

UNIVERSITÉ DE YAOUNDÉ I

CENTRE DE RECHERCHE ET DE FORMATION
DOCTORALE (CRFD) EN SCIENCES
HUMANES, SOCIALES ET ÉDUCATIVES

UNITÉ DE RECHERCHE ET DE FORMATION
DOCTORALE EN SCIENCES DE L'ÉDUCATION
ET INGÉNIEURIE ÉDUCATIVE

FACULTÉ DES SCIENCES DE L'ÉDUCATION

DÉPARTEMENT DES CURRICULA ET
ÉVALUATION



THE UNIVERSITY OF YAOUNDE I

DOCTORALE RESEARCH AND TRAINING
CENTER (DRTC) IN SOCIAL AND
EDUCATIONAL SCIENCES

DOCTORALE RESEARCH AND TRAINING IN
EDUCATIONAL AND EDUCATIONAL
ENGINEERING

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND
EVALUATION

REWARD SYSTEM AND TEACHERS EFFECTIVENESS IN SELECTED PUBLIC SECONDARY SCHOOLS IN MFOUNDI DIVISION

A Dissertation of a Master's Degree of Education defended on 15th July 2024

Option: Educational management

Specialty: Educational Administration

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DEDICATION

To my father Pa Molukule Samuel Effiong and my kids Ngesa Ely and Pearl- Daniel
Molukule

ACKNOWLEDGEMENTS

I also sincerely thank all those who, in one way or another, supported and helped me during the realization of this work. I especially think of: My thesis supervisor, Dr. SHAIBOU Abdoulaye Haji, Lecturer, for trusting me by accepting to supervise this work, for the relevance of the proposed topic, and for his constant support and availability during the writing of this thesis. I have learned a lot by your side.

Pr MAINGARI Daouda, head of Department of curriculum and evaluation, for his willingness to help us overcome our academic challenges and for my academic and social training.

Sincere thanks equally goes to Ma Mi and Mami Jane. You are just the best companion I could ever pray for. Your ideas always click and connects with mine. Thank you so very much. Last but not the least, I wish to say thank you to my Salem family. You people have been nothing short of love peace and care you always preach and practice. Thank you for all the timely comforting words which has kept me going. I remain humbled.

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LIST OF ABBREVIATIONS AND ACRONYMS

GESP: Growth and Employment Strategies Paper

PM: Prime Ministry

OTS: On a Trop Supporté

OTA : On a Trop Attendu

TAC: Cameroon Teacher's Union for Africa

MINSEC: Ministry of Secondary Education

UNESCO: United Nations Educational, Scientific and Cultural Organisation

UN: United Nations

SDG4: Fourth Sustainable Development Goal

ILO: International Labour Organisation

ABSTRACT

This study investigate the effect of reward system on teachers' effectiveness in some selected public secondary schools in the Mfoundi subdivision. The problem of this study emanated from teachers complaining of their, allowances, bonuses and working conditions which have made most of them to pay little or no attention to their teaching jobs and occupy themselves with other jobs in other to meet up with their daily needs. Teachers' effectiveness could be influenced by proper reinforcement strategies. When teachers are not reinforced or rewarded, they would be efficient in carrying out their duties and this will likely have a negative and deplorable effect on the students' academic performance. The primary objective for this study was to investigate the degree of reward systems on teacher's effectiveness. From this objective, the main research question was formulated which is: To what extent does reward system statistically affects teachers' effectiveness? Based on the three main variables; remuneration, recognition and promotion, three main hypotheses were established which reflected the impact of reward system on teachers' effectiveness. H_a which states that, there is a significant relationship between reward system and teachers' effectiveness was retained. Three theories were used namely; Victor Vroom's expectancy theory, Herzberg's motivation two-factor theory and the reinforcement theory by Edward Thorndike. The target population was made up of all the teachers in the public secondary school in Mfoundi subdivision. A sample size of 306 teachers was reached; the simple random sampling technique was adopted to sample the population of interest via the krejcie and Morgan table. A descriptive survey design was employed for this study specifically the regressional prediction design. The statistical tool used to measure the correlation was the linear regression. The data was collected using the questionnaire. The data was analyzed using quantitative techniques and descriptive statistics with the help of SPSS V 20. Findings revealed that reward system especially remuneration, recognition and promotion statistically influences teachers' effectiveness significantly. All the three specific hypotheses were confirmed and all null hypotheses were rejected. We therefore concluded that reward system has a strong statistical significant relationship on teachers' effectiveness. From these findings certain recommendations were arrived at; amongst which was that more research should be carried out with a larger sample size involving other regions in Cameroon. This is due to fact that the current study was carried out in selected public secondary schools in Mfoundi Division. One major limitation faced was the reluctance from respondents to participate in the answering of the questionnaire

Key words: *reward, reward system, teachers effectiveness*

RESUME

Cette étude examine l'effet du système de récompense sur l'efficacité des enseignants dans certaines écoles secondaires publiques sélectionnées de la subdivision du Mfoundi. Le problème de cette étude vient du fait que les enseignants se plaignent de leurs allocations, primes et conditions de travail qui ont amené la plupart d'entre eux à accorder peu ou pas d'attention à leur travail d'enseignant et à s'occuper d'autres emplois dans d'autres pour répondre à leurs besoins quotidiens. L'efficacité des enseignants pourrait être influencée par des stratégies de renforcement appropriées. Lorsque les enseignants ne sont pas renforcés ou récompensés, ils seront efficaces dans l'exercice de leurs fonctions, ce qui aura probablement un effet négatif et déplorable sur les résultats scolaires des élèves. L'objectif principal de cette étude était d'étudier le degré de systèmes de récompense sur l'efficacité des enseignants. À partir de cet objectif, la principale question de recherche a été formulée : dans quelle mesure le système de récompense affecte-t-il statistiquement l'efficacité des enseignants ? Basé sur les trois variables principales : rémunération, reconnaissance et promotion, trois hypothèses principales ont été établies qui reflète l'impact du système de récompense sur l'efficacité des enseignants. Ha qui affirme qu'il existe une relation significative entre le système de récompense et l'efficacité des enseignants a été retenue. Trois théories ont été utilisées à savoir : La théorie des attentes de Victor Vroom, la théorie de la motivation à deux facteurs de Herzberg et la théorie du renforcement d'Edward Thorndike. La population cible était constituée de tous les enseignants du lycée public de l'arrondissement du Mfoundi. Un échantillon de 306 enseignants a été atteint ; la technique d'échantillonnage aléatoire simple a été adoptée pour échantillonner la population d'intérêt via la table de Krejcie et Morgan. Un plan d'enquête descriptif a été utilisé pour cette étude, en particulier le plan de prédiction régressionnelle. L'outil statistique utilisé pour mesurer la corrélation était la régression linéaire. Les données ont été collectées à l'aide du questionnaire. Les données ont été analysées à l'aide de techniques quantitatives et de statistiques descriptives à l'aide de SPSS V 20. Les résultats ont révélé que le système de récompense, en particulier la rémunération, la reconnaissance et la promotion, influence statistiquement de manière significative l'efficacité des enseignants. Les trois hypothèses spécifiques ont été confirmées et toutes les hypothèses nulles n'ont été rejetées. Nous avons donc conclu que le système de récompense a une forte relation statistiquement significative avec l'efficacité des enseignants. À partir de ces constatations, certaines recommandations ont été formulées ; parmi lesquels il fallait mener davantage de recherches avec un échantillon plus grand impliquant d'autres régions du Cameroun. Cela est dû au fait que la présente étude a été réalisée dans des écoles secondaires publiques sélectionnées dans la division du Mfoundi. L'une des principales limites rencontrées était la réticence des répondants à répondre au questionnaire.

Mots clés : récompense, système de récompense, efficacité des enseignants

CHAPTER ONE

INTRODUCTION

Background of the study

Historical background

Reward system have a long way since their inscription, evolving alongside consumer preferences and technological advancements. In this historical background, well take a trip down memory lane, exploring the fascinating journey of reward system from their early appreciation to their current. By understanding the history of reward system, we can better appreciate their continued relevance and identify their emerging trends. The concepts of reward system dates back to the late 19th century when retailers started trading stamps as an incentive for repeat business. Customers would receive stamps for every purchase, which could later be redeemed for products or services. This simple yet effective concept laid the groundwork for modern reward system.

The first clue presence of a reward system in the brain came with an accidental discovery by James Olds and Peter Milner in 1954. They discover that rats would perform behaviours such as pressing a bar, to administer a brief burst of electrical stimulation to specific sites in their brains. This phenomenon is called intracranial self-stimulation or brain stimulation reward. Typically, rats will press a lever hundreds or thousands of times per hour to obtain this brain stimulation, stopping only when they are exhausted. While trying to teach rats how to solve problems and run mazes, stimulation of certain regions of the brain where the stimulation was found seemed to give pleasure to the animals. They tried the same thing to humans and the results were similar. The explanation to why animals engage in behaviour that has no value to the survival of either themselves or their species is that brain stimulation is activating the system underlying reward. In a fundamental discovery in 1954, researchers James Olds and Peter Milner found low voltage electrical stimulation of certain regions of the brain of the rat acted as a reward in teaching the animals to run mazes and solve problems. It seemed that stimulation of those parts of the brain gave the animal pleasure and in later work humans reported pleasurable sensation from such stimulation. When rats were tested in skinner boxes where they could stimulate the reward system, by pressing a lever, the pressed for hours. Research in the next two decades established that dopamine is one of the main chemicals aiding neural signalling in these regions and dopamine was suggested to the brain's "pleasure chemical"

Ivan Pavlov was a psychologist who used the reward system to study classical conditioning. Pavlov used the reward system by rewarding dogs so that the dogs associated food, the reward with bell, the stimulus. Edward L. Thorndike used the reward system to study operant conditioning. He began by putting cats in puzzle box and placing food outside of the box so that the cat ate the food after they escaped the box. Thorndike learned that the cats attempted to escape the box without the reward of food. Thorndike used the reward of food and freedom to stimulate the reward system of the cats. Thorndike used this to see how the cats learned to escape the box. More recently, Ivan De Araujo and colleagues used nutrients inside the gut to stimulate the reward system via the vagus nerve.

Contextual background

Teachers play a pivotal role in the achievement of educational goals and objectives, given that their effectiveness determines students' output. Cameroon educational system is backed by Section 37(1) of Law No. 98/004 of 14th April 1998 which lay down the guidelines of education, which states that; “the teacher shall be the principal guarantor of quality education”. Administrators /managers have to pay special attention to the phenomena of teachers’ rewards and teachers’ effectiveness. Like other countries in the world, Cameroon is currently working towards improving the quality of its education to suit society's future needs and the demands of globalization (Nguni, 2005). The objectives of the Cameroon Secondary Education Law: 98/004 which states that education is aimed at cultivating the love of effort and work well done, the quest for excellence and team spirit. It is also aimed at developing creativity, and a sense of initiative among teachers. This entails that the learning environment is supposed to be in such a way that it will encourage teachers and increase their effectiveness at work.

Cameroon educational system has improved on the standards of learning and reward is visible in the Cameroon Growth and Employment strategy paper (GESP) which indicates that for the country to achieve its Vision 2035, both teachers and learners must be actively involved and willing (rewarded) to teach and learn respectively. The GES-EDSEC-2.3 (2010- 2020) stated that educational institutions have improved teachers' social status and teachers' pedagogic supervision quality. Here the new special status of the teaching corps is implemented where the instruments on career profiles updated and the new grid for increments and transfer of teachers is applicable

In February 2022-2023 academic year in Cameroon, teachers through their various trade unions have threatened to boycott the kickoff of the new school year if the government fails to

meet their demands tabled since February 2021. In August 15 2022, the secondary school teachers' movement "On a trop supporter (OTS)" and the primary school teachers' movement "On a trop attendu (OTA)" as well as the Cameroonian Teachers' Union for Africa (SECA) signed a joint notice of strike for the coming school year. The notice was addressed to the Prime Minister and MINESEC. The signatories threatened to boycott the start of the 2022-23 school year if nothing is done to meet their needs, and even to organize a "dead chalk" operation. They said they want the payment of all the arrears due to teachers, the pure and simple abolition of the system of 2/3 and 1/3 in payment advances, the revision of the special status of teachers, etc.

The conclusion was arrived after some eight hours of discussions between The Minister Secretary General at The Prime Minister's Office; and representatives of Teacher's Trade Unions across the country. The meeting of Tuesday March 1, 2022 was organized on the instruction of the Prime Minister – Head of Government, Joseph Dion Ngute. Following the meeting between the government and the striking trade unions, all actors of the education sector were invited to resume their normal activities while waiting for measures to be taken by the government. The negotiations which took place Tuesday at the auditorium of The PM's office aimed at diffusing the strike action announced by some teacher's trade unions.

The Minister Secretary General at the PM's office; coordinated the talks on behalf of the PM. He was flanked by Secondary Education Minister, and the Minister of Labour and Social Security. The representatives of different Teacher's Trade unions both those which called for the strike action and those not in favour also took part in the talks. The main goal was to examine the problems posed by Teachers' trade unions and look for ways to finding common ground. They agreed to give the Government time to treat the requests of teachers and encourage all stakeholders of the sector to continue activities normally.

Prior to the new school year, the ministers of basic and secondary education, alongside the minister of public service and in charge of communication have reiterated the government's efforts in ensuring an effective school resumption and a strike-free academic year.

The Presidential instruction outlines directives to the Minister of Finance to proceed with the payment as from the Month of March 2022 of monthly salary complements to teachers both holders and non-holders of decree of integration. Monthly salary complements to teachers (holders or not of decree of integration) who are currently receiving just 2/3 of their salaries; Non lodging indemnities due to teachers who are not receiving it. Clear all payments as from the month of May 2022 and in a progressive manner, taking into account promotion arrears,

non-lodging indemnities and salary complements owed teachers. Proceed with sequential payments as from June 2022 of dues of advancement and reclassification of teachers.

They revealed that between February 2022 and August 2022 a total of 22.967 files of teachers pending integration have been processed, payment of salary arrears began in March, those for housing allowance followed in May while in June arrears relating to salary increment were paid to teachers and everything will be settled by January 2023. This therefore proves that teachers' effectiveness is largely based on appreciation and rewards they received in the process of discharging their responsibilities. Teachers who are rewarded financially, non- financially or both tend to improve their drive to impart knowledge on the students. Financial and non-financial could be seen as intrinsic and extrinsic in nature. Intrinsic rewards are necessary because employees are rewarded for their personal satisfaction, to make them feel better in the organization. These types of rewards include empowerment, trust, recognition, information, and feedback. On the other hand, extrinsic rewards are those which employee receives from his or her organization after good performance or after accomplishing specific task. These rewards include gifts, promotions, salary increase, remuneration and bonuses.

As identified by Khan, Forooq and Ullah (2010), remuneration is a vital factor which affects teachers work. There is need for flexibility in administering rewards to teachers and reward must recognize the differences in people's needs, expectations, aspirations, goals, their performances desires. On the other hand, teacher's effectiveness clearly describes how a teacher carries out the allocated tasks that make up the job. Teacher's rewards made up the totality of the financial and other non-financial rewards that an employee receives because of their labour or services rendered. Reward system is concerned with the formulation and implementation of strategies and policies, the purposes of which are to reward people, fairly, equitably, and consistently so as to keep the organization achieve its strategic goals.

There are various views from the scholars on whether to link rewards to effectiveness. Others agree that there is a direct link between rewards and performance, but others believe that performance can be found without necessarily using rewards. Basic salary is one of the right of a normal working person but also a rewards. Akuoko (2012) argued that salaries and allowances improved teacher's effectiveness. This were further discussed by Omenge (2007) where the study noted that wages and salary not only create effectiveness but make the teachers become motivated to come to work every day. Another reward system that encourages teachers to work effectively is recognition. Recognition excites emotion part of human being and make one feel better than others. This is through praise, team building and promotion. This encourages one to

do better than other or than before to gain self-esteem, recognition and satisfaction (Munga, 2013).

Effective recognition enhances employee motivation and increases employee productivity all of which contribute to improved organizational performance (Deeprise, 1994). Baron (1983), argues that there is a close relationship between rewards and job performance. He notes that if successful performance does in fact lead to organizational rewards, such performance could be a motivational factor for employees. Under such conditions, they can see that their efforts result in rewards. Consequently, they may be reinforced to exert higher levels of effort on the job. Muguchu (2013) argues that rewards lead to of teacher's effectiveness and believes that rewards lead to classroom effectiveness. This study focused on the following forms of rewards system: remuneration, recognition, and promotion.

Conceptual background

Reward, according to Saludung et al. (2021), is an inspiration for an individual to make a substantial commitment to the school organization in order to achieve the set goals. According to Haryono et al. (2020), and reward is a state of mind or energy that drives a person to achieve organizational goals. Job reward, then, is a spark that may motivate an individual to perform ethically in order to attain organizational objectives. Job motivation is a key part of every organization since it serves as a motivator to achieve the goals or expectations that must be reached (Aspan et al., 2020). This obviously demonstrate the presence of work reward among individuals with employees who demonstrate good work efficiency, are able to assume the duties assigned, display pride in doing a job, are conscientious in executing jobs, and have a helping spirit among employees (Arofiq, 2020).

Teachers' reward, according to Megawati et al. (2020), teacher reward is a person's urge or ability to achieve a certain objective. This implies that if teachers are not motivated, their efficiency will suffer (Comighud and Arevalo, 2020). Paulus and Marhamah (2020) stated that if teachers' reward are effective teachers will participating in all teaching events, being disciplined in terms of adhering to all school regulations, being diligent in performing assigned assignments, being attentive to materials provided to students, having effective and orderly administration, and developing skills and competencies (Neng et al, 2019). This demonstrates the significance of reward, since reward and performance are critical factors in school progress and student achievement (Comighud and Arevalo, 2020). According to Georgellis et al (2011)

stated that employees who are intrinsically motivated tend to exhibit high levels of organizational commitment, increasing productivity and improving organizational performance.

Tambo (2012) views intrinsic reward as an internal process which comes as a result of forces within the learner-forces that impel him or her to want to achieve a desired goal. Hayikaleng et al (2016) state that intrinsic reward refers to reward to involve in an activity because it is enjoyable and interesting to take part. A person might be motivated (intrinsically) because he or she enjoys the learning activity or desires to make him/herself feel better (Neng et al, 2019). The view that intrinsic reward serves a more useful purpose is supported by a majority educator as posited by Tambo (2012). A child who is intrinsically motivated would learn the use of numbers in order to increase her skill in computing or just to be more knowledgeable in numbers (Tambo, 2012). Tambo (2012) emphasized that extrinsic reward is external and that it comes as a result of pressures or forces outside of the learner. In the same perspective, Hayikaleng et al (2016) define extrinsic reward as performance of an individual in order to gain reward such as good grades or to increase salary, or alternatively to avoid punishment.

According to Megawati et al. (2020), teacher reward urge or encourages the ability of teachers to achieve a certain objective. This implies that if teachers are not motivated, their efficiency will suffer (Comighud and Arevalo, 2020). It is also important to focus on increasing teachers' confidence. In order to improve operational efficiency, teachers must be accountable and productive. As a result, schools need staff who are dedicated to their employment (Kocak and Nartgun, 2020). Teachers play a crucial role in realizing the nation's hopes and goals. Teachers must be motivated in order to provide wholesome students by playing a vital part in educating the nation's children as best they can toward being balanced students and in compliance with the aims of the Ministry of Education (Som et al., 2020). Thus, this indicates that teachers are a vital predictor of a school's progress.

Teacher effectiveness is a multifaceted concept at the heart of successful educational programs. A balanced approach to evaluating and analyzing teacher effectiveness must incorporate recognition and discussion of hard teacher skills, such as curriculum planning and procedural professionalism, and soft teacher skills, such as the capacity to build rapport with students, deliver content and instruct in engaging ways, which are all essential to effective teaching (Clinton, et al., 2018). Goe, et al. (2008) define teacher effectiveness through three categories: inputs (teacher quality), processes (teacher action) and outputs (outcomes achieved). According to Starrett, (2021), teacher effectiveness is defined as the teacher's capacity to combine and translate these elements (inputs, processes and outputs) into something

that inspires students to strive and grow. It is a teacher's intangible influence and impact on their students beyond the confined structures of the classroom and education system. As mentioned by pierce et al.(2003), an effective reward is not static but constantly fine-tuned and also effective, it is often evaluated to ensure that it constantly captures the teachers interest. it must constantly increase the desire to attain high standards, increase employees satisfaction and give a feeling of competence and liberty (Danish & Usman, 2010). When teachers surpass their targets or exceed their standard they expect to be rewarded immediately as a way of reinforcing the. By so doing these teachers directly connect reward with work behaviour and the higher performance they attain. (Torrington & Hall, 2006)

To this note, reward systems are very critical for any any school milieu (Maund, 2001) Though reward system have the capability to attract the right teacher, keep them and constantly reinforce them to deliver desirable performance (Otieno 2006), a poorly structured reward system can result in high labour turnover, low level of productivity and a general laissez faire attitude in the school environment. It is therefore vital for school authorities to develop a reward system that will create an ever burning desire to be creative innovative and performance oriented resulting in high academic performance.

