UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

INFLUENCE OF REWARD SYSTEM ON TEACHERS' JOB SATISFACTION

IN PUBLIC JUNIOR HIGH SCHOOLS AT OFORIKROM MUNICIPALITY

PATIENCE OPOKU

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PATIENCE OPOKU

(190014490)

A Dissertation in the Department of Educational Leadership, Faculty of Education and Communication Sciences, submitted to the School of Graduate Studies, University of Education, Winneba, in partial fulfilment of the requirements for award of the Master of Arts (Educational Leadership) degree

JULY, 2021

DECLARATION

STUDENT'S DECLARATION

I, PATIENCE OPOKU, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and that it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE: ……………………………………………

 DATE: ……………………… …………………………

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work were supervised in accordance with the guidelines on supervision of dissertation as laid down by the University of Education, Winneba.
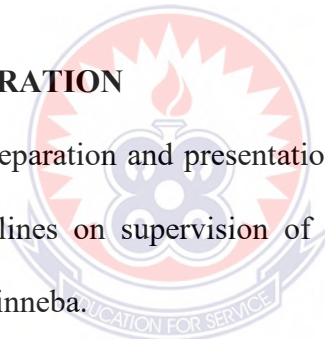
NAME OF SUPERVISOR: DR. LYDIA OSEI-AMANKWAH

SIGNATURE: …………………………………………

DATE: ……………………… …………………………

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I am also grateful to my mother; Miss Cecilia Donkor for her words of encourage throughout the period of my studies. I would like to thank Mr. Harley Anane for their encouragement and support during difficult times.

DEDICATION

I dedicated this work to Mr. Harley Anane

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ABSTRACT

The main objective of the study was to investigate the influence of reward system on job satisfaction of teachers in public Junior High Schools at Oforikrom Municipality in Kumasi Metropolis. This study employed descriptive survey research design. The population comprised public teachers at basic schools. Purposive sampling was used to select sixty-six teachers from the six selected junior high schools. Questionnaire was used to gather data from the respondents. The pilot-test yielded a reliability coefficient of 0.691. The data gathered were analyzed using descriptive statistics and simple regression. The finding revealed that school-based reward system are administered to teachers in junior high schools. It appeared from the study that school-based reward system have a positive influence on teachers job satisfaction. It was concluded that effective reward system has a direct influence on job satisfaction of teachers in public Junior High Schools at Oforikrom Municipality. The study recommended that the Ministry of Education and Ghana Education Service should ensure effective school-based reward system of recognizing teachers who are good performers in order to enhance the teachers output. Also, appreciation and recognition should dully be accorded by the headteachers to the teacher to encourage job satisfaction.

CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

Teachers are the most important part of whole education system (Kalsoom, Akhter, Mujahid, Saeed & Kausar, 2017). Effective teaching and learning activity is impossible to take place if teachers are not rewarded. Rewards are essential in order to improve the job satisfaction of teachers and to make their performance effective. According to Zingheim and Schuster (2000), reward is an incentive that encourages an employee and motivates them to play an active role at their workplace. Reward, according to Horner (2009), 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. Henderson (1999) stated that the reward system used in schools should include everything that the teachers may value and desire and that the heads is willing or able to offer in exchange for the teacher's performance.

Henderson (1999) identifies two dimensions of a reward system, the compensation and non-compensation dimensions. The compensation dimension of a reward system, comprises all monetary payments and in-kind claims or payments of goods and services that provide an equivalent value for what has been offered or received while intangible non-compensation dimensions may include the job's location, tuition reimbursement, free company gym membership, and generous leave. Reward system enhances teachers motivation and increases teachers job satisfaction (Bassy, 2002).

Job satisfaction is an important element in a work situation and has been associated with improved performance as well as increased teachers commitment (James & Hannah, 2013). According to Simatwa (2011), job satisfaction means a function which

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is positively related to the degree to which teachers needs are fulfilled in the job situation. Kuria (2011) argues that teachers are the most satisfied and highly productive when their job offers them security from economic strain, recognition of their effort clean policy of grievances, opportunity to contribute ideas and suggestions, participation in decision making and managing the affairs, clean definitions of duties and responsibilities and opportunities for promotion, fringe benefits, sound payment structure, incentive plans.

Kumar (2014) indicated that teachers job satisfaction is related to job performance, i.e. teachers, who are satisfied with their job they are more motivated to their job and teach more effectively and efficiently than teachers, who are not satisfied with their teaching profession (Kumar, 2014). Satisfied teachers have positive impacts on students' academic performance and as well as school performance. According to Chamundeswari (2013), dissatisfied teachers are not productive and committed to their profession and they could not perform at the best level of their abilities. Conversely, lack of job satisfaction accords organizations paralyzing blows because employees without job satisfaction usually have low morale and lack a sense of belonging and attachment to the organization.

As expressed in Maslow's (1958) theory of human needs (as cited in Omotayo, Pavithra & Adeniji 2014), individuals are goal-oriented whose needs can influence their behaviour. As such, unsatisfied needs influence behaviour but satisfied needs do not act as motivator. More so, Omotayo, Pavithra and Adeniji (2014) suggested that most needs at the physiological level could be satisfied fully, if teachers receive adequate reward, so as to provide for those needs. The reward that teachers most noticeably receive is pay, allowances, and promotions etc. These rewards are used to encourage the teachers to perform their tasks at full potential (Lynch, 2000).

In Ghana, teachers are rewarded to boost their morale, create an enabling environment for effective teaching and learning, and to attract and retain qualified teaching personnel (Ghana Education Service (GES), 2013). It assumed interventions like the Best Teacher Award Scheme, upgrading and updating of personnel and other incentives have been able to build the high morale of the junior high and senior high school teachers as they are expected to do. From 1974, the unstructured reward system of the Ghana Education Service transformed into a more structured system based on salaries relating to the number of years of service, academic and professional background (GES, 2007).

Promotion interviews are also conducted for teachers to senior grades created at the school, circuit, and district, regional and national levels. Other teachers are rewarded financially, though not as large as might be expected, and accommodation assigned if also available. Bonuses and allowances are paid teachers who performed extra-curricular activities and are heads of units to reduce the exodus of teachers. However, with time these improvements in the ward system of the Ghana Education Service, has not been able to reduce the exodus of teachers. The number of teachers leaving the Ghana Education Service ranges from ten thousand to twenty eight thousand on the year (GES, 2013). The reward system fails to address the needs of the teachers. Ghana education service place very heavy demands on teachers to perform, sometimes employing unpalatable measures such as threats of transfer or job loss to bully teachers towards this end.

1.2   Statement of the Problem

Reward is a vital tool that ensures teachers effectiveness. Unfortunately, this important tool does not seem to be used effectively by heads of schools. The teachers do

not receive recognition for the effort make in the junior high schools. The teachers seem not to be rewarded for job done. Headteachers seem to overlook performance of teachers and they fail to reward teachers adequately.

Most teachers continue to show lackadaisical attitude towards teaching and learning. Grafft (1993) points out, the heads' quality of interaction with staff provides a great amount of success, hence, heads need to find more acceptable rewarding system of improving the teacher attitude towards teaching and learning. It is based on this issue that the study seeks to establish the influence of school-based reward systems on teacher job satisfaction in public junior high school at Oforikrom Municipality.

1.3   Purpose of the study

The purpose of the study is to investigate the influence of reward system on job satisfaction of teachers in public Junior High Schools at Oforikrom Municipality in Kumasi Metropolis.
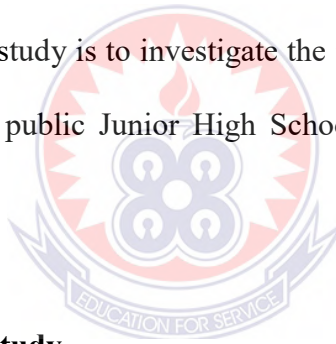
1.4   Objectives of the Study

The specific objectives of the study include:

1. to determine the school-based reward system administered to teachers in public junior high schools at Oforikrom Municipality in Kumasi Metropolis.

2. to find out the level of teacher job satisfaction in public junior high schools at Oforikrom Municipality in Kumasi Metropolis.

3. to establish the influence of reward on teachers' job satisfaction in public junior high schools at Oforikrom Municipality in Kumasi Metropolis.

1.5   Research Questions

The study sought to find answers to the following questions:

1. What school-based reward system do hedteachers administer in public junior high schools at Oforikrom Municipality in Kumasi Metropolis?

2. What is the level of job satisfaction among teachers in public junior high schools at Oforikrom Municipality in Kumasi Metropolis?

1.6   Hypothesis Testing

The following hypothesis were tested

H_0:   There is no statistically significant influence of reward system on teachers' job satisfaction

H_1:   There is a statistically significant influence of reward system on teachers' job satisfaction

1.7   Significance of the study

The findings of the study will benefit the Ministry of Education, future researchers, school administrators, and teachers who need to know and learn from connection between reward system and attitude to work. This study would shed light to the governments and ministries responsible for education regarding the role of reward in increasing teacher's attitudes towards teaching and learning.

The study bears great importance to the school administrators of senior high schools to realize the vitality of establishing sound school-based reward system in their school so as to enhance effective teacher performance for realization of excellent results for their students. Further, this study also saves source of information for other

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researchers who are interested with studies concerning the influence of reward systems on teachers job satisfaction.

1.8   Limitations of the Study

There were some limitations to the study which were identified. To a lesser extent, limited time and financial resources, the low response rate of respondents and the inaccessibility of the study areas constrained the study. By virtue of the fact that the study was conducted in Ashanti Region, more municipality districts should have been covered to make the sample more representative of the population of the entire region. Nonetheless, the financial resources that were budgeted to carry out the study could not cover more than on Municipality. It is for this reason that the one municipality was purposively selected to represent the region.

