



Exploring the effect of non- financial incentives on job satisfaction of teachers at Lubuto and Kayele Secondary schools in Ndola District.

By

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Submitted to the Zimbabwe Open University and the University of Zambia in partial fulfilment of the requirements for the Degree of Master of Education

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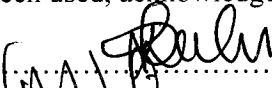
Educational Management


Lusaka, Zambia

2016

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I ZULU NATALIA do declare that this dissertation represents my own work and that it has not in part or in whole been presented as material for award of any degree at this or any other university. Where other people's work has been used, acknowledgement has been made.

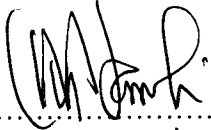
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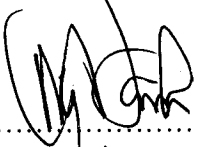
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The undersigned certify that they have read, and recommend to the Zimbabwe Open University and the University of Zambia for acceptance a dissertation entitled “Exploring the Effects of Non-Financial Incentives on Job Satisfaction, A case of Kayele and Lubuto Secondary Schools of Ndola District” submitted by Zulu Natalia in partial fulfilment of the requirements for the Master of Education in Educational Management.

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DEDICATION

This paper is dedicated to my late father Mr. W.G Zulu. Dad your death came sooner than expected and I was left hopeless, but today I am strong again and proudly say “you were the best father ever and for that all my school work will be dedicated to you.

ACKNOWLEDGEMENTS

I wish to thank my supervisor Dr Masaiti for the dedication, educative comments and advice he gave to me during the period of my study. I also want to thank my dear Husband Mr. R Mbambo, my beautiful daughters Nandi, Ireen and Mikiwe Mbambo, my mother and sisters, my Head teacher Mr. Jani and my colleagues at Lubuto Secondary School especially Mrs. Mtonga G; Miss Siluka N; Mr. J. Chifita; Miss Chama .P; Mr. Kapenda; Mr. Phiri, Mr. Sikalumba; Mrs Peggy Kanyanta; Mr. Mukuka; Mr. w. Mumba and Mrs. Kasembe. I also want to thank Mr. Simon Banda for helping me in analyzing data as well as Miss Lydia Zulu and my course mates at UNZA/ZOU for been there for me. Above all, I want to say a big thank you to my JESUS for allowing me to reach this far, **may his name be glorified.**

ABSTRACT

The study aimed to establish the effects of non-financial incentives such as promotion, material rewards and job autonomy on teacher job satisfaction. Non-financial incentives in this context are incentives given to teachers other than monetary incentives.

A cross sectional survey was employed to collect a quantitative data set. The data was collected using structured interview guides and a five point likert scale questionnaire. Data was analyzed using inferential statistic (ANOVA, CHI-SQUARE) in SPSS version 16.0.

The major findings revealed that promotion has a positive effect on job satisfaction. It was also established that material rewards are positively linked to job satisfaction. The findings of the study further revealed that job autonomy increases innovativeness among teachers hence impacting job satisfaction positively.

The study therefore recommends that: the MGE should involve teachers when coming up with promotion and reward programs. It was further recommended that the MGE should also revise some of its regulations particularly the eight hour policy so as to give teachers a bit of freedom which in turn will allow them to be innovative.

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ACRONYMS

DEBS	District Educational Board Secretary
HODs	Head of Departments
ANOVA	Analysis of Variance
SPSS	Statistical Package for Social Science
LICs	Low Income Countries
PS	Permanent Secretary
MOE	Ministry of Education
MPS	Motivating Potential Score
MESVTEE	Ministry of Education and Science Vocational Training and Early Education

CHAPTER ONE

1.0 Overview

This chapter presents the research background, statement of the problem, the purpose of the research, the study's objectives and questions, research hypothesis, significance of the study, theoretical framework, conceptual framework, delimitation, limitation, operational definitions and overview of the study.

1.1 Background

Education has been recognized as the fundamental basis on which any nation could function effectively. The country's political and economic development depends solely on the quality of education offered to its citizens. Education has been described as the individual's right as well as a means for enhancing the wellbeing and quality of life for the entire society (MOE 1996). It is therefore important to create, promote and support the conditions within which education can realize its potential in society. However, though there are other factors affecting education, as Bennel (2004) points out, competence and commitment are two important determinants of quality education. Commitment in this context can best describe teachers as beings who are well motivated and who are satisfied with their job. To make this a reality, teachers imparting the needed knowledge, determining the credibility and the character of the institution, and building the character of everyone in the society must be provided with conditions that will contribute to their job satisfaction (Masaiti and Naluyele 2011; Bennel 2004).

Job satisfaction is always mentioned where there is motivation. In this respect, the question of how the material and moral element affect the job satisfaction of the teachers gains importance. According to Sabina et al (2015) and Mwanza (2010) it is argued that job satisfaction is so

important in that, its absence often leads to laziness and reduced work commitment. In the educational sector it affects the delivery of quality education. On the other hand, Saari and Judge (2004) refers to lack of job satisfaction as a predictor of quitting and changing a job. Lack of job satisfaction also leads to laziness and lack of commitment which in turn will contribute to demotivation among workers (Mwanza 2010). In this context, the motivation referred to is known as work motivation which in simple words and can also be defined as that which influences employee behaviour towards the attainment of institutional goals (Bennel 2004).

Furthermore, teachers working in low income countries (LICs), such as Zambia in particular are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioural sanctions (Bennel 2004). Consequently, standards of professional conduct and performance are also low and falling in these countries. In the same breath Mwanza (2010) observed that, a de-motivated teacher is manifested in “deteriorating standards of professional conduct, which includes poor performance, absenteeism, lateness, low time on task and general behaviour which all lead to job dissatisfaction.

It is therefore important, that education managers and the government find ways to keep teachers motivated through the use of non-financial incentives other than just a salary. This is important because motivated human resource, will feel satisfied with their job, empowered to strive for the best and grow professionally. However, literature review shows that the impact of non-financial incentives on teacher job satisfaction has not received much attention in Zambia, hence the need for further research.

1.2 Statement of a problem

The study assessed the effect of non-financial incentives on teacher job satisfaction. However, a number of studies have also been done on teacher job satisfaction (Bennel 2004, Aacha 2005, Mwanza 2010, Masaiti and Naluyele 2011, Chongo 2013), but not much has been done on the effect of non-financial incentives, particularly promotion, material rewards and job autonomy. This has therefore led to an increase in deteriorating standards of professional conduct which includes

serious misbehavior (in and outside of work), poor preparation of teaching materials especially lesson plans, lack of continuous pupil assessment and general poor professional performance. Teacher absenteeism is also very high and rising and teachers are not showing any innovativeness in teaching methods, but instead they rely much on teacher centered. There is also an increase in teacher attrition and turnover (Bennel 2004; Mwanza 2010; Chongo 2013).

Factors leading to such a scenario are not known. Therefore, if this issue is not treated with the seriousness it deserves and its increase curbed, this in the long run will make it difficult to meet the goals of the education system in Zambia , particularly building capacity for the provision of quality education as stipulated in *Educating Our Future* of 1996.

