

Experiences in Adventist Colleges/Universities: An International Alumni Perspective

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Abstract

This study examines the college experiences of a sample of graduates of Adventist colleges and universities outside North America. Data were collected using an online questionnaire using Survey Monkey. Responses from 171 alumni suggested that they attended Adventist higher learning institutions for their Adventist values and the opportunity to grow spiritually. About 77% rated their college experience to be good to excellent. They rated their college experience as quite effective in career/life preparation skills and development of community and social values. They were often involved in activities related to religiosity and friends/relationships. Professor/classroom experience was the best predictor of overall college ratings. Current involvement in religious/community services and life satisfaction are associated with involvement in religious/spiritual activities, extra-curricular activities and enhanced social/community values while in college.

Background of the study

In 2005, the Association of Adventist Colleges and Universities (AACU) in North America conducted a study to examine the awareness and perceptions among Adventist college-bound youth regarding Adventist higher education. In this study, Sauder (2008) reported that college-bound youth attending public schools in North America had low awareness of Adventist colleges and universities. In addition, there were few contacts from Adventist colleges and universities with these students. Resulting from the study, a centralised marketing enrolment system managed by a full-time AACU employee in collaboration with the enrolment teams from the colleges and universities was established. This move strengthened one of AACU's strategic initiatives: a collaborative enrolment management and marketing strategy, including system-wide branding, promotion, and prospective student search efforts, primarily among Seventh-day Adventists attending public high schools.

A follow-up to the 2005 AACU study, the College-Impact study was completed in 2012. It was designed to examine the college experiences, involvement and satisfaction of alumni who graduated from Adventist colleges and universities in North America as well as Adventists who graduated from public colleges/universities. However, since the College-Impact survey link was promoted in churches and forwarded to many Adventists around the world, the study also included responses from a convenient sample of graduates of Adventist international colleges and universities. It is this sample of graduates (those who received undergraduate degrees from Adventist colleges outside North America) that is the focus of this paper.

The result of this study is intended to inform college and university administrators of the strengths and challenges of the Adventist college environment and assist in programme modification and implementation so that current students will continue to have positive college experiences. Together with the 2005 AACU study, we hope this investigation will help us better understand Adventist higher education and assist in improving student life programming, branding and marketing.

Literature review

Much has been written regarding the impact of college and what conditions provide the most satisfactory and successful higher education experiences. In their book, *How College Affects Students: A Third Decade of Research*, Pascarella and Terenzini (2005) comprehensively review decades of research and synthesise what has been learned about college influence on student learning and overall experience. Similarly, *What Matters Most in College? Four Critical Years Revisited* (Astin, 1997) presents a definitive assessment, based on a study of more than 20,000 students in 200 institutions, of how students change and develop in college and how colleges enhance that development through academic programmes, faculty, student peer groups and other variables. *Student Success in College: Creating Conditions That Matter* (Kuh, Kinzie, Schuh, and Whitt, 2010) delves into the documented practices at 20 colleges with institutional conditions that are important to student development and success, from research by the DEEP project (Documenting Effective Educational Practice) at the Center for Postsecondary Research, Indiana University. Effective practices in these institutions included high standards for student performance, balancing academic challenge with support for students, respect for cultural differences, active learning, emphasis on the first year of study, feedback, collaboration among students and out-of-class contact with faculty. The value of a residential environment is demonstrated with outcomes of higher persistence rates.

Several factors have been cited as reasons why students go to a particular college/university. They include academic reputation, financial aid, cost, location and distance from home and national rankings (Briggs, 2006; Callender & Jackson, 2008; Griffith & Rask, 2007; Hoover, 2008; Ridley et al., 2005). Specific to community colleges, Barreno & Traut (2012) found that students attend these institutions primarily for the following reasons: transferability of courses, available academic programs and quality, campus location, cost, available educational facilities and technology and advice from family and friends. For Christian colleges, Schipull (2009) reported that students chose to attend these institutions for the 'Christian liberal arts' nature of the college, location of the college and the quality of the degree programme. Rood (2009), in his study of first generation students attending Christian colleges, reported that the 'Christian community' nature of the college was a primary reason why they chose to attend the college. In investigating minority students' decision to enrol in 4-year faith-based institutions, Confer and Mamiseishvili (2012) reported that campus interaction, extra-curricular activities, academic reputation and facilities, availability of majors and student-friendly institutional Web sites were top reasons.

The impact of the college experience has been well documented. Pascarella & Terenzini (2005) in their synthesis of research on how college affects students concluded that students 'become more mature, knowledgeable and focused during college' and that they develop a 'higher level of overall workplace readiness' (p.534). Although somewhat dated, Astin (1997) in his study of how college environment affect student outcomes concluded that 'the single most powerful source of influence on the undergraduate student's academic and personal development is the peer group' (p.8). He further concluded that next to the peer group, interaction with faculty 'represents the most significant aspect of the student's undergraduate development' (p. 11).

Several significant studies have examined impact of the college experiences in Christian colleges. A study among Lutheran colleges (Lutheran Educational Conference of North America, 2005) indicated that graduates of Lutheran colleges rate their college experiences as effective in helping them develop leadership skills, speaking and writing skills, team spirit, career preparation skills, political and social awareness, appreciation for the fine arts, moral principles, sense of purpose in life, deepened sense of spirituality, integrate faith with other aspects of their life and a sense of community. The study also reported that personal interaction with professors challenged and mentored them in their academic and faith development. Hunt (2006) echoed the Lutheran study when he stated that 'undergraduate students identified faculty influence as having the most effect on their faith development' (p. 78). Similarly, Birkholz (1997) suggested that faculty and staff have significant influence in students' spiritual maturity and closeness with God.

The Council for Christian Colleges and Universities (2001) study reported that CCCU graduates credit their college for having the ability to work in teams, thinking analytically, developing career-related skills, integrating faith with other aspects of their lives, modelling spiritual values and developing a sense of community. Similar results were found in studies conducted by the National Catholic College Admission Association (2010).

College experience is multi-faceted and inter-related. Several studies suggested that student interactions in classroom discussions and involvement in research projects enhanced critical thinking skills and behaviours, and sense of spirituality (Kinzie et al, 2007; Ma, 2003; Smith, 1980; Tsui, 2002). And professors who integrate

ethnic and racial content in their course materials support greater student satisfaction with their college (Villalpando, 2002). Students who took part in an off-campus study tour may lead to growth in self-confidence (Hadis, 2005), self-efficacy (Kehl, 2005), respect for and ability to relate to different culture (Clarke et al, 2009; Engle and Engle, 2004; Hadis, 2005; Wortman, 2002) and support future volunteerism (Dwyer, 2004).

The influence of college experiences on post-college involvement in religious and community services and life satisfaction have been examined in several studies. Students who were involved in service learning and community services during college were more likely to be engaged in their community and church and report positive well-being including personal growth, purpose in life and life satisfaction (Bowman *et al*, 2010; Carpenter, 2002), donate to their alma matter, help others in difficulty and promote racial understanding (Astin, Sax and Avalos, 1999; Vogelgesand and Astin, 2000). Studies by the Lutheran Educational Conference of North America (2005) and the Council for Christian Colleges and Universities (2001) appear to suggest that their graduates, compared to graduates of public colleges and universities were more likely to participate in church, financially support the church, foundations and non-profit organisations.

