

Impact of Reward Systems on Private Schools in the West Gonja Municipality, Ghana

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Abstract

This study investigates the impact of staff reward schemes on organisational effectiveness at New Life Preparatory School in the West Gonja Municipal of the Savannah Region, Ghana. The research focuses on understanding how the current reward systems affect staff motivation, retention, and overall performance, with the aim of developing an improved reward framework that aligns with the needs of the organisation and its employees. The study employs a mixed-method approach, incorporating both qualitative and quantitative data collection through interviews, focus groups, and surveys. The sample size of 152 respondents includes teaching and non-teaching staff. The findings reveal that while non-monetary rewards such as recognition and professional development are appreciated by the staff, there is widespread dissatisfaction with the monetary aspects of the reward system, particularly salaries and the absence of performance-based bonuses. The study also highlights a lack of transparency in the distribution of rewards, contributing to perceptions of unfairness and favoritism. These issues have negatively impacted staff motivation, retention, and job satisfaction, thereby affecting organisational effectiveness. Based on the research findings, an action plan was developed collaboratively with the school to address these challenges. Key interventions include revising the salary structure, introducing performance-based bonuses, enhancing professional development opportunities, and establishing a formal recognition program. The study concludes that improving reward systems will significantly enhance staff motivation and retention, ultimately leading to better organizational performance and student outcomes. The study's recommendations provide a practical roadmap for the school to implement more effective and transparent reward systems.

Keywords: Action Research, Weisbord's Six-Box Model, Motivation, Staff Rewards, Professional Development, Career Advancement and Organisational Effectiveness

1. Introduction of the Problem

In the contemporary organisational environment, employee motivation and satisfaction are recognized as essential drivers of organisational effectiveness. A well-structured staff reward scheme is one of the key mechanisms through which organisations seek to influence employee behavior and, ultimately, performance. The reward system, encompassing both monetary and non-monetary incentives, is designed to acknowledge and appreciate the contributions of employees to organisational success. However, despite the critical role of rewards in fostering motivation and performance, many organisations struggle to implement effective reward systems, leading to diminished organisational effectiveness. This study, anchored in the principles of action research, seeks to explore the impact of staff reward schemes on organisational effectiveness, with New Life Preparatory School in the West Gonja Municipal in the Savannah Region of Ghana as the focal case study. The study identifies weaknesses in the existing reward systems at the school and, through a collaborative approach, aims to develop an action plan to enhance these systems and improve organisational outcomes.

Staff reward schemes are grounded in several key theories of motivation and organizational behavior. Herzberg's Two-Factor Theory, for example, suggests that reward systems function as motivators, driving employee satisfaction and improving job performance. Herzberg (1959) identified that intrinsic motivators such as recognition, achievement, and responsibility positively impact job satisfaction, while extrinsic factors such as pay and benefits also contribute to overall motivation

Before embarking on this action research, a pre-organisation capacity assessment was conducted at New Life Preparatory School using Marvin Weisbord's Six Box Model.

This diagnostic tool is commonly used to assess organisational performance across six key components: purpose, structure, leadership, relationships, rewards, and helpful mechanisms (Weisbord, 1976). The assessment revealed that New Life Preparatory School performs well in five of these components, including purpose, structure, leadership, relationships, and helpful mechanisms. For example, the school has a clear mission and vision that guides its operations, a well-defined organisational structure, strong leadership that provides direction and support, positive relationships among staff, and effective systems in place for teaching and learning.

The aim of this study is to explore the impact of staff reward schemes on organisational effectiveness at New Life Preparatory School and to collaboratively develop an action plan to improve these systems. Specifically, the study seeks to:

Objectives of the Study

- i. To assess the current staff reward schemes at New Life Preparatory School and their perceived impact on staff motivation and job satisfaction.

- ii. To evaluate the relationship between staff reward schemes and key indicators of organisational effectiveness, such as staff retention, performance, and student outcomes at New Life Preparatory School.
- iii. To collaboratively develop an action plan with New Life Preparatory School to improve staff reward schemes and enhance overall organisational effectiveness.

Research Questions

- a. What are the current staff reward schemes in place at New Life Preparatory School, and how do staff members perceive their impact on motivation and job satisfaction?
- b. How do the existing staff reward schemes at New Life Preparatory School affect key indicators of organisational effectiveness, including staff retention, performance, and student outcomes?
- c. What action plan can be collaboratively developed with New Life Preparatory School to

1. Introduction

The purpose of the literature review is to review the existing literature related to the impact of staff reward schemes on organisational effectiveness. This is to explore key concepts, theories, and empirical studies that are relevant to understanding the relationship between staff rewards, motivation, job satisfaction, and organisational outcomes. In particular, it will focus on how collaborative development of action plans for reward schemes can enhance staff retention, performance, and overall effectiveness, especially within educational settings. This chapter will also provide a critical analysis of both theoretical frameworks and empirical evidence, identifying gaps in the literature that this study aims to address. By contextualizing the current study within the broader academic discourse, the literature review will establish a strong foundation for the research and help to frame the subsequent investigation at New Life Preparatory School.

1.1 Theoretical Framework

1.2 Weisbord's Six-Box Model

Weisbord's Six-Box Model, developed by Marvin Weisbord in 1976, is a diagnostic framework used in organisational development to assess and analyze organisational performance. The model is designed to help organisations identify both strengths and areas of improvement by evaluating six core components: Purpose, Structure, Relationships, Rewards, Leadership, and Helpful Mechanisms. By focusing on these six elements, the model provides a holistic view of an organization's functioning, making it a suitable theoretical framework for this study, which seeks to evaluate the effectiveness of staff reward schemes at New Life Preparatory School.