1.9   Scope of the Study

This research work focused on reward system and teachers job satisfaction. This study was restricted to public junior high schools at Oforikrom Municipality. The study considered teachers. In terms of content the study concentrated on school based reward system administer to teachers in public junior high schools, the level of teacher job satisfaction in public junior high schools, and how reward system influence teachers job satisfaction.

1.10   Definition of Terms

Job satisfaction: Is a pleasurable emotional state of a person resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values.

Reward system: Is the set of mechanisms for distributing both tangible and intangible returns as part of an employment relationship.

1.11 Organisation of the Study

The study was organized into five chapters. Chapter one consisted of the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, scope of the study, definition of terms and organization of the study. Chapter Two reviewed literature on theoretical and empirical issues related to the study.

Chapter three described the methodology. It contains the research design, population of the study, sampling technique and sample size, instrument, validity and reliability of the instrument, data collection procedure and data analysis plan. Chapter four presented the results and discussion of field data. Chapter five gives the study summary of the findings, conclusions drawn, recommendations made and suggestion for further studies.
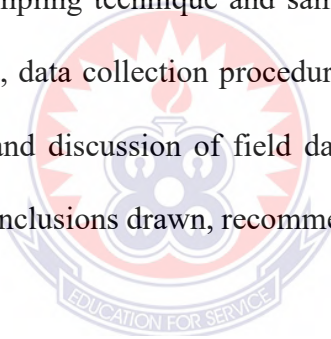
CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter presents a review of literature relating to the theoretical perspectives on reward system. It discusses the concept of rewards, theory of rewards, types of rewards, challenge to school-based reward system, job satisfaction of teachers, and the influence of reward systems on job satisfaction of teachers

2.2   Concept of Reward System

Globally, rewards create motivating environments especially where jobs provide intrinsic- rewards. The notion of rewarding employees for "a job well done" has existed since the 19th century when piece-work systems were first implemented (Schiller, 1996). According to Horner (2009), rewards are important both for encouragement of appropriate behaviour and preventing the encouragement of inappropriate behaviour.

Reward systems is a formal method employed in the evaluation, and analysis of given tasks with a major aim of rewarding, appreciating or revising employee performance (Decenzo, 2005). Armstrong (2009) said that pay, recognition, promotion and quality of working life, and the influence of the group with whom employees are being identified is related to perception and attitude relevant to all the above mention variables. Lindbald (2008) observed that any corporate culture that embarks on rewarding excellence motivates its employees to do their best. This is due to the fact that any employee needs the recognition and appreciation of the employer in regard to the skills he/she (employee) brings to the workplace as positive contribution on the job.

Hoberg (2014) indicated that teachers are successful in their professional performance in schools which are effectively managed, hence, heads of schools ought to provide guidance in their school ability to articulate the vision. This include establishing a sound, effective and efficient reward and motivation system that will, according to Lindbald (2008), acknowledge the teachers' accomplishments and demonstrates their importance to the school. Yamoah (2013) for instance assert that teachers will be driven by effective performance if their expectations of fair and just reward systems are met. However, not all rewards can elicit the expected motivational response all the time. This is because human beings are different and have different values and aspirations hence the reward systems must take these individual differences and preferences into account. Miles (2011) for instance asserts that it is doubtful that an organization could maximize the effectiveness of its employees if the compensation system is disconnected from what the organization values. Schools therefore have to be clear about the teachers' individual values and align them with the school's values in order to enable a more effective and acceptable reward system. In order to achieve the objectives of a school through leadership, Pretorius (1998) for instance points out that, the management of a school should involve each member of staff who have individual roles to play.

Reward system that focuses on mutual respect, Lindbald (2008) for instance observes, increases employee retention, performance productivity and morale. A good reward system therefore, that is mutually agreed upon between the staff and the school principal, fulfills this need as teachers feel that their efforts are appreciated, recognized and respected. According to Horner (2009), high performing employees add value to the company, hence the need to recognize their efforts, worth and contributions through rewarding them appropriately. Highly motivated teachers for instance, who are also passionate about quality output from their schools are a huge treasure to any school and

hence, everything should be done to retain them including putting in place an attractive school based reward system. There is also need, according to Horner (2009), to aim at rewarding behaviour but not people, and when rewards are provided, the clarity about the specific behaviour that led to the reward should be made paramount.

Milkovich and Newman (2002) also referred to reward systems as total returns which they classify into two, namely total compensation and relational returns. They define the total compensation category as all forms of financial returns and tangible services and benefits employees receive as part of an employment relationship. The relational returns are the psychological returns employees believe they receive in the workplace (Mathis & Jackson, 2004). Moreover, a valued reward system will improve performance at work, which will affect an organisation's chances of success and help the organisation achieve and sustain competitive advantage.

Rebore (2001) propound that a truly effective rewards system must be "multifaceted", including both intrinsic and extrinsic dimensions (Steers & Porter, 2011). Intrinsic rewards are what the teachers and administrators receive from performing the task itself, which also refer to the emotions or psychological state of the employee (Schwille, 2007). Maud (2001) postulates that the reward system should incorporate intrinsic rewards like praise, recognition, thanks, appreciation and achievement. Reward systems should also incorporate economic rewards and social relationships including relationship with workers and the society (Bandura, 2010; Billingsley, 2002; Bratton & Gold, 2007; Owen Harvey-Beavis, 2003).

According Billingsley (2002), a valued reward system should relate to the performance of the teachers in the school. The teacher expectations should be met to retain him/her, thereby influencing the behaviour of the teacher to perform (Yuen, 2004). Literature on reward management establishes a shift from employee short-term rewards

to a much longer term rewards (Robbins, 2010). By a strategic approach, long-term rewards, including intrinsic and extrinsic rewards, are now part of organisational strategy rather than, a necessary 'add-on' (Robbins, 2010). 'Add-ons' exist for a short time and cannot sustain the improved performance of the employee as the employee expects more rewards.

As a result, a valued reward system should have all the attributes of both intrinsic and extrinsic rewards stated in the various definitions to warrant high performance from the teachers. The reward system should have both intrinsic and extrinsic rewards to motivate teachers to perform well. In order words, the reward system should be motivational so that the motivated teachers will be committed and have positive attitude to perform the task set before them.

2.3   Expectancy Theory

This study was guided by Expectancy Theory. The theory assumes that behavior results from conscious choices among alternatives whose purpose it is to maximize pleasure and minimize pain. Vroom (1964) suggested that the relationship between people's attitude at work and their goals was not as simple as was first imagined by other scientists. Vroom realized that an employee's performance is based on individuals factors such as personality, skills, knowledge, experience and abilities

The Expectancy theory shows how individuals are drawn to make decisions as regards various behavioral alternatives and perceptual differences among people. It also suggests that motivation is based on how much one wants something and how likely he/she could get what he/she wants (Cascio, 2009). This is because the motivational force of every individual is influenced by his or her expectancies which depend on a personal way of perception. According to this theory, three conditions must be met for individuals

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to exhibit motivated behavior and these include: effort to performance expectancy must be greater than zero, performance to outcome expectancy must also be greater than zero, and that the sum of the valances for all relevant outcomes must be greater than zero.

This implies that for expectancy theory, in any given situation, the greater the number and variety of rewards that are available to the teachers enhances their job satisfaction. With reward system in place extra effort are exerted in attaining the set goals or targets in the hope of getting the desired rewards. This explains that expectancy theory focused especially on reward that are involved in stimulating an individual to put an effort in doing something to improve organizational goal.

2.4   Types of rewards system

Intrinsic reward is a feeling of accomplishment after achieving a challenging task the intrinsic rewards does not need other persons comment or encouragement, it is rather a self-fulfillment feeling the worker sense after completing his or her task (Schermerhom, Hunt, & Oshom, 2008). Shindler (2008) mentioned that intrinsic reward is internally moral of a person, and is something that a person offer by him/herself or a drive within the person on the benefit of the working environment. This spells the intrinsic reward as a point where a self existence for achievement of it is independent. It is believed that the most powerful rewards come from inside a person (Shindler, 2008).

Intrinsic reward provides that personal perfectly on the back or natural high that reflects a person's ability, competency, growth, knowledge and self-control over their endeavours. Employees who are intrinsically motivated tend to work at higher levels of productivity and strive to develop professionally, thus work to serve (Herzberg, 1996). Intrinsic rewards include things such as: personal achievement, professional growth, sense of pleasure and accomplishment. Intrinsically motivated workers perform their

task with impulsive experience of interest, excitement and satisfaction (Selart, Nordstrom, Kuvaas & Takemura, 2008) intrinsic rewards can be intangible like a public praise or being an employee of the month.

In economical know how the greatest assist a worker offers an organisation is the intelligence experience, ability to solve problems, personal attitude towards work, internal rewarding ability comes a very important aspect for such employees. Herzberg (1996) studied most of workplace motivation and found that intrinsic rewards are more effective than those given as cash rewards in the role of employee motivation. Additionally, employees will not seek in need of monetary reward most rather than money will mean not more in the maximizing the motivation factor for most of the employees. People are more precise to feel like their contributions matters. For instance a person may reach a sales quota for the bonus feels sense to be accompanied to the success to the employee quota made motivation to achieve the intended quota becomes less powerful. In order to help employees' intrinsic motivation, managers must do the followings; provide meaningful work, allow employee get a choice on high level of autonomy, provide with the opportunities to employees on showing their competence in areas of expertise, facilitate professional development to expand employees' level of knowledge, frequency offering opportunities for employees to reward themselves, allow employees the opportunity to connect to the available feedback system, and give them the way to monitor their progress and mind on their milestone along their path (Herzberg, 1996).

