Acha, 2016)

Geofrey (2015:122) conducted a study which investigated public universities' academic staff performance with reference to the context of rewards using Makerere University in Uganda as a case study. It examined the effect of rewards factors on lectures' teaching, research activities, and community service. The findings revealed that, reward factors, significantly affected lecturers teaching and research activities at Makerere University. It also found out that both intrinsic and extrinsic rewards had a significant effect on lecturers' community service activities.

Several studies on the role played by reward strategies in improving teacher performance have been conducted for example, in Nigerian schools, Sweden private schools and secondary schools in Malawi Kadzamira (2006:136). These studies indicated that in today's environment, employees including teachers were both motivated by intrinsic and extrinsic rewards and that none of the two sets of factors should not be overlooked by educational managers when motivating employees for higher performance. In a study of teacher motivation in sub-Saharan Africa, researchers found that low motivation resulted in absenteeism, under-utilization of class time, professional misconduct, and reliance on traditional teaching practices, poor preparation and teachers engaging in second income-generating activities that distracted from teaching duties (Bennel & Akyeampong, 2007). Consequently, the provision of quality education is at stake and standards of professional conduct and performance are lowered.

There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appeared to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many developing countries were poorly motivated due to a combination of low morale and job dissatisfaction, poor incentives, and inadequate controls and other behavioral sanctions. For example, Bennell (2015:41) noted that poor teacher motivation is a colossal problem, which is seriously compounded by political and economic interference.

In Eswatini, information about the teachers' job performance is little documented, yet job performance of teachers is important in areas like classroom management, quality of results, participation in sports, guidance and counselling, conducting fieldwork and other activities. Cheptoek (2014:12) carried out a study to establish whether extrinsic rewards influence job performance among non-academic staff at Islamic University in Uganda. It was revealed in this study that 70% of the employees showed that, they were motivated by extrinsic rewards such as salary, bonuses and job security. A Malawian study by Kadzamira (2011:76) found that primary and secondary teacher motivation and job satisfaction were strongly determined by both pecuniary factors, such as levels of pay and other material benefits, and non-pecuniary factors, in particular living and working conditions of service.

Another study in Uganda by Aacha (2010:131) examined whether the motivation of high school teachers had any effect on their morale to perform and the effect of intrinsic and extrinsic rewards on the performance of teachers. It was found that there was a significant positive relationship between intrinsic rewards and performance of teachers in the surveyed high schools. Furthermore a positive relationship was also revealed between extrinsic rewards and performance of teachers, implying that both extrinsic and intrinsic rewards affected the performance of teachers.

There is a general conceptualization that reward is a correlate of job performance. In particular, Nelson and Quick (2003 :56) reported that a job high in motivation and hygiene factors lead to high performance and this may lead to few complaints among teachers in public and private secondary schools. The essential stimulus of work motivation is needed and the needs are the driving factors in developing work motivation while working in an organization such as schools (Hoy & Miskel, 1996: 176). Thus, the objective of a person to work is similar to a teacher who is actually working to earn an income and fulfill his/her needs, with hopes, desires and wishes that can be realized in his workplace.

There are several factors influencing teachers' work performance in Eswatini context and studies by Mulyasa (2006:45), Rajani (2003:109) and Swai et al (2004:121) indicated that work motivation indeed influenced teacher's work performance.

An extensive survey study by Bennell and Mukyanuzi (2005) in Zimbabwe of 120,000 teachers who worked in 13,000 government funded high schools right across the country, found that there was a teachers' motivation crisis in Africa. The study predicted that given the likely developments in the future, motivation levels would fall quite rapidly over the next five-ten years if no concrete intervention strategies were implemented in both primary and secondary schools. .

Several studies on rewards and work performance have been conducted, for example in Nigerian high schools Aiyetan and Oltuah, (2006 :89); Kenya Private high schools Edmund and Nilsson,(2007 :17); Ultimate Companion high schools of Cameroon (Akah 2010:192), and among primary and secondary teachers in Malawi cKadzamira 2006 :45) and high schools in Uganda (Aacha 2010:23). These studies indicated that in today's environment, employees including teachers were motivated by both intrinsic (internal) factors and extrinsic (external) factors and that none of the two sets of factors should not be overlooked by managers when motivating employees for higher performance. However, most of these studies were conducted outside Eswatini. Furthermore, studies in Eswatini only examined whether there is a teacher motivation crisis rather than the role played by reward strategies in improving the performance of high school teachers (Dlamini (2004:35). This research was intended to fill this gap.

The majority of empirical studies on teacher performance in Africa and across varying contexts and cultures, found similar factors that positively and negatively impact on teachers' motivation. Guajardo (2011:131) argued that these factors can be organized into the following categories: workload and challenges, including learning materials and facilities, remuneration and incentives, recognition, voice, and prestige; accountability and institutional environment, and career development. Workload and school-level challenges can negatively impact teachers' motivation. In many African countries, teachers were increasingly being asked to take on more responsibilities, including HIV/AIDs education, counseling and community development (Bennell and

Mukyanuzi2004:71). In Malawi, teachers' workload was cited as the most important factor influencing motivation. In some countries such as Kenya, Rwanda and Ethiopia, teachers perform an even greater range of activities, including giving immunizations, taking census data, and distributing food (Guajardo, 2011). In Zimbabwe, sometimes teachers are recruited to assist with political campaigns and elections (Mooij, 2008).

Within the school setting, teachers are often forced into multi-grade teaching. As a result of the rapid promotion of universal primary enrollment, teachers also often have increasing hours of work, larger class sizes, more subjects and constantly changing curricula- all of which are cited as de-motivators among teachers in Sub-Saharan Africa and Asia (Bennell, 2004; Hasan & Hynds, 2014). In a study conducted in Gambia, when asked about the factors that would influence their performance positively, 49 percent of teachers stated that they would work harder if school conditions improved (Broekman, (2013 :238). Housing is likewise an issue for nearly all teachers in low-income contexts (Bennell, (2004:66) Bennell & Mukyanuzi, (2005:84) Kadzamira, and (2006:106). Teachers in Zambia, Papua New Guinea and Malawi reported poor housing as a daily source of irritation and ill feeling Guajardo (2011:135)

Housing stocks were reported to be small and have fallen into disrepair, leaving teachers with the choice of living far from the school, in poor conditions or paying high rents for private housing. Teachers reported living with leaky roofs, bad sanitation and broken windows. Moreover, teachers are often posted in remote schools, far from their families with little support in terms of transportation and even health insurance (Guajardo, (2011:179).

From the perspective of teacher motivation, remote posts are less attractive to teachers. Alcazar et al.'s (2006:56) study in Peru found that one of the main reasons for teachers' dissatisfaction with their assigned post was that teachers had to live separately from their immediate relatives. In Tanzania, nearly half of all teacher respondents rated their working conditions as "very poor" or "poor" and nearly one-third of the female respondents reported living away from their spouses (Bennell & Mukyanuzi, (2005:201).

It should be noted that, remuneration can either motivate or demotivate teachers in developing countries. In Tanzania, 85 percent of teacher respondents in urban areas reported that their pay was "very poor" or "poor" (Bennell & Mukyanuzi, (2005:73). Low teacher salaries can demotivate teachers who earn poor wages. They are often unable to eat quality food before coming to school. In addition, low salaries can demotivate pre-service teachers. While evidence on whether increasing salaries as a motivational incentive is mixed, data across the globe shows that teachers are motivated when they are paid on time, when retrieving their pay is easy and sometimes through performance or bonus-pay schemes (Guajardo, 2011 :132). In Zimbabwe and Congo, irregularly paid salaries are a major source of low motivation (Ramachandran et al 2005:259). Similarly, salary discrepancies between teachers, as a result of bribery, led to demotivation among teachers in Nigeria (Marai, (2002:19). In Malawi, teacher pay levels are low and have declined in real terms since the 1980s. Teacher pay is not adequate and does not even meet teachers' basic needs for food, housing, clothing and transport Kadzamira, (2006:34). Thus, pecuniary incentives are important in enhancing teacher motivation.

A number of organizations and governments in Africa too, have attempted to use monetary incentives to motivate teachers. For example, in Rwanda, where teacher absenteeism averaged 44 percent, the government introduced an intervention mechanism where teachers were paid according to the number of days they attended school (Kadzamira 2006:35)

This particular intervention successfully reduced teacher absenteeism to 21 percent in less than

three years, student performance significantly improved by 20% (Guajardo 2011). However, a similar program in Kenya that distributed the funds to principals to use to reward the attendance of teachers found that there was no impact on teachers' attendance. Thus, incentives such as pay-for-attendance are most effective when they are executed by external stakeholders (Murnane & Ganimian, 2014:177).

Moreover, motivation psychologist Edward Deci in his numerable studies on extrinsic and intrinsic motivation found that extrinsic incentives, particularly financial incentives can reduce intrinsic motivation. When money is used as an external reward for some activity, such as performance pay, the subject- in this case the teacher- will likely lose intrinsic motivation for teaching Deci, (1971 :151). Studies of incentive programme for teachers in developing countries further highlight the importance of using caution in designing monetary incentives. "The potential for strategic, dysfunctional behaviour may become greater the higher the stakes, the longer the program is in operation, and the less capable teachers and learners are of earning rewards simply by working hard" (Murnane & Ganimian, (2014: 35). Teachers have been known to "teach to the test" when performance pay is available. Or in some instances, teachers come to expect the extra pay and unless the program is sustainable and carefully executed, teachers will likely lose motivation. A third factor affecting teacher performance is recognition. Recognition and prestige can be powerful incentives to motivate teachers. Teachers want to be viewed as professionals and be involved in decision-making (Guajardo, 2011:33).

In Ghana, teachers are desperate for appreciation from their superiors. During focus group discussions, teachers were eager to show off their achievements as they rarely receive any recognition for progress in student outcomes Mooij, (2008:8). Razzaque (2013:127) also noted that the lack of prestige and career development opportunities in the profession had a detrimental effect on the motivations and perceptions of pre-service teachers. Giving teachers a voice in instructional methods and school-based decisions can have a tremendously positive impact on

teacher motivation in developing countries World Bank, (2003:99). Lack of accountability can demotivate teachers (Guajardo, 2011:71). In many countries in Sub-Saharan Africa and Asia, teachers do not feel accountable to school management, parents or even the wider community. Often, too, teachers pay bribes to secure employment and desired postings, which undoubtedly impacts job commitment and overall motivation (Bennell, 2004:4). Public school teachers have few incentives to avoid absenteeism and misconduct, Alcazar et al, (2006:76). In the Maldives, interview data findings showed that engendering community spirit was essential for teachers to remain on a particular island. Relationships with parents and the community were vital to their motivation to stay in the profession. When teachers were more motivated, living with their families or near their extended relatives, they were more likely to work longer hours, planning and offering remedial classes (Hasan & Hynds, 2014 :155).

Providing teachers with career development opportunities- either professional development courses and workshops or promotion opportunities also motivate teachers to enter and remain in the profession and to improve their practices (Guajardo, 2011:45). In Sub- Saharan Africa, teachers reported that they were unmotivated to teach in rural schools as they were concerned they would not have the same opportunities for training and professional development as their urban counterparts (Buckler, 2011:123). In Tanzania, teachers complained of limited professional development opportunities in both rural and urban districts (Bennell & Mukyanuzi, 2005:13). In the Maldives, teachers faced hardships when they were not paid for large class sizes or even the language of instruction (Hasan & Hynds, 2014:80). Furthermore, teachers are more motivated when they have a clear career path with promotion opportunities (Firestone, 2014:34) In Malawi, at present, there is no direct career path for teachers (Bennell and Mukyanuzi 2005:18)

Akah (2016:456) conducted studies of reward in a private high school, Douala, Cameroon. Its purpose was to examine reward strategies that motivate employees in order to have increased

performance within the school. It surveyed a sample of 24 employees in the school and data analysed using descriptive statistics. The study found that employees at Ultimate companion high school had an overall fair job satisfaction. The employees were not satisfied with their current salary situation at the school which illustrate that financial reward was important within a school.

The findings equally showed that the majority of the employees are motivated most to perform when they receive non-financial rewards. Also, the majority of the employees showed a great intrinsic value for higher performance. The study recommended that the school management should use multiple reward strategies (both intrinsic and extrinsic tools) in order to achieve greater performance from its employees. In brief, most of these studies discussed showed that there was a myriad of motivating factors which can be put into categories: (i) intrinsic factors which include, goal achievement, advancement, recognition, appreciation for job well done, promotion, career development, involving employees into decision making, and interesting work (ii) extrinsic factors such as awards, certificates and gifts, and financial incentives such as salary, bonuses Bennel and Mukyanuzi (2006:203)

In today's business environment, an extrinsic reward is not the most suitable kind of reward as compared to intrinsic motivation though it is necessary for overall employee's motivation process (Edmund and Nilsson 2007:114). This is because most, countries are experiencing severe financial crisis and they are failing to pay lucrative salaries to their employees hence there is much need for employers to create an environment conducive for intrinsic motivation.

2.14 Studies that have already been conducted on the theme of the Study in Zimbabwe

Zimbabwe experienced severe political and economic problems in 2007 and 2008. Between 2007 and 2009 there was deterioration in the quality of education, destruction of educational infrastructure, and migration of professional educators (Mawere, 2012:45). There were also many

schools being closed as teachers left the profession. Shizha and Kariwo (2011:115) argued that political, economic, and social insecurity among educators was created during the political stalemate following the highly contested presidential elections of 2008. There was widespread political violence against teachers in the country who were seen as agents of regime change Pswarayi & Reeler, (2012:56). In some horrifying cases, perpetrators of violence against teachers would give learners whips to beat up their teachers Pswarayi & Reeler, (2012:31). As a result, the professionals felt they had no choice but to leave the country, thus creating human capital shortage at all levels of the education system.

Teacher attrition was felt more keenly in Sciences and Mathematics as teachers left for neighboring countries, especially South Africa, where those skills were in greater demand Ministry of education (2008). The government of Zimbabwe was unable to match what South Africa paid its teachers. This shows that teachers have the tendency of comparing working conditions and go where they feel that their skills are recognized and respected. The result was a mass exodus of teachers (UNICEF, 2008:18) to other countries and the private sector.

Zimbabwe's education system started to experience teacher migration in the year 2000 due to political violence. The migration of teachers, which is referred to as brain drain in Zimbabwe, resumed in 2007 due to the economic crisis. Problems escalated in 2008 and 2009 resulting in the cancellation of the school calendar and in closure of 90% of the schools. Teachers in Zimbabwe are regarded as the key to educating the nation. They are considered the source of knowledge due to shortage of learning materials (Kangai & Bukaliya, 2011:172). Teachers in Zimbabwe are important because they influence learners' futures, including influencing how they think Shizha & Kariwo, (2011:85) and enhancing learners' chances of attending college (Samkange, 2015:233), earning more money, and helping shape and change the world for the better. In the United States, research by the Rand Corporation found that teachers play a more important role in student achievement than any other aspect of schooling (Hamilton, 2012:33).

Because of their influence on the nation's future, staff retention is a hot issue in Zimbabwe's education system (Kurasha & Chiome, 2013:167). In general, the school is regarded as an important functional locus of student learning, hence there is need to find ways of motivating teachers using the most appropriate rewards. Teachers are the most critical factor within the school in facilitating student quality and achievement (Darling-Hammond, (1999:140). School administrators, in general, and those in leadership positions are responsible for ensuring that learners receive a quality education and shaping a collaborative, motivated, and effective learning and teaching community (Leu, 2005:289). Teachers play a pivotal role in the success or failure of school reform initiatives, making the need for qualified, experienced teachers who are highly motivated.

Since teachers are at the center of learners' success, Hargreaves and Fullan (2012:357) argued that they need to be treated with dignity and respect, and that they be given the freedom to make decisions as a team. Their argument was that if teachers are not treated well, they are likely to leave to look for better working environments. In addition, teachers should be encouraged to learn from their colleagues, and administrators and leaders must leave teachers to exercise their professional judgment (Hargreaves & Fullan, 2012:156). When teachers become aware that their professional judgement is not trusted and respected, they might feel a sense of insecurity and decide to leave (Schneider & Parker 2013:78).

When placed in a team environment that encourages group interaction, individual contributions, and continuous learning, it is believed that teachers might automatically elevate their own competency (Hargreaves & Fullan 2012:345). Retaining qualified and experienced teachers in the classroom has remained a challenge in the education sector for many years (Billingsley, (2004:78). Inman and Marlow (2004:123) argued that the need to identify factors that influence teachers to remain in the profession is of great importance because high turnover affects student achievement and the cost to replace teachers is high. In the USA, (Waddell 2010:167) found that factors that influenced teachers to remain in teaching were relationships with co-workers, principals, and

learners; perseverance, self-efficacy; service; and a sense of ownership. Post-independent Zimbabwe experienced a shortage of qualified teachers due to teacher turnover which averaged 4.5% per year until 2006 Moore, (Kriger, & Raftopoulos, 2013:88).

In 2008 alone, the number of teachers who left teaching due to the depressed economic conditions and hostile political environment increased to about 8% Moore et al, (2013 :34). In fact, the Ministry of Education, reported that close to 20,000 teachers left teaching in 2008. The issue is not limited to a particular setting (urban or rural) and was found in private, government and council schools alike, making it difficult to find a suitable solution (Ministry of Education, 2011).

The supply of qualified classroom educators in Zimbabwe was failing to meet the demand, hence creating problems in:

- Providing quality education to Zimbabwe youth which prepares them to think critically, make informed decisions, and to solve problems.
- Compromising the role and place of schools in society.
- Financing education, as the costs of teacher turnover were very high.
- Generating an ongoing cycle of unqualified teachers who were less able to address the needs of the learners than their qualified counterparts (Murekedzi 2013:230).

Despite the crises and pull from other sectors or abroad, there were teachers who chose to remain in Zimbabwe. Some private schools, for example, managed to keep their teachers by paying them higher salaries and incentives, whereas some teachers in public schools continued working without any reward in 2008 (Ministry of Education, 2008). Why did some teachers remain in the profession despite a difficult environment that influenced many others to leave? This showed that teachers had different ways of interpreting situations, for example the departure of some teachers may be seen by others as an opportunity for them to climb up the ladder. Although some schools implemented strategies to retain teachers, such as monetary incentives, mentoring programs, workshops, transportation, and administrative support (Zvavahera, 2015:231), others did not embark on these retention strategies, but teachers remained in their professions nevertheless

(Pswarayi & Reeler, 2012 :111).

2.15 Economic Influences on Teacher Motivation and Attrition in Zimbabwe

The macroeconomic environment tends to influence teacher retention due to budget belt tightening on the part of government. This leads to the demotivation and departure of educators from the profession. Research from literature has shown that during a period of economic growth, teachers tend to be motivated and hence remain in teaching (Knol 2015:6). Statistics have shown that teacher attrition in Zimbabwe in the 1980s was low (on average 4.3% per year) when the country experienced stable economic conditions (World Bank, 1992) and high (an average of 8% from 2008 to 2010) during economic depression (Kanyenze, Kondo, Chitambara, & Martens,(2011 :34). Due to the unusual higher attrition rate in 2008, (Kanyenze et al. 2011 :80) termed it the year of paralysis and it brought with it future uncertainties among teachers.

In 2008, the country experienced an economic crisis attributed to unplanned land reform. This economic crisis included the currency losing value, hyperinflation, closure of industries, widespread out migration, and loss of jobs. Due to this economic crisis of 2008, teachers' salaries dropped and most teachers left teaching for other more highly paid jobs (Kurasha & Chiome, (2013:67); UNICEF, (2011). Prior to 2000, teaching was regarded as an attractive profession, with teachers earning a salary that was six times more than the minimum wage. (World Bank, 1992). The bad economic environment led teachers to become the lowest paid professionals among the civil service (Kurasha & Chiome, 2013:37), which resulted in teacher demotivation. A shortage of qualified teachers was created and worsened by the shunning of the teaching profession by young

people (UNICEF, 2008 & 2011). This shunning was evidenced by the reduced number of young people joining teacher training colleges.

(Marist International Solidarity Foundation [MISF], (2011:71). Zindi (1996:400) explained that the economic environment was the main determinant of whether teachers would embrace the philosophy of *unhu* and remain true to their profession. Incentives, varying from school to school, were introduced to retain teachers (Mawere, 2012:113). These incentives failed to work and teachers engaged in private tutoring which was not approved by government (MISF, 2011). The resultant teacher shortage was addressed by recruiting temporary unqualified teachers and by increasing rural, housing, and transport allowances. (Ministry of Education, 2011). These allowances are reviewed each year (Ministry of Education, 2004). The government also lowered the taxable income, such that teachers who earned low salaries paid lower taxes (Ministry of Education, 2008). Despite these retention mechanisms and efforts by the government, retention levels remained low and the government admitted that it failed to retain teachers (Mandina, 2012:129) (Ministry of Education, 2008).

In terms of those who remained, the government continued to pay them in the Zimbabwean dollar that had lost more than 99.9% of its value (Hanke, 2008 :65). In real terms, the money paid to teachers was worthless since they could not afford to buy anything with it (BBC, 2009). A teacher in Harare had this to say about the situation in 2008.

It's not possible for us to go back to work. A week ago we got paid and the amount we found in our accounts was 30 trillion Zimbabwe dollars for the month. On that day it was equivalent to US\$3 (£2.15), but three days later, because of inflation, it was worth only US\$1 (71p) - and you can't really do anything with a dollar. (BBC, 2009)

The government abandoned its currency and adopted foreign currencies and began paying teachers US\$100 per month in 2009. A national strike by the civil service forced the government to revise the figure to US\$171 per month (UNICEF, 2011). However, this was not a living wage for the

hard-working teachers who remained, and strikes and demonstrations against government increased (Kanyenze et al., 2011:178).

These economic conditions, accompanied with government failure or inability to respond or both, are not in isolation in impacting teacher motivation. Zimbabwean literature on teacher retention and motivation abounds with examples of political violence on teachers. The rapid growth of literature on political violence on teachers seems to indicate that the issue is of importance to the education sector in Zimbabwe (Mawere 2012:114)

2.16 Political Violence Influence on Teacher motivation and Attrition in Zimbabwe

Political violence in Zimbabwe affected teachers' motivation levels and contributed to their decisions to leave the teaching profession altogether (Dzimiri, & Mazoredze, 2014:306). The education sector was highly politicized and militarized through the establishment of militia bases in most schools, assault of local leaders, attacks on and humiliation of teachers, and exposure of learners to violence (Pswarayi & Reeler, 2012:84). Retention of teachers during periods of political violence was a challenge because they could not just stay in schools to be beaten (Nyakudzuka & Mapuranga, 2014:56). In fact, they were no longer motivated to remain in teaching because they saw no benefit in doing so. Teachers were targeted because they were seen as agents of change who influenced the communities they taught to vote for the opposition political parties (Pswarayi & Reeler, 2012:32).

The transformation of schools into places of violence compromised teaching because schools were no longer safe places for teachers to teach and for learners to learn (Kurasha & Chiome,(2013:3). This transformation strongly and negatively impacted teacher commitment and motivation (Bennell, 2004:19). The immediate effect of political violence against teachers was absenteeism from work as teachers had to find alternative and secure environments (Bennell & Akyeampong, 2007:32). The violence that affected teachers also affected the prospects of having better communities at local and national levels (Pswarayi & Reeler, 2012). Politically motivated violence

influenced teachers to leave, a behavior visible in the context of push-pull factors. Chinamikire (2005:46) asserted that teachers were pushed away due to beatings, and pulled by relatively peaceful neighboring countries such as South Africa and Botswana. Another effect of politically motivated violence targeted against teachers resulted in the failure of the impacted schools where violence was most prevalent to attract qualified teachers (Pswarayi & Reeler, 2012:362). The direct effect of this violence against teachers was the closure of schools, with some reports that 94% of schools were closed as teachers fled the violence (Pswarayi & Reeler, 2012:230).

It should be noted that political violence on teachers affected their motivation to teach, negatively impacting their retention. Violence of this nature is against the dictates and philosophy of *unhu* (Kimmerle, (2006:201). *Unhu* is a social philosophy that encourages people to treat other people as fellow humans, with respect, warmth, and dignity (Magumbate & Nyanguru, 2013:341). Human dignity in education is important as informed by *unhu* philosophy.

With the adoption of *unhu* values in education, violence against teachers would be reduced, and teachers will become motivated to teach and remain in their profession. *Unhu* philosophy in education empowers student to be aware of the importance and value of treating other human beings with respect and dignity (Hapanyengwi-Chemhuru & Makuvaza, 2014::56).

Through adoption of *unhu* in education, learners learn the value of oneness of humanity and will be empowered to value fellow human beings and not practice violence, but solve disputes amicably (Maunganidze, Kasayira, & Mudhovozi, 2011:178). Political violence may be reduced through the adoption of *unhu* philosophy thus teachers will be motivated to remain in teaching. *Unhu* philosophy is central to teacher retention and motivation. Although economic conditions and political violence on teachers are prominent in the literature on teacher retention, employment conditions also feature significantly in explaining teacher retention in Zimbabwe.

2.17 Employment Conditions of Teachers in Zimbabwe

The current literature on teacher retention in Zimbabwe abounds with examples of how employment conditions influence teacher motivation and retention (Chimanikire 2005:48) Therefore, it is important to provide snippet of what the literature says about employment conditions influencing teacher retention in Zimbabwe. Employment conditions are a source of motivation and teachers are likely to remain in teaching if they have good working conditions (World Bank, 1992). Chireshe and Shumba (2011:27) found that teachers complained of the heavy teaching load of more than 30 rather than the standard load of 24 hours, and this was a source of demotivation. The quality of education teachers provided to learners was low (Kurasha & Chiome, 2013:87) and in some cases teachers would not teach all their classes Mawere, (2012:70) due to the large teaching load. Some teachers were demotivated due to lack of teaching and learning materials, outdated library resources, poor accommodation facilities, and lack of electricity (Kurasha & Chiome, 2013:7). Most schools in rural Zimbabwe do not have access to modern technology, impacting their capacity to improve instruction. This condition repelled qualified and experienced teachers.

