

PERFORMANCE BONUS AND ITS IMPACT ON TEACHERS IN SINGAPORE

Kamariah Mohamed
Department of Business, Education, Law and Art
University of Southern Queensland

The issue of ranking teachers in order to reward them is not new. In Singapore, the principle of meritocracy permeates every level of a teacher's life. Teachers are not only promoted based on merit but ranked according to their performance and subsequently rewarded through performance bonuses. This system, although modified to suit the Singaporean context may be 'borrowed' from the British system of motivating and rewarding teachers which was implemented despite resistance from teachers. This paper discusses the strong, negative relationship between ranking teachers in Singapore and teachers' overall satisfaction. Teachers felt vulnerable since they were judged as individuals, rather than as a group. By exploring the teachers' suggestions, more viable alternatives to performance-related bonuses for individual teachers could be implemented to reinforce collegiality instead of undermining it.

Keywords: ranking, performance bonus, teachers' dissatisfaction, Singapore teachers