UNIVERSITY OF GHANA

UNDERSTANDING THE EXTENT TO WHICH TEACHERS RECOGNIZE OTHER FORMS OF REWARDS APART FROM MONEY

BY

NANA ABOKOMA SAMPSON

(10284939)

A LONG ESSAY SUBMITTED TO THE UNIVERSITY OF GHANA BUSINESS SCHOOL IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE WARD OF MASTER OF ARTS IN MANAGEMENT AND ADMINISTRATION

JULY, 2019
DECLARATION

I do hereby declare that this work is the result of my own research and has not been presented by anyone for any academic award in this university or other university. All references used in the work have been fully acknowledged.

………………………………                                                               ………………………..

NANA ABOKOMA SAMPSON                                                          DATE

(10284939)
CERTIFICATION

I hereby certify that this thesis was supervised in accordance with the procedure laid down by the university.

.............................. ........................................
DR. MOHAMMED-AMINU SANDA  DATE

(SUPERVISOR)
ACKNOWLEDGEMENT

I thank the Almighty God for his guidance throughout my studies and for enabling me embrace the joy that this certification brings. My success would not have been achieved without the great support and positive criticism by my supervisor Dr. Mohammed-Aminu Sanda.

I would like to thank my mum Mrs. Emelina Sampson and my siblings (Maame fosua, Nana Amankwa, Kweku Sampson) for your encouragement and support throughout this course. I am also grateful to Queens International fraternity for the time taken to provide information required in carrying out the research.
DEDICATION

I dedicate this work to NATHAN NUNYA KUDOWOR my fiancé and his mum MRS VERONICA AIDAM.
# TABLE OF CONTENTS

DECLARATION ....................................................................................................................... ii
Certiﬁcation .................................................................................................................................. iii
Acknowledgement ..................................................................................................................... iv
Dedication ................................................................................................................................. v
Abstract ....................................................................................................................................... x

## CHAPTER ONE ........................................................................................................................ 1

**Introduction** ............................................................................................................................ 1

1.1 Background of Study ............................................................................................................. 1

1.1.1 Organisation proﬁle ....................................................................................................... 1

1.1.2 Proﬁle of my department ............................................................................................... 3

1.2 Research problem ................................................................................................................ 5

1.3 Research Purpose ............................................................................................................... 6

1.4 Research Question ............................................................................................................. 6

1.5 Research Objective .......................................................................................................... 6

## CHAPTER TWO ....................................................................................................................... 7

**Literature Review** ................................................................................................................ 7

## CHAPTER THREE ................................................................................................................. 12

**Methodology** ....................................................................................................................... 12

3.1 Method for Data Collection ............................................................................................. 12

3.2 Method for Data Analysis ............................................................................................... 12

## CHAPTER FOUR .................................................................................................................... 14

**Results Analysis and Discussion** ..................................................................................... 14

4.1 Analysis of Respondents’ Demography ........................................................................... 14
4.1.1 Analysis of respondents’ gender .................................................................14

4.1.2 Analysis of respondents’ number of years in organization .....................15

4.2 Analysis of The Extent to Which Teachers Recognize Other Forms of Rewards Aside Money. .................................................................16

4.2.1 Analysis of respondents’ perception of Other Forms of Rewards Aside Money. ..16

4.2.2 Analysis of the respondents’ perception of money as an encouragement to improve and maintain standards of excellence ................................................17

4.2.3 Analysis of the respondents’ perception of paying everyone the same amount, promotes mediocrity.................................................................19

4.2.4 Analysis of the respondents’ perception of monetary incentives motivating excellence ....................................................................................20

4.2.5 Analysis of the respondents’ perception that monetary rewards retain teachers in school .................................................................22

4.2.6 Analysis of the respondents’ perception that monetary rewards create negative competition and morale problems at work ..................................................24

CHAPTER FIVE .....................................................................................................................26

SUMMARY, CONCLUSION AND RECOMMENDATION ..............................................26

5.1 Summary of Findings ..........................................................................................26

5.2 Conclusion .............................................................................................................26

5.3 Recommendations ...............................................................................................27

REFERENCES ...............................................................................................................28

APPENDIX I ......................................................................................................................29
### LIST OF TABLES

Table 4.1: Distribution of respondents’ gender ................................................................. 14

Table 4.2: Distribution of number of years’ respondents worked in organization ............ 15