Extrinsic reward involves the tangible materials. Extrinsic reward is focused to be the external factor which is provided to an individual and is typically offered by a supervisor or a manager how hold power upon the employee. Most extrinsic rewards are monetary, such as raise in salaries, bonus or pay of overtime. Sometimes extrinsic

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rewards can be simply of getting a better office, verbal praise, public recognition promotion and some added responsibility to the employee (Fullagar & Mills, 2008).

Robbins and Judge (2008) indicated that being important to most of the workers those material rewards may sometimes de- motivate workers if underpaid, overworked and unappreciated hence those are so important for simply because he/she may after rewards. For example, an employee may not be interested on the selling activities for the company but can put more effort in need to have a reward. Providing employees with extrinsic reward is directly related with the built of into performance on one individual projects. They are useful for a short-term process of motivating employees, which then works on reward for a specific organisational goal.

A little reward can be a powerful motivator when you want workers to do something especially when you what it to be done quickly and without an argument. But like all lures, material rewards can produce unexpected and unwanted results with workers. Gifts for good grades or money for teachers' chores can have a down side (Omari, 2011). There is nothing wrong with rewarding teachers for an exceptional job, the problem occurs when rewards are held like baits in front of teachers to compel them to do something. Used too often, rewards can send to employee negative message that employers may not recognize. Rewards used to attract or invite teachers into behaving better can work at first, but the results are often temporary. The basic danger when you tell teachers "Do this and you will get this" is that it shifts their focus away from the behaviour that needs improving and simply sends them into a rush to get that tangible reward.

The most serious concern about extrinsic rewards is that they can cripple self-motivation. Rewards may make it difficult for individuals to develop their own internal motivation for doing things. With their attention fixed on a reward, some individuals are

less likely to learn what it feels like to be proud of doing something (Omari, 2011).

2.5   Reward systems used in Schools

Rewards are the powerful modes for encouraging teachers for good performance. According to Davis (2001), some key dimensions along which teacher rewards differ include the following: whether the system focuses on individual teacher performance or school-based performance; whether the compensation is pecuniary or non-pecuniary, and whether sanctions exists for poor performance; the duration of the reward, and in particular, whether the reward is given once only, for a limited duration, or permanently; the reward levels, and in particular, whether there are ascending rewards for increased teacher or school performance, or whether the performance evaluation allows teachers to progress to a new salary scale; what is evaluated, and in particular, whether the evaluation is made on the basis of observation, a portfolio, acquired qualifications or student performance; who evaluates the teacher, and in particular, whether the evaluation is completed by the heads of the school, an external review, or peer review (Davis, 2001).

According to McCollum (2001), there are three main models of teacher reward 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, 2000). Knowledge and skill-based pay differs from merit-pay because it provides clear guidelines on what is being evaluated. The knowledge and skills evaluated are, it is argued, linked to teacher proficiency, meaning knowledge and skill-based pay increases teachers' ability (Frase, 2009). The third model is school-based compensation, which

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generally involves group based pecuniary rewards, typically based on student performance (Odden, 2000). This teacher reward systems are associated with school decisions to privately reward teachers.

The Department of Education, Science and Training (DEST) (2007) also identified three main types of teacher reward systems and they include: In knowledge and skill-based compensation schemes, teachers are compensated for the acquisition of specific knowledge and skills required to meet higher expectations for performance. This might be in the form of formal certification or undertaking specific professional development units. Another example might be taking on additional work such as mentoring or curriculum development. The second type of reward is Merit Pay, "Pay for performance" or "Performance pay", adjusts salaries upward or provides compensation for higher levels of performance. A standard for individual performance is set, such as increased student achievement. If a teacher meets or exceeds this standard, they receive a bonus or a salary increase (Alam, 2011). The main argument in favor of merit pay is that it can foster individual motivation by recognizing effort, achievement and rewarding it in a concrete way.

Adeyemi (2010) also acknowledge that team-based performance rewards is another reward system that is applied but is less common, and is normally associated with completing a particular task or project, or achieving a prescribed performance target. Conflicts and lack of best input from individuals was observed. It must be emphasized that individual performance-related pay schemes can either base the whole of the individual's pay on one's performance, or affect only a performance-related bonus in addition to a fixed wage or salary. Kirimi, Gikunda, Obara, and Kibett (2013) concurs with the current educational reform discussions around the globe which regularly include the idea of paying teachers based on how they perform in advancing their students'

educational achievement. Performance-related pay may elicit both incentive effects - raising motivation and effort of current teachers who strive to increase their pay and sorting effects-attracting graduates into the teaching profession who expect to do well under performance-based compensation schemes (Kirimi, Gikunda, Obara & Kibett, 2013).

2.6   Challenge of administering school-based reward system

Yamoah (2013) asserted that teachers will be driven by effective performance if their expectations of fair and just reward systems are met. Yamoah (2013) indicated that the teachers find it difficult to understand the rewards system in the school. However, not all rewards can elicit the expected motivational response all the time. This is because human beings are different and have different values and aspirations hence the reward systems must take these individual differences and preferences into account.

Miles (2011) affirmed that unclear policies relating to rewards system posed a challenge to the teachers. Schools therefore have to be clear about the teachers' individual values and align them with the school's values in order to enable a more effective and acceptable reward system. In order to achieve the objectives of a school through leadership, Pretorius (1998) for instance points out that, the management of a school should involve each member of staff who have individual roles to play. The study by Kituyi, Musau, and Thinguri (2014) revealed that delays in release of the tokens are a major challenge to the school based reward system. Most teachers felt the principals held on to the tokens until it was too late in the year thus suggested that a specific body comprising certain teachers be set up to manage the school – based reward systems' fund so as to minimize wrangles among teachers as well as delays in releasing of the funds by certain principals. Most teachers had a feeling principals spent this money on other

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matters so that when the money was needed for its rightful purpose, it could not be timely availed.

Kituyi, et al. (2014) further reported that most teachers complained that most parents did not support the reward systems thus crippling them financially. Most parents, according to the respondents, did not see the reason why teachers should be given extra monetary benefits besides what they earn in terms of their normal salaries and wages. Armstrong (2009), for instance observed that because individual behavior is directed towards something specific, it is important for the surrounding environment to reinforce the intensity and direction of such individual drivers. An administrator or manager therefore should provide an environment that supports motivation to thrive. They are responsible of providing employees with the opportunity to achieve both the individual and organizational goals (Armstrong, 2009). Kituyi, et al. (2014) study conducted in Kenya indicated that teachers felt that the money allocated per grade or slot is very little. Some schools reported as little as 100 Kenya shillings for a B grade in any subject and 500 Kenya shillings for grade A which they felt was not sufficient compensation given the time and energy they had invested in the candidates.

According to Malen (1999) for instance, if schools that perform poorly are underfunded setting up a school based strategy will be a waste of time until additional funds and expertise are provided. Some teachers complained that however much effort they put in, students were weak or unwilling to measure up hence reported great frustration. American Federation of teachers (2001) for instance observed that poorly performing students may suffer because they significantly require tuition to improve. In this regard, teachers focus disproportionately on the students that are most likely to pass in order to maximize on their chances to earn benefits. Chamberlin, Wragg, Haynes and Wragg (2002) also mentions that the best performing and probably the lowest performing

students are likely to be neglected since they may not represent a quality investment of the time of the teacher.

Miles (2001) indicated that some teachers felt that the reward systems were not wholly embracive or inclusive enough to reward all efforts put in by teachers. Some teachers for instance claimed to have stayed in schools much longer than the rest of the teachers guiding, counseling and helping students change their attitudes but such kind of efforts seemed neither to be recognized nor rewarded. (Holt, 2001; Ramirez, 2001; Evans, 2001) for instance wonder how a system based on performance rewards characteristics such as civic responsibility and honesty, among others. According to The American Federation of teachers (2001), the performance based on reward programs may create a system which narrows the curriculum and promotes a teaching to test mentality which may restrict the students' advancement in those areas of the curriculum not tested. Further, Chamberlin et al (2002) argue that, only specific skills of outcome are measured and rewarded thus resulting in an education which is narrowed end with an under emphasis on subjects that are perceived hard to evaluate meaning the breath of the intellectual activation in schools may be narrowed.

According to Arokiasamy, Tat and Abdullah (2018) reward system either struggle or fail to live up to the desired expectations of the teachers because the rewards is not understood by the teachers. Arokiasamy et al. (2018) affirmed that teachers are not aware of the process that goes behind the plan, design and delivery of the reward system. The same are also not communicated adequately/effectively to the teachers, and the engagement/involvement of the teachers are also not sought in the process either. As a result, headteachers are not able to either articulate or maximize the value of such rewards to the teachers. Bakhati (2015) affirmed that rewards not linked to the institution objectives are challenge to the school based reward system. As indicated by Bakhati

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(2005), while planning and designing the school reward system, it is often found that the headteacher actually works in isolation or at best with a only few chosen teachers who they are comfortable with, and not in overall alignment with the school goals (vision/mission) or its strategies. The same results in a lack of broad alignment between the teacher needs and the employer's top objectives.