Most schools in rural Zimbabwe have accessibility problems and this, too tended to repel qualified and experienced teachers (Mandina, 2012:342). Teachers were aware of their schools' inaccessibility hence were absent from work knowing Ministry of Education officials will not be coming (Zvavahera, 2015:26). Additionally, poor accommodation in rural areas is one of the reasons why teachers in Zimbabwe shunned rural areas and migrated instead, to urban areas (Maphosa, Bhebhe, & Shumba, (2014:431) (Ministry of Education, 2008). Bennell and Akyeampong (2007:231) found that poor working conditions reduced some teachers' level of commitment to teaching. The retention of teachers in teaching under such poor working conditions was because the teachers stated that they lacked alternatives to teaching

(Chireshe & Shumba, 2011:118) and if given a second chance they would not join teaching. Due to the poor working conditions and combinations of other factors, there was a 24% drop in teacher college enrollment from 17,808 (10,163 women) in 2007 to 13,567 (8,722 women) in 2009 ZPEN, (2011:89). The question that remains is whether those few who are joining teachers' colleges were committed to teaching. The National Education Advisory Board (NEAB) study postulated that those who failed to find other avenues of employment turned to training as teachers as a last resort (Chiome, 2011 :45). Essentially, young people regard teaching as stepping stone to other careers (Mulkeen, Chapman, DeJaeghere, & Leu, 2007 :134). Kavenuke (2013:67) noted that teachers in Africa, who were mainly from low economic status, remain in teaching because of the need to survive and not because they are satisfied, motivated, committed or even good at the job.

There is a relationship between employment conditions and motivation such that if the former is poor, the latter tends to be lower. Lortie (1975:85) also addressed the issue of working conditions focusing on the nature of relationships teachers had within the school as a source of motivation. Teachers tend to be restricted to the classroom and were lonely (Lortie, 1975:134). Whereas Lortie (1975:178) suggested that this needs to be addressed so that teachers dialogue with one another and not limit their discussion to "the tricks of the trade" This is in tandem with *unhu* philosophy that explains that people are not strangers to each other (Mandova & Chingombe, 2013), but must strive to communicate and share resources so that living becomes worthwhile.

In broad terms, place of work includes the rural or urban location; the influence of colleagues, administrators, and learners; and the school atmosphere itself. On a local level, place of work and working conditions may impact teacher retention that is if the working conditions of teachers are not favorable, problems such as under performance, late coming and absenteeism become rampant (Lortie 1975:178)

2.18 Influence of Place of Work on Teacher Retention in Zimbabwe

The recruitment and deployment of teachers in Zimbabwe's schools is centralized by the Ministry of Education UNESCO, (2001:21). However, the deployment and distribution of teachers is not systematic, takes time due to bureaucracy, and is not adequate at all to meet the growing Demand in the country (Mulkeen et al., 2007:456). The demand for qualified teachers is high in rural areas (Bennell, 2004:112) as the teachers prefer to work in schools that offer good working and living conditions (Ministry of Education, 2011; World Bank, 1992). Expansion of secondary education, population increase (Ministry of Education, 2008), shunning of rural areas by qualified teachers, and overall teacher attrition has resulted in increased teacher demand (Murekedzi, 2013:187).

Rural-based schools in Zimbabwe have inherent problems such as poor teaching and learning materials, outdated library resources, poor accommodation facilities, lack of electricity, low levels of technology use, and teachers there generally lacked the capacity to improve instruction (Bennell & Akyeampong, (2007:177) (Kurasha & Chiome, 2013:45). Teachers deployed in the rural areas of Zimbabwe may easily transfer to another school and the government is powerless to prevent such movement (Mulkeen et al., 2007:230) World Bank, 1992). If teachers consider their rural workplace as hostile, they would take the next opportunity to leave (Maphosa et al., (2014:118).

In contrast, urban-based schools in Zimbabwe tended to attract teachers due to the easy accessibility of goods and services (Ministry of Education, 2008) and opportunities for part-time jobs for teachers as compared to rural-based teachers (Bennell & Akyeampong, (2007:452). In fact, the stronger and broader economic base of the urban areas offered teachers varied opportunities for increasing their incomes (Murimba, 2010:11). The rural-to-urban dichotomy in living and working conditions led to the increased rural-to-urban migration of teachers.

Though actual statistics of this kind of mobility are unavailable nationally, regional statistics show that district offices replace nearly half of their teachers due to attrition and transfers (UNESCO, 2006). When teachers work in schools, whether urban or rural, they work with colleagues. Both

formal and informal socialization are of paramount importance to help new teachers to get used to their new jobs. In light of this discussion of the factors that influence teacher retention and motivation it would be valuable to place the expected role or duty of Zimbabwean teachers in a cultural context. The rationale of focusing on their duty through a cultural lens stems from the belief that teachers in Zimbabwe have multifaceted roles in the school system as well as in society. The civic duty of teachers embodies the concept of *unhu*, which is also linked to the dialoguing *unhu* model.

2.19 Discussion

With reference to the above discussion it can be established that the government of Eswatini seemed to be focusing too much on money when it came to motivation of teachers. This is supported by Taylor (1888:166) who also believed in money as a major motivator. At this point, the researcher may want to challenge the positive impact of this kind of reward because it has failed to bring harmony within the Ministry of Education of Eswatini as evidenced by rampant absenteeism, late coming, low morale, strikes and high staff turnover mostly by teachers. Teachers are primarily motivated by intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment (Herzeberg 1964). Thus administrators can boost morale and motivate teachers to excel by means of participatory governance, in service education and systematic, supportive evaluation that allows teachers to improve on their areas of weakness. Because motivation is psychologically complex, no general and comprehensive theory exists. The beginnings of such a theory, however, have taken

shape from the writings of influential theorists such as Abraham Maslow (1970:53), Douglas McGregor (1967:17), Frederick Herzberg (1964:88), and the work of Edward L. Deci (1975:114). Maslow (1970:68) argued that everyone seeks to satisfy two basic levels of needs: lower level needs (physiological, security, the need for love and belonging) and higher level needs (esteem of both self and others and self-actualization or achieving one's full potential). Once any of these needs is met, it becomes less important as a motivator.

Teachers in Eswatini are not entitled to housing, transport allowances, medical aid and hardship allowances yet neighboring countries such as Zimbabwe, Botswana, Zambia and Malawi do provide these incentives to teachers as part of incentives in order to retain them. By nature, employees have the tendency of comparing working conditions with what their counterparts are getting inside or outside the organization.

If there is huge discrepancies in form of salaries or incentives, then employees may make a decision of leaving their organization in favor of greener pastures (Equity Theory). In the light of this analysis, this might explain why Eswatini is losing a lot of its competent and experienced teachers mainly to South Africa.

According to Herzberg (1964: 161) teachers are primarily motivated by intrinsic rewards such as self-respect and a sense of responsibility, thus school heads can boost morale and motivate teachers to excel by means of allowing them to participate in decision making and giving them more challenging responsibilities. Recent research has shown that, the proper approach to work motivation lies in a careful distinction between extrinsic and intrinsic rewards. Herzberg (1964:151) distinguished extrinsic rewards surrounding a job (such as salaries, fringe benefits, and job security) and intrinsic rewards of the job itself (such as self-respect, sense of accomplishment, and personal growth). Intrinsic rewards, according to Herzberg, are more satisfying and motivating than extrinsic rewards. Gratton. (200:127) noted that teachers were motivated more by intrinsic than by extrinsic rewards. Pastor and Erlandson (1982:26) conducted a survey in which they found that teachers perceive their needs and measure their job satisfaction by factors such as participation in decision-making, use of valued skills, freedom and independence, challenge, expression of creativity, and opportunity for learning. They concluded that high internal

motivation, work satisfaction, and high-quality performance depended on three "critical psychological states": experienced meaningfulness, responsibility for outcomes, and knowledge of results. In summary, over-reliance on extrinsic rewards may undermine intrinsic motivation and inhibit creativity and innate desire to do well is distracted hence there is need to use both intrinsic and extrinsic rewards according to the prevailing situation.

2.20 Lessons Learnt from Zimbabwean experiences with reference to the current study

In line with the present study, on the role played by reward strategies in improving teachers' performance in high schools in the Hhohho region of Eswatini , it should be ascertained that the role that is played by rewards in motivating teachers should be looked at both macro and micro dimensions. In this case rewards can also be linked to factors such as the prevailing political and economic conditions in a country. If a country is experiencing severe political and economic instability like in the case of Zimbabwe, it becomes difficult to retain skilled and competent teachers. These factors tend to affect teacher motivation thereby influencing them to either to leave or stay in teaching.

Retention of teachers should be a result of altruistic, intrinsic and extrinsic factors. Lortie (1975:167) also suggested that Psychic rewards play a central role in retaining teachers in the western context.

It should be noted that, some external influences such as economic incentives, absence of political violence and good collegial environment should also be taken as effective rewards that allow teachers to remain in the teaching profession.

Since there is no single retention and motivation model for all schools in the world, it is therefore necessary to carry out research in individual countries, regions and provinces hence the need to conduct research on the role played by reward strategies in improving teachers' performances in high schools in the Hhohho region.

2.21 Theoretical Frameworks that have under-girded research that has already been conducted on the theme of the study.

Steyn and Van Niekerk (2007: 132) stated that, if teachers' performance in schools is to improve results, then there is need to pay attention to the kind of work environment that enhances teachers' morale and commitment. The authors further stated that, knowing about different theories of motivation can help Educational managers to understand elements of own behaviour and that of others as theories are formulated.

Rewards are defined as forces, drives, needs, tension states, or other mechanisms that start and maintain voluntary activity towards the achievement of personal goals' (Hoy & Miskel, 1987:176). Rewards are geared towards increasing people's efforts and performance. That is why Bateman and Snell (1999:440) see it as a "force that energizes, directs and sustains a person's effort towards the achievement of goals".

Individual motives are usually based on needs, thus, there are needs that give rise to wants which cause tension. These in turn give rise to actions, which result in satisfaction. Motivation therefore is the direct result of needs, desires and expectations which drive behavior. If there is a deficiency in what the individual wants, expects or anticipates, tension is created, the individual then adopts certain behavior that will lead not just to the reduction of tension, but also to the achievement of the expected desires (Bateman and Snell 1999:440)

The secondary school teacher just like any other worker has his or her individual motives based on needs, desires and expectations which energizes his or her behavior towards the achievement of goals Snell (1999:112). The primary task of the school administrator therefore is to ensure that the teacher functions effectively and efficiently so as to achieve results. To achieve this task, it is the duty of the school manager to be able to know what motivates the teacher. Motivation is a central construct in school administration. The school exists primarily for teaching and learning, and so, anything that will enhance teaching and learning should be of paramount importance to the school manager/administrator (Abraham, (2003:78).

2.22 The Importance of Theoretical Frameworks in Research

One of the challenges facing the researchers is the difficulty in relating to and understanding the role and importance of theory in research. Consequently, the concept of theory necessitates some clarification. In this regard, Verma and Malick (1999:6) as well as Blumberg, Cooper and Schindler (2011:36) were of the opinion that the main role of theory is to help to guide the researcher. In the social sciences, it usually implies a set of statements describing and explaining the relationship between human behaviour and the factors that affect or explain it. Paraphrasing Best and Khan (2006:10), a theory could best be described as an attempt to develop a general explanation for some phenomenon.

More specifically, a theory, according to these authors, defines no observable constructs that are inferred from observable facts and events, and are thought to have an effect on the phenomenon under study. It further implies that a theory describes the relationship among key variables for explaining a current state or predicting future concurrences.

Thus, one could easily come to the conclusion that a theory is primarily concerned with providing an explanation; and that it therefore focuses on determining cause-and-effect relationships. On the whole a theoretical framework, consequently, helps the researcher summarize any previous information and to guide the future course of action. Simultaneously, the formulation of a theory

may indicate missing ideas or links and the additional data required to fully understand how things are connected, and to establish sets of propositions or generalizations (Henning et al., 2004:14).

A theory is thus an essential tool of research for stimulating the advancement of knowledge (Inglis & Maclean, 2005:17; Kawulich, 2009:37). Theory should, consequently, drive the research process and should provide a framework for action and for understanding. The view of authors and researchers can provide the impetus, and endorse the view and rationale for a discussion of the research design and methodology chapter.

Apart from a proper understanding of the concept of theories, the researcher also required an understanding and knowledge of the related research philosophies that underpinned the different principles of the research. In this study, the research philosophies that underpinned the study were reflected in different principles, as outlined by different research paradigms. Thereafter, the different research paradigms were presented. Nicholas, (2004:163) stated that, the theoretical frame work is the structure that can hold or support a theory of a research study. This study was underpinned by various theorists such as Equity, McGregor theory X and Y and Expectancy, Herzberg's two factor theory, Maslow's Hierarchy of needs, Interpretivism, Positivism and Critical Theory. In this chapter we looked at each one of the theories and justified why each t was relevant to the study.

2.23 Frederick Herzberg's Two Factor Theory

Herzeberg developed two sets of factors that influence motivation and job satisfaction and he called the one set of factors hygiene and the other motivators. Hygiene factors are closely related to working environment. They include:

1. Organizational policy and administration
2. Equipment
3. Supervision
4. Interpersonal relationships with colleagues, superiors and subordinates.
5. Salary
6. Status
7. Working conditions
8. Work security

Hygiene factors, also called maintenance factors, do not motivate. If they are inadequately met, they cause dissatisfaction. If they are adequately met, the employee is neither dissatisfied, nor satisfied. It must be noted that, a dissatisfied employee cannot be motivated. Only motivators can motivate people Best and Khan (2006:110). Motivated people exert a bigger effort on what is expected of them in achieving goals. Motivators, also called growth factors, are closely related to nature and content of the work done.

These motivators include;

1. Achievements for example, successful execution of tasks
2. Recognition for what has been achieved
3. The job itself that is how interesting, meaningful and challenging the job is.
4. Progress or growth that is learning and development
5. Responsibility and feedback.

(Herzberg, Mausner, and Snyderman 1959 :113), in their study of motivation and job satisfaction found that the factors leading to positive job attitudes (motivators) do so because of their potential to satisfy the individual [needs for self-actualization (Hoy & Miskel, 2008). Their findings also revealed that the gratification of certain needs called motivators (such as, achievement, recognition, work itself, responsibility and advancement), increases satisfaction, but when the motivators are not gratified, only minimal dissatisfaction results. These observed factors as source of motivation and job satisfaction play significant role in teacher's job performance and productivity in the secondary school system and only attest to the poor quality of secondary education since the teachers are poorly motivated.

The theory has been selected among others to guide this study because it recognizes that, motivation comes from within the individual as opposes to an external factors (Kreitner and Kinncki 2001:54). This is important in this study because, the government of Eswatini has been motivating teachers by way of using money which is a hygiene factor according to Herzberg, seemingly this has failed to give positive results. This is evidenced by the prevalence of problems such as poor performance, strikes, absenteeism and late coming by teachers. The two factor theory has had a considerable amount of practical as well as theoretical influences towards motivating employees (Jones et al 2000:181).

This is true because, schools have various categories of employees with different expectations, beliefs, values and perceptions. In other words, what motivates one employee might not motivate the other (Jones 2000:430). Considering the objectives of this study, which intends to examine the school heads and teachers' opinions and experiences on the role played by rewards strategies in improving teachers' performance in the high schools in Hhohho region of Eswatini, this theory fits squarely since it provides choices of rewards to be used by school managers. In this case, the two factor theory assisted the researcher to get more details from respondents on what really motivated them given an array of the two factors hygiene and growth factors. This theory was likely to influence the content of data collection tools such as questionnaires and interviews, validity and reliability of instruments and consequently influence research findings, conclusion and recommendations.

According to Herzberg, overall job satisfaction can be measured separately using job satisfaction and job dissatisfaction parameters and this may allow researchers to make valid and candid conclusions on the most important rewards that can be used to motivate teachers in schools. Although, Herzberg has a feeling that, hygiene factors do not motivate workers, they only reduce dissatisfaction, the researcher felt that, hygiene factors may also be applicable under this study. This was because, the research was conducted in Eswatini which is experiencing financial crisis. This creates possibilities of influencing workers to value monetary rewards more than intrinsic rewards.

Teachers need money to satisfy all the physiological needs such as food, shelter, clothes and payment of water and electricity bills. Kwasi and Amoako (2008: 92) indicated that, in Africa, hygiene factors such as money are critical to motivation. Another evidence on the importance of the two factor theory as an influential framework to this study was demonstrated by Worlu and Chidozie (2012:145) who applied Herzberg's (1987) theory in the context of Nigerian high schools and their findings showed that, high school teachers were motivated by hygiene factors such as; salaries, interpersonal relations, working conditions and demotivated by growth factors which include, recognition, work itself, growth, responsibility and advancement.

In light of the above, it can be concluded that the findings of this study may also be guided by this theory to vary or mix these factors for improved teacher performance. Over and above, the theory, however gave an in depth explanation of factors those employees find satisfying or dissatisfying about their jobs. Frederick Herzberg's two – factor theory, the intrinsic and extrinsic motivation, concluded that certain factors in the workplace result in job satisfaction, but if absent, they do not lead to dissatisfaction but no satisfaction. The things which make people happy at work are not simply the opposite of what makes them unhappy (Owens 2001:52).

He further stated that two sets of things are different in kind and one cannot simply satisfy people by removing the causes of dissatisfaction by giving them hardship allowance or giving them a higher housing subsidy. In a school, poor salaries, poor working conditions, type of appraisal, climate of the school and management attitudes can be sources of dissatisfaction, however to improve the salary and working conditions and develop a more humane concerned management, one can expect to reduce dissatisfaction,

But one cannot expect to motivate staff members by such means. Owens (2001:67) suggested that it is not possible to motivate people through maintenance factors but education managers should be extra concerned with ensuring that both the causes of dissatisfaction are removed and that opportunities for satisfaction are increased.

Although Herzberg's theory has elicited much criticism, his view that job satisfaction lies in the task itself is of value. According to Mol (1990:21), employees enjoy their work when they take pride in attaining a goal. If the work itself is not a source of pride for the employee he or she will never be motivated, but will only be moved. This statement is based on the assumption that most employees have a basic need for self-actualization and personal pride. There are a number of theories that question this assumption particularly the so called contingency theories which give emphasis on individual difference (Henning 2005:56) A supporter of these theories might reason that some employees are maintenance-seekers and others motivator-seekers.

According to Mol (1990:15), the danger in holding this belief is that school managers might have low expectations of some employees, and therefore not create opportunities for them to learn and grow. By over emphasising hygiene factors in the work place, employees are reinforced to become maintenance-seekers. Mol (1990:12) in his experience in South African high schools indicated that a large number of school managers were very successful in motivating their subordinates, particularly in the lower levels. They did this by concentrating on the task or job itself. One of the biggest mistakes often committed by school managers and trade unions is to think that fair

treatment, pleasant working conditions, above- average working conditions and outstanding fringe condition benefits can motivate employees.

There is no doubt that these aspects are important, but they seldom give rise to increase in productivity, for the simple reason that they do not contribute towards an employee's enjoyment of the job. Considering the fact that no theory is perfect, the next theory which is going to be considered as relevant to this study is Maslow's Hierarchy of needs.

2.24 Maslow's Hierarch of Needs

This study was also anchored on Abraham Maslow's hierarchy of needs theory. The needs hierarchy theory as propounded by Abraham H. Maslow (1954) in his work "motivation and personality" has turned out to be the most widely referred and acclaimed theory in the study of human motivation even though it has been criticized by most scholars (Hoy & Miskel, 1987). Abraham Maslow was a clinical psychologist and he categorized human needs into five categories from lowest to highest, arranged in their order to pre -potency. He sees man as a wanting being who is motivated by the needs he or she wants to satisfy. He believed that these needs are universal and that the lower levels of needs must be relatively satisfied before the higher needs are activated to begin to motivate behavior. Maslow pointed out that once a need is satisfied, it no longer dominates behavior and another need then arises to take its place.

Some schools of thought had written about theories of human motivation as a tool for effective administration. Evidence was drawn from the works of Abraham Maslow (1974); (Alderfer 1960). These scholars were all in agreement that motivation is a sine-qua -non to organizational goal

attainment, and that, the level of organizational effectiveness is largely dependent on the level of motivation of its workforce.

In Eswatini, a lot was done in terms of introducing new educational policies such as free and compulsory education and inclusive education but not much was known about the level of preparedness of the workforce in the area of quality delivery of education. The under-performance of teachers in high schools of Eswatini triggered off concern for investigation into the role played by rewards strategies in improving teachers' performance in high schools in the Hhohho region. This concern has become more critical for a country that is characterized with long history of under-funding of education and incessant strikes by its education workforce Dlamini (2015:23)

Indeed, the dwindling quality of education witnessed in Eswatini in the last 20 years, can largely be traced to work conditions, which many scholars have affirmed contributed significantly to low morale and poor job satisfaction that is predominant among the teaching workforce (Magagula 2011:114)

Teachers in the secondary schools are the life-wire of the secondary school system. Whereas it is an undisputable statement that no education system may rise above the quality of its teachers (FRAN 2004), it is equally undisputable that not much can be achieved in terms of school goals attainment if the morale of teachers are low. This is true because even teachers with the highest qualifications still need to be motivated to achieve results.

Psychologists agree that the highest need of human being is that of achievement or self-actualization which encompasses not only the ability to accomplish, but the need for actual achievement of something in life, and, the job remains the major source of satisfaction of this need (Fippo 1982:163). Scholars are also in agreement that the most important factor in teacher motivation is better pay, and good conditions of service (Edem 1987:60) had noted that "the morale of teachers are likely to fall if there are noticeable disparities between their conditions of service.

and those of others”. For teachers to be effective in their job, they must be assured of good pay packet, adequate provision for advancement, promotions and other benefits enjoyed by people in other professions. Human needs and motivations are key elements in determining how individuals behave in an organizations. Individuals working in an organization are always concerned about fulfilling their needs in the course of doing their jobs. One reason why teachers take up teaching appointment is to fulfill their needs. Consequently, the extent to which they will achieve result in terms of school goal attainment is determined by their individual need fulfillment Nicholas (2004:114)

Below is the overall Maslow’s hierarchy of needs which defines how people’s needs are satisfied at each level.

The levels of Maslow’s hierarchy of needs from lowest to highest include;

1) Physiological or Basic Need

These include needs to satisfy hunger, thirst, sex, shelter, and other bodily needs. Physiological or basic needs are the most basic and their fulfillment is essential for survival.

2) Safety Needs

Safety needs include security and protection from physical and emotional harm. They are needs for freedom from threat, danger, or deprivation, and involve self-preservation.

3) Belongingness and Love Needs

These include the desire for affection, belongingness, acceptance, and friendship. These are concerned with an individual’s ability to exist in harmony with other people.4) Esteem Needs

These include needs for self-respect, achievement, competence, autonomy self-confidence, status, recognition, attention, dignity and appreciation, when these needs are satisfied, a sense of adequacy results, but when they are not satisfied, it produces feelings of helplessness and inferiority.

5) Self-Actualization Needs

Maslow viewed an individual's motivation in terms of a pre-determined order of needs each with its own rank. A self-actualized person is self-driven, he or she does not need much supervision. Maslow's hierarchy of needs has been chosen among other theories because of its relevance to the present study. According to Maslow, human needs and motivation are key elements in determining how individuals behave in an organization. Employees working in an organization are always concerned about fulfilling their needs. This explains why most of the teachers may decide to quit teaching profession and move to greener pastures. Consequently, the extent to which teachers feel to achieve organizational goals is determined by their individual need fulfillment. In line with the present study, the reason why there are high cases of staff turnover, poor performance, absenteeism and late coming by teachers in Eswatini, can largely be attributed to teachers' needs which are not fulfilled. In this case, it must also be noted that, teachers' motivation is significantly determined by variables such as salary and work conditions.

The other dimension that this theory might want to remind researchers is that, best brains are not attracted into teaching occupation which does not pay well. When any occupation ceases to replenish itself, the end result is massive attrition of experienced and competent teachers to greener pastures. If teachers fail to leave the profession, they will find ways of addressing the prevailing inequities for example they can do it by way of stealing or abusing school property or resorting to absenteeism and late coming.

In summary it can be concluded that government must muster the will power to upgrade teaching /learning facilities in the secondary school system as is presently done at the primary school level in Eswatini. This is true because economic principles have shown that increase in salary alone does not guarantee solution to lack of money, but improvement on working environment and living conditions would go a long way to boost teachers morale and energises them to be more productive.

2.25 Vroom's expectancy theory

Another theory which is of importance to this study was the Expectancy Theory which according to Armstrong(2009) people are highly motivated when they know what ought to get a reward, expect what they will be able to get and expect that the reward will be worthwhile. The theory is originally contained in the valence-instrumentality – expectancy (VIE) formulated by Vroom (1964). The expectancy theory explains why individuals choose one behavioural option over another. It also explains how people make decisions to achieve the end they value. Johnson (1986: 12), observed that measures developed to boost teacher motivation are based on three major components of expectancy theory these are 1: Expectancy theory which is the belief that one's effort will result in attainment of desired performance goals. 2 Instrumentality this is the belief that a person will receive a reward if the performance expectation is met. 3 Valence refers to how attractive a specific outcome is to an individual.

Kreitner and Kinicki (2001:34) observed that, when deciding among behavioural options, individuals select the option with the greatest motivational force. Expectancy, and Instrumentality are attitudes (cognitions) that represent an individual's perception of the likelihood that effort will lead to performance that will lead to the desired outcomes.

In this case, rewards can be either intrinsic which include, recognition, sense of achievement and extrinsic rewards which also includes, pay and bonuses. In this regard, school managers can

enhance the effort- performance expectancies by helping teachers to communicate with individuals or groups to determine what personal goals or rewards they value, clearly link rewards to performance goals, train and guide employees to required performance levels, make the individual and group responsible for goal attainment, provide equitable rewards and foster a positive environment for intrinsic rewards through careful job design (Kreitner and Kinicki 2001:134)

The expectancy theory was quite vital and relevant to the strategies of improving teachers performance because it assisted researchers to understand the fact that different employees have different expectations, values, perceptions and beliefs hence there is need for school managers to use different reward strategies when motivating teachers (Jones 2000 :178). This explained why the study aimed to assess the opinions and experiences of both heads and teachers on the role played by reward strategies towards improving teachers' performance. In this regard, the theory fulfilled important issues that gave researchers more insight on how best school managers could motivate different types of employees. The theory helped researchers to establish relationships among variables such as effort versus performance and performance versus outcome (Kreitner and Kinicki 2001:47). This was important in order to identify the best strategies that could be used to motivate teachers. This theory acted as lenses since it helped researchers to vividly identify strategies that were being used by the government of Eswatini to motivate teachers, this allows the improvement of the existing reward strategies. This comparison helped school heads to identify gaps that needed to be corrected. In conclusion, it can be established that some congruency need to exist between intrinsic and extrinsic rewards.