Table 4.3: Distribution of respondents’ perception of superior performance equal to extra pay. ..................................................................................................................... 16

Table 4.4: Distribution of respondents’ perceptions of money as an encouragement to improve and maintain standards of excellence. .......................................................... 18

Table 4.5: Distribution of respondents’ perception of paying everyone the same amount, promotes mediocrity. ............................................................................................................. 19

Table 4.6: Distribution of respondents’ perception of monetary incentives motivating excellence .......................................................................................................................... 21

Table 4.7: Distribution of respondents’ perception that monetary rewards retain teachers in school .................................................................................................................................. 22

Table 4.8: Distribution of respondents’ perception that monetary rewards creating negative competition and morale problems at work ................................................................. 24
LIST OF FIGURES

Figure 4.1: Distribution of respondents’ gender.................................................................14
Figure 4.2: Distribution of number of years’ respondents worked in organization.........15
Figure 4.3: Distribution of respondents’ superior performance equal to extra pay..........17
Figure 4.4: Distribution of respondents’ perception of money as an encouragement to improve and maintain standards of excellence.........................................................18
Figure 4.5: Distribution of respondents’ perception of paying everyone the same amount promotes mediocrity. ..................................................................................................................20
Figure 4.6: Distribution of respondents’ perception of monetary incentives motivating excellence.................................................................................................................................21
Figure 4.7: Distribution of respondents’ perception that monetary rewards retain teachers in school.................................................................................................................................23
Figure 4.8: Distribution of respondents’ perception of that monetary rewards creating negative competition and morale problems at work.........................................................24
ABSTRACT

The research purpose is to know whether teachers recognize other forms of rewards apart from money.

Guided by Literature only on understanding the extent to which teachers recognize other forms of rewards aside money.

Data was collected from Fifteen (15) teachers of Queens International using self-administered questionnaires, based on descriptive analyses it was found that teachers in the school hold the perception that paying everyone the same amount promotes mediocrity. It is also found that teachers in the school hold the perception that monetary rewards create negative completion and morale problems at work.

Based on the analysis and findings, it is concluded that teachers of the school do not recognize others forms of rewards as much as they recognize money, this is evident in their opinions: being motivated, retained in school, encouraged by monetary rewards. It is recommended that difference in salary should be based on certain outlined elements and should be communicated to staff.
CHAPTER ONE

INTRODUCTION

1.1 Background of Study

1.1.1 Organisation profile

I would like to tell you a little about my work, I work in a Private basic School as a School Administrator. QUEENS INTERNATIONAL SCHOOL, it is an international school, which runs a GES curriculum. It’s located in East Legon. Queen’s started in 1999 and holds a high standard of education with its superior educational attributes and relevant integrated activities. Over the last years, it has strived to achieve excellence despite its humble beginning. With hybrid programs, they provide more than reading, writing and arithmetic as education. At the heart of Queen’s ethos is Respect for staff and all others in our actions and words.

VISION

The Vision of Queens is to raise leaders with self-belief and strength and the ability to face challenges confidently.

MISSION

The Mission is also to provide each student a desired Education in a safe and supportive environment, which provide self-discipline, motivation and learning. Also, assist students in developing skills to become confident, independent and self-sufficient adults who will succeed and contribute responsibly in a global community with deep cultural relevance.

MOTO

Our moto is ‘Inspiring Excellence’. We also have wonderful school colors, green, and amber, cream: The color cream, which stands for greatness, serves as a sense of history. A history
that will serve as a springboard for greater work. The color amber or orange is the color of adventure and social communication. This helps inspire confidence and better self-esteem.

The School holds various exciting curriculum such as chess: this is done once a week, the children take part in yearly tournaments, which gives them the opportunity to travel to Russia and other Africa countries, and there they get to meet children from different occupations. Another is in music (ABRSM) this is a British curriculum, which allows the students to learn how to play the violin and the Piano. Swimming is also done once a week for two hours, right from preschool to Junior High School. The UN model program is also one insightful program that helps the children learn more about their country their responsibilities as citizens. They are also thought public speaking in this model. Queens also have cultural dance.

There are other interesting facilities we have as well:

- Sporting events held at Lizzy Sports complex.
- BDT practical activities at the Y.M.C.A.
- A well-stocked library.
- A modern I.C.T Centre with internet facilities.