Bakhati (2015) asserted that rewards not linked to teacher's performance posed a challenge to school based reward system. More often than not, it is the perception around the intent and efforts of teachers, rather than the actual results or outcome delivered that drive performance measures and the rewards associated with the same. Developing clear expectations, creating a clear line of sight, setting achievable goals and establishing a credible measurement system are some of the areas that such companies should focus on (Chebet, 2015). A study by Chebet (2015) revealed that more than 80% of highly successful companies consistently display certain common attributes like clear/common employee goals and performance based rewards.

According to Chitimwango (2016), rewards not linked to the job to be performed is a challenge to school based reward system. The absence of a proper job evaluation system or well-designed job descriptions often fail to differentiate between the real job at hand and its worth, as against loosely crafted designations/positions. The pitfall of the same is an incorrect/inappropriate job mapping exercise with the equivalent market jobs, resulting in 'orange to apple' and not 'orange to orange' kind of job matches, and hence incorrect/inappropriate worth/price linked to such jobs during the hiring of employees and their annual salary reviews (Arokiasamy et al., 2018). Chitimwango (2016) mentioned that rewards not linked to teachers needs is a challenge to school based reward system. Chitimwango (2016) affirmed that most of the time, the reward system end up being flat and linear, in the name of standardization and equality. The spectrum of

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rewards must be flexible/adaptable, as the motivational factors are different for different groups of teachers and their respective needs/purposes must be met. While ensuring overall fairness and equity in the system, the way to go is different strokes for different folks.

2.7   Concept of Job Satisfaction

Job satisfaction is one of the most researched variables in the area of workplace psychology and has been associated with numerous ranging from leadership to job design. According to Tasnim (2006), job satisfaction is an employee's attitude towards the job. It is not same as motivation, rather it is concerned with the attitude and internal state of an individual regarding a particular job. Shahid, Sohail, & Shahbaz (2011) mentioned that job satisfaction is associated with a personal feeling of achievement, and hence, shaped or determined by pay, supervisory style, and age factors. If the existing job fails to provide psychological or physiological need of an individual, satisfaction from the job might be low. The concept of job satisfaction, viewed through different lenses by various scholars, is defined differently. Greenberg and Baron (2008), for instance, viewed job satisfaction as a feeling that can produce a positive or negative effect toward one's roles and responsibilities at work and added that it is important to understand the concept of job satisfaction as there is no single way to satisfy all workers in the workplace.

Job Satisfaction is a collection of feelings that an individual has towards his or her job (Robbins, 2005). Job satisfaction is a personal attitude towards work and a positive emotional situation when employees reach their expectation on their work and careers (Bradley, Petrescu & Simmons, 2004). The attitudinal nature of job satisfaction implies that an individual would tend to stay with a satisfying job and quit a dissatisfying

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job (Mathis & Jackson, 2004). According to Boxall and Purcell (2003) job satisfaction is closely associated with teacher commitment to teaching and learning. Job satisfaction has a direct impact on the job performed by teachers at various levels (Sarker, 2003).

According to Steijn (2002), job satisfaction is a pleasurable feeling that results from the perception that one's job fulfills or allows the fulfillment of one's own job values. An individual's desire to fulfill their material wealth through the job performed consciously or unconsciously. Cavana, Delahaye and Sekaran (2001) on the other hand viewed job satisfaction as and enjoyable emotional state resulting from the perception of one's job as fulfilling or allowing the fulfillment of one's important values, providing these values are compatible with one's needs. Job satisfaction is also important in everyday life. Organizations have significant effects on the people who work for them and some of those effects are reflected in how people feel about their work. This makes job satisfaction an issue of substantial importance for both employers and employees (Cavana, et al., 2001).

Job satisfaction is an important construct in employees' emotional and psychological well-being (Klassen, Usher, & Bong, 2010). Like employee of any other organizations teachers are also viewed a specific sample of employees, who work in different operating conditions and experience higher levels of job-related stress (Klassen et al., 2010). They have to maintain various responsibilities in their workplace, for illustration, (a) to build up students through their effective teaching, (b) ensure safety and healthy atmosphere for the students, (c) communicate and collaborate with different stakeholders, i.e. parents, other teachers, specialists and administrators, (d) develop their own skills and knowledge, (e) store students records and documents, (f) organize school trips and (g) complete a number of other tasks provided by the government and school authority (Comber & Nixon, 2009).

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2.8   Job satisfaction of teachers

Job satisfaction is the degree to which individuals feel positively about their job. It is an emotional response to one's task as well as the physical and social conditions of the work place (Dinham & Scott, 2000). In concept, job satisfaction indicates the degree to which the expectations in someone's psychological contract are fulfilled. Job satisfaction is likely to be higher for persons who perceive an inducement-contributions balance in their relationship with employing organizations. Robbins (2005) further argued that a teacher with a high level of job satisfaction holds positive feelings about/towards the job, while a teacher is dissatisfied with his/her job has negative feelings about the job. Diefendorff, Brown, Kanpin and Lord, (2002), discovered that a teacher who is highly involved in his or her job performs on the job. In other words, a high level of job involvement is positively related to job performance (Anderson & Olsen, 2005). High job involvement however is related to decrease in absenteeism and lower attrition rates (Adelabu, 2005; Anafi & Quartey, 2010).

Bame (1991) points out in his study of one thousand four hundred and twenty-nine elementary school teachers that job satisfaction is a multi-dimensional phenomenon which lays emphasis on factors that influence an employee's attitude and behaviour to his job. Earlier studies of employees of the school environment namely administrators and teachers, engineers and accountants by Herzberg, Mausner and Synderman (1999), Rebore, (2001) and Van Scooter (2000) and using the two-factor theory or motivation-hygiene theory posit that an employee who is satisfied with her job will perform whilst the employee who is dissatisfied with hers will withdraw and not perform. A satisfied and committed teacher has a lower attrition rate and absenteeism. Comparable studies among employees in Canada, Mexico, Europe and the US indicate that in the 1990s there

were more positive minded and motivated employees as a result of job satisfaction (OECD, 2004; Spector, 1997).

Interestingly, a study by Shea (2002) found out that 58.6 percent of Americans were satisfied with their jobs in 1995. By 2002, the percentage had reduced to 50.4. The study explains further that the most dissatisfied employees fell within the 35 – 44 age group. This is the active working group in most countries. In 1995, 61 percent of employees in this age group were satisfied, by 2002, it had dropped to only 47 percent. Increase in employee dissatisfaction followed the same pattern in other countries. The factors that accounts for this may depend on a number of discrete job elements including heavy workloads, tighter deadlines, inadequate rewards, and less involvement especially in decision-making. Where all teachers are satisfied there is an increase in teacher performance. When there is an increase in performance of teacher, the student's academic performance increases.

Evidence shows for instance that job satisfaction is negatively related to job turnover, (Ingersoll, 2003; Spector, 1997). Employers acting on this evidence now focus on improving teacher's satisfaction to increase teachers performance which may go a long way to achieve the institution goals and increase student's academic achievement. Job satisfaction then reflects teacher's feelings about various aspects of work (Bratton & Gold, 2007). Mullins (1999) added that job satisfaction is a fit between what the school is expecting, what the teacher is looking for, and what the teacher is receiving. According to Mullins, satisfaction only affects performance through a feedback loop to valued reward. Teachers seem to be satisfied with their job when it demands something from them, especially when their jobs require intellectual (training/development) or physical effort.

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On the other hand, when needs are satisfied the rate of satisfaction will be higher (Bourne & Bourne, 2009; Robbins, 2010). As a result, valued reward systems will lead to a teacher being motivated and satisfied to perform. However, there are other researchers who point out that, the relation between job satisfaction and performance is weak (Cascio, 1992; Molander, 1996). On the other hand, dissatisfied teachers express their views in a number of ways (Fisher & Locke, 1992). These include first the teacher behaviour directed towards attrition/leaving the school – finding a new job and resigning. Secondly, dissatisfied teachers through organised labour or unions attempt to improve work conditions with suggestions for improvement through discussions with employers. Thirdly, teacher loyalty to the school as a result of job security compels him/her to wait for conditions to improve and fourthly, neglecting job tasks and allowing conditions to worsen.

2.9   Factors affecting Teachers Job Satisfaction

Job satisfaction typically reflects attitudes towards the job itself, quality of supervision, co-worker, opportunity, pay, work condition and security as the prime job satisfaction factors (Krietner, 2003). According to Arnold and Feldman (1996), there are a variety of factors that make teachers feel positive or negative about their job. These factors can be divided into two main areas, namely, personal determinants and organizational factors (Nel, 2004). Nel (2004) indicated that personal determinants such as age, gender, educational level, and number of years on the job have impact on job satisfaction. Greenberg and Baron (2008), delineate that, older employees are generally happier with their jobs than younger employees, while people who are more experienced in their jobs are more highly satisfied than those who are less experienced. The study by Atkinson (2011) revealed that females attach more importance to social factors, while

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their male counterparts place greater value on pay, advancement and other extrinsic aspects. In support, Tang and Talpade (1999) maintain that there is a significant difference between males and females in terms of job dimensions impacting on job satisfaction.

According KhMetle (2003) teachers in possession of an intermediate level of qualification reported higher levels of satisfaction in relation to those employees who have had higher levels of education. KhMetle (2003) further suggests that job satisfaction decreases in relation to an increase in the level of education as the expectations of employees are often not met by employers. According to Bedeian, Ferris and Kacmar (1992), tenure and job satisfaction are positively related. Furthermore, he maintains that employee expectations are high at the time of appointment, but when these expectations are not met, the resultant effect leads to a drop in job satisfaction. As the teacher becomes more mature and experienced, the initial expectations decline to a more realistic level thereby making such expectations more attainable, coinciding with increased job satisfaction.