1.3 Purpose of the study

The study aimed to determine the effects of non-financial incentives on job satisfaction, with focus on Lubuto and Kayele secondary schools in Ndola.

1.4 Research objectives

1.4.0 Principle objective of the research

The principal objective of this study was to establish the effects of non-financial incentives on job satisfaction among teachers of Lubuto and Kayele secondary schools in Ndola district.

1.4.1 Specific research objectives

The study seek to:

- 1 Assess the effect of promotion on job satisfaction of teachers at Lubuto and Kayele secondary schools in Ndola district,
- 2 Ascertain the effect of material rewards on job satisfaction of teachers at Lubuto and Kayele secondary schools in Ndola district,
- 3 Establish the effect of job autonomy on job satisfaction of teachers at Lubuto and Kayele secondary schools in Ndola district.

1.5 Research Questions

Studying non-financial incentives in achieving job satisfaction leads to a number of questions but the focus will be on the following:

- 1 What is the effect of promotion on job satisfaction among teachers at Lubuto and Kayele secondary schools in Ndola?
- 2 What is the effect of job autonomy on job satisfaction among teachers of the targeted secondary schools in Ndola?
- 3 What is the effect of material rewards on job satisfaction among teachers of the mentioned schools?

1.6 Research Hypotheses

From the general observation, it is clear that promotion, material rewards and job autonomy increases job satisfaction. It is therefore the researcher's view to say that Lubuto secondary school, Kayele secondary school and other schools in Ndola district put some measures in place which will enhance promotion opportunities, job autonomy and the giving of material rewards as

a way of increasing job satisfaction among teachers in these schools. In view of this statement, a number of directional hypotheses emerged as outlined below;

H₁: Promotion increases job satisfaction among teachers.

H₀: Promotion does not increase job satisfaction among teachers

H₁: Job autonomy in schools increase job satisfaction among teachers.

H₀: Job autonomy in schools does not increase job satisfaction among teachers

H₁: Material rewards increases job satisfaction among teachers.

H₀: Material rewards does not increase job satisfaction among teachers

1.7 Significance of the study`

The results of this study will be of great use to a number of stakeholders. Firstly, it will help school administrators to improve on their administration styles which a number of researchers have identified as one of the factors that can affect job satisfaction. The study findings will also help administrators to value and plan for non- financial incentives in their institutions.

Secondly, the study will also be of much use to policy makers for it will be able to contribute knowledge to existing body of knowledge which policy makers may need. This in turn will help policy makers to know which among the policies put in place impact teacher moral and if possible make a few changes. This will then contribute to economic development.

Lastly, the study results will also help both teachers and administrator to know that a salary is not the only motivator. This will then help administrators to be able to put other incentives in place other than money, hence improving in their administration as well as helping improving teacher performance.

1.8 Theoretical framework

Job satisfaction is the essential part of motivation. Therefore, theories of motivation can also be considered as job satisfaction theories. Hence, the relationship of motivation and job satisfaction is

inseparably connected. The present study will then use both Herzberg two factor theory of motivation and Maslow's hierarchy of needs theory to examine the effects of non-financial incentives on job satisfaction among Lubuto and Kayele Secondary school teachers in Ndola district.

1.9 Conceptual framework.

A conceptual framework is a tool to scaffold research which is formulated from the literature reviewed. Kombo and Tromp (2006) asserts that a conceptual framework attaches meaning to the research findings. Basing on this framework, it can therefore be concluded that non-financial incentives contributes to job satisfaction. Non-financial incentives such as promotion, material rewards and job autonomy motivate employees which in turn lead to job satisfaction. All these variables contribute to quality education and good teacher performance. For example, a teacher who is well motivated and satisfied with his/her job will always perform better than others. This therefore entails that non- financial incentives are important for work motivation which is the main key to job satisfaction. Below is the illustrative figure showing how non-financial incentives lead job satisfaction;

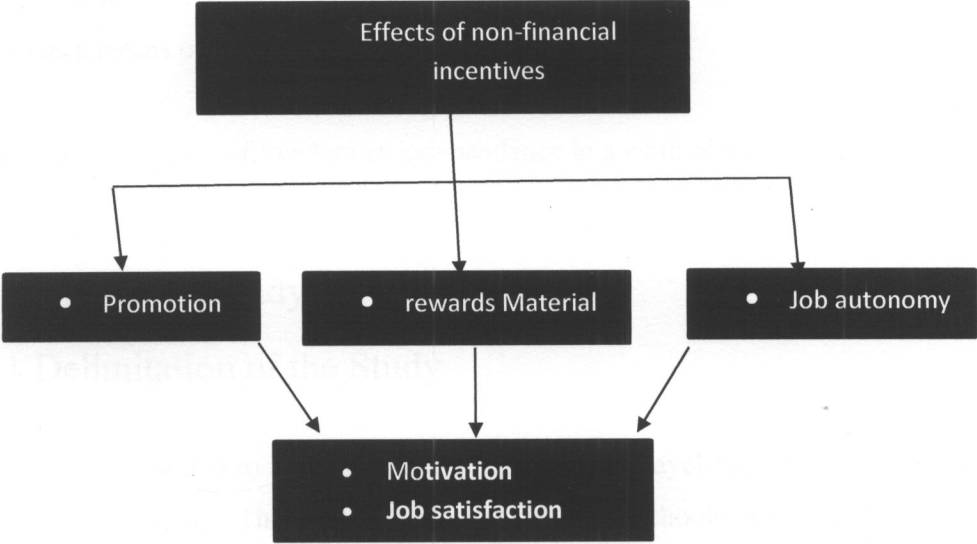


Figure 1: Conceptual framework of the study (formulated by the researcher 2016)

1.10 Operational Definitions of Key terms

Job Satisfaction: This is one's general attitude towards work or the general feelings of affective response a worker has about his/her job. (Robbins 2001).

Hygiene Factors: These factors deal with job context and lead to job dissatisfaction. They include company policies, administration, supervision, interpersonal Relations, status, working conditions, security and salary (Luthans, 2005).

Motivation Factors: These are factors that deal mainly deal with job content and lead to job satisfaction. These factors include the work itself, responsibility, achievement, advancement and recognition (Luthans, 2005)

Motivation: This is the psychological process that influences individual behaviour with respect to the attainment of work place goals (Bennel 2004).

Non-financial incentives: This is any other type of incentive other than cash (money) which is given out as a means of motivation (the researcher 2016).

Job autonomy: A degree of freedom or independence in a work place (Maniram 2007)

1.11 Scope of the Study

1.11.1 Delimitation of the Study

The study was delimited to be carried out at Lubuto and Kayele secondary schools of zone eight and seven respectively. This was so because the two schools were easily accessible by the researcher and they were a true representative of the study population. The study was be carried out on the independent variables of the effects of non- financial incentives of job satisfaction. These included promotion, rewards, and job autonomy. On the other hand the dependent variable

was job satisfaction. Moreover, other factors which may have influence on job satisfaction were not considered in the study. Such factors include home life, pervious work experiences, gender, personal economic factors and work locality. This therefore allowed the researcher to focus only on the variables under investigation.