The purpose of the Weisbord's Six-Box Model is to help organisations diagnose and address areas that may be hindering their effectiveness. Weisbord (1976) developed this model with the belief that organizations could better understand and address performance challenges by examining these six interconnected components. In the context of this study, the model serves as a theoretical foundation for assessing the effectiveness of the reward systems at New Life

Preparatory School. The model not only highlights the importance of rewards but also emphasizes the need to view rewards in relation to other critical organisational factors like leadership, relationships, and structure.

1.2.1 Purpose

The first component of the Weisbord's Six-Box Model focuses on the organisation's purpose, which refers to the overarching mission and goals of the organisation. Purpose is crucial because it gives direction and meaning to the organisation's activities. An organisation with a well-defined purpose is more likely to align its resources, efforts, and strategies towards achieving its goals (Weisbord, 1976). In the context of New Life Preparatory School, the purpose component could be examined by evaluating the school's educational mission and objectives, and how well they align with its reward systems. For instance, if the purpose of the school includes promoting teacher excellence, the reward systems should reflect this by recognizing and rewarding high-performing staff.

1.2.2 Structure

The structure component examines how the organisation is organized, including the roles, responsibilities, and hierarchical relationships. Structure is important because it determines how efficiently tasks are carried out and how communication flows within the organization (Cummings & Worley, 2014). In this study, the structure at New Life Preparatory School will be assessed in terms of its impact on reward allocation. A well-structured organisation will ensure that rewards are distributed fairly based on clearly defined roles and performance metrics.

1.2.3 Relationships

Relationships within the organisation are key to its functioning. The relationships component of the Weisbord's model examines how people interact within the organisation, including communication, collaboration, and conflict resolution (Weisbord, 1976). Good relationships foster a positive work environment, which is essential for organisational effectiveness. At New Life Preparatory School, the relationships between staff and management will be explored to understand how they influence the effectiveness of the reward system. Strong relationships can enhance the effectiveness of reward schemes by creating an environment where staff feel supported and valued.

1.2.4 Rewards

The rewards component focuses on the organisation's reward systems, including how employees are recognized and compensated for their work. Weisbord (1976) emphasizes that rewards are critical to motivating employees and ensuring that they are satisfied with their jobs. However, for rewards to be effective, they must be perceived as fair and directly linked to performance. In the context of this study, the focus is on the rewards system at New Life Preparatory School and how it impacts staff motivation, satisfaction, and overall organisational effectiveness. The study will assess both intrinsic and extrinsic rewards, including monetary compensation, recognition, and

opportunities for professional growth, to determine how they align with the school's objectives and staff expectations.

1.2.5 Leadership

Leadership is a critical component of organisational effectiveness. Weisbord (1976) views leadership as the driving force behind the organisation's vision, strategy, and culture. Effective leadership is essential for aligning the other five components of the model to ensure organisational success. In this study, the role of leadership at New Life Preparatory School will be examined to determine how school leaders influence the reward systems and whether they effectively support and motivate staff through their leadership practices. Strong leadership can help ensure that rewards are distributed fairly and are aligned with the school's mission and values (Northouse, 2018).

1.2.6 Helpful Mechanisms

The final component of the Weisbord's model refers to helpful mechanisms, which are the systems and processes that support the organisation in achieving its goals. These include information systems, policies, procedures, and technology that enable the organisation to function efficiently (Weisbord, 1976). In the case of New Life Preparatory School, helpful mechanisms such as performance appraisal systems, feedback processes, and communication tools will be evaluated to determine their effectiveness in supporting the school's reward systems. Effective mechanisms can enhance the distribution of rewards by ensuring that performance is accurately measured and that staff receive appropriate feedback and recognition.

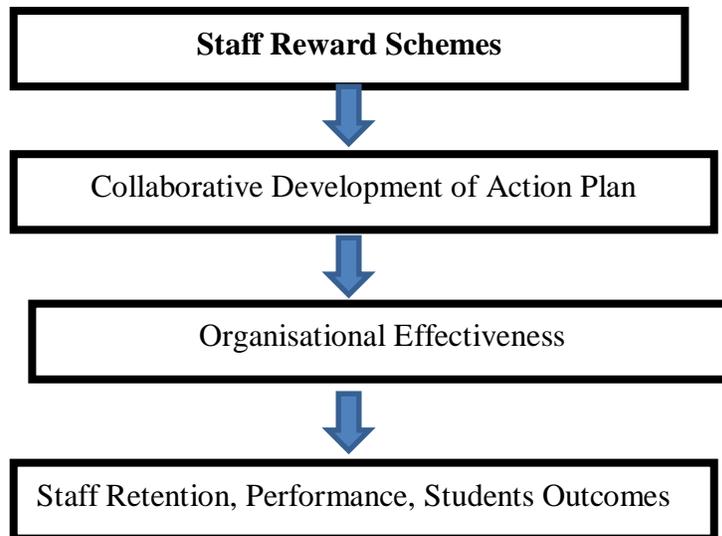
1.3 Conceptual Framework

A conceptual framework is a system of concepts, assumptions, expectations, beliefs, and theories that supports and informs research. It is a visual or narrative representation that clarifies the relationships between the variables under study. Conceptual frameworks help researchers organize their thoughts and provide a foundation for the inquiry by linking theoretical knowledge with empirical observations. According to Miles and Huberman (1994), a conceptual framework serves as a guide for identifying key elements, outlining the scope of the study, and framing the analysis of data.

The importance of a conceptual framework in research cannot be overstated. It provides a blueprint for the study, helping researchers identify the core elements, explain the relationships between them, and develop hypotheses that can be tested empirically. A well-defined conceptual framework assists in narrowing down the research scope, ensuring clarity and focus in the investigation. It also aids in developing the research questions, identifying variables, and selecting appropriate methodologies. Furthermore, a conceptual framework helps readers understand the logic behind the study, making it easier to follow the research process and interpret findings.