The tradition that an organization should not just pay attention to extrinsic rewards as the case with Eswatini's ministry of education needs comprehensive scrutiny. Organisations do need systems that closely tie rewards to performance. This was in contrast with the government of Eswatini which focused much on monetary incentives as the only form of teachers' payment. Lawler (1996:57) used the term line of sight indicating the extent to which employees see that the extrinsic rewards they receive are a consequence of their performance. In modern organizations the emphasis is less on individual pay for performance, and more on gain sharing, profit sharing and sock ownership,

also linked to performance. Intrinsic rewards have a potent influence on performance and employee behaviour. Although individuals give themselves intrinsic rewards, organisations can influence the likelihood of those rewards being tied to performance by addressing job design.

2.26 McGregor Theory X and Y

The other theoretical framework that underpinned this study is McGregor X and Y which is based on the following Fulfilling prophecy: A manager's assumptions about the nature of human beings impact on manager's behaviour towards employees (Renaldo, T 1993:34). McGregor identified two sets of assumptions managers have about employees. Theory X assumptions are negative, and include the perception that, people are lazy, dislike work, require close supervision, do not want responsibility, and have little ambitions. Theory X managers view the majority of people as possessing limited capabilities. In a school where school heads practise Theory X, employees may respond by late coming, absenteeism, poor performance and withdrawal of cooperation. Employees may also opt to leave the school despite how much lucrative rewards they are getting.

Owen (2001:141) indicated that, education managers should consider a new generalisation about the management of human resources, namely the one that has been articulated in theory Y. Theory Y is a modern and positive set of assumptions about people. It believes that employees are hardworking, want to make positive contributions, seek responsibilities, and can control their performance. Theory Y managers view employees as self-energized, committed, responsible and creative. Managers with Y believes provide employees with opportunities, positive guidance and recognition. Employees who work under such a leader feel respected, acknowledged and proud. They become responsible and hardworking. The subsequent performance of the employees reconfirms the original beliefs of the leader.

Owen (2001:32) confirmed that if school heads apply the concepts of theory Y it means each employee is regarded as a real asset of an organization. McGregor's theory exerts a major influence on modern management, especially since it underlines humanistic perspective. This theory enables managers to establish why some employees behave like theory X, this calls for them to research further on factors that surround employee behaviour such as training and development, recruitment and selection, leadership, motivation and job design. This aspect is very important because it assists researchers to have a full understanding of the emergency of major challenges being faced by high schools in Hhohho region such as absenteeism, late coming, withdrawal of cooperation and poor performance which are all equated to theory X. Theory X plays a very fundamental role in encouraging school managers to come up with effective human resource strategies that can influence positive behaviour to employees who are lazy (Owen, 2001:56)

On the other hand, theory Y is relevant to this study because it allows school managers to use strategies that promote or maintain positive behaviour to employees who like their jobs, and are responsible and self-motivated. In most cases such employees are intrinsically motivated. This theory would assist school heads to vary their reward strategies according to the behaviour or performance of employees. In this case, we expect the school manager to reward theory Y employees and punish theory X employees in order to make them change their behaviour for better performance.

2.27 Positivism

Human beings are seen objectively, and as a result, social scientists look at different avenues to study human society (De Vos et al., (2011:5). Babbie (2011:35) stated that the roots of positivism can be traced to Auguste Comte, who saw human beings as a phenomenon to be studied scientifically. Thus, positivism may be seen as an approach to social research that seeks to apply the natural science model of research as the point of departure for investigations of social phenomena and explanations of the social world (Denscombe, 2008:14).

The natural sciences are suitable for the study of the social world; and hence, many researchers assume that the positivist approach is scientific. Naturally, one would ask the question: What is positivism supposed to comprise? In response, Glicken (2003:20); Denscombe (2010a:324) and Lincoln et al. (2011:107-108, 122) answered as follows: Positivism firstly entails a belief based on the assumption that patterns (trends), generalizations, methods, procedures, cause-and-effect issues are also applicable to the social sciences. This view of positivism maintains that the objects of the social sciences, namely people, are suitable for the implementation of scientific methods. This explains why this study wants to tap from both school heads and teachers' experience and perceptions on the role played by rewards strategies in improving teachers' performance in high schools in the Hhohho region of Eswatini. (Welman et al. 2009:6) also linked positivism directly to the scientific model.

This model or approach strives to formulate laws applicable to populations. These said laws explain the causes of observable and measurable behaviour. The positivist researcher prefers working with an observable social reality; and such research would produce generalizations similar to those produced by the natural scientists. Positivists also believe that an objective reality exists outside personal experiences with its own cause-and-effect relationships (Remenyi et al., 1998:32).

Positivism depends on quantifiable observations that lead to statistical analyses, this is in line with this study where data was collected through questionnaires and treated statistically through the use of frequency tables, pie charts and histogram. It has been noted that as a philosophy, positivism is in accordance with the empiricist view that knowledge stems from human experience. The positivist researcher maintains that it is possible to adopt a distant, detached, neutral and non - interactive position Morris, (2006:3). A position such as this would enable the researcher to assume the role of an objective analyst, making detached interpretations about those data that have been collected in an apparently value-free manner. For the same reason, positivists prefer an analytical interpretation of quantifiable data (Druckman, 2005:5). The abstract ideas of the social relationship should, consequently, be linked to the precise measurements of the social world.

Secondly, positivism entails a belief that valid knowledge can only be produced on the basis of direct observation by the senses; and this would include the ability to measure and record what would be seen as knowledge. Observation in this sense means accepting only empirical evidence as valid evidence. Valid evidence is thus produced through the senses of sight, smell, touch, taste and hearing. It would clearly mean that there is no place for phenomena which cannot be observed either directly, through experience and observation, or indirectly, with the aid of instruments.

Moreover, it should be quite obvious that things that cannot be seen (observed), for instance people's thoughts and attitudes, cannot be accepted as valid evidence and knowledge which therefore means the interviews that had been conducted to school heads only shall not benefit much from this frame work (Druckman 2005:98) Thirdly, many accounts of positivism suggest that scientific knowledge is arrived at through the accumulation of verified facts. These facts feed into the theoretical edifice pertaining to a particular domain of knowledge (Bryman 2007:79). Thus, theory expresses and reflects the empirical research. Such findings are often referred to as laws pertaining to a particular field, namely empirically established regularities (Bryman, 2005:15).

Fourthly, as De Vos et al. (2011b:6) remind us, scientific theories are seen by positivists as providing hypotheses, which are then submitted to empirical testing. This implies that science is deductive, as it seeks to extract specific propositions from general accounts of reality. Logically, this would entail the construction of a specific theory to explain the laws in a particular field. A

hypothesis is thereby derived to enable the researcher to submit the hypothesis to rigorous empirical examination before rejecting, revising or accepting the hypothesis.

Finally, positivism is also taken to entail a particular stance in relation to values. Consequently, the researcher would need to be purged of values, since these could impair the objectivity and so undermine the validity of knowledge. Positivism's position on values is to draw a sharp distinction between issues, statements and norms Flick, (2007:12). While positivists recognize that they can investigate the implications of a particular normative position, they are unable to verify or disprove the position itself.

In conclusion, regarding scientific theories, it may then be stated that the positivist is concerned first and foremost with the creation of laws applicable to all people at all times (Welman et al., 2009:192). Collis and Hussey (2009:58, 61-62) proceed from the previous argument when they clearly state that the purpose of positivism is to seek generalizations (theories). The said generalizations are, however, based on and grounded in the natural science laws, which are not necessarily applicable to social structures. In sum, positivism "equates legitimacy with science and scientific methods" Scott & Usher, (2011:13); and as such, it involves a number of assumptions. In this thesis, generalizations are sought in Chapter Four, where the core contents of the role played by reward strategies in improving teachers' performance in high schools are analyzed to determine their common content.

The positivist tradition however, has not met with approval and support by all scientists, since it has produced some serious problems as well as some questionable assumptions. Positivism relies on experience as a valid source of knowledge (Collis and Hussey 2009:62). However, a wide range of basic and important concepts such as cause, time and space are not based on experience. Positivism assumes that all types of process can be perceived as a certain variation of actions of individuals or relationship between individuals. It should also be noted with caution that the

adoption of positivism in business and other studies can be criticized for reliance on status quo, thus they lack insight into in- depth issues .(Henning et al. 2004:17), Babbie (2010:41), Rubin and Babbie (2010:15) as well as Denzin and Lincoln (2011a:8) point out that early positivist social scientists assumed that social reality can be explained in rational terms, because people always act rationally. (Babbie 2010:41) in particular states that people do not always act rationally.

Nonetheless, even non-rational behaviour could be rationally understood and predicted. Babbie (2010:42) further alleges that everybody acts, thinks and interprets subjectively to a certain extent. This subjectivity is unique to any individual; and the endeavor for objectivity could best be obtained through the discovery of inter-subjective interests between individuals. Inevitably, the positivist view would not agree with this approach.

2.28 Interpretivism

The interpretive paradigm is also called the phenomenological approach. This is an approach that aims to understand people (Babbie & Mouton, 2008:28). According to De Vos et al. (2011:8) and Neuman (2011:101), interpretive social science can be traced to Max Weber (1864-1920) and Wilhelm Dilthey (1833-1911). Dilthey argued that there were two fundamentally different types of science: the natural sciences and the human sciences. The former is based on *Erklärung*, or abstract explanation. The latter is rooted in an understanding, or *Verstehen*, of the lived experiences of people (De Vos et al., 2011:8) (Neuman, (2011:101). Weber maintained that all humans are attempting to make sense of their worlds. In so doing, they continuously interpret, create, give meaning, define, justify and rationalize daily actions (Babbie & Mouton, 2008:28).

nterpretivist thus focuses on exploring the complexity of social phenomena with a view to gaining understanding. The purpose of research in interpretivism is understanding and interpreting everyday happenings (events), experiences and social structures – as well as the values people attach to these phenomena (Collis & Hussey, 2009:56-57; Rubin & Babbie, 2010:37). Interpretivists believed that social reality is subjective and nuanced, because it is shaped by the perceptions of the participants, as well as the values and aims of the researcher. This explains why school heads and teachers’ opinions and experience on the role played by reward strategies in improving teachers’ performance in high schools were greatly needed.

Gephart (1999:5) described interpretivism as being directed on meaning, and understanding the social interactions between humans. Consequently, the mind interprets experience and events, and constructs meanings from them. Meaning does not exist outside the mind, Willis (2007:6), as well as Fouché and Schurink (2011:309) agreed with Gephart (1999:5) when they reject the notion that the social sciences should apply research principles adopted from the natural sciences. Interpretivists believe that the subject matter of the social sciences is fundamentally different from that of the natural sciences. Consequently, a different methodology is required to reach an interpretive understanding or “*verstehen*” and an explanation that would enable the social researcher to appreciate the subjective meaning of social actions.

Reality should rather be interpreted through the meanings that people give to their life world. This meaning can only be discovered through language, and not exclusively through quantitative analysis (Schwandt, 2007:314-317). Interpretivists further hold the view that the social world cannot be understood by applying research principles adopted from the natural sciences. The social sciences require a different research philosophy. The social world is constructed and given meaning subjectively by people (Blumberg 2011:17). Human beings are subjects that have consciousness, or a mind; while human behaviour is affected by knowledge of the social world, which exists only in relation to human beings; the researcher is part of what is observed; and research is driven by interests (Wisker 2008:69)

Interpretivists argued that simple fundamental laws cannot explain the complexity of social phenomena (Blumberg et al., 2011:17). Interpretivists claim that an objective observation of the social world is impossible, as it has meaning for humans only, and is constructed by intentional behaviour and actions. Livesey (2011:4) explained interpretivism as a method that sees the social world as something that can only be produced and reproduced on a daily basis by people. This explains why the researcher would want give both school heads and teachers enough space through the use of both questionnaires and interviews so that they express themselves on what they perceive could be the right reward strategies that can be used by the employer to motivate them. Something that holds truth for the moment (now) might not necessarily hold truth tomorrow, or in another society (social environment Livesey (2011:18.) Knowledge is developed and theory is built through developing ideas from observed and interpreted social constructions. As such, the researcher seeks to make sense of what is happening in schools in Eswatini with regards to the impact of rewards towards improving the performance of teachers in high schools.

This can even generate findings beyond the common scientific knowledge (Rubin & Babbie, 2010:37); Blumberg et al., 2011:17). Interpretivists attempted to understand subjective realities and to offer explanations, which are meaningful for the participants in the research. The cause-and-effect relationship of positivism is rejected; since social circumstances and conditions continuously change. Another principle identified by Livesey (2011:4), took possession of the relativity of happenings (events) and experiences. The social world of people is understood differently in different situations – and in different ways. Livesey believed that everything in the social world is relative to all other happenings (events) and experiences.

The views of Gephart (1999:5); Schwandt (2007:314-317); Blumberg et al (2011:17) as well as Fouché and Schurink (2011:309) reiterated the view of Elias (1986:20) who argued, that positivist natural scientists believe that the method of natural sciences is the only legitimate method for scientific discovery. Elias (1986:20) stated that it is possible to advance knowledge and to

make discoveries in the field of sociology via methods very different from those of the natural sciences. In fact, it is the discovery, not the method that legitimizes research as being scientific.

Interpretivists rejected the notion that research is value-free; since the researcher's interpretation is also socially constructed, reflecting his/her motives and beliefs. Human interests not only channel our thinking, but also impact how the world is investigated, and how knowledge is constructed (Blumberg et al., 2011:18). Hence, the approach to social phenomena for the current study should also reflect the currently common construction of knowledge; it thus implies the following assumptions:

The social world is observed by seeing what meanings people give to it and interpreting these meanings from their viewpoint; and Social phenomena can only be understood by looking at the reality. Gathering and measuring facts would consequently not disclose the essence of social phenomena; rather one would need to explore why different school heads and teachers have different experiences, and to understand how these differences result in the different constructions and meanings that people give to the social world. In this way, the researcher would be able to make sense of how different school heads and teachers in schools interpret their social world. Thus, the researcher was required to dig into the processes of subjective interpretation, acknowledging the motivations, interests, intentions, beliefs, values and reasons, meaning-making and the self-understanding of the participants (Henning et al., 2004:20; Blumberg et al., 2011:18).

In so far as research methodology is concerned, Henning et al. (2004:20) hold that the interpretive understanding is grounded in an interactive, field-based inductive methodology, which in turn is intertwined in the practice within a specific context. Livesey (2011b:4) proposed that the best methods within the interpretive research paradigm are those of observation and interpretation. As a reason, he advances that the researcher should understand how human beings experience and interpret their world.

De Vos et al. (2011:8) suggest the use of participant observation and field research techniques, where many hours and days are spent in direct contact with the participants. Transcripts, conversations and video-tapes may be studied, in order to gain a sense of subtle non-verbal communication or to understand the interaction in its real context (Neuman, 2011:101).

The researcher engaged in active collaboration with the participants to address real-life problems in a specific context; these are directed towards the offering and implementation of feasible solutions to the problem (Blumberg et al., 2011:17). Gephart (1999:5) mentioned that interpretivist views tend to show a preference for methods, which do not only produce facts, but analyze and describe the meaning of the social world (situation). The author proceeded to indicate that the primary analytical methods used in interpretative research are grounded theory and expansion analysis. The use of these methods points to the use of qualitative data-gathering methods, which suggest that the data are generated mainly through interactions like conversations and interviews this compares well with my present study since it also uses the qualitative approach, questionnaires to solicit information from high school teachers.

Regular (constant) comparative analysis provides an alternative for statistical analysis, which bears lesser relation to the positivist views. According to Gephart (1999:6-7), interpretivists mainly use comparative analysis as an analytical process to examine all the data in different steps, namely: Comparison of incidents relevant to the theoretical category; Integration of different categories and their properties; Delimiting the theory range; and Formulation of theory.

For many years the interpretive approach existed as the opposition to positivism Neuman, (2006:94). Although some positivist social researchers accept the interpretive approach as useful in exploratory research, few positivists consider it to be fully scientific. Positivists placed their emphasis on the individual's interpretation of social interaction (Gephart, 1999:5).

The interpretivist research accepted the notion that knowledge and meaning are the results of interpretations. There is no objective knowledge which is independent of human thinking and reasoning. Central to all interpretivists is the concern with subjectivity, which in a sense seeks to show how variations in human meanings and sense-making generate and reflect differences in reified or objective realities, that is when one becomes detached from and lose sight of connections or relationship to something created by researchers (Neuman, 2006:97).

In other words, the idea of subjectivity is acceptable to interpretivists, and is supported and endorsed amongst others by Gephart, (1999:5). In addition, the interpretive approach is the foundation of social research techniques that are sensitive to context, that get inside the ways others see the world, and that are more concerned with achieving an emphatic understanding than with testing legalistic theories of human behaviour (Neuman 2006 :25) The conclusion could be drawn that quantitative methods of generating data are more suitable for the positivist paradigm, while qualitative methods are more suitable for the interpretive paradigm.

2.29 Critical Theory

Critical theoretical approaches place a strong emphasis on historical and social contexts, in order to make sense of social phenomena (Lincoln et al., 2011:99). This approach agreed with many of the criticisms that the interpretive approach levels at positivism, but it agrees with interpretive social science on some points.

The main point of criticism levelled at positivism by the critical approach is the absolutizing and idolization of the objectivity principle. Cohen et al. (2007:26) and Neuman (2011:108) maintained that positivists are status-quo bound. Criticism against interpretivists centre around the emphasis placed on the feelings (opinion) – at the expense of broader trends. Critical researchers find interpretivism too subjective and relativistic (Neuman 2011:108).

The critical theory stresses that reason is the highest potential of human beings, and by using reasoning it is possible to criticize and challenge the nature of existing societies Blaikie, (2007:135). Consequently, the critical theory admits to bias being present in every action of a human being and expects the findings to support that bias (Glicken, 2003:23).

The researcher should continue to be as objective as possible, and must scrupulously conduct the undertaken research in a manner so that bias does not affect the findings. Patton (2002:130-131) added that one of the most influential orientation frameworks is Critical theory. Critical theory seeks not merely to study and understand society, but rather to critique and change society. In other words, critical theorists, in questioning communal knowledge becoming a fetish, examine the process of gaining, maintaining and circulating existing power relationships. This is quite fundamental in this study because seemingly the government does not want to engage itself into meaningful dialogue with the trade union to discuss issues to do with improvement of working conditions of teachers rather it wants to impose these working conditions.

Critical theory viewed the current community (society) as a specific phase in a long, continuous process (Henning et al (2004:23; Lincoln et al. (2011:98) (Neumann (2011:109). Supporters (followers) of the critical theory consider facts as being continuously influenced and affected by social, political and cultural factors. Babbie and Mouton (2008:36) refer to the critical theory as the exposure or liberation from historical, structural and a value-basis of social phenomena.

For them, the critical theory emphasizes becoming part and parcel of the everyday life-worlds of the people to be studied. Participants should feel free and encouraged to give their own view of their own situation and the world in which they live. This explains why this study would want to give both school heads and teachers enough democratic platform through the use of postal questionnaires and interviews which were free and credible to allow them to give their best

response regarding to the subject under study. The focus of the critical paradigm is thus on an understanding and practical transformation of social circumstances for emancipation and reinforcement. Consequently, one needs to look at the early work of Jürgen Habermas 1981 who Influenced the paradigm of critical theory, but was also the first to spell out the transformative and emancipatory motive in critical theory Babbie & Mouton, (2008:34).

The intention of the critical theorists is not merely to understand situations and phenomena, but rather to bring about change in understanding situations and phenomena by being personally involved. This is one of the major aim of this study to improve teachers' job satisfaction by adequately rewarding them so that the goal for free and compulsory education can easily be achieved. The purpose of research should be to emancipate people through a critique of ideologies that reinforce inequality, while a clear activist approach is detected in their approach to research. Some supporters (Skinner & Edwards, 2005:404-405) of the critical paradigm, preferred to support action research, but not all forms thereof. It may be said that for supporters of the critical paradigm, all research starts with a specific view; and to deny that a researcher has a point of view is in itself a point of view (Neuman, 2006:101; 2011:114).

The current study indeed made use of empirical data yielded arose from a questionnaire, but individual interviews were used to generate non-empirical data which fell outside the scope of positivism and this is in line with the present study which also used both data collection methods. Thus aspects of both the positivist and post-positivist views were present. It is also important to state that the critical theory cannot be disregarded. The purpose of the critical theory is to bring about a more just, egalitarian society in which individual and collective freedoms are practiced as this was the major objective of conducting this study. On the whole, the difference in philosophical paradigms raises the question of whether the research should be addressed by a single research approach or by more than one approach.

The research problem, accompanying research questions and related research aims are of a multifaceted nature, for this reason, both qualitative and quantitative approaches were selected for this research.

2.30 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 role played by reward strategies in improving teachers' performance had been conducted in Eswatini. This study added value to research that has been conducted on the theme under study, in other words the government of Eswatini benefited 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 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 the study saw 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 of Taiwanese high performing high schools Huang (2000:19) concluded that these schools performed better than low- performing high schools among others because they stressed internal equity when designing their compensation system.

Underwood (2004:19) also supported the need for performance related pay by saying good performing international high schools used reward systems that value 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. (Sirota et al (2005:164) in their research of what motivates employees to excel, discovered that equity was very important to employees: to be treated justly in relation to the basic conditions employment and having 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 of 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 Hhohho region of Eswatini might be largely be attributed by lack of skills and knowledge by these 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 and capacity building can help build teacher's knowledge and competence, which leads to greater motivation. Geoffrey (2014:35) conducted a study to using high schools in Uganda to investigate whether providing teachers with career development really motivates them.

The findings revealed that providing teachers with career development courses significantly motivate them. In sub-Saharan Africa, teachers reported that they were unmotivated to teach in rural schools as they were concerned 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 as a thorny issue which needs immediate attention. It is reported that teachers' houses are inadequate are too small and are falling apart leaving teachers with the choice of living far from the school, in poor conditions and paying high rents 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 housing should be a requirement for teachers. They 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 teachers in these schools. Teachers are often posted to remote areas away from their families.

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 teachers should be provided 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 for teachers' dissatisfaction with their assigned post was that teachers had to live 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 learners so they have a better insight of what needs to be done to improve the quality of service 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 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). . Teachers want to be viewed as professionals and 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.

2.31 Conclusion

Literature review is one of the most important chapters in any given study. In this case, literature review was solely responsible for examining scholarly and professional publications both theoretical and empirical in order to review studies and research that have already been done on the theme of the study. In this chapter the researcher identified gaps in current knowledge that had been captured through theoretical framework and empirical studies in order to come up with recommendations for solving the problem.

It therefore meant that, there was need to contextualize literature to make it relevant to the research problem, objectives and research questions. At this point, the researcher was obliged to make wide consultations from different authorities such as scholars, practitioners and custodians of knowledge in order to have a much broader perspective and insight on how these authorities had looked at the role played by rewards strategies in improving teachers' performance.

Overall, this chapter made frantic effort by way of stating the aims and objectives of the study and explained the relationship between the aim and objectives and issues that were covered under literature review. The aim and objectives were related to this chapter in that, they had guided the researcher to specify the content or purpose of the chapter and its structure.

The objectives have also influenced the contextualization of the literature making it relevant to the research problem and research questions. The next chapter focused on research design and methods which specifically cover issues such as research paradigm, research methods, interview, triangulation, and sampling, piloting validity and reliability and ethical considerations.

CHAPTER THREE

RESEARCH DESIGN AND METHODS

Topic: The role played by reward strategies in improving teachers' performance in high schools in the Hhohho region in Eswatini :A critical investigation.

3.1 Introduction

The structure and content of this chapter had been largely determined by research aim and objectives. This study aimed to critically investigate the reward strategies which have been put in place by the government of Eswatini in order to improve teachers' performance in the Hhohho region of Eswatini. This chapter was also guided by research objectives which were highlighted below;

1. To determine school heads' experience and perceptions on the role played by reward strategies such as salaries, annual bonuses, performance related pay, housing and transport allowances in improving teachers' performance in high schools in the Hhohho region of Eswatini.
2. To determine teachers' experiences on the effectiveness of reward strategies aimed at improving academic performance in high schools in the Hhohho region of Eswatini.
3. To identify reward strategies that can be put in place in order to improve teachers' performance in the high schools in the Hhohho region of Eswatini.

This chapter is related to the research aim and objectives because of the following reasons;

1. The research aim and objectives influenced data collection instruments such as questionnaires and interview guide. This is because all the questions contained in each instrument focus on the role played by reward strategies in improving teachers' performance in high schools
2. The population of the study was influenced by the aim and objectives of the study since it covers both school heads and teachers in order to get divergent opinions on the role played by reward strategies in improving teachers' performance in high schools.
3. The aim and objectives were linked to research approach which is mixed method, where both qualitative and quantitative data is simultaneously or concurrently collected. This was done through a survey questionnaire and Interviews analysed to get better insight of the problem. The purpose of this form of research methods was that both qualitative and quantitative research in combination provided a better insight of both school heads and teachers' views on the role played by rewards improving teachers 'performance in high schools.
4. The aim and objectives were related to the philosophical framework (pragmatism) which acted as a tool for prediction, problem solving and action that creates harmony within a given context. This was in tandem with the last objective whose focus was to identify the right reward strategies that can be put in place in order to improve teachers' performance in high schools in the Hhhohho region.
5. Lastly objectives and the aim were linked to ethical considerations which were meant to safeguard both school heads and teachers' privacy and confidentiality in order to provide their opinion and experience freely and honestly on the subject understudy.

This chapter sought to address the following issues, research methods, paradigm, data collection instruments, population, sampling, piloting, validity and reliability and ethical considerations.