1.11.2 Limitation of the study

The only challenge the researcher had during the study was experienced during data collection. A number of respondents took long to answer the questionnaires, however despite that, a good number of the questionnaires were collected. To be specific, out of 100 questionnaires which were given out, 78 were returned.

1.12 Organization of the Study

The rest of the study is organized as follows:

Chapter 2 will review literature and other related matters expounded by scholars and other agencies on the subject. The chapter discusses the concept of job satisfaction, job satisfaction theories, and lastly effects of promotion, material rewards and job autonomy on job satisfaction.

Chapter 3 discusses the methodology of the research. The data collection instruments (self-administered questionnaires and structured interview guide), sampling and data analysis procedures are considered in this section of the report. Simple random sampling and purposive sampling were used to gather information.

Chapter 4 and 5 presents the findings and discussion of the findings of the study. The chapters considers the main areas of the research thus effects of non-financial incentives on job satisfaction.

Chapter 6 provides conclusion and recommendations which could improve teacher job satisfaction and improve educational provisions

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FOUNDATION

2.0 Overview

This chapter will review literature related to several aspects of the study. The chapter will begin with the introduction which will focus on the explanation of job satisfaction and related studies on job satisfaction. Theories related to job satisfaction will also be explored. Information on how promotion, rewards and job autonomy affect job satisfaction will be given out.

2.1 The concept of job satisfaction

Job satisfaction is the degree to which individuals feel positively or negatively about their jobs. Song and Mustafa (2015) define job satisfaction as an individual's positive and/or negative attitudes and feeling toward his/her profession .it is also referred as a fulfillment of a need or want.

Based on comparison among review of literature in job satisfaction, many researchers define job satisfaction as “an affective and emotional response to various aspects of one’s job” (Kreitner and Kinicki, 2004). Locke (1968) also describes it as “being an emotional response that results from the employee’s perceived fulfillment of their needs and what they believes the company to have offered”. Qasim, Cheema and Syed (2012) also defined it as the degree to which individuals feel positively and/or negatively about their jobs. In other words, job satisfaction befalls when a job meets the, values, expectations and standards of an individual and will stimulate their commitment and performance (Qasim, Cheema and Syed 2012). Although recently, researchers have tried to reflect current theoretical reinforcements of job satisfaction, Robert Hoppock’s (1935) definition which was one of the earliest definitions of this concept is still the most cited one. He describes job satisfaction as “any combination of psychological, physiological, and environmental circumstances that causes a person truthfully to say, ‘I am satisfied with my job’ (Robert Hoppock’s (1935: 56).

In summary, the definitions of job satisfaction can therefore be described as a collection of behavior, attitudes, feelings and beliefs that one has towards his or her job.

The concept of job satisfaction was first developed from the Hawthorne studies of the late 1920s and early 1930s by Elton Mayo at the Hawthorne plant of the Western Electric Company in Chicago (Robbins 2001). And since then, the concept of job satisfaction and its definition have continually grown, expanded, unfolded and have become the center of discussion through the previous decades. Therefore, the importance of employee job satisfaction has been prominent topics among managers and supervisors of profit and non-profit organizations. In education, the case is different, job satisfaction, particularly among administrators, has also been sparsely examined, and cumulatively the studies in this area suggest that there is little unity in understanding job satisfaction in a college or university context.

In addition, job satisfaction is influenced by a number of factors. Robbins (2002) argue that social relationships and psychological factors are the main determinants of job satisfaction. Wexley and Yukl, (1984) on the other hand, reveal that job satisfaction can be influenced by personal traits and characteristics of the job. However, many studies have been done on factors influencing teachers' job satisfaction and dissatisfaction (Chabu 2014; Masaiti and Naluyele 2011; Rutangwera, Nzala and Mweemba 2013; Tausif 2012; Mwanza 2010; Malungo 2010). The findings of these studies established factors such as salary, student-teacher relationships, social economic status, rewards, and work pressure, cultural difference among people, and distance from community, examination stress, self-confidence and administrative support as the ones strongly related to the degree of teachers' job satisfaction. These factors play a significant role in influencing work motivation among teachers as well as the quality of teaching. Thus, it is important to examine how these factors are associated with increasing or decreasing the levels of teachers' job satisfaction in schools.

To respond to this, a good number of studies on job satisfaction have been done in developed countries such as those in North America. For instance a study done by Ingersoll (2001), contend

that teacher job dissatisfactions is linked to staff renewal rate and has been found to vary according to teacher efficacy.

Studies done in Japan also reveals that a wide range of teacher-related issues has been assessed with various methodologies. Teachers' satisfaction with their profession and work environments has also been studied since 1960s, as reviewed by Klassen & Chiu, (2010). A recent study by Yamada (2011) as cited by Ryoji (2015), reported that approximately 80% of teachers are satisfied overall with their job and teachers who have been in the service for less than five years of experience tend to be more satisfied. With some exceptions (for example Yamada, 2011), psychologists have carried out a number of studies on job satisfaction. For instance, a study by Honma (2006), a psychologist, assessed the relation between teacher job satisfaction and factors like work environment. Other researchers like Ryoji (2015), condemned this due to the fact that it was conducted with single-level modeling and did not consider differences among schools

Furthermore, a study in Pakistan on the factors affecting employee's job satisfaction at work also revealed that among the factors affecting job satisfaction, work environment has the highest magnitude that is contributing towards the highest level of job satisfaction of a multinational company's employees of Pakistan. The study also concluded that in order to gain competitive advantage and adapt to the dramatic changing environment, it was important for management to achieve management efficiency by increasing employee satisfaction in the organization (Qasim, Cheema and Syed 2012).

The study of Qasim, Cheema and Syed (2012) also contend that there is no empirical evidence that asserts that pay alone improves worker satisfaction or reduces dissatisfaction. These scholars also revealed that handsome salary cannot be the only factor of job satisfaction because even highly paid employees may still be dissatisfied if they do not like the nature of their job. Moreover, a study conducted by Young, Worchel and Woehr (1998), as quoted by Qasim, Cheema and Syed (2012), also revealed the failure of any significant relationship between job satisfaction and pay.

Similarly, studies done by Masaiti and Naluyele (2011) on factors to retain and motivate employees in Africa (a case study of Zambia), also contend that 77 percent of staff in the Ministry

of Education in Zambia viewed non- monetary rewards to be more motivating. The study also established that 70.6 percent of the teaching staff who participated in the study viewed their job to be monotonous and dissatisfying. From the same study it was also established that financial incentives have failed to retain and motivate employees (teachers to be particular) because of the inflationary environment in Zambia.

Furthermore, a study by Malungo (2010) on the factors contributing absenteeism among high school teachers in Zambia, particularly in selected schools of Lusaka, reveals that a good number of teachers working in public systems in low income countries (LICs) are poorly motivated. The findings of the research also showed that, lack of motivation was due to poor incentives, low morale, job dissatisfaction and other job behavioral suction. It is clear from this study that job satisfaction does not only happen but comes as a result of other factors.