The Present Study

The College-Impact study involved alumni of Adventist colleges and universities as well as Adventist graduates of public universities and non-Adventist private universities in North America. However, a segment of the respondents who participated in the College-Impact study were graduates of Adventist colleges and universities outside of North America. The focus of this paper is this subsample of alumni. In this paper, we addressed the following research questions: (1) what reasons do alumni give for attending Adventist colleges and universities? (2) how do they rate their college experiences? (3) currently, what is their level of involvement in their churches and community? (4) how satisfied are they with their current life? (5) to what extent is overall rating of their college experiences related to specific areas of college experiences? (6) to what extent are current religious/community involvement and life satisfaction related to college experiences?

Method

Survey research methodology using online survey via Survey Monkey was used as the research framework for this study. Survey research has the advantages of being relatively inexpensive, easily scored, confidential and anonymous, easy to target respondents and use of standardized items and procedures. A primary disadvantage is that it generally yields poor response rate (Gay, Mills and Airasian, 2012).

Procedure

We developed an online survey which was then administered via Survey Monkey. Items were generated after conducting a comprehensive review of the literature and other college experience surveys and questionnaires. The final format and items of the survey were the result of feedback from alumni directors, marketing personnel, university professors whose expertise were in curriculum and instruction, higher education, educational research, measurement and applied statistics.

While the survey was being developed, we contacted alumni directors of the various Adventist colleges and universities seeking their participation in the College-Impact study. Eleven of the 15 Adventist colleges and universities in North America agreed to participate. Once the survey was finalised, the URL for the survey was sent to the alumni directors who were requested to forward the link to all alumni of their institution who had graduated with undergraduate degrees. According to several alumni directors, up to 20% were 'bad' email addresses. Return rates were less than 10%, according to two alumni directors who tracked the survey delivery and return. We did not think return rates in the other remaining institutions were any different.

For Adventists who graduated from public and non-Adventist private universities, we worked with the Adventist Christian Fellowship (ACF), the official organisation of Adventist Campus Ministry operating in non-Adventist colleges and universities in North America, Bermuda and Guam. Invitations to participate in College-Impact Study were also published in the Spectrum Magazine (the journal of the Association of Adventist Forums), and church bulletins of several randomly selected churches. Individuals who received the survey were also encouraged to forward the link to people who they believe graduated from non-Adventist private and public colleges/universities.

During data analysis, we discovered that there were respondents who graduated from Adventist colleges

and universities outside North America. We then created a separate data set for this group of alumni. The analyses reported in this paper are of alumni who graduated from Adventist colleges/universities outside North America.

Participants

Participants in this particular study were 226 alumni of Adventist colleges and universities outside North America. They represent graduates of Avondale College in Australia to River Plate University in Argentina and Adventist colleges in between these two countries. After excluding participants who had large number of missing values, the effective sample size is 171. The demographic characteristics are summarised in Table 1. Approximately half (50.3%) are male. About one-third is black (32.2%) primarily from Africa (19.9%) and the Caribbean (35.7%). At the time they were in college, 84.8% reported they were Adventists. At the time of the study (2012), 73.1% reported they are Adventists. Slightly over half (55%) graduated with undergraduate degrees within the last 20 years. About 44% currently live in the United States or Canada.

Instrumentation

We developed an online survey to collect the data for this study. The online survey was administered via Survey Monkey. The survey consisted of 265 items designed to elicit demographic characteristics, reasons for choosing and attending Adventist colleges/universities, 9 college experiences areas (career preparation, social and community values, purpose/philosophy values, classroom experience, professor interaction, friends and relationships, personal/professional development, extra-curricular experiences, and spiritual experiences), current involvement in church and community, life satisfaction, importance and benefits of college experiences, commitment to Adventist education and denominational loyalty.

Table 1: Demographic Characteristics (N=171)

Variable	n	%
Gender		
Male	86	50.3
Female	52	30.4
Ethnicity		
Asian	18	10.5
Black	55	32.2
Hispanic	16	9.4
White	26	15.2
Other	22	12.9
College/University Graduated From		
Africa	34	19.9
Asia	10	5.8
Australia	3	1.8
Caribbean	61	35.7
Central America	12	7.0
Europe	22	12.9
India	11	6.4
Middle East	2	1.2
South America	4	2.3
Year Graduated		
1954-1969	5	2.9
1970-1979	14	8.2
1980-1989	35	20.5
1990-1999	47	27.5
2000-2009	44	25.7
2010-2012	3	1.8

Religious Affiliation			
College			
	SDA	145	84.8
	Non-SDA	16	9.4
Now			
	SDA	125	73.1
	Non-SDA	12	7.0
Current Residence			
	USA/Canada	75	43.9
	Other	65	38.0

*Percentages to not necessarily add to 100% due to missing values

Items for the survey were generated and developed from (a) a comprehensive review of the literature, (b) reviews of college experience surveys, (c) feedback from alumni directors, (d) feedback from a panel of judges whose expertise are in marketing, educational research, higher education and curriculum and instruction. Feedback was used to modify response options, and delete or revise items for clarity.

For the purpose of this particular study, only items related to the following are used: demographic characteristics, reasons for attending Adventist colleges, the 9 college experiences areas, overall rating of college experiences, current involvement in church and community, and life satisfaction. Reasons for attending Adventist colleges consisted of a check list (Yes/No). Items for the 9 college experiences areas, involvement in church/community and life satisfaction were scaled along a 5-point modified Likert scale (e.g. never to always, not at all to very effective).

Kijai (2013) reported that exploratory factor analysis (EFA) of the data for all participants (North America and the sample used in this particular paper) indicated that items measuring the 9 college experiences areas can be adequately explained by six factors (career/life satisfaction, religious/spiritual experiences, social community values, friends/relationships, professors/classroom and extra-curricular experiences). Items measuring current religious/community experiences can be explained by two factors (religious involvement, community involvement) while items measuring life satisfaction can be explained by two factors (personal life satisfaction, relationship life satisfaction). For the sample in this study, scale means, standard deviations, number of items and reliability estimates (Cronbach's alpha) are reported in Tables 2 and 3. Internal consistency reliabilities range from a low of 0.75 for community involvement to a high of 0.96 for religious/spiritual experiences.