Nel (2004) further mentioned that organizational factors impacting on job satisfaction include but not limited to, wage/pay, recognition, supervision, the work itself, security, supervision, work environment and co-workers. Nel (2004) asserts that teachers compare their inputs to received outputs relevant to that of others. According to Boggie (2005), inequity in terms of lack of recognition and poor pay often contribute to problems with teachers retention. As indicated by Arnold and Feldman (1996), pay can have powerful effect in determining job satisfaction of teachers. Man has multiple needs and money provides the means to satisfy those needs (Arnold & Feldman 1996). Chung (2007) also remarks that if salaries are not market related, it leads to dissatisfaction and discontent. It is very instrumental in fulfilling several important needs of the individual

according to Lawler and Porter (2013). It facilitates the obtaining of food, shelter and clothing and provides the means to pursue valued leisure interests outside of work. Again, it serves as a symbol of achievement and a source of social recognition. Employees see pay as a reflection of management's concern for them (Arnold, 2013).

According to Ross and Hutchings (2005), teachers being recognized for the efforts and accomplishment of work by receiving a reward, promotion, or salary increase influence their job satisfaction. Bowen (1980) also posits that it is the acts of notice, praise, or blame supplied by one or more superiors, peers, colleagues, management persons, clients, and/or the general public is a factor for job satisfaction. The work/task itself and security: Aspect of the work itself that are sources of job satisfaction include control over work method and work pace, use of skills and abilities and variety. People derive pleasure from coping successfully with their environments. Using valued skills and abilities provides workers with a sense of selfpride, competence and self-confidence. Specialization and repetitiveness lead consistency to job satisfaction. Moderate amount of stimulation gives worker the great satisfaction according (Robbins, 2010).

Supervision forms a pivotal role relating to job satisfaction in terms of the ability of the supervisor to provide emotional and technical support and guidance with work related tasks (Robbins et al., 2003). According to Ramsey (1997), supervisors contribute to high or low morale in the workplace. The supervisor's attitude and behavior toward employees may also be a contributing factor to job related complaints (Sherman & Bohlander, 1992). In the educational sector, supervisors who establish supportive personal relationship with teachers and take personal interest in them contribute to the teachers satisfaction. According to Anafi and Quartey (2010), promotional opportunities do affect job satisfaction. The desire to be promoted is strong, especially among business

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executives. Adelabu (2005) indicated that the desire for promotion includes the desire for higher earnings, social status, psychological growth and desire for justice.

Anderson and Olsen (2005) indicated that working condition and work group serve as a source of satisfaction to individual employees particularly in construction firms. It provides group members with the opportunities for interaction with each other. Ross and Hutchings (2005) found that "isolated workers disliked their jobs and gave social isolation as the principle reason". The absence of such working conditions, amongst other things, can impact poorly on the worker's mental and physical well-being (Baron & Greenberg, 2003). Robbins (2001) advocates that working conditions influence job satisfaction, as employees are concerned with comfortable physical work environment. Consistently, there seem to be positive correlation between working conditions and job satisfaction (Harvey-Beavis, 2003). Employees prefer pleasant working conditions because they facilitate getting the work done efficiently. Adequate tools and equipment help employees accomplish their work goals (Harvey-Beavis, 2003).

2.10   Effect of Reward Systems on Job Satisfaction of Teachers

Reward systems that bring about achievement within the education sector are aligned to appropriate managerial approaches, appreciate contemporary functions of employee motivation and improvement of learners' performance. Teachers' reward systems inspire teaching within the lifeblood of education and one of the major reasons of rewarding teachers is to improve on their job satisfaction which translates to better status and quality of teaching (Rakiro, 2016). As such, teachers reward systems are a good example of managerial approaches that easily inspire teaching in education and just like in other organizations, reward systems have been key influencers of job satisfaction.

Arokiasamy, Tat and Abdullah (2018) examined the relationship between compensation, motivation and promotion with job satisfaction of academic staff in three private colleges in Malaysia. Sample was randomly collected through a structured questionnaire distributed to three private colleges at Penang, Malaysia and a total of 75 participants replied. Data was analysed using descriptive analysis to describe demographic profile of participants and Pearson Product Moment Correlation to test the relationship between variables. The results indicated that there was a positive significant relationship between compensation, motivation and promotion and job satisfaction among academic staff at these colleges. However, the study presents a conceptual and geographical gap as it used compensation, motivation and promotion as its variables while the current study used perception on reward systems, reward systems on teachers' job satisfaction and job expectation on job satisfaction.

Admassie (2019) examined the impact of rewards management system on employees' satisfaction in Ethiopian Universities. The sample size of the study contained 280 lecturers and administrative staff in the different departments of Universities. Data was collected using structured questionnaire technique. The data obtained was processed using the statistical package for social science (SPSS) and was analysed using both descriptive and inferential statistics. The result discussion indicated that there was a moderate significant positive relationship between transparency of reward systems and employees' satisfaction (r=0.582, p<0.00), fair distribution reward system and employees' satisfaction (r=0.562, p<0.00). Low significant positive relationship between equity reward systems and employees' satisfaction (r= 0.336, p<0.00); consistency and continuity of reward system and employees' satisfaction (r=0.388, p<0.00). The study found that reward management systems collectively have significant effect on employees' satisfaction. However, the study presents both conceptual and contextual

gaps. The conceptual gap is presented by the variables used that were fair distribution reward system, equity reward system consistency and continuity of reward system on employee satisfaction while the current study used perception on reward systems, reward systems on teachers' job satisfaction and job expectation and job satisfaction.

Yego (2017) examined the influence of teacher reward system on employees' output in Uasin Gishu County, Kenya. The objectives were to establish the; extent to which pay reward influence employee output, extent to which promotion influences employee output, extent to which recognition influences employee output and to establish the extent to which appreciation influences employee output. The research used a descriptive survey study research design. The data collection tool that was used was the structured questionnaire which was issued to the teachers. The method of data analysis that was used was the descriptive and the inferential method of data analysis on SPSS. The study findings were interpreted to mean that in the current setting, pay was the most important factor that influenced employee output ($p = 0.004$, $\beta = 0.674$). This therefore meant that for teachers, what they receive whether from the parents or from the school or TSC is the most important motivating factor that will enhance their performance. Appreciation was also found to be second most important motivator for employee output ($p = 0.040$, $\beta = 0.392$). This meant that gifts and tokens from parents and the school and certificates issued to teachers also greatly influence the teachers' output in the school. The findings however noted that both promotion and recognition had a negative influence on employee output ($p = 0.615$, $\beta = -.105$) and ($p = 0.549$, $\beta = -0.608$). This was interpreted to mean that these two practices besides being favoured by the teachers in the school are hardly employed as techniques to enhance the employee output. The study however presents a conceptual gap as its variables focused on the extent to which pay reward, promotion and recognition influences employee output

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whereas the current study used teachers' perception on reward systems, reward systems on teachers' job satisfaction and job expectation on job satisfaction.

Wangechi, Kiragu and Sang (2018) examined the role of reward systems on job satisfaction of employees in the county government of Nyeri, Kenya. This research problem was examined using a descriptive design. Systematic sampling was used to select the sample. The target population for this study was 162 employees of the Nyeri County government. Self-administered, questionnaires were used to collect data from the target participants. Frequencies and percentages were generated from the data and presented using frequency distribution tables while multiple regression analysis was done to establish relationship of each parameter of the independent variables in the study. The reward system influenced approximately 11.3% of job satisfaction among employees working in the County Government of Nyeri. The research found that there is a positive and a statistically significant relationship between reward systems and employee satisfaction. The study posited that staff rewards by comparing how their counterparts are rewarded in the private sector, in order to increase job satisfaction in County Government. In terms of policy, the County government should have in place transparent and elaborate reward systems for effective management of employee satisfaction. The study however, presents a conceptual gap as the study was done on the county government employees while the current study focused on public secondary school teachers.

Ogada, Momanyi and Mwalw (2020) discussed the influence of reward systems on teachers' job satisfaction in public secondary schools in Kenya. The specific research question sought to determine the different reward systems contribution towards teachers' job satisfaction in the 17 public secondary schools in Kikuyu Sub-County, Kiambu County, Kenya. The target population comprised of Principals, Boards of Management,

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Ministry of Education officials, Teachers Service Commission officials, teachers and students. The study adopted a Convergent Parallel Mixed Methods Design. Data collection instruments were questionnaires and interview guides which were subjected to content validity. On teachers' rating on contribution of reward system, the normal mean of the reactions was 2.70 that implies that most of the respondents were disagreeing with a large portion of the statements' responses were varied as shown by a standard deviation of 1.4612. For the BOMs' Rating on Contribution of Reward Systems, the normal mean of the reactions was 3.412 that implied that most of the respondents were agreeing with a large portion of the statements and also the responses from the respondents were varied as shown by a standard deviation of 1.417. The study concluded that the school reward systems should also be commensurate with the effort that each individual staff offers as well as be at par with the other firms of the same standard that operate in an economy. It was also concluded that reward systems has influence on teachers' job satisfaction in public secondary schools in Kenya.

A study in Ghana by Mensah (2015) investigated the reward systems and performance of selected junior and senior high school teachers from the Sekondi-Takoradi Metropolis and Ahanta West district in the Western Region of Ghana. The sample consisted of 317 high school teachers and 111 other stakeholders in education from the two selected districts. Questionnaires, interview guide, and observation tools were used. The results showed that the type of rewards system in place played a role in teachers' performance. A valued reward system including fringe benefits and allowances; recognition and acquisition of professional knowledge and skills; better working environment; participation in decision making; and the level of knowledge and skills of the teachers motivate them to perform. Teachers' needs, when satisfied, will motivate them to perform.