In addition, a study on teacher demotivation in Zambia, in Mufulira district in particular contend that, performance of individuals is determined by the level of their motivation. The study also established that demotivation among Zambian teachers was as a result of poor salaries and conditions of service, lack of promotion, poor relationship with supervisors and delays in putting teachers on the pay role. The study further revealed that results of demotivation among teachers included absenteeism, misconduct, indulgence of secondary employment and many others (Mwanza 2010). The methodology (especially the sampling procedures) used in this study made it possible to generalize its findings.

From these studies it can be deduced that Job satisfaction is a concept which has a close relationship with motivation and activity. Therefore, this topic will be studied under the unit of motivation or unit that contents motivation. The main cause for that is the assumption that workers satisfied with their jobs are more productive, efficient, and in a better approach about their jobs compared with those who aren't satisfied with their jobs though some studies have disagreed to this statement (Man et.al 2011).

Consequently, to get a deep understanding of employees, characteristics of jobs and their relation to the issue of job satisfaction various theories have been formulated. These theories aim at developing suitable research frameworks for further studies on this conception.

2.2 Theories of job satisfaction

Job satisfaction theories have a strong overlap with theories explaining human motivation. The most common and prominent theories in this area include: Maslow's needs hierarchy theory; Herzberg's two-factor theory; the Job Characteristics Model; expectancy theory; McGregor's theory X and Y; and the dispositional approach. However, the two theories guiding the study which are Maslow's hierarchy of needs and Herzberg's two factor theories are further explained below.

2.2.1 Maslow's needs hierarchy theory

Maslow is one of the proponents among the major contributors to the behavioural science movement. He prepared the conceptual framework for understanding motivation by putting forward the theory of the hierarchy of needs. He grouped human beings into five inclusive categories (Chatterjee 2009).

Although commonly known in the human motivation literature, Maslow's needs hierarchy theory was one of the first theories to examine the important contributors to job satisfaction. The theory suggests that human needs form a five-level hierarchy consisting of: physiological needs, safety, belongingness/love, esteem, and self-actualization as stipulated below;

- Biological and Physiological needs - air, food, drink, shelter, warmth, sex, sleep.
- Safety needs - protection from elements, security, order, law, stability, freedom from fear.
- Love and belongingness needs - friendship, intimacy, affection and love, - from work group, family, friends, romantic relationships.

- Esteem needs - achievement, mastery, independence, status, dominance, prestige, self-respect, and respect from others.
- Self-Actualization needs - realizing personal potential, self-fulfillment, seeking personal growth and peak experiences (Maslow, 1995)

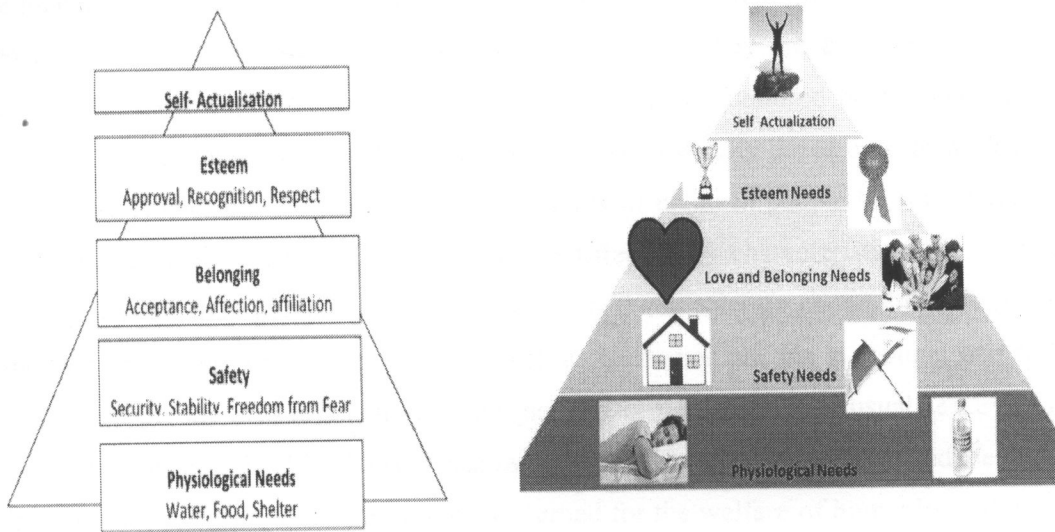


Figure 2: Maslow's hierarchy of needs (Maslow 1995)

Maslow's hierarchy of needs postulates that there are essential needs that need to be met first (such as, physiological needs and safety), before more complex needs such as, belonging and esteem can be met. These needs are considered as a progression where, if the individual has satisfied his basic needs, he moves on to try and satisfy the higher order needs. However, a lower need does not have to be fulfilled completely before a higher need emerges (Chatterjee 2009).

Furthermore, Maslow's needs hierarchy was developed to explain human motivation in general. However, its main tenants are applicable to the work setting, and have been used to explain job satisfaction. Within an educational institution, financial compensation and healthcare are some of the benefits which help employees meet their basic physiological needs. Safety needs can manifest itself through employees feeling physically safe in their work locality, as well as job security and/or having suitable institutional structures and policies. In a school set up, when this is satisfied, the

teachers can focus on feeling as though they belong to the workplace (Dwivedi 2000). This can come in the form of positive relationships with colleagues and supervisors in the workplace, and whether or not they feel they are a part of their team/ institution. Once satisfied, the employees will seek to feel as though they are valued and appreciated by their colleagues and their organization.

The final step is where the employee seeks to reach self-fulfillment (self-actualization) where they need to grow and develop in order to become everything they are capable of becoming. And according to Maslow (1995) it was noted that only one in a hundred people become fully self-actualized. This because our society rewards motivation primarily based on esteem, love and other social needs. This came to a conclusion after a study of eighteen people he considered to be self-actualized was done. Maslow (1970) identified fifteen (15) characteristics of a self-actualized person which are; they perceive reality efficiently and can tolerate uncertainty. They also accept themselves and others for what they are as well as been spontaneous in thought and action. Self-actualized people are also problem-centered (not self-centered), have unusual sense of humor and are able to look at life objectively. Maslow further described self -actualized people as being highly creative, resistant to enculturation, concerned for the welfare of humanity and as those who are capable of deep appreciation of basic life-experience and strong moral/ethical standards. He further described them as type of people who establish deep satisfying interpersonal relationships with a few people, who need privacy and as those who portray democratic attitudes. .

However, only self-actualized people will display these characteristics since Maslow did not equate self-actualization with perfection. Self-actualization merely involves achieving ones potential. Thus, someone can be stupid, extravagant, hallow and rude, and still self-actualize. As earlier mentioned, less than two percent of the population achieve self-actualization (Maslow's 1968).