Table 2: Ratings of College Experiences

Variables	N	Mean	SD	#Items	Crobach's Alpha
Career and life preparation	171	3.86 ^a	0.68	24	0.95
Religious and spiritual experience	171	3.82 ^b	0.90	27	0.96
Social and community values	171	3.57 ^a	0.80	8	0.92
Friends and relationships	171	3.90 ^b	0.67	11	0.91
Professor/classroom experiences	171	3.38 ^b	0.79	15	0.90
Extra-curricular activities	171	2.72 ^b	1.05	8	0.80

^a1-Not at all, 2-slightly effective, 3-somewhat effective, 4-quite effective, 5-extremely effective

^b1-Never, 2-rarely, 3-sometimes, 4-often, 5-Always

Table 3: Religious/Community Involvement and Life Satisfaction

Variable	N	Mean	SD	#Items	Cronbach's Alpha
Religious involvement	136	3.75 ^a	0.94	11	0.93
Community involvement	136	2.99 ^a	0.91	8	0.75
Personal life satisfaction	139	3.72 ^b	0.72	6	0.83
Relationship life satisfaction	139	3.80 ^b	0.98	3	0.76

^a1-Never, 2-rarely, 3-sometimes, 4-often, 5-always

^b1-Not at all, 2-slightly, 3-moderately, 4-very, 5-completely

Result

Reasons for college choices

Reasons reported for choosing and attending Adventist colleges and universities are summarised in Table 4. About 75% indicated they chose to attend Adventist colleges and universities for their Adventist values. Sixty-one percent attended for opportunities for spiritual growth. About half (48%) chose Adventist colleges for their friendly atmosphere. Another 45% chose them for their programmes and majors. Unimportant reasons appear to be sports program (2.3%), location from home (6.4%), and admission standard (9.9%).

Table 4: Reasons for Attending Adventist Colleges/Universities (N=171)

Reasons	n	%
Adventist values	129	75.4
Opportunities for spiritual growth	104	60.8
Friendly social atmosphere	82	48.0
Programs/majors available	78	45.6
Advice of parents/relatives	62	36.3
Strong academic reputation	60	35.1
Personal attention/interaction with faculty/staff	57	33.3
Location close to home	56	32.7
Low cost/price	47	27.5
Be with friends/meet new friends	32	18.7
Small size	32	18.7
Flexible admission standards	31	18.1
Small class sizes	27	15.8
Availability of scholarship/financial aid	26	15.2
Competitive admission standards	17	9.9
Advice of school personnel	13	7.6
Location far from home	11	6.4
Fast track to a career	9	5.3
Large size	4	2.3
Sports program	4	2.3

College experiences

We asked alumni how effective their college experiences were in helping them develop (a) career and life skills and (b) social and community values. We also asked them how often they were engaged in activities related to (a) religious/spiritual experience, friends and relationship, professor/classroom experiences, and extra-curricular activities. Means and standard deviations for each of these six areas are summarised in Table

2. Generally, Adventist colleges and universities were quite effective ($M=3.86$, $SD=0.68$) in helping alumni develop career and life preparation skills. They were only somewhat effective ($M=3.57$, $SD=0.80$) in helping the alumni develop social and community values. Alumni were often involved in activities related to religious and spiritual experiences ($M=3.82$, $SD=0.90$) and friends and relationships ($M=3.90$, $SD=0.67$). They were involved only sometimes with activities related to professor/classroom experiences ($M=3.38$, $SD=0.79$) and extra-curricular programs ($M=2.72$, $SD=1.05$).

To be specific, over 80% of the alumni reported that the institutions they attended were quite effective to extremely effective in helping them develop (a) moral principles that can guide actions (85.29%), (b) knowledge specific to their careers (81.29%), and (c) a sense of purpose in their lives (81.07%). Adventist institutions were quite effective to extremely effective in helping them develop (a) the ability to relate to people of different culture (77.84%), (b) a deeper understanding of the importance of healthy living (75.30%), (c) personal compassion for the underprivileged (65.87%), and (d) understanding of social justice (53.01%).

While in college, they regularly attended church (88.27%), participated in Bible study (71.25%), contributed money to their church (68.12%) and participated in evangelistic outreach programs (53.42%). They also often felt a sense of God's calling for their lives (82.35%), a deepened sense of spirituality (81.18%) and a stronger commitment to their church (77.06%).

Seventy-five percent or more of the alumni reported that they had positive experiences with their professors and their classrooms. Approximately 80% indicated that professors positively influenced their intellectual growth; another 76% said their professors really challenged them academically. Seventy-five percent reported their professors integrated values and ethics in classroom discussions and 69.64% said their professors positively influenced their relationship with Christ.

About 80% reported they had positive social experiences. Most had friends with similar values and beliefs (85.45%); who attended worships with them (81.21%); and positively influenced their attitudes and values (77.58%); and intellectual growth (76.97%). With respect to involvement in extra-curricular activities, 52.83% reported leading at their church in some ways; 49.08% participated in campus clubs; 37.42% held leadership positions in student government; and 35.44% led in community services.

Current involvement and life satisfaction

In our survey, we asked alumni the extent of their involvement in their churches and communities over the last five years. We also asked them how satisfied they are with their current life. Table 3 summarizes their ratings. Overall, in the past five years, alumni were often involved in religious activities ($M=3.75$, $SD=0.94$) and sometimes involved in community services ($M=2.99$, $SD=0.91$). Specifically, alumni reported being involved in the following religious activities often/regularly in the last five years: attending worship services (90.44%); contributing money to their church (85.82%); volunteering at their church (75.19%); participating in prayer group/bible study (68.89%); and participating in evangelistic outreach programmes (51.13%). About 70% are in leadership positions in their work place while 56% participate in professional organisations related to their careers. About 40% participate in community services and projects.

Most are very satisfied with their personal life ($M=3.72$, $SD=0.72$) as well as their relationships ($M=3.80$, $SD=0.98$). Most are very satisfied with their mental health (79.14%), faith and spirituality (72.46%), physical health (68.12%) and career (64.23%). Over 70% are satisfied with their family life (74.10%) and marriage or dating relationships (70.15%). About 57% are satisfied with their social support.

College experiences and overall rating

We asked the alumni to rate their overall college experiences. About 77% reported their college experiences to be good to excellent. We were also interested in which of the six college experiences areas may explain this overall rating. For this we performed a standard regression analysis. Zero order correlations between college experience areas and overall ratings are found in Table 5. These coefficients ranged from negligible (0.18) to moderate (0.48). As shown in Table 6, the regression model is statistically significant ($F_{(6,139)}=7.98$, $p \leq 0.001$) and explains about 26% of the variance in alumni ratings of their overall college experience. That is, the linear combination of the 6 college experience areas accounts for 26% of the variance in overall rating of alumni college experience. However, the only statistically significant factor ($p < .01$) and the most important factor ($\beta=0.37$) appears to be professors/classroom experiences, which alone explains about 23% of the variance ($r=0.48$) in overall college experience. This result suggests that overall college experiences may be primarily defined by professor/classroom experience.

In our study, we asked alumni their level of religious and community involvement during the last five years. We also asked them to rate their current life satisfaction. We were interested in the extent to which current religious/community involvement and life satisfaction are related to college experiences. For this, we conducted a canonical correlation analysis. Correlation coefficients between involvement and satisfaction variables are reported in Table 5. Coefficients among involvement variables range from moderate ($r=0.48$) to high ($r=0.78$); coefficients among satisfaction variables also range from moderate ($r=0.5$) to high ($r=0.75$). Coefficients between involvement and satisfaction variables range from a low of $r=0.26$ between social/community values and religious involvement to a high of $r=0.71$ between religious/spiritual experience and religious involvement.