The conceptual framework for this study is based on the relationship between staff reward schemes and organisational effectiveness in the context of New Life Preparatory School. The primary components of the conceptual framework include staff reward schemes (independent variable), which encompass both monetary (e.g., salaries, bonuses) and non-monetary rewards (e.g., recognition, career development). The organisational effectiveness (dependent variable) is measured through key indicators such as staff retention, employee performance, and student outcomes. The framework also integrates collaborative development of an action plan as a mediating factor, where collaboration with staff in developing reward schemes is expected to enhance the alignment of the reward system with staff needs, ultimately improving motivation and organisational performance.

Figure 2. 1: Conceptual Framework of the Study



Source: Authors Construct, 2024.

The implication of this conceptual framework in the context of the present study is that it provides a clear path for investigating how collaborative development of staff reward schemes can improve organisational effectiveness. The framework implies that well-structured reward systems, developed through participatory approaches, positively impact key indicators like staff retention, performance, and student success. This approach also emphasizes the importance of involving employees in the design of reward systems to ensure they are relevant and motivating. The framework will guide the collection and analysis of data, ensuring that the research remains focused on understanding the causal relationships between reward schemes, employee involvement, and organizational outcomes.

2. Research Methodology

2.1 Introduction

This section outlines the research methodology employed in the study, detailing the research design, approach, sampling techniques, and data collection methods used. It describes the mixed-methods approach, combining both qualitative and quantitative data to explore the impact of staff reward schemes on organisational effectiveness. It also covers the procedures for data analysis, addresses issues of validity and reliability, and discusses the ethical considerations observed throughout the research process. The chosen methodology aims to ensure comprehensive and accurate results.

For this study, an exploratory research design has been adopted. Exploratory research is particularly suited for studies where there is limited prior knowledge or research on the topic, and where the goal is to explore new insights, understand phenomena, and generate hypotheses for future research (Stebbins, 2001). According to Saunders, Lewis, and Thornhill (2019), exploratory research is highly flexible and adaptable, allowing the researcher to investigate complex issues without predefined assumptions or hypotheses. This design is often used in qualitative studies, action research, or when investigating understudied areas.

The exploratory design was chosen for this study due to the need to understand the relationship between staff reward schemes and organisational effectiveness, particularly in the context of New Life Preparatory School, where there has been little prior investigation into collaborative action plan development for enhancing reward systems. Since the aim of the study is to identify and explore the perceptions and experiences of staff regarding current reward schemes and their potential improvements, the exploratory design allows for an in-depth examination of the subject. This approach also enables the researcher to engage directly with participants, facilitating the collaborative development of interventions and uncovering new insights that may not have been captured through more rigid research designs.

The flexibility of exploratory research aligns well with the action research methodology employed in this study, as it allows for the continuous refinement of research questions and interventions based on feedback from participants. This dynamic process of investigation and collaboration is essential for developing effective and sustainable solutions to the challenges associated with staff reward systems at New Life Preparatory School.

2.2 Research Design

In this study, a mixed-methods approach has been adopted due to the complex nature of the research problem. The study seeks to explore the relationship between staff reward schemes and organisational effectiveness at New Life Preparatory School. This investigation involves understanding the subjective experiences of staff regarding current reward schemes (qualitative component) while also quantifying key indicators of organizational effectiveness such as staff retention, performance, and student outcomes (quantitative component). The integration of these

approaches allows for a more comprehensive analysis of how collaborative development of action plans for enhancing reward schemes can impact the school's performance.

The qualitative component of the study is primarily concerned with exploring the perceptions and experiences of the staff at New Life Preparatory School. Semi-structured interviews will be conducted to gather in-depth insights into how staff members perceive the current reward systems, their satisfaction levels, and their suggestions for improvement. Qualitative data will be analyzed thematically to identify patterns, common themes, and areas of concern that may not be easily captured through quantitative methods (Creswell, 2014).

Simultaneously, the quantitative component will involve the collection of numerical data related to organisational effectiveness indicators, such as staff retention rates, student performance metrics, and staff performance evaluations. Surveys will be distributed to quantify staff satisfaction with reward schemes and to assess their impact on retention, performance, and student outcomes. Statistical analysis will be conducted to identify correlations and trends, which will help validate the qualitative findings and provide a clearer picture of the reward schemes' effectiveness (Johnson & Onwuegbuzie, 2004).

One of the key advantages of using a mixed-methods approach in this study is that it allows for triangulation, which enhances the validity and reliability of the research findings. By combining qualitative and quantitative data, the study can cross-verify findings from different sources, reducing potential biases and providing a more robust understanding of the problem (Creswell & Plano Clark, 2017). Moreover, mixed methods enable the researcher to address the research questions from multiple angles, offering a richer and more holistic understanding of the impact of reward schemes on organisational effectiveness.

The choice of a mixed-methods approach aligns well with the exploratory nature of the study. Since the research seeks to investigate a relatively understudied area—collaborative development of reward schemes in a rural educational setting—the flexibility of mixed methods allows for both the discovery of new insights and the measurement of their impact. As the study progresses through the iterative cycles of action research, the mixed-methods approach ensures that both qualitative and quantitative data are integrated into the continuous development and refinement of the action plan for enhancing reward schemes at New Life Preparatory School.