This chapter dealt with research design and methodology to describe how the study was conducted. The idea behind a description of the research methodology is to enable other investigators to replicate the study if they so desire Rowley (2002:79). Payne and Payne (2004:149) explained that the description of methodology is done to inform readers how well a research is used to justify why it is the right tool or method. Research methodology is reasoning behind the choices for the approach that the researcher was going to employ. In essence, it is the why of the empirical aspects of the research. This influenced the paradigm, purpose behind research questions and the conceptual framework in which the study was based on. In this chapter a number of issues were covered these include; research design, population, sampling, research instruments, validity and reliability of instruments, trustworthiness, triangulation, ethical considerations and data analysis.

3.2 Research Design

This study adopted a research design, which according to Cooper and Schindler (2003: 81) involves surveying people 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 question. Cooper and Schindler (2001:134) defined research design as a blue print for the collection, measurement and analysis of data. McMillan and Schumacher (2001:134) 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 is gathered through interviews or questionnaires. The present study

adopted descriptive survey methodology because it allows the researcher to gain information quickly and require little effort in gathering large amount of data Edwards and Talbot, (1994:29). This research design was chosen because it entailed a study of limited number of cases with a view of drawing up conclusions that covered the generality of the 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 (Churchhill, 1995:165). Surveys are perceived to be excellent vehicles for measuring 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 instruments specifically designed to elicit information which is useful from the data they generate Babbie (2003:251)

3.3 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). 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 the Hhoho region, 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 a 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 the 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 different philosophical approaches

to be used.

- 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 was that, they could be fused together in order to have a broader overview of the problem under study. For instance, an interpretivist looks at the world as something which is produced and reinforced by humans through action and interaction (Baroudi and Orliko 1991:14)

3.4 Research Approach

In this study, the mixed method design was used. Cresswell (2005) reported that, a mixed method survey research design is a procedure where both qualitative and quantitative data are simultaneously or concurrently collected. This is done through a survey questionnaire and interviews analysed to get better insight into a research problem. Mixed methods is an attempt to legitimize the use of multiple approach in answering research questions rather than restricting or constraining researchers choices. The purpose of this form of research method is that both qualitative and quantitative research in combination provide a better understanding of research problem than either research problem alone. Qualitative researchers use interpretive, naturalistic approach when carrying out studies (Denzin and Lincoln (2001: 1) .According to Renebug (2001:16) the design of an interpretivist research reflects an interest in contextual meaning making, rather than generalized rules. Cavana, Delahaye and Sekaran (2001:170) stated that, qualitative research places emphasis on understanding through closely examining people's words, actions and records rather than assigning mathematical symbols to these words, action and records. Sauders, Lewis and Thornhill (2003:378) noted that, the theoretical framework for most qualitative research

emerges from an interpretive perspective, a paradigm that views the world as constructed, interpreted and experienced by people in their interaction with each other and within the wider social systems. In this case issues to do with motivation of teachers can be understood through the use of questionnaires and interview, these were used to tap school heads and teachers' views on what really motivated them. Information from the respondents were analysed in order to come out with new strategies and theories or models that could be used by various stakeholders to motivate teachers. Mixed method was ideal for this study since the researcher intended to assess opinions and experiences of both teachers and school heads on the role played by rewards strategies towards improving teachers' performance in high schools in the Hhohho Region.

The mixed method was suitable to this research since the researcher used both closed and open-ended questionnaires to provide provision for mixed approach. The study qualified to use mixed method because the researcher needed to explain statistical results by talking to both teachers and school heads. He also wanted to find out if qualitative and quantitative results matched in order to increase the generalization of results. The use of this approach helped the researcher to compliment the strength of a single design and could be used to address questions at different level since the researcher targeted both heads and teachers who had different views and experience about the subject. Sierber (1993) asserted that approaches associated with observations and interviews should be combined with traditional surveys so that biases inherent in other methods could be neutralized or cancel the biases of other methods. This also enabled Triangulation of data sources to be better managed Royce (1999:99). In light of the above, the purpose of this study was to position mixed methods research as natural complement to traditional qualitative and quantitative, to present positivism, interpretivism and critical theory as offering an attractive philosophical partner for mixed methods research.

3.5 Research Methods

Research instruments like questionnaires and interviews were used to solicit data from both teachers and school heads. Bryman and Bell (2007:731) defined a questionnaire as a collection of questions administered to respondents. Bell (1999:34) explicitly stated that a questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic. When properly used, it can provide same questions for all the subjects and become relatively easy to quickly collect information and to ensure anonymity. In this case a total number of 30 self-administered structured questionnaires were distributed to teachers. Three teachers were randomly selected from each of the 10 schools giving a total of 30 teachers. In order to address the issue of quantitative and qualitative aspect, these questionnaires covered both closed and open-ended questions. These questions were based on research objectives, research questions, statement of the problem and literature review. Interviews were conducted to 10 school heads only because of time. The reason why the researcher decided to use questionnaires was because of the following benefits they provided.

These benefits are outlined as follows:

Cohen *et al.* (2005) observed that, Questionnaires allow shy respondents to answer sensitive questions in private and they are free from interview bias. Questionnaires enable easy of data comparison due to standardization of structured questions. This is also supported by inclusion of open-ended questions, which assisted in getting more information on the role played by reward strategies in improving teachers' performance. It allows the collection of large amounts of data from a sizeable population in an economic way, since the researcher's limitations included limited financial resources and time. Questionnaires give better anonymity, thus encouraging respondents to be honest and sincere in responding to questions. Finally, Questionnaires give respondents ample time to research and find appropriate answers.

The reliability of questionnaires has been attested by Cohen and Manion (1994:17) who reported that, it is the most commonly used descriptive method in educational research, though that might be the case, there are some disadvantages of using it. In this case, questionnaires have been criticized because of their problems associated with response bias. Response bias refers to when participants fail to answer the question correctly and truthfully. This may be mainly caused by the respondents deliberate attempts to present a good image of themselves, also referred to as "faking good" (Miller and Brewer, 2003:256). On the other hand, participants may simply not know the answer to the question through lack of knowledge just because the question is posed in an ambiguous manner. Moreover, the language and terminology can also be a barrier to the understanding of questionnaire by the participant. In order to overcome that barrier the researcher moved around to clarify questions that were not clearly understood by the respondents. Usually 100% response is not guaranteed as some of the respondents may decide to ignore questionnaires due to pressure of work. In order to address this setback, the researcher tried to talk to school heads so that, they could give the concerned teachers ample time to fill in the questionnaires.

3.6 Interviews

The interview was conducted at management level that is to principals of 10 high schools in the Hhohho Region of Eswatini. The research included mainly open ended, and semi-structured interviews. These questions were structured and posed to participants to find out their views and opinion on the role played by reward strategies in improving teachers' performance. During interviews, where response to the questions were not well understood or the questions were vague then probing question was initiated to guide the participant. Probing question was used to extract meaning and unexpected information from the participant. In order to obtain candid and reliable information, the researcher provided the appropriate questions to the participants in advance to give them chance to gather relevant information about the subject and gather documents that could

support their responses. The researcher recorded responses using notes taking and an audio tape recorder. Semi –Structured interviews were conducted to high school heads in order to gather qualitative data to supplement quantitative data obtained from the questionnaires. Thus according to David and Sutton (2004), semi- structured interviews are non- standardized are frequently used in qualitative Analysis.

The strength of semi –structured interview according to David and Sutton, (2004) reveals that the researcher can prompt deeper into the given situation. With this type of interview, the interviewers are able to probe or ask for questions that are more detailed and not only adhere to interview guide. The other advantage of interviews is its ability to create openness. In this case, participants are encouraged to expand on their responses and this can open up new topic areas not initially considered. It gives a healthier response rate than a mailed questionnaire and gives a better feel of the data one gets. Interviews aim to break out of rigidities imposed by a formal questionnaire.

Interviews however, have their own disadvantages as suggested by Mushoriwa (2009). Interviews provide the possibility of distorting information, since the presence of the interviewer can influence the responses given by participants.

- 1) The halo effects might occur; this is where the respondent senses what the researcher wants and responds in that manner.
- 2) Many people find interviewing a very unreliable method of data collection. The reason being that, the flexibility, adaptability and human interaction that form its unique strength are also its greatest weakness because of the danger of bias (Mushoriwa 2009:32). Nonetheless, this researcher believes nothing can be better than receiving information from the primary source. Talking to people, asking questions using probes to elicit further information is what constitutes qualitative research.

3.7 Population

Judd *et al* (2011:151) defined population as an aggregate of all the cases that conform to some designated set of specifications. Keogh (2012) saw population as the entire group of a particular type under study. Chiromo (2013:123) advised that the population should be selected with care, bearing in mind the selection criteria, the desired size and the parameters of the survey. Mhlanga and Ncube (2010:13) defined the term population as any group of individuals that have one or more characteristics in common that are of interest to the researcher. From the definitions, it can be deduced that, a population is an entity or universal set containing all elements that are of interest to the researcher.

For the purpose of this study, the population comprised of teachers and head teachers of both private and public high schools in Hhohho region, which had 100 high schools. In total, the population of high school teachers in Hhohho region was 384 hence that of school heads remained 10. The list of schools under study was obtained from the ministry of education. The Hhohho region was chosen because the researcher was working in that region and hence it became much cheaper and convenient for him to conduct this study.

3.8 Sampling

Judd *et al* (2011) defined a sample as a subset from the accessible population being studied. This definition implies that it is a portion of the population from which the data is collected for analysis and to be used as basis for answering research questions. Cohen *et al* .(2004) contented that there is no clear-cut answer on how big should be the sample size, since the sample size depends on the purpose of the study and the nature of the problem under investigation. However, some scholars such as Van Dalen (1979), Gay, and Diehl (2006) made concrete suggestions regarding sample

size but they suggested that a sample should be as large as the researcher can obtain with a reasonable expenditure of time and energy. According to Van Dalen (1979), anything from 10% to 20% of the population is representative in a descriptive research study. For Gay and Diehl (1992), one tenth of a population is representative. Greenel *et al.* (1989) concurred with Gay and Diehl (1992) as they also suggested that the sample size should be at least 10% of the population. Therefore, this study used 10 high schools out of a population of 100 schools from Hhohho south region as suggested by Gay and Diehl (1992).

3.9 Random Sampling

Ross (2008:5) observed that, random sampling ensures that, each member of the defined target population had a non-zero chance of being selected into the sample. Mhlanga and Ncube (2011) claimed that if a sample is randomly chosen, its characteristics will approximate the characteristics of the population from which is drawn. Wegner (1999) contended that randomness protects against selection bias subjectivity; making the research findings and conclusions more dependable or valid because each member of the population has an equal chance of being selected into the sample. The schools were randomly selected in order to ensure objectivity of the results. The researcher used random sampling to avoid biasness in the selection procedures and to achieve maximum precision. In this case, pieces of paper with names of high schools in Hhohho region were to be put into a box and thoroughly mixed with the researcher blind folding his eyes. Each school was picked at a time until the required number of sample was realized.

3.10 Piloting

Before the distribution of questionnaires to teachers, there was much need to pilot test them first. The purpose of the pilot study was to ensure that the validity and reliability of data was not compromised. This is attested by Isaac and Michael (1994:58) who gave the advantage of piloting a study and stated that it often provides the researcher with ideas, approaches and clues not for seen prior to the study. It must be noted that, such ideas and clues greatly increase the chances of obtaining clear findings in the main study. It permits a thorough check of the planned statistical and analytical procedures, thus allowing appraisal of their adequacy in treating data collection methods, so that the data in the main study may be efficiently analysed.

In this case, questionnaires and interview guide were piloted on a small group of high schools teachers in Hhohho region before being distributed to the main sample test. This was done in order to establish whether they were questions which were ambiguous or were interpreted differently by different respondents. For the pilot test to be useful, it is imperative that the test be conducted with persons similar to the prospective respondents in the actual population Straits (2005:144). The researcher encouraged the respondents to give their suggestions in connections with restructuring of questions, if they felt, the questions were misleading. In addition, respondents were given chance to list any questions that might increase the validity and reliability of data. Lastly, the questionnaires and interview guide were given to the supervisor for him to check for ambiguity, grammatical errors, spellings, validity and reliability.

3.11 Data Analysis

Hitchcock and Hughes (1989: 74), defined data analysis as a process of examining, purifying changing and modelling data with the aim of highlighting crucial information, suggesting conclusions and supporting decision making. Mundia (2001:68) stated that for one to do data

analysis using content analysis as a technique for analysing data, six steps need to be followed. These are:

- 1 Organize and analyse data by reading field notes carefully to pick the main points.
- 2 Group, cluster and categorize the data into meaningful groups. Develop category descriptors.
- 3 Determine the themes, that is sort related categories and descriptors into themes.
- 4 Coding-assign nominal values to themes or categories or concepts.
- 5 Constant comparison- compare all responses in the process of establishing category descriptors and themes to ensure all responses fit in the categories and themes created.

The data collected was organized and coded for easy analysis. The statistical packages for social science (SPSS), software programme was used to aggregate individual responses from both school heads and teachers from ten selected schools. The data was analysed by way of using descriptive statistical methods to generate frequency tables, bar charts, and histogram, percentages and cross tabulations. The responses of the open-ended questions were grouped according to common ideas expressed by both school heads and teachers on the role played by reward strategies towards improving teachers' performance in high schools of Eswatini. This helped to sort out a general pattern on the views and opinions given by the respondents. Data from the interview guides were analysed using content analysis. According to Silverman (1993:178), content analysis is a procedure for the categorization of verbal or behavioural data for purposes of classification, summarization and tabulation.

3.12 Triangulation

It is a process of overcoming bias and developing certainty in the research methodology checking data validity, reliability, theoretical issues, interviewers' biasness and methodological problems. In terms of significance Jick (1979:138) and Thietart *et al.* (2001:83) stated that triangulation allows the researcher to benefit from the advantages of the two approaches, counterbalancing the defects of one approach with qualities of the other. Denzin (1978:56) defined triangulation as the combination of methodologies in the study of the same phenomenon. Introducing triangulation into research design is one means whereby the evidence collected from one source is corroborated by evidence collected from another source, with the discrepancies emerging between the two sets of data altering researchers to potential analytical errors. This explains why the researcher decided to use both questionnaires and interviews because each has advantages and disadvantages. Thus, triangulation can enhance the belief that results are valid and not a methodological artefact. Bouchard (1976:109) and Adam and Healy (2000: 58). Ghauri, *et al* (1995:94) defined triangulation as the combination of methodologies in the study of a phenomenon.

3.13 Importance of triangulation in Research

Triangulation has a significant role in research methodology to prove the research as an important, viable and widely accepted. It brings validity, increased methodological reliability and the rate of certainty in the research findings.

In the triangulation in research design, researchers use the evidences collecting from one to another source and minimize data errors. Bouchard, (1976:138) argued that the use of different methods by a number of researchers studying the same phenomenon should, if their conclusions are the

same, lead to greater validity and reliability than a single methodological approach. It offers a balance between logic and stories.

It helps the researchers to choose relevant data collection methods, minimizes uncertainty reducing bias, minimizing personal effects on the research findings. However, it is important that the research question is clearly focused and not confused by the methodology, adopted and that the methods are chosen in accordance with their relevance to the topic Ticehurst and Veal (2000:51). As triangulation can produce a more complete, holistic and contextual portrait of the object under the study (Ghauri, *e t al* 1995:94) it provides advantage to the researcher. Triangulation can be a useful technique in complex phenomena. (Cohen and Manion, 1989:277)

Triangulation is employed for a number of reasons. Sarantakos (1998:151) showed the reasons and summarizes its importance in the research.

It allows the researcher.

- To obtain a variety of information on the same issue.
- Use the strength of each method to overcome the deficiencies of the other.
- Achieve higher degree of validity and reliability;
- Overcome the deficiencies of single method studies.

Reviewing literature it is seen that there are some importance of triangulations that can be categorized into six points. Cohen and Manion (1989:275) observed that Triangulation plays the following roles:

- 1 Triangular techniques are suitable when a more holistic view is sought in research. Most research of this kind looks at an achievement or skill outcome rather than the development attitude.

- 2 Triangulation has special relevance where a complex phenomenon requires elucidation. Because of the contrasting philosophies, objectives and practices in the two classes, single method provides limited value, but the adaptation of multi-method approach would give very different features which can get more realistic views.
- 3 It is appropriate when different methods of learning are to be evaluated. Skills criteria can be found here.
- 4 It is suitable for controversial aspects of research where evaluation is mostly needed. Here these could measure and investigate factors such as achievement, performance teaching methods, practical skills, cultural interests, social skills, interpersonal skills, community spirit and so on. In this case, validity can be increased.
- 5 It is useful when an established approach yields a limited and frequently distorted picture.
- 6 It can be useful technique where a researcher is engaged in descriptive survey particularly examining a complex phenomenon. Like in the case of the present study, where the researcher wanted to establish the role played by reward strategies in improving teachers' performance in high schools in the Hhohho region. Information that was obtained from literature review suggested that, motivation of employees is rather complex since scholars failed to reach a consensus agreement on the best way of motivating employees.

In order to obtain diverse opinions and views from both teachers and heads, there was need to use both the questionnaires and interviews. In this case the questionnaire was largely comprised of closed and open ended questions. This enabled the researcher to generalize results and increased the validity of conclusions and recommendations at the end.

3.14 Validity and Reliability

Determining the reliability and validity of the research instrument used, Cohen, Manion and Morrison (2000:106) seriously cautioned researchers against threats to validity and reliability, which can never be eliminated. They contributed much on what can be done during design, data gathering, data analysis and data reporting in order to minimize potential threats. Maree (2008:328) asserted that, it is important to establish the validity of a research study in order to be taken seriously by the rest of the scientific community. The author advocated that there is much need to ensure that the way researchers explain phenomena matches with reality. It was further emphasized that, experts must review the questionnaires to ensure that they are in line with the research objectives and research questions.

In the light of the above, after construction, the questionnaires and interview guide were given to the supervisor to test for their validity, which included format and content, and to check for grammatical and spelling mistakes. The supervisor checked to see if the content of the questionnaires were appropriate for the research questions, objectives and literature review. It was important for the supervisor to check whether the questionnaires were in line with the objectives whose focus was on assessing school heads and teachers' views and opinions on the role played by reward strategies towards improving teachers' performance in high schools in the Hhohho region. In order to enhance validity and reliability of data, the researcher made use of a pilot study in order to pre-test the questionnaires so as to determine if it met the objectives of the study. Pilot study helped the researcher not to write questions that may be misleading and ambiguous. Face validity in this study, was enhanced by including in the questionnaire, items on important topics variables and process constituting the role played by reward strategies towards improving the performance of teachers in high schools in Hhohho region.

The major items to concentrate on in the questionnaires were

- (a) Types of rewards being used in schools and their impact
- (b) Money as a motivator.

- (c) The role played by intrinsic and extrinsic rewards towards motivating teachers
- (d) Fundamentals of leadership

1. Trustworthiness in the study

Trustworthiness is very important in research as it is used to determine the quality of the research in relation to the extent to which the data are believable and trustworthy. In order to determine the trustworthiness of a study, four aspects have to be considered. These are credibility, transferability, dependability and conformability (Seale, 1998:18)

Credibility is defined by McMillan and Schmacher (2010:74) as an aspect of research that relates to the accuracy, reasonableness, and approximation of real life situations. To ensure credibility of the study, the researcher used varied instruments for the collection of data among other things (McMillan and Schumacher, (2010). In this study, credibility was achieved through triangulation of the data collection methods. The study utilised questionnaires and interviews where participants responded to the same questions in the questionnaire and also in the interview guide.

Dependability refers to the extent to which the data collection instruments and data sources have been carefully chosen so that they can yield the information that is required (Gay and Airasian (2013:78). It also has to do with ensuring similar results are obtained in the event the study is repeated in the same context using the same methods of collecting data and the same participants Gay and Airasian, (2003: 54). In this study, the researcher made sure that the data sources were teachers and head teachers of high schools in the Hhohho region. It was ensured that the data collection instruments corresponded with the research objectives and questions.

Conformability has to do with ensuring that the findings represent the views of the participants and their perceptions (Gay and Airasian 2003:164) .It ensures that the ideas and experiences presented were the participants' and not the researcher's. In order to achieve this, the researcher gave the participants the opportunity to listen to the recorded tape after the interviews. When transcribing the researcher was expected to write down the exact words that were used by the

participants. In line with Cresswell (2009:71) who recommended that the document should be taken to the participant after completion to determine the accuracy of the findings. This is called member checking and this was done in order to build trust with the participant.

Transferability was defined by Gay and Airasian (2003: 231) as having to do with generalizing the information to other contexts. In this case, the findings obtained in high schools in the Hhohho region can still be applied to other regions of Eswatini since the working conditions are determined by the same responsible authority Denzin and Lincoln (2005:67)

3.15 Ethical Considerations

Research ethics are any type of arrangement that researchers enter into with his or her research participants Neuman (2003:131) Ethics are issues of right and wrong. When conducting a social science research, there is always, need to ensure that the rights and welfare of people or communities that are subjects of the research are upheld. Firstly, permission was obtained from all relevant authorities which included Director of Education and Training. Each person included in the sample was given informed consent that guarantee full anonymity and confidentiality. In this study, the researcher ensured that the following ethical principles were observed as advanced by Nachmias (1981:56) these were:

1. Informed Consent— Here, the participant was encouraged to sign the informed consent form which contained the following basic elements (a) A fair explanation of the procedures to be followed and their purposes. (b) An instruction that the person was free to withdraw his or her consent and to discontinue participation at any time without prejudice to the participant.(c) A description of the attendant discomforts and risks to be expected.
2. Privacy – The right to anonymity. This was ensured by seriously stressing to the participants not to put their names or identity information on the questionnaire so that the researcher could not associate with the participant.

3. Confidentiality—participants were told that the information they provided was supposed to be treated with the strictest confidentiality and that they were protected from physical and psychological harm. Lastly, participants were informed that, they were free to access results of the research as well upon its completion.

3.16 Conclusion

In conclusion, it can be ascertained that research methodology is regarded as a point of departure whose major mandate is to find out the result of the problem being investigated. In order to address the problem, research methodology used various types of tools which included; sampling, data collection tools such as interviews, questionnaires. It also used other tools such as pilot study, data analysis tools, validity and reliability of data and ethical considerations. All these tools have advantages and disadvantages hence there was need for triangulation to ensure validity and reliability of data was strictly safeguarded. It should also be noted with great concern that, research design which is a major player in this chapter should include all the actions the researcher undertakes in formulating a research plan which may involve definition of research questions and formulation of a hypothesis as an educated guess about the possible answer to the research problem.

The design of any given study demands a full grasp of research philosophy, research paradigms, research processes and strategies. In addition, it is advisable that the researcher needs to have a full grasp of the theoretical and practical processes relating to sampling, data collection and data analysis. The most appropriate research design will be one capable of enabling the researcher to achieve his or her objectives. The foregoing chapter has made an attempt to show the relatedness of the research aim and objectives to issues that follow under research methodology for example, data collection instruments , research design, validity and reliability and ethical considerations .These were some of the issues that have been largely influenced by research aim and objectives as cited previously. The next chapter is about data presentation, analysis, discussions and findings.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The chapter covered data presentations, analysis and discussion and findings of the study. This is essential because the interpretation and discussion of the presented data are important to bring a clear meaning of the research findings and avoid distortion and the possibility of drawing misleading conclusions Adam et al (2008:229). The research that has been conducted in this study focused on the role played by reward strategies in improving teachers' performance in high schools in the Hhohho region of Eswatini. The data presented in this study has been collected through questionnaires and interviews. The researcher specifically examined the following research objectives:

- To assess the school heads' experiences and perceptions on the role played by reward strategies such as salaries, annual bonuses, performance related pay, housing and transport allowances in improving teachers' performance in high schools in the Hhohho region of Eswatini.
- To evaluate teachers' experiences on the effectiveness of rewards towards improving academic performance of teachers in high schools in the Hhohho region of Eswatini.
- To identify reward strategies that can be put in place in order to improve teachers' performance in high schools in the Hhohho region in Eswatini.

Data presentation, analysis and findings of this study were treated in line with the above stated objectives. The data presentation which was comprised of frequency tables, pie charts, histogram and bar graph were chosen to ensure that they clearly presented teachers' experiences and views on the role played by rewards strategies in improving performance of high school teachers in the Hhohho region of Eswatini. The aim and objectives of the study determined the responses likely to be given by both teachers and school heads with the hope of addressing the research problem stated in chapter one. All the questions that were expected to be answered by both teachers and school heads were directly linked to research aim and objectives. This chapter sought to address issues that were to do with response rate, data presentation, analysis and findings.

The researcher presented the results that were obtained from data analysis mainly drawn from questionnaires, Appendix A for teachers and Appendix B, interview guide for school heads. The analysis was done in relation to the research questions. The presentation used frequency tables, pie charts, graphs and histograms.

According to Locke, Silverman and Spirduso (1998:173), graphics are more effective than word descriptions for portraying complex relationship between or among variables. Tables have been predominantly used to display the values of the results in numerical form. Nicol and Pexman (2008) observed that, tables are used where results cannot be easily expressed in text. The whole essence of using tables was to present data in an organized manner that made it easier to understand and interpret the results.

4.2 Response Rate

Nachmias and Nachmias (1996:226) defined the response rate as the percentage of participants in the sample who returned the completed questionnaires and those who were willing to participate in the interview. The response rate is of paramount importance because it influences valid,

generalization of results and conclusions. In this study the questionnaires were posted to 30 high schools teachers drawn from 10 high school in the Hhohho region in Eswatini.

The response rate for both completed sets of questionnaires and interviews was 100%. This showed that the researcher followed all the necessary ethical considerations that gave respondents much confidence that their responses were going to get strictest privacy and confidentiality.

4.3 Presentation and Analysis of the findings of the study

The questionnaires for high school teachers were divided into themes that is, part A which showed demographic information. Part B work content, Part C payment, Part D working conditions and Part E Leadership and supervision

The school head interviews were also divided into themes as shown below:

- School heads perceptions on the relationship between money and performance of high school teachers.
- Major contributory factors that lead to high staff turnover and absenteeism of teachers in high schools of Eswatini.
- Views of school heads on what can be done by both schools and government to improve teachers' working conditions.
- Criteria used by the government to allocate high school teachers to various salary grades.
- Incentives that are given to teachers who have demonstrated high performance in academic results.