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2.11 Summary of literature review

The study reviewed literature on the important issue on reward system and teachers' job satisfaction. It discussed the concept of reward system, types of reward system, reward systems used in schools, challenge to school-based reward system, concept of job satisfaction, job satisfaction of teachers, factors influencing job satisfaction of teachers, and the influence of reward systems on job satisfaction of teachers. It manifested from the study that reward systems is used to evaluate and analyse tasks with the view of rewarding teachers. A good reward system is therefore, the one that is mutually agreed upon between the teachers and the school head. It makes teachers feel that their efforts are appreciated, recognized and respected. Teachers' with a high level of job satisfaction holds positive feelings about/towards the job, while a teacher who is dissatisfied with his/her job has negative feelings about the job. Reward systems has influence on teachers' job satisfaction in educational institutions.
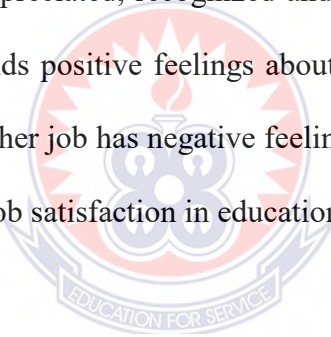
CHAPTER THREE

METHODOLOGY

3.1   Introduction

This chapter discusses the methodology adopted for the study. It includes research design, population of the study, sampling technique and sample size. Again, the development of the instrument, validity and reliability of the instrument, data collection procedure and data analysis plan are all described.

3.2   Research Design

Research design is a plan for collecting and utilizing data so that a hypothesis can be tested properly (Mugenda & Mugenda, 2003). The study used descriptive survey research design. Descriptive design was chosen because it allows the researcher to collect in depth data from the respondents using questionnaires, which will give a detailed account of the issue under study (Orodho, 2003). Orodho (2003) further asserted that descriptive survey answer options could lead to unclear data because certain answer options may be interpreted differently by respondents. Also, descriptive survey with closed-ended questions may have a lower validity rate.

3.3   Population

Population study is a group of individuals taken from the general population who share a common characteristic, such as age, sex, or health condition (Borg & Gall, 2009). The target population for the study consisted of all teachers of public junior high schools in Oforikrom Municipality. Information from Kumasi Metropolitan Office for 2019/2020 academic year put the population of public junior high school at 33 and 646 teachers. The accessible population comprised 33 public junior high schools and 646 teachers in the Oforikrom Municipality.

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3.4   Sample Size and Sampling technique

Stratified sampling and sampling random techniques were used in this study. Stratified sampling technique was used to select six public junior high schools in the Oforikrom Municipality. The researcher used simple random sampling method to select only three schools from the population of 33 public junior high schools. Simple random sampling technique was used to ensure that all the 6 public junior schools have an equal chance of being selected. During the selection, 33 pieces of paper representing the number of schools were used and, YES was written on six pieces of paper. These papers were put into a container and shuffled, and the researcher picked a piece of paper from the container. The process of picking was done until each school had a chance of being picked. After the exercise, all the picked pieces of paper with "YES" written on them were selected.

From the target population, purposive sampling technique was used to select 66 teachers from the six selected junior high schools. Purposive sampling technique was employed because during this era of COVID-19 pandemic, the teachers to could be reached and were prepared to answer the questionnaire were used. to According to Creswell (2012), purposive sampling is a sampling technique which researcher relies on his or her own judgment in choosing the respondents to participate in the study.

3.5   Research Instrument

Questionnaire was used to collect data from the teachers. Kothari (2008) view questionnaire as a number of questions printed in a definite order on a form or set of forms. The study employed questionnaire because: the respondents were literate, it is low cost, it is free from bias, respondents have adequate time to give well thought out answers and large samples can be made used of and thus the results can be made more

dependable and reliable (Kothari, 2008). Questionnaire is commonly used to obtain data about population, since each item is developed to address a specific objective, research questions or hypothesis of the study (Mugenda & Mugenda, 2003).

The questionnaire distributed to teachers was divided into four sections. Section A consist of bio data of respondents, while, B covered school based reward system administer to teachers, Section B covered the level of teacher job satisfaction, Section D constituted the influence of reward system on teachers job satisfaction in public junior high schools. The questionnaire was mostly Likert-type scale. The Likert-type scale help to measure the strength of respondent's opinion, it is an efficient way to collect statistically quantifiable information and an efficient method as many respondents can be reached within a short space of time (Twumasi, 1993).

3.6   Validity of Research Instrument

According to Yin (2004), validity of research is concerned with the extent to which that data measures what they are supported to measure. In an attempt to ensure that the questionnaire measured what is supposed to measure, the researcher gave the questionnaire to her supervisor at the University of Education, Winneba, Kumasi Campus to check whether the items measure the intended purpose (face validity). The supervisor found out whether the items cover all the research questions (content validity) and the extent to which the items measure specific construct (construct validity). The examination of the items helped the researcher to reshape and reconstruct items which were not clear to the respondents.

3.7   Pilot Testing

The questionnaire was pre-tested before actual data collection. This enabled a revision of the questionnaire before actual data collection. The pilot testing was done to determine the reliability of the instrument. The pilot test was done at Weweso JHS which was not part of the main study. Cronbach's alpha was used to test the reliability of the instrument and it yielded coefficient of 0.691. This coefficient was deemed high enough to justify the use of the instrument for the main study.

3.8   Data Collection Procedure

The researcher collected introductory letter from the HoD of Department of Educational Leadership, University of Education, Kumasi Campus, to conduct the research. This enabled the researcher to gain access to the sampled junior high schools to administer the questionnaires. The questionnaire was self-administered to the teachers at the various schools within one month. The teachers at each school were given two weeks starting from the day of administering the questionnaire on a particular school to answer the questionnaire. The researcher availed herself to explained questionnaire items to the respondents. The researcher established rapport with the heads and assured them of confidentiality of response. The questionnaire administered to the teachers were 66 and the researcher managed to collect a total of 57 as some of the respondents failed to returned their answered questionnaires. The response rate achieved was therefore 86.4%.

3.9   Data Analysis

The data collected were coded and analysed with the aid of Statistical Package for Social Sciences (SPSS) version 23.0. Descriptive statistics were used to analyze

research questions one and two. Simple regression was used to analyse the influence of rewards systems on teacher job satisfaction.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the results of the research in relation to the objectives of the study. The results specifically relate to the school based reward system administer to teachers, level of teacher job satisfaction in public junior high schools, and the influence of reward on teachers job satisfaction in public junior high schools at Oforikrom Municipality in Kumasi Metropolis.

4.1   Demographic Characteristics of Respondents

This section shows demographic characteristics of the respondents who were involved in this study. Issues covered under demographic characteristics of respondents include: age, gender, education level and the years of teachers have been in their current institution. Table 4.1 presents data on gender.

Table 4. 1: Gender of respondents

Gender	Frequency	Percentage
Male	38	66.7
Female	19	33.3
Total	57	100

Source: Field Data, 2021

The results in Table 4.1 show that 38 of the respondents representing 66.7% were males, whereas 19 of them constituting 33.3% were females. From the analysis, it could be deduced from the results that majority of teachers in public junior high schools at Oforikrom Municipality in Kumasi Metropolis are males.

Table 4. 2: Age group of respondents

Age group	Frequency	Percentage
Below 35years	16	28.1
31-35years	32	56.1
41-45years	6	10.5
46-50years	3	5.3
Total	57	100

Source: Field Data, 2021

As depicted in Table 4.2, 16 respondents constituting 28.1% were below 35years and 32 respondents representing 56.1% were between 31-35years. However, six of them representing 10.5% were between 41-45years. The remaining 3 respondents constituting 5.3% were between the ages of 46-50years. This shows that majority of the teachers in public junior high schools at Oforikrom Municipality are between 31-35years.

Table 4. 3: Educational Level of Respondents

Educational level	Frequency	Percentage
Diploma	9	15.8
First degree	44	77.2
Masters degree	4	7.0
Total	57	100

Source: Field Data, 2021

The results on Table 4.3 showed the educational level of the teachers in the junior high schools at Oforikrom Municipality. The results revealed that nine respondents constituting 15.8% were Diploma holders. About 44 respondents representing 77.2% were first degree holders and the remaining four respondents representing 7.0% were Masters degree holders. This indicated that majority of the teachers have bachelors

degree and can give information on the influence of reward system on their job satisfaction.

Table 4. 4: Year of service in the current institution

Number of years	Frequency	Percentage
Below 5years	24	42.1
5-10years	28	49.1
11-15years	5	8.8
Total	57	100

Source: Field Survey, 2021

Data on Table 4.4 revealed that 24 of the respondents representing 42.1% had been teaching in the current school for less than 5years; 28 respondents constituting 49.1% had taught in the current school for 5-10years. The remaining five respondents constituting 8.8% had taught in the current school for 11-15years. The results means that majority of teachers at junior high schools in Oforikrom Municipality have been teaching in current school for 5-10years and could provide adequate information on school-based system in the schools.

4.2   Research question one: What school-based reward system do hedteachers administer in public junior high schools at Oforikrom Municipality in Kumasi Metropolis?

In addressing research question one, the respondents were asked to indicate school based reward system administered to teachers in public junior high school. The responses are presented in Table 4.5.