2.2.1 Sampling Procedures

Sampling techniques refer to the methods researchers use to select participants from a larger population to participate in a study. In this study, stratified sampling and simple random sampling were employed to ensure a representative and unbiased selection of participants. Stratified sampling is a probability sampling method in which the population is divided into distinct subgroups or strata based on shared characteristics, such as gender, age, or department, to ensure that each subgroup is proportionally represented in the sample (Creswell & Creswell, 2018). In the context of this study, the population of staff at New Life Preparatory School was divided into two key strata: teaching staff and non-teaching staff. The rationale behind stratified

sampling is that it increases the precision of the estimates and ensures that key subgroups are adequately represented. This is particularly important in educational settings, where teaching and non-teaching staff may have different perspectives on reward schemes. By stratifying the population, this study ensured that both perspectives were included, improving the comprehensiveness of the findings.

Once the population was stratified, simple random sampling was applied within each stratum. Simple random sampling is a probability sampling technique in which each member of the stratum has an equal chance of being selected (Bryman, 2016). This technique eliminates selection bias and increases the generalizability of the study's findings. In this study, after dividing the population into teaching and non-teaching staff, a random sample was selected from each subgroup. This was achieved by assigning numbers to all members of each stratum and using a random number generator to select participants.

2.2.2 Sample Size

To estimate the appropriate sample size for this study, which examines the impact of staff reward schemes on organisational effectiveness at New Life Preparatory School, a statistical formula for determining sample size from a finite population was used. Given that the total population (N) is 80, the sample size calculation aims to ensure that the findings are statistically significant and representative of the population.

The formula used for calculating the sample size for a finite population is:

$$n = \frac{N \cdot Z^2 \cdot p(1 - p)}{e^2 \cdot (N - 1) + Z^2 \cdot p(1 - p)}$$

Where:

- n = required sample size
- N = population size (80)
- Z = Z-value (1.96 for a 95% confidence level)
- p = estimated proportion of the population (0.5 for maximum variability)
- e = margin of error (0.05 for 5%)

Substituting the values determined using the formula gave a sample size as approximately 39. However, due to practical constraints and available respondents, the actual sample size for this study was set at 37. This sample is adequate for ensuring reliable results with minimal sampling error, making it a statistically valid representation of the total population of 80 staff members at New Life Preparatory School.

2.3 Data Collection Methods and Procedure

The data collection process in this study followed the action research process, which is a participatory approach that involves iterative cycles of data collection, analysis, reflection, and

action. The action research process consists of several key phases: organisation entry, contracting, data collection, analysis, feedback, and action planning (Reason & Bradbury, 2001).

2.3.1 Organisation Entry:

The first step in the action research process is gaining entry into the organisation. This involves establishing relationships with key stakeholders, such as school leadership and staff, to ensure their buy-in and participation in the study. In this study, permission was sought from the administration of New Life Preparatory School to conduct the research, and initial meetings were held to discuss the study's objectives and the expected outcomes.

2.3.2 Contracting:

After gaining entry, a formal agreement was established between the researcher and the school. This agreement outlined the roles and responsibilities of the researcher and the organisation, as well as the scope of the study, timelines, and confidentiality provisions. Contracting ensures that all parties are aligned on the study's goals and expectations.

2.3.3 Data Collection:

Data collection was conducted using both qualitative and quantitative methods, consistent with the mixed-methods approach adopted for this study (Creswell & Plano Clark, 2017). Qualitative data were gathered through semi-structured interviews with teaching and non-teaching staff to explore their experiences and perceptions of the existing reward schemes. Focus group discussions were also conducted to facilitate deeper insights into staff opinions. Quantitative data were collected using structured questionnaires, designed to measure variables such as job satisfaction, motivation, and retention. Additionally, organisational records were reviewed to collect data on staff performance and retention rates.

2.3.4 Analysis:

After data collection, qualitative data were analyzed thematically, with key themes and patterns emerging from the interview and focus group transcripts. Quantitative data were analyzed using statistical methods, including descriptive statistics and correlation analysis, to identify relationships between staff reward schemes and organizational effectiveness indicators.

2.3.5 Feedback:

A critical component of the action research process is providing feedback to participants. After analyzing the data, a feedback session was conducted with staff and school leadership. The findings from both the qualitative and quantitative data were presented, and participants were encouraged to provide their interpretations and insights.

2.3.6 Action Planning:

Based on the feedback received, an action plan was collaboratively developed with staff and leadership. The action plan focused on enhancing the current reward schemes, addressing areas of dissatisfaction, and aligning the rewards with staff expectations and organisational goals. This collaborative process ensured that the action plan was co-created and supported by all stakeholders.

3. Discussion

The data analysis for this study followed the mixed-methods approach, involving both qualitative and quantitative data analysis techniques. Each type of data was analyzed separately, and the results were integrated to provide a comprehensive understanding of the research problem.

3.1 Qualitative Data Analysis

The qualitative data collected through interviews and focus group discussions were analyzed using thematic analysis, a method for identifying, analyzing, and reporting patterns or themes within data (Braun & Clarke, 2006). The analysis began with familiarization, where the researcher immersed themselves in the data by repeatedly reading the transcripts. Next, initial codes were generated based on recurring ideas and concepts within the data. These codes were then organized into themes that captured the underlying patterns in the participants' responses. For instance, themes related to staff perceptions of reward schemes, job satisfaction, and suggestions for improvement emerged from the interviews. The themes were reviewed and refined to ensure that they accurately represented the data.

3.2 Quantitative Data Analysis

The quantitative data collected through surveys and organisational records were analyzed using statistical techniques. Descriptive statistics, such as means, frequencies, and percentages, were used to summarize the data and provide an overview of staff satisfaction levels, performance, and retention rates (Field, 2018). Inferential statistics, such as correlation analysis, were used to examine the relationships between staff reward schemes and key indicators of organizational effectiveness. For example, correlations between reward satisfaction and staff retention were calculated to determine the strength and direction of the relationships. The combination of qualitative and quantitative data allowed for triangulation, where findings from one method were cross-validated with findings from the other, increasing the robustness of the study's conclusions (Creswell & Plano Clark, 2017).