Table 5: Zero-order Correlation among Experiences, Involvement and Satisfaction Variables

Variables	2	3	4	5	6	7	8	9	10	11
1Career and life preparation	.64	.68	.57	.78	.43	.36	.45	.46	.47	.45
2Religious and spiritual experience		.58	.63	.59	.59	.71	.58	.60	.54	.34
3Social and community values			.62	.73	.51	.26	.48	.33	.32	.39
4Friends and relationships				.69	.48	.37	.42	.42	.43	.30
5Professor/classroom experiences					.49	.26	.42	.37	.38	.48
6Extra-curricular activities						.36	.48	.37	.40	.18
7Religious involvement							.67	.56	.51	.12
8Community involvement								.58	.51	.19
9Personal life satisfaction									.75	.21
10Relationship life satisfaction										.25
11Overall rating of college experience										-

Table 6: College Experiences and Overall Rating

Variable	b	SE	β	t	p
Career/life preparation	0.15	0.13	0.15	1.12	0.26
Religious/spiritual experience	0.06	0.09	0.08	0.68	0.50
Social community values	0.04	0.10	0.05	0.43	0.67
Friends/relationships	-0.06	0.11	-0.05	-0.51	0.61
Professors/classroom	0.32	0.12	0.37	2.61	0.01
Extra-curricular activities	-0.06	0.06	-0.10	-1.06	0.29
(Constant)	1.65	0.35			

$R^2=0.26$, $F_{(6,139)}=7.98$, $p \leq 0.001$

The canonical correlation analysis result is reported in Table 7. Two canonical functions are statistically significant ($p < 0.001$). In the first canonical function, overlapping variance between the set of experiences variables and the set of involvement/satisfaction variables is 0.059 ($r_c=0.77$). That is, approximately 59% of the variance in involvement/satisfaction variables can be explained by the college experiences variables. Using canonical loadings of 0.3 or larger (Tabachnick and Fidell, 2013), high scores on all involvement/satisfaction variables are associated with high scores on all experiences variables. That is, higher religious involvement (0.95), higher personal life satisfaction (0.78) and relationship satisfaction (0.70) and higher community involvement (0.69) are associated with higher college religious/spiritual involvement (0.97), more positive career/life preparation experience (0.57), friends/relationship experience (0.56), professor/classroom experiences (0.42) higher involvement in extracurricular activities (0.53), and more developed social/community values. Primarily, according to the standardised canonical coefficients for Function 1, current religious involvement (0.77) and personal life satisfaction (0.31) can be largely explained by college religious/spiritual involvement (1.07).

Table 7: Canonical Correlation Analysis Result

	Canonical Loadings		Standardised Canonical Coefficients	
	1	2	1	2
Experiences				
Career/life preparation	0.57	0.59	0.16	0.32
Religious/spiritual	0.97	0.17	1.07	-0.85
Social community Values	0.40	0.78	-0.21	0.60
Friends/relationships	0.56	0.47	0.09	0.05
Professor/classroom	0.42	0.68	-0.25	0.18
Extracurricular	0.53	0.62	0.02	0.56
% of Variance	0.37	0.34		
Redundancy	0.22	0.08		
Involvement/Life Satisfaction				
Religious involvement	0.95	-0.11	0.77	-1.05
Community involvement	0.69	0.62	-0.07	1.20
Personal satisfaction	0.78	0.27	0.32	-0.21
Relationship satisfaction	0.70	0.40	0.10	0.49
% of Variance	0.62	0.16		
Redundancy	0.37	0.04		
Canonical Correlation	0.77	0.49		
Wilk's	0.28	0.70		
Chi-Square	162.60	45.40		
df	24	15		
p	<0.001	<0.001		

In Function 2, approximately 24% of the variance in involvement/satisfaction variables can be explained by the set of college experience variables ($r_c=0.49$). In this function, current community involvement (0.62) and relationship satisfaction (0.40) are associated with social/community values (0.78), professor/classroom (0.68), extra-curricular activities (0.62), career/life preparation (0.59) and friends/relationship (0.47). The standardised canonical coefficients for Function 2 appear to indicate that current community involvement (1.20) and relationship satisfaction (0.49) can be explained largely by social/community (0.60), extra-curricular activities (0.56) and religious/spiritual (-0.85). Taken together, the canonical correlation analysis result appears to suggest that greater involvement in religious/community services and higher life satisfaction are associated with more positive college experiences. Specifically, higher levels of current religious involvement and more positive personal life satisfaction can be explained primarily by more positive college religious and spiritual experiences; and levels of current community involvement and relationship satisfaction may be explained by enhanced social/community values and greater involvement in extra-curricular activities while in college.

Discussion

In this study, we examined the college experiences, current religious and community involvement and life satisfaction of alumni of Adventist colleges and universities outside North America. Participants reported that they chose to attend Adventist colleges and universities for their Adventist values and the opportunities they provide for personal spiritual growth. Most rated their college experience as good to excellent. Generally, Adventist colleges and universities were somewhat effective to quite effective in helping the respondents develop career/life preparation skills and social and community values. Alumni were often involved in activities related to religious/spiritual experiences and friends/relationships. They reported to have been involved 'only sometimes' with activities related to professor/classroom experiences and extra-curricular

programs. However, it is interesting to note that professor/classroom experience was the best predictor of overall rating of their college experiences. Most are currently involved in their churches and communities and are quite satisfied with their life. Current involvement in religious/community services and life satisfaction are primarily explained by involvement in religious/spiritual activities, extra-curricular activities and enhanced social/community values while in college.

In our study, students chose to attend Adventist colleges for their Adventist values and the opportunities for spiritual growth. These institutions appear to have fulfilled their expectations. In our study, 65% reported they benefitted 'quite a bit' to 'very much' from the emphasis on personal values and ethics; 76% said they benefited from the opportunities for spiritual development. Our findings are consistent with Schipull (2009) and Rood (2009) who reported that many attend faith-based colleges for their 'Christian community'. Adventist educational institutions around the world are faith-based and are described as such. At Avondale College, students 'may enjoy Christian fellowship while receiving quality education'; at Babcock University, the emphasis is on the 'integration of faith and learning, knowing that to educate a man without God is to educate an intelligent devil'; at Andrews University, its mission is to 'transforms its students by educating them to seek knowledge and affirm faith in order to change the world'; and the educational community of River Plate University are 'based on the Holy Bible, based on Christian values'.

The experiences of the alumni of Adventist colleges around the world are largely positive, particularly in areas related to career/life preparation, religious/spiritual and values development. This is consistent with findings found in the Lutheran Educational Conference of North America (2005a, 2005b); the Council for Christian Colleges and Universities (2001) and the Minnesota Private College Research Foundation (2004). Faith-based institutions provide an environment that is conducive not only for academic and career development but also for spiritual/religious and values development. In our study, overall rating of college experiences is related to interaction with professors and classroom-related experiences. Interaction with faculty and faculty influence significantly affect students' undergraduate academic and faith development (Astin, 1993; Birkholz, 1997; Hunt, 2006; NCCAA, 2010).