- Significance of training and development programme that are either offered by the school or Ministry of Education and Training.
- The major attributes that are considered by the Teaching Service commission when promoting teachers into headship positions.
- Non-monetary rewards that are given to teachers to improve their performance.

4.4 Background Information of high school teachers in the Hhohho region of Eswatini.

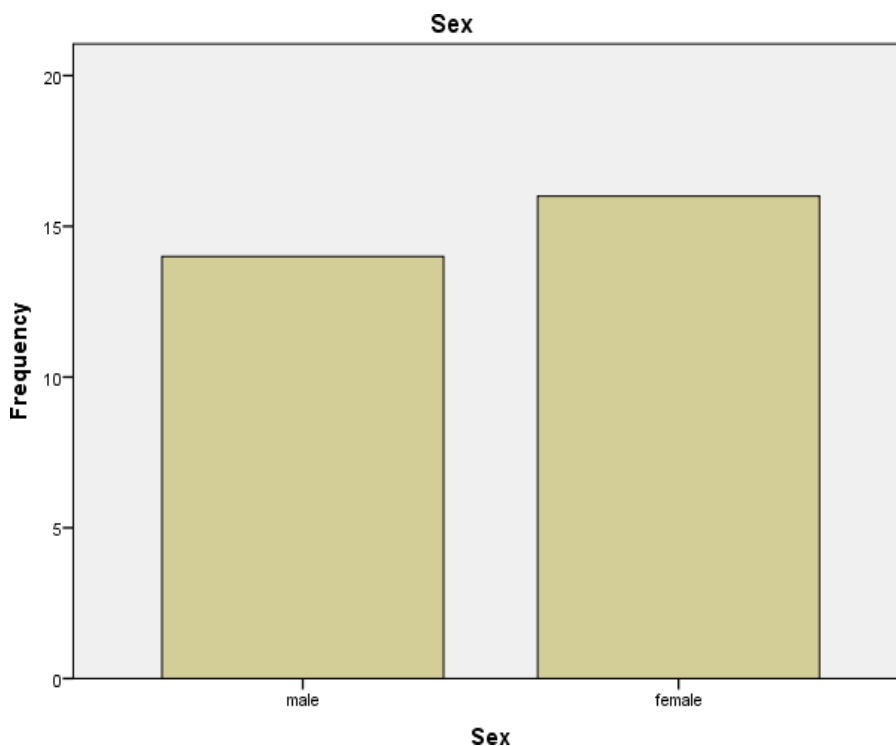


FIGURE 1

The respondents were asked to indicate their gender. The information shown from the above graph indicated that, female teachers had the highest number as they were presented by a frequency of 16 as compared to male teachers with frequency of 14. This showed that, female teachers were much eager to participate in this study. This development came at the right time when the government of Eswatini is seriously advocating for women empowerment in education with the ultimate goal of achieving gender equality.

Haralambos and Holborn (2004:48), highlighted that time had come for women to participate in decisions that affect their welfare. On the same token, it was noted that the difference between females and males in terms of their willingness to participate in this study was very slim. This gave the researcher the impression that there was high probability of getting divergent perceptions, views and experience on the role played by reward strategies in improving teachers' performance in high schools hence the results were going to be more generalizable.

4.5 Age distribution of teachers in the Hhohho region

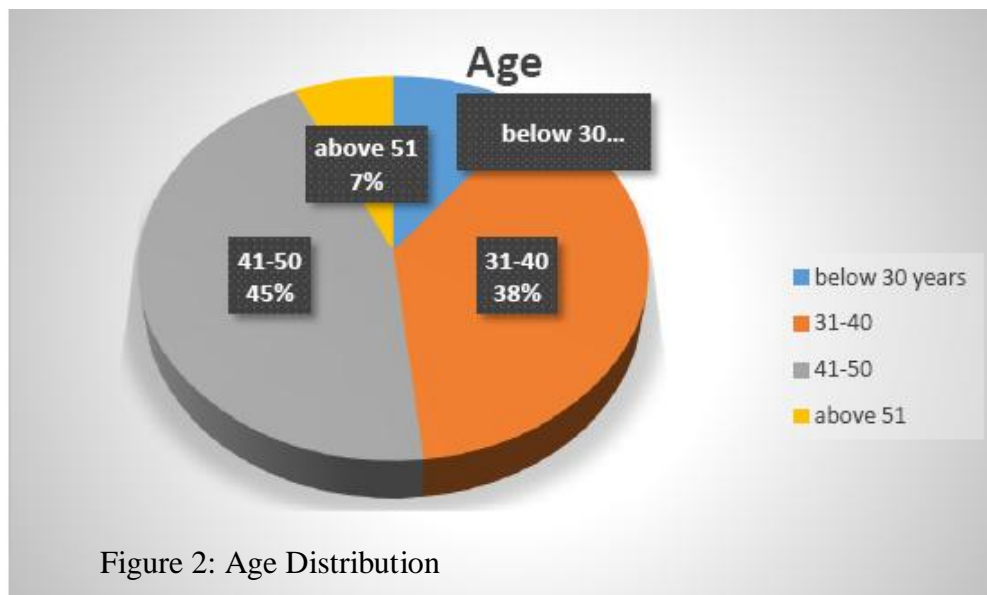


Figure 2: Age Distribution

From the given age categories, it showed that most of the teachers fell under the age range of 41-50 (45%) followed by 31-40 (38%), those who were above 51(7%) and those who were below30 years were represented by 10%. From the above information, it shows that the majority of the teachers fell under the age of 41-50.

This indicates that these teachers have been in the teaching service for a reasonable number of years implying that they are likely to give the researcher candid, authentic, valid and reliable information that shed fertile ground for conclusions and recommendations at the end.

4.6 Qualifications of high school teachers in the Hhohho region

	Frequency	Percent	Valid Percent	Cumulative Percent
Diploma	6	20.0	20.0	20.0
Valid Bachelor's Degree	16	53.3	53.3	73.3
Master's Degree	8	26.7	26.7	100.0
Total	30	100.0	100.0	

Table 1: Qualifications of high school teachers in the Hhohho region

The table 1 reflects that 6(20%) of the teachers possess Diploma in Education, followed by 16(53.3%) with Bachelor's degree and lastly those with Masters Degrees constituted 8(26.7%) By deduction, it shows that high schools in Eswatini are being taught by teachers who are highly qualified, one wonders to why these schools have exhibited poor performance when they do have the right caliber of teachers. Maslow (1964:134) once attested that no matter how employees are highly qualified to perform any given job, there is always a need to satisfy their physiological needs such as food, water, shelter and air.

When employees join an organization they expect to exchange their knowledge and skills with a fair intrinsic and extrinsic rewards hence money becomes the basis of any form of contract between the employer and the employee. Adams (1963:235) observed that motivation to put effort into a task will be influenced by the individual's perception of whether the rewards are fair in comparison to those received by others.

This is in line with the response I got from one of the school heads during interview when he said that teachers tend to leave their jobs for greener pastures where their education and experience are fairly compensated. Considering the level of education these teachers have acquired it was very easy for the researcher to convince them to participate in this study. This explained why the response rate was 100%.

4.7 Type of Schools in the Hhohho region

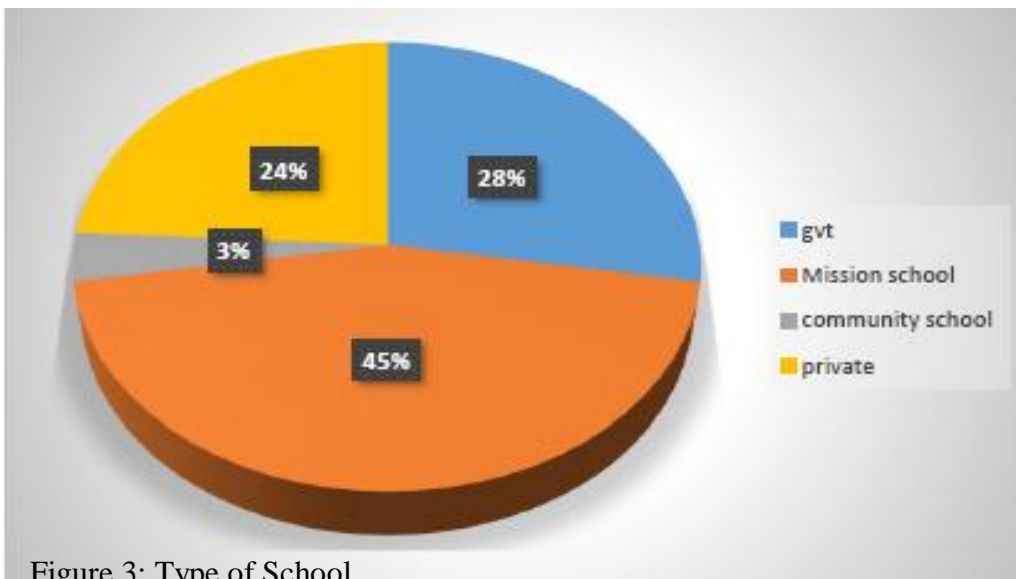


Figure 3: Type of School

This were various types of high schools in the Hhohho region (figure 3). Mission schools had the largest number of teachers who participated in this study (45%), Government schools had (28%),

Private schools were being presented by (24%) and lastly community schools with (3 %).Such a scenario is important especially when we are conducting a study of this nature which aims to gather views and experiences of heads and teachers on the role played by reward strategies in improving teachers’ performance in high school education.

There is no doubt about it that data which was obtained from these different types of schools assisted the researcher to come up with genuine conclusions and recommendations.

4.8 Teacher Pupil ratio of high schools in the Hhohho region

	Frequenc y	Percent	Valid Percent	Cumulative Percent
Yes	9	30.0	30.0	30.0
Valid No	21	70.0	70.0	100.0
Total	30	100.0	100.0	

TABLE 2: TEACHER PUPIL RATIO OF HIGH SCHOOLS IN THE HHOHHO REGION

Class size has been one of most contentious issues in education in Africa soon after Independence. Eswatini like other African countries adopted the policy on Free and Compulsory Primary Education in 2010.This saw many primary schools being flooded with huge enrolments that later on spilled over to high schools making it unbearable to produce quality results. Some teachers showed that teacher – pupil ratio in high schools was inappropriately high causing job dissatisfaction and low employee morale. The effects of class size was attested by 90% of the schools heads during interviews who pointed out that teachers were complaining of abnormal work load which resulted in some teachers suffering from stress.

Kreitner & Kinicki, (2001:256), observed that if teacher to pupil ratio is too high it may lead to poor quality results due to lack of teachers’ concentration in marking learner’s work and also paying attention to slow learners. In Eswatini, such abnormal class sizes were not being compensated by the government in form of responsibility allowances. This explained why the

majority of the teachers 21 (70%) indicated that the current teacher – pupil ratio was not favorable at all particularly in government high schools. Teacher -pupil ratio seemed to be lower in private high school because they wanted to maintain high standards since their main motive was that of making profits. In their comments, most teachers recommended that the government should stipulate specific standard teacher – pupil ratio which is sustainable in order to maintain quality results and also create favorable working conditions for teachers.

4.9 Subjects Area of Specialty

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	21	70.0	70.0	70.0
No	9	30.0	30.0	100.0
Total	30	100.0	100.0	

Table 3: Subjects Area of Specialty

Subject area of specialty is shown in Table 3. It shows 21(70 %) of the respondents agreed that subjects were allocated according to subject area and 9(30%) disagreed. The implication of these findings informed the researcher that staffing of teachers to various departments or subjects was done according to specialization. Allocating subjects according to one’s area of specialty increases teachers’ motivational levels and they become more efficient and effective. This was supported by Taylor (1888:166) in his scientific management theory when he emphasized the need for the job specialization in order to realize high level of efficiency and effectiveness.

4.10 Skills and Knowledge

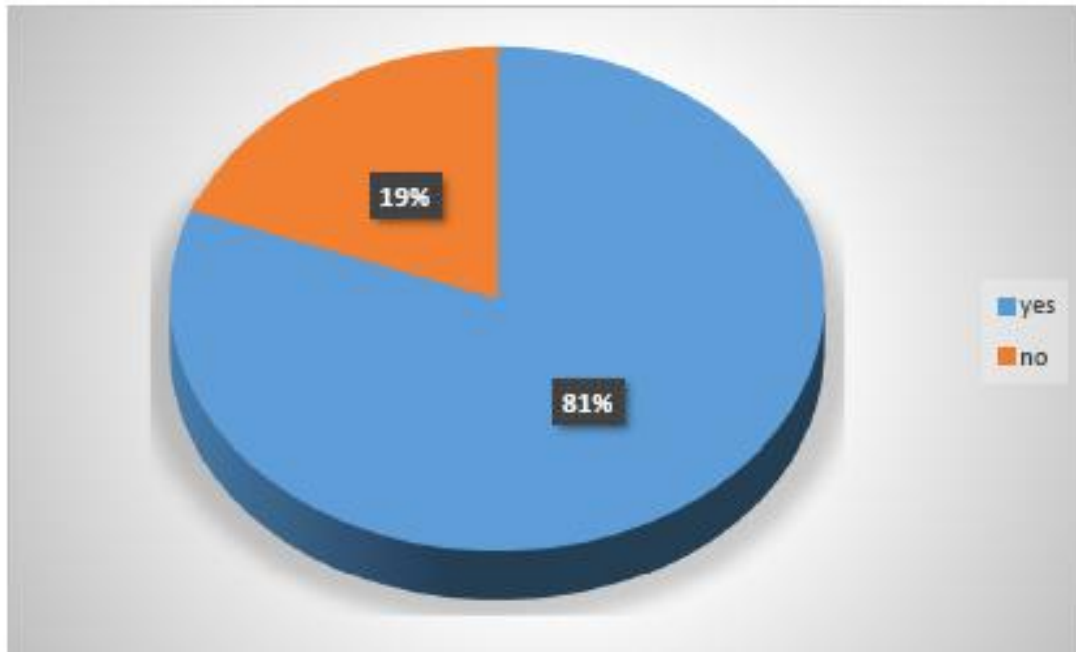


Figure 4: Skills and Knowledge

Most of the teachers (81%) agreed that subjects are allocated to them to meet their skills and knowledge, whereas those who disagree were represented by (19%) (Figure 4). These results informed the researcher that the ministry of education and training of Eswatini was very particular in identifying or deploying teachers with relevant skills and knowledge to different subject areas.

This on its own can improve teachers' job satisfaction. When teachers possess the right skills and knowledge, there is need to recognize their effort, worth and contributions through rewarding them appropriately (Horner 2009:81). Teachers can fully utilize their skills and knowledge to the fullest when their skills are rewarded.

The findings of this study concur with those of Lawler *et al* (1998:212). In their studies of Fortune 1000, high schools discovered that they designed their reward systems in such a way that they supported employees in strengthening their skills so that they can take on more decision- making responsibility. Turvey (2005:35), echoed that well performing Australian high schools rewarded their employees for knowledge and skill development.

The government of Eswatini should also learn from such experiences and start to reward teachers who produce excellent academic results. It must be noted that, as employees acquire more skills, they become more flexible resources, developing a broader understanding of the work processes and of their contribution to the organization hence there is need for schools or government to adequately reward them.

4.11 Payment of teachers according to experience and Qualifications

	Frequenc y	Percent	Valid Percent	Cumulative Percent
Strongly Agree	1	3.3	3.3	3.3
Agree	8	26.7	26.7	30.0
Disagree	10	33.3	33.3	63.3
Strongly Disagree	11	36.7	36.7	100.0
Total	30	100.0	100.0	

Table 4: Payment of Teachers According to Experience and Qualifications

The general trend when it comes to payment of teachers mostly in Africa is that they are paid according to qualifications and experience. The response from table 4 showed that 11(36.7%) of the respondents strongly disagreed that their employers paid them according to qualifications and experience. This was followed by 10 (33.3%) of the respondents who also disagreed. Only 8(26.7 %) of the respondents agreed that they were paid according to experience and qualifications, while 1 (3.3%) strongly agreed. If teachers were not paid according to experience and qualifications they were not going to see the essence of upgrading their skills and effectively use their experience to achieve organizational goals. This was supported by Underwood (2004:19) who found that good performing international high schools used reward systems that value employees.

In order to respond to the academic needs of learners there was need for schools and government to encourage teachers to upgrade their skills and knowledge. Time to focus much on quantitative is over, we need a new culture which embraces both quantitative and qualitative when it comes to human resources management (Cherrington 1995:192). The reason why high schools in Eswatini were experiencing high staff turnover, poor performance, late coming and absenteeism of teachers could largely be attributed to unfair compensation of teachers. On the same note, Master (2000:38) found that employee attitudes were positively influenced by reward systems that payout fair compensation. Most of the teachers in Eswatini were easily lured to go to South Africa mainly because teachers were paid higher salaries.

4.12 Payment of Teachers According to Performance

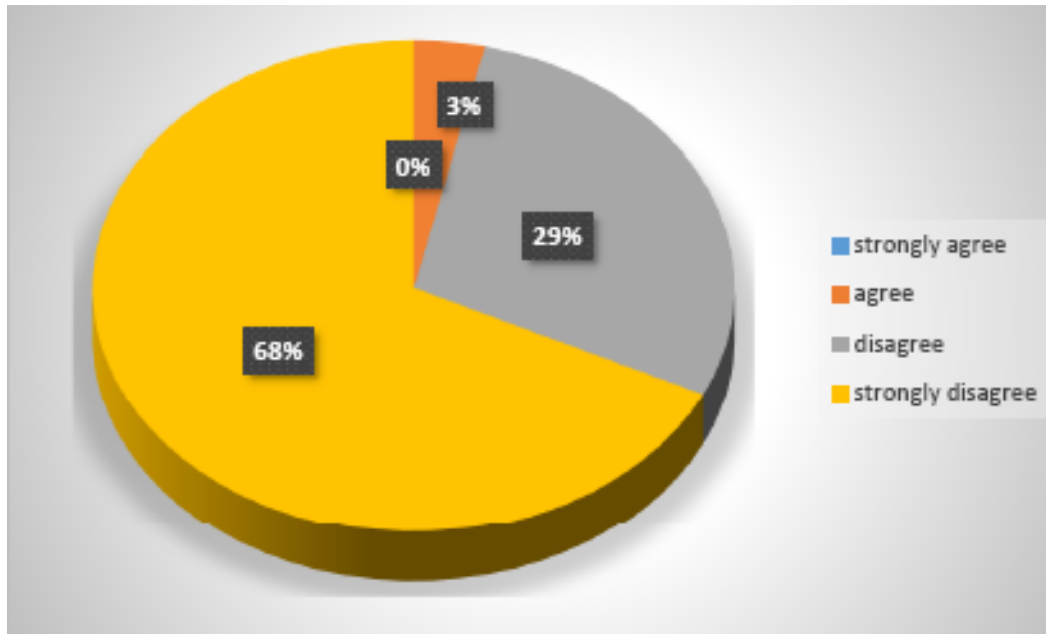


Figure 5: Payment of Teachers According to Performance

Whilst other African countries are at an advanced stage of implementing performance appraisal, the information that has been gathered previously shows that the approach has not been fully executed in Eswatini this was demonstrated by 68% of the respondents who strongly disagreed that teachers were paid according to performance while another 29% of the respondents disagreed. Only 3% of the participants agreed, this response mainly came from private high schools. If teachers are not paid according to performance it becomes difficult for teachers to be self-driven, they will always want to be pushed and directed ((Mc Gregor theory X).

According to Kreitner and Kinicki (2001:258), pay should only be linked to performance goals when performance goals are under the control of the employee and are quantitative and measurable, employees tend to do their best. By deduction, the absence of performance management as was the case in Eswatini may promote laziness, absenteeism and poor performance among teachers. This means that money on its own cannot motivate employees. Lawler (1996:207) also observed that if money as a reward can cause dysfunctional behaviour, it obviously affects behaviour and also performance.

The effect of money as a motivator depends largely on the pay system used in an organization. With the current economic situation Eswatini is experiencing, there is much need for the country to focus on performance based pay since it influences employee behaviour to be self – driven and it also satisfies the needs of both the employer and employees. Kling (1995:31) found that linking employee pay and incentives to long term performance of the organization had a positive relationship with productivity.

4.13. Salaries only form of Incentive

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	13	43.3	43.3	43.3
Valid Agree	12	40.0	40.0	83.3
Disagree	5	16.7	16.7	100.0
Total	30	100.0	100.0	

Table 5: Salaries only form of Incentive

When an employee gets engaged by the employer the contract they agree upon is based on money. At this point, the advice the researcher wants to give to employers is that, not all employees are motivated by money. It was observed that, 13 (43.3%) of the participants strongly agreed that salaries were the only incentives given to teachers in high schools. This was followed by 12(43.3%) of the participants who also concurred on the same sentiment and only 5 (16.7%) who disagreed which means their employers provided them with other non-monetary rewards, these are mainly private schools.

From literature gathered from Herzberg's (1987) two factor theory it showed that money falls under hygiene factors hence it does not motivate employees, it only reduces dissatisfaction. According to Hertzberg (1987) its only growth factors that motivate employees these include: recognition for what has been achieved, Achievement, the job itself, responsibility and feedback. According to Maslow's hierarchy of needs, money can only serve as a motivator if it is a means to satisfy a need. In this case money can be used to satisfy many needs. That is employee can buy food and clothes, it can provide physical and emotional security, gives status and makes more opportunities for personal realization accessible.

It should be noted at this juncture that different employees have different beliefs, values, assumptions and expectations about rewards Vroom(2002:23). The so called contingency theories also emphasize individual characteristics of each employee that some employees are maintenance – seekers and other motivator seekers hence employers should not just concentrate one form of reward.

4.14 Gap between Teachers' salaries and School Heads

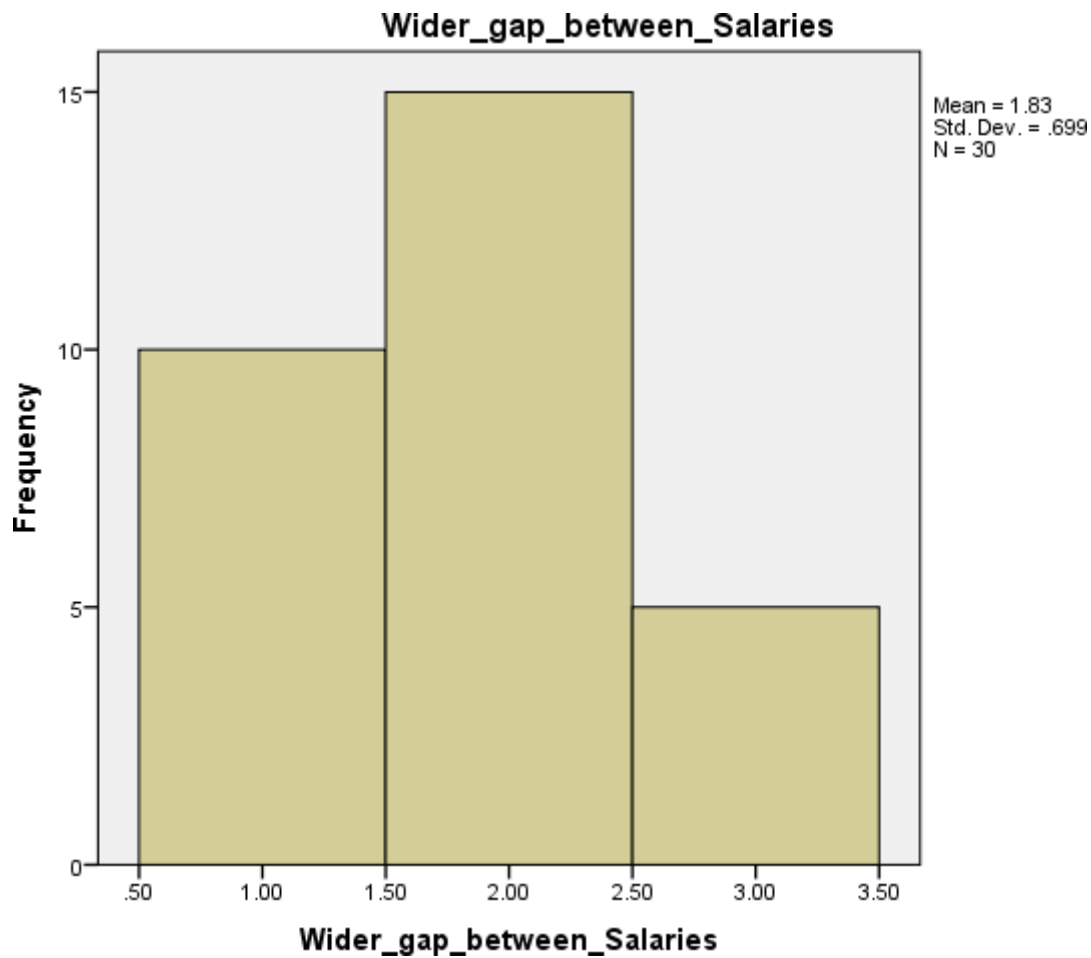


Figure 6: Gap between Teachers' salaries and School Heads

The reason why employees may decide to embark on job hopping is because they are comparing working conditions being offered by various employers within the same industry. The information obtained informed the researcher that about 15(50%) of the participants indicated that there was a wider gap between salaries of teachers and school heads followed by 10 (33.1% who agreed and

only 5(16.2%) disagreed on the notion that there is a wider gap between the salaries of school heads and teachers.

The overall conclusion that can be established is that the majority of teachers were not happy, they felt that there were some unfairness that needed to be corrected. The existence of this salary gap may create disharmony at the work place, whereby teachers may not accept responsibilities given to them by the school head and once this collegiality lacks, quality of results is likely to be affected. Master (2000:38), found that employee attitudes were positively influenced by reward systems that pay out fair compensation. In a research of Taiwanese high performing schools Huang (2000:14) concluded that these schools perform better than low performing schools among others because they stressed on internal equity when designing their compensation system.

4.15 Imposition of Teachers' Salaries by the government

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	15	50.0	50.0	50.0
Valid Agree	13	43.3	43.3	93.3
Disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Table 6: Imposition of Teachers' Salaries by the government

With the advent of collective bargaining there is much need for employers to involve employees in decisions that affect working conditions in order to create good relationship that promotes mutual trust and teamwork. (Table 6) It is shocking news to see that 15(50%) of the respondents clearly indicated that, the government imposed teachers' working conditions instead of negotiating.