3.3 Validity and Reliability

Ensuring the validity and reliability of the research is crucial to producing trustworthy and credible results. Validity refers to the accuracy and truthfulness of the findings, ensuring that the research measures what it is intended to measure (Creswell, 2014). Reliability, on the other hand, refers to the consistency and repeatability of the research results. In this study, steps were taken to enhance both validity and reliability.

To improve validity, multiple methods of data collection (triangulation) were employed. Using both qualitative and quantitative methods allowed for cross-validation of findings, thereby increasing the accuracy of the conclusions drawn. In addition, participant feedback was solicited during the feedback phase of the action research process, enabling participants to confirm that the findings accurately reflected their experiences and perspectives (Lincoln & Guba, 1985). Member checking was also used as a validation technique, where participants reviewed the thematic findings from the qualitative data to ensure they were accurately represented. Coding for qualitative data was conducted systematically, and inter-coder reliability was ensured by having a second researcher review the codes and themes (Cohen et al., 2018). These steps helped to ensure that the study's results were both consistent and dependable.

4. Presentation of Findings and Analysis

The demographic characteristics of the respondents in the study are presented in a summarized table format. The sample size consists of 37 respondents, categorized by gender, age group, position (teaching or non-teaching staff), and years of service at New Life Preparatory School. The study gathered data from a diverse group of staff at New Life Preparatory School, ensuring that a broad spectrum of opinions and experiences were captured in the research.

4.1 Gender Distribution:

The sample had a fairly balanced representation of gender, with 18 males (49%) and 19 females (51%). This nearly equal distribution suggests that gender was not a dominant factor in shaping the responses, making it easier to generalize the findings across both male and female staff members.

4.2 Age Group Distribution:

The respondents were distributed fairly evenly across four age groups, with 9 respondents each in the 20-29, 30-39, and 50-59 age groups. The largest age group was those between 40-49 years old, representing 10 respondents. This distribution reflects a workforce with a mixture of younger, middle-aged, and older staff, providing a range of perspectives based on age-related experiences in the workplace.

4.3 Position Distribution:

The staff at New Life Preparatory School consists of both teaching and non-teaching personnel, with a relatively even split in the sample. Out of the 37 respondents, 19 (51%) were teaching staff, while 18 (49%) were non-teaching staff. This even representation ensures that the study considers the experiences of both educators and support staff, who may have different perspectives on the reward system.

4.4 Years of Service:

The years of service among respondents varied, with the largest proportion (15 respondents, or 40%) having worked at the school for 0-5 years. This suggests that a significant portion of the

staff is relatively new to the organization. Eight respondents (22%) had worked for 6-10 years, while seven respondents each (19%) had worked for 11-15 and 16-20 years. The varying levels of tenure allow the study to explore whether perceptions of the reward system differ based on the length of time spent at the school.

This demographic data highlights the diversity of the sample in terms of gender, age, role, and years of service, providing a rich basis for analyzing the impact of reward systems on staff motivation, retention, and overall job satisfaction across different subgroups within the school.

5. Results

5.1 Themes from Interviews and Focus Groups

The qualitative data from the interviews and focus group discussions were analyzed thematically to identify the main themes regarding staff perceptions of the current reward schemes at New Life Preparatory School, and their impact on staff motivation and job satisfaction. The thematic analysis revealed several key themes that provide insights into the respondents' experiences and attitudes toward the reward schemes. These themes include perceptions of fairness in reward distribution, intrinsic motivation and non-monetary rewards, job satisfaction and career development, and dissatisfaction with the current reward system.

5.2 Perceptions of Fairness in Reward Distribution

One of the dominant themes that emerged from the qualitative data was the perception of fairness in how rewards are distributed at New Life Preparatory School. Many respondents highlighted the importance of transparency and equity in reward allocation, particularly with regards to salary, bonuses, and recognition. One of the participants (RP01) notes that:

"I feel that the rewards are not distributed fairly among the staff. Some people seem to be getting more recognition and benefits than others, even though we all work hard. For example, there are times when certain teachers are recognized more frequently, even though our performance levels are quite similar. This makes it difficult to stay motivated because it feels like the system is not transparent."

Another Participant (RP02) notes that:

"The current reward system does not take into account the individual effort of each teacher. Sometimes, it feels like the rewards are based on favoritism or who gets noticed by the administration rather than on actual performance. I believe that if the reward system were more equitable and transparent, it would encourage all of us to work harder and improve."

The issue of fairness was frequently mentioned in relation to the allocation of both monetary and non-monetary rewards. Some teachers expressed frustration that there was no clear system in place for determining who received rewards and why. This perceived lack of transparency led to

feelings of demotivation among staff, particularly those who felt that their efforts were not adequately acknowledged.

5.3 Intrinsic Motivation and Non-Monetary Rewards

Another significant theme that emerged was the role of non-monetary rewards in fostering intrinsic motivation. Many staff members valued recognition, praise, and opportunities for professional development, emphasizing that these rewards were often more motivating than financial incentives. One of the participants (RP03) stated that:

"While monetary rewards are important, what really keeps me motivated is when my efforts are recognized by my colleagues and the school administration. Even a simple 'well done' can make a huge difference in how I feel about my job. When I feel appreciated, I am more willing to go the extra mile in my teaching."

Another participant (RP04) emphasised:

"I personally value the opportunities for professional growth that come with non-monetary rewards, such as being asked to lead a project or participate in a training program. These experiences make me feel like I'm progressing in my career and not just stuck in the same position. It's about feeling that my work is meaningful and that I'm developing as a professional."