Nevertheless, more recently this approach is becoming less popular as it fails to consider the cognitive process of the employee and, in general, lacks empirical supporting evidence (Spector 1997). In addition, Maher (2002) has also found some weaknesses in the last stage of self-actualization. The lack of a clear definition and conceptual understanding of self-actualization, as

well as a difficulty of measuring it, makes it impossible to measure what the final goal is or when it will be achieved.

The other significant limitation of Maslow's theory concerns his methodology. Maslow formulated the characteristics of self-actualized individuals from undertaking a qualitative method called biographical analysis. Biographical analysis as a method is extremely subjective as it is based entirely on the opinion of the researcher. Personal opinion is always prone to bias, which reduces the validity of any data obtained. Therefore Maslow's operational definition of self-actualization must not be blindly accepted as scientific fact. Maslow's biographical analysis focused on a biased sample of self-actualized individuals, prominently limited to highly educated white males (such as Thomas Jefferson, Abraham Lincoln, Albert Einstein, William James, Aldous Huxley, Gandhi, Beethoven) though he did study a few self-actualized females. This made it very difficult to generalize the findings of his study because the sample was too narrow (Maslow's 1970).

Another criticism concerns Maslow's assumption that the lower needs must be satisfied before a person can achieve their potential and self-actualize. This is not always the case, and therefore Maslow's hierarchy of needs in some aspects has been falsified. For instance it is clear that a teacher who is hungry will still accept an appointment if it come his/her way despite been hungry. However, this should not occur, as according to Maslow, people who have difficulty achieving very basic physiological needs (such as food, shelter etc.) are not capable of meeting higher growth needs.

Despite having a weakness, the theory has been applied in the educational sector in such a way that it has benefited both the teacher and the learners. Maslow's (1995), argues that the theory has made a major contribution to teaching and classroom management in schools. Rather than reducing behavior to a response in the environment, Maslow (1970) adopts a holistic approach to education and learning. Maslow looks at the entire physical, emotional, social, and intellectual qualities of an individual and how they impact on learning.

2.2.2 Herzberg's two-factor theory

Herzberg developed the two factor theory basing on the results of numerous studies in many diverse organizational settings. This theory is closely interrelated to Maslow's hierarchy of needs model. Herzberg concluded that individuals have two distinctly different categories of needs which he called satisfiers (intrinsic or motivation factors) and dissatisfies (extrinsic or maintenance factors) (Chatterjee 2009). Factors such as achievement, recognition, responsibility, opportunity for personal growth, and challenging work are satisfiers, the presence of which causes satisfaction but their absence does not result in dissatisfaction. On the other hand, factors such as quality of supervision, salary, working conditions, policies and administration, working relationships and compensation are dissatisfiers, the absence of which causes dissatisfaction, but their absence, however, does not lead to demotivation (Smerek and Peterson 2007, Jenaibi 2010).

Furthermore, to motivate requires the opportunity to meet the needs for employee autonomy, competence and achievement. The motivational factors are instrumental here hence they must be noted as aspect of work or task itself. Robbins (2001) argues that works with the motivational factors present, contribute heavily to job satisfaction of teachers and have a positive effect on individual performance.

Another group of factors, hygiene or maintenance factors can cause one to be dissatisfied with work. The implications of Herzberg's research for management and human resource practices is that although managers must carefully consider hygiene factors in order to avoid employee dissatisfaction, even if all these maintenance needs are advanced, people may not be motivated to work harder. Only motivators cause employees to put on more effort and thereby attain more productivity. The theory further suggests that managers should use the motivators as tools to improve employee performance (Herzberg 1966).

The conclusion is therefore drawn here that the work itself should be designed to stimulate and challenge the teachers/employees and provide the realization of full potential. Teachers should also be given more responsibilities and self-control over the job. Thus job enrichment should be seen as a means of increasing organizational effectiveness with the stipulation that such improvements should center on the work itself as a source of motivation. However, below is a figure showing the list of satisfiers and dissatisfiers in comparison to Maslow's hierarchy of needs;

Maslow's Hierarchy of needs theory

Herzberg's two factor theory

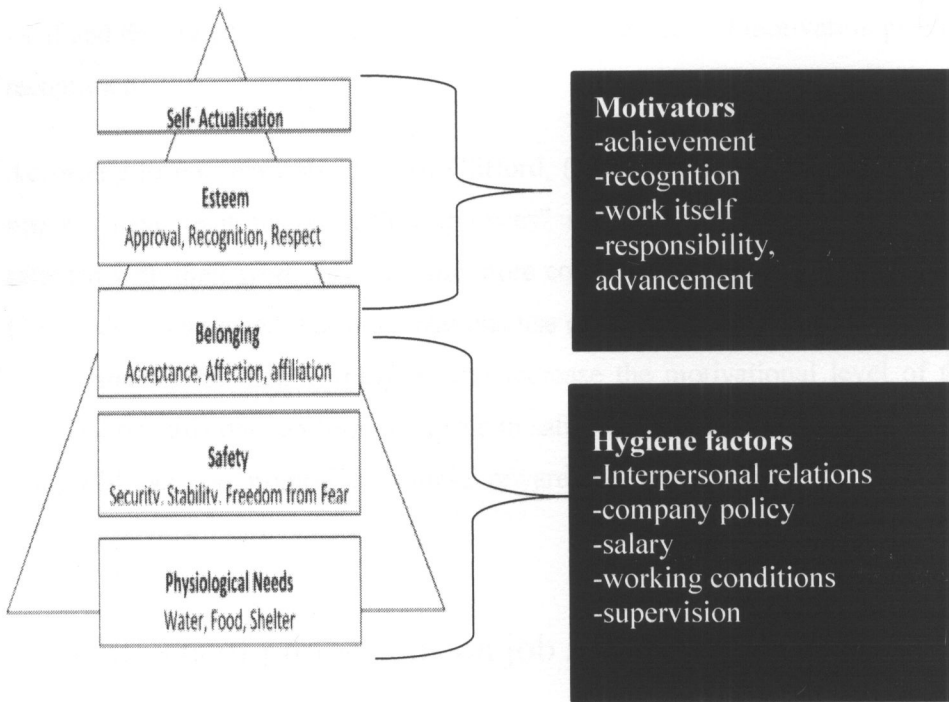


Figure 3: Maslow' and Herzberg's ideas compared (adopted from: Dwivedi, 2000).

2.3 The effects of non-financial incentives on job satisfaction

Having explained the theories of job satisfaction, it is important also to look at non-financial incentives that affect job satisfaction. A non-financial incentive is a form of non-cash award given in recognition of a high level of accomplishment or performance, which is not dependent on achievement of a pre-determine end. And according to Adams (2000) as cited by Dambsya (2007) non-financial incentives include holidays, flexible working hours, access to training opportunities, study leave, planned career breaks, occupational health counselling and recreational facilities. Other non-financial incentives include promotion, job enrichment, rewards, recognition, and job autonomy (Tausif 2012). However, it is important to be aware that the term non-financial recognition does not necessarily mean that the recognition provided should have no financial value, it means that whatever is given, it should not be just money. The impact of money on

intrinsic motivation is limited. A report by Jeinabi (2010) contends that it is the act of recognition itself and the esteem it gives to employees that is the heart of motivation provided by non-financial recognition.