This is further shown by 13(43.3%) of the participants who agreed that teachers are not involved by the government on issues to do with negotiation of salaries. When salaries are imposed to workers, they feel embarrassed and demotivated and they will only go for work but not for working. By nature employees are calculative, they will find better ways of dealing with such inequities for example they may resort to late coming, absenteeism, feigned illnesses, sit-in or vandalizing school property.

Again if teachers were not involved on such matters, the spirit of ownership would just vanish and at the end, they may be forced to look for greener pastures. If at all we need to create strong partnership between employers and employees, there is need for the two parties to work together in order to achieve one common goal. Venter (2003:525) identified that the relationship between the employer and employee will move away from what can be loosely described as master- servant relationship in which employees will be subservient to the employer. Instead, alliances should be formed between providers of labour and suppliers of work in order to increase organizational performance.

4.16 Various forms of Awards given to teachers for academic excellence

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	2	6.7	6.7	6.7
Valid No	28	93.3	93.3	100.0
Total	30	100.0	100.0	

Table 7: Various forms of Awards given to teachers for Academic Excellence

The proponents of motivation have advocated that in order for employees to operate at maximum level they need to be adequately motivated. Underwood (2004:19) found that good performing International high schools used reward systems that value their employees. The response obtained from participants showed that 28(93%) indicated that they are not given various forms of rewards whenever they produce excellent academic results.

This shows that there was no appreciation from the employer for good performance. According to Vrooms' theory (2002:16) a person will exert a high effort if he or she believes that there was a reasonable probability that the effort will lead to the attainment of an organizational goal, and the attainment of the organizational goal will become an instrument through which a person will be rewarded.

There were a number of countries within SADC such as Lesotho, Tanzania, Botswana and Zambia where teachers were rewarded according to student academic results apart from their salaries. This stimulated teachers to find better ways of teaching, some have even resorted to work on weekends and school holidays in order to produce good results. When teachers are rewarded on the basis of their performance they become more creative and innovative and also develop a spirit of loyalty and commitment.

4.17 Criteria used for Teachers' Promotion

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	5	16.7	16.7	16.7
Valid No	25	83.3	83.3	100.0
Total	30	100.0	100.0	

Table 8: Criteria used for Teachers' Promotion

Most teachers when they join the teaching profession their main goal is to be promoted one day. This explains why they keep on learning and put effort in their work in order to be earmarked for promotion by their employers. The majority of teachers 25(83.3%) indicated that the criteria used for promotion by their employers was not fair and transparent. They decried that the promotion was marred by serious irregularities such as nepotism, favoritisms, bribes and sex for promotion.

Such malpractices tended to favor employees who were not competent and committed to their work. This might explain why some schools in Eswatini ended up not producing good results because of the school heads who lacked important leadership qualities. At the same time when teachers fail to see prospects of being promoted they become demotivated and consequently may decide to leave for greener pastures.

4.18 Promotion of Teachers into Headship Position

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	8	26.7	26.7	26.7
Valid No	22	73.3	73.3	100.0
Total	30	100.0	100.0	

Table 9: Promotion of Teachers into Headship Position

A bureaucratic organization is necessary for the achievement of organizational effectiveness and efficiency (Cook and Hunsaker, 2001:76). Bureaucracy, according to Weber is characterized by formal selection and promotion where all employees are selected on the basis of their technical qualifications and competency. This is what the researcher was expecting Teacher Service Commission of Eswatini to follow in order to identify the most appropriate candidates. It seemed as if there was a sharp contrast considering the information which was given with regards to how teachers are promoted into headship positions

With reference to promotion of teachers into headship most of the respondents 22(73.3%) indicated that, teachers were not promoted into headship on the basis of merit or competencies. Only 8(26.7%) agreed that promotion of teachers into headship was done on the basis of qualification and competence. If promotion was not done on the basis of competence and qualification it therefore meant that the government was promoting bad behaviour into the system, hence it destroyed a culture of hard working among teachers. The participants even said that,

officials who conduct interviews are not even qualified hence they promote teachers on headship positions on the basis of bribes and favoritism.

Under a normal situation, the issue of promotion was supposed to be taken as reward to be paid to employees who have demonstrated high level of proficiency and commitment to their work. In some other countries like Zimbabwe where performance appraisal was being executed, promotion into headship was not only done on the basis of qualifications but also on the basis of performance. This gives the impression that the right person is chosen for the right job at the right time. If promotion into headship was done in a fair way, employees will stay in their organization with the hope of being promoted one day.

4.19 Teachers subjection to long working hours

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	19	63.3	63.3	63.3
Agree	9	30.0	30.0	93.3
Disagree	1	3.3	3.3	96.7
Strongly Disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Table 10: Teachers subjection to long working hours

Most employees spend much of their time looking for jobs which allow them to work under normal time for example 8 hours a day .When employees work overtime they expect to be paid unless they are working under performance related conditions where they can go for extra time to meet

their goals. Employers should be aware of the fact that, time can also be used as a reward to motivate their employees. Teachers also need time to attend to their social needs but from the look of things, school heads will always want to see them engaged even though they do have free periods. From the responses which were given by participants (Table 10) shows that, there was a wide divergence of opinions with regards to teachers' subjection to long working hours.

About 19(63.3%) of the teachers strongly agreed that teachers were subjected to long working hours, 9(30%) of the participants also supported the motion. Only 2 (6.6%) were on the opposing side which by deduction meant that teachers were not subjected to long working hours. If teachers were subjected to long working hours, they ended up getting tired, made more mistakes, they got stressed up and became sick. All these challenges had negative impact on teachers' performance.

Mooij (2008:178) reported that, within the school setting, teachers were often forced into multi-grade teaching as a result of the rapid promotion of universal primary education enrolment, teachers also often had increased hours of work, larger class size, more subjects and a constantly changing curricular all of these challenges put a very heavy work load on teachers. Teachers in Eswatini were subjected to the same working conditions because of the government's expansionist policy on free and compulsory education. In one of the high schools, one of the teachers commended that they were even forced to work on weekends and school holidays without incentives.

4.20. The Impact of Performance Related Pay towards Teachers' Productivity.

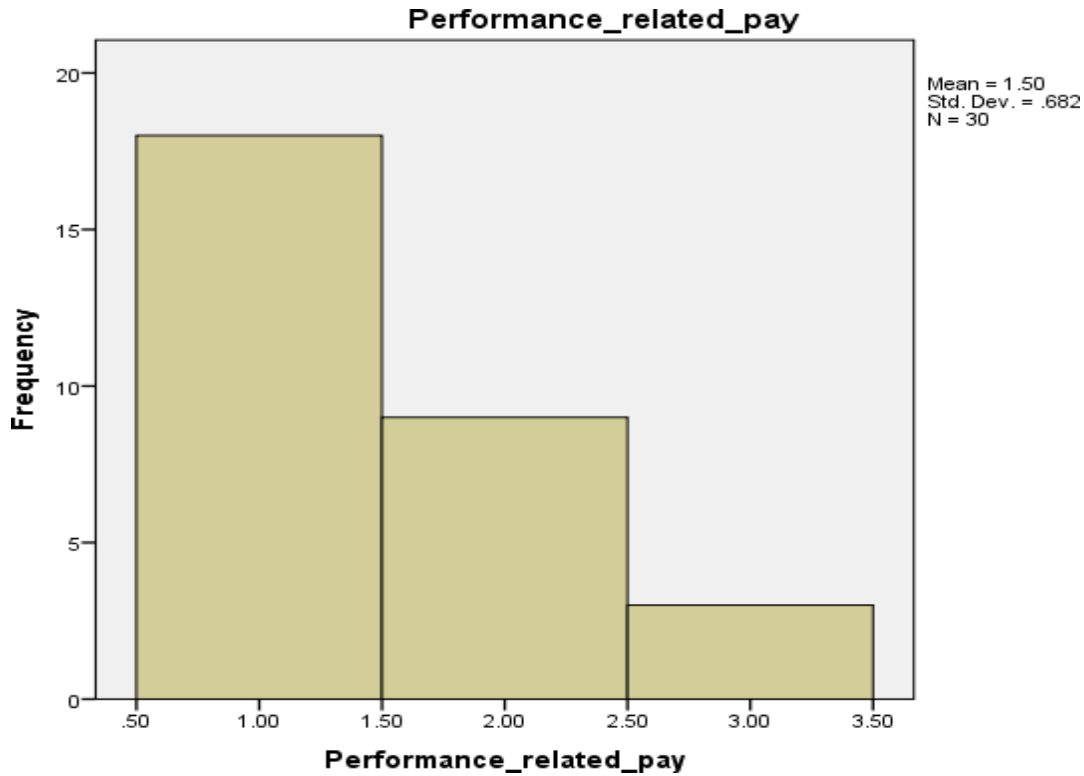


Figure 7: The Impact of Performance Related Pay towards Teachers' Productivity

Performance related pay is one of the latest approaches that can yield better results if managed effectively (Noe et al, 2008:345) Seventeen (56.2 %) of the respondents strongly agreed that performance related pay if introduced in Eswatini can yield better results, while 10 (33.1 %) agreed to the notion and only 10(30%) disagreed. From the given information it showed that the majority of teachers wanted to see performance related pay being introduced in high schools. If this system was introduced in Eswatini, it can yield better results because it created employees who were self-driven and the problem of late coming and absenteeism will be reduced.

The approach gave employee much control over their work and it also created good relationship between school heads and teachers since salary will be based on individual performance. However its success will depend on the school head's integrity and personality because some school heads might use it to punish teachers whom they thought had not being going well with or got bribes from teachers.

The importance of using performance related pay has also been attested by Bennel and Mukyanuzi (2005:25) who observed that, there was a growing concern from teachers about the need to introduce performance related pay in schools, other than over reliance on pay based on qualifications and seniority only. This is true because in order for rewards to be effective, they should pay behaviour not individuals. Over the years, the teaching profession in Eswatini has been characterized by absenteeism, high attrition rates, constant turnover, which inevitably lead to teacher shortage. Once performance related pay was introduced, some of these challenges were likely to be resolved

4.21. Provision of Adequate learning Material by the Government

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	12	40.0	40.0	40.0
Valid Agree	17	56.7	56.7	96.7
Disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Table 11: Provision of Adequate learning Material by the Government

It was noted that schools can achieve championship if they were well nourished with the right learning materials and equipment. The government can give teachers other personal incentives such as monthly salaries, bonuses, and housing and transport allowances. If nothing is done to provide teachers with the right resources such as textbooks, furniture, and decent accommodation and sufficient classrooms not much can be achieved.

Table 11 shows that 12(40%) of the respondents strongly agreed and this was supported by 17 (56.7%) of the respondents who agreed that the government of Eswatini provided adequate learning materials to high schools. This was a move in the right direction although Herzberg (1967) does not take it as a motivator. According to him, good work equipment is taken for granted thus we do not normally hear a teacher saying I love my job because the school is providing me with adequate teaching materials. According to Herzberg, its only motivators that can motivate employees and the answer to motivation problem lies in the design of the job.

4.22. Communication between teachers and heads on expected standards

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	5	16.7	16.7	16.7
Valid Agree	14	46.7	46.7	63.3
Disagree	11	36.7	36.7	100.0
Total	30	100.0	100.0	

Table 12: Communication between teachers and heads on expected standards

From the opinions and experience of teachers on whether there was effective communication between teachers and heads on issues pertaining to expected standards and feedback, it was observed that, 5(16.7%) strongly agreed, 14(46.7) agreed and while 11(36.7%) disagreed. From the given information it can safely be concluded that most of the school heads do not provide expected standards to their teachers. In the absence of expected standards employees tended to lose direction and focus, resulting in poor performance. The top –down approach which is being used by most school heads did not empower teachers and involved them in decision making that allowed them to have a stake in the running of the school. Instead teachers are taken as appendages of management, which made them to be alien to their own organizations.

Communication is important in an organization because it enables both the school heads and teachers to give each other feedback. Locke et al (1981:131) suggested that financial incentives could enhance performance by raising the level of the goal or by increasing an employee's commitment to a goal which can be achieved where the employee was involved in establishing the required performance. In the work place the value of expected standards is enhanced by the provision of adequate, timely feedback which is not being given first priority by school heads as indicated above. My experience with goal based theory is that when executed effectively, it increases the employee's feeling of achievement, sense of personal responsibility and also reduces uncertainty.

Employees or teachers can do their best if they are aware of what they are intending to achieve and they will always do what they are trying to do. What it means by deduction is that, teachers with higher goals will do better than those without knowledge of the set standards. If a teacher knows precisely what he or she wants to do, or supposed to do, he or she will perform better than someone whose goals or intentions are vague.

4.23 Money as an Important Reward

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	17	56.7	56.7	56.7
Valid Agree	7	23.3	23.3	80.0
Disagree	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Table 13: Money as an Important Reward

In as much as people think that money does not motivate employees, the results that have been found in this study clearly indicated that, teachers were really motivated by money. This is evidenced by 17 (56.7%) of the respondents who strongly agreed that money was one of the most important rewards which can motivate employees. This notion was supported by 7 (23.3%) of the participants while only 6 (20%) went against the notion that money alone was not the only important reward that can motivate teachers. Considering the majority of the cases teachers need money to satisfy physiological needs suggested by Maslow. Teachers need money to buy food, clothes, pay for their rentals and transport. Maslow (1970:68) argued that everyone seeks to satisfy two basic needs, the lower level needs and higher needs.

Bennell and Mukyanuzi (2005:73) observed that low teacher salaries can demotivate teachers because they are unable to eat decent meal before they go to school. The reason why the majority of the teachers indicated that they were motivated by money might be the fact that Eswatini is experiencing deep financial crisis characterized by high inflation. However, everyone needs money to buy basic commodities such as food. Kwasi and Amoako (2008:92) indicated that in Africa hygiene factors such as money were critical to motivation. This indicates that the majority of teachers in Africa were still operating below the poverty datum line hence they are motivated by money. That is they had not yet reached a stage where they were motivated by intrinsic

rewards as the case with teachers who are working in developed countries.

Taylor (1888:67) argued that the use of money as a motivator linked to various objectives would offer the best motivation for performance. In Taylor's commentary, money was the primary motivator, as such it can be suggested that the author espoused the rational economic needs concept of motivation.

In line with Taylor's thinking, it may be suggested that, teachers in Eswatini should be motivated by obtaining the highest possible wages through working in the most efficient manner possible thereby satisfying the needs of both the employer and the employee. It must also be noted that the issue of money as a motivator has also drawn the attention of Herzberg's two factor theory who argued that money does not motivate employees because it is a hygiene factor ,it only reduces dissatisfaction, what motivates employees are the motivators or growth factors.

According to Herzberg (1966), only motivated employees exert a bigger effort than what is expected of them in achieving goals. It may be unwise for the employer to solely depend on money when it comes to motivation of teachers, because they will not be able to perform a task that does not give them monetary incentives hence they become money motivated. The same assumption was supported by Deci (1971:151) who argued that, when money is used as an external reward for some activity such as performance pay, the subject in this case the teacher was likely to lose intrinsic motivation for teaching.

4.24. Involvement of Teachers in Decision Making That Affect their Welfare

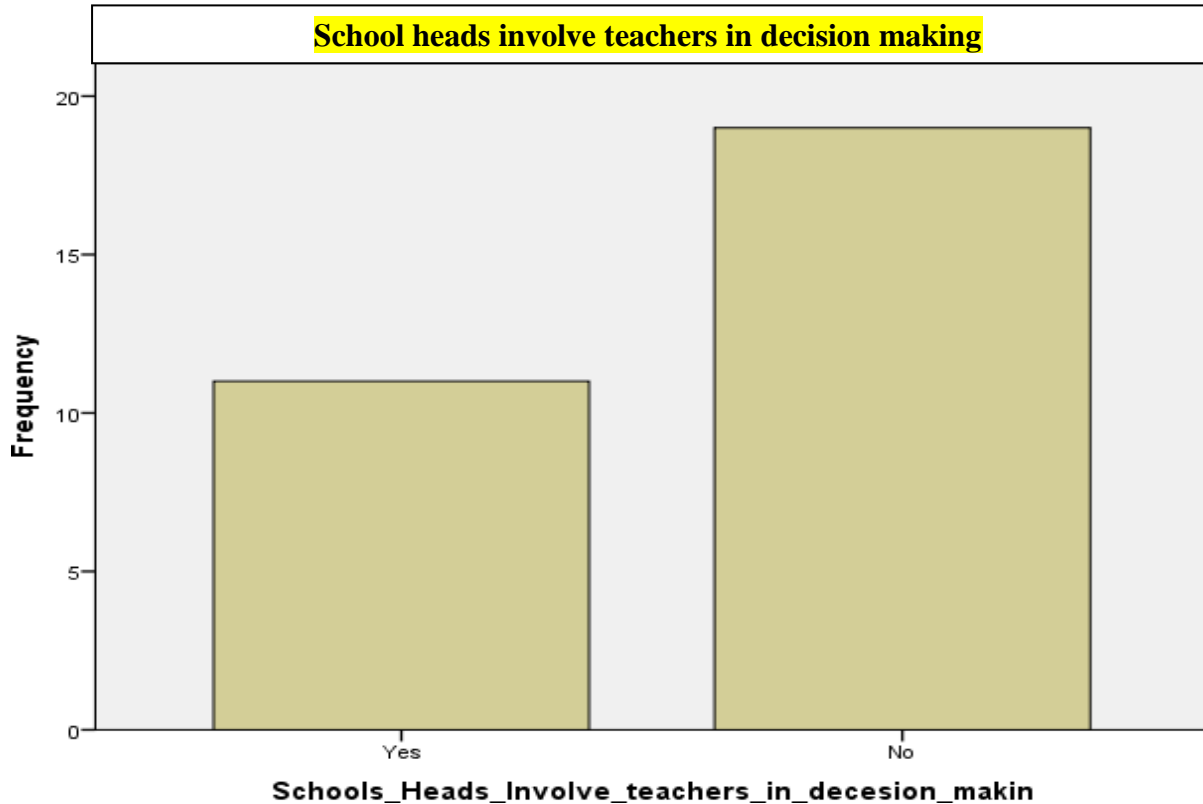


Figure 8: Involvement of Teachers in Decision Making That Affect their Welfare

One of the most important resource in any organization is the employee. Employees can do their best if their needs are well taken care by their employers. Although some employers are sensitive to employee welfare, they seem not to involve them when making decision that determine their welfare.

The involvement of teachers in decision making that affects their welfare is shown in figure 8 . 18(60%) of the participants indicated that they were not involved in decisions that affect their welfare while 12(40%) indicated that they were involved in such decisions. It is clear

that, most school heads make decisions that affect teachers' welfare alone. Such moves have huge negative implications on the motivation of employees since they are being taken as minors or recipients. School heads who have the tendency of not involving teachers in decisions that involve teachers' welfare tend to believe in McGregor theory X which stipulates that, its only management who have the prerogative of making decisions, employees are regarded as passive implementers. It is important for school managers to take employees seriously because issues to do with employee welfare depended on individual expectations, beliefs and values.

For example, a competent teacher might decide to transfer or quit solely on issues of poor accommodation offered by the school. The Hawthorne studies which were conducted by Mayo which gave the rise to new school of management (thinking human relations) suggested that employees have social needs which are as important as economic needs, these studies concluded that social relationships were significant in the satisfaction of human needs for social contact.

4.25 Teachers Involvement in decision making which Involves Day to Day School Operations

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	14	46.7	46.7	46.7
Valid No	16	53.3	53.3	100.0
Total	30	100.0	100.0	

Table 14: Teachers Involvement in decision making which Involves Day to Day School Operations

With the advent of collective bargaining, leadership has taken a drastic shift from individualism to collectivism. This implies that there was need to involve employees in decision making which involve day to day operations of the school. Involvement of employees can be done in various ways which include, self-managed work terms, cross functional teams and problem solving teams. The experience and views of participants on whether they were involved in decision making on issues to do with day to day operation of the school indicates that, 14(46.7%) of the respondents agreed that, they are involved whilst 16(53.3 %) indicated that, they were not involved in such decisions (Table 14). There has been a much wider awareness among school heads on the importance of involving employees in decision making. By involving employees in decision making, the school is able to make better and quality decisions. It creates good rapport between school heads and teachers.

Employee involvement is one of the best reward that can make employees perform to the maximum since they will feel honored, valued and respected. Lack of teacher involvement and accountability in school activities may demotivate them (Guajardo 2011:71) in many countries in Sub-Saharan Africa and Asia, teachers do not feel accountable to school management, parents and even the wider community. This explains why teachers ended up not accepting responsibilities given to them by the school head.

4.26 Delegation of Responsibilities to Teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	26	86.7	86.7	86.7
Valid No	4	13.3	13.3	100.0
Total	30	100.0	100.0	

Table 15: Delegation of Responsibilities to Teachers

Nearly every employee needs to be involved in decision making so that his or her voice is heard. Delegation is one of the most important tools that can be used by school managers to motivate their staff. Like in McGregor theory Y, most managers assume that, employees need responsibilities and they are very much anxious to be involved in decision making because they want their voices to be heard as they continue working towards the self-actualization point. It was important to find out whether school heads delegate some of the responsibilities to teachers. The experiences and views that were taped from teachers indicated that most school heads delegate some of the responsibilities to teachers and this is represented by 26(86.7%) of participants.

Only 4(13.3%) of the respondents showed that school heads do not involve them in decision making. These findings have clearly demonstrated that, most school heads were aware about the need for delegation of responsibilities to teachers. Indeed teachers need to be given such responsibilities so that they can demonstrate their creativity, initiatives and innovativeness which would also improve their professional growth. Owens (1981:120) argued that, by improving salary benefits, working conditions and developing concerned administration, one cannot expect to motivate the workers although one can expect to reduce dissatisfaction. According to him what

motivates employees are a cluster of motivational factors such as delegation of responsibilities, work itself, advancement, promotion and professional growth. If delegation was taken as a reward, the whole school environment would be such that the school staff feels challenged and interested in the school activities by planning together and setting the school goals together with the staff.

Delegation implies increasing the autonomy of the teacher that is the autonomy to feel confident, to try new methods and to make suggestions to the school administration. Teachers should also feel they are part of the decision- making process in the school. In this case the school head should expand the school administration beyond its traditional emphasis on maintenance factors. There should be delegation of power like asking the staff to chair the various subcommittees because employees usually want to feel responsible and the sense of responsibilities is brought about by assigning responsibilities to them.

4.27 Supervision of Teachers by School heads and Teaching Service Commission

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	17	56.7	56.7	56.7
Valid No	13	43.3	43.3	100.0
Total	30	100.0	100.0	

Table 16: Supervision of Teachers by School heads and Teaching Service Commission

It is a known fact that supervision is one of the functions of leadership whose aim is to improve teachers' instructional skills. It is also observed that learning is central to the functions of a school and it is also important that instruction which is used as a basic tool to promote learning be perfected.

If teachers are left to themselves, they may not try to develop their skills, yet if supervision is used effectively all the staff members will tend to gain new instructional skills for the benefit of the learners. On supervision of teachers it was shown that, 17(56.7%) of the participants admitted that the kind of supervision conducted by both school heads and Teaching Service Commission was of great help to them. On another note, 13 (43.3%) of the respondents indicated that supervision which was conducted by school heads and Teaching Service Commission was not of great help to them. This implies that there was divergence of opinions and experience with regard to the issue of supervision by both school heads and Teacher Service Commission.

Those teachers who perceived the role played by supervisors as being positive believed that, supervisors provided the climate which engender growth and help teachers grow as professionals. They perceived supervision as supportive, assisting and sharing with teachers. (Harris 1985:64) defined supervision as what school personnel do with adults and things for the purpose of maintaining or changing the operation of a school in order to directly influence pupil attainment or the major goal of a school. All organizations including schools need to have some control over employees and one best way to control them is through supervision. This is mostly done by ensuring the curriculum and syllabi were adhered to, learners received effective teaching and teachers are competent in delivering instruction. When the emphasis is on improving teaching practices in a school, then supervision becomes a type of quality control mechanism. For supervisors to use supervision as an important reward there

is need to emphasize the full utilization of a person's capacity for continued growth. Human resources advocates have realized the need to integrate personal needs and organizational needs.

In the interest of Human Resources Supervision Model as observed by Sergiovanni (1987:82), this model sees higher productivity as a prerequisite of higher satisfaction. Human resources theorists believe in giving the worker challenging, important and meaningful work to bring about satisfaction. In this regard, the source of motivation here is not satisfaction but the ability to do a good piece of work which then ends in the worker being satisfied. Generally good performance leads to satisfaction, builds confidence in the teacher and also leads to teacher intellectual growth.

Those participants who showed that the kind of supervision conducted by School heads and Inspectors were not beneficial to them cited in their remarks that they rarely got feedback from these supervisors and supervision was not frequently done. This gives the impression that not much guidance was given to teachers in terms of improving their instruction skills. Most teachers were apprehensive about being supervised. This shows that some school heads and officials from the ministry of Education were still practicing inspection, which means they were fault finders instead of working as partners with teachers in order to improve their instructional skills.

The way forward these days lies entirely on the use of clinical supervision which is meant to create a face to face relationship between school heads and teachers. According to Acheson and Gall (1987), clinical supervision is characterized by planning, conferences, classroom observations and feedback conferences. Both the teacher and the supervisor should be seen working together in all the stages of clinical supervision in order to establish a relationship of collegueship.

4.28 INTERVIEW SESSION WITH 10 HIGH SCHOOL HEADS IN THE HHOHHO REGION OF ESWATINI.

The purpose of this section is to present and discuss findings from interviews that were conducted with 10 high school heads in the Hhohho region of Eswatini. The interview mainly focused on examining school heads' opinions and experience on the role played by reward strategies in improving teachers' performance. In order to ensure the privacy and confidentiality of information which was going to be provided by school heads, pseudonyms names were used for both schools and their heads. The responses given by the participants were discussed in themes where the researcher shall summarize all the answers given by each school head as per each question.