Table 4. 5: School based reward system administered to teachers

Statements	Strongly disagree		Disagree		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%
Opportunity to access study leave with pay	4	7.0	6	10.5	16	28.1	31	54.4	57	100
Medical bill refund to the teachers	20	35.1	30	52.6	1	1.8	6	10.5	57	100
Verbal recognition between head teacher and teacher	4	7.0	8	14.0	22	38.6	23	40.4	57	100
New responsibilities assigned to the teacher	7	12.3	14	24.6	17	29.8	19	33.3	57	100
Praising teachers for good work done	5	8.8	13	22.8	21	36.8	18	31.6	57	100
Encouraging the interest of teachers in teaching	15	26.3	25	43.9	9	15.8	8	14.0	57	100
Participation in school decision making at all levels	10	17.5	14	24.6	13	22.8	20	35.1	57	100
Transport allowances giving to the teachers	27	47.4	26	45.6	2	3.5	2	3.5	57	100
Position assigned to the teachers in the school	15	26.3	26	45.6	2	3.5	14	24.6	57	100

Source: Field Data, 2021

Table 4.5 provided results on school based reward system administered to teachers. On whether the teachers are given the opportunity to study leave with pay, only 16(28.1%) of the respondents agreed and 31(54.4%) of the respondents strongly agreed to the statement. On the contrary, 4(7.0%) of the respondents strongly disagreed and 6(10.5%) disagreed to the statement that teachers were given the opportunity to study leave with pay. This result indicates that teachers at Oforikrom Municipality in Kumasi Metropolis are given the opportunity to access study leave with pay. The finding concurs with Miles's (2011) research that it is doubtful that given teachers the opportunity to study could maximize the effectiveness of the teachers. Schools therefore have to be clear about the teachers' individual values and align them with the school's values in order to enable a more effective and acceptable reward system. In order to achieve the objectives

of a school through leadership, Pretorius (1998) points out that, the management of a school should involve each member of staff who have individual roles to play.

On the issue that teachers are given medical bill refund, 1(1.8%) of the respondents agreed and 6(10.5%) of them strongly agreed to the statement. Over 20(35.1%) of the respondents strongly disagreed and 30(52.6%) disagreed respectively to the statement that medical bill refund to the teachers. This could be inferred that teachers are given medical bill refund.

On the issue of verbal recognition between head teacher and teacher, 22(38.6%) of the respondents agreed, and 23(40.4%) of the respondents strongly agreed to the statement. About 4(7.0%) of the respondents strongly disagreed and 8(14.0%) of them disagreed to the statement. This means that there is a verbal recognition between head teacher and teacher at Oforikrom Municipality in Kumasi Metropolis. Hoberg (2014) indicated that teachers are successful in their professional performance in schools which are effectively managed, hence, heads of schools ought to provide guidance in their school to articulate the vision, and ensure verbal recognition between head teacher and teacher.

Moreover, data in the Table 4.5 indicates that 17(29.8%) of the respondents agreed and 19(33.3%) of the respondents strongly agreed that new responsibilities were assigned to the teacher as a reward system administered to teachers, while 7(12.3%) of the respondents strongly disagreed and 14(24.6%) disagreed respectively to the statement. This shows that in administering reward to teachers, headteachers assigned new responsibilities to teachers. The finding is in line with Yamoah's (2013) viewpoint that rewarding teachers involves assigning new responsibility to the teacher to motivate them. Reward system focuses on assigning new responsibilities to teachers, Lindbald (2008) observed that reward increases employee retention, performance productivity and

morale. A good reward system makes teachers feel that their efforts are appreciated, recognized and respected.

On the issue that teachers are praised for good work done, 21(36.8%) of the respondents agreed and 18(31.6%) of the respondents strongly agreed to the statement, only 5(8.8%) of the respondents strongly disagreed and 13(22.8%) of the respondents disagreed to the statement. The analysis means that teachers are rewarded by praising them for good work done. The finding is in support of Horner's (2009), there is the need to recognize teachers efforts, worth and contributions by praising them appropriately. Highly motivated teachers who are also passionate about quality output from their schools, are a huge treasure to any school and hence, everything should be done to retain them, including putting in place an attractive school based reward system.

Furthermore, 9(15.8%) of the respondents agreed and 8(14.0%) of the respondents strongly agreed that teachers are rewarded by encouraging their interest, while 15(26.3%) of the respondents strongly disagreed, over 25(43.9%) of the respondents disagreed to the statement. The result is in line with Maud's (2001) study that the reward system should incorporate intrinsic rewards like encouraging teachers' interest in teaching.

On whether heads administer reward by making teachers participate in school decision making, 13(22.8%) of the respondents agreed and 20(35.1%) strongly agreed to the statement. On the contrary, 10(17.5%) of the respondents strongly disagreed, and 14(24.6%) disagreed to the statement. This indicates that teachers participate in school decision making. The finding agrees with Yamoah's (2013) assertation that teachers are involved in decision making at schools. Involving teachers in decision making are expected to motivate teachers to work as expected of them.

Concerning transport allowances are given to teachers as a way of rewarding them, 2(3.5%) of the respondents agreed and 2(3.5%) strongly agreed to the statement. However, 27(47.4%) of the respondents strongly disagreed and 26(45.6%) disagreed to the statement. This implies that teachers are not given transport allowances.

On whether positions are assigned to teachers in the schools, 2(3.5%) of respondents agreed and 14(24.6%) of them strongly agreed to the statement. About 15(26.3%) of the respondents strongly disagreed, and 26(45.6%) of the respondents disagreed to the statement that positions are assigned to teachers in the schools. The report means that majority of teachers are given position in the schools. The finding agrees with Lindbald's (2008) assertion that educational institutions embark on assigning positions and engaging teachers in school decision making as a way of rewarding to motivates its employees to do their best.

4.3   Research question two: What is the level of job satisfaction among teachers in public junior high schools at Oforikrom Municipality in Kumasi Metropolis?

The second research question survey was designed to assess the level job satisfaction among teachers in public junior high schools at Oforikrom Municipality in Kumasi Metropolis. Table 4.6 depicts the results

Table 4. 6: Teachers level of job satisfaction

Statements	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	
	N	%	N	%	N	%	N	%	N	%
Hold positive feelings towards the job	2	3.5	7	12.3	23	40.4	25	43.9	57	100
Get involved in school activities	4	7.0	10	17.5	19	33.3	24	42.1	57	100
Working conditions are attractive	30	52.6	20	35.1	7	13.3	0	0.0	57	100
Resources for teaching and learning are adequate	14	24.6	22	38.6	13	22.8	8	14.0	57	100
Accept any tasks assigned to me	4	7.0	13	22.8	22	38.6	18	31.6	57	100
Promotion is given when due	21	36.8	19	33.3	7	12.3	10	17.5	57	100
Teachers are awarded in the school	22	38.6	17	29.8	10	17.5	8	14.0	57	100
Loyal to the school	2	3.5	6	10.5	27	47.4	22	38.6	57	100
Motivated to perform well at school	14	24.6	23	40.4	7	12.3	13	22.8	57	100
Position held in the school is secured	17	29.8	24	42.1	6	10.5	10	17.5	57	100
Avoid any unnecessary absenteeism	3	5.3	15	26.3	20	35.1	19	33.3	57	100

Source: Field Data, 2021

From Table 4.6, the teachers indicated that they held positive feelings towards their job, about 23(40.4%) of the respondents agreed and 25(43.9%) strongly agreed, while 2(3.5%) respondents strongly disagreed and 7(12.3%) of them disagreed to the statement. This revealed that teachers at Oforikrom Municipality hold positive feelings towards their job. The result agrees with Robbins (2005) statement that a teacher with a high level of job satisfaction holds positive feelings about/towards the job, while a teacher is dissatisfied with his/her job has negative feelings about the job.

Concerning getting involved in school activities, 19(33.3%) of the respondents agreed and 24(42.12%) strongly agreed to the statement. Only, 4(7.0%) of the respondent strongly disagreed and 10(17.5%) of the respondents disagreed to the statement. This implies that teachers are highly involved in school activities. The finding

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is in line with Diefendorff et al.'s (2002) finding that a teacher who is highly involved in his or her job performs on the job. A high level of job involvement is positively related to job performance (Anderson & Olsen, 2005).

Moreover, 7(13.0%) of the respondents strongly agreed that working conditions is attractive in the schools. However, 30(52.6%) of the respondents strongly disagreed and 20(35.1%) disagreed to the statement. The analysis means that the teachers are not satisfied with working conditions.

On the issue that resources for teaching and learning are adequate, only 13(22.8%) of the respondents agreed and 8(14.0%) strongly agreed respectively. However, 14(24.6%) of the respondents strongly disagreed and 22(38.6%) of the respondents disagreed to that effect. The analysis shows that resources for teaching and learning are inadequate at the schools. The finding is in line with Spector's (1997) study that there are inadequate teaching and learning materials for effective teaching at primary schools.

Concerning, accepting any tasks assigned to teachers, 22(38.6%) of the respondents respectively agreed and 18(31.6%) strongly agreed. Only 4(7.0%) of the respondents strongly disagreed, and 13(22.8%) of the respondents disagreed to the statement. This finding means that teachers accept task assigned to them in junior high schools.

With reference to whether promotion is given to teachers when due, 7(12.3%) of the respondents agreed and 10(17.5%) of them strongly disagreed to the statement. However, 21(36.8%) of the respondents strongly disagreed and 19(33.3%) of them disagreed to the statement that teachers are given promotion when due.

On whether teachers are given award in the school, 10(17.5%) of the respondents agreed and 8(14.0%) strongly agreed to the statement. However, 22(38.6%) of the

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respondents strongly disagreed and 17(29.8%) disagreed to the statement. The finding agrees with Rebore's (2001) viewpoint that teachers are given award in the school to perform well.