According to the research study of Clifford, (1985) as cited by Tausif (2012) different types of rewards have relationship with employees' satisfaction towards job. If employees are highly satisfied with their work they become more committed and their performance is enhanced. Tausif (2012) also established that organizations use different types of non- financial rewards to enhance the satisfaction of their employees and increase the motivational level of the employees. Non-financial rewards play an important role in satisfying and motivating the employees. However, the study will focus on promotion, material rewards and job autonomy.

2.3.1 Effects of promotions on job satisfaction

A number of studies have been done in relation to the effects of promotion on job satisfaction. For example, the study done by Kosteas (2006) revealed that the impact of promotion on job satisfaction is independent from any related wage raise. The findings of this study also depict that managers may be able to exercise promotions as a new technique to increase employee satisfaction.

Similarly, Kosteas (2006)'s study also depicted that expectations play an important role in determining a worker's job satisfaction. The study also established that promotions have a lasting, but diminishing impact on job satisfaction. The study further revealed a strong, negative correlation between quits and both job satisfaction and promotion expectations. A similar study by Kithuku (2006) on effects of performance appraisal on job satisfaction at Kenya Commercial Bank also revealed that some employees' both negative and positive attitudes towards work were attributed to the fact that employees have a lot of expectations on promotions and flexible working hour but get de-motivated after their expectations are not met. However, the research design used (case study) in this study could not allow the findings of the study to be generalized. Nevertheless,

the research design which was used was more beneficial to the researcher for it created room for him to gain a sharpened understanding of the topic under study.

In addition, De Souza (2002) as quoted by Kosteas (2006) also estimated the effect of promotions on worker satisfaction, focusing on promotion satisfaction in a small sample of managers. De Souza study argued that managers who received a promotion are more satisfied with their job and have greater expectations for the future. However, though De Souza's study considered other aspects of employee satisfaction, it did not analyze overall job satisfaction as compared to Kosteas' study.

In a similar context, a study done by Masaiti and Naluyele (2011) revealed that promotions in the workplace are highly valued by employees because that is the only means to a higher salary and more responsibilities. The study also established that in the MOE in Zambia the employees see their promotion opportunities as dead-end as there is little chance of getting a promotion. Research has also revealed that teachers leave the teaching profession due to lack of opportunities for promotion (Mwanza 2010).

A study by Qasim, Cheema and Syed (2012) also established that job satisfaction is strongly associated to opportunities for promotion. The study further revealed that the positive relationship between job satisfaction and promotion is dependent on perceived equity by employees and that there is a positive link between promotion and work satisfaction. However, from the studies outlined it is clear that very little information is available on the effects of promotion on job satisfaction in the schooling system of Zambia.

2.3.2 Effects of material rewards on job satisfaction

Other than promotions, material rewards can also affect the degree of job satisfaction. Non-financial rewards are the helpful instrument to enhance the satisfaction of the workers. It is also important to know that an effective reward package could have a positive impact on the employee's performance which in turn can lead to job satisfaction. This can be supported by the

study done by Masaiti and Naluyele (2011) which contends that perception of recognition programs and rewards, in terms of pay checks, benefits and non-monetary rewards are high among many teachers. However, Masaiti and Naluyele's study is different from the current study in terms of the research design, the number of independent variables, research objectives and the sample size. For instance, the current study will use cross-sectional survey design which is a quantitative design whilst Masaiti and Naluyele's study mainly followed a qualitative design which was supplemented with quantitative designs.

Douglas et al, (1991) had also conducted a similar research on the job satisfaction. The findings of his study were that; the old workforce is more satisfied with their job material rewards than young workers. Douglas et al's findings also revealed that job satisfaction raises with the age, and that the old workers have greater satisfaction than new employees.

The study carried by Kirundu (2004) on the effect of performance-based rewards on the performance of teachers in private secondary schools in Kampala district also revealed that, the most commonly used types of performance-based rewards are public appreciation, promotion, packages/presents, and duty allowances as well as overtime pay. The study also contend that performance-based rewards affect the performance of teachers by motivating them and increasing their productivity and efficiency. This study therefore tends to be different from the current study for it concentrated only on private secondary schools. This therefore provided the gap to be researched on, the current study will then concentrate on government secondary schools.

Rehman et al, (2010) also described the connection between job rewards and job satisfaction. The results of his study argued that material rewards offered by organizations or an institution like a school may have a powerful impact on employees' attitudes towards their jobs and the company for which they work. Dambisya (2007)' s study on "a review of non- financial incentives for health worker retention in east and southern Africa", also observed that different degree of work motivation and satisfaction are considerably linked and reward and recognition have great influence on motivation of the workers. The study further argued that job rewards are demonstrated to be strong determinants of work satisfaction. Another study by Study Indermun and SaheedBayat (2013), also established that both psychological and physical rewards play an

important role in job satisfaction. Additionally literature has also revealed that pecuniary motives are likely to be dominant among teachers in low income countries (LICs) where material benefits are too low for individual and household survival needs to be met (Bennel 2004).

However, despite all the studies on teacher motivation, Bennel (2004) comes out clear that more research on teacher motivation and incentives is urgently needed, hence the reason for carrying out this study

2.3.3 Effects of Job autonomy on job satisfaction

Other than, looking at material rewards as been cardinal to job satisfaction, it is important also to know that different types of institutions have different work demands. This is so because it is believed that a lot of people are faced with obligations which require them to do more than they are able to do in the time available (Simmon 2010). This may frustrate employees and affect their performance and the only key to this is to give the employees job related independence, initiative, and freedom which can either be permitted or required in daily activities at work. In other ways it is important to give them autonomy (independence and freedom). Autonomy as a component of job resources will be included in this study because it is ranked as one of the most important factors contributing to employees' job satisfaction. The effect of job autonomy on job satisfaction is further explained in the following studies, for example a case study of Government Innovative Programmes for Increasing Access to Qualified Health Personnel in selected rural districts of Zambia had theorized that job satisfaction is a key antecedent of turnover intent (Rutagwera; Nzala, and Mweemba 2013). The effect of job satisfaction on turnover intent is only one part of equation because, it is important to explore the key antecedents of job satisfaction. The belief is that autonomy decreases turnover by its positive impact on job satisfaction. Spector's (1986) meta-analytic study as cited by (Rutagwera; Nzala, and Mweemba 2013) also found that autonomy was related to higher job satisfaction, and lower turnover intentions.

Additionally, a study by Karim et al, (2008) as cited by Kausif (2012) in his study titled "influence of non-financial rewards on job satisfaction: a case study of educational sector of Pakistan"

revealed that job autonomy has positive relation with employee's job satisfaction. The study strongly confirmed that, if there is freedom at the work place, employees will be more satisfied with their work. Another study by Maniram (2007) titled "an investigation into the factors affecting job satisfaction at the Kwazulu Natal further education and training college in Swinton campus established that that 98 percent of educators were satisfied with the ability to work independently and creatively. The study further argued that autonomy brings about personal attachment and sovereignty in performing a job.