Queens international School has a small population of Students; this is to help in the in good student to teacher ratio. The school calendar has the usual three terms but a slight change in the second term, the second term is the project term, there is no end of term examination in this project term, rather the children work on projects. This motivates them to unleash their creative minds, an exhibition is done at the end of the term, parents are invited to have a look at the creative products done by their children, marks are awarded for this. The good thing about the project term this gives the children a good opportunity to show the practical side of some of the lessons taught in class. The school is also multi-cultural, they accept various tribes, colors nations. The Director the School is in the person of Rose Gomez.
1.1.2 Profile of my department

I work as the administrator of Queens international School, being quite a small school, the administrative team is small: a six-member team, the director of the school inclusive, we have other staff such as the cooks, driver, and cleaner. I would like to outline my responsibilities.

Generally, I am responsible for organizing, planning and managing a well-structured, disciplined routine to manage the school smoothly. I report to the director of the school.

First, I help to build an encouraging, comfortable environment, which leads to high quality standards; I also undertake any associated administrative duties related to the education and wellbeing of students, liaising officially with the parents of the students.

Secondly, I manage all staff by recruiting, selecting, orienting, and training employees; maintaining a safe and secure work environment; developing personal growth opportunities. I also help staff accomplish their results by communicating job expectations; planning, monitoring, and appraising job results; coaching, counselling, and disciplining employees; initiating, coordinating, and enforcing systems, policies, and procedures.

I also coordinate the Provision of supplies by identifying needs for reception, classroom, and kitchen; establishing policies, procedures, and work schedules. I do this in various ways; one is through purchasing of printed materials and forms. Obtaining requirements; negotiating price, quality, and delivery; approving invoices monitoring costs and expenses to assist in budget preparation, etc.

I Complete special projects as well by organizing and coordinating information and requirements, data; planning, arranging, and meeting schedules. I also monitor the results. One recent one is the upgrade of the school data software, which is helping the provision of historical reference through the development and utilization of the filing and retrieval systems.
As the administrator, I monitor customer satisfaction and continually seek ways of improving the service for which the post is responsible, this is one of the difficult aspects, because parents always have grievances and concerns they would like to discuss, being a small school, most parents have easy access to administration in order to air their views. I also ensure Health and Safety regulations is adhered to and provide a safe working environment. Having extra activities such as swimming, the safety of the children is taken seriously. There are certain day-to-day routines that I coordinate as well, Morning assembly, teachers on duty, First Aid, punctuality.

Externally I have also built a community, liaising with other Departments (GES / MOE) and agencies. Developing and maintaining partnerships with parents, children and young people. Through this, I am learning how to set high standards of professionalism through continually seeking ways of improving the school service.

With all these responsibilities, I have forcefully inculcated certain attributes; I have learnt to Judge wisely and decide appropriately: defining problems clearly and taking a positive solution-focused approach to resolutions. I have learnt to know how and when to make decisions and use evidence and information to support and inform judgments.

In addition, I have learnt to communicate effectively: relating well to children and young people. I am to have an effective communication within the school and the wider community. Being able to build effective relationships. I listen well now, give feedback and I am be able to shape effective organizational communication.

Applying knowledge and critical understanding has also become one of the interesting things I do in school, having very smart and critical children around me who always want to outsmart teachers.
Regularly reviewing practices and implementing change in leadership and management approaches. Having the ability to self-manage effectively. Being be able to display confidence and courage in the way they deal with criticism and conflict, and work to create a positive atmosphere.

1.2 Research problem

As much as the Queens international School has been the wonderful parts and great expertise, there are things I do not enjoy about the school, being the administrator. I would like to discuss them.

First, rules, regulations, policies that are set do not work on their own, the structures for penalizing wrong doings do not stand on their own. Someone decides it. The human factor in regulating policies and controlling rules always have a way of causing biases, and increasing errors.

In addition, teachers do not recognize other forms of rewards apart from money, a thank you, a praise, a gift or voucher, more responsibilities. Not all other forms of rewards for hard and good work is accepted much. Even if they are, it is to some extent.

Thirdly, teachers keep repeating wrongdoings; this affects the school badly, because they are not penalized in a way that affects them greatly, after reprimands they happen again.