From a general conceptual point of view, a teacher is considered effective when he effectively carries out his professional mission or else when he achieves the scientific and educational goals that are inextricably linked to his role. It has already been a pedagogical axiom that the way the teacher organizes and carries out the pedagogical communication plays a decisive role in the general attitude and behaviour of the student towards the educational-learning process, but also towards the teacher himself (Doll, Zucker & Brehm, 2009; Hentig, v. 1988; Kassotakis & Flouris, 2005; Konstantinou, 2015: 142-144; Papandreou, 2002; Postic, 1995; Rutter, Maugham, Mortimer & Ouston, 1980; Trilianos, 2004; Whitaker, 2013; Xochellis, 2015). One of the most important features of the teacher's role is that it is determined by social expectations, which affect, in any case, the fulfilment of his role. This means that the way the teacher performs his role results from the function and interaction of a series of different factors (Karatzia-Stavlioti & Lambropoulos, 2006; Konstantinou & Konstantinou, 2017; Liakopoulou, 2020; OECD, 2011; Xochellis, 2015).

Campbell et.al (2004), stated that teacher effectiveness impacts various classroom factors like teaching methods and use of resources. Teacher effectiveness is the outcome of classroom practices (Wenglinsky, 2000); self-regulation (Toussi et.al, 2011); emotional intelligence, (Hwang, 2006; Singh and Jha, 2012; Kauts, Chechi 2014; Malik and Kapoor, 2014); work experience (Day et al 2006; Irvine, 2018; Pachaiyappan and Raj, 2014), personality

traits (Cruickshank, 1990; Anyalewechi 1994; Renaud and Murray, 1996), job satisfaction (Aggarwal 2012; Halder and Roy, 2018) and self-efficacy (Barnes, 2000).

Theoretical background

The major theoretical frameworks that have informed systematic teacher reward research are expectancy-value theory, Herzberg's dual-factor theory and the reinforcement theory of Edward Thorndike. Even though there is abundance of empirical studies that directly or indirectly reference teachers' reward, it has been only recently that theoretical frameworks of reward system processes have been systematically applied to the teaching profession.

Expectancy-value theory: in this theory individuals are motivated to pursue goals and to engage in activities that they view as both achievable and subjectively valuable (Eccles et al., 1983).

Employees believe their efforts will be rewarded in just and judiciously for which they act or perform as expected or desired by their managers or employer (Robbins & Coutler, 2016). As outcomes or reward structure includes multiple benefits in the form of salary, job security, co-workers' attitude, fringe benefits and opportunity for an employee to best utilize his acquired skills to achieve organizational objectives. Rewards can become attractive or not in three possible ways; positive, negative or neutral. An employee who is happy and satisfied enough with a kind of reward might be dissatisfied with another low paid reward. It depends on needs, attitudes and personality of each employee. Expectancy theory is based on effort-performance linkage, instrumentality and valence of rewards which not only perceive by employee but expect support of employer to avail these benefits as return of their efforts.

Expectancy-value constructs have been utilized not only for analyses of choices to pursue teaching, but also with regard to the endorsement and use of particular instructional practices, as well as self-reported engagement in teaching among in-service teachers. Both components expectancies and values – have emerged as complementary predictors of teacher-reported professional engagement such as involvement in extracurricular activities (Jesus and Lens, 2005) and affective commitment (Chatzistamatiou, Dermitzaki, and Bagiatis, 2014), self-reported implementation of desirable instructional strategies (Abrami et al., 2004; Leithwood and Jantzi, 2006; Reeve et al., 2014; Wozney, Venkatesh and Abrami, 2006), teachers' own self-

regulatory strategies and encouragement of students' self-regulation (Chatzistamatiou et al., 2014).

Two-factor theory of motivation which was propagated by Herzberg (1959). The theory states that there are two factors that an organization can adjust to influence motivation in the workplace. The theory looked at reinforcers and hygiene factors and proposed that job satisfaction and dissatisfaction appeared to be caused by two sets of different factors. Herzberg constructed a two-dimensional paradigm of factors affecting people's attitudes about work. These are: hygiene factors which include salary, relation with superiors and peers, quality of technical supervision, company policy and administration, working condition and other factors that include achievements, recognition, work itself, responsibility, advancement and possibility of growth (Jerome, 2013). Young (2017) argues that motivating factors are intrinsic and related to non-monetary. They promote a sense of achievement among employees by making employees feel proud of their accomplishments. In schools, teachers need to be given that sense of achievement so that they are satisfied with their job. The second is recognition whereby the job must provide an employee with praise and recognition of their successes. This recognition should come from both the superiors and peers. When teachers are recognized, they feel valued hence become motivated. According to Busatlić and Mujabašić (2018), inappropriate extrinsic or hygiene factors cause employees to be unhappy with their job. They include company policies whereby the policies should be fair and clear to every employee. The pay structure (salary) should be fair and reasonable. It should also be competitive with other schools such as private schools in the same educational sector (Robbins & Coutler, 2016).

Edward Thorndike (1905) introduced the concept of reinforcement and was the first to apply psychological principles to the area of learning and teaching. Thorndike reinforcement theory is a theory of employee motivation that makes use of consequences as motivation techniques. Its emphasizes on how positive reinforcement, negative reinforcement or avoidance, punishment, and extinction are used in the workplace and how employees react to each strategy. The reinforcement theory by Edward Thorndike states that connections leading to satisfying outcomes are strengthened while those leading to unsatisfying outcomes are weakened. According to Thorndike, positive reward or praise, strengthen stimulus-response connections. Unpleasant responses weaken them. This therefore establishes reinforcement as central to efficient and enduring teaching. Reward is more powerful than punishment. Thorndike further states that connections grow robust when appropriate associations lead to fulfilling outcomes. The effect generated shape future behavioural and cognitive patterns. The law of effect by

Edward Thorndike states that behaviours followed by pleasant or rewarding consequences are more likely to be repeated, while behaviour followed by unpleasant or punishing consequences are less likely to be repeated. The Principle was introduced in the early 20th century through experiment led by Edward Thorndike, who found that positive reinforcement strengthens associations and increases the frequency of specific behaviours. This law further suggested that “responses that produce a satisfying effect in particular situation become more likely to occur again in that situation, and responses that produce a discomforting effect become less likely to occur again in that situation (Gray, 2011, p. 108-109).” An example of this law can be seen in the school system where teachers who are reinforced by the school administration or by the states tend to be happy to do better and to give in his/her best than teachers who are not reinforced or rewarded. This Thorndike theory has positive implications for teaching such as preparing students mentally, using drills and repetition, providing feedback and rewards and structuring material from simple to complex.

Including the concept of autonomous motivation, Kunter and Holzberger (2014) reviewed the literature on intrinsic orientations towards teaching across theoretical frameworks such as self-determination theory, expectancy-value theory and the two-factor theory of motivation. The authors noted that multiple labels such as autonomous motivation, enjoyment, enthusiasm and interest in teaching seem to reflect an intrinsic orientation towards teaching that captures teachers’ enjoyment, excitement about, and interest in, teaching tasks and effectiveness in their activities (Frenzel et al., 2009; Kunter et al., 2013).

Statement of the problem

Secondary education occupies a central position in the education ladder. While it absorbs graduates from primary education, it prepares students for access into higher educational institutions. This gives secondary education its relevance. Teachers especially in secondary schools play a crucial role in the school milieu. Teachers’ salaries, allowances and bonuses have undergone changes both in its structuring and in its procedures. Allowances and bonuses given to all civil service in Cameroon are well spelled out in a document titled "Practical guide to the processing of salaries and pensions in the Cameroonian public administration". From these documents several laws guide the payment of teachers in public secondary schools in Cameroon. Some of these laws are: Decree no.2000/359 of 05 December 2000 on the special status of civil servants in the National Education system, Decree no.2002/040 of 04 February 2002 fixing the amounts and the terms of payment of bonuses allocated to the personnel of the National Education, Decree no.2012/051 of 02 March 2012

fixing the amounts and methods of payment of the documentation and research bonus allocated to the personnel of the National Education, Decree no.2012/052 of 02 March 2012 allocating bonuses to the staff of the Physical Education corps and fixing the amounts and payment modalities. All Teachers in public secondary schools in Cameroon received 25150france for Technical Allowance and 15000france for Documentation and research. These allowances are paid from the date of integration for Civil Servants and date of contract for contract-based staff and these allowances are taxable but in most cases it is not respected. Also, teachers received 10000france for teaching and evaluation, these allowances are supposed to be paid from the date of assumption of duty in a school. Even though there is a document that outline the process and procedure of paying teachers in Cameroon, teachers face problem of integration, salary and the payment of these allowances.

The inputs and force used during the teaching and learning process greatly depends on how satisfied and reinforced they are toward their job. Therefore reward is pivotal and plays a crucial role in teachers' effectiveness and attainment of stated educational objectives (Nisa & Nazia, 2022). It is normal for every teacher to be committed to his/her job if there is a connection between expectation of the job and the reward the job offers. This will further play a positive impact on teachers' commitment and effectiveness in the educational sector. It is disheartening to know that there exist low teachers commitment which in turn has a negative effect on student academic performances in Africa (Michealowa, 2020). This is similar in Cameroon as most teachers abandon their job sites as a result of poor job satisfaction. Due to this, most teachers are not effective and efficient in carrying out their teaching responsibilities and this is mostly seen in their absenteeism, lack of assiduity and frequent lateness in school.

From the above stated problem, it can be seen that reward system plays a significant role on teachers' effectiveness since teachers play a pivotal role in the achievement of educational goals and objectives given that their effectiveness determines students output. This is also backed by Section 37(1) of Law No. 98/004 of 14th April 1998 which lay down the guidelines of education in Cameroon which states that; "the teacher shall be the principal guarantor of quality education". Though there are other factors that contribute to teachers' effectiveness, remuneration, recognition and promotion in secondary schools has a paramount role to play in teachers' effectiveness.

Objectives of the study

General research objective

- This study is aimed at finding the impact of reward system on teachers' effectiveness.

Specific objectives

- To find out the effects of remuneration on teachers effectiveness
- To examine the influence on recognition on teachers effectiveness
- To find out the role of promotion on teachers effectiveness

Research questions

General research questions

- To what extent does reward system affects teachers' effectiveness?

Specific research questions

- To what extent does remuneration statistically influences teachers' effectiveness?
- To what extent does the use of recognition statistically influences teachers' effectiveness?
- To what extent does promotion statistically influences teachers' effectiveness?

Hypotheses

General hypothesis

Alternative hypotheses

- Reward system statistically affects teachers effectiveness

Specific hypotheses

The use of remuneration statistically affects teacher's effectiveness.

Recognition statistically affects teachers effectiveness

The use of promotion statistically influences teachers' effectiveness.

Null Hypotheses

General Hypothesis

Reward system does not statistically affect teachers effectiveness

Specific hypothesis

Remuneration does not statistically affect teachers' effectiveness.

The use of recognition does not statistically affects teachers' effectiveness.

The use of promotion does not statistically affects teachers' effectiveness.

Significance of the study

To the teaching staff

Any improvement in education must starts with an improvement of the quality of the teaching staff. This research study will greatly help school administrators, teachers and

academic planners. It will enable educational policy makers to adopt measures that will give job satisfaction to teachers and make them highly effective.

To the school managers

The study will inform school managers with various needs of staff. The knowledge of the needs patterns of teachers will enable the administrators to motivate the staff in accordance with their need pattern. This will move teachers to positive action leading to high productivity. It will bring to the knowledge of the school managers the need to apply non-economic reward as means of motivating staff towards effective job performance and greater output.

The study will also enable school administrators to be well informed about system strategies that foster the cooperation and commitment of staff to work. It will bring to the knowledge of the school managers the need to apply non-economic reward as means of reinforcing staff towards effective job performance and greater output. It will also enable school administrators to be well informed about system strategies that foster the cooperation and commitment of staff to work. Researchers can use the result of this study as a framework to improve performance in schools.

Scope / Delimitation of the study

This section is divided into content, geographical and time scope

Content scope

The content scope is limited on the research question to establish a relationship between reward system and teachers efficiency, to determine the impact of remuneration on teacher's effectiveness, to establish a relationship between recognition and promotion on teachers effectiveness. As far the geographical location is concern, this was undertaken in Yaounde VI specifically in Mfoundi subdivision in some selected public secondary schools. Furthermore, this study took the researcher a year to gather findings.

Geographical scope

Geographically, this study covers some of the secondary schools in Mfoundi division this study is delimited to reward system and teacher's effectiveness. This study focuses on construct of reward system which are remuneration, recognition promotion as reward and their relationship on teacher's effectiveness. It also focuses on teachers who are the back born of education.

Justification of the study

This study is entitled Reward System and Teachers' Effectiveness. One of the major problems in education in Cameroon is that of rewarding teachers' performances. The increasing number of teachers who abandon their schools in search of greener pastures' out of the country is largely because most of them feel and experience lack of reinforcement or not being rewarded as they are supposed to. This is therefore a serious concern to critically examine the different reward systems and how they positively enhances the efficiency and effectiveness of teachers especially in Cameroon. The information generated will be useful for all stakeholders in developing and implementing reliable reward system.

The result obtained will be a guide for policy makers educational planners when designing policies and programs on reward system which can help booster the effectiveness of teachers. A favourable outcome from the study may also serve as a footprint for other educational stakeholders and other public and private schools to invest on improving the teaching conditions of teachers especially in Cameroon most especially those in the remote areas or communities by setting up a sustainable quality reward system in all schools. This will not only make our youth both male and female to admire the teaching profession but will as well enable them to rush in and obtain admission in professional schools to acquire skills which will enable them to thrive in the teaching profession.

Operational definition of terms

Teachers: A teacher is the person who is capable of creating behavioural change in terms of cognitive, psychomotor as well as affective domain (Mbise, 2008). A teacher is also a person or an expert who is capable of imparting knowledge that will help learners to build, identify and to acquire skills that will be used to face the challenges in life. The teacher also provides to the learner's knowledge, skills and values that enhance development (Senge, 2000). More over a teacher is defined as a person who has knowledge, skills and special training in teaching, explaining and educating.

Reward system. A reward system can be defined as an organised way the school or state say thank you to their teachers for carrying out a good job. It can be through bonuses, promotion, and recognition. This system aim to encourage teachers to keep carrying out their duties and make the school environment a happier and more reinforcing space. Reward system can also be seen as concept or method use to celebrate teachers' positive behaviour and achievement. It involves consistent efforts to bring out the best in teachers and reinforce them

to perform their best. Additionally, this system encourages teachers to become more engaged in the classroom. This is confirmed by Tze et al (2012) who stated that reward system is a compensation which employees receive from an organisation for exchanging of the service offered by the employee or as the return for the work done.

Remunerative rewards are rewards or a form of direct compensation to employees as outcome of their extraordinary performance. Remunerative reward are part of compensation packages of employees which are not paid on seniority basis but on performance basis (Novianty & Evita, 2018). These reward are given in monetary form which can meet financial needs of the employees, aim is to increase work efficiency and motivate employees to perform better (Al Tamimi, 2018). There are different types of remunerative reward given to employees in the form of money, discussed by (Sukanta & Kepramareni, 2018) that include bonus, profit sharing, commissions and others.

Non-monetary reward. These rewards provide good opportunity to employees for gaining recognition at their workplace, avail chances for growth based on innovative thoughts and meaningful use of cognitive abilities in finding solution of problems. Al-Qudah, (2016) stated that moral reward are non-monetary in form but these are associated with consideration to employee's needs, respecting them and caring their hopes and feelings. The important aspects to be considered in granting moral reward, that is recognition and appreciation of the performance of employees by awarding them certificates for appreciation, medals and complimentary remarks on successful achievement of goals.

Reinforcement refers to any event that strengthens a certain behaviour and it can be positive and negative in nature. According to B.F skinner reinforcement refers to anything that increases the likelihood that a response will occur. For example reinforcement might involve presenting praise (a reinforce) immediately after a teacher deliver a lesson well (the response)

Teachers' Effectiveness. Teachers' effectiveness refers to a set of within- person attributes- personality, beliefs and dispositions that interact with contextual factors (cultural, social, and educational) to influence student outcome. Teacher effectiveness is primarily determined by teacher quality. That is characteristics the teacher has some control over, as subject and pedagogical knowledge, attitudes toward his\her job and students, and classroom practices. Teachers effectiveness can be inferred from test of teachers' knowledge or skills ,teachers' participation in development, committees, or mentoring; instructional artefacts, including lesson plans and assignments; teacher self- reporting, including instructional logs; and inputs provided by parents.

Remuneration refers to the pay or other financial compensation provided in exchange for a teacher service performed. It is one component of reward system. It can also be defined as the total pay compensation received by an employee including base salary, bonuses, commission payments, overtime pay and any other monetary benefits that the employee receives furthermore, Muhammad and Toruan (2009) defines remuneration as compensation which can be in the form of salaries, permanent allowances, honorarium, incentives, bonuses for achievements, severance pay or retirement.

Bonus can be defined as a financial compensation that is above and beyond the normal payment expectations of its recipient. A school may use bonus to reward achievements, to show gratitude to teachers who meet longevity of service or to entice not yet teachers to join the teaching field.

Recognition can be defined as the formal outcome (certificate, diploma or title) of an assessment process which is obtained when a competent body determines that an individual has achieved teaching outcomes to given standards and/or possesses the necessary competence to do a job in a specific area of work.

Promotion refers to a variety of actions intended to raise greater awareness or advancement of an item. In terms of a career, promotion refers to advancing a teacher's rank or position in a hierarchical structure. Promotion is usually granted to a teacher who has displayed exceptional performance or has developed the appropriate skills and knowledge necessary to take on additional job responsibilities which entails that the teacher work for a required amount of time.

CHAPTER TWO: REVIEW OF RELATED LITERATURE, CONCEPTUAL AND THEORETICAL FRAMEWORK

This chapter reviewed the literature related to the study. It presents the conceptual framework, theoretical framework and empirical studies related to this research study.

Conceptual framework

Reward system

Reward plans for workers are to encourage the workforce in any institution for efficiency, productivity and profitability (Camping, Graham, Ng, Aitken, Wilson, & Wdowin 2020; Kingful and Nusenu, 2015). According to Omolo, (2015) reward are about giving your

staff the right mixture of guidance, direction, and resources and rewards so that they are inspired and are keen to work in the way that you want them. Ngwa et al. (2019), Emelianova (2019), Adil and Fatima (2013) stated that, reward is simply a means of urging people to do more of a good thing and less of a bad thing. Thus, reward are the rewards and penalties received or promised for behaving in a certain way. This is particularly interesting from a 'performance' point of view, as higher reward are thought to lead to more effort and better performance (Bitzer, 2016).

According to Reiss (2014) reward means a feeling of enthusiasm, interest or commitment that makes workers want to work, a reason for doing something or behaving in a certain way. Psychologically, it means the forces determining behavior, the biological, emotional, cognitive or social forces that activate and direct behavior (Emelianova, 2019). Reward is the inner drive that pushes individual to act or perform and it is one of the most important factors that move every human being to achieve his or her goals (Sabir, 2016). This includes personal as well as professional goals and targets (Mbwana, 2015). Numerous scholars have attempted to investigate on workplace reward (Armstrong, 2002; Rynes et al., 2004; Halepota, 2005;

Armstrong, 2006; Leshabari, et al., 2008; Opu, 2008; Oluseyi and Ayo, 2009; Burton, 2012; Barongo, 2013; Osabiya, 2015; Nduka, 2016). This is partly due to the fact that reward is vital for realisation of organizational goals and objectives. One of the most significant challenges is the introduction of business-oriented compensation systems, especially "pay for results" schemes in public institutions (Varone and Giauque 2001; Weibel et al., 2010). The basic premise is that properly administered pay for success schemes improves public sector productivity while also positively impacting employee organizations reward (Propper, 2006). Much as properly administered pay has its own importance but equally non-monetary reward should not be overlooked.

An individual's success in any organization is dictated by his or her actions, which, in turn, affects the organization's outcome. Several factors may affect an individual's or employee's actions, encouraging or discouraging certain activities (Bloisi et al., 2003; Mullins, 2005; Johns, 2006; Armstrong, 2006; Osabiya, 2015). Despite the fact that, payment is one of the most important factors towards employees' reward (Rynes, et al., 2004; Propper, 2006; Furnham, 2012). However, there are other activities which can obviously be affected by other forms of reward within the organisation (Rousseau & Ho, 2000; Towers Perrin, 2003; Bates,

2004). It is important to understand the potential of other forms of rewards to the organizations and employees for desired outcomes together with payment.

Reward play an important role in encouraging workers to offer their best in terms of efficiency, optional effort and participation (Salanova and Kirmanen, 2010); it is however, obvious that when taken into consideration monetary form alone cannot by itself serve all the purposes intended. Unquestionably, also, if a company does not try to encourage its employees through monetary reward, it is possible that the goal achievement of a challenging job will be decreased to a single metric, including the benefit, without considering other factors that contribute to the system's overall performance (Marketing Resource Center, 2009). In this situation organizations should be mindful of both the monetary and non-monetary reward when it comes to formulation of reward aspects.