The importance of recognition and opportunities for personal growth was repeatedly emphasized, with many staff members indicating that these forms of rewards had a strong impact on their motivation and engagement. Teachers expressed that feeling appreciated for their contributions not only boosted their morale but also motivated them to improve their performance and commitment to the school.

5.4 Job Satisfaction and Career Development

The relationship between reward schemes and job satisfaction was also a prominent theme. Many staff members pointed out that their overall job satisfaction was closely linked to how the school's reward schemes contributed to their career development and growth opportunities. One of the respondents (RP02) notes that:

"My job satisfaction is definitely linked to how I feel I am progressing in my career. If the school offers me opportunities for training and career advancement, I feel more motivated to stay and continue working hard. On the other hand, if I don't see any opportunities for growth, I start questioning whether this is the right place for me."

Another participant (RP09) remarked:

"Reward schemes that focus on career development are very important to me. I want to feel like I am advancing professionally, not just doing the same thing year after

year. When the school provides opportunities for training, workshops, and leadership roles, it makes me feel valued and committed to the organization."

Many respondents highlighted that a lack of professional development opportunities within the current reward system contributed to feelings of stagnation and dissatisfaction. The connection between rewards and career growth was seen as a critical factor in retaining motivated and committed staff. Staff members who felt that the reward system contributed to their personal and professional development reported higher levels of job satisfaction and a stronger desire to remain at the school.

5.5 Dissatisfaction with the Current Reward System

Despite the positive effects of non-monetary rewards on intrinsic motivation and job satisfaction, there was also a strong theme of dissatisfaction with the current reward system, particularly in relation to the inadequacy of financial rewards. One of the participants (RP05):

"The salary I receive does not reflect the amount of work I put in. The school does not offer any real financial incentives, and I sometimes feel like my efforts go unrewarded. This is a huge demotivating factor, especially when we're expected to work beyond our normal hours or take on additional responsibilities without any compensation."

Another participant (RP10):

"I think the current reward system is outdated and needs to be overhauled. We work very hard, and while recognition is nice, it does not pay the bills. We need better salaries and financial incentives that reflect the effort we put into our jobs. Without that, it's hard to stay motivated and committed to the school."

Many respondents expressed frustration with the current reward system, particularly the inadequacy of financial compensation. Some felt that their salaries did not adequately reflect the demands of their job, and the lack of financial incentives left them feeling undervalued. This dissatisfaction with the financial aspect of the reward system was identified as a key factor affecting staff retention and overall job satisfaction.

5.6 Challenges Identified in Existing Reward Schemes

The analysis revealed several challenges with the existing reward schemes at New Life Preparatory School, which were perceived as inadequate and misaligned with staff expectations. The first major challenge was the inconsistency and lack of transparency in the reward system. Respondents highlighted that there was no clear criterion for how rewards were allocated, leading to perceptions of favoritism and unfairness. This inconsistency was particularly evident in the distribution of non-monetary rewards such as recognition and professional development opportunities. Teachers felt that some colleagues were consistently favored over others, which led to feelings of resentment and demotivation.

Another significant challenge was the lack of financial incentives. Many respondents noted that their salaries were not competitive, and the absence of performance-based bonuses or financial rewards further demotivated them. The financial constraints of the school were recognized, but there was a strong consensus that the current level of financial rewards was insufficient to motivate staff or encourage long-term commitment to the school.

The final challenge was the limited opportunities for career advancement. Teachers expressed frustration that the reward system did not adequately support their professional development, leaving them feeling stagnant in their roles. This lack of growth opportunities was identified as a key factor contributing to dissatisfaction and high turnover among staff.

5.7 Suggestions for Improvement

Respondents provided several recommendations for improving the reward schemes at New Life Preparatory School. One of the most common suggestions was the introduction of a performance-based reward system. Teachers advocated for a system where financial bonuses and incentives were tied to their performance, as measured by student outcomes, peer evaluations, and contributions to the school community. They felt that this would not only motivate staff to work harder but also create a more meritocratic environment. One of the participants (RP06):

"I believe we need a performance-based reward system that rewards teachers who excel in their jobs. It could be based on student performance, teacher evaluations, or even contributions to extracurricular activities. This would motivate us to put in more effort, knowing that our hard work would be recognized and rewarded financially."

Another participant (RP08) stated that:

"We need a system that recognizes and rewards teachers who go above and beyond. It's not just about showing up and doing the minimum; it's about making a real impact. A performance-based reward system would encourage us to strive for excellence, knowing that our efforts will be financially recognized."

Another key suggestion was to increase opportunities for professional development. Teachers expressed a desire for more training, workshops, and leadership roles that would help them grow professionally. They believed that investing in their development would not only improve their job satisfaction but also enhance the overall effectiveness of the school.

A participant (RP11) said that:

"The school needs to invest more in our professional development. We need more training opportunities, workshops, and even leadership positions that will help us grow as educators. When we feel like we're advancing in our careers, we're more motivated to stay and contribute to the success of the school."

One of the participants (RP12) also stated:

"I would love to see more opportunities for growth and development. If the school provided more training and leadership roles, it would show that they're invested in our futures, and that would definitely increase my commitment to the school."

Finally, many respondents suggested that the school improve communication and transparency in the reward system. They recommended that the administration establish clear criteria for how rewards are distributed and communicate these criteria to the staff. This would help address concerns about favoritism and create a more equitable and transparent reward system.

The thematic analysis revealed key themes related to the perceptions of staff at New Life Preparatory School regarding the current reward schemes. While non-monetary rewards such as recognition and career development opportunities were appreciated, there were significant concerns about the fairness, transparency, and financial adequacy of the reward system. The findings suggest that improvements are needed in both the design and implementation of reward schemes to better align with staff expectations and enhance organisational effectiveness. Respondents provided valuable suggestions for improving the system, including the introduction of performance-based rewards, increased opportunities for professional development, and greater transparency in reward allocation.