Some employees also do not adhere to the conditions of service, which they signed up for. An example is getting to school at 7am which is the time stated in the conditions of service. Another thing is, new ideas brought up by the by administration are frowned upon by employees as long as it does not favor them. The ideas frowned upon is not relayed to the director, employees just play along but do not do the new tasks much. Teachers are not ready to be responsible for the entire training and grooming of the children in their class. There are
Grapevines in the organization, in order to voice their grievances. This leads to behavioral changes, non-compliance moods and the likes.

Lastly, there are structured communication lines but they are not used much during work, the right people are not well informed, others are sometimes left to assume the implications of the actions to other. This slows down work, increases mistakes and lastly brings up many grievances.

1.3 Research Purpose
The research purpose is to know whether teachers recognize other forms of rewards apart from money.

1.4 Research Question
The research Question is to what extent do teachers recognize other forms rewards apart from money?

1.5 Research Objective
The research objective is to understand why teachers do not fully recognize others forms of rewards apart from money.

1.6 Significance of Research
The learning will enable management recognize the importance of rewards and how it retains efficient teachers in the School.
CHAPTER TWO

LITERATURE REVIEW

2.1. Understanding the Extent to Which Teachers Recognize other Forms of Rewards Aside Money

According to Douglas (2012), monetary awards are just that...money. Some people are motivated by money or would simply prefer to be rewarded with a cash bonus for a job well done. In education, according to Douglas (2012), there is an ongoing debate about whether bonuses are the best way to reward high-performing educators. According to Douglas (2012), money may not be the answer for rewarding all educators It should be considered as part of the discussion around strategies for how best to recruit, develop, reward, and retain highly effective staff.

According to Douglas (2012), non-monetary awards may include the following:

- Restaurant coupons
- Relocation costs
- Movie tickets
- Recognition of birthdays
- Free lunches, snacks, or beverages
- Gym membership, trainers, spa services
- Healthcare benefits
- Additional life insurance.
- Daycare

For example, while some businesses offer employees the ability to 'earn' additional days off, most districts need teachers to be with students as much as possible. There are still many creative programs that can be explored (Douglas, 2012).
According to Douglas (2012), some education leaders are under the impression that non-monetary or indirect compensation awards are cheaper or, at times, free. This is not always the case (Douglas, 2012). While they are called non-monetary awards because no "cash" exchanges hands, they are likely to still cost the district something, from the price of managing the program to the actual delivery of awards to employees (Douglas, 2012). On the surface, merit pay or a performance-based compensation system seems to be part of a simple, if controversial, issue (Douglas, 2012). Teachers, advocates reason, perform an essential service to society; they should be paid what they are worth, and superior performance should be rewarded with extra pay. According to Douglas (2012), despite its simple theoretical and logical appeal, the "pay for performance" issue is quite complex. In practice, performance-based pay plans have been defined and implemented in numerous ways. According to Douglas (2012), the tasks involved in the development and administration of such compensation systems are complicated, and over simplification of them has frequently led to problems resulting in the failure to adopt proposals or to discontinue plans in effect.

According to Douglas (2012), proponents of performance-based pay view money as an incentive that encourages teachers to improve performance or maintain standards of excellence in teaching. They feel that single-salary schedules, by paying everyone the same amount, promote mediocrity. By rewarding teaching performance, advocates feel that the teaching profession will become competitive with other professions in the quest for competence and talent (Douglas, 2012). Critics argue that performance-based pay is more likely to produce morale problems than quality teaching. They claim that the evaluation processes used to determine merit pay are inherently unfair because good teaching cannot be objectively measured. Money as a Motivator. A major criticism of merit pay is that money does not serve as a major incentive for good teaching. The evidence from the literature about pay as an incentive is inconclusive. Authors such as Casey (1979) argue that pay is a prime
motivator for effective teaching, but the work of others would seem to question this as outlined below;

i). Positive perception of pay

- Monetary incentives/rewards motivate teachers to excel.
- Monetary incentives/rewards help attract and retain good teachers.
- Monetary incentives/rewards create conditions that are similar to other professions where professionals are paid what they are worth.
- Monetary incentives/rewards keep teachers in the classroom either them forcing them into administrative positions for more pay.

ii). Negative Perception of pay

- Monetary incentives/rewards create negative competition and morale problems in schools.
- Teachers are not motivated by money.
- Evaluation of performance censuses time and monetary resources that could be better used elsewhere.
- Evaluation of teacher performance is subjective; the best teachers do not get the extra pay.