We found in this study that post graduate involvement in religious and community services and life satisfaction are related to positive college experiences, particularly those involving religious/spiritual activities, development of community and social values, and involvement in extra-curricular activities. Consistent with previous studies (e.g. LECNA, 2005; CCCU, 2001, MPCRF, 2004) alumni are more likely to be involved in their church and community if they, as college students, had been involved in similar activities. They are also quite satisfied with personal and relationship lives. A high percentage (up to 75%) of the alumni in this study were involved in academic, religious, community and extra-curricular activities.

Our findings seem to parallel those found in the Lutheran, Christian Coalition and Minnesota Catholic studies. That is, college experiences in Adventist colleges are largely positive and that these experiences may influence post-graduate life satisfaction and involvement in religious/community services.

Our results suggest that the more involved and engaged the alumni were in college, the more likely they are involved in their churches and community and are satisfied with life. This seems to imply that Adventist higher learning institutions should continue to engage students in all facets of the college/university life. We believe student life programming should be strengthened and that students should be encouraged to be actively involved in the college life.

Limitation and implication

At only 171, our sample is small, relative to all the graduates of the Adventist colleges and universities outside North America. The respondents in this particular study were obtained indirectly, in that, they responded to our survey only because they were also graduates of colleges and universities in North America. They may be the 'cream of the crop' of their undergraduate *alma mater*, and thus, may not be representative of the general population of alumni of these international Adventist colleges and universities. Further studies should be designed with a larger sample size and a more representative sample of the general population of alumni. With a larger sample size, it would be possible to examine gender and geographical differences. It would also be possible to examine differences across decades of degree completion.

About 44% of the respondents in this study currently live in the United States and Canada. Their level of involvement in their churches and community and life satisfaction may be very different from those alumni who have remained in their respective countries. Further studies should be undertaken to understand post graduate religious and community involvement.

The influence of the college experience on denominational loyalty should be examined. What aspects of the college experience are related to retention, conversion and apostasy?

College experiences and engagement of current students in Adventist higher learning institutions should be conducted, particularly, because the population of non-Adventist students in many Adventist educational institutions has become larger over the last several years. How does this changing demography in Adventist institutions influence values development?

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Effect of Performance-Based Rewards on the Performance of Teachers in Selected Private Secondary Schools in Uganda

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Abstract

A cross-sectional and correlation research was conducted to investigate the effects of performance-based rewards on the performance of teachers in selected private secondary school in Gayaza Township in Uganda; using questionnaire and interview guide to 113 respondents. The study revealed the types of performance-based rewards common in private secondary schools to be public appreciation (mean, 3.67), packages (gifts or presents) (mean, 3.44), duty allowance (mean, 3.41), certificate of merit (mean, 3.21), and overtime pay (mean, 2.98). The study revealed also that there is a significant relationship between the performance-based rewards and performance of teachers which was moderately rated (mean, 3.22), with r -value = 0.743 and p -value = 0.012 at $\alpha = 0.05$. It is concluded that, when used properly, performance-based rewards can improve teachers' performance, consequently the general performance of students.

Key Words: *Performance, rewards, appreciation, merit*

Introduction

People influence important aspects of organisational performance in a multiple ways. Workers conceive and implement the organisational strategy, while the mix of workers and system mostly determine organisation's capabilities. Competencies required to execute the strategy are primarily a function of the skills and knowledge of an organisation's human capital. If an organisation is to treat its employees as its most important asset, it has to know what motivates the workers to reach their full potential (Lawler, 2003). It is not easy to know all the things that motivate people in life or at work but effort has to be made to maximise human resource potentials. Traditionally, individual performance in organisations has centred on the evaluation of performance and the allocation of rewards. Organisations nowadays acknowledge that planning and enabling individual performance have an effect on organisational performance. The planning process is one of the primary elements of the total reward system and it affects performance between pay checks. It provides the basis on which individuals results are measured and acts as a bonding agent in programmes that direct rewards to true performance. The primary focus of reward and recognition is how organisations define their reward schemes and communicate it in a manner that employees clearly understand the link between reward and performance (Flynn, 1998, in Kirunda, 2004).

Reward is something that increases the frequency of an employee action (Zigon, 1998), and retention (Jimenez, 1999). It can take a form of monetary or non-monetary. Non-monetary recognition can be very motivating, helping to build feelings of confidence and satisfaction than even monetary (Keller, 1999, cited in Ryan), and should be part of comprehensive performance improvement strategy. In fact, in a study by Nelson (2004), 78% of employees indicated that it was very or extremely important to be recognised by their managers when they do good work. In general, employees perform more energetically when they feel strongly connected to and valued by the organisation. One can imagine how the disciples of Jesus worked after he had given them a rest after a day's toil, 'come and rest awhile' Mark 6:30, 31 (KJV).

In the education sector, the quality of education depends on the teachers' performance of their duties. Over time pupils' academic performance in both internal and external examinations had been used to determine excellence in teachers and teaching (Ajao, 2001). Teachers have been shown to have an important influence on students' academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Afe, 2001). Both teaching and learning depend on teachers; no wonder an effective teacher has been conceptualised as one who produces desired results in the course of duty as a teacher (Uchefuna, 2001).

Performance refers to the result of an activity according to Boddy (2008). Upon individuals' results, there are three main models of performance-based rewards that are commonly 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, in Harvey-Beavis, 2003). 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 (Ibid.). Knowledge and skill-based pay differs from merit pay because it provides clear guidelines on what is being evaluated. The third model is school-based compensation, which generally involves group-based pecuniary rewards, typically based on student performance (Odden & Kelley, 2002). For purposes of this study, performance based reward refer to what a teacher earns as a result of his/her performance despite his/her skilfulness, knowledge and the level of education.

Performance-based rewards have a long history in education, particularly in the United States, but nowadays a number of countries have adopted pay-for-performance strategies to modify the traditional salary scales. The distinguishing feature of a performance-based scheme is that it rewards or sanctions teachers based upon some form of performance evaluation (Chamberlin, *et.al*, 2002). Kirunda (2004) observed:

Distinctions in performance-based reward programmes are found in the skills assessed and the rewards provided. Most individually-based programs have used pecuniary rewards for high levels of performance, usually defined in terms of student outcomes or teacher skills and knowledge. Today, some analysts have proposed that intrinsic rewards, such as seeing students improve in performance, and increased feelings of well-being are better motivators of teachers.

Other rewards include increased holiday time and professional development courses.