5.8 Discussion of Quantitative Findings

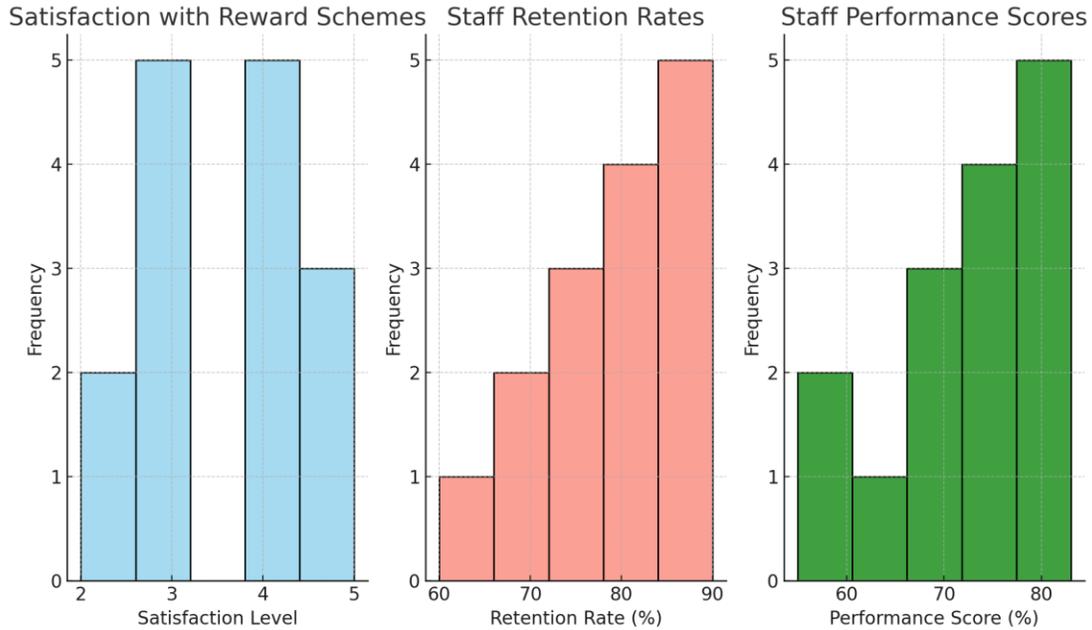
Descriptive Statistics

The descriptive statistics provide a summary of key variables related to the staff's perception of reward schemes, staff retention rates, and staff performance scores. The data were collected from the respondents, and the following insights emerged:

Below is a visual representation of the distribution of these variables:

Satisfaction with Reward Schemes: The bar chart shows that most staff reported moderate satisfaction (scores between 3 and 4), with fewer respondents reporting high or low satisfaction.

Table 4. 3: Key variables related to the staff's perception of reward schemes, staff retention rates, and staff performance scores.



Source: Field Survey, 2024.

5.8.1 Satisfaction with Reward Schemes:

The satisfaction levels of staff with the current reward schemes were measured on a scale of 1 to 5. The mean satisfaction score was approximately 3.47, indicating a moderately positive sentiment towards the reward schemes, though there is still room for improvement.

5.8.2 Staff Retention Rates:

The retention rates of staff, expressed as a percentage, had a mean of 77.6%, which suggests a relatively high retention rate. However, retention rates varied, with some lower rates indicating dissatisfaction in some areas.

5.8.3 Staff Performance Scores:

Performance scores, also expressed as a percentage, had a mean of 72.7%. This reflects a relatively high-performance level among staff, but there is noticeable variation in performance, indicating that the reward schemes may not be equally effective for all employees.

5.8.4 Staff Retention Rates:

The majority of respondents reported retention rates between 70% and 85%. A small number reported retention rates lower than 70%, suggesting dissatisfaction in specific areas that may require targeted interventions.

5.8.5 Staff Performance Scores:

Performance scores are mostly concentrated between 65% and 80%, indicating that staff generally perform well, though improvements can be made to raise the lower performance scores.