According to Kohn (1993), recognition is a very rewarding experience for an excellent classroom teacher and his or her students. Recognition for teachers builds off of some of the well known extrinsic and intrinsic motivational theories. It offers hope for meaningful recognition to the other teachers working to improve student-learning outcomes (Kohn, 1993). It also brings pride and support from the teacher’s students, administration, governing board and general public (Kohn, 1993). Teachers are not satisfied with current evaluation processes as they have not led to meaningful outcomes for most of the best teachers and/or those not performing in either the United States or Australia.
Andrews (2011) identified a need for accountable teacher evaluation. Properly conducted, such evaluation can provide one of the major impacts for quality improvements in classroom teaching and student learning outcomes in our school systems. In order for this to happen, teacher evaluation needs to produce a number of outcomes that are meaningful to the teachers, improves student outcomes and supports the educational values of the governing boards. According to Andrews (2001), these outcomes include: recognition awards and public awareness of the high quality of the best instructors; assistance for those teachers needing support to improve by providing them means and support to place some of the weakest teachers into a remediation program and if that fails.

Motivational theories over the years have focused on factors that lead to highly motivated workers. Recognition for teachers is reflected in, and finds support, from two motivational theorists and a recent study on worker motivation. Herzberg’s theory of worker motivation (1966) identified two levels of motivators for workers. The two levels are ‘hygiene’ and ‘motivation’ and each one provides for different purposes for a worker. The ‘hygiene’ factors include pay, working conditions, relationships with co-workers, competence of supervisors and company policies. Herzberg pointed out that these factors may not ensure that a worker will be motivated to any high degree. Here is where his ‘motivational’ factors come to play and must be satisfied. These factors include achievement; responsibility or autonomy, recognition and opportunities for advancement. A second well-known motivational theorist, Maslow (1954), placed human needs in a hierarchy. He determined that the more basic needs of humans needed to be satisfied before the higher-level needs can be realized. His higher-level needs include working toward excellence and self-actualization. In the basic needs he identified include adequate pay as necessary to secure essentials for life.
According to Kohn (1993), once the rewards run out, people revert to their old behaviors. Studies show that offering incentives for losing weight, quitting smoking, using seat belts, or (in the case of children) acting generously is not only less effective than other strategies but often proves worse than doing nothing at all. Incentives, a version of what psychologists call extrinsic motivators, do not alter the attitudes that underlie our behaviors. According to Kohn (1993), they do not create an enduring commitment to any value or action. Rather, incentives merely—and temporarily—change what we do. As for productivity, at least two dozen studies over the last three decades have conclusively shown that people who expect to receive a reward for completing a task or for doing that task successfully simply do not perform as well as those who expect no reward at all (Kohn 1993). These studies examined rewards for children and adults, males and females, and included tasks ranging from memorizing facts to creative problem-solving to designing collages. In general, the more cognitive sophistication and open-ended thinking that was required, the worse people performed when working for a reward. Interestingly enough, the researchers themselves were often taken by surprise. According to Kohn (1993), they assumed that rewards would produce better work but discovered otherwise. The question for managers is whether incentive plans can work when extrinsic motivators more generally do not. Unfortunately, as author G. Douglas Jenkins, Jr., has noted, most organizational studies to date—like the articles published—have tended “to focus on the effects of variations in incentive conditions, and not on whether performance-based pay per se raises performance levels (Kohn 1993).
CHAPTER THREE

METHODOLOGY

3.1 Method for Data Collection

The sample was the teachers of Queens International School. The data collection instrument used for this study was questionnaires. A structured questionnaire was designed, approved and administered. The questionnaire had two main sections (A) and (B). Section (A) handled the demography mainly the gender of the respondents and the number of years they had worked: from less than a year to more than four years. The Section (B) had to do with understanding why teachers do not fully recognize others forms of rewards apart from money.

In all, eight questions were developed from the existing literature reviewed on the recognition of others forms of rewards apart from money. The questionnaires were closed-ended questions. Respondents had to tick suitable answer of choice from strongly agree, not sure, disagree and strongly disagree.

Prior to the data collection, an initial sample test was conducted to ensure that the respondents understand what was expected from them in the questionnaire. This also helped to access whether the method of data collection adopted was appropriate for the study. A total of 15 questionnaires were administered to the respondents during office hours, a submission date and time was attached as an information. The respondents returned all the questionnaires and therefore there was a hundred percent return.