Out of 10 school heads 8, accepted the interview to be voice recorded while the remaining 2 encouraged the researcher to conduct the interview in the absence of a voice recorder. This suggested that these school head were scared of victimization by their employers in case the recorded information leaked .The use of interviews enabled participants to discuss their interpretations of the schools they were working for and how they regarded situations from their own point of view and experience. This sections intends to address the research question covered in chapter one and it reads: What are the school heads' perceptions and experience on the role played by reward strategies in improving teachers' performance in high schools.

The below table shows the participant's profile in terms of age, sex, qualifications, name of school and experience. The names given in this table are pseudonyms names.

TABLE 17: PARTICIPANT'S PROFILE

PARTICIPANT'S NAME	SEX	AGE	NAME OF HIGH SCHOOL	QUALIFICATIONS	WORK EXPERIENCE
Mrs Dlamini	Female	55	Premier	BED	25
Mr Mlambo	Male	60	Gwedu	MED	28
Mrs Ncube	Female	59	Mkuluzi	BED	26
Mr Zunde	Male	49	St Peters	BED	13
Mrs Moyo	Female	46	Chakalaka	BED	6
Mr Daniel	Male	50	Mango	MED	16
Mrs Brown	Female	58	Ludze	MED	18
Mr Khumalo	Male	45	Green Light	MED	10
Mrs Tembo	Female	52	Musunduza	BED	21
Mr Mamba	Male	47	Victoria	MED	12

4.29 The perceptions of school heads on the relationship between money and performance of high teachers in Eswatini.

There were divergent views, opinions and experiences from schools heads on the relationship between money and performance of high school teachers. It was observed from the interview that almost 60 percent of the participants indicated that money influenced teacher performance. Mr Khumalo of Greenlight high school indicated that, there is a positive relationship between money and performance of teachers in high schools. He was quoted saying;

By the time we introduced top up allowances to our teachers' salaries, we saw a significant change in the quality of learners results, the pass rate improved from 75% to 90 %. By the time we suspended top up allowances, the pass rate dropped to 60 %

It is clear that, money can motivate employees to perform to the maximum. These findings are also supported by World and Chidozie (2012:145) who applied Herzberg's theory in the context of Nigerian High school and found that, high school teachers were motivated by hygiene factors such as salaries, interpersonal relations and security and demotivated by growth factors such as recognition, work itself, growth, responsibility and advancement. Maslow (1970:68) also argued that everyone seeks to satisfy the lower level needs, which include the need for food, shelter, air, water and warmth and in one way or the other, these needs can be satisfied by money.

The remaining participants who indicated that there was no relationship between money and performance had various experience, some indicated that each time when teachers' salaries were reviewed, teachers portrayed bad behaviour such as absenteeism, late coming and withdrawal of cooperation. Mrs Tembo the head of Musunduzha shared her experience with regards to incentives that were meant to pay teachers according to pass rate. Her remarks were;

Ever since we introduced that incentive scheme thinking that it was going to boost our results, we got the shock of our lives, when most of the teachers, after receiving their allowances particularly male teachers decided not to report for work for some days, busy spending the money.

Mr Mamba the head teacher of Victoria high school revealed that, the government had been reviewing teachers' salaries for over a decade but he had not seen any positive change in terms of teachers' performance. He argued that they only became motivated for a short period and from there they started to complain again.

These findings are also in line with Mol (2001:123) who argued that money does not motivate, but moves a person to achieve a goal in order to obtain the reward. Herzberg's two factor theory states that extrinsic awards, such as pay, benefits, working conditions or company policies do not motivate people.

They merely bring performance to an acceptable level. A motivated person performs at levels that are higher than the acceptable standard. According to Maslow's hierarchy of needs theory, money can only serve as a motivator if it is a means to satisfy a need. In this case, people can buy food and clothes with money (Physiological needs), money provides physical and emotional security, increases social security and it increases social capacity.

The issue of money as a motivator becomes unquestionable since it does not bring long lasting behaviour among employees. Quite a number of school heads were complaining about teachers' behaviour during pay days since most of them do not attend classes and some always come with so many excuses so that they were released early. Lawler (1996:207) also observed that if money can cause dysfunctional behaviour it is able to affect teachers' behaviour and performances. What it means therefore is that when pay systems are not designed well, they either do not motivate or motivate the wrong behaviour.

The most important point that should be realized by school heads and their organization is that, teachers are motivated by internal feelings of accomplishment, capability and competency not just extrinsic rewards. Money is a motivator, but it is not the only or most powerful source of motivation. Employees are rather complex people and have changeable behaviour, in order for schools to have long lasting positive behaviour from teachers, there was need to attach money to performance. This allows teachers to be more committed, responsible, accountable and self-driven.

4.30 The major contributory factors that lead to high staff turnover and absenteeism of high school teachers in Eswatini.

With regards to factors that lead to high staff turnover and absenteeism of teachers, it was noted during interviews that most respondents were sharing the same sentiments, which according to them, high staff turnover was mainly caused by the following factors:

- 1 Poor working conditions which include long working hours and low salaries.
- 2 Poor accommodation
- 3 Lack of promotional opportunities
- 4 Heavy work load
- 5 Lack of lucrative incentives such as hardship allowances, transport allowances and housing allowances.

It was noted during interviews that high staff turnover had severely affected the academic performance of high school teachers since every time, schools receive new teachers. This was quite disturbing and confusing because learners had to acquaint themselves to the expectations and teaching methodologies of new teachers. The feedback I got from Mrs. Dlamini the head of Premier high school was that, high staff turnover in Eswatini was caused by low salaries given to teachers which were far below to what their counterparts in South Africa are getting.

When I further asked them on the major causes of absenteeism in high school, Mrs Zunde the school head of St Peters high school had this to say, *The major causes of absenteeism in Eswatini high schools was that school heads were not empowered to dismiss or charge teachers who show gross misconduct and teachers tend to capitalize on this.* She further suggested that, in the near future, school heads should be given power to recruit teachers of their own choice as long as they are given the guidelines to do it.

On the same issue of absenteeism, Mrs Ncube the head teacher of Mkuluzi high school echoed that, *the reason why absenteeism is rampant in high school is due to lack of strict control mechanism such as clock in and clock out and also there is a tendency of paying teachers full salaries despite the fact that they were not attending classes on daily basis.*

In line with teachers' sentiments, the majority of empirical studies as suggested by Guajardo (2011:131) indicated that teacher performance can be greatly affected by challenges which include huge work load, lack of learning materials, low salaries, incentives and lack of career development. These are seen as one of the major contributory factors that lead to high staff turnover and absenteeism in high schools..

With regards to low salaries as the major factor that influences staff turnover, the following is the summarized comment from Mrs Mlambo the head of Gwedu high school.

Most teachers are not satisfied with the salary the government is paying them, the cost of living has gone up and most teachers are struggling to meet daily expenses such as transport, food and medical care.

Bennel and Mukyanuzi (2005:25) supported the notion when they argued that, there was a growing concern that teachers in low –income countries were increasingly demotivated, this was reflected in deteriorating teacher performance, learning outcomes, absenteeism and high staff turnover. They went on to say that teaching profession in many developing countries has been characterized by high attrition rates and constant turn over which inevitably lead to teacher shortage.

Housing as cited by other participants during interviews, has become one of the major challenges which has severely affected teacher morale and as a result, some have decided to quit their jobs. Bennel and Mukyanuzi (2005:84) observed that, teachers in Zambia, New Guinea and Malawi reported poor housing as a daily source of irritation and ill- feeling.

Houses are reported to be too small and have fallen into disrepair, leaving teachers with the choice of living far from the school, in poor conditions or paying high rents for private housing. The problem of poor accommodation has also been revealed by Mrs Ncube the head teacher of Mkuluzi high school she said that ,most teachers were seen staying in leaky houses, bad sanitation and broken windows,

Teachers were often posted to remote schools, far from their families with little support in terms of transportation. From the perspective of teacher motivation, remote posts are less attractive to teachers (Akazar et al. 2006:56). In his study in Peru, he found that one of the main reason for teachers' dissatisfaction with their assigned post was that teachers had to leave separately from their immediate relatives.

In order to curb the problem of absenteeism, there is need to punish such behaviour by introducing clock in and clock out so that the school head can capture the number of days a teacher has been absent from duty and forward it to the salary service Bureau for salary deduction. There is also need for the government to conduct workshops that will bring awareness to teachers about negative consequences of absenteeism such as salary cuts, poor access to promotion and job insecurity.

4.31 Factors that contribute to poor performance of high school teachers in Eswatini.

The responses that were obtained from various school heads pertaining factors that contribute to poor performance are summarized below:

- Salaries which were not competitive
- Lack of clearly defined goals
- Huge class-size
- Lack of performance related pay and bonuses
- Late payment.

One of the major factors that was cited by Mr Mlambo head of Gwedu school pertaining poor performance of teachers was the class size, where a teacher can be assigned to a class of 65 learners.

.He said that was unbearable since the teacher cannot adequately attend to the needs of all learners, let alone marking. This forces teachers to produce work of sub- standard.

These findings are supported by Bennell (2004:71) who observed that work load and school level challenges can negatively impact teachers' motivation. In many African countries teachers were increasingly being asked to take on more responsibilities including HIV/AIDS Education, counselling and community development. To make matters worse, they are not adequately paid. Guajardo (2011:76) found that in Malawi teachers' work load was cited as the most important factor that affect teachers' performance.

It must also be noted that in some countries such as Kenya, Rwanda and Ethiopia teachers perform an even greater range of activities including giving immunizations, taking census data and distribution of food (Guajardo 2011:77). Such situations might not allow teachers to give due attention to their learners due to unavailability of time

Because of the introduction of free and compulsory education in Eswatini, teachers were failing to cope with the situation due to huge enrolment where in some other cases teachers are subjected to double sessions. Mooij (2008:123) noted that within the school setting, teachers were often forced into multi-grade teaching as a result of the rapid promotion of universal primary enrolment, teachers also had increasing hours of work, large class size, more subjects and a constantly changing curricular all these are used as de-motivators among teachers in sub-Sub-Saharan Africa.

When asked Mr Daniel the head of Mango high school on his views and experience on factors that lead to poor performance of teachers in high schools. *He said, high school teachers are not performing well because of poor working conditions, the salaries they are getting cannot afford them to buy food and pay for their transport as a result they try to cut their expenses by not reporting for work on daily basis.*

Mr Moyo, the head of Chakalaka high school responded on the same issue by saying: *The reason why teachers are not performing according to the expected standards is because of the government which does not want to periodically review teachers' salaries, teachers have been negotiating on the cost of living adjustment and seemingly the government has decided to keep quite.*

Based on these responses it was noted that most of the participants seemed to blame poor working conditions as a major factor that caused poor performance of teachers in high school. These findings were also supported by Hanusheck and Kain (1999:125) who found out in their research on the "Texas Education Agency" that increased salaries are correlated with improved learner outcomes. This challenges Herzberg's hygiene factor which argues that money is not a motivator.

The research findings also established that teacher performance can be increased by extrinsic rewards. In order to increase teachers' performance in high schools there was need for schools and the government to provide both intrinsic and extrinsic rewards. For example, the government should pay competitive salary in line with the level of inflation. Training and development programmes should also be given top priority together with the introduction of performance related bonuses, merit awards and provision of housing allowances. The government should introduce a standardized teacher- pupil ratio which is sustainable in order to reduce teachers' workload.

4.32 What the government can do to improve teachers' working conditions.

It is the responsibility of the government to ensure that teacher working conditions are improved in order to achieve its national goals. One of the major goals set by the government of Eswatini was to increase literacy rate for both boys and girls this could be done by making education accessible to all citizens irrespective of age, sex, race, tribe and disability. This explains why the government introduced free and compulsory primary education. Moreover the government had over committed

itself by setting vision 2022, where it wanted to acquire first world status in terms of Human Capital Development. All these goals could be realized if the government improved the working conditions of teachers.

With regards to the role that should be played by the government to improve teacher working conditions Mrs Moyo, head of Chakalaka high school said, *the government should review teachers' salaries so that it competes with South African teachers salaries because most of our teachers are going there. She also said that the government should introduce incentives such as bonuses, transport and housing allowances in order to cushion teachers against high inflation.*

Mrs Ncube of Mkuluzi high School said, *the government should introduce performance related pay in order to improve academic results, teachers should not be paid according to experience and qualifications only because these two have not yielded better results for some decades.* This is supported by Kling (1995:31) who reported that linking employee pay and incentives to long term performance of the organization has a positive relationship with productivity. Indeed time has come where we need to focus on performance other than anything else. The government and school heads needed to show high concern for employees and high concern for the school. (Team based management)

Mr Mlambo head of Gwedu high school also said, *the government should improve teachers' living conditions, more houses need to be built in schools so that teachers do not operate from urban areas for this is likely to cause late coming and absenteeism. He continued to say the government should also improve teachers' houses in rural areas by way of providing clean water and electricity in order to reduce rural –urban migration of teachers.*

Mr Daniel of Mango high school also responded to the same issue by saying, that there was need for the government to involve teachers in decision making on issues pertaining working conditions rather than imposing, this can be done through collective bargaining sessions. He gave the problem of huge class sizes teachers are experiencing which are not even compensated for. Lack

of accountability can demotivate teachers (Guajardo 2011:71). In many countries in Sub-Saharan Africa and Asia, teachers do not feel accountable to school management, parents or even wider community. Often too, teachers paid bribes to secure employment and desired postings, which undoubtedly impacts job commitment and overall motivation. This often result in teachers getting demotivated and consequently quit teaching profession. It has also been reported by Bennel (2004:4) that hiring decisions in Nigeria and Rwanda and throughout Latin America were substantially influenced by connections and bribery. Even in Eswatini some of the school heads reported that, the reason why there was poor performance among teachers was solely because of certain teachers who were employed through back doors or connections hence it becomes difficult to work with them.

The government of Eswatini has still a long way to go in terms of putting the right reward strategies in place in order to drive employees to greater performance. These rewards should meet the regional standards that are offered by other SADC countries in order to reduce unnecessary brain drain.

By nature employees have a tendency of comparing their working conditions to those that are given by other employers in other organization or countries. Sirota etal (2005 :164) in their research of what motivates employees to excel, found that equity was very important to them, to be treated justly in relation to the basic condition of elemental fairness which could be achieved by providing employee satisfactory compensation and fringe benefits. Teachers were likely to be easily motivated if they were involved in decision making on day to day operations of the school. This would allow them to have a stake in the running of the organization because, they feel honored and respected.

4.33 The criteria used by the government in allocating teachers to various salary grades.

Snell and Bohlander (2007:378) used the term strategic compensation planning to refer to compensation of employees in ways that enhance motivation and growth, while at the same time aligning their efforts with the objectives, philosophies and culture of the organization. It is true that an effective compensation strategy could promote the organizational culture and employee behaviour necessary for the achievement of the organization's strategic goals.

There were divergent opinions brought forward by school heads on the issue of compensation. When Mr Zunde of St Peters high school was allowed to comment on the compensation system used by the government. She said, *the current compensation system has huge irregularities since teachers are graded into various salaries scales on the basis of length of service and qualifications and this has created gross inefficiencies and dissatisfaction among teachers.*

Mrs Dlamini head of Premier high school commented on the same issue and she said , *there is vast difference between the salaries of degreed and non-degreed teachers such that those without degrees are complaining bitterly and this is very discouraging because those without degrees may perform far much better than those with degrees which makes it very unfair. she further said rewards should be paid according to performance, skills and knowledge of the employees. This scenario has created divisions among teachers.*

When I asked Mrs Ncube head of Mkuluzi high school to comment on the current compensation system offered by the government to teachers, *she said the current system does not consider the External Environmental factors such as lab our market, economic conditions and union influences when designing compensation system.*

She went on to say the Government refused to review teachers' salaries and also to consider Cost of Living Adjustment even if it is aware of economic challenges teachers are going through.

It seems as though the compensation system of Eswatini is very weak and unfair. Noel et al (2008:487) emphasize how Equity Theory influences compensation. Equity theory argues that “a person compares her own ratio of perceived outcomes for (example pay, benefits, working conditions to perceived inputs like effort, ability, experience) to the ratio of a comparison other” (Noe et al, 2008:487) also observed that, if the issue of equity is not addressed, no change will occur in the employee's behaviour or attitudes.

On the other hand if inequity is perceived, the employee will take steps to restore equity through for example, reducing the amount of effort he or she exerts. The implications of this theory is that employees' behaviour and attitudes are likely to be affected if inequity with other employees is perceived. By nature employees may focus on external equity where comparisons are made with employees holding similar positions within other organizations. This might suggest the reason why some of the highly competent Mathematics and Science teachers left for South Africa because they had conducted their own research and came to a conclusion that their skills and knowledge were better paid in South Africa.

Noe et al (2008:488) recommended that, when developing structures and levels it is important that the organization considers the following:

- Current market pressures, which include labour market competition.
- Whether the organization views the employee as a major resource.

- Whether the organization wishes to conduct a pay survey so as to benchmark its practices against those of the competitors.
- It is important for the government to identify compensable factors which are supposed to be weighted during job evaluation so as to indicate their value to the organization. Some of the compensable factors include; job complexity, required experience, required education, working conditions and responsibility.

4.34 Incentives that are given to teachers who have demonstrated high performance in academic results.

As employees acquire more skills, they become more flexible resources, developing a broader understanding of the work process and their contribution to the organization. Whenever employees perform to the highest level, they need to be intrinsically or extrinsically motivated.

When asked Mrs Brown the head of Ludze high school about the issue of incentives, she said *,it was demotivating and demoralizing to find out that there are teachers who perform extraordinarily well but at the end of the day, they are treated the same like non- performers. This makes it difficult for school heads to meet the set goals.*

According to Vroom's theory (2002:31), an employee will exercise a high effort if they believe that there is a probability that such effort will lead to the attainment of an organizational goal and the achievement of organizational goal will lead into the realization of rewards.

Mrs Brown the head of Ludze high school, *said that, at her school, teachers are given incentives for higher performance. She gave an example of a situation whereby if a teacher produces a "Grade A" in any subject is given E1000.00, "Grade B in any subject is given E500.00 and "Grade C" n any subject is given E300.00. She told the researcher that ever since they started to introduce this scheme, there was a sharp improvement in the academic results.* These findings

showed that there was a relationship between incentives and higher performance. Owens (1981:130) observed that when a teacher does something good, the school head should complement that teacher. This gives a teacher a feeling of achievement and will be motivated to do better.

Employees need recognition which may come in either monetary or non- monetary rewards. Armstrong (2011:180) reiterated that people are rewarded for their value they create hence rewards have a cardinal aim of motivating people to obtain their commitment. If the incentives for higher performance are effectively used it might instill spirit of competition among teachers hence organizational productivity may increase.

One thing that the school and government should safeguard is to create employees who are only motivated by hygiene factors, there is also need for incentives for higher academic performance which should come in various forms such as prizes, certificates of competency, trips, bonuses, promotion and scholarships for those who want to advance their studies. In this regards, Lawler et al (1998:212) acknowledge in their studies of “fortune of 1000 high schools” discovered that they design their reward systems in a way that they supported employee in strengthening their skills so that they can continue performing at a higher level.

4.35 The Impact of training programmes that are offered by either the school or the Ministry of Education and Training towards improving teachers’ performance.

According to De Cenzo and Robbins (1994:255) training is a learning experience in that it seeks a relatively permanent change in an individual that will improve his or her ability to perform on the job. Training can therefore be defined as a planned change meant to modify employee behaviour, attitude, knowledge and skills through learning experiences in order to achieve organizational goals.

The major purpose of training in an organization such as a school is to develop the abilities of teachers and to satisfy the future needs of the school. Training is done to ensure that a task is performed more effectively and therefore the knowledge which is brought by training must be measurable or result oriented (De Cenzo and Robbins, 1994:226)

The principal Mr. Daniel head of Mango high school expressed the importance of Training and Development as a very essential tool since it allows teachers to acquire new knowledge and skills needed for the teacher to improve on his or her instructional skills. Mr Khumalo the head of Green Light high school, *also echoed on the importance of training and development. he said, Training enables teachers to be more responsive especially here in Eswatini where the curriculum is keeping on changing. He added that training and development enable teachers to be more adaptive and flexible such that they are able to teach many subjects that's creating a flat structure which is easy to manage.*

When Mrs Moyo was asked to comment on the role played by the government towards promoting training and development at national level, *she said, The government was not taking training and development seriously since it holds one workshop in each department once a year. This implies that teachers' skills and knowledge might not be up to date to meet the demands and expectations of learners.* Teachers need to continuously learn in order to acquire new teaching methods that enabled them to respond to new changes in the curriculum and technological development that had emerged as a result of E- Learning. Guajardo (2011:45) observed that providing teachers with career development opportunities motivates teachers to remain in the profession and to improve their practices. The government should award teachers with scholarships especially those who want to pursue their studies.

Mrs Brown commented that, *there is no facility that provides teachers with educational grants in order for them to continue with their studies, those who are studying are struggling to pay for their fees, as a result some teachers will end up withdrawing.* In Malawi, at present, there is no direct career path for teachers. Their pay is inadequate and they are undertrained for the job Firestone (2014:86.)

Since education is regarded as an investment which allows the government to achieve its national goals such as Free and Compulsory Education and vision 2022, it is quite imperative for the government to strongly support training and development of teachers. The ministry of education and training is at an advanced stage of radically changing the curriculum before even taking teachers through training and development exercises.

Under such circumstances teachers may resist change because of lack of requisite skills and knowledge. Professional development and capacity building can help build teachers' knowledge and competency which leads to greater motivation (Firestone 2014:17)

4.36 Major attributes considered by Teaching Service Commission when promoting teachers into headship positions.

Noe et al (2008:202) defined recruitment as the practice or activity carried on by the organization with the primary purpose of identifying and attracting potential employees. On the other hand, Snell and Bohlander (2007:172) defined recruitment as the process of locating potential individuals who might join an organization and encourage them to apply for existing or anticipated job openings.

From what was found from the participants concerning promotion of teachers into headship position, seemingly most of the heads pointed out that, promotion was based on experience and qualifications. This could suggest that, teachers who were competent but lack the necessary experience would not be considered. This was one of the issue or complains raised by teachers when

they were filling the questionnaire under additional remarks. This could stand as a push factor that forced young teachers to look for greener pastures, where there were prospects of promotion. As I went on to find out internal information that surround promotion of teachers into headship,

Mrs Brown said, *Promotion of teachers into headship position was largely characterized by lack of transparency, nepotism, bribes, favoritism and sex for promotion. Since there is no transparency in the promotion process, it is most likely that, headship position can be filled up by people who do not have requisite leadership qualities. School heads who do not possess the required leadership skills may fail to provide the right climate and culture needed to influence teachers' behaviour. They are not even able to define vision or direction the school should take instead they abuse power and authority, this might lead in demotivating employees.*

School heads who lack fundamentals of leadership tend to centralize decision making this demotivates teachers because they also need to have a stake in the running of the school. This was supported by Vroom and Yetton (1977:267) who noted that, the most important idea in leadership was participation of teachers in decision making. Because of corrupt practices reported, most of the high schools in Eswatini were being manned by heads who did not have the right leadership skills.

There were so many nasty reports from teachers concerning maladministration purported by school heads which left some teachers opting for transfers. All these put together, contributed to poor performance of teachers.

Mr. Daniel (Principal) said, *Promotion of teachers into headship leaves a lot to be desired because the promotion process is not thorough there are only concerned with one's qualifications and experience, they do not check on other attributes such as honest, competency, integrity, confidence and the ability to work with others.* It must be noted that, leadership is one of the most important reward of which if it is not effectively utilized, might negatively influence organizational performance.

By and large, promotion into headship needs to be carefully done, because the future of an organization rests solidly on the quality of leadership, hence the school behaves like its leader. It may be suggested that those who were responsible for recruitment and selection of teachers into headship positions be objective, transparent, and accountable because the future of any organization is determined by effective leadership.

4.37 Other non-monetary rewards given to teachers to increase their performance.

Owens (1981:106) reported that motivation was an inner state that activated or moved individuals. This seems to suggest that without motivation there would be no purposive, organized behaviour by the individual either at work or elsewhere. In order to get the best out of people, there is need to motivate them in form of intrinsic and extrinsic rewards. Mol (1990:115) perceived motivation as an internal, inward- directed desire to achieve a primary goal. This stands to reason out that, money does not motivate, but moves a person to achieve a goal in order to obtain a reward.

When Mrs Ncube was asked to explain the type of non- monetary rewards given to teachers by either the government or schools. *She said ,The government does not to provide teachers with any form of non-monetary rewards other than money, but her school seems to provide certificate of competency to those department that could have excelled in academic results.*

Mrs Dlamini gave her comments on non- monetary rewards, *she that said, at her school, non-monetary rewards are given in form of trophy for high performing departments both academically and in sports.* Annunzio (2004:71) reported that organizations with many employees specifically used non- financial recognition for group performance to motivate people.

The fact that Eswatini was going through financial challenges, meant that there was need to focus much on offering non- monetary rewards such as use of medals, trophies and certificates of competency to

groups of higher performers. In support of Annunzio, Miller (2005:178) in a study of family controlled school found that high performing schools put more emphasis on using intrinsic rewards.

Mrs Zunde also commented on the issue of non- monetary rewards when *she said that, at her school teachers were given responsibilities such as head of department, Sports and music Directors and chair persons on the basis of merit or competence.* Most of the heads from government high schools had very little experience on various non-monetary rewards that were given to teachers other than the salaries teachers got at the end of the month. This implied that the government as an employer was focusing on monetary rewards. It may be taken as an incentive if the government provide scholarships to teachers who want to advance their studies. Government's focus on using monetary rewards to motivate teachers could have been influenced by studies like the one conducted by Cheptoeck (2014:12) who carried out a study to establish whether extrinsic rewards influence job performance among teachers.

It was revealed in his study that 70% of the teachers were motivated by extrinsic rewards such as salaries, bonuses and job security. This was also supported by a Malawian study by Kadzamura (2011:76) who found that primary and secondary teachers' motivation and job satisfaction were strongly determined by pecuniary factors, such as levels of pay and other material benefits.

These assumptions do differ with Herzberg's two factor motivation theory which strongly believe, that money is not a motivator since it is a hygiene factor, only motivators can motivate people. Motivated people exert a bigger effort than what is expected of them in achieving goals. With regards to high schools in Eswatini this sounds to be true because the government has been making salary reviews for a decade of years but seemingly teachers' performance has not been improving much.