The study done by Qasim, Cheema and Syed (2012) whose aim was to find out which factor was contributing to the highest level of job satisfaction also established that work environment (which can also be described in terms of degree of freedom or autonomy) was of great importance in the achievement of the highest level of job satisfaction of a multinational company's employees of Pakistan. Opposing to this, Kausif (2012)'s findings established that job autonomy is less linked with job satisfaction.

However, these studies are different from the current in terms of methodology and the number of independent variables which were looked at. To be precise, the current study will follow survey design which is quite different from the studies reviewed. For instance, Maniram's study followed a descriptive survey design and looked at factors affecting job satisfaction in general whilst the current study will only focus on specific non-financial incentives affecting job satisfaction. Above all there is also need to specify sampling techniques used which Maniram in his study did not illustrate much. On the other hand, Qasim, Cheema and Syed (2012) looked at both monetary and non-monetary incentives. This study also only used employees in the study though it would have been better if employers were included for validity sake.

Nevertheless, in spite chapter two revealing relevant literature on job satisfaction and motivation (Masaiti and Naluyele 2011; Mwanza 2010; Malungo 2010; Bennel 2004, Song and Mustafa 2015; Sabina et al 2015 and many others) as earlier eluded, no systematic research has been conducted in Zambia on non-financial incentives such as promotion, material rewards and job autonomy on job satisfaction of teachers and related studies done have ignored many sides of job satisfaction,

focusing instead on overall satisfaction with a job, hence the need to carry out this study to fill the gap.

The next chapter, will then look at the methodology to be used to get the data for the study and the findings.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Overview

This chapter presents the methodology that was used in the study. This includes research design, area of study and target population, study sample, sampling techniques, data collection methods, data collection procedure and time line, and ethical issues and data analysis instruments and procedures.

3.1 Research design

Kombo and Tromp (2006) define a research design as framework of study used to structure the research and show how all the main parts of the study work together in an attempt to deal with the basic research question.

However, the study was primarily quantitative and then secondarily qualitative because of the nature of the variables. The survey design particularly the Cross-sectional survey was used for it helped to explain trends or features of teachers at large. According to Leedy (1997), Cross-sectional survey is that which is administered at just once in time. This type of survey offers researchers a sort of snapshot in time and gives an idea on how things are for the respondents at the particular point in time that the survey is administered. However, because surveys allow researchers to collect data from very large samples for a relatively low cost, survey methods lend themselves to probability sampling techniques. This therefore leads to generalizability of research findings.

Survey research is also the best method to use when one hopes to gain a representative picture of the attitudes and characteristics of a large group. It may also be used as a way of quickly gaining some general details about one's population of interest to help prepare for a more focused, in-depth study using time-intensive methods such as in-depth interviews or field research. In this case, a

survey may help a researcher identify specific individuals or locations from which to collect additional data. Surveys are also an excellent way to gather lots of information from many people. Furthermore, survey research also tends to be a reliable method of inquiry and this is because surveys are standardized in that the same questions, phrased in exactly the same way, are posed to participants, assuming well-constructed question and questionnaire design. In summary, a survey research is cost-effective, generalizable, reliable and versatile though inflexible at times.

3.3 Study population

The study population is a group of people that the researcher wants to draw a conclusion on once the research study is finished. Identifying the target population requires specifying the criteria that determine which individuals are included and which individuals are not. In other words, what characteristics must an individual have to be included in the target population? The researcher might consider the following characteristics for an educational research study, gender, age, type of school (public/private; urban/rural; day/boarding) and special educational needs (for example pupils with a disability) (Kombo and Tromp, 2006). As for the target population it comprised all secondary school teachers of Ndola district. In this case the target population was 886 secondary school teachers of which 384 and 502 are males and females respectively.

3.2 Study area

In simple terms, a research site is defined as the single organization responsible for conducting the research at a particular locality. As Kombo and Tromp (2006) asserts, the selection of a research site is essential. It influences the usefulness of the information produced. However, the current study took place in Ndola on the Copperbelt province. Ndola district has 27 secondary schools (which are divided into nine zones), 18 government and 9 private schools (data obtained from the DEBS office). The district has a high concentration of government and private schools. The

majority of schools are found within Ndola urban with few lying on the outskirts of the town. To be specific, the subjects of the study were drawn from Lubuto and Kayele secondary schools.

3.4 Study sample

In research, a study sample is a group of people, objects, or items that are taken from a larger population for measurement. The sample should be representative of the population to ensure that we can generalize the findings from the research sample to the population as a whole (Chabu 2014). The study sample for the current study was 100 and that was determined by the population size from which the sample was drawn (in this case the sample comprises 97 teaching staff, 2 head teachers and the DEBS Ndola district).

3.5 Sampling techniques

Sampling is the process used to gather people, places, or things to study. Orodho and Kombo (2002) describe sampling as a way of selecting a number of individuals or objects from the population with representative characteristics found in the entire group. The term sampling techniques refers to that part of the research plan that indicates how cases are to be selected for observation. Sampling techniques are divided into two and these are probability and non-probability sampling. Probability sampling approach is done randomly whilst the latter is not. However, the current study used simple random sampling as this enabled the researcher to generalize the result of the study to the larger population. To draw the sample representation from the population, papers written yes and no were put in a box and a sort of draw was done. This provided equal opportunity of selection for each element of the population. However, the head teachers and the DEBS were selected purposively. Note that, the head teachers and the DEBS have been included among the respondents for reliability purposes.

3.6 Data collection instruments

Research instruments are the fact finding strategies. They are the tools for data collection. Essentially, the research must ensure that the instrument chosen is valid and reliable. The validity and reliability of any research project depends to a large extent on the appropriateness of the instruments. However, basing on the design of the research, data was gathered using either secondary or primary sources (Kombo and Orodho 2002).

The data was collected using the following tools:

3.6.1 Primary Data

Self-administered questionnaires were used to collect primary data. Questionnaires were administered to all the 100 respondents and only 78 questionnaires were collected. This helped to gather quality information regarding the effect of non-financial incentive on job satisfaction. The questionnaires comprise only closed questions designed by the researcher. A five point scale was used that ranged from strongly agree, agree, disagree, strongly disagree, and undecided. Numbers were assigned as follows; strongly agree=5, agree=4, undecided=3 disagree=2, and strongly disagree=1.

Structured interview guides were also used to collect primary data. This allowed the researcher to get in-depth information as well as getting a complete and detailed understanding of the issue under research (Kombo and Tromp, 2006). Interviews helped to triangulate the findings of the study.

Find attached copies of the questionnaires and structured interview guides the DEBS in appendices.

3.6.2 Secondary Data

Main sources of secondary data included the following: school reports from the DEBS Ndola office, textbooks, Internet surfing, reports and journal publications, public records and statistics.