3.2 Method for Data Analysis

After the collection of questionnaires, the data gathered were collated and analysed descriptively. Frequency counts were provided and reported as percentages for assessment of
all the questionnaire items. In addition, the data was summarized and presented using tables, charts and graphs to analyse the results for discussion.
CHAPTER FOUR

RESULTS ANALYSIS AND DISCUSSION

The total number of questionnaires distributed for this research were 15. All Fifteen (15) were validly completed and retrieved from respondents. All retrieved questionnaires were useful as none was rejected for the purposes of this research. Therefore, the percentage of respondents’ rate is 100%.

4.1 Analysis of Respondents’ Demography

Analysis of the respondents’ demography is shown in the sections below.

4.1.1 Analysis of respondents’ gender

The gender distribution of the respondents is shown in Table 4.1 and Figure 4.1 below.

Table 4.1: Distribution of respondents’ gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>No. of Respondents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>8</td>
<td>53</td>
</tr>
<tr>
<td>Female</td>
<td>7</td>
<td>47</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.1: Distribution of respondents’ gender
From Table 4.1 and Figure 4.1 above, 8 (53%) respondents were males whiles 7 (47%) were females. Therefore, there were more male respondents than females. The implication is that most of the voices gave a more masculine influence.

4.1.2. Analysis of respondents’ number of years in organization

The distribution of the respondents’ job tenure is shown in Table 2 and Figure 2 below.

Table 4.2: Distribution of number of years’ respondents worked in organization

<table>
<thead>
<tr>
<th>No. of Years</th>
<th>No. of Respondents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one year</td>
<td>4</td>
<td>26.8</td>
</tr>
<tr>
<td>More than 1 year but less than 2 years</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td>More than 2 years but less than 3 years</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td>More than 3 years but less than 4 years</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td>More than 4 years</td>
<td>5</td>
<td>33.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Figure 4.2: Distribution of number of years’ respondents worked in organization
From Table 4.2 and Figure 4.2 above, 4 (26.8%) respondents have been working with the organization for less than one year. 2 (13.3%) respondents have been working for more than one year, but less than 2 years. 2 (13.3%) respondents have been working for more than 2 years, but less than 3 years, while 5 (33.3%) have been working with the organization for over 4 years.

Overall, a total of 11 (73.3%) respondents have been with the organization for one year and beyond. In the organization, employees who have spent one year are considered to have a good understanding of issues in the organization. The implication is that majority of the respondents have been in the organization for a longer period and thus have a good understanding of issues in the organization covered in this study.

4.2. Analysis of The Extent to Which Teachers Recognize Other Forms of Rewards Aside Money.

4.2.1. Analysis of respondents’ perception of Other Forms of Rewards Aside Money.

The distribution of the respondents’ perceptions of superior performance equal to extra pay is shown in table 4.3 and figure 4.3 below.

*Table 4.3: Distribution of respondents’ perception of superior performance equal to extra pay.*

<table>
<thead>
<tr>
<th>Response Option</th>
<th>No. of Respondents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>9</td>
<td>60</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>Not Sure</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>
From Table 4.3 Figure 4.3 above, 9 (60%) respondents strongly agree that superior performance equal to extra pay, while 6 (40%) agreed and none indicated that they were not sure. 0 (0%) respondents disagreed, while none strongly disagreed.

From the distribution, a total of 15 (100%) respondents agreed that superior performance is equal to extra pay, 0 (0%) disagreed, and 0 (0%) were not sure. The implication is that majority of teachers in the organization hold the perception that superior performance is equal to extra pay.

4.2.2 Analysis of the respondents’ perception of money as an encouragement to improve and maintain standards of excellence.

The distribution of the respondents’ perceptions of money as an encouragement to improve and maintain standards of excellence is shown in table 4.4 and figure 4.4 below.
Table 4.4: Distribution of respondents’ perceptions of money as an encouragement to improve and maintain standards of excellence.