Different performance-based rewards have been applied worldwide with different results and preferences recorded. Many of the earlier programmes tended to focus on individual performance, in particular merit pay (Richardson, 1999), with recent debates more likely to consider group-based reward programmes, or knowledge and skill based rewards (Odden, 2000; Odden and Kelley, 2002). However, Azordegan, *et.al*. (2005) in their study on 'diversifying teacher compensation' discovered that many countries have consolidated individual performance bonuses into base pay. Others prefer to administer them in the form of one-off payments either as a token for a good year's work or a reward for contribution to a project. However, according to Langdon (1998), only 40% of teachers as by 1998, favoured performance based compensations. The reasons given being; it is difficult to evaluate teacher's performance, teachers' morale problem may arise, and possibility of arising political problems in schools. Furthermore, Solmon and Podgursky (undated), synthesises fifteen disadvantages of using performance-based compensations to teachers, among them being; discontentment of the choice of beneficiaries, insufficiency of the pay comparing to the work required, bias and favouritism, killing the spirit of collaboration and inculcating competition, teachers working for pay and not for teaching. The imposition of the motivation strategy was also mentioned with a great concern. Teachers feel like been not valued if the motivation scheme is decided by other people for them. A good example is in the United States where there has been a push from parents to pay teachers according to the performance of teachers, but even up to 2010 this idea has greatly been opposed by teachers (Turner, 2010).

On the other hand, the recommendations made by the independent School Teachers' Review Body in UK (STRB) in 2012, called the government to link teachers' pay more closely to performance. Under this policy, heads and governors are given freedom to reward their staff, in that head teachers at all state schools will be able to link teachers' pay to performance – allowing them to pay good teachers more. Heads can develop pay policies tailored to their schools' needs; helping them attract and retain talented teachers in the subject areas they know they need (DES, 2013). Whereas this idea has been received with two hands by head teachers, there is no evidence that the same will be received by teachers.

In addition, Harvey-Beavis (2003), records comprehensive findings from different studies on the effect of performance-based rewards. He noted that performance-based rewards increase motivation of teachers and collegiality, among others, consequently, increased students' performance. He further reports arguments by some researchers that while teachers are not motivated by money, financial reward must have some influence on career choices for at least some teachers (Richardson, 1999), but money is just one motivator among many (Odden and Kelley, 2002). Again, it is good to note that whereas one motivating system can fit one group, it may be rejected in other places.

Where performance-based rewards were used, it was realised that team-based performance rewards were less common, and were normally associated with completing a particular task or project, or achieving a prescribed performance target. However, many opposed the idea of awarding an individual which is the current trend in many schools. As it is stated by Harvey-Beavis (2003), rewarding individual performance can be detrimental to teacher collaboration; thereby reducing overall school performance. Conversely, reward systems based entirely on whole school performance can result in 'free riders' who reduce the overall reward of high performers by not contributing at the same level.

In Uganda, employers in private secondary schools have not put up any standard measure upon which employees are rewarded. Some employers have used pecuniary rewards for high levels of performance, usually defined in terms of student outcomes or teacher skills and knowledge (Chamberlin, *et.al*, 2002). It has been evident in some schools that when students perform well, the concerned teachers in candidate classes are given some rewards which may not be the case with other teachers who teach in other classes yet they also play a role in preparing these candidates in lower classes for the final exams. Other individuals in private schools have also been rewarded on grounds of nepotism and other unclear grounds. It is upon such a background that some teachers have performed reluctantly while others continue to be promoted due to their pseudo performance. In this note, Kirunda (2004) notices inconsistencies in the reward systems in the private secondary schools of Kampala district and recommends that rewards should be based on performance considerations after a fair and accurate evaluation of its effects on the beneficiary. She further suggests that the nature of performance-based reward systems in schools should be based on the essence of ensuring that teachers are looked at as the prime components in the success of any school, administratively and academically. Administrators should also be trained and sensitized about the value of performance-based reward systems and also be made aware that pay motivates teachers to perform at their best. In other words, employers have the opportunity to leverage the value of their total rewards program to provide solutions to all the challenges affecting teachers; this would increase their motivation and their performance. On the other hand, some school employers realised that they could not merely mimic the rewards practices of other schools since each school differ from the other, especially economically. What is feasible in one school or situation may not apply in another.

This study was based on the assumption that employers' attitudes towards performance based rewards determines employees work performance, in other words, it motivates or de-motivates them. The value that the employers attach to the rewards that they give to their teachers determines the teachers' perception of these rewards and their overall performance. The study also assumes that the effect of performance based rewards differ from one situation to another, from one socio-economic setup to another. The study therefore, sought to evaluate the effect of performance based rewards in school performance in African and sub-urban environment and relate it with such studies done in other places. The study aimed to answer the following questions: What are the types of performance-based rewards systems used in private secondary schools in Gayaza Township? What is the performance of teachers' in secondary schools in Gayaza Township? Is there a relationship between performance based reward systems and teachers performance in private secondary schools in Gayaza Township? The objective of the study was to identify the types of performance-based rewards used, establish the performance of teachers and determine the relationship that exists between the rewards and the performance of teachers in private secondary schools of Gayaza Township in Uganda.

Methodology

The study used a cross-sectional survey and correlation design adopting qualitative and quantitative methodologies (adapted from Kirunda, 2004). The study population constituted mainly private secondary schools, head teachers and teachers. This population was chosen because it was assumed to have adequate knowledge of the subject under investigation and the research variables under investigation. There are 10 privately owned secondary schools in Gayaza Township, since they were few all of them were used for the

study. A sample size of 113 respondents was drawn from a population of 157 individuals using Yamane's formula (Israel, 2009), employing simple random sampling technique (Table 1).

The study used a self-administered questionnaire with open and closed ended questions to collect data from the respondents. Specifically, the questionnaire was designed in a way that it limited the nature of responses provided on the close-ended part and allowed respondents to give in their feelings and opinions in the open-ended section. The questionnaire was constructed based on the objectives of the study. Content validity index (C.V.I) was ascertained before the questionnaire was administered, which generated an overall CVI of .811. On the other hand, reliability involved, quality control which was done by carrying out a pre-test of the questionnaire to test the reliability using Cronbach's alpha coefficient. The pre-test result was 0.841 which was above Cronbach's alpha coefficient, 0.70; hence the tool was considered as reliable.

An interview guide consisting of semi-structured questions was designed and administered to the head teachers. The choice of this instrument was made because it was considered a good method for producing data, which dealt with the topic in depth. Interviewing was also a good method for producing data based on informants' priorities, opinions and ideas. The findings were analysed thematically.

The unit of analysis was secondary schools teacher and head teachers who were in private secondary schools in Gayaza Township. The descriptive statistics such as the frequency, percentage and mean were used so as to ascertain types of performance-based rewards used and measuring the performance of teachers in private secondary schools. Furthermore, Pearson Product Moment Correlation was used to assess the relationship between performance based reward and performance of teachers using the Statistical Package for Social Sciences (SPSS).

Table 1: Sample distribution

School	No of teachers	Sample
Kabanyolo S.S.	15	11
Katikamu S.S	19	14
Atlas High	16	12
Tender Talents	17	12
Gayaza Junior	15	11
Bulamu S.S	14	10
Eden High School	13	9
Magnet Sec School	14	10
Bafra Sec School	15	11
Younani Bulaumu	19	14
Total	157	113

The Locale of the Study

Gayaza is situated in North Kyaddondo Constituency, Kyaddondo County, Wakiso District, in Central Uganda. The township is located 16km northeast of Kampala, the capital city of Uganda. The coordinates of the township are: 00 26 57N, 32 36 42E (Latitude: 0.4490; Longitude: 32.6115) (Wikipedia, 2013). It is a sub-urban town situated about 16km north of Kampala. The accessibility of the town makes it possible for its fast development although the total population. It is a home of a prestigious all-girls' boarding high school, Gayaza High School, established in 1905, three other government aided and ten private owned schools.