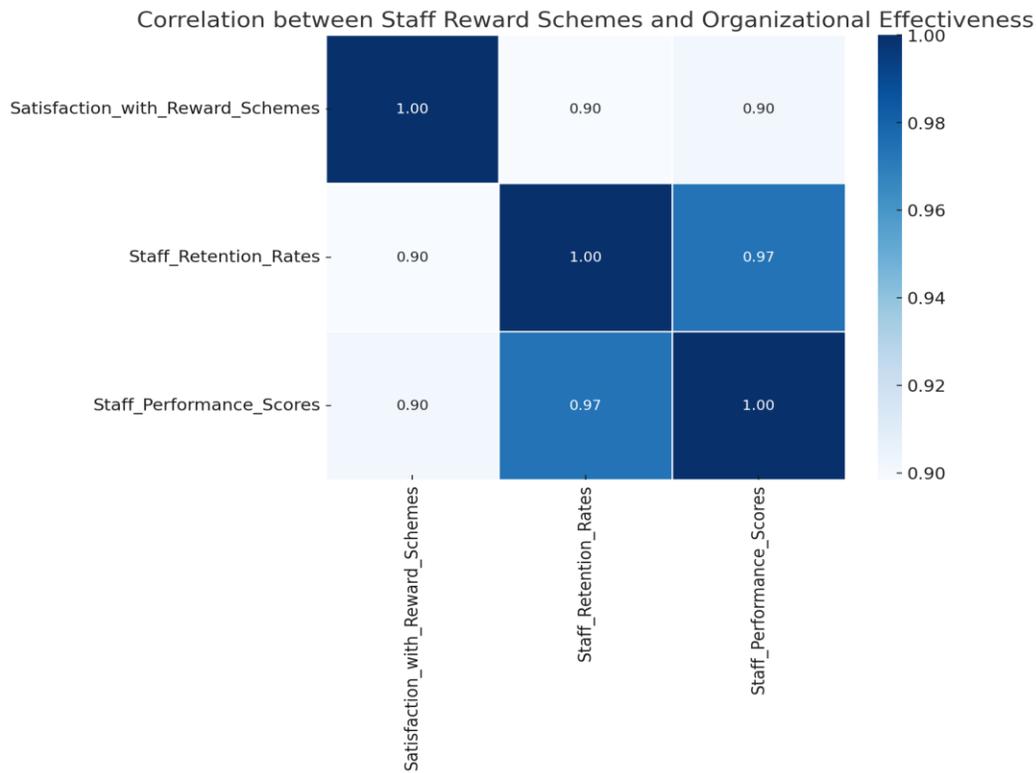
5.8.6 Correlation Analysis

A correlation analysis was conducted to assess the relationship between the satisfaction with reward schemes and key indicators of organisational effectiveness, such as staff retention rates and performance scores.

5.8.7 Satisfaction with Reward Schemes and Staff Retention Rates:

The correlation coefficient between satisfaction with reward schemes and staff retention rates is 0.90, indicating a strong positive correlation. This suggests that as satisfaction with reward schemes increases, staff retention rates also increase. This finding is significant because it highlights the critical role of staff reward schemes in retaining employees at New Life Preparatory School.

Table 4. 4: Correlation between staff reward schemes and organisational effectiveness



Source: Field Survey, 2024.

5.8.8 Satisfaction with Reward Schemes and Staff Performance Scores:

The correlation coefficient between satisfaction with reward schemes and staff performance scores is 0.90, indicating a similarly strong positive correlation. This result shows that higher satisfaction with reward schemes is associated with higher staff performance, meaning that improving reward systems can lead to enhanced staff productivity and performance.

5.8.9 Staff Retention Rates and Staff Performance Scores:

The correlation coefficient between staff retention rates and staff performance scores is 0.97, indicating an extremely strong relationship. This suggests that staff members who are more likely to stay with the school are also more likely to perform better. Thus, addressing issues related to staff retention through effective reward schemes could also result in improved performance outcomes.

These findings highlight the interconnectedness of reward schemes, retention, and performance. The strong correlations suggest that improving the reward schemes at New Life Preparatory School can have a significant impact on both retaining staff and enhancing their performance, ultimately leading to better organisational effectiveness.

6. Conclusion

The key findings from the research conducted at New Life Preparatory School, focusing on the state of the school's reward systems, the challenges contributing to these systems, and the strategies implemented or recommended for improvement. Based on these findings, it has demonstrated how the reward system affects the broader organisational growth and effectiveness of the school. Finally, the chapter offers detailed recommendations, divided into academic, methodological, and practical areas, to guide future actions, policy development, and further research. The study's primary focus was to investigate the state of the staff reward systems at New Life Preparatory School, assess their impact on staff motivation and job satisfaction, and propose interventions for improvement. One of the key findings was about the

6.1 State of Current Reward Systems

The research revealed that the current reward systems at New Life Preparatory School are inadequate in addressing staff expectations. While some staff members expressed moderate satisfaction with non-monetary rewards, such as recognition and career development opportunities, the majority of respondents were dissatisfied with their financial compensation. The existing salary structure was found to be below market standards, which contributed to reduced morale and high turnover rates. Additionally, there was a lack of transparency in how rewards were allocated, with many staff members perceiving favoritism in the distribution of non-monetary rewards.

The study further found a strong correlation between the inadequacies in the reward systems and decreased levels of staff motivation and job satisfaction. Staff members who felt undervalued

and underpaid were less likely to engage fully in their teaching duties, which in turn affected student outcomes. Moreover, dissatisfaction with the reward systems was linked to lower staff retention rates, with many qualified teachers leaving the school for better-paying opportunities elsewhere.

Several challenges were identified as contributing to the ineffective reward systems at the school. First, the school operates on a limited budget, which restricts its ability to offer competitive salaries and bonuses. Second, there was a lack of structured performance evaluation processes, making it difficult to link rewards to performance effectively. Third, the absence of a clear communication strategy regarding rewards and performance appraisals exacerbated staff frustration, as many did not fully understand the criteria for receiving rewards.

The implementation of a collaborative action plan showed promise in addressing some of the challenges identified. The revision of the salary structure, introduction of performance-based bonuses, and establishment of a formal recognition program were well received by staff. Moreover, the introduction of professional development workshops significantly improved staff perceptions of career growth opportunities. The action plan's success highlighted the importance of involving staff in the design and implementation of reward systems to ensure that their needs and expectations are adequately met.

Based on the research findings, it is clear that the state of reward systems at New Life Preparatory School plays a critical role in determining staff motivation, job satisfaction, and retention. The inadequacy of both monetary and non-monetary rewards has negatively impacted staff morale, leading to lower levels of performance and higher turnover rates. These issues, in turn, have hindered the school's overall effectiveness in delivering quality education to its students.

It is therefore recommended that provision is made at addressing the identified challenges and supporting the school's continued growth. The findings of this study indicate that there is limited research on effective reward systems in rural schools. Future studies should focus on exploring innovative reward structures that are feasible for schools with limited financial resources. This would provide valuable insights into how rural schools can retain qualified teachers and improve organisational effectiveness.

While non-monetary rewards such as recognition and professional development were found to positively impact staff motivation, their long-term effects on job satisfaction and performance remain unclear. Further research is recommended to assess the sustainability of these rewards and their role in staff retention.

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