It may be concluded that, when money is used as an external reward for some activity such as performance pay, the subject, in this case the teacher is likely to lose intrinsic motivation for teaching.

4.38 Chapter Summary

This chapter started by presenting data gathered from the study. The presentation was largely guided by the purpose of the study, research objectives and research questions. The analysis took off with the presentation of questionnaires which were organized according to themes. The questionnaires were directed to high school teachers whereas the interview was directed to 10 high school heads. Data was presented in tables, pie charts and graphs.

Interview data was used to get various experiences and opinions of school heads on the role played by reward strategies in improving teachers' performance. Analysis and interpretation of results were done with the support of related literature. The next chapter summarized the whole research study, conclusion and some recommendations. It was established in this discussion that different employees have different beliefs, values and expectations with regards to rewards hence there was need to provide both intrinsic and extrinsic rewards at work places. The rewards that were being offered by the government to teachers were not adequate considering the cost of living which was escalating every day. One could not make ends meet when earning as little as E9000.00 per month. Further recommendations on how to improve reward systems in order to improve teacher effectiveness was discussed in chapter five.

4.39 Conclusion

Having gathered divergent opinions, views and experience from both school heads and teachers on the role played by reward strategies in improving teachers' performance. It has been established in this study that, the current reward system used by the government of Eswatini is not appealing to all teachers and school heads. There is an impression that, different employees have different

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to examine the role played by reward strategies in improving teachers' performance in high schools in the Hhohho region of Eswatini. It must be acknowledged that the summary, conclusion and recommendations of this chapter were solely guided by the research aim and objectives. The aim of the study was to critically investigate the reward strategies which were put in place by the government of Eswatini in order to improve teachers' performance in the Hhohho region of Eswatini. Whereas the objectives of this study were defined as follows;

- To determine school heads' experience and perceptions on the role played by reward strategies such as salaries, annual bonuses, performance related pay, housing and transport allowances in improving teachers' performance in high schools in the Hhohho region.
- To determine teachers' experiences on the effectiveness of reward strategies aimed at improving academic performance in high schools in Hhohho region of Eswatini.
- To identify reward strategies that can be put in place in order to improve teachers' performance in high schools in Hhohho region of Eswatini.

The chapter was related to the aim and objectives because all the conclusions of this study were based on the teachers and school heads' experience and perceptions with regards to the role played by reward strategies in improving teachers' performance in high schools. The recommendations given were in line with the research aim in the sense that, they were meant to improve the existing reward strategies being used by the government of Eswatini to motivate teachers. The chapter was set to provide the summary, conclusions and recommendations. In this chapter the research report,

draw conclusion from findings and recommendations. The conclusion was drawn from the findings and recommendations. This was in accordance with Bless and Higson (1995:146) who observed that the purpose of this chapter, after interpreting the findings is useful to summarize the aims of the research, compare them with findings and draw conclusions and recommendations based on the findings of the study. Constraints and direction for future researchers were articulated in this chapter. The researcher hoped to generate knowledge for the benefit of many other high schools in Eswatini and abroad.

5.2 Summary of the research Journey

Chapter 1, started by giving orientation to the study which explained the motivation behind this study (Bleeld 2002:135), viewed that there has always been a gap between practice and theory. This motivated me to identify the gaps that existed between low performances in high schools against the expected government educational goals. Important issues that were also covered in chapter one included the rationale and relevance of the study, problem statement, research aims, objectives, research questions, limitations and delimitations.

Chapter 2 covered contextual framework which defined key concepts, variables and presumed relationships that lie among them. The theoretical framework which served as appraisal tool that helped to interpret the knowledge presented in this study was also covered. The empirical research findings that took place in various educational work contexts in both local and international were seriously looked into in order to have a much broader perspective of the role played by reward strategies in improving the performance of high school teachers.

Chapter 3 described and explained the research design and methodology of the study. In this case, it was reported that the study was both qualitative and quantitative, in other words the researcher used mixed methods approach. The design was used in response to Saunder (2007:51) who recommended that approaches associated with interviews and questionnaires should be combined with traditional surveys so that biases inherent in any method could neutralize or cancel the biases of either methods.

Chapter 4. reported on data presentation, analysis and interpretation. This chapter presented the data in tables, graphs, pie chart and frequent tables, describes summaries and analysis as well as interpreting data in order to drive meaning. Data was organized in themes in both questionnaires and interviews in order to follow a systematic pattern on how both school heads and teachers perceived the role played by rewards strategies in improving teachers' performance in high schools. Some of the findings that were identified under such themes include:

- Recognition and promotion of teacher. It was established that teachers are promoted on the basis of experience and qualifications.
- Working conditions, it was observed that teachers work extra hours and at times are forced to work during school holidays without being compensated.
- On leadership and supervision, it was found that teachers were not fully involved in decision making on issues to do with their welfare and day to day operation of the school.

5.3 Conclusion

The research was conducted with the main aim of answering the following research questions:

1. What are the school heads' experiences and perceptions on the role played by reward strategies, such as salaries, annual bonuses, performance related pay, housing and transport allowances in improving teachers' performance in high schools in the Hhohho region of Eswatini?
2. What are teachers' experience and perceptions on the effectiveness of reward strategies aimed at improving academic performance in high schools in the Hhohho region of Eswatini?
3. Which reward strategies can be put in place in order to improve teachers' performance in high schools in the Hhohho region of Eswatini?

Conclusions which were drawn from research findings were established as indicated below:

1. 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 teachers 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.

2. It was also observed in these findings that teachers were paid according to experience and qualifications. This move had the potential of demotivating junior teachers who had much potential to perform far much better than senior teachers or those with higher qualifications. At this point, we strongly discourage school managers not just 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.
3. 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 and Malawi reported poor housing as a daily source of irritation and ill-feeling for them.
4. 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. Bennell (2004:171) noted that, workload 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. These 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.

5. 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.
6. It was revealed in this study that teachers were not involved on issues to do with supervision, 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 behaviour. 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.
7. 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.
8. 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. Professional development and capacity building of teachers' knowledge and competence leads to greater motivation (Firestone 2014:17)

5.4 Reflection and Limitations

There is no easy road to freedom (The late Nelson Mandela). The researcher concurred with him considering the challenges he went through when he was executing this thesis. Some of the constraints experienced by the researcher included financial expenses which were incurred when he was travelling to different schools, phoning, photocopying and binding. It was always been the wish of the researcher to have huge coverage in terms of both population and sample but the major impediments were that of time and financial constraints which compelled the researcher to focus only on ten high schools in the Hhohho region.

It was not easy for the researcher to balance both study and work, for the two could hardly mix like water and oil. It was through determination of purpose which made the researcher to work day and night in order to complete this long and tiresome journey. During distribution of questionnaires, the researcher met stiff resistance from some of the participants who were suggesting for a monetary reward in order for them to fill the questionnaires. The researcher worked very hard to convince them, justifying how they were going to benefit from this project upon its completion and eventually they got convinced. That was intrinsic motivation. What the researcher learnt from this study was that, perseverance, endurance, resilience and commitment really pay.

In light of the above constraints, the researcher would like to give direction for future researchers. Other researchers who wish to carry out a study on this aspect should do so with inclusion of two or three regions in order to make results more generalizable. He also advises them to conduct research on other related areas such as leadership and culture, because the issue of reward has multifaceted dimension. The role played by reward strategies in improving teachers' performance can also be conducted in primary schools so that results can be compared. It must be understood

at this juncture that both primary and high schools are two complimentary systems that is if teachers in the primary sector fail to deliver, high school teachers will suffer the consequences hence the need to conduct the role played by rewards strategies in improving teachers' performance in both sectors.

5.5 Recommendations / Implications

The following recommendations are guided by conclusions and they are aimed at improving the working conditions 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) Teachers who are not motivated by financial rewards can be encouraged to perform better by using non-financial rewards. These rewards can greatly contribute to learner's achievements, learners recognition, and their personal growth.
- Instead of focusing on money as the only source of reward, there was need for the government to introduce performance related pay in order to increase learners outcome. Hoerr (1998: 34) argued that any non-merit based system is unfair for exceptional teachers because they are judged on inefficient criteria. This will cause, it is argued talented teachers to leave the education system because excellence is not fairly rewarded. The current existing salary scale for teachers 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 formula, it inevitably produces unsatisfactory outcomes as it is not aligned to education output. Performance – based reward systems are an improvement

on efficiency of salary scales.

- 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) in their research that motivates employees to excel, they discovered that equity was very important to them, employees want to be treated justly in relation to the basic conditions of employment and having a 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 were complaining about poor accommodation and also that they stayed away from school where they pay rentals. In the wake of this negative development, the researcher recommended that the government of Eswatini needed to introduce housing allowances or provide housing loans for teachers. There was 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) observed 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 standards 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 were also encouraged to buy computers and install internet facilities to allow teachers and learners to do research and acquire new knowledge and skills. This does not only retain competent teachers but their performance would also improve.

- It was observed in this study that teacher – pupil ratio was astronomically high and this could not warrant good performance from the teacher, It is recommended that they should be provision of a standardized teacher – pupil ratio. In a situation whereby teachers have class-sizes which are larger than the recommended one, there was need to compensate teachers. Mooij (2008:79) argued that huge class sizes have detrimental effect on teacher performance since they are overworked in terms of marking and they will not do much to assist slow student.
- To avoid rampant cases of carpet interviews, bribes, nepotism and favoritism during recruitment and selection of teachers and school heads, there was much need to involve stakeholders such as a few selected school heads, members of the trade union and officials from the Ministry of Education to stand as panelists. These should be well trained. This needed to be done in order to promote objectivity and transparency during recruitment and selection processes.

- In order to create a harmonized working conditions between the employer and the employee, the government needed to fully involve representative of labour during collective bargaining process. Representative of teachers and the government should meet at convenient times to conference 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, workshops and provision of scholarship for those who want to pursue relevant degree programmes. Guajardo (2011:45) states that, providing teachers with career development opportunities motivates teachers to enter or remain in the profession and to improve their practices.
- One of the reasons why school heads failed to get compliance from teachers was because they did not have much of legitimate, coercive and reward power bases hence it is recommended that school heads should be empowered to recruit teachers of their choice under stipulated recruitment and selection conditions and procedures. This would allow school heads to have much influence or control over their subordinates. .On the other hand, teachers should be empowered to work in teams such as problem solving, self- managed, quality circle and cross – functional work teams. This would enable teachers to develop a sense of belonging, responsibility, accountability and recognition. Du Gay and Salaman (1992:625) noted that there is need to encourage employees to believe that they have control over their own lives, that no matter what position they may hold within the organization, their contribution is vital.

- No matter how lucrative rewards may appear, it is not the only variable that can enable the organization to achieve its goals. In this case the researcher recommended that, there was need for all stakeholders such as learners, teachers, school heads, community, non- governmental organizations and government to work together towards supporting school activities in order to achieve the country's is noble vision of becoming first world country in terms of human capital development and to achieve the goals of free and compulsory education.

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APPENDIX A: TEACHERS' QUESTIONNAIRE

The researcher is a scholar, pursuing PhD at KwaZulu Natal University. He is carrying out a research entitled, "The role played by reward strategies in improving teachers' performance in high schools in the Hhohho Region of Eswatini". We are kindly asking you to complete this questionnaire.

Please do not write your name on the questionnaire, it remains anonymous. Kindly give frank and honest answers since the information you will give will be used for academic and professional purposes and will be given utmost confidentiality.

Part A: Background Information

Please indicate your response by placing a tick in the appropriate box.

1. Sex: Male Female
2. Age: Below 30 years
 31 – 40 years
 41 – 50 years
 Above 51 years
3. Highest Professional Qualification: Certificate
 Diploma
 Bachelor's Degree
 Masters' Degree
 Other

Specify

4. Type of school: Government

Mission School
Community School
Private

Part B: Work Content

Put a tick in the appropriate box as your response to the given questions.

5. Do you think the current teacher – pupil ratio is favourable for you to produce better results?

Yes

No

If not what are your views with regard to this matter?

.....
.....

6. Are subjects allocated according to one's Area of specialty?

Yes

No

7. Are the subjects allocated to you meet your skills and knowledge level?

Yes

No

8. If not, what do you suggest?

.....
.....

Part C: Payment

Using the rating scale, indicate by ticking your level of agreement with regards to working conditions of teachers

- Level of agreement scale 4 = Strongly Agree (SA)
 3 = Agree (A)
 2 = Disagree (D)
 1 = Strongly Disagree (SD)

Level of Agreement				
	SA	A	D	SD
9. Teachers are paid according to experience and qualifications.				
10. Teachers are paid according to performance.				
11. Salaries are the only form of incentives given to teachers.				
12. There is a wider gap between the salaries of teachers and school heads				
13. The government seems to impose teachers' salaries instead of negotiating.				

Part C: Recognition and Promotion

Indicate your response by putting a tick under either YES or NO in each case.

14. Teachers are given various forms of awards for academic excellence.

Yes

No

15. The criteria used for the promotion of teachers is quite fair and transparent.

Yes

No

If NO explain what needs to be done to improve the situation

.....
.....

16. Teachers are promoted into headship position on the basis of merit or competencies.

Yes

No

Part D: Working Conditions

Using the rating scale, indicate by ticking your level of agreement with regards to working conditions of teachers

Level of agreement scale	4	=	Strongly Agree (SA)
	3	=	Agree (A)
	2	=	Disagree (D)
	1	=	Strongly Disagree (SD)

Level of Agreement				
	SA	A	D	SD
17. Teachers are subjected to long working hours without given extra incentives.				
18. Teachers who work in rural areas are not entitled to hardship allowance.				
19. Schools are not provided with adequate learning materials by the government.				
20. There is poor communication between teachers and heads on issue pertaining expected standards and feedback.				
21. The school head is the only one who supervises teachers				

Part E: Leadership and Supervision

22. As teachers, do school heads involve you in decision making on issues pertaining your welfare?

Yes

No

23. Are you involved in decision making that has to do with day to day operation of the school?

Yes

No

24. Does the school head delegate some of the responsibilities to teachers?

Yes

No

25. Do you think the kind of supervision conducted by school heads and Teaching Service Commission is of great help to you?

Yes

No

If NO give reasons

.....

.....

APPENDIX B: INTERVIEW GUIDE FOR SCHOOL HEADS

1. What is your perception on the relationship between money and performance of teachers in Eswatini?
2. Kindly explain the major contributory factors that lead to high staff turnover and absenteeism of teachers in Eswatini.
3. From your own opinion and experience, which factors contribute to poor performance of teachers in Eswatini?
4. From your experience as a Head, explain what can be done by the government to improve the working conditions of teachers.
5. Explain the criteria used by the government in allocating teachers' to various salary grades.
6. What incentives are given to teachers who have demonstrated high performance in academic results?
7. Explain the various training programmes that are either offered by the school or by Ministry of Education to improve teachers' skills and knowledge.
8. Explain the major attributes considered by the Teaching Service Commission when promoting teachers into headship position.
9. Other than money, explain other non-monetary rewards that are given to teachers to increase their performance.

APPENDIX C: INFORMED CONSENT LETTER FOR TEACHERS

AMADI College
Po Box
6146
Mbabane, Eswatini

Dear Participant

INFORMED CONSENT LETTER

My name is **Darren Chipato** I am doing PhD with the University of KwaZulu-Natal, Edgewood campus, South Africa.

I am conducting research on the Role played by reward strategies towards improving teachers' performances in high schools in Hhohho region of Eswatini As a teacher you are one of my sampled participants. To gather the information, I am interested in asking you some questions.

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- You will be requested to fill in given questionnaire and participate in an interview which may last for about 1 hour and may be split depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- There will be no limit on any benefit that the participants may receive as part of their participation in this research project.
- Data will be stored in secure storage and destroyed after 5 years.

- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- The participants are free to withdraw from the research at any time without any negative or undesirable consequences to themselves;
- Real names of the participants will not be used, but symbols such as A, B, C or X, Y, Z ... will be used to represent participants' names;
- The research aims at exploring understanding of the role played by reward strategies towards improving teachers' performance in high school in Hhohho region of Eswatini.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:

	Willing	Not willing
Audio equipment		
Photographic equipment		
Video equipment		

I can be contacted at:

Email: chipatod@yahoo.com

Cell: +26876432042 or +26878239959

My supervisor is Professor Philip Higgs who is located at the School of Education, Edgewood campus of the University of KwaZulu-Natal.

Contact details: email: higgs@unisa.ac.za Phone number: 0829207014

You may also contact the Research Office through:

Ms Phumelele Ximba

HSSREC Research Office,

Tel: 031 260 4557 E-mail: ximbap@ukzn.ac.za

Thank you for your contribution to this research.

Yours Faithfully

Darren Chipato.

APPENDIX D: INFORMED CONSENT LETTER FOR HEADS



17 March 2014

Dear Head.

INFORMED CONSENT LETTER

My name is Chipato Darren. I am a PhD student under the supervision of Professor. Higgs Phillip in the School of Education and Development, Edgewood Campus University of KwaZulu-Natal. My PhD research is on **THE ROLE PLAYED BY REWARD STRATEGIES IN IMPROVING TEACHERS' PERFORMANCE IN HIGH SCHOOLS IN THE HHOHHO REGION OF ESWATINI**. Your school is one of the ten schools where I will be conducting my research. In order to gather information for the research, your teachers will be asked some questions.

Please note that:

- Their confidentiality are guaranteed as their inputs will not be attributed to them in person, but reported only as a population member opinion.
- The interview may last for about 1 hour and may be split depending on their preference.
- Any information given by them cannot be used against them, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.

- They have a choice to participate, not participate or stop participating in the research. They will not be penalized for taking such an action.
- Their involvement is purely for academic purposes only, and there are no financial benefits involved.
- If they are willing to be interviewed, they will be required to indicate (by ticking as applicable) whether or they are willing to allow the interview to be recorded by the following equipment:

Willin g	Not Willing
Audio equipment	
Photographic equipment	
Video equipment	

I can be contacted at:

Email: chipatod@yahoo.com

Cell: +26876432042

As already mentioned above, my supervisor is Professor Phillip Higgs. His office is located at Main Administration & Tutorial Building University of KwaZulu-Natal Edgewood Campus. Contact details: Tel: +27 (0) 31-2603432

Fax: (27)31-2603650

E-Mail: higgsp@unisa.ac.za

You may also contact the Research Office through:

Prem. Mohun

University of KwaZulu-Natal

HSSREC Research Office

Govan Mbeki Centre

Contact details: Tel: 031 260 4557

E-mail: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

Sincerely,

Chipato Darren

DECLARATION

I..... (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE

.....

.....

APPENDIX E: GATE KEEPERS

The Government of the Kingdom of Swaziland



Ministry of Education & Training

Tel: (+268) 2 4042491/5
Fax: (+268) 2 404 3880

P. O. Box 39
Mbabane, SWAZILAND

25th January, 2016

Attention:

Head Teachers:

Ezulwini Community School	S.O.S. High School	Nhlanganisweni High School
SAIM Christian High School	Woodlands High School	Mater Dolorosa High School
Sf. Francis High School	Ka-Boyce High School	Mbuluzi High School
Bahai High School		

THROUGH

Hhohho Regional Education Officer

Dear Colleague,

RE: REQUEST FOR PERMISSION TO COLLECT DATA UNIVERSITY OF KWA-ZULU NATAL STUDENT – MR. DARREN CHIPATO

1. Reference is made to the above mentioned subjects.
2. The Ministry of Education and Training has received a request from Mr. Daren Chipato, a student at the University of Kwa-Zulu Natal, that in order for him to fulfill his academic requirements at the University of Kwa-Zulu Natal, he has to collect data (conduct research) and his study or research topic is: *The Role Played by Reward Strategies Towards Improving Teachers' Performance in High Schools in Hhohho Region – Swaziland*. The population for his study comprises of three (3) teachers from each of the above mentioned schools as well as ten (10) Head Teachers from the above mentioned schools. All details concerning the study are stated in the participants' consent form which will have to be signed by all participants before Mr. Chipato begins his data collection. Please note that parents will have to consent for all the participants below the age of 18 years participating in this study.
3. The Ministry of Education and Training requests your office to assist Mr. Chipato by allowing him to use above mentioned schools in the Hhohho region as his research sites as well as facilitate him by giving him all the support he needs in his data collection process. Data collection period is one month.


DR. SIBONGILE M. MTSHALI-DLAMINI
DIRECTOR OF EDUCATION AND TRAINING

cc: Regional Education Officer – Hhohho
Chief Inspector – Secondary
10 Head Teachers of the above mentioned schools
Prem Mohun



223

[Type text]



**UNIVERSITY OF
KWAZULU-NATAL**
**INYUVESI
YAKWAZULU-NATALI**

Sincerely,

Chipato Darren

DECLARATION

I, SISAMA G. SIMELANE..... (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE

S. Simelane.....

19/2/2016



[Type text]



**UNIVERSITY OF
KWAZULU-NATAL**
**INYUVESI
YAKWAZULU-NATALI**

Sincerely,

Chipato Darren

DECLARATION

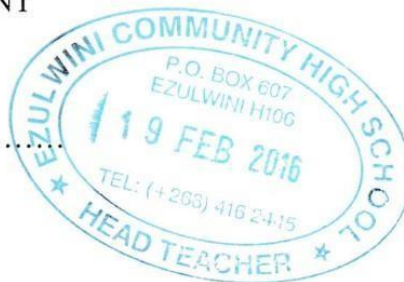
I, Nhlengiso Langelo..... (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE

Nhlengiso Langelo



19/2/16

[Type text]



**UNIVERSITY OF
KWAZULU-NATAL**
**INYUVESI
YAKWAZULU-NATALI**

Sincerely,

Chipato Darren

DECLARATION

I, S.M. MTHUKI..... (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE



16/2/16

[Type text]



**UNIVERSITY OF
KWAZULU-NATAL**
**INYUVESI
YAKWAZULU-NATALI**

Sincerely,

Chipato Darren

DECLARATION

I, T. P. SHABANGU..... (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE

A handwritten signature in blue ink, appearing to be 'T. P. Shabangu', written over a dotted line.



23 / 02 / 2016

[Type text]



**UNIVERSITY OF
KWAZULU-NATAL**
**INYUVESI
YAKWAZULU-NATALI**

Sincerely,

Chipato Darren

DECLARATION

I, S.V. Ngwenya..... (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

S.V. Ngwenya.....

MATER DOLOROSA HIGH SCHOOL
HEADTEACHER
P. O. Box 62, Hlabisa H100
TEL: (+266) 31 3082
FR: 405 0744

DATE

16-02-16.....

[Type text]



**UNIVERSITY OF
KWAZULU-NATAL**
**INYUVESI
YAKWAZULU-NATALI**

Sincerely,

Chipato Darren

DECLARATION

I..... SAUL SHABANGU..... (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

Saul Shabangu



DATE

18/02/2016

[Type text]



**UNIVERSITY OF
KWAZULU-NATAL**
**INYUVESI
YAKWAZULU-NATALI**

Sincerely,

Chipato Darren


DECLARATION

I..... Lizzy Manyatsi..... (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

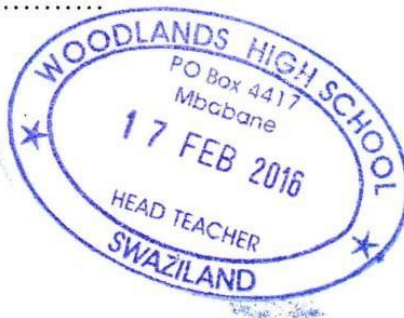
I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE



17-02-2016



[Type text]



**UNIVERSITY OF
KWAZULU-NATAL**
**INYUVESI
YAKWAZULU-NATALI**

Sincerely,

Chipato Darren

DECLARATION*

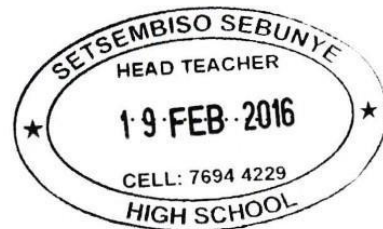
I Mangaliso Dlamini (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

Mangaliso Dlamini

DATE



[Type text]



**UNIVERSITY OF
KWAZULU-NATAL**
**INYUVESI
YAKWAZULU-NATALI**

Sincerely,

Chipato Darren

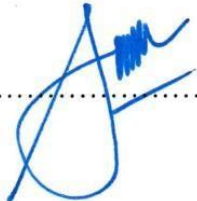
DECLARATION

I, WELCOME S. MHLANGA (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE


.....

24/2/2016 .
.....



[Type text]



**UNIVERSITY OF
KWAZULU-NATAL**
**INYUVESI
YAKWAZULU-NATALI**

Sincerely,


Chipato Darren

DECLARATION

I MR A.R. VILANE (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT


.....

DATE



APPENDIX F: TURNITIN

Turnitin Originality Report
Role of Rewards by Darren Chipatp
From The role played by reward strategies in improving teachers' performance (PhD)



- Processed on 04-Dec-2018 12:06 PM SAST
- ID: 1050314875
- Word Count: 59537

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1% match (Internet from 21-Feb-2014)
<http://www.oecd.org/innovation/research/34077553.pdf>

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Class: MED

PROJECTS

Assignment:

Paper ID: [862107305](#)

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[Submitted to Regenesys Business School on 2017-06-10](#)

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<http://r4d.dfid.gov.uk/PDF/Outputs/PolicyStrategy/ResearchingtheIssuesNo71.pdf>

< 1% match (student papers from 21-Mar-2013)
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[Submitted to Mancosa on 2015-12-22](#)

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[Submitted to Institute of Development Management on 2015-06-05](#)

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Class: MED

Assignment:

Paper ID: [954590848](#)

PROJECTS

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[Submitted to North West University on 2016-05-25](#)

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[Submitted to De Montfort University on 2009-05-30](#)

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[Submitted to Mancosa on 2013-12-03](#)

29

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Class:

Assignment:

Paper ID: [854916636](#)

MED

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[Submitted to Higher Education Commission Pakistan on 2013-05-13](#)

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[Submitted to Waterford Institute of Technology on 2009-08-08](#)

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49

< 1% match (Internet from 27-Jun-2017)
<https://nursing.unibas.ch/en/continuous-education/continuing-education/summer-school/>

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