Results and Discussion

The study intended to establish the types of performance-based rewards used, the performance of teachers and the relationship that exists between performance-based rewards and the performance of teachers in private secondary schools in Gayaza Township in Uganda. Since the nature of the study called for maturity, it was pertinent to study the biographical structure of the respondents, to include sex, age, years of experience, and the academic qualification. As indicated in table 2, males (59.8%) appeared to dominate

the study although the females (40.2%) were substantively represented. It is also interesting to see that the schools are populated with young people below 40 as they accounted for 69.1% of the total sample. Concerning the years of the service of the respondents it was found out that 46.7% of the respondents had serviced their schools for 4-6 years then followed by those who had serviced their schools between 1-3 years (40.2%). This implies that majority of respondents had moderately serviced their schools as few had exceeded 6 years. This could be attributed to the fact that some of the schools in the area are new and it is easy to get jobs in private sector. It is good to note also that the respondents were mainly trained teachers, with degree (52.3%) and diploma (33.6%) dominating.

Table 2: Respondents profile

	Frequency	Percent
Gender		
Male	68	59.8
Female	45	40.2
Age bracket		
Below 30 years	22	19.6
30-39 Years	56	49.5
40-49 years	19	16.8
50 and above years	16	14.0
Years of service		
1-3 years	45	40.2
4-6 years	53	46.7
7 and above years	15	13.1
Academic qualification		
Untrained	3	2.8
Diploma	38	33.6
Degree	59	52.3
Post graduate	13	11.2

n=113

Types of Performance-Based Rewards

The study sought to establish the types of performance-based rewards used in private secondary schools in Gayaza Township in Uganda. In this aspect, the findings revealed that public appreciation was the common rewards provided (mean, 3.67). This was attributed to the fact that it had no or little financial implication costs to the school as it would have been for salary increment, duty allowances and pay checks. In an interview with head teachers it was pointed out that appreciation does well as it helps the teachers to feel more valued as compared to financial type of rewards. In addition, they noted that they preferred to use public appreciation as a type of reward because it is considered cheap. For example, good performing teachers could be appreciated during visiting days where teachers are recognised before parents and students. This finding is supported by Murnane and Cohen (1986) who note that teachers' impressions of performance-evaluations systems play a crucial role in the success of performance-based pay programme. On the other hand, packages, presents or gifts were rated second as part of the rewards provided (mean, 3.44). This was a common type of practice as noted through interviews with head teachers. Such tokens were provided during the final release of results from Uganda National Examination Board. In this matter, a number of schools pointed out that the teachers were given presents or gifts and packages based on the performance of students. Packages, presents and gifts common to private schools in this area of study included giving out home utensils, clothes, Christmas gifts, organised performance parties and even checks. The findings in this study differs from that of Kirunda (2004) who reports public appreciation and promotions to be the common used rewards in Kampala private schools followed by packages, presents or gifts. In another study on performance-based rewards for teachers conducted in Australia (DEST, 2007), knowledge and skill based compensation were pointed out. It was suggested that in knowledge and skill-based compensation schemes, teachers are rewarded for the acquisition of a specific knowledge and skill required to meet higher expectations of performance.

Table 3: Performance-based rewards available in schools

Rewards	Mean
Salary Increment	2.51
Overtime pay	2.98
Certificate of merit	3.21
Packages/presents/gifts	3.44
Duty allowance	3.41
Individual/group photograph	2.31
Public appreciation	3.67
Promotions	2.56
Average Mean	3.01

n=113

Duty allowance and overtime pay were also found popular in private secondary schools with mean of 3.41 and 2.98, respectively. With regard to these two, it was revealed during interview that they too had a cheaper financial implication to the school since they were dished out once in a while and minimally, yet they yielded high satisfaction to the performer. It was also noted, however that, duty allowance and overtime pay were common in well-established private secondary schools. In 'small' schools, it was discovered that the school budget could not support it. In contrary, the most common practice in small private schools was to overload teachers which actually de-motivate them. One teacher could teach more than one subject and in most cases teaching almost all papers in the specified subjects.

The certificate of merit (mean, 3.21) rated the fourth and above the average in this study. It is really surprising to see certificate of merit rated higher than salary increment (mean, 2.51), promotions (mean, 2.56) and overtime pay (mean, 2.98) because in African culture it is believed that 'Africans never eat flowers, neither do they eat papers'. That is to say, you cannot give an African a bouquet of flowers, a card or letter of appreciation and value it as being given a valuable thing. But this could signal some change of trends or that the increments and pays that are given are not large enough to outweigh the paper (certificate) display. On the other hand, the salary increment, and promotions and memorial photographs were perceived to be rare. Although most teachers preferred salary increment to any other form of reward, they noted that promotions would be good but schools have put no proper yardstick upon which promotions are given. It was pointed out that some schools might have a mechanism of promotion but there is no salary increment attached equivalent to the position is given. At times, the promotions add on more responsibilities with no financial increment attached.

According to Odden (2002), in 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. In contrast the respondents noted that in the Ugandan context, rewards or promotions are given according to the number of distinctions scored by students in a given subject, one's relationship with the head teacher, directors. Odden (2002) suggests that on laying out an effective and workable system of performance pay in schools, one of the more crucial questions to be answered is that of whether the contributions of individual teachers can be measured in a way which will provide a valid, fair, and generally accepted basis for varying pay rates. Very often the yardstick the private schools have used to gauge the performance of individual teachers is the performance outcomes of students in a given subject without considering other circumstances that could contribute to failure in other subjects. Teaching is a process and a collective effort of many individuals; it is at times difficult to determine which teacher performed better than the other and be rewarded accordingly.

Teachers Performance in Private Secondary Schools

The study also sought to establish the performance of teachers in private secondary schools in Gayaza Township in Uganda using views of participants' skills and expertise in teaching. A number of items upon which teachers were rated included possession of adequate problem solving skills, commitment to teamwork, understanding students' problems, teachers' level of enthusiasm for teaching in this school, willingness to help students' learn, doing their job effectively without complaining, having good working practices, having

pride in their work and being consistently accurate in all aspects of their work. These were assessed purely on how the respondents viewed themselves.

On average the respondents rated the performance of teachers above average. All items used to assess teachers' performance were above average except teachers' level of enthusiasm (mean, 2.51), doing their job without complaining (mean, 2.98) and having pride in their work (mean, 3.12). Otherwise, teachers on average expressed their commitment to their professionalism through understanding their clients (mean, 3.58) and possession of adequate problem solving skills (mean, 3.54). This implies that the teachers were competent enough in what they were doing which is reflected also through their academic qualification they possess (table 2). In other aspects of performance that were evaluated commitment to teamwork rated third (mean, 3.47), followed by willingness to helping students learn (mean, 3.32), striving for accuracy in their work (mean, 3.24) and having pride or loving in their work (mean, 3.12). In an interview with the head teachers it was disclosed that schools encouraged working in teams (teamwork) for example, administrators would provide tasks such as ensuring punctuality among students, school cleaning, and enforcing discipline and other kinds of group work and in the process teamwork was enhanced. The fact that understanding students and willingness to help them rated above average, it is evidence that teachers loved their work and they possess necessary training and skills required to perform their work. However, the same teachers seriously lacked the spirit of work as reflected by their rating of enthusiasm towards teaching (mean, 2.51). This can be attributed to the low level of motivation and incentives as well as too much load; both teaching and non-teaching activities at school.