<table>
<thead>
<tr>
<th>Response Option</th>
<th>No. of Respondents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>4</td>
<td>26.6</td>
</tr>
<tr>
<td>Agree</td>
<td>7</td>
<td>46.6</td>
</tr>
<tr>
<td>Not Sure</td>
<td>1</td>
<td>6.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>13.6</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>6.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Figure 4.4: Distribution of respondents’ perception of money as an encouragement to improve and maintain standards of excellence

From Table 4.4 Figure 4.4 above, 4 (26.6%) respondents strongly agree that money is an encouragement to improve and maintain standards of excellence, while 7 (46.6%) agreed and 1 (6.6%) indicated that they were not sure. 2(13.3%) respondents disagreed, while 1 (6.6%) strongly disagreed.
From the distribution, a total of 11 (73.3%) respondents agreed that money is an encouragement to improve and maintain standards of excellence. 3 (20%) disagreed, and 1 (6.6%) were not sure. The implication is that majority of teachers in the organization hold the perception that money is an encouragement to improve and maintain standards of excellence.

4.2.3 Analysis of the respondents’ perception of paying everyone the same amount, promotes mediocrity.

The distribution of the respondents’ perceptions of paying everyone the same amount, promotes mediocrity is shown in table 4.5 and figure 4.5 below.

*Table 4.5: Distribution of respondents’ perception of paying everyone the same amount promotes mediocrity.*

<table>
<thead>
<tr>
<th>Response Option</th>
<th>No. of Respondents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>5</td>
<td>33.3</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>33.3</td>
</tr>
<tr>
<td>Not Sure</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>26.6</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>6.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Figure 4.5: Distribution of respondents’ perception of paying everyone the same amount, promotes mediocrity.

From Table 4.5 Figure 4.5 above, 5 (33.3%) respondents strongly agree that paying everyone the same amount, promotes mediocrity. While 5 (33.3%) agreed and none indicated that they were not sure. 4 (26.6%) respondents disagreed, while 1 (6.6%) strongly disagreed.

From the distribution, a total of 10 (66.6%) respondents agreed that paying everyone the same amount, promotes mediocrity. 5 (33.3%) disagreed, and 0(0%) were not sure. The implication is that majority of teachers in the organization hold the perception that paying everyone the same amount, promotes mediocrity.

4.2.4 Analysis of the respondents’ perception of monetary incentives motivating excellence.

The distribution of the respondents’ perceptions of monetary incentives motivating excellence is shown in table 4.6 and figure 4.6 below.
Table 4.6: Distribution of respondents’ perception of monetary incentives motivating excellence.

<table>
<thead>
<tr>
<th>Response Option</th>
<th>No. of Respondents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>Not Sure</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>27</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From Table 4.6 Figure 4.6 above, 3 (20%) respondents strongly agree that monetary incentives motivate excellence. While 6 (40%) agreed and 2(13%) indicated that they were not sure, 4 (27%) respondents disagreed, and 0 (0%) strongly disagreed.
From the distribution, a total of 9 (60%) respondents agreed that monetary incentives motivate excellence. 4 (27%) disagreed, and 0(0%) were not sure. The implication is that majority of teachers in the organization hold the perception that monetary incentives motivate excellence.

4.2.5 Analysis of the respondents’ perception that monetary rewards retain teachers in school.

The distribution of the respondents’ perception that monetary rewards retain teachers in school is shown in table 4.7 and figure 4.7 below.

*Table 4.7: Distribution of respondents’ perception that monetary rewards retain teachers in school.*

<table>
<thead>
<tr>
<th>Response Option</th>
<th>No. of Respondents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>Not Sure</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>26.6</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>
Figure 4.7: Distribution of respondents’ perception that monetary rewards retain teachers in school.

From Table 4.7 Figure 4.7 above, 3 (20%) respondents strongly agree that monetary rewards retain teachers in school, while 6 (40%) agreed and 2 (13%) indicated that they were not sure. 4 (27%) respondents disagreed, while 0 (0%) strongly disagreed.

From the distribution, a total of 9 (60%) respondents agreed that monetary rewards retain teachers in school. 4 (27%) disagreed, and 0 (0%) were not sure. The implication is that majority of teachers in the organization hold the perception that monetary rewards retain teachers in school.
4.2.6 Analysis of the respondents’ perception that monetary rewards create negative competition and morale problems at work.

The distribution of the respondents’ perceptions that monetary rewards create negative competition and morale problems at work is shown in table 4.8 and figure 4.8 below.

Table 4.8: Distribution of respondents’ perception that monetary rewards creating negative competition and morale problems at work.