On whether teachers are loyal to the school, 27(47.4%) of the respondents agreed and 22(38.6%) strongly agreed to the statement, while 2(3.5%) of the respondents strongly disagreed and 6(10.5%) disagreed respectively to the statement of being loyal to the school. The result shows that the teachers are loyal in junior high school. The finding confirms Kumar's (2014) viewpoint that teachers who are satisfied with their job they are more loyal and teach effectively and efficiently than teachers, who are not satisfied with their teaching profession.

Moreover, on whether teachers are motivated to perform well in school, 7(13.3%) of the respondents agreed and 13(22.8%) strongly agreed to the statement. Over 14(24.6%) of the respondents strongly disagreed and 23(40.4%) of the respondents disagreed to the statement. The analysis means that teachers are not motivated to perform well in school.

On the issue of teachers position being secured, 6(10.5%) of the respondents agreed and 10(17.5%) of the respondents strongly agreed to the statement. However, 17(29.8%) of the respondents strongly disagreed and 24(42.1%) disagreed respectively to the statement. The finding shows the teachers position in the schools are not secured.

In addition, 20(35.1%) of the respondents agreed and 19(33.3%) of the respondents strongly agreed to the statement that teachers avoid any unnecessary absenteeism. About 3(5.3%) of the respondents strongly disagreed and 15(26.3%) disagreed to the statement. The finding shows that teachers in junior high schools avoid any unnecessary absenteeism during school hours. The finding concurs with Anafi and Quartey's (2010) statement that high job involvement is related to decrease absenteeism.

On the same issue, Robbins (2010) said that when the needs of teachers are satisfied the rate of absenteeism is reduced. As a result, valued reward systems will lead to a teacher being motivated and satisfied with the job.

4.4 Hypothesis: There is statistically significant influence of reward system on teachers job satisfaction

In order to test the influence of reward on teachers' job satisfaction in public junior high schools at Oforikrom Municipality in Kumasi Metropolis, regression analysis was performed. The results are presented in Table 4.7.

Table 4. 7: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.864ᵃ	.746	.742	.620	.746	161.846	1	55	.000

a. Predictors: (Constant), Reward system
b. Dependent Variable: Job satisfaction level

From the model summary, the study found a positive and significant (p=0.000<0.01) relationship between reward system administered and teachers job satisfaction. The R is the relationship between reward system and teachers job satisfaction (correlation coefficient) is 0.864 which means there is a strong and direct or positive relationship between reward system offered and teachers job satisfaction. R square shows the magnitude of the influence of reward system administered on teachers' job satisfaction (coefficient of determination) is 0.746. This means that the magnitude of the effect of reward system on teachers' job satisfaction is 74.6%, while the remaining 25.4% is influenced by other variables not examined in this study. The finding agrees with Admassie's (2019) finding that reward management system collectively have influence on employees' satisfaction. Mensah's (2015) finding showed that the type of

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rewards system in place played a role in teachers' job satisfaction level. A valued reward system including fringe benefits and allowances; recognition and acquisition of professional knowledge and skills; better working environment; participation in decision making; and the level of knowledge and skills of the teachers motivate them to perform. Teachers' needs, when satisfied, will motivate them to perform.

Table 4. 8: Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.029	.206		-.142	.887
	Reward system	.930	.073	.864	12.722	.000

a. Predictors: (Constant), Reward system
b. Dependent Variable: Job satisfaction level

From Table 4.8 of regression coefficient test results, the regression equation to estimate teachers job satisfaction and reward system administer to teachers is $Y = 0.029 + 0.930X$ where Y is the teacher job satisfaction and X is the reward system administered. Based on the results, it is known that there is a positive impact of reward system administered on teachers' job satisfaction in public junior high schools at Oforikrom Municipality in Kumasi Metropolis. Thus; job satisfaction of teachers will continue to increase if they are rewarded for work done. Therefore, the hypothesis "There is a statistically significant influence of reward system on teachers job satisfaction" is accepted. The present study found a positive and significant relationship between reward system and teachers job satisfaction (F=161.846, P=000<0.01). It could be said that reward system influence teachers job satisfaction. The finding agrees with Wangechi et al's (2018) finding that there is a positive and a statistically significant relationship between reward systems and employee satisfaction. This study is consistent with Ogada et al.'s (2020) conclusion that reward systems has a positive and influence on teachers' job satisfaction in public secondary schools in Kenya.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions drawn from the findings, recommendations made and suggestions for further research.

5.1   Overview of the Study

The purpose of the study was to investigate the influence of reward system on job satisfaction of teachers in public Junior High Schools at Oforikrom Municipality in Kumasi Metropolis. Objectives of the study were to determine the school-based reward system administer to teachers, level of teacher job satisfaction, and the influence of reward on teachers job satisfaction in public junior high schools at Oforikrom Municipality in Kumasi Metropolis.

Descriptive survey research design was employed for the study. The target population for this study was all the 33 junior high schools at Oforikrom Municipality in Kumasi Metropolis in the Ashanti Region of Ghana. Simple random sampling technique was used to select all the 33 public junior schools. Purposive sampling technique was used in selecting 66 teachers from the 6 selected junior high schools. The main instrument used for this study was questionnaire. The reliability test achieved 0.691 alpha. The questionnaire was mostly Likert scale type. Data collected were analysed using descriptive statistics such as frequency and percentage.

5.2   Summary of Key Findings

1. On the school-based reward system administered to teachers, the finding revealed that teachers are given the opportunity to study/study leave with pay, verbal

recognition exit between head teacher and teacher, new responsibilities are assigned to the teacher, teachers are praise for good work done, and teachers are allowed to participate in school decision making at all levels.

2. On the teacher job satisfaction, the study showed that teachers' level of job satisfaction in schools is high.

3. On the influence of reward on teachers' job satisfaction, the study found a positive and significant relationship between reward system administered and teachers job satisfaction.

5.3   Conclusions

The findings from the study proved that school-based reward system are administered to teachers in junior high schools which encourages teachers and motivates them to play an active role in the schools. The school-based rewards are essential to improve the job satisfaction of teachers and to make their performance effective.

It can be concluded that teachers in junior high schools at Oforikrom Municipality have high level of job satisfaction. Job satisfaction level of teachers is an important element in a work situation and has been associated with improved performance as well as increased teachers' commitment.

5.4   Recommendations

Based on the findings of the study, the following recommendations were therefore made:

1. The Ministry of Education and Ghana Education Service should ensure effective school-based reward system of recognizing teachers who are good performers in order to enhance the teachers' output.

2. Appreciation and recognition should dully be accorded by the headteachers to the teacher to encourage job satisfaction.

3. Headteachers in public junior high schools should strive to have a documented procedure of rewarding teachers so that they can work expectantly knowing that if they work hard enough they will be rewarded for their efforts.

4. Ministry of Education in conjunction with other stakeholders in education should improve on working conditions; available infrastructure for classrooms, teaching and learning materials, to improve teachers' job satisfaction level in schools.

5.5   Suggestion for Further Research

The study makes the following suggestions on areas identified for further studies in the areas of reward systems and job satisfaction of teachers: A study should be carried out on the effectiveness of reward systems at the junior high schools in other Municipality. Also, the study recommends an investigation on teachers attitudes about reward systems in junior high schools.

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APPENDIX

UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

DEPARTMENT OF EDUCATIONAL LEADERSHIP

REWARD SYSTEM QUESTIONNAIRE FOR TEACHERS

This study is being carried out to find out the influence of reward system on job satisfaction of teachers in public Junior High Schools (JHS) in Oforikrom Municipality. Your school has been chosen to take part of this study. Your responses will be treated strictly confidential and will remain anonymous.

Section A

Socio-demographic characteristics

1.   What is your age (in years)?
        a. Below 35years [   ]   b. 36 – 40years [ ]   c. 41 – 45years [ ]
        d. 46 – 50years [   ]   51 – 60 years [   ]

2.   What is your gender?
        a. Male [   ]   b. Female [   ]

3.   What is your highest level of education:
        a. Diploma [   ]   b. First degree [   ]   c. Masters degree [   ]
        d. Other [   ] specify: ....

4.   How long have you been teaching in your current school?
        a. Below 5years [   ]   b. 6 – 10 years [   ]
        c. 11 -15 years [   ]   d. Above 15years [   ]

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Section B

School based reward system

Please indicate your degree of agreement or disagreement on the school based reward system that exists in your school by ticking [√] in one of the following: 4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree

S/N	Statement	4	3	2	1
5.	Opportunity to study leave with pay				
6.	Medical bill refund to the teachers				
7.	Verbal recognition between head teacher and teacher				
8.	New responsibilities assigned to the teacher				
9.	Praising teachers for good workdone				
10.	Encouraging the interest of teachers				
11.	Participation in school decision making at all levels				
12.	Transport allowances giving to the teachers				
13.	Position assigned to the teachers in the school				

Section C

Job satisfaction

Please indicate your degree of satisfaction or dissatisfaction in your school by ticking [√] in one of the following: 4=Very satisfied, 3=Satisfied, 2=Dissatisfied, 1=Very dissatisfied.

S/N	Statements	4	3	2	1
14.	Hold positive feelings towards the job				
15.	Get involved in school activities				
16.	Working conditions are attractive				
17.	Resources for teaching and learning are adequate				
18.	Accept any tasks assign to me				
19.	Promotion is given when due				
20.	Teachers are awarded in the school				
21.	Loyal to the school				
22.	Motivated to perform well at school				
23.	Position held in the school is secured				
24.	Avoid any unnecessary absenteeism				