3.7 Procedure for data collection

Questionnaires with 20 questions of which 5 comprised demographic information and the remaining 15 likert scale questions in a statement form ranging from 1-5 (1 being strongly disagreed and 5 being strongly agree) were also included. Among these statements, 6 phrases looked at the effect of promotion on job satisfaction, 5 focused on job autonomy and the remaining 4 statements had looked at/ determine the effects of material rewards on job satisfaction. However, the questions inform of assertive statements that employees had to rate were on a rating scale from 1-5, of which 1 was strongly disagree and 5 was strongly agree.

On the other hand, interview guides with 10 structured closed questions were also prepared which aimed to find out the mandate of administrators towards the increase of job satisfaction among teachers, the criteria followed when promoting teachers, how the office of the DEBS valued promotion as one of the factors that can increase job satisfaction and to find out whether the DEBS had promoted a teacher as a way of motivating him/her. Other questions focused on finding out how flexible the rules governing the teachers were, and how these rules had impacted on teacher performance. The questions included also aimed to find out whether any material rewards to teachers were given as a way of motivating teachers, how those rewards had impacted on their performance and to also find out whether teachers value material rewards more than financial rewards. Having prepared the instruments, they were then tried on a different sample and corrected for validation and reliability. The questionnaires were then administered to the respondents. The data collection took a period of one month.

3.8 Data analysis

Data analysis involves collecting and scrutinizing every data sample in a set of the items from which samples can be drawn. The type of analysis method used depends on the research design, the variables used and the method by which the data was collected (Cohen and Manion, 1994).

In the current study, data was analysed using thematic analysis. This form of analysis categorizes related topics. In using this method of data analysis, main concepts or themes are identified. The study used inferential statistics, thus ANOVA and chi-square for statistical analysis. This was so because Chi-square relies on frequency data, and its value lays in the statistic's ability to answer questions about any type of data. Both ANOVA and Chi-Square statistical analysis methods were used for validation and reliability of data collected.

Furthermore, a SPSS (statistical package for the social sciences) data set was also created and SPSS version 16.0, with graphical user interface and unitary binary, tables and graphs was used to present the analysed data. However, it is important to get familiar with data being collected and perform an examination of it when analysing data in order to lessen the odds of having biased results that can make the whole study meaningless.

3.9 Ethical considerations

At the onset of data collection, the researcher sought permission from the District Education Board Secretary (DEBS) (see Appendices) who later introduced her to the head teachers. The head teachers also introduced the researcher to the teachers and HODs. In addition, each questionnaire contained an opening introductory letter requesting for the respondents' cooperation in providing the required information for the study. The respondents were also assured of confidentiality of the information provided and that the study findings were to be used for academic purposes only. Respondents were further assured of their personal safety, protection and that they had authority to

refuse or accept to be interviewed (if the study sample had included the minors, consent from parents could have also been included).

3.10 Summary of chapter three

The research design used was primarily quantitative and secondarily qualitative and survey design (cross-sectional survey) will be used. Data collection for the study was done using self-administered questionnaires, and structured interviews. The selection of the sample and determination of the sample size in any research determines the credibility of the results of the research. Therefore, the selection of the sample for the schools from which data was to be collected from was done by simple random sampling with the view of trying to generalize the findings whilst the DEBS and head teachers will be selected purposively. The data collected was then analyzed using thematic analysis, and inferential statistics (chi-square and one way ANOVA) was used for the statistical analysis. The SPSS data set was then created. Ethical issues were also put into serious consideration.

CHAPTER FOUR: DATA ANALYSIS AND FINDINGS

4.0 Overview

This chapter presents the findings of the study. The chapter describes how the coded data was analyzed as well as the testing of the hypotheses. Analyzed data was presented in tables and graphs. The findings of the study are presented according to the objectives.

This chapter therefore presents the analyzed data under the following headings.

4.1 Demographic characteristics

Under this section, personal information of respondents based on their gender, age, marital status, work experience and the highest level of education will be presented. The demographic data for respondents was as follows:

4.1.1 Age range

The study included respondents from different age groups and from the study sample of 78 respondents, 24.4% were in the age group of 21-30, 38.5% were in the age group of 31-40, 33.3% were in the age group of 41-50 and 3.8 % were in the age group of 51-60 years. This indicate that the majority of secondary school teachers were in the age group of 31-40 years. This information is summarized in the graph below;

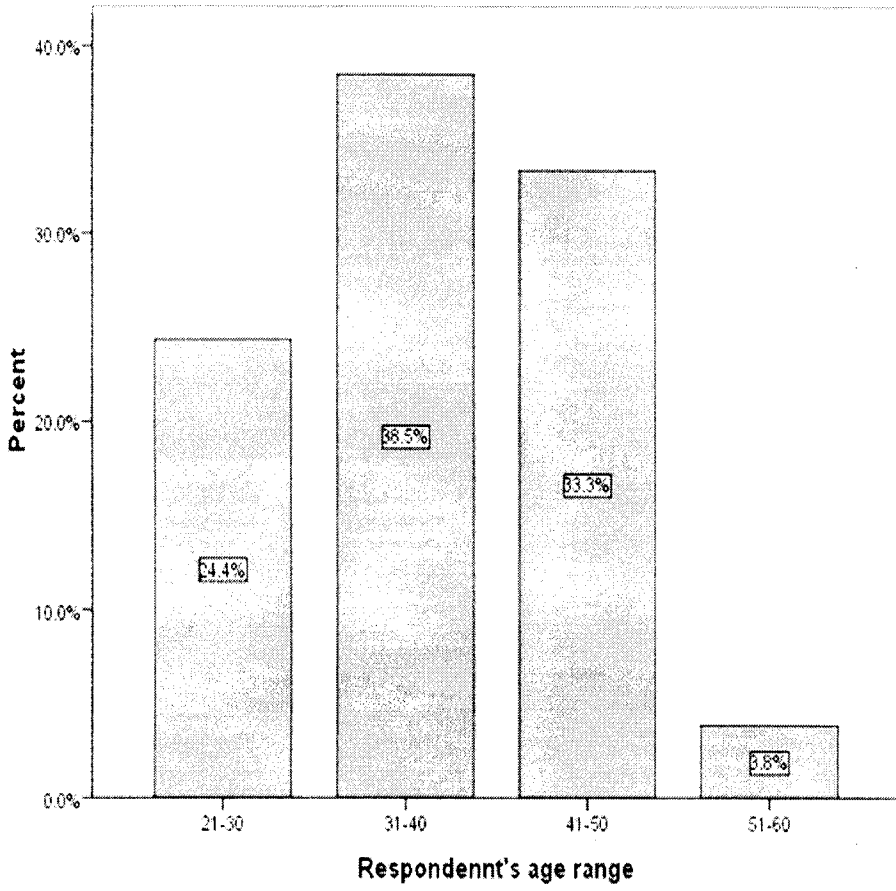


Figure 4: Age range of respondents

4.1.2 Gender

The study included both males and females. The data collected showed that 53.85% out of the 78 respondents were females. The remaining 46.15% were males. This was proof that Ndola district has more female secondary school teachers than males. Below is the summary of the data diagrammatically;