<table>
<thead>
<tr>
<th>Response Option</th>
<th>No. of Respondents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>1</td>
<td>6.6</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>33.3</td>
</tr>
<tr>
<td>Not Sure</td>
<td>4</td>
<td>27</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>13.1</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Figure 4.8: Distribution of respondents’ perception of that monetary rewards creating negative competition and morale problems at work.
From Table 4.8 and Figure 4.8 above, 1 (6.6%) respondents strongly agree that monetary rewards create negative competition and morale problems at work, while 5 (33.3%) agreed and 4 (27%) indicated that they were not sure. 5 (13.1%) respondents disagreed, while 3 (20%) strongly disagreed.

From the distribution, a total of 6 (40%) respondents agreed that monetary rewards create negative competition and morale problems at work. 5 (33.3%) disagreed, and 4 (27%) were not sure. The implication is that majority of teachers in the organization hold the perception that monetary rewards create negative competition and morale problems at work.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary of Findings

From the analysis, it emerged that, though the respondents’ voices show a more masculine influence, majority of the them have been in the organization for a longer period, and thus have a good understanding of issues in the organization covered in this study. The following key findings were made:

i). Teachers in the school hold the perception that superior performance is equal to extra pay.

ii). Teachers in the organization hold the perception that money is an encouragement to improve and maintain standards of excellence.

iii). Teachers in the organization hold the perception that paying everyone the same amount, promotes mediocrity.

iv). Teachers in the organization hold the perception that monetary incentives motivate excellence.

v). Teachers in the organization hold the perception that monetary rewards retain teachers in school

vi). Teachers in the organization hold the perception that monetary rewards create negative competition and morale problems at work.

5.2 Conclusion

Based on the analysis and findings, it is concluded that teachers of the school do not recognize others forms of rewards as much as they recognize money, this is evident in their opinions: being motivated, retained in school, encouraged by monetary rewards.
5.3. Recommendations

Based on the key findings outlined in section 5.1 above, the following recommendations are made to the organization.

i). The School should work on having more female teachers, to promote gender balance.

ii). The organization should recruit new teachers to encourage fresh energy and new ideas in the School.

iii). Management should do well to promote immediate rewards in the months that teachers are seen to be excelling and deserve rewards so rewards are felt.

iv). Difference in Salary should be based on certain outlined elements, which should be communicated to staff.

v). The gradual improvement of students in a particular subject should be traced to a teacher’s involvement or hard work, he or she should be awarded for the improvement of the child.

vi). Salaries should be paid at the set time instituted and communicated, there should be a pay grade that gives teachers the hope of having a salary rise over their period of stay.

vii). Management should also train and expose teachers to Non–monetary forms of rewards, they must be taught to appreciate rewards such as extra leave days.
REFERENCES

By Emily Douglas on March 28, 2012 3:35 PM

AUTHOR Newcombe, Ellen   TITLE Rewarding Teachers: Issues and Incentives.

2011 Supporting Quality Teaching with Recognition Hans A. Andrews Olney Central College, Olney, Illinois, U.S.A., andrewsha@sbcglobal.net

By :Alfie kohn

From the September–October 1993 issue

Andrews (2011)

Herzberg’s theory of worker motivation (1966)
APPENDIX I

UNIVERSITY OF GHANA BUSINESS SCHOOL
M.A MANAGEMENT AND ADMINISTRATION
QUESTIONNAIRE

Understanding the extent to which teachers recognize other forms of rewards apart from money.

Synopsis

The research purpose is to know whether teachers recognize other forms of rewards apart from money. It is expected that the outcome of this research will help management better manage the notion of teachers recognizing other forms of rewards apart from money.

I undertake that all information provided will be used solely for the purpose of this research and not be shared.

SECTION A

Demography

Please, kindly answer the following by ticking the appropriate answer of your choice

1. Gender:
   [ ] Male   [ ] Female

2. Number of years in the organization
   [ ] Less than one year
   [ ] More than one year but less than two years
   [ ] More than two years but less than three years
   [ ] More than three years but less four years
   [ ] More than four years

SECTION B

The extent to which teachers recognize other forms rewards apart from money.

Please, kindly answer the following by ticking the appropriate answer of your choice.
<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>I should be paid what I am worth, and my superior performance should be rewarded with extra pay.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>I view money as an incentive that encourages me to improve performance or maintain standards of excellence in my teaching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>I feel that single-salary schedules: by paying everyone the same amount, promotes mediocrity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Monetary incentives/rewards motivate me to excel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Monetary incentives/rewards help attract and retain me in the school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Monetary incentives/rewards create negative competition and morale problems for me in school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>