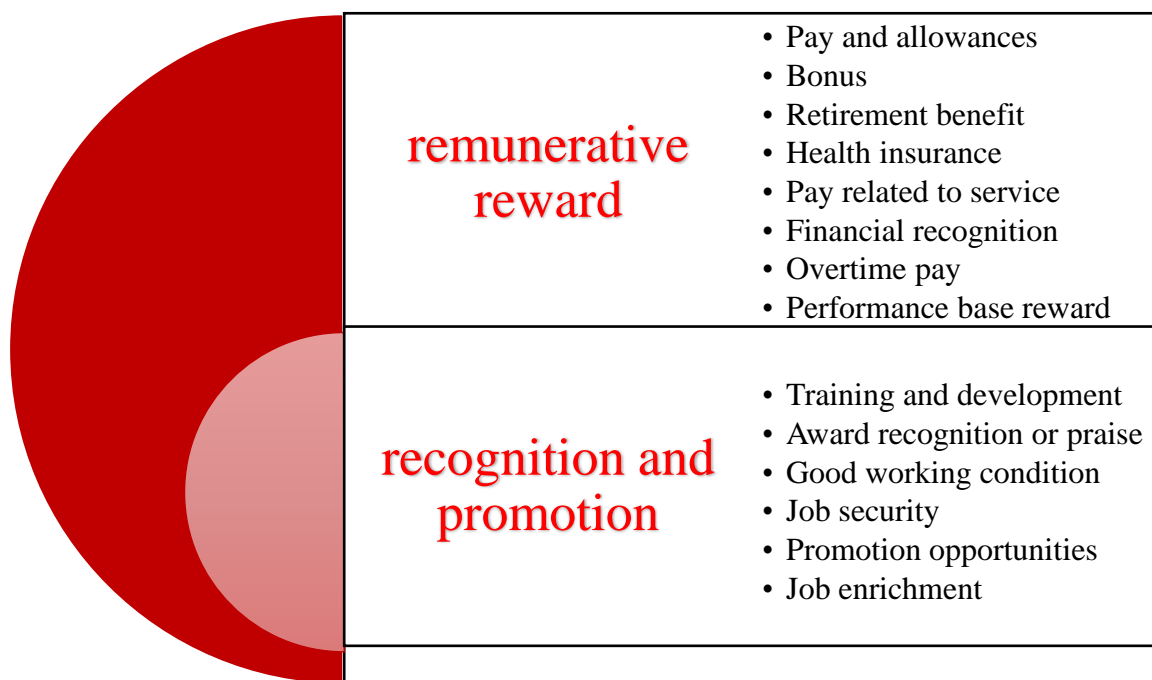
According to Armstrong, (2013) effectiveness of each employee usually affects not only the employee himself/herself but also a team he/she is working at, department, system and the company, thus, effectiveness is the fundamental aspect of organization's success and productivity). Effectiveness may be defined as the ability to join skillfully the right behavior towards the attainment of organizational goals (Ali et al., 2014). Susa (2018), the Ministry of Education demands a very high measure of loyalty, dedication, patriotism, hard work, and commitment from its teachers. Similarly, the role and contexts of reward methods cannot be overemphasized because high reward heightens performance which is in the interest of all educational system.

Reward system is the way to increase organization's productivity and at the same time monitor effectiveness of employees, hence, retaining qualified workforce and attracting new talents. According to Sheilds and associates (2015), reward should be based on differing needs of employees as some employees prefer cash rewards while others are more interested in other reward. Torrington and associates (2009), expressed the idea that positive impact on employee productivity can only be achieved if the reward system meets the needs and expectations of employees. Emelianova (2019), Most commonly reward are categorized as non-monetary and monetary where monetary reward stand for promotions, commission, bonus, awards, while non-monetary reward are performance appreciation, social recognition, improved working conditions, diversification in job description, increasing responsibilities.

According to Kulchmanov and Kaliannan (2014) reward of employees is the most influential factor in employee effectiveness. The effectiveness of employees can be maximised by creating a perception among them that their hard work and effort is valuable for the company and system recognize and reward highly effective employees (Armstrong, 2013).

The reward is a positive motivational influence on a person that helps improve his performance (Gneezy et al., 2011). Thus, it can be said that all the measures taken by the system to improve the performance of its employees are reward (Armstrong, 2013). The reward can be broadly classified as monetary reward and non-monetary reward. Reward are popularly seen as a key mechanism with which to “recruit, retain and motivate the workforce.” (Haynes, Wragg, Wragg & Chamberlin, 2003), as well as enhance employee accountability (Hasnain, Manning & Pierskalla, 2012).

Figure 1: Types of Reward



Remunerative reward: Remunerative reward are rewards or a form of direct compensation to employees as outcome of their extraordinary performance. Monetary reward are part of compensation packages of employees which are not paid on seniority basis but on performance basis (Novianty & Evita, 2018). Monetary reward comprised all rewards that have a monetary value and add up to total remuneration such as basic pay, pay contingent on performance, contribution, competency or skill, pay related to service, financial recognition schemes, and benefits such as pensions, sick pay and health insurance (Armstrong, 2010).

Guajardo (2011) found that monetary reward are the strongest reward in Africa, especially salary increase or performance-based rewards. Armstrong (2010) argued that monetary rewards are the core element in total reward. Similarly, a study conducted by Narsee (2012) in South Africa found that monetary reward is the most important reward category.

These reward are given in monetary form which can meet financial needs of the employees, aim is to increase work efficiency and motivate employees to perform better. Reward motivate employees to exert more efforts at work to achieve set targets in due time (Al Tamimi, 2018).

There are different types of monetary reward given to employees in the form of money, discussed by (Sukanta & Kepramareni, 2018) that include bonus, profit sharing, commissions and others. Employees contribute earned skills and expertise to company for achieving assigned objectives effectively in return organization promise attractive reward and benefits paid in the monetary form to employees whose performance meet or exceed standards. As employees noticed judicious mechanism of rewarding employees based on performance, it increases effectiveness (Hasnain, Manning & Pierskalla, 2012). Monetary reward are used in a wide range of industries, as a way to increase worker motivation, and therefore productivity, by linking monetary reward with the output of the individual worker, the organisation, or both (Lucifora & Origo, 2015).

Additionally, monetary reward can be awarded on an individual or a group basis (Hasnain, Manning & Pierskalla, 2012). The monetary aspect of the reward could consist of permanent salary increases, bonuses, or any other financial device that aims to reward some pre-determined objective other than level of education or years of experience in the job (Hasnain, Manning & Pierskalla, 2012 and Liang & Akiba, 2013). According to Raza (2012), monetary reward are the best source of employee reward which would cater the expectations of individual employees in order to keep them motivated.

By monetary reward an organization can boost the productivity and moral of workforce, therefore maximizing and improving employees' effectiveness as well as the whole organizational performance (Danish and Usman, 2010). By reward system an organization ensures that the employees have perception that they are valuable for the organization and the system acknowledges the role they play in the progress of the organization. In short, monetary reward can play an effective role to maximize productivity of employees and has a critical role in maintaining high level of encouragement among employees (Razak et al, 2018).

According to some researchers' monetary reward alone are insufficient and they cannot stand alone, and they must be supplemented by other forms of reward (Rousseau and Ho, 2000; Towers Perrin, 2003; Bates, 2004). This is due to the fact that their benefits are inadequate and sometimes limited to meeting individuals' biological needs, and they have no influence once needs have been met. Individuals who are not seeking additional monetary benefits from increased production would not be financially driven to contribute to increased output unless they are rewarded for their efforts (Aldubekhi, 1991). Money has not sometimes been

considered the most powerful motivator for employees, according to some reports, and in several situations, managers have discovered that money has a discouraging or undesirable consequence upon employee performance (Oburu and Atambo, 2016). As a result, companies that only use financial rewards in their performance compensation plans must also provide non-monetary reward in order to increase employee productivity (Dzuaranin, 2012).

Non-monetary reward: According to Lilian (2016) non-monetary rewards are any benefits employees receive from their employer or an activity that exceeds the compensation package for the purpose of attracting the company by retaining and motivating employees. Intangible non-monetary reward such as public recognition and praise have proved effective in employees' motivation (Armstrong, 2013). According to Falola, Ibidunni and Olokundun (2014) non-monetary packages covered good working conditions, training and development, job security, promotion and award/recognition. Falola et al (2014) also stated that intangible or non-monetary reward could be in form of participation in the system, holidays, promotion, written recognition, plagues, parties, gifts, better working environment. According to McBeth (2012) non-monetary reward includes participation in decision-making, competition, security of service, praise or recognition, suggestion scheme and job enrichment.

Bowles (2016) stated that employees will respond more to praise and try to give the best of their abilities by recognizing and appreciating their efforts and also by using words of praise and encouragement and rewarding those who do well. Chakravarthy (2014) affirms that certain stability in the job ensures future income and the employee is motivated by the consideration of the job security. According to John (2010), teachers' decision to quit or to stay at the school depends on their expectations. Herzberg (2012) sees that the solution of the reward problem is the design of the job itself, especially through job enrichment. Chakravarthy (2014) showed that, if job is more responsible, it satisfies those people who are enthusiastic, dynamic, in encountering the challenging assignments.

Teachers reward system.

Educational focus worldwide is directed towards delivering quality education (UNESCO, 2015) At global policy level, the fourth sustainable development goal (SDG4) of the UN 2030 agenda focuses on achieving quality education (UN, 2015; UNESCO, 2021). Under this goal, it is emphasized that providing a quality education for all learners is the foundation of improving people's lives and sustainable development. It is also believed that

providing quality education requires sufficiently qualified, adequately remunerated, and well-motivated teachers (UNESCO, 2016, 2021). Among these required qualities of teaching staff, reward is commonly believed to play a vital role in teacher performance (Han & Yin, 2016; UNESCO, 2021; World Bank, 2018). However, global trends indicate that teacher reward has been falling in recent years, leading to ineffective teaching, teacher attrition and difficulties in attracting talented candidates into the teaching profession (Darling-Hammond, Furger, Shields, & Sutchter, 2016; UNESCO, 2017, 2021; World-Bank, 2018).

In considering the important factors responsible for the observed downward trend of teacher reward, scholars place substantial focus on the poor reward structures which are characterized by meagre pay for teachers especially in low-income countries or by lower salaries in contrast to the remuneration levels of comparable occupations (Allegretto & Mishel, 2018; Tournier, Chimier, Childress, & Raudonytė, 2019). Such difficulties in matters of teacher reward practice are said to make the teaching profession suffer a drop-in prestige and attractiveness which cannot be expected to promote quality teaching. Hence, it is asserted that a key factor for achieving the SDG4 lies in motivating teachers with the proper reward (UNESCO, 2021). Hence, it has been remarked that since teacher reward is driven by a combination of monetary and non-monetary factors, finding the proper reward practices to drive teachers' effort is complex (UNESCO, 2021; World-Bank, 2018).

Teachers' reward has become an important issue given their responsibility to impart knowledge and skills to learners (Zalwango, 2014). Moreover, reward encourages teachers to facilitate knowledge and skills of academic to learners (Kelvin, 2016). While no single definition exists for teacher reward, the concept generally refers to the internal and external factors that stimulate an individual's desire and energy to teach, and their continued interest and commitment to making their best effort to support student learning goals (Richardson, 2014). Internal and external factors are viewed in reward literature in general as distinct, and the roles they play crucial in achieving reward and sustaining.

Sorauren (2000) defines internal, or intrinsic, factors as "reasons for the actions that are internal to the person who undertakes the action" – what Deci and Ryan (1985) refer to as "doing something because it is inherently interesting or enjoyable." For teachers, this might mean the gratification they get when they see children learning. Extrinsic reward, on the other hand, refers to "doing something because it leads to a separable outcome" (Sorauren, 2000). Deci and Ryan (2000) note that intrinsic motivation cannot always be relied on to nurture learning, and that extrinsic motivation can result in high-quality learning and creativity.

Teachers' reward is fundamental to the accomplishment of educational goals (Bakotić, 2016; Latif et al., 2013; Miah, 2018). In school organizations, the out-turns of teachers' effectiveness are the improvement in the quality of teaching and learning processes and ultimately attaining students' higher academic performance (Hosseinkhanzadeh, 2013). Teacher reward depends critically on effective system, particularly at the school level (Barerra-Osoria et al. 2022). If systems and structures set up to manage and support teachers are dysfunctional, teachers are likely to lose their sense of professional responsibility and commitment (Mark, 2015). Hence, a teacher has to update professionally, personally and be rightfully motivated so he/she could discharge his/her diverse tasks and responsibilities with efficiency and effectiveness (Lopez & Irene, 2015).

At present, it can be said that many factors exist which promote teachers' reward. These factors may be viewed as material, psychological, etc. It is also found that a teacher's daily experience on the job determines the activities which are psychologically most rewarding (George, 2015). Moreover, without reward, teachers' effectiveness would be highly hindered. The level of inspiration giving to teachers will determine the teachers' response to the organizational rules, responsibilities and opportunities. Also, reward is the force that initiates, guides and maintains goal-oriented behaviors (Callo, 2014).

Reward help to attract teachers to schools with large populations of marginalized children. Adjustments in salary are the most common and perhaps the most influential reward in attracting and retaining qualified teachers. Like most workers, teachers care about monetary compensation (Hunt, 2015). The relative salaries they receive (or the opportunity cost of choosing to teach versus other professions) influence their decision-making (Hunt, 2015; Kang & Hong, 2008; Luschei, 2012a; Luschei, Chudgar, & Rew, 2013). In addition to monetary reward, countries may also offer non-monetary reward for teachers to accept placement in difficult areas or schools. Ideally, these efforts enable resource-poor countries to offer attractive tradeoffs to encourage high-quality teacher candidates to accept potentially difficult assignments (Rogers & Vegas, 2010).

Previous scholars such as Paola et al (2016), Spencer and Cassidy (2015) and Zarzoco and Grande (2018) mentioned teachers' monetary reward affects students' academic performance, also Maningu (2017), Mathew (2017) asserts that when schools want to improve students' performance, they should provide recognitions and appreciations. Also, Ouma and Munyuka (2018) explained that there is a relationship between teachers' working conditions and students' academic performance. Some studies have now shown that teacher reward (monetary and non-monetary) can improve teachers' effectiveness (Behrman et al. 2015, Filmer

et al. 2020, Leaver et al. 2021, Loyalka et al. 2019, Muralidharan and Sundararraman 2011). However, few governments (if any) have adopted them at scale. This could be due to political reasons. In contrast, governments frequently implement policies or informal systems that reward high-performing civil servants through public recognition, such as award ceremonies or certificates (Ashraf et al. 2014).

Teachers who are devoted and highly motivated on their job are vitally needed today to raise the level of national education progress. According to Ahmeda et al. (2020), job reward is the key to improved work performance among instructors. The instructor would be able to endure in order to achieve the goals that have been established if he or she was inspired by his or her profession. The teacher's role is viewed as crucial in ensuring that this goal is realized. According to Gunawan (2020), the greater the work morale of teachers, the higher their work efficiency and, as a result, higher school efficiency and effectiveness. However, according to the Department of Daily School System 2018 survey, the aspect of teachers as motivators has not been applied consistently. The teacher centred approach is still popular among teachers (Kementerian Pendidikan Malaysia, 2018). These results indicate that teachers continue to need support and inspiration in order for a school to be successful. If this problem is not addressed, teacher efficiency will begin to deteriorate, with a negative effect on educational organizations.

According to Dasan and Nawi (2020), the job success of these teachers plays a role in creating the quality human resources that the world expects from operating developing countries in the future. Teacher dedication and efficiency depend only on reward, discipline and job satisfaction (Saudi et al, 2021). This means that teacher reward and job satisfaction are important for all organizations, including schools in any country. In addition, teacher gratification is important not only for teachers themselves as public servants, education administrators and leaders and employers but also for students of all types of schools. Teacher reward has been shown to be a predictor of teacher retention, determining teacher commitment, and contributing to school success.

Factors that affect teachers' reward

Worldwide, reward is commonly used to attract and retain qualified teachers (Vegas, 2007; Harvey-Beavis, 2003) and to encourage teachers to adopt different teaching practices (World Bank, 2009). Reward associated with improving teacher practices include release time to observe and work with peers in one's own school or in other schools, release time for ongoing

in-service programs, additional planning or lesson preparation time, institutional support, and performance pay (World Bank, 2009).

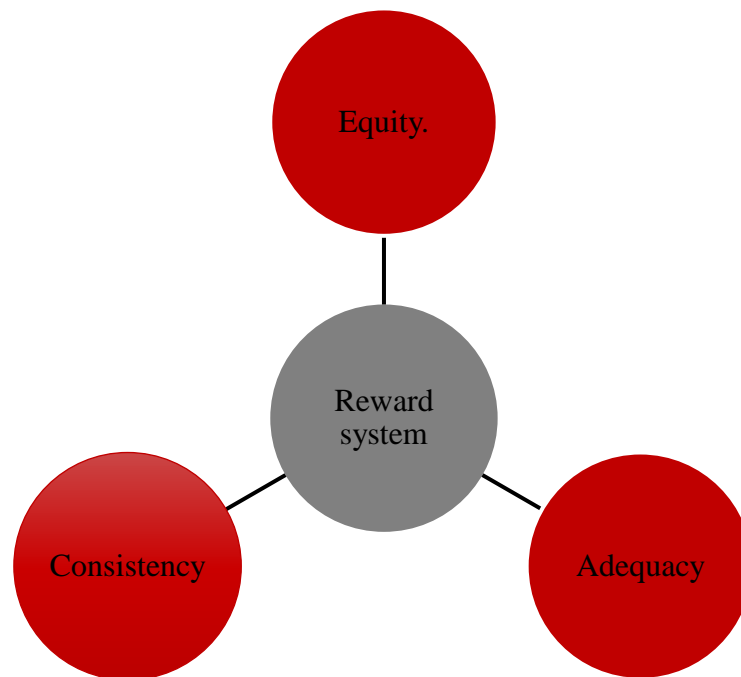
However, researchers agree that it is difficult to identify reward systems in education that work effectively across contexts because different sub-groups and individuals respond to motivators differently. For example, Bennell et al (2007) and Richardson (2014) observe that men may be more concerned with monetary reward than women in Sub-Saharan Africa. At the same time, Richardson (2014) notes that while men in Sub-Saharan Africa are often more concerned with monetary reward, male teachers in Pakistan are driven by non-monetary reward and it is actually women who choose to become teachers for non-monetary reward like job security and a more flexible schedule to accommodate time spent with family. These variations in preferences imply that reward systems are not equally effective across contexts: some reward systems work better than others (World Bank, 2009). Moreover, teachers do not always respond to reward in predictable ways (Vegas, 2007). Moreover, the value of reward may erode over time and may require to be replaced with new reward (Vegas, 2007).

For reward to work, three things are needed (Kemmerer, 1990).

- First, the benefit being awarded has to be sufficiently powerful to have reward value. As Vegas (2007) notes, reward work when they are generous enough to give teachers a reason to make the extra effort.
- Second, the reward has to be tightly coupled with the desired teacher behaviors (Vegas, 2007) that is, paired with the intended behavior, and within a short enough time frame so that the teacher recognizes the connection (Kemmerer, 1990).
- Third, for the reward to have the intended impact on teaching practice, it is important that those benefits only are awarded to those teachers who actually exhibit the intended behaviors.

Kemmerer and Thiagarajan (1989) identified.

Figure 2: three characteristics for designing an efficient reward system for teachers: consistency, adequacy, and equity.



Source : Kemmerer &Thiagarajan, 1989

Within a reward system, internal consistency should exist between goals and means; a condition of adequacy by being sufficient for a given purpose should be perceived; and the reward system must also be perceived as fair (Kemmerer &Thiagarajan, 1989).

Teachers' effectiveness

Teachers' effectiveness is a concern of everybody in the society (Mbwana, 2015). In this respect, teacher effectiveness connotes the teacher's role of teaching students in class and outside the class. The key aspects of teaching involve the use of instructional materials, teaching methods, regular assessment of students, making lesson plans, assessment of pupils, conduct of fieldwork, teachers „participation in sports, attending school assembly and guidance and counseling (Kevin, 2016). Therefore, teacher job effectiveness is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to students in and outside the classroom (Chudi, 2013). Teacher effectiveness was measured by regular and early reporting at school, participation in extra-curricular activities, supervision of school activities, adequate teaching preparation (schemes of work, lesson plans), marking and general punctuality among others. Effectiveness of a given

school depends more on the teacher's effort and if that a given teacher is unhappy with his/her job, he/she will not put emphasis into his/her teaching (Mark, 2015).

The foregoing emphasizes that effective teachers are very important in achieving educational goals (Schuitema et al; 2013). However, teachers' effectiveness is difficult to define since there has not been a consensus agreement on what measured quality teacher (Stronge et al; 2011). However, it is possible to measure some teachers' attributes like; interaction with students, teaching strategy, motivation, pedagogical content knowledge and classroom system through qualitative research approach and classroom climate as important factors that facilitate teacher's motivation and effectiveness (Ferlazzo,2015). These teachers' attributes could act in a long way to determine teachers' effectiveness (Schuitema et al; 2013). If a teacher sees the classroom as a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, the teachers play a vital role in creating an environment that supports students' learning. They often do this through their support for students' autonomy (Schuitem et al; 2016).

Effectiveness is a measure of the match between stated goals and their achievements. It is always possible to achieve 'easy', low-standard goals. In other words, quality in higher education cannot only be a question of achievements 'outputs' but must also involve judgements about the goals part of 'inputs'(Oluremi,2013). To achieve teacher effectiveness, teachers' reward as well as students' motivation are two important areas that must be properly taken care of. According to Domyei (2001), teacher's skills in motivating learners should be seen as central to teacher's effectiveness. Teachers' effectiveness was defined in three basic ways by Evans (2006) to include;

- Teachers' personalities
- Teacher-student's interactions
- Teachers' impact on student's behavior.

An effective teaching should not only be concerned with students' academic goals but also encompasses concern for students' personal goals. Students come from different backgrounds with different minds apart from academic which an effective teacher should bear in mind. An effective teacher should always maximize instructional time and make good use of it (Stronge et al., 2011). And that is why their reward or empowerment should be at the forefront of government policies, in order to enhance quality education and attain the goals and objectives of education (Agharuwhe et al; 2009). In other words, teachers' reward is the key to guaranteed quality education, as such influences quality assurance in the educational system. Without

efficient and effective teachers in the education industry, qualitative learning outcomes cannot be achieved. That is why teachers should be motivated properly in order to enhance quality in the educational system.

Teachers 'effectiveness has therefore been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as subject mastery, effective communication, lesson preparation and presentation (Oluremi, 2013). The influence of teachers' teaching effectiveness on the learning outcome of students as measured by students' academic performance has been the subject of several studies (Akinsolu, 2010; Ajayi, 2009; Ashimole, 2011; Lawrence & Hanitha, 2017). The above studies suggest that effective teaching is a significant predictor of students' academic achievement. Therefore, effective teachers according to Akiri (2013) are supposed to produce students of higher academic performance.

Factors that contributes to teacher's effectiveness

According to Mustapha (2011), Sugita &Takeuchi (2012) factors that contribute to teacher's effectiveness include;

- Relationship between the students and the teacher
- Teachers' teaching experience and qualifications
- Socio-economic background
- Intellectual aptitude of student
- Personality of student
- Self-confidence

Oviawe (2016) concurs that improving the quality of the teaching force in schools is the key to raising student achievement, consequently, Schiefele and Schaffner (2015) and Verma (2016) claim that education cannot be provided by just anybody, it requires a teacher who plans and delivers the lessons or instruction in such a way that objectives can be achieved.

According to Wang, Lin, Spalding, Klecka, and Odell (2011), attempts to capture the patterns and characteristics of quality teaching are difficult because the concept changes with shifts in individuals, contexts, and ideologies. For instance, Nabaho, Oonyu, and Aguti (2017) opined that quality teaching involves lesson preparation, lesson delivery (facilitating learning), and after-lesson activities such as advising learners, conducting assessment, and providing feedback. This perspective implies that, to achieve quality teaching, each of the stages of instruction should be well-done.

However, Wang et al. (2011) noted that available literature involves at least three perspectives of the concept:

- i) Quality teaching as teachers' cognitive resources (content and pedagogical knowledge)
- ii) As teachers' performance (in form of behaviour or practices)
- iii) As teachers' effect (indicated by learner outcomes)

Hence, while NTP (2019) focused on quality teaching in terms of teachers' cognitive resources developed through pre-service and in-service training, Gomendio (2017), on the other hand, considered quality teaching as classroom behaviour indicated by teachers' practices. Still, Costa and Araújo (2018), Coe, Aloisi, Higgins, and Major (2014) and Masters (2012) regarded quality teaching as definable in relation to particular subject matter and socio-cultural context.

The definition adopted for this study is: teachers effectiveness consists of good and ever-improving instructional practice carried out by teachers who are interested in their job and motivated to achieve high levels of performance and to improve the outcomes achieved by their pupils. This definition is based on Fenstermacher and Richardson (2011).

Operationally, teacher's effectiveness was viewed as the teaching service which produces desirable student results and is compliant with recommended professional practices. According to Naluwemba, Sekiwu, and Okwenje (2016) and TIF (2017), the normative professional practices include punctuality for lessons, teacher availability to answer learners' questions or to guide their individual learning, time devoted to actual teaching, use of learner-centered teaching strategies, timely marking of students' scripts and giving prompt feedback, positive attitudes and convictions about the potential of learners to achieve.

Reward system and teacher's effectiveness

Reward and effectiveness are very important factors in terms of school success and teachers' effectiveness (UNESCO & ILO, 2012). For this, the main thing they required is skilled and competent teachers (Kevin, 2016). Teachers effectiveness is the combination of emotional and psychological factors of teachers experiences at work (Balogun, 2016). It expresses the relationship between expectations and actual achievements. Teachers effectiveness is also an emotional state resulting from a person's appreciation of his/her own job or experience levels (Demirtas, 2010; Nigama et al, 2018). Teachers effectiveness is influenced by motivational factors available at work which are in the form of monetary and non-monetary reward (Hakielimu, 2011). Specifically, non- monetary are intrinsic reward that promote teachers and excellent in school work. The non-monetary reward further include pleasant work environment, flexible work hours, training, new and challenging opportunities as well as such factors like

fringe benefits for excellent teachers, pension, and health insurance (Niwamanya & Imbahal, 2016).

Teachers' reward is a global agenda. United Nations Educational, Scientific and Cultural Organization (UNESCO) and International Labour Organization (ILO) emphasize on teachers' reward for delivery of quality education. Teachers should be motivated through adequate salaries, provision of bonuses and pleasant work environments with sufficient teaching facilities (UNESCO & ILO, 2012). Teachers are central to achievement of the current global agenda of 2030 Sustainable Development Goals (SDGs). They are also important for achieving the SDG 4 which is formulated to 'Ensure inclusive and quality education for all and to promote lifelong learning (UNESCO-IICBA, 2017). Reward can influence both effective teaching and excellence among teachers (Kimutai, Kiptum & Chege, 2016; Mangaleswarasharma, 2017). Benrazavi (2013) also argues that any work cannot be effectively done without reward. Therefore, teachers would get interested to teach their students effectively when they are motivated. According to Hoy and Miskel (2013), teachers' effectiveness can be enhanced by self-developmental opportunities, short term courses, seminars, workshops, high appreciation and rewards for commendable work.

Despite the importance of reward, teachers working in African countries are demotivated by unpleasant working environments and low salaries (Bennell & Akyeampong, 2007). The problem of de-motivation has resulted into low teachers' commitment, teachers' strikes, poor instructional preparation, underutilization of teaching time and job dissatisfaction (Muvunyi, 2016). A study carried out in Tanzania, show the prevalence of the problem of demotivation among teachers working in government secondary schools. The challenge prevails in low pay, inadequate teaching facilities or poor school leadership (Bennel & Mukyanuzi, 2005; Mkumbo, 2011; Kalega, 2016; Nyamubi, 2017). As a result, teachers working in government schools are dissatisfied with their jobs. Nigama, et al, (2018) confirmed that teacher's relationship with the administration and working environment were the factors that affected their effectiveness. Sahito and Vaisanen (2017) revealed that factors of teachers' effectiveness were found to be salary, career prospects, supervision, system, working environment and compensation, bonuses etc. Shafiwu and Salakpi (2013) stated that working conditions, the workload, availability of opportunities for professional upgrading, promotion and the existence of community support and recognition were the factors that encourages teacher's effectiveness and excellence.

Nhunata and Nhuta (2017) reported that a variety of factors such as salary, job security, physical conditions, promotion, recognition and others, do influence teachers' job satisfaction.

Therefore, where there is poor reward, teachers are usually ineffective (Kimutai, Kiptum & Chege, 2016). Teachers' reward are those factors that operate within the school system which if not attended to, could slow down their performance, cause stress, discontentment and frustration all of which consequently reduce teacher's effectiveness and student quality output (Rosa, 2017). This implies that teacher motivation includes factors that cause, channel, sustain and influence teachers' behaviour towards high system and academic achievement standards in schools (Rosa, 2017).

In most Africa countries, researchers have found that sizable proportions of teachers are ineffective and are poorly motivated; children are not well taught and thus do not receive minimal acceptable education (UNESCO, 2018). Most schooling systems therefore, are faced with teacher reward crises that are related to salary, advancement, achievement, recognition, responsibility, poor school facilities, among others which have far reaching consequences (Bennell and Akyeampong, 2017). In Nigeria for instance, Adelabu (2005) identifies teacher reward as based on the way teachers are deployed, working conditions, teachers' competence, teachers' status, vocational intent, career advancement, fringe benefits, and remunerations.

In sub-Saharan Africa teachers' motivation is low and this has been detrimental to the quality of education (Fry, 2003). Haki Elimu (2005), TTU, (2015) have also shown that effectiveness among teachers is low at all levels. This ineffectiveness is bound to affect the quality of education provided in the country. The quality of education is declining due to a consistent poor and underperformance in National Examinations, the main reasons identified include, lack of qualified teachers, untimely changes of learning and teaching curricula, poor reward of teachers, inadequate teaching and learning materials (Bennel, 2014). This is particularly in secondary schools where morale and productivity of teachers is very low (Olembo, 2015). According to Knox and Anfara, (2013) teachers' ineffectiveness is predicted at the level of educational outcomes achieved in academics while at the same time line-up concurrently with teachers' knowledge, skills, school assets and strategies in all countries around the globe (Currall, Towler, & Kohn, 2005; Lee, 2006; Olube). Sumra (2014) and Davidson (2015) suggested that one factor that has had a significant impact on teaching quality is lack of reward for teachers.

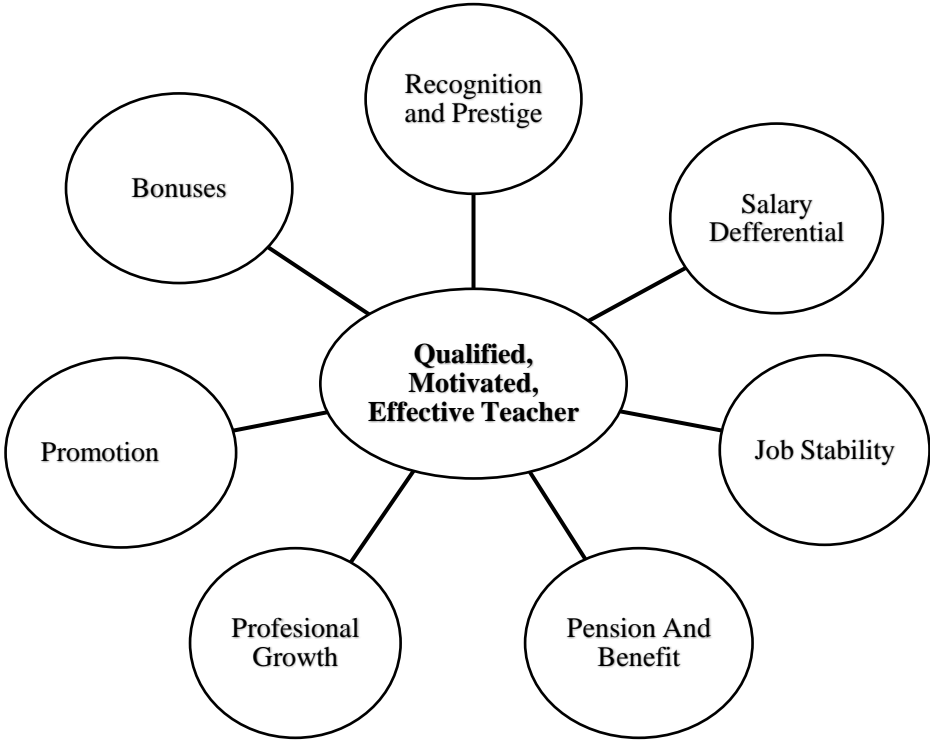
According to Obadara (2015) on teacher performance reward as means of improving secondary school teachers' productivity revealed significant relationship between teachers' reward and increased teacher effort, teacher behaviour in the classroom, teacher attendance, teaching methods teacher retention, and students learning outcomes respectively. Ozoemena (2013) in his appraisal of the reward systems and packages in the Nigerian school system

reiterated the need to review the reward packages such as salaries and fringe benefits among others in the school system. The findings of Akpan (2013) on the influence of reward on teachers showed that the teachers that were motivated teach effectively in classroom than those teachers that were not motivated.

Both high- and low-income countries around the world face issues in both attracting and retaining quality teachers, due largely to poor motivation and reward structures (Crehan, 2016; Han and Yin, 2016; UNESCO IICBA, 2017). Data show that teacher salaries have fallen compared to other occupations with similar educational requirements, leading the profession to suffer a drop in prestige (GMR, 2015; UNESCO, 2019b; World Bank, 2018). In many low-income countries, teachers are facing rising pupil/teacher ratios (PTRs) and deteriorating working conditions due to increased student enrolment rates (UNESCO IICBA, 2017; World Bank, 2018). Additional factors contributing to lowered teacher reward include lack of support from leadership, poor accountability, inadequate living conditions, or violence in schools (TTF, 2016; World Bank, 2018; UNESCO, 2019b; UNESCO IICBA, 2017). Such issues may lead to increased teacher absenteeism and attrition, meaning students receive fewer hours of instruction (Ramachandran et al., 2018; UNESCO IICBA, 2017).

With teacher reward driven by a combination of intrinsic and extrinsic factors, finding the proper reward to influence them is complex and multifaceted (Crehan, 2016; Martin, 2018). While many systems have experimented with motivating teachers through bonus pay for meeting specific targets, results have been mixed for such direct extrinsic motivation (Crehan, 2016; Education Commission, 2019; World Bank, 2018). Instead, research shows that allowing teachers more agency to work towards different promotion opportunities can offer a strong reward to remain in the profession (Cabus, Haelermans, and Flink, 2020; Calvert, 2016; Cordingley et al., 2019; Tournier et al., 2019). Measures that improve teachers' professionalism, such as collaboration and continuous professional development, have also been shown to improve reward (Cordingley et al., 2019; Education Commission, 2019; Tournier et al., 2019). School leaders can play a vital role in inspiring teachers, by offering support, consistent standards, and effective evaluation and accountability structures. Such support from school leaders can further improve professionalism and reduce rates of teacher absenteeism (Education Commission, 2019; Martin, 2018; TTF, 2016).

Figure 3: Types of Teacher Reward



Source: Vegas (2005)

Impacts of Reward on teachers Effectiveness and school Performance

Aliyyah et al. (2020) postulated that in any educational institution, teaching and non-teaching staff provide majority of the essential resources in different nations. This is because human capital productivity is affected by the effectiveness and quality of the teachers. It’s common knowledge that without good teachers, we lack quality education system and without a quality system in place, no nation can provide quality life to its citizens (UNESCO, 2020).

Teachers who are provided with a variety of reward tend to have higher motivation in their working areas which lead to higher performance of students compared to teachers who are not provided with reward. Motivation is a desire or need that makes a person to act (Kelvin,

2016). According to Ndelachi (2019) employee's set values and goals are in line with the organizations set vision and mission, it is essential for an organization to adopt high levels of reward that can encourage higher productivity, improved financial gains and quality of work across all departments. This shows that motivated employees can perform work to a higher level and lead to a higher productivity in the organization.

Tien (2018) asserts that the success and powerful existence of an organization is determined through the satisfaction of its employees. Furthermore, awarding teachers with reward seems to impact on teachers' retention. Teachers who are given non-monetary reward are more satisfied and continued teaching in schools, while those who did not get remained not fulfilled and resigned the teaching career. On the use of monetary reward, Mullins and Christy (2016) argue in certain situations such as where employees are not being offered opportunities for career adjustments and where workers do not find pleasure in their work, the efficient way to motivate them is by giving monetary reward. They further argue that for many employees, the feeling of being valued and recognised at a work place motivates them more compared to monetary rewards.

Further, Mullins and Christy (2016) point out that money is sometimes a trivial motivator at a workplace, and may even demotivate under certain circumstances. Extrinsic reward such as monetary rewards may quench intrinsic rewards such as job satisfaction and engagement. According to, Mullins and Christy (2016), people are far more sensitive to a negative action, such as deduction of their earnings than an addition to their earnings. They may not be very happy when their salaries have been increased, but very annoyed and frustrated when their salaries have been reduced. Thus, money will bring dissatisfaction and not satisfaction, and therefore not a motivator.

Institutions need to organize integrated reward system which commensurate with quality work, cost reduction and increasing knowledge which will help organizations to achieve their desired goals in effective manner (Lucas et al, 2016). (Chepkimoi, 2018) explained that organizational productivity can be determined by the individual's ability to work, employees can perform better as they believe their contributed efforts will be rewarded and incentivized in satisfied manner. The organizational productivity can be improved if employees perform better therefore both intrinsic and extrinsic reward are very important to be given to drive their efforts and ultimately reward them appropriately.

The psychological needs and motivation to fully understand the effects of reward on performance and other outcomes. For example, in the study of insurance salespeople mentioned earlier, base pay was more highly related to autonomous motivation while bonuses were more

related to controlled motivation (Kuvaas et al. 2016). Though both forms of motivation were related to increases in effort, the effect of autonomous motivation was five times stronger than the effect of controlled motivation. And while people with high autonomous motivation wanted to stay in their job, those with high controlled motivation (which was promoted through the new bonus system) expressed an increased desire to leave this organization. In effect, the introduction of a bonus system in this organization did not significantly improve work efforts while it increased turnover intentions. In a study of Swedish white-collar employees, merit-pay increases did not significantly influence subsequent performance relative to having psychological needs supported through job autonomy, feedback and social support, raising the question of whether administering complex reward systems is worthwhile (Nordgren-Selar et al. forthcoming).

In other studies, reward increased interpersonal deviance and unethical behavior because they can lead to moral disengagement (Beaudoin et al. 2015; Gläser et al. 2017; Gläser and Van Quaquebeke 2019; Kouchaki et al. 2013). Variable pay that is based on performance or even on time spent working can promote money motives that are less need satisfying by signaling that making more money is what matters most (DeVoe 2019; DeVoe and Pfeffer 2007, 2010; Pfeffer and DeVoe 2012). Bonus systems have also been shown to increase stress and the number of prescriptions for depression and anxiety (Dahl and Pierce 2020; Parker et al. 2019). These results have been attributed to perceptions of being controlled by the reward (Kuvaas et al. 2020), but also to the fact that a high proportion of variable pay makes one's income less certain, creating financial insecurity that affects psychological need satisfaction (Harrison et al. 1996; Howell et al. 2013).

Moreover, the more directly contingent on performance the reward is, the more negative its effects are on feelings of competence, autonomy and relatedness as well as on intrinsic motivation and performance (Cerasoli et al. 2014, 2016). The more attractive and complex the task, the more negative the effect; and the effects are also more negative on performance quality compared to performance quantity (Bailey and Fessler 2011; Weibel et al. 2010). Thus, when looking at the empirical literature, reward rewards appear to be effective only for tasks that will soon be automated. Future work is going to require more adaptive and proactive types of behavior to adjust to increasing uncertainty and more collaboration (Griffin et al. 2007). Because all of those behaviors have been shown to be highly reliant on autonomous motivation (Gagné 2003; Strauss and Parker 2014), reward contingent on performance might not be the best strategy to motivate such behaviors.

The role of remuneration on teacher's effectiveness

Globally, monetary benefits and promotions are believed to have a positive impact on employee commitment and loyalty. Financial benefits and rewards, such as promotions, bonuses, benefit must be part of an organization's strategy (Development and Learning Organisation, 2011).

Chin (2016) stated that security benefits, transport, meals, and housing allowances contributed positively to employee productivity. He further contends that the health of employees is inextricably linked to their performance and the organization at large. Adedeji and Olaniyan (2011) in a study on improving the circumstances of teachers in rural communities of Africa, found out that teachers are working in very challenging situations characterized by low and delayed payment of salaries and allowances this delay lead to teacher's disappointment and ineffectiveness. Tabulawa (2013) assert that on basic education south of the Sahara showing that teachers in this part of the world worked in tough conditions with poor salaries and this led them to perform poorly. Chamundeswari and Sciences (2013) carried out a study on job satisfaction and performance of school teachers in Chenndi and found out that teachers in urban schools performed better compared to teachers in rural communities. The paper attributed this to the fact that teachers in central board schools enjoyed better infrastructure facilities and a good working environment than those in state board schools.

Pepra-Mensah, Adjei, Agyei, and Research (2017) in a study about the effect of compensation on basic school teachers job satisfaction in the northern zone, Ghana, found out that remuneration dimension like base pay, bonuses, and benefits significantly correlated with the teachers' profession and administration put in place and effective remuneration policies that include teachers in major compensation decisions that affect them (Pepra-Mensah et al., 2017). This is in line with Subroto and Technology (2013) in research on income and implications of teacher performance to improve the quality of education in the elementary school of Surabaya, Indonesia found out that salary influenced teachers' performance. The study by Subroto and Technology (2013) in Kenya that found out that there is a need for teachers' salary to be increased for their performance to increase. Therefore, schools need to improve and increase teachers' salaries in expectation of better performance. In a related development, there is a need for better pay to build the morale of employees.

Musinguzi et al. (2018) in the study conducted in Malawi, he postulates that there will be higher teacher turnover in schools where there are low salaries. Fortunately, he goes further to say that, happy teachers are better teachers and their performance is higher because their turnover is low. This is supported by Idrees et al. (2015) who found a relationship between

training and monetary motivational practices, however, the study found a strong positive correlation between monetary reward like salary than non-monetary reward. Therefore, the job performance of employees can be increased to higher levels by increasing the salaries of the workers. In a study carried out by Barbra (2018) on teachers' remuneration and performance of universal primary education schools in Uganda. The study recommended the government to put up strategies to ensure that salaries, wages, and other allowances were adequate and satisfactory and this could attract teachers to have individualized attention to studies, reduce absenteeism thereby improving teacher performance.

The role of recognition and promotion on teacher's effectiveness

Recognition and promotion as reward system have been identified to be the most essential factor than remunerative reward to teachers' effectiveness across the globe (Falola et al., 2014). There are several types of non-monetary reward that are given to teachers as stimulus for work effectiveness.

Ystad (2018) in his study stated that quality of teachers indicates that recognition, organizational climate, security and resource are inseparable because they influence each other toward performance of the intended task among teachers. Nadeem, et.al (2011) stated that effective non-monetary reward among teachers influence teacher's effectiveness. Gbervbie (2010) conducted a study on the factors motivating teachers at a work place in Nigeria. He found out that job security, profession development opportunities, working environment, system support, performance bonus and share options among others.

King'oo (2016) examined factors that promote job satisfaction for teachers in Kenyan schools. The results of this study revealed that despite the low salaries paid to teachers in schools, such things as access to teaching and learning materials, a good school and housing environment, quality education policies, classroom size, rules and regulations of school encourage teachers to be more efficient and effective. Augustino (2012) confirmed that an effective non-monetary reward especially recognition and promotion encourages teachers to perform well and the result is seen on student's outcome. Also, Mark (2015) conducted a research on factors that affect job performance among teachers in Kibaha district. The study found that professional development for teachers is one of the key factors of teachers' effectiveness.

Appreciation and job security seem to be the key to respect for the hard work of the employee. If people are honored for what they have done effectively, it brings them more happiness than a salary increase (Chkravathy, 2014).

In view of the fact that a sizeable increase in teachers earning will significantly enhance teachers' commitment and effectiveness. It is pertinent to note that good social status of teachers considerably impacts on their morale and thereby, reinforces them. As of now, it can be said that no school system can have high achievement more than the level of teachers' reward within the system. The identification of promotion as a mediator between remuneration and teacher effectiveness suggests that non-monetary rewards especially promotion play a crucial role in translating financial incentives into tangible outcomes. This underscores the importance of comprehensive reward systems that encompass both monetary and non-monetary elements to maximize their impact on teachers' reinforcement, performance and effectiveness.

Therefore, all those factors which contribute to appreciable improvement in teachers' morale and commitment should be upheld with utmost priority. Hopefully, when this is done, it will unfold a multifaceted payoff, namely, increased pupils' learning outcomes and high teachers' output (Nyam, 2014).

Challenges for effective reward system and teacher's effectiveness

Lack of financial resources: In countries where salaries place teachers at or below the poverty line, or where a teacher's salary is well below that of professions requiring similar levels of qualifications, research shows that few other policy options can improve reward of teachers without low pay being addressed first (Tournier et al., 2019; UNESCO, 2019b). Even so, many governments do not have resources to spare for salary increases. For most low- and middle-income countries, teacher salaries already account for 75 per cent or more of the education budget (World Bank, 2018). As such, ministries of education are faced with difficult decisions of whether to pay higher salaries to fewer teachers – and thus increase pay lower salaries to a higher number of teachers and keep ratios at more manageable levels (UNESCO, 2019b).

Inadequate teaching and learning environment: Poor working conditions also affect teacher reward. Limited education budgets may also lead to insufficient resources for school infrastructure or teaching materials. Data indicate, for example, that approximately 25 per cent of primary schools globally do not have access to clean drinking water or single-sex sanitation facilities (UIS, TTF, and GEMR Team, 2019). Shortages of equipment such as desks, books,

computers, and other teaching materials can frustrate teachers and cause teacher's ineffectiveness (TTF, 2016; UNESCO IICBA, 2017; World Bank, 2018).

Cultural and societal perceptions: Findings from the Global Teacher Status 2018 study suggest that there is a correlation between teacher status and student learning outcomes in a country (Dolton et al., 2018). In many countries, teaching is considered a profession of last resort and does not enjoy the same esteem as other occupations requiring similar levels of education. This makes recruiting and retaining quality candidates especially difficult. Young teachers often leave the profession after only a few years to seek opportunities in other fields offering higher pay or more prestige (IBF International Consulting, 2013). Improving reward to attract and retain teachers that are better qualified can shift these views, but changing perceptions can take a long time and requires ongoing efforts (World Bank, 2018).

Weak teacher system systems: Many countries have weak teacher system systems. School leaders often do not have suitable training or background experience to provide teachers with proper support or oversight (Chiriboga Montalvo and Pinto Haro, 2019; Tournier et al., 2019; Yimam, 2019). This can lead to teachers losing trust in their leadership and the established system, lowering expectations and reward (Cordingley et al., 2019). Leaders who recruit or assess teachers based on patronage or political leanings also raise frustrations and reduce confidence in the validity of the system (Education Commission, 2019).

Limited career flexibility: Many teacher career structures are based on a single salary scale, where teachers earn promotions based solely on academic qualifications or years of experience (Chimier and Tournier, 2018 Crehan, 2016; UNESCO, 2019b). However, research shows that this model can stifle teacher agency and reduce reward (Crehan, 2016; Tournier et al., 2019). Career structures offering more options and choice can improve teacher reward, but such structures are complicated to implement and typically lead to upheaval in established systems (Chiriboga Montalvo and Pinto Haro, 2019; Sayed and de Kock, 2019; Tournier et al., 2019).

Low-resource schools: School environments and working conditions tend to be worst in rural or low-resource areas. Because of this, these schools have higher rates of teacher turnover and absenteeism, causing students who are already in disadvantaged circumstances to face lower learning opportunities (UNESCO, 2019b; World Bank, 2018). Without providing proper reward to motivate teachers to work in these areas, the gaps between students in low- and high-resource schools will continue to widen.

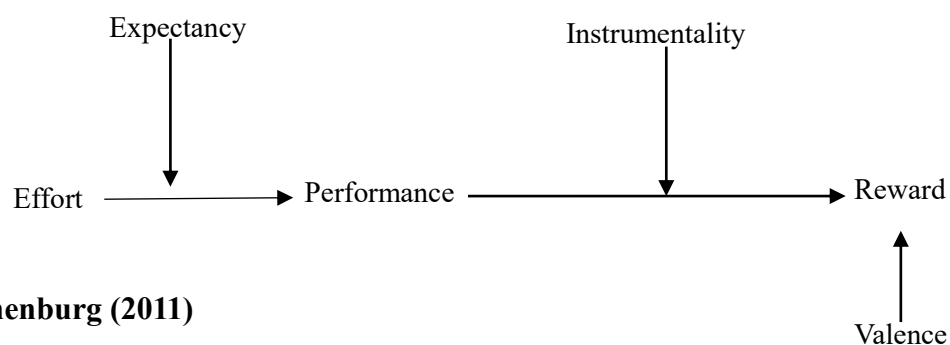
Theoretical Framework

Expectancy Theory (Victor Vroom, 1964): The Creation of Motivation

Dr. Victor Vroom, an international expert on leadership and decision making, designed the Expectancy Theory (1964) based on motivation and system in the workplace. The theory suggests that employees' perceived view of workplace outcomes determines the level of motivation they have when working (Redmond & Hite, 2013). Vroom expectancy theory (1964) is a cognitive process theory of motivation that is based on the idea that people believe there is a relationship between the effort they put forth at work, the performance they achieve from that effort, and the rewards they receive for their performance (Lunenburg, 2011). Employees are highly motivated if they believe that good efforts will lead to good performance and good performance will lead to desired rewards. Expectancy theory is based on four assumptions (Lunenburg, 2011).

- Firstly, employees join organizations with expectations about their needs, motivations and past experiences. These expectations influence how employees react to the organization.
- Secondly, an employee's behavior is the result of conscious choice. This implies that employees' expectations determine their behavior in organizations.
- Thirdly, different employees want different things from the organization, such as good salary, work security, advancement and challenges.
- Fourthly, employees will choose among alternatives to optimize personal outcomes for them.

These assumptions and employee expectations led the expectancy theory to have three key elements, namely, expectancy, instrumentality and valence (Lunenburg, 2011). These key elements are shown in the figure below.



Source: Lunenburg (2011)

The figure above shows that the expectancy is an employee’s estimate of the probability that job-related effort will result in a given level of performance.

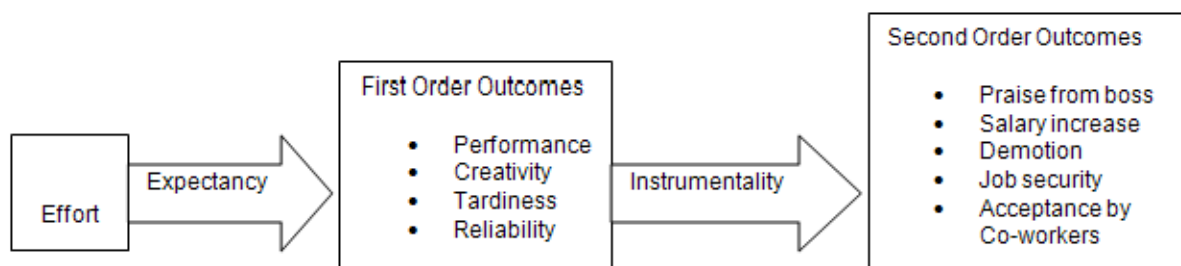
Expectancy is based on probabilities (Lunenburg, 2011). Employee estimates of expectancy lie between two extremes, effort and performance. Between these two extremes, lies two null and alternate assumptions, of whether the efforts exerted will not produce the required level of performance or the efforts made will produce the required level of performance. Instrumentality is an employee’s estimate of the probability that a given level of achieved task performance will lead to various work outcomes (Parijat & Bagga, 2014).

Valence is the strength of an employee’s preference for a particular reward (Parijat & Bagga, 2014). Thus, salary increases, promotion, peer acceptance, recognition by supervisors or any other reward might have more or less value to individual employees. Unlike expectancy and instrumentality, valences can be either be positive or negative. If an employee has a strong preference for attaining a reward, valence is positive. If the employee has a weak preference for attaining a reward, valence is negative (Lunenburg, 2011).

Vroom suggests that motivation, expectancy, instrumentality, and valence are related to one another by the following equation:

Figure 5: $Expectancy \times Instrumentality \times Valence = Motivation$

Vroom’s expectancy theory was later expanded and refined by Porter and Lawler (1968) and others (Pinder, 1987) (Lunenburg, 2011). The figure below depicts the first and second order outcomes according to Small et al. (2010).

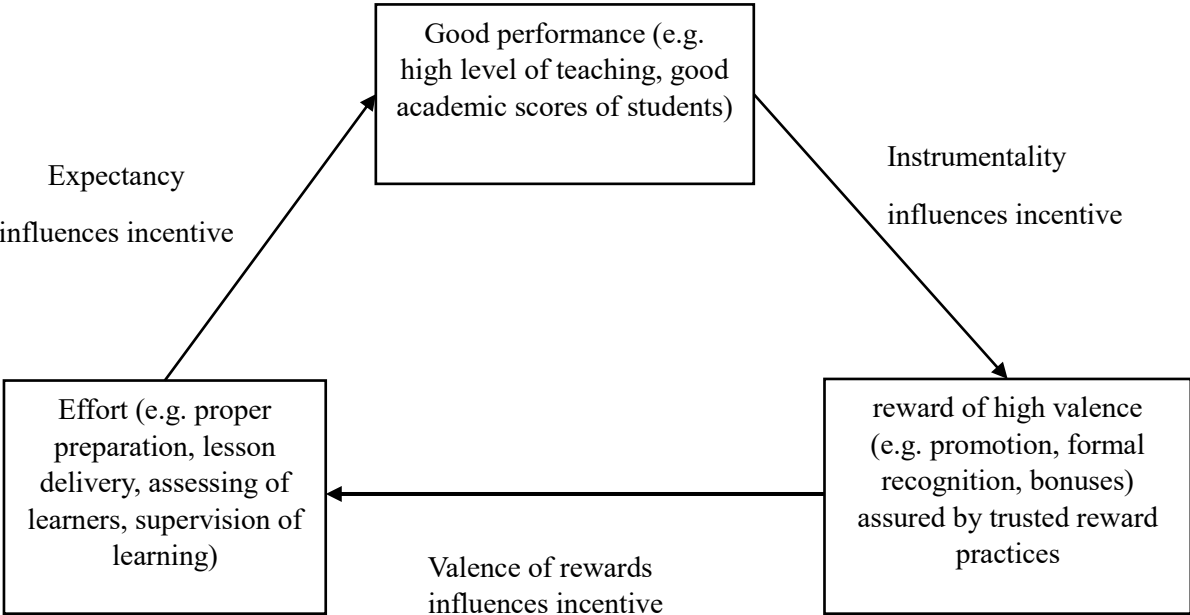


An employee is motivated to the degree that he or she believes that the degree of effort (expectancy), will lead to acceptable performance standard, and performance standard achieved, will be rewarded (instrumentality), and the value of the rewards is highly positive (valence). Applied to this study which focused on teacher reward, Expectancy theory is relevant as it will

help in determining whether the efforts (expectancy) teachers exerted to increase their performance (instrumentality), indeed worth the rewards or reward (valence) they receive.

Expectancy theory was adopted for this study because it advocates a clear link (line of sight) between effort, performance and reward (Armstrong, 2015a, 2015b; Armstrong & Taylor, 2020). It implies that a person’s motivation will be supported when motivation practice demonstrates that cherished reward depend on exerting sufficient effort required to yield defined performance. The theory is also reasonably comprehensive, embracing monetary reward and non-monetary reward and the real worth as well as perceived value of reward. In the teaching context, the theory implies that teachers will put a lot of effort in their professional work if they firmly expect that their effort will not be frustrated, but will lead to the desired performance levels and that one’s high performance will lead to desirable returns in form of monetary and non-monetary reward such as worthwhile inner satisfaction, formal recognition, self-esteem, bonus pay, and promotion (Armstrong & Taylor, 2020). An illustration of the theory’s postulations is depicted in the figure below.

Figure 6: Illustration of expectancy, instrumentality and valence influence on reward and teacher’s effectiveness



Source: Jones et al. (2000) and Lunenburg (2011).

Employees target a positive and desirable outcome, they should work hard to perform to the level expected (Armstrong & Taylor, 2020). This theory states that people will be motivated because they believe that their decision will lead to their desired outcomes (Shields, Brown, Kaine, & NorthSamardzic, 2015). The expectancy theory emphasizes three main variables which are effort, performance, and outcome (Hasnain, Manning, & Pierskalla, 2012). This translates into the understanding that there is a need for more effort to improve employee/organizational performance which will in turn bring about good compensation or attractive reward (Armstrong & Taylor, 2020). The theory holds a notion that where there are monetary reward there is a high likelihood that employees will perform to the expectations of the supervisors and the reverse is true (Shields et al., 2015).

A study conducted by Gameda and Tynjälä (2015) examined how Vroom's (1964) expectancy theory influenced teacher's basic motivation to perform. This study identified how teachers' expectations of how their remuneration would be and this would influence how motivated they were to see the school be removed from low-performing status (Gameda & Tynjälä, 2015). After conducting a mixed-method study that included surveys and interviews, researchers found out that teachers who expected high remunerations well were less likely to underperform for fear of losing their jobs (Gameda & Tynjälä, 2015). These teachers expected their efforts to be rewarded in form of remunerations and therefore worked hard to meet the expectations of their supervisors. Ultimately, the researchers noted that teachers who continued to expect no remunerations posed lower morale than teachers who had higher expectations. In the same vein, Salifu et al. (2016) added that teachers' low morale was apparent in their interviews and survey results. Fifty-two percent of these teachers reported they felt discouraged that they could not improve their performance any further. These findings confirm that expectation of monetary and non-monetary reward by teachers is highly linked with the way they perform in line with their duties.

Herzberg's Motivation Two-Factor Theory (1959)

The two-factor motivation theory, otherwise known as Herzberg's motivation-hygiene theory or dual-factor theory, argues that there are separate sets of mutually exclusive factors in the workplace that either cause effectiveness or ineffectiveness (Herzberg, 1966; 1982; 1991; Herzberg, Mausner, & Snyderman, 1959).

Generally, these factors encouraging effectiveness relate to self-growth and self-actualization. To Herzberg, motivators ensured effectiveness while a lack of hygiene factors spawned job satisfaction. Herzberg (1959) considers two types of factors that can add to or detract from job satisfaction: hygiene and motivation factors. While hygiene factors are related to “the need to avoid unpleasantness,” motivation factors more directly lead to job satisfaction because of “the need of the individual for self-growth and self-actualization.” The traditional view of job satisfaction entails that job satisfaction and job dissatisfaction exist on the same continuum; employees who lack reasons to be satisfied with their jobs must be dissatisfied (Robbins and Judge, 2013).

However, hygiene and motivational factors are distinct. To Herzberg, the opposite of job satisfaction was not job dissatisfaction, but no job satisfaction. Conversely, the opposite of job dissatisfaction is no job dissatisfaction (Kacel et al., 2005). These two separate continua of job satisfaction and job dissatisfaction support the possibility that someone can be content with certain aspects of their jobs but discontent with others. Perhaps more pessimistically, this also has the implication that simply eliminating “dissatisfiers” would not necessarily lead to job satisfaction so much as placation (motivational concepts)

These so-called “satisfiers” (motivational factors) and “dissatisfiers” (a lack of hygiene factors) are dynamic, constantly interacting, highly subject to change, and relative to the employee (Misener and Cox, 2001).

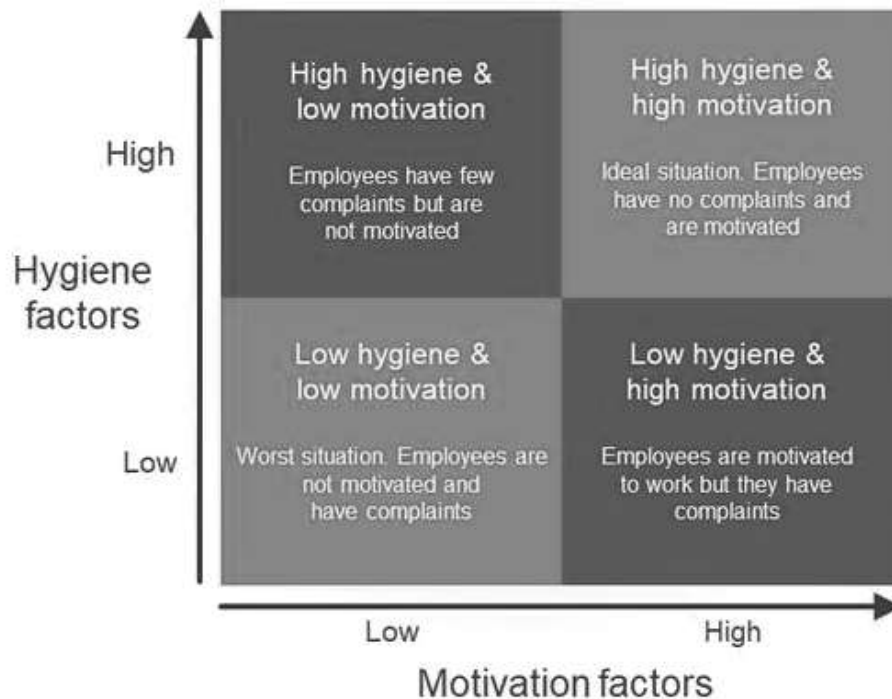
Reinforcers (intrinsic) factors	Hygiene (contingent) factors
<ul style="list-style-type: none"> • Recognition • Achievement • Possibility of growth • Advancement • Responsibility • Work itself 	<ul style="list-style-type: none"> • Salary • Interpersonal relations • Supervision • Company policy and administration • Working conditions • Personal life • Status • Job security

Certain satisfiers or dissatisfiers may be more important than others in a way that depends on personal and professional contexts. Whether or not dissatisfies outweigh satisfiers predict, according to Herzberg, whether employees find their job interesting and enjoyable as well as their likelihood of remaining at their current jobs (Kacel et al., 2005).

Illustration of two factor theory in practice

As per Herzberg's theory, and based on the above-mentioned points, there are four states where an organization or a team can find themselves concerning the hygiene factors and motivational factors:

Figure 7: Illustration of two factor theory in practice



- High hygiene and high motivation: This is the best and ideal situation for any organization or team. In this state, employees are motivated to do their best and there are few or no grievances.
- High hygiene and low motivation: This is a state, where employees have all basic needs met and are little to no grievances regarding pay or working conditions. However, the work is not very interesting for the employees and they only come to work for their salary.

- Low hygiene and high motivation: employees are highly motivated to come to work but have many unresolved complaints. The most typical example is when employees are working on some very challenging technologies and exciting projects, but the pay is lower compared to the competition or not in line with industry standards.
- Low hygiene and low motivation: This is the most undesirable situation for any organization or team. This is where the employees are underpaid and the work is also uninteresting. Unless their complaints are addressed, employees begin to leave the organization if situations persist in this state.

Motivation Factors

Herzberg et. al. (1959) argues that motivation factors are necessary to improve job satisfaction. These motivators, according to Herzberg, are intrinsic to the job and lead to job satisfaction because they satisfy needs for growth and self-actualization (Herzberg, 1966). In his original paper, Herzberg examines 14 motivational and hygiene factors, of which these are notable examples:

- **Advancement:** Herzberg defined advancement as the upward and positive status or position of someone in a workplace. Meanwhile, a negative or neutral status at work represents negative advancement (Alshmemri et al., 2017).
- **The work itself:** The content of job tasks in itself can have positive or negative effects on employees. The job's difficulty and level of engagement can dramatically impact satisfaction or dissatisfaction in the workplace (Alshmemri et al., 2017).
- **Possibility for growth:** Possibilities for growth exist in the same vein as Maslow's self-actualization; they are opportunities for a person to experience personal growth and promotion in the workplace. Personal growth can result in professional growth, increased opportunities to develop new skills and techniques, and gaining professional knowledge (Alshmemri et al., 2017).
- **Responsibility:** Responsibility encompasses both the responsibilities held by the individual and the authority granted to the individual in their role. People gain satisfaction from being given the responsibility and authority to make decisions. Conversely, a mismatch between responsibility and level of authority negatively affects job satisfaction (Alshmemri et al., 2017).
- **Recognition:** When employees receive praise or rewards for reaching goals at their job or for producing high-quality work, they receive recognition. Negative recognition involves criticisms or blame for a poorly-done job (Alshmemri et al., 2017).

- **Achievement:** Positive achievement can involve, for example, completing a difficult task on time, solving a job-related problem, or seeing positive results from one's work. Negative achievement includes failure to make progress at work or poor job-related decision making (Alshmemri et al., 2017).

Hygiene Factors

Hygiene factors are those which decrease job dissatisfaction. Herzberg, Mausner and Snyderman used the term hygiene in reference to “medical hygiene...[which] operates to remove health hazards from the environment” (Alshmemri et al., 2017). Herzberg also states that hygiene factors are extrinsic to the job, and function in “the need to avoid unpleasantness” (Herzberg, 1966).

Hygiene factors, rather than relating to the content of the job in itself, tend to relate to contextual factors such as interpersonal relations, salary, company policies and administration, relationship with supervisors and working conditions:

- **Interpersonal relations:** Interpersonal relationships involve the personal and working relationships between an employee and his supervisors, subordinates, and peers. This can manifest in, for example, job-related interactions as well as social discussions in both the work environment and during informal break times.
- **Salary:** Salary includes wage or salary increases, and negatively, unfulfilled expectations of wage or salary increases (Alshmemri et al., 2017).
- **Company policies and administration:** Company policies and administration includes factors such as the extent to which company organization and system policies and guidelines are clear or unclear. For example, a lack of delegation of authority, vague policies and procedures and communication may lead to job dissatisfaction (Alshmemri et al., 2017).
- **Supervision:** Supervision involves an employee's judgements of the competence or incompetence and fairness or unfairness of the supervisor or supervisions. For example, this could include a supervisor's willingness to delegate responsibility or to feach, as well as their knowledge of the job at hand. Poor leadership and system can decrease job dissatisfaction (Alshmemri et al., 2017).
- **Working conditions:** Finally, working conditions involve the physical surroundings of the job and whether or not they are good or poor. Factors leading to a good or poor

workspace could involve the amount of work, space, ventilation, tools, temperature, and safety (Alshmemri et al., 2017).

The benefits of teacher motivation in education have been noted by significant educational researchers. For example, Huberman (1989) described the different commitment levels of teachers during different career stages, Payne (2008) described the importance of teacher buy-in for school reform, Fullan (2016) noted the importance of teacher motivation for effective school change, and Hargreaves and Fullan (2016) noted its importance for building the professional capital of teachers. In addition, many educational studies have shown that motivation has a positive effect on pre-service teachers' desire to teach (Bruinsma & Jansen, 2010; Han & Yin, 2016; Richardson et al., 2014); active teachers' desire to remain in the field (Daniels, 2017; Hammonds, 2017; Han & Yin, 2016; Larkin et al., 2016; Mofarah, 2015; Nawaz & Yasin, 2015; Perrachione, Rosser, & Peterson, 2008; Richardson et al., 2014; Zach, Stein, Sivan, Harari, & Nabel-Heller, 2015); teacher effectiveness (Han & Yin, 2016; Khodabakhshzadeh, Arabi, & Samadi, 2018; Richardson et al., 2014); and professional practice (Han & Yin, 2016; Salifu, 2014).

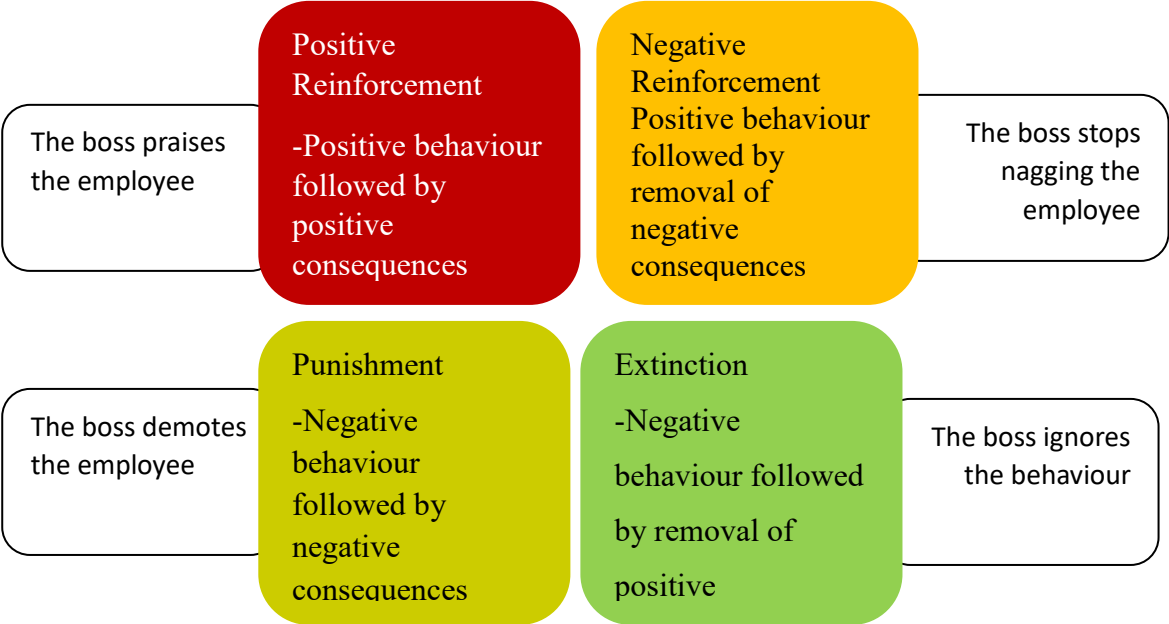
Given the importance of an employee's motivation in successful organizations (Darling-Hammond et al., 2009; Jackson, 2011; Strauss, 2014; Wei et al., 2010; Bolman & Deal, 2013), this must be a concern for schools as teacher reward is likely a major factor in their effectiveness.

Edward Thorndike Theory of Reinforcement (1905)

Edward Thorndike (1905) introduced the concept of reinforcement and was the first to apply psychological principles to the area of learning and teaching. Thorndike reinforcement theory is a theory of employee motivation that makes use of consequences as motivation techniques. Its emphasis is on how positive reinforcement, negative reinforcement or avoidance, punishment, and extinction are used in the workplace and how employees react to each strategy. The reinforcement theory by Edward Thorndike states that connections leading to satisfying outcomes are strengthened while those leading to unsatisfying outcomes are weakened. According to Thorndike, positive reward or praise, strengthen stimulus-response connections. Unpleasant responses weaken them. This therefore establishes reinforcement as central to efficient and enduring teaching. Reward is more powerful than punishment. Thorndike further states that connections grow robust when appropriate associations lead to fulfilling outcomes. The effect generated shape future behavioural and cognitive patterns. The law of effect by

Edward Thorndike states that behaviours followed by pleasant or rewarding consequences are more likely to be repeated, while behaviour followed by unpleasant or punishing consequences are less likely to be repeated. The Principle was introduced in the early 20th century through experiment led by Edward Thorndike, who found that positive reinforcement strengthens associations and increases the frequency of specific behaviours. This law further suggested that “responses that produce a satisfying effect in particular situation become more likely to occur again in that situation, and responses that produce a discomforting effect become less likely to occur again in that situation (Gray,2011,p. 108-109).” An example of this law can be seen in the school system where teachers who are been reinforced by the school administration or by the states tend to be happy to do better and to give in his/her best than teachers who are not reinforced or rewarded. This Thorndike theory has positive implications for teaching such as preparing students mentally, using drills and repetition, providing feedback and rewards and structuring material from simple to complex.

Figure 8: Illustration of the Reinforcement theory



The reinforcement theory revolves round a basic idea that consequences influences behaviour. Consequences that brings rewards propels a particular behaviour and consequences that give punishment diminishes the occurrences of a behaviour

Framework Study

Aliyyah et al. (2020) conducted a study on the perception of teachers on the effects of reward on the teacher effectiveness in Indonesian senior schools in Pekambaru. The results of their study indicated that there is a positive connection between reward and job performance of teachers. For instance, the larger the level of reward, the job effectiveness will increase but the absence of reward to teachers in their working places always decreases the level of job performance among teachers. According to Twaweza, (2018) in Tanzania, teachers are not happy because of lack of reward such as better health services, school culture as well as housing services which are not given to teachers. According to European Commission (2019) who studied trainers' delight and dissatisfaction in Cyprus advised that, there is need for policymakers to apprehend the reality that quality of schooling is intently related to instructor's which means that reward attach with the work of teachers is a crucial factor.

Marewo et al. (2020) conducted a study to determine the impact of employee reward and job satisfaction organization in Zimbabwe. The observation found that a number of turnovers in public secondary schools in Zimbambwe are caused by absence of reward and lack of relationship between reward factors and job effectiveness. The way people are paid, recognized and achieve salary advancement are critical factors in attracting, retaining, and motivating employees. Nowadays many organizations are facing the challenges on which strategies to be used for retaining and attracting employees for better performance of their organizations.

Orina et al. (2021) researched on work situation predicators of teachers' motivation in Kenya. It was found that the perceived fairness in the teacher promotion program contributes to job satisfaction among teachers on a small scale and the work environment or situation has a significant impact on teachers' performance. It also found that things such as the awards and training program affect the performance of teachers when they are in school compared to those schools that do not offer awards. Young (2017) stated that motivation factors are intrinsic and these factors are linked to non- monetary reward which have a positive relationship to job performance and satisfaction among employees. These factors contribute to the promotion of achievement among organizations by making workers feel cared and proud of what they accomplish.

A study by Ystad (2018) on the promotion of the status and quality of teachers in the United Kingdom revealed that teacher motivation and satisfaction are inextricably linked as one influences the other. The study further indicated that despite the significance of salaries for teachers, nonmonetary factors such as promotion have proven to be more effective in making teachers satisfied. Another study done in Romania on teachers' satisfaction with life, job

satisfaction and their emotional intelligence by Ignat and Clipa (2011) revealed that teachers who are motivated feel they live a meaningful life and they share goals and values which are important for them. They mentioned non-monetary motivational factors like recognition, promotions and career development as key issues towards a high level of motivation among teachers.

Niwamanya (2016) studied the effects of financial and non-financial motivation on performance of teachers in Uganda and found that recognition and reward programs are important to keep high spirit and boost up performance and motivation of teachers. Furthermore, the findings from a study done in North West Nigeria about teachers' motivation and job satisfaction by Nwakasi and Cummins (2018) affirmed that factors like normal class size, effective administrative supervision, government support, presence of teaching reward, adequate teaching materials and sound teaching conditions enhanced teachers job satisfaction.

In Kenya, a study by King'oo (2016) analyzed the factors that influence job satisfaction among teachers. The study found that despite the low pay, non-monetary factors such as normal load, normal class size, school environment, school rules, educational policies and adequate resources motivated teachers and led to job satisfaction. The findings complement with those by Gatsinzi, Jesse and Makewa (2014) whose study on work and school related variables in teacher motivation in Rwanda revealed that motivation of public primary school teachers in Gasabo District is due to work supervision, responsibility assignment and how teacher effort is acknowledged and respected.

Nawaz and Yasin (2015) led a study on Determinants of Motivation in Teachers in Bahawalpur, Pakistan. The objectives of the study were (1) To regulate the factors affecting the motivational level of secondary institute teachers of Bahawalpur, (2) to determine how intense is the influence of these variables on the motivational level of secondary faculty Teachers, (3).to decide whether secondary school teachers are interested in only one factor or there are a group of factors that inspire them, and to determine that if workers are motivated by more. Five chain-networked subordinate schools were included in the examination. A sample size of 136 Teachers was nominated for the study. The study implemented a mixed research study design. Results of the study exposed revealed that employees are motivated by handsome prompt salary, unbiased appraisals, positive behaviour of students, attendance of staff rooms, friendly setting, availability of learning resources, small class size, less distance from the school, selecting upper class as target market and independence given to school instructors (Nawaz and Yasin, 2015).

Opping (2015) carried out a study on the effect of motivation on Teachers' work performance in public senior high schools in the Sekyere South district in Kenya. A cross-

sectional project which employed quantitative methods of data collection and analysis was applied. Two hundred and thirty-two (232) Teachers were sampled for the study. Quantitative statistics were collected through an organised survey that an investigator designed for the study. Primary descriptive data such as frequencies, percentages and means were used in the univariate analysis. Bivariate analysis using the chi-square test of independence was conducted to determine the relationship between motivation and work performance.

Knowledge Gap

From the studies reviewed in this chapter, the majority of the studies about 65% had not investigated the effect of reward on teachers' effectiveness. Thus, based on this gap, this study intends to investigate the effect of reward system on teachers' effectiveness in secondary schools in Mfoundi division. Specifically, remuneration, recognition and promotion its impact on teacher's effectiveness. This study also looks at some of the relationship between monetary reward and non-monetary reward on teacher's effectiveness.

Leithwood et al. (2016), indicated that teacher working conditions establish positive effect to teacher performance. However, the researchers did not indicate how teacher reward system can affect the teacher performance. This study realized that lower level of teacher reward reduces the teacher performance. Wilson, (2013) research work focuses on the effect of reward systems on employee performance in the modern work environment and how satisfaction with rewards can lead to higher performance and better job satisfaction. This study did not look at the effect of salary, recognition and promotion on teacher's effectiveness. Oluwatoyin (2018) research on Reward System and Public Secondary School Teachers' Performance the study focuses on the government in enhancing a good reward management and the role of union in teachers' pay and remuneration in their service delivery.

Asongwe and vukenkeng (2019) research on Drivers of Staff Performance in Some Selected Secondary Schools in Mezam Division of Cameroon. This study gives a highlight on the effects of financial motivation, non-financial motivation, leadership and work environment on staff performance in some selected secondary schools in Mezam Division. The study was aimed at helping policy makers to understand the relationship that exists between the independent variables and the dependent variable so as to embark on policies that will help increase staff performance in secondary schools. Having identified this gap, the research has decided to carried a study on the influence of reward system on teachers effectiveness in public secondary schools in Mfoundi Division.

CHAPTER THREE

RESEARCH METHODOLOGY AND PROCEDURES

This section discusses the research methodology used for collecting and analysing data. It reveals the processes used to collect data from the field. The section opens with a description of the research design and how the study was carried out. Next, we discussed the study area, the population of the study, the target population, and the accessible population from which our sample size was derived. We then received the sample and the sampling techniques that were employed. The data-gathering tools and methods for validating them were discussed. The processes for administering the instruments were also discussed, data analysis techniques elucidated, ethical considerations, and reiteration of the hypothesis.

Research Design

A research design is a blue print of scientific study. It includes research methodology, tools and techniques to conduct the research.). According to Cresswell (2012), a research design is a strategy that details information on a certain issue and should be gathered and processed. It is a broad framework that describes the steps that will be taken to collect the data needed to respond to the research question or hypothesis. Cresswell (2012) claims that a research design outlines the steps the researcher will take, from writing or creating the hypothesis to the final data analysis

A descriptive survey design was employed for this study, and a regressional prediction design was used to gather data. A regression analyses is a statistical technique for determining the relationship between a single dependent variable and or more independent variables. Using descriptive design and regressional analysis, you can predict results and elucidate the effect of independent variables on the dependent variable. Researchers use the regressional test to predict the effect of two or more variables or sets of scores (Creswell, 2012. Data is gathered using a quantitative approach to ascertain whether and how strongly the two variables affect each other (excessive social media usage and teachers' work productivity). At the end of this research, quantitative data was collected and analyzed, and the findings were generalised to the entire study population. With prediction design, researchers aim to predict outcomes by employing specific factors as predictors rather than merely associating variables. Therefore, prediction studies are valuable because they aid in predicting or anticipating future behaviour.

Area of Study

A research area is a physical site that is the locality, topography, and history where the research project is being conducted. This study was conducted in the Mfoundi Municipality of the Centre Region of Cameroon. The Mfoundi Municipality was purposively sampled. Mfoundi division is a department of Centre region in Cameroon. The department covers an area of 297 km² and as of 2005 had a total population of 1,881,876. The department forms the Yaoundé capital and greater area. The department was created following Decree No. 74/193 of the March 11, 1974 separating it from the department of Méfou (today itself divided into Méfou-et-Afamba and Méfou-et-Akono).

The department has only one urban community: However, each of the 7 current subdivisions has an urban municipal council, elected and headed by an urban municipal mayor. The urban community covering the entire department makes it a community with a special status.

The department has 7 arrondissements:

1. Yaoundé I (Nlongkak)
2. Yaoundé II (Tsinga)
3. Yaoundé III (Efoulan)
4. Yaoundé IV (Kondengui)
5. Yaoundé V (Essos)
6. Yaoundé VI (Biyem-Assi)
7. Yaoundé VII (Nkolbisson)

Population of Study

According to Amin (2005), a population is the totality of all the components relevant to certain research. When concluding a sampling study, the researcher is interested in the entirety or aggregate of things or people with one or more traits in common (Amin, 2005). Asiamah et al. (2017) believe that population members must share at least one common attribute. This characteristic qualifies participants as population members. Five thousand six hundred and ninety (5690) teachers from public and private institutions in Mfoundi comprise the study population (Division of personnel, the divisional delegation of secondary education, and 2023).

Target Population

The researcher intends to generalize the findings to this population. The target population, often known as the parent population, may not always be reachable to the researcher

(Amin, 2005). For Asiamah et al. (2017), the set of people or participants with particular traits of interest and relevance is referred to as the target population, and it is the portion of the general population that remains after it has been refined. The researcher must therefore identify and exclude members of the general population who might not be able to share experiences and ideas in sufficient clarity and depth from the target population. Thus, the target population of this study comprises ten (10) schools drawn from the seven subdivisions of Mfoundi. Teachers were chosen because they are the sole guarantors of quality education in the country, which is why emphasis should be placed on reward system and teachers' effectiveness

Table 1: Distribution of target population

No	Name of School	Sub-division	Target Population
1.	Government bilingual high school Emana	Yaounde 1	175
2.	Government bilingual high school Nyom	Yaounde 1	83
3.	Government bilingual high school Nkol-Eton	Yaounde 2	182
4.	Government bilingual practising high school Yaounde	Yaounde 3	244
5.	Government bilingual high school Ekounou	Yaounde 4	194
6.	Government bilingual high school Mimboman	Yaounde 4	169
7.	Government bilingual high school Yaounde	Yaounde 5	198
8.	Government bilingual high school Etoug-Egbe	Yaounde 6	284
9.	Government bilingual high school Mendong	Yaounde 6	276
10.	Government bilingual high school Ekorezock	Yaounde 7	163
	Total		1968

Source: Division of personnel, the divisional delegation of secondary education 2022

The table above shows the total number of teachers in all GBHS in Mfoundi. Therefore, ten (10) government bilingual high schools in Mfoundi have a total population of 1968.

Accessible population

This is the population from which the sample is actually drawn (Amin,2005). Asiamah et al. (2017) corroborate this by postulating that after eliminating every member of the target population who might or might not engage in the study or who cannot be reached during that time, the accessible population is then reached. The last group of participants is the one from

whom data is gathered by polling either the entire group or a sample taken from it. If a sample is to be taken from it, it serves as the sampling frame. People eligible to engage in the study but unable to participate or would not be available at the time of data collection are referred to as the accessible population. The accessible population of this study is drawn from seven (07) government bilingual high schools where teachers of the English sub-system of education were targeted. The researcher, therefore, had access to 1432 teachers drawn from the seven (07) schools, as seen below.

Table 2: Distribution of accessible population per school

No	Name of school	Sub-division	Accessible population
1	Government bilingual high school Emana	Yaounde 1	175
2	Government bilingual high school Nkol-Eton	Yaounde 2	182
3	Government bilingual practising high school Yaounde	Yaounde 3	244
4	Government bilingual high school Ekounou	Yaounde 4	194
5	Government bilingual high school Yaounde	Yaounde 5	198
6	Government bilingual high school Mendong	Yaounde 6	276
7	Government bilingual high school Ekorezock	Yaounde 7	163
Total			1432

Source: Division of personnel, divisional delegation of secondary education 2022

Table above shows the accessible population, which is 1432 in the targeted seven schools.

Sample of the study

The sample of this research work was drawn from the accessible population of 1432 teachers of the English- system of education from the seven schools the researcher had access. A good sample is one that statistically represents the target population and is sizable enough to provide an answer to the research issue. Amin (2005) views a sample as a portion of the population whose results can be generalized to the entire population. The author adds that a sample can also be considered representative of a population. Majid (2018) corroborates this by asserting that because the community of interest typically consists of too many people for any research endeavour to involve as participants, sampling is a crucial tool for research investigations.

The sample size was determined using research advisors sample size table (2006), which constituted 306 teachers are drawn from seven schools representing the seven sub-divisions in Mfoundi. They were drawn in such a way that all teachers of GBHS should be represented.

Table 3: Distribution of sample per school

No	Name of school	Sub-division	Accessible population	Sample
1	Government bilingual high school Nkol-Eton	Yaounde 1	182	44
2	Government bilingual high school Emana	Yaounde 1	175	44
3	Government bilingual practising high school Yaounde	Yaounde 3	244	45
4	Government bilingual high school Ekounou	Yaounde 4	194	44
5	Government bilingual high school Yaounde	Yaounde 5	198	44
6	Government bilingual high school Mendong	Yaounde 6	276	45
7	Government bilingual high school Ekorezock	Yaounde 7	163	40
Total			1432	306

Sampling technique

Every research involves, to some degree or another, a sampling process. Sampling is one of the most important steps in research; it will lead to valid results when carefully done. Sampling is a process of selecting representative portions of a population that permits the researcher to make utterances or generalizations concerning the said population. It can also be the process of selecting elements from a population so that the sampled elements selected represent the population. Sampling is involved when any choice is made about studying some people, objects, situations, or events rather than others. A good sample should be representative of the population from which it was extracted. Regardless of the sampling approach, the researcher should be able to describe the characteristics and relate them to the population (Amin, 2005).

Sampling techniques refer to the various strategies a researcher uses to draw out a sample from the parent population of the study (Amin, 2005). There are two main sampling

techniques; probability and non-probability techniques. The sampling technique suitable for this study is probability sampling, in which all the elements of the population have some probability of being selected. Probability sampling will provide a base for the researcher to make generalizations about the population.

The type of probability sampling technique employed in this research is simple random sampling (SRS). Amin (2005) opined that a simple random sample is a sample obtained from the population in such a way that samples of the same size have equal chances of being selected. The researcher proceeded through this method by selecting the accessible population comprising seven government bilingual high schools in Mfoundi. This was done through the random number method, in which Amin (2005) says if there are numbers that identify the elements of the population, then the random number method will be appropriate. The researcher proceeded as follows; The numbers 01,02,03.....11 were attributed to all the government bilingual high schools in the Mfoundi division on folded pieces of paper in a basket. The researcher pleaded with two neighbours who randomly selected 3 and 4 schools each from the basket. These seven schools were selected to represent the seven schools used in the accessible population.

Through this technique, no school or teacher was left out, ensuring the representativeness of all government bilingual high schools in the Mfoundi division.

Instrument for Data collection

An instrument is any tool that has been methodically built to collect data and should be gathered accurately. The questionnaire is the tool utilized to gather data for this investigation. According to Amin's definition from 2005, a questionnaire is a professionally crafted tool used to gather data in line with the research questions and hypothesis requirements. He continues by saying that a questionnaire can be considered a self-report tool used to collect data on factors of interest in research. A questionnaire is a useful tool for gathering survey data, providing structured, frequently numerical data, being able to be administered without the researcher's presence, and frequently being comparatively simple to analyze, as Cohen et al. (2007) reiterated. It is a tool for gathering data with specific questions that the respondent must answer and then return to the researcher. There are two different kinds of questionnaires: closed and open-ended. The type of study is the only factor influencing the questionnaire selection. This study used closed-ended questions, including Likert-style rating scales and dichotomous questions. These closed questions are simple to code and take little time to complete. the study

also used open ended question in other to get the opinion of teachers on reward system and its effect on job effectiveness.

According to Creswell (2009), a questionnaire takes a quantitative approach to measure perceptions and provides data upon which generalizations can be made on the views of a given population on a particular phenomenon. This study's self-administered questionnaire was preferred, given that the targeted respondents could read and express themselves effectively. The researcher used a self-administered questionnaire to capture the teachers' views on the teaching and learning process in some public secondary schools in Mfoundi Division. It is a rigorous instrument prepared by the researcher about the research problem under investigation, which is to be used to collect information from respondents. It consists of a carefully selected set of questions or statements requiring respondents' answers. The collection of the research-developed questionnaire titled: reward system and teachers effectiveness has five parts; Part A contains information on the personal data of the respondents, while part B contains seventeen (17) statements built in three (3) clusters A, B and C. Cluster A of the questionnaire focused on monetary reward. Cluster B of the questionnaire focus on non-monetary reward. Cluster C of the questionnaire concentrated on teacher's effectiveness. Part C of the questionnaire contain four (4) open ended questions.

Table 4: Variables and statements

Variables	Statements
Monetary reward	1, 2,3, 4, 5
Non-monetary reward	6, 7, 8, 9, 10
Teachers effectiveness	11, 12, 13, 14, 15, 16,17

All the three-cluster had five statements each, all relating to the research questions that guided the study. The response format for clusters A to B is based on a four-point scale of strongly agree (SA), Agree (A), Disagree (D) and strongly disagree (SD). In other words, the higher the aggregate scores on the rating scale, the more positive the response of the subjects and the lower the score, respondents indicated their level of agreement by ticking (√) on the rating scale.

Table 5: Questionnaire options and corresponding weights on the Likert scale

Option	Weight
Strongly Agree (SA)	4 Points
Agree (A)	3 Points

Disagree(D)	2 Points
Strongly Disagree (SD)	1 Point

Table 5 shows how the questionnaire was weighted with the various options, from 4 points for SA to 1 point for SD.

Validation of the Instrument of data Collection

According to Amin ME (2005), Validation refers to the accuracy of the instrument in measuring what the researcher intends to measure. Validity refers to the measurement instrument and the level to which it serves the purpose of its design. The validity of the instrument can be affirmed with the reason that the questions were simple, understandable and easy for the respondents to answer. Face validity was adopted this was done by giving the initial draft of the questions to expert raters and were kindly requested to examine the adequacy of the statement relevance and suitability of language, structuring and sequencing of ideas and appropriateness of the instrument.

The comments and observations of these experts were used for modifications of the instrument. They modified some of the research questions and improved on the clarity of the questionnaire statements and the clarity of the response scale format of strongly Agree (SA), Agree (A), Disagree (D) and strongly Disagree (SD). Their comments were incorporated in the revised version of the questionnaire statements. Our method of distributing questionnaires to the respondent was face-to-face distribution. We later collected the questionnaire in one week. This was to give room for the respondents to take their time in filling the questionnaires without any inconvenience.

Face Validity

The questionnaire was carefully examined by the supervisor in charge of the dissertation for examination and screening in case of any error. Some were adjusted, and maintained and others were disqualified.

Content Validity

The researcher along the principals of the different schools examined the statements on the questionnaire in relation to the objective of the work. The questionnaire represented all

facets of the constructs. After proper examination and acceptance of the statements, the content of the instruments was made valid. The researcher permitted a question and answer session where necessary during the exercise.

Reliability

The internal consistency was checked using the cronbach's Alpha method to measure how closely related a set of items are as a group. Internal consistency is used to evaluate the correlation between various items in the test that is aim at measuring a similar construct. The questionnaire was pilot tested on 20 teachers who make up part of the target population but not part of the sampled population. It was distributed to Teachers of the selected schools and collected a week later. The researcher permitted the respondents to pose questions where necessary during the exercise. In the end, most of the copies were collected, and the return rate was recorded.

Method of data collection

The researcher took authorization of research from the Director of the institution. The researcher went to the Centre Regional Delegation for Secondary Education of Mfoundi Division, where he carried out documentary research on statistics of teachers in the division. He went to the schools and obtain permission from the principals where the questionnaire was administered. The permission was granted. As far as the questionnaire administered were concern, they were distributed to all the teachers of the schools' concern and was collected after with a research confirmation signed by the principals of the respective schools. During the exercise, the researcher permitted the teachers to ask questions were necessary.

Administration of instruments

The researcher engaged in the face to face approach in administering the instruments. The researcher took authorization of research from the Director of the institution. The researcher went to the Centre Regional Delegation for Secondary Education of Mfoundi Division, where he carried out documentary research on statistics of teachers in the division. He went to the schools and obtains permission from the principals where the questionnaire was administered. The permission was granted. As far as the questionnaire administered were concern, they were distributed to all the teachers of the schools' concern and was collected after with a research confirmation signed by the principals of the respective schools. The researcher

in the course of administering the questionnaire had to explain the unfamiliar terms to the understanding of some of the respondent.

Methods of data analysis

The data collected from the field were first processed using excel whereby participants information were coded and entered using the excel spread sheet. During this process of data entering, the demographic information and the items of the test were coded as well. The questionnaire was also marked with serial number. The reason for this coding and serial numbers was to ensure that, one should easily trace the individual responses and to verify in case of uncertainty.

After the data were entered for all the participants, the data were conducted using the SPSS.

A regression method was used. Data were presented using tables and descriptive statistics like percentages, frequencies, and means were used. Correlation as well as the statistically more advanced method of multiple regression analyses was used in data analyses.

A regression method was the main method used in this study. Regression methods form the backbone of much of the analyses in research. In general, these methods are used to estimate associations between variables, especially when one or more of these are variables are continuous. To answer the research question on how the independent variables, affect the dependent variables, a standard multiple regression analysis was conducted on the data in SPSS. The multiple regression analyses attempt to find out whether independent variables are able to predict the dependent variable and which of those independent variables is the strongest predictor of the dependent variable, in this case, teachers' effectiveness, and is, therefore, the most suitable analysis tool for the current research (Pallant, 2005).

Expected Results

After having tested our variables, we expect to see whether monetary and non-monetary reward influence teacher's effectiveness and if non-monetary reward have a mediating effect on monetary reward and teacher's effectiveness.

Table 6: Synoptic table

Research Objectives	Research Question	Research Hypothesis	Variable		Instruments and Methods of Analysis	
			Independent	Indicators	Instruments of Collect Data	Method of Analysis
*To find out the effect of remuneration on teachers' effectiveness	*To what extent does remuneration influence teacher's effectiveness?	*Remuneration has no significant effect on teacher's effectiveness	Reward system	*Remuneration *Recognition *Promotion	Close ended and open ended items	Descriptive analysis
*To determine the influence of recognition on teacher's effectiveness	*To what extent does the use of recognition affect teacher's effectiveness?	*Recognition has no significant effects on teacher's effectiveness	Dependent Teachers effectiveness	*teaching strategies *lesson plan *classroom management *Strengthen professional training	Close ended and open ended questionnaire	Descriptive analysis
*To find out the role of promotion of teacher's effectiveness	*To what extent does promotion influence teacher's effectiveness?	*Promotion has no significant influences on teacher's effectiveness				

CHAPTER FOUR

PRESENTATION OF FINDINGS AND RESULTS ANALYSIS

In this chapter, the focus shifts towards the empirical investigation of the impact of rewards on teachers' effectiveness within secondary schools in the Mfoundi division. The central objective of this study is to delve into the multifaceted dynamics surrounding rewards and their influence on teacher effectiveness. This exploration is conducted through a comprehensive analysis of both monetary and non-monetary rewards and their respective effects on teachers' effectiveness. By pursuing these objectives, this study endeavours to provide valuable insights into the mechanisms through which rewards, both monetary and non-monetary, can shape teachers' effectiveness within the educational landscape of the Mfoundi division. Through rigorous analysis and interpretation of the findings, this chapter aims to contribute to the existing body of knowledge on effective strategies for enhancing teacher performance and ultimately improving the quality of education in secondary schools.

Table 7: Demographic Variables

Gender of participants		
	Frequency	Percent
Male	94	33.3
Female	188	66.7
Total	282	100.0

The provided data table displays the gender distribution of participants in the study. There was a total of 282 participants included in the study. Among these participants, 94 were male, which accounts for approximately 33.3% of the total sample. Female participants constituted the majority, with a total of 188 individuals, representing approximately 66.7% of the total sample. This distribution indicates a notable gender imbalance within the participant pool, with a higher proportion of female participants compared to male participants.

Table 8: Age Range

	Frequency	Percent
21-30 yrs	58	20.6
31-40 yrs	130	46.1
41-50 yrs	67	23.8
51-60 yrs	27	9.6
Total	282	100.0

The data indicates the distribution of participants across different age ranges, expressed as percentages: 20.6% of participants fall within one age range. 46.1% of participants fall within another age range. 23.8% of participants fall within yet another age range. 9.6% of participants fall within the last age range. This distribution offers insights into the age demographics of the participant pool. Analysing the age distribution can be crucial for understanding how different age groups may perceive or respond to various factors under investigation in the study.

Research Questions

Research Question 1: To what extent does remuneration affect teacher's effectiveness?

Table 9: Frequencies and Percentages on promotion and its effect on teachers' effectiveness.

No	Item	SA		A		DA		SD		Mean	SD
		f	%	f	%	f	%	f	%		
1	You are compensated with an encouraging fixed salary every month	29	10.3	153	54.3	44	15.6	56	19.9	2.55	.924
2	You are regularly rewarded financially for doing a good job	11	3.9	152	53.9	88	31.2	31	11.0	2.51	.741
3	Your salary is always paid on time	27	9.6	166	58.9	50	17.7	39	13.8	2.64	.837

4	You often get financial bonuses for good jobs	27	9.6	140	49.6	65	23.0	50	17.7	2.51	.894
5	You usually neglect working when you are not rewarded financially	20	7.1	121	42.9	88	31.2	53	18.8	2.38	.870
										2.52	.490

In response to Research Question 1, the data presents teachers' perceptions regarding monetary rewards. The mean values for each item range between 2.38 and 2.64, indicating a moderate agreement among participants. The highest mean is associated with the statement "Your salary is always paid on time," suggesting that timely salary payments are perceived positively by teachers. On the other hand, the lowest mean is linked to the statement "You usually neglect working when you are not rewarded financially," indicating a relatively lower agreement.

The overall mean for all items combined is 2.52, suggesting a moderate level of agreement across the various aspects of remunerative rewards. The standard deviation (SD) values range from 0.490 to 0.924, indicating a moderate level of variability in responses.

These findings suggest that while teachers generally perceive positive aspects in their remuneration, there are variations in their responses to specific items related to financial rewards. Further analysis and exploration of these variations may be necessary to gain a deeper understanding of the nuances in teachers' perceptions regarding the impact of monetary rewards on their effectiveness.

Research Question 2: To what extent recognition rewards affect teacher’s effectiveness?

Table 10 : Frequencies and Percentages on recognition and its effect on teachers’ effectiveness.

Item	SA		A		DA		SD		M	SD
	f	%	f	%	f	%	f	%		
1 Praising teachers is a common phenomenon of a job well-done in your school	26	9.2	176	62.4	44	15.6	36	12.8	2.69	.812

2	Teachers have always been recognized for doing a good job during your staff-meeting	39	13.8	138	48.9	80	28.4	25	8.9	2.68	.822
3	Teachers are awarded certificate for good performance at work	11	3.9	185	65.6	59	20.9	27	9.6	2.64	.709
4	Teachers in your school are usually awarded with medals for work well done	27	9.6	168	59.6	65	23.0	22	7.8	2.71	.746
5	Your principal always greet and smiles each time he sees you teaching	10	3.5	144	51.1	96	34.0	32	11.3	2.47	.741
										2.63	.416

In response to Research Question 2, the data illustrates teachers' perceptions regarding recognition as a reward. The mean values for each item range between 2.47 and 2.71, indicating a moderate to high level of agreement among participants. The highest mean is associated with the statement "Teachers in your school are usually awarded with medals for work well done," suggesting that tangible forms of recognition, such as medals, are perceived positively by teachers. Conversely, the lowest mean is linked to the statement "Your principal always greets and smiles each time he sees you teaching," indicating a relatively lower level of agreement regarding this aspect of non-monetary rewards.

The overall mean for all items combined is 2.63, suggesting a moderate to high level of agreement across the various aspects of recognition as a reward system. The standard deviation (SD) values range from 0.416 to 0.822, indicating a relatively low to moderate level of variability in responses.

These findings suggest that recognition, such as verbal recognition, certificates, and gestures of appreciation from school leadership, are perceived positively by teachers and may contribute to their effectiveness. Further exploration of specific non-monetary reward mechanisms and their impact on teacher reinforcement and performance may provide valuable insights for educational institutions aiming to enhance teacher effectiveness.

Research Question 3: To what extent does promotion affects teachers's effectiveness?

Table 11 : Frequencies and Percentages on promotion and its effect on teachers' effectiveness.

No	Item	SA		A		DA		SD		M	SD
		f	%	f	%	f	%	f	%		
1	Teachers in your school usually change grades every after five years of service	21	7.4	183	64.9	58	20.6	20	7.1	2.73	.701
2	Teachers are often transferred after 3 year in your school	24	8.5	137	48.6	98	34.8	23	8.2	2.58	.7615
3	Teachers were lastly promoted six months ago in your school	5	1.8	178	63.1	94	33.3	5	1.8	2.65	.546
4	Teachers in your school being promoted according to the stated text	8	2.8	139	49.3	112	39.7	23	8.2	2.47	.686
5	Teachers feel happy when they are promoted	29	10.3	187	66.3	38	13.5	28	9.9	2.77	.764
6	Being promoted makes you to increase your performance	15	5.3	194	68.8	44	15.6	29	10.3	2.70	.726
7	Teachers in your school work with the aim of being promoted	13	4.6	140	49.6	94	33.3	35	12.4	2.47	.769
										2.62	.331

In response to Research Question 3, the data explores the extent to which promotion as a reward system affects teacher effectiveness. The mean values for each item range between 2.47 and 2.77, indicating a moderate to high level of agreement among participants. The highest mean is associated with the statement "Teachers feel happy when they are promoted," suggesting that promotion elicits positive emotions among teachers. Conversely, the lowest mean is linked to the statement "Teachers in your school being promoted according to the stated text," indicating a relatively lower level of agreement regarding the clarity of promotion criteria.

The overall mean for all items combined is 2.62, suggesting a moderate to high level of agreement across various aspects related to the promotion as a reward system. The standard

deviation (SD) values range from 0.331 to 0.769, indicating a relatively low to moderate level of variability in responses.

These findings suggest that non-monetary rewards, such as promotion opportunities and the emotional satisfaction derived from promotions, may play a mediating role in enhancing teacher effectiveness in conjunction with remunerative rewards. Further exploration of the interplay between different reward mechanisms and their combined impact on teacher reinforcement and performance may provide valuable insights for educational institutions aiming to optimize their reward systems.

TEST OF HYPOTHESES

Table 12: Correlations to examine the relationship between different variables

	Remuneration	Recognition	Promotion	Teachers effectiveness
Remuneration				
Recognition	.455**			
Promotion	.387**	.536**		
Teachers effectiveness	.344**	.344**	.479**	
Mean	2.52	2.63	2.62	2.68
Std. Deviation	.490	.416	.331	.261
N	282	282	282	282
Correlation is significant at the 0.01 level (2-tailed).				

The provided correlation matrix examines the relationships between different variables in the study:

Remuneration and Recognition: The correlation between Remuneration and Recognition is .455. This positive correlation suggests that as remuneration increases, there is a tendency for recognition to also increase among the participants.

Remuneration and Promotion: The correlation between Remuneration and Promotion is .387.

This positive correlation indicates that as remuneration increases, there is a tendency for perceived promotion opportunities to increase as well.

Recognition and Promotion: The correlation between Recognition and Promotion is .536. This positive correlation suggests that as recognition increases, there is a tendency for perceived promotion opportunities to also increase.

Remuneration and Teachers Effectiveness: The correlation between Remuneration and Teachers Effectiveness is .344. This positive correlation implies that as remuneration increases, there is a tendency for teachers' perceived effectiveness to increase as well.

Recognition and Teachers Effectiveness: The correlation between Recognition and Teachers Effectiveness is .344. This positive correlation indicates that as recognition increases, there is a tendency for teachers' perceived effectiveness to also increase.

Promotion and Teachers Effectiveness: The correlation between Promotion and Teachers Effectiveness is .479. This positive correlation suggests that as perceived promotion opportunities increase, there is a tendency for teachers' perceived effectiveness to also increase.

These correlations provide insights into the associations between different aspects of rewards (remuneration, recognition, and promotion) and teachers' perceived effectiveness. The significance levels indicate that these correlations are statistically significant at the 0.01 level (2-tailed), suggesting that these relationships are not likely due to random chance.

Additionally, the mean and standard deviation values for each variable are provided, offering a summary of the central tendency and variability within each variable across the sample.

These findings collectively contribute to a nuanced understanding of how different dimensions of rewards may be interconnected and associated with teachers' perceived effectiveness.

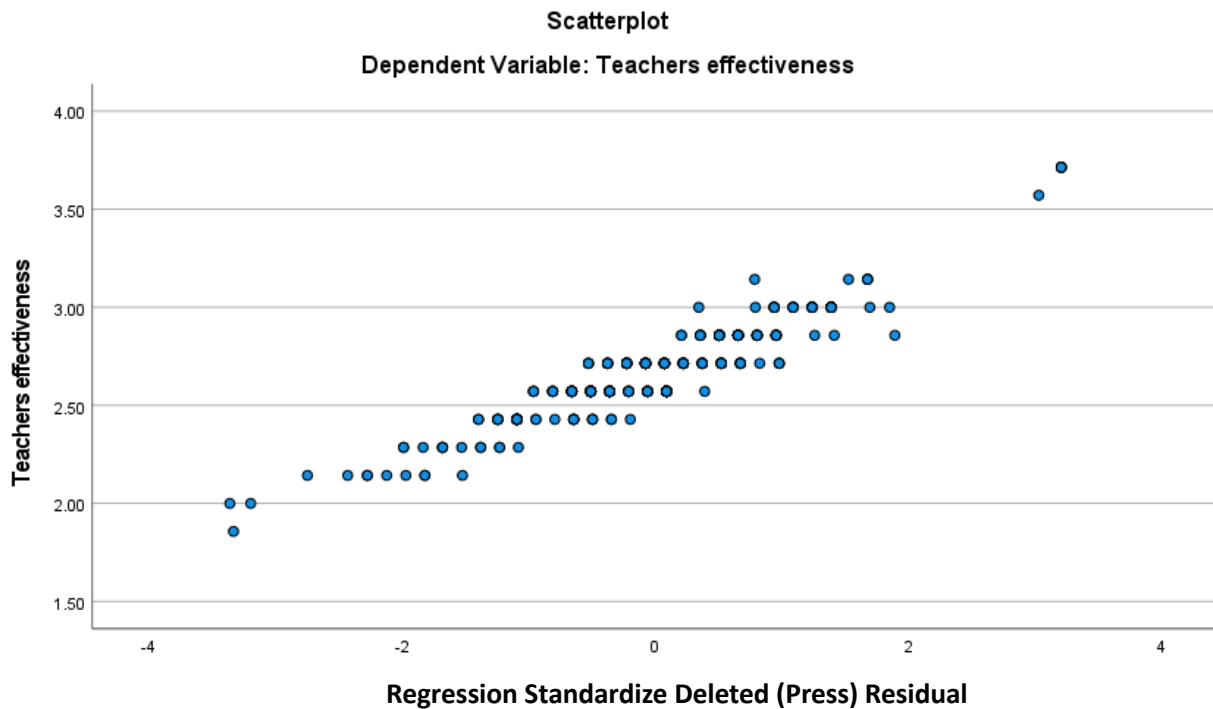
Table 13: Ho1: remuneration does not have a statistically significant effect on teacher's effectiveness

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.344 ^a	.118	.115	.24577

a. Predictors: (Constant), Remuneration

b. Dependent Variable: Teacher's effectiveness

The R-squared value (R^2) of 0.118 indicates that approximately 11.8% of the variance in teacher effectiveness can be explained by the predictor variable (Remuneration).



ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.272	1	2.272	37.612	.000 ^b
	Residual	16.912	280	.060		
	Total	19.184	281			

a. Dependent Variable: Teachers effectiveness

b. Predictors: (Constant), Remuneration

The ANOVA table shows that the regression model is statistically significant ($F(1, 280) = 37.612, p < 0.001$). This indicates that the model including the predictor variable (Remuneration) significantly improves the prediction of teacher effectiveness compared to a model with no

predictors. The p-value (0.000) is less than the significance level of 0.05, indicating strong evidence against the null hypothesis.

Coefficients^a

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	2.219	.077		28.925	.000
	Remuneration	.183	.030	.344	6.133	.000

a. Dependent Variable: Teacher's effectiveness

The coefficient for Remuneration is 0.183 ($p < 0.001$), indicating that for each unit increase in remuneration, teacher effectiveness is expected to increase by 0.183 units. The standardized coefficient (Beta) is 0.344, indicating the strength and direction of the relationship between remuneration and teacher effectiveness while considering the variability in the predictors. The intercept coefficient (Constant) is 2.219 ($p < 0.001$), indicating the estimated mean level of teacher effectiveness when the remuneration is zero. Based on these results, we reject the null hypothesis (H_0). Remunerative rewards, as represented by remuneration, have a statistically significant positive effect on teacher effectiveness. Increasing remuneration is associated with higher perceived teacher effectiveness.

Ho2: Recognition do not have a statistically significant effect on teacher's effectiveness

Model Summary^b

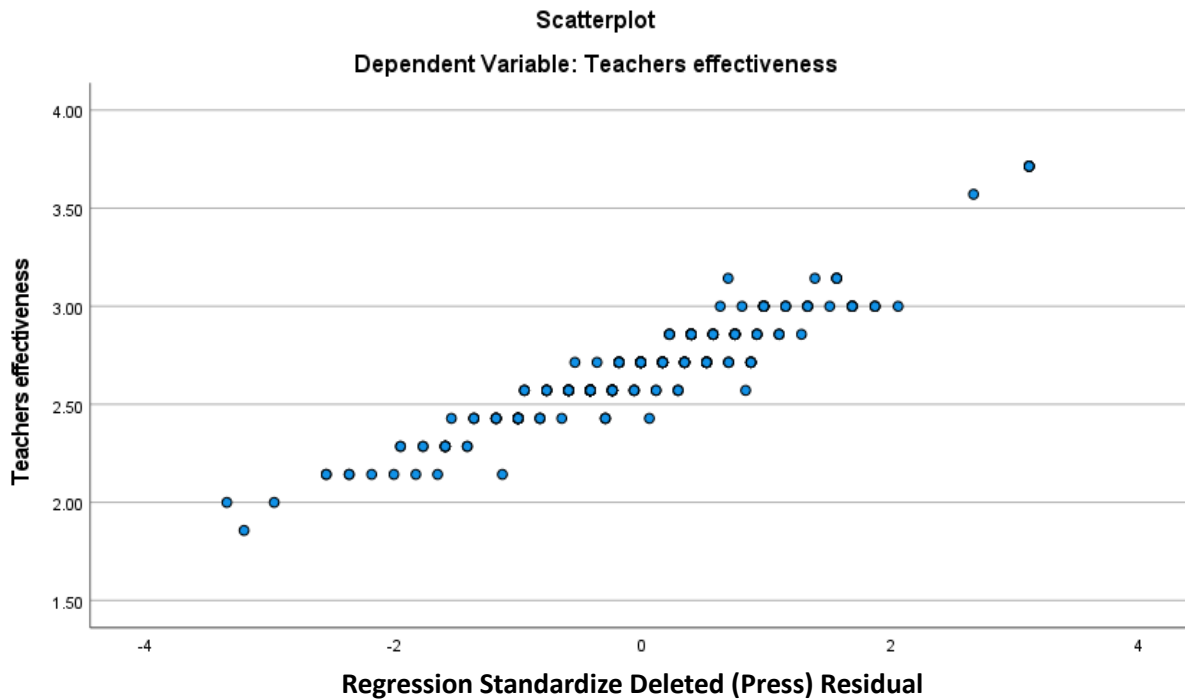
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.344 ^a	.118	.115	.24580

a. Predictors: (Constant), Recognition

b. Dependent Variable: Teacher's effectiveness

The R-squared value (R^2) of 0.118 indicates that approximately 11.8% of the variance in teacher effectiveness can be explained by the predictor variable (Recognition).

Figure 9: Scatterplot: dependent variable



The table below shows that the regression model is statistically significant ($F(1, 280) = 37.521, p < 0.001$). This indicates that the model including the predictor variable (Recognition) significantly improves the prediction of teacher effectiveness compared to a model with no predictors. The p-value (0.000) is less than the significance level of 0.05, indicating strong evidence against the null hypothesis.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.267	1	2.267	37.521	.000 ^b
	Residual	16.917	280	.060		
	Total	19.184	281			

a. Dependent Variable: Teachers effectiveness

b. Predictors: (Constant), Recognition

The coefficient for Recognition is 0.216 ($p < 0.001$), indicating that for each unit increase in recognition, teacher effectiveness is expected to increase by 0.216 units. The standardized coefficient (Beta) is 0.344, indicating the strength and direction of the relationship between

recognition and teacher effectiveness while considering the variability in the predictors. The intercept coefficient (Constant) is 2.112 ($p < 0.001$), indicating the estimated mean level of teacher effectiveness when the recognition is zero

Coefficients^a

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	2.112	.094		22.455	.000
	Recognition	.216	.035	.344	6.125	.000

a. Dependent Variable: Teachers effectiveness

Based on these results, we reject the null hypothesis (Ho2). Non-monetary rewards, as represented by recognition, have a statistically significant positive effect on teacher effectiveness. Increasing recognition is associated with higher perceived teacher effectiveness.

Ho3: promotion do not have a statistically significant effect on teacher's effectiveness

To evaluate this hypothesis, we need to determine whether the introduction of the mediator (Promotion) significantly affects the relationship between the predictor (Remuneration) and the outcome (Teacher's effectiveness).

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.479 ^a	.229	.226	.22983

a. Predictors: (Constant), Promotion

b. Dependent Variable: Teachers effectiveness

The R-squared value (R^2) of 0.229 indicates that approximately 22.9% of the variance in teacher effectiveness can be explained by the predictor variable (Promotion).

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.394	1	4.394	83.185	.000 ^b

Residual	14.790	280	.053		
Total	19.184	281			

a. Dependent Variable: Teachers effectiveness

b. Predictors: (Constant), Promotion

The table shows that the regression model is statistically significant ($F(1, 280) = 83.185, p < 0.001$). This indicates that the model including the predictor variable (Promotion) significantly improves the prediction of teacher effectiveness compared to a model with no predictors.

Coefficients^a

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.690	.110		15.436	.000
	Promotion	.378	.041	.479	9.121	.000

a. Dependent Variable: Teacher's effectiveness

The p-value (0.000) is less than the significance level of 0.05, indicating strong evidence against the null hypothesis.

The coefficient for Promotion is 0.378 ($p < 0.001$), indicating that for each unit increase in promotion, teacher effectiveness is expected to increase by 0.378 units. The standardized coefficient (Beta) is 0.479, indicating the strength and direction of the relationship between promotion and teacher effectiveness while considering the variability in the predictors. The intercept coefficient (Constant) is 1.690 ($p < 0.001$), indicating the estimated mean level of teacher effectiveness when promotion is zero.

Based on these results, we can conclude that non-monetary rewards, represented by promotion, do have a statistically significant mediating effect on the relationship between monetary rewards (remuneration) and teacher effectiveness. Therefore, we reject the null hypothesis (Ho3).

Table 14: Summary of Findings:

Hypothesis 1(Ho1)	The analysis revealed that monetary rewards (remuneration) have a statistically significant positive effect on teacher effectiveness. As remuneration
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increases, teacher effectiveness is expected to increase as well. This finding suggests that providing financial incentives can positively influence teacher performance

Hypothesis 2(Ho2)

The results indicate that non-monetary rewards (recognition) also have a statistically significant positive effect on teacher effectiveness. As recognition increases, teacher effectiveness is expected to increase. This suggests that acknowledgment and appreciation for teachers' efforts play a significant role in enhancing their performance.

Hypothesis3(Ho3)

The analysis demonstrates that non-monetary rewards (promotion) have a mediating effect on the relationship between monetary rewards (remuneration) and teacher effectiveness. This suggests that besides direct monetary incentives, opportunities for career advancement and professional growth contribute to enhancing teacher effectiveness.

CHAPTER FIVE

DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

In this chapter, we are going to see discussion of findings, limitations, recommendations, suggestion for further studies and conclusion. We are going to discuss our findings according to research hypotheses as seen below. The research hypotheses are:

- The use of remuneration does not statistically influence teachers' effectiveness.
- Recognition does not statistically influence teachers effectiveness
- Promotion does not statistically influence teachers' effectiveness.

The finding of this study will be discussed based on the response from the research hypotheses as seen below

Remuneration and teachers' Effectiveness

Hypothesis one of the study states that there is no significant relationship between remuneration on teachers' effectiveness. It was found that there exists significant relationship between remuneration on teachers' effectiveness. This finding is supported by Lazear (2013) who stated that money has been recognized as a source of satisfying people in so many ways like psychological, social and security needs, improving the level of their productivity and having a positive attitude to work. Also finding is supported by Pepra-Mensah, Adjei and Agyei (2017) who found out that remuneration dimension like base pay, bonuses, and benefits significantly correlated with the teachers' performance. Globally, monetary benefits are believed to have a positive impact on employee's commitment and loyalty. The findings support the idea that monetary rewards positively impact teacher effectiveness. This highlights the importance of competitive salaries, bonuses, and other financial incentives in motivating teachers and improving their performance. Educational institutions should consider investing in competitive compensation packages to attract and retain high-quality educators.

Contrary to the hypothesis, the findings revealed a statistically significant positive effect of monetary rewards, specifically remuneration, on teacher effectiveness. This aligns with previous research indicating that financial incentives can serve as effective motivators for teachers (Smith & Hoy, 2020). The positive association between remuneration and teacher effectiveness

underscores the importance of fair and competitive salary structures in enhancing teacher performance (Hanushek & Rivkin, 2012).

Recognition and teacher' Effectiveness

Hypothesis two of the study states that there is no significant relationship between recognition on teachers' effectiveness. It was found that there exists significant relationship between recognition on teachers' effectiveness. This finding supports the notion that non-monetary forms of recognition and appreciation play a crucial role in motivating teachers and fostering a positive work environment (Maslow, 1943). Recognizing teachers' contributions and achievements can enhance their morale and job satisfaction, ultimately leading to improved effectiveness in the classroom (Dweck, 2000).

The findings reveals that participants positively appreciated that if non-monetary incentives like recognition could be much considered by educational leaders, it could contribute to a greater extend in improving teachers' job effectiveness in public secondary schools in Mfoundi division which will lead to greater academic achievement. Therefore, educational leaders should know that working performance of teachers cannot be satisfied through salaries and other monetary incentives but creating cooperative environment, consideration, valuing, recognition, and involvement. Security supporting also contribute for teachers to execute their responsibilities to a greater extent in an advanced way as asserted by Comighud et al. (2020) that, incentives in schools are effective at improving behaviour and hardworking and if not applied regularly, they may result into low performance of teachers and failure to meet the organizations' goals. The finding of this study corroborated with the study carried out by (McBeth, 2012) opined that non-monetary rewards like recognition increases employee desire to work by raising their self-esteem and can also satisfy employees professional ambitions and personal fulfilment.

Promotion and Teachers' Effectiveness

Hypothesis three reveals that there is no significant relation between promotion and teachers' effectiveness. It was found that there is a significant relationship between promotion and teachers' effectiveness. Providing opportunities for teachers to be acknowledged for their

contributions and offering pathways for career advancement can foster a positive work environment and boost morale, ultimately leading to improved performance.

This finding is supported by Augustino (2012) who confirmed that an effective non-monetary reward especially promotion encourages teachers to perform well and the result is seen on student's outcome. Also, Mark (2015) conducted a research on factors that affect job performance among teachers in Kibaha district; the study found that professional development for teachers is one of the key factors of teachers' effectiveness.

Appreciation and job security seem to be the key to respect for the hard work of the employee. If people are honoured for what they have done effectively, it brings them more happiness than a salary increase (Chkravathy, 2014).

In view of the fact that a sizeable increase in teachers earning will significantly enhance teachers' commitment and effectiveness; it is pertinent to note that good social status for teachers considerably impacts on their morale and thereby, reinforces them. As of now, it can be said that no school system can have high achievement more than the level of teachers' reward within the system. Therefore, all those factors which contribute to appreciable improvement in teachers' morale and commitment should be upheld with utmost priority. Hopefully, when this is done, it will unfold a multifaceted payoff, namely, increased pupils' learning outcomes and high teachers' output (Nyam, 2014).

The comprehensive understanding of the factors influencing teacher's reinforcement and effectiveness is essential for fostering a conducive learning environment and improving educational outcomes in public secondary schools. The results of the findings portray that remuneration has a positive significant effect on teacher's effectiveness in secondary schools in Mfoundi division. Recognition and promotion has a strong positive significant effect on staff performance. Based on the findings, it is concluded that rewards like recognition and promotion provided are vital on teacher's effectiveness. They are always in the disposal of leaders and stakeholders in public secondary schools. Incentives such as recognition, promotion, job security and clean working environment among others are vital to teacher's job effectiveness. All these could build the spirit of team work, increase effectiveness and create a sense of love in teaching, improve attendance and cooperation with school management, increase working morale, and create a sense of school ownership. Reinforced teachers are vital for successful and effective classroom instruction; they show up consistently, inspired and engage their students in the teaching and

learning process. Enthusiastic teachers assess students' abilities, give feedback, and collaborate with other teachers. They are passionate about the important role they play and enjoy what they do. Overall, the findings of this study highlight the complex interplay between different dimensions of rewards and their impact on teacher effectiveness. While reward system like remuneration is an important reinforcers, non-monetary rewards like recognition and promotion opportunities also play a significant role in enhancing the teacher's morale and performance.

This therefore led to the conclusion that reward system has a significant positive effect on teacher's effectiveness in public secondary schools in Mfoundi division.

Recommendations

Based on the study findings, discussions and conclusion the following recommendations are made.

Based on conclusions, the study recommends that the government in cooperation with key stakeholders should enhance and improve on non-monetary incentives and build teachers' houses near the schools in order to make teachers be closer to the school for active participation. The school heads should be creative and consider the participation of teachers in day to day operations to make teachers be part and parcel of the school. Moreover, the government should equip heads of schools with administrative knowledge and skills to identify and provide non-monetary incentives to teachers for effective performance.

The Ministry should examine its policies and develop them in a way that would ensure greater implementation of monetary and non-monetary incentives. The importance of non-monetary incentives to employee motivation should be taken into account. Monetary incentives are regarded as the finest incentives, but money alone cannot buy motivation, thus both monetary and non-monetary incentives should be considered.

Teachers ought to be appreciated for their contributions to educational institutions. The majority of respondents said they don't get recognized for the work they do. The government is required to establish an employee recognition programme. This can be accomplished by giving individuals that perform well letter of recognition. However, in terms of teacher recognition, community recognition also contributes to teachers' motivation, thus for children to perform better, the community must comprehend and value the work of instructors.

Educational policymakers and school administrators should consider a holistic approach to reward systems that incorporate both monetary and non-monetary incentives to maximize teacher reinforcement and performance (Wigfield & Eccles, 2000).

The necessity for education management to equitably handle teachers' reinforcement using non- financial incentives like recognition, advancement, and equal treatment arises from the fact that humans are wanting beings. The investigation came to the conclusion that teachers' claims about non-monetary incentives should be considered. Employers and school administrators were required to see to it that staff housing was built, teachers received timely promotions, and they were included in decision-making. The best method to motivate teachers is to enhance the incentives available to them.

Teachers as human being have their needs and expectations that they need to fulfil in their daily lives. It is therefore, recommended that the ministry of secondary education (MINESEC) ensure that they offer both non-financial and financial incentives to secondary school teachers so as to attract and retain them in a teaching profession. This will not only make teaching more attractive but will play a vital role in curbing the growing number of teachers who are leaving the profession.

The school managers should promote positive attitudes towards teaching professions by enhancing orientation and mentorship training for new employees so as to create good relationship among school managers and staff members. This will make teachers feel a sense of belongingness. As the organizational members, they ought to be part and parcel of the teaching profession.

The ministry of education and local government sectors should ensure that the policies governing teachers' job security and wellbeing are improved and clearly implemented to all teachers. This will make teachers work comfortably and will curb the problems of bias and favouritism at work.

Limitations of the study

The researcher was employed in meeting up with this project. Some participant found it difficult not responding to the questionnaire especially the principals because of the current crisis in the country.

In addition, given the fact that the study was conducted during official school days meant that the researcher had at her disposal limited time to conduct the study, the researcher faced a lot of challenge with time, time for internship, time to study, coupled with the personal duties of the researcher.

Suggestion for Further Studies

Based on the scope and coverage of this study, the researcher proposes the following areas for further studies:

- More research should be carried out with a larger sample size involving other regions in Cameroon. This is due to fact that the current study was carried out in selected public secondary schools in Mfoundi Division.
- Studies of this kind should be carried out in other education sub-sectors such as in primary schools and higher education so as to provide new insights into the role of monetary and non-monetary incentives on teachers' effectiveness in educational institutions other than secondary schools.

Future research could explore additional factors that may influence the effectiveness of reward systems, such as organizational culture, leadership practices, and teacher demographics.

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APPENDIX

Appendix 1 : Questionnaire for teachers

Section A: General information

Dear teachers,

I am a Master’s student from the faculty of education of the university of Yaounde 1, I am conducting a research on **Reward System in some selected secondary public schools in the Mfoundi subdivision**. The answers you provide will be strictly use only for this Master’s research and your privacy will be highly protected. Thanks for your participation. Below are some statements designed to get a response on Reward system as an indicator of Teachers Effectiveness in some secondary schools in Mfoundi Division. To what extent do you agree with the following statement?

- Strongly agree (SA)
- Agree (A)
- Disagree (D)
- Strongly Disagree (SD)

Instruction: kindly place a tick on the best box that best describes your opinion.

Gender : male female

Age: 25 - 30 31 – 35 36 - 40 41 – 44 46 -50
50+

Name of school: _____

Professional qualification: DIPES I DIPES II DIPET I DIPET II

Part B

Cluster A. Remunerations

SN	Statement	SA	A	D	SD
	You are compensated with an encouraging fixed salary every month				
	You are regularly rewarded financially for doing a good job				
	Your salary is always paid on time				
	You often get financial bonuses for good jobs				
	You usually neglect working when you are not rewarded financially				

Cluster B: Recognition.

SN	Statement	SA	A	D	SD
6	Praising teachers is a common phenomenon of a job well-done in your school				
7	Teachers have always been recognized for doing a good job during your staff-meeting				
8	Teachers are awarded certificate for good performance at work				
9	Teachers in your school are usually awarded with medals for work well done				
10	Your principal always greet and smiles each time he sees you teaching				

Cluster C: Promotion

SN	Statement	SA	A	D	SD
11.	Teachers in your school usually change grades every after five years of service				
12.	Teachers are often transferred after 3 year in your school				
13.	You were lastly promoted six months ago				
14.	Are teachers in your school being promoted according to the stated text				
15.	You feel happy when you are promoted				
16.	Being promoted makes you to increase your performance				
17.	Teachers in your school work with the aim of being promoted				

Cluster D: Teachers effectiveness

SN	Statement	SA	A	D	SD
18.	You always report for work on time				
19.	Teachers in your school prepare lesson plan before coming to class				
20.	You are very regular in school				
21.	You always set exams/ test, marks and gives feedback to students				
22.	You always supervise school activities				

- 23. You use teaching aids to enhance learning
 - 24. You often participate in co-curricular activities
-

Part C: Reward system and teacher’s effectiveness

- 25) Which aspect of remuneration encourages you to work effectively?
.....
- 26) Are teachers being awarded medals regularly like every academic year in your school?...
.....
- 27) How effective are you in school when you want to be promoted?.....
.....
- 28) What are the possibilities of teachers being promoted.....
.....
- 29) What is the effect of no appraisal from administration on teachers?.....
.....
- 30) Are you often satisfied with the bonuses you receive?.....
.....

Appendix 2 : The map of mfoundi