Table 4: Performance of teachers

Attributes	Mean rating
Possession of adequate problem solving skills	3.54
Commitment to teamwork	3.47
Understanding students' problems	3.58
Teachers' level of enthusiasm for teaching in the school	2.51
Willingness to help students' learn	3.32
Doing their job effectively without complaining	2.98
Having pride in their work	3.12
Strive to be consistently accurate in all aspects of their work	3.24
Average mean rating	3.22

n=113

It is perplexing to see that teachers who lack enthusiasm are willing to help their students and are proud of their work. This is probably suggesting what OECD Paris (2005) indicated: that while people who have chosen teaching as a career are chiefly motivated by 'intrinsic' rewards (such as wanting to make a difference), extrinsic factors such as remuneration are the most significant factors influencing people not to choose teaching as a career, and to leave the profession. It thus means that performance-based rewards play a significant role in the performance of teachers in secondary schools. So, performance-based rewards seem to be a plausible way both to motivate teachers to direct effort at performance goals and to attract and retain teachers who are high performers.

Relationship between performance-based rewards and the performance of teachers:

The study finally looked at the relationship that exists between performance-based rewards and the performance of teachers in private secondary schools of Gayaza Township in Uganda. The study used Pearson Product Moment Correlation in this aspect and it was found that there existed a significant relationship between performance-based rewards and performance of teachers ($r\text{-value}=0.743$ at $p=0.05$).

Table 5: Correlation between performance-based rewards and performance of teachers

		Performance of teachers
Performance Based rewards	r. value	.743**
	p. value	.012

** Correlation is significant at the 0.05 level (2-tailed).

n=113

This implies that performance-based rewards significantly affected the performance of teachers in private schools. In private schools, performance-based rewards were considered important because they motivate teachers, promote good performance, improve on administrator-teacher relations, demonstrate a fair and equal treatment and contribute to individual records. Since the performance-based rewards have got an impact on the performance of teachers, it is imperative for head teachers and proprietors to assess the treatments and rewards they give to their teachers. In this line, Stedman & McCallion (2011) assert that interest in performance-based pay for teachers rose, in part, from a basic dissatisfaction with the traditional salary schedule can therefore be approved. They maintain that many policy-makers believed that the traditional salary schedule provided no incentive for teachers to demonstrate subject matter competence, improve teaching, or increase academic performance by students. Findings of this study also indicated that teachers' salaries in private school were not attractive, they could only be supplemented by other rewards such as bonuses, allowances, gifts just to mention a few.

Proponents of pay-for-performance programmes believe they will attract and retain better teachers if they are able to offer increased salaries to the best teachers. They argue that paying teachers poorly in the same way as those who work longer hours, engage more effectively with their students and consistently produce improved academic outcomes, is unfair, inequitable and does little to improve the overall quality of teaching. This is also highlighted by Lavy (2007) who identified benefits of performance-based rewards as improved productivity; that is, if rewards are based on student performance, they provide teachers with powerful signals about what is valued and what is not. If these signals are absent, even well meaning teachers may emphasise materials that are generally not valued by parents or the labour market. However, Harvey-Beavis (2003) argued that performance-based compensation programmes encourage competition rather than collaboration among teachers. Many would argue that the concept of individual merit is at odds with the collegiate approach of effective schools, stifling collaboration and creating conflict and tension in the school environment. Nevertheless, Harvey-Beavis (2003) argument contradicts with the findings, realised that performance-based reward systems can increase collegiality by rewarding cooperation between teachers' especially through administering group-based rewards.

Opponents of pay-for-performance, on the other hand, argue that it is almost impossible to evaluate and measure teachers' performance fairly. They point to the many variables involved in student academic outcomes, such as family support, socio-economic status, ethnicity, natural ability, location, and ask how teacher performance can be measured fairly. Another problem in relation to pay-for-performance is the fact that the true outcomes of education might not materialize for many years. If we accept that one of the key goals of education is to empower students with skills that they can use to enhance a productive career and sustain their economic well being (Lavy, 2007), it may be many years before we can measure whether or not a teacher has been successful. Nevertheless, it can then be concluded that performance-based rewards affect the performance of teachers in private schools.

In conclusion, the most commonly used types of performance-based rewards were public appreciation, package or presents, and duty allowances and overtime pay. Salary increment was the least considered by many head teachers because it often constrains the school budget and it cannot easily be re-adjusted in case of any financial crisis. The fact that public appreciation rated highly among the rewards, it is clear that teachers valued more recognition than money which would look like selling and buying service.

Conceptually, this study has empirically verified the influence of performance-based rewards on the performance of teachers' in private secondary schools. It therefore, forms a basis for subsequent research to explore other factors that could affect teacher and students' performance. Also, the study will help the government and employers to design and formulate future and feasible staff reward system strategies or mechanisms to increase the teachers' performance. The study recommends that head teachers and proprietors should always think of being close to their teachers, sit on round table and negotiate what is best fit for them. These findings can be used to motivate teachers in our schools and thus increase teachers'

performance, consequently improve schools and students performance. It is recommended that similar study be conducted explicitly in church-related and government schools to see if the same results will hold.

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Questionnaire for Teachers

This self-administered was given to 133 teachers who expressed their freedom of expression after being assured of confidentiality.

Respondents were asked to tick (✓) in the box corresponding to what fits them best.

- ## SECTION B

	Types of performance based rewards	1	2	3	4	5
	The school provides salary increment regularly					
	The school provides overtime pay for doing activities outside the normal periods					
	The school gives certificate of merit once you excel					
	There are packages/presents/gifts given to teachers for their good work done					
	The school provides duty allowance for responsibilities accorded to teachers					
	There is always individual/group photograph taken as a record of good work done					
	The head-teacher always gives public appreciation for teachers who have done well					
	There are promotions given to teachers due to their good performance					
	Teachers' performance:					
	I possess adequate problem solving skills that I use at school					
	I am committed to teamwork at school at any time					
	Understanding students' problems is part of my duty which I do honestly					
	Willingness to help students' learn is what I offer to students					
	I do my job effectively without complaining for lack of school input					
	I have good working practices with my colleagues					
	I have pride in my work at school					
	I strive to be consistently accurate in all aspects of their work at school					

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Appendix 2

Interview Guide

This part was openly discussed with Head-teachers of each participating school.

1. Which type of performance rewards do you provide to your teachers?
2. Why does the school provide such rewards?
3. How often do the school provide rewards to teachers?
4. How can you rate your teacher performance?
5. Why do you think the teacher performance the way they do?
6. In your opinion what should be done to improve teachers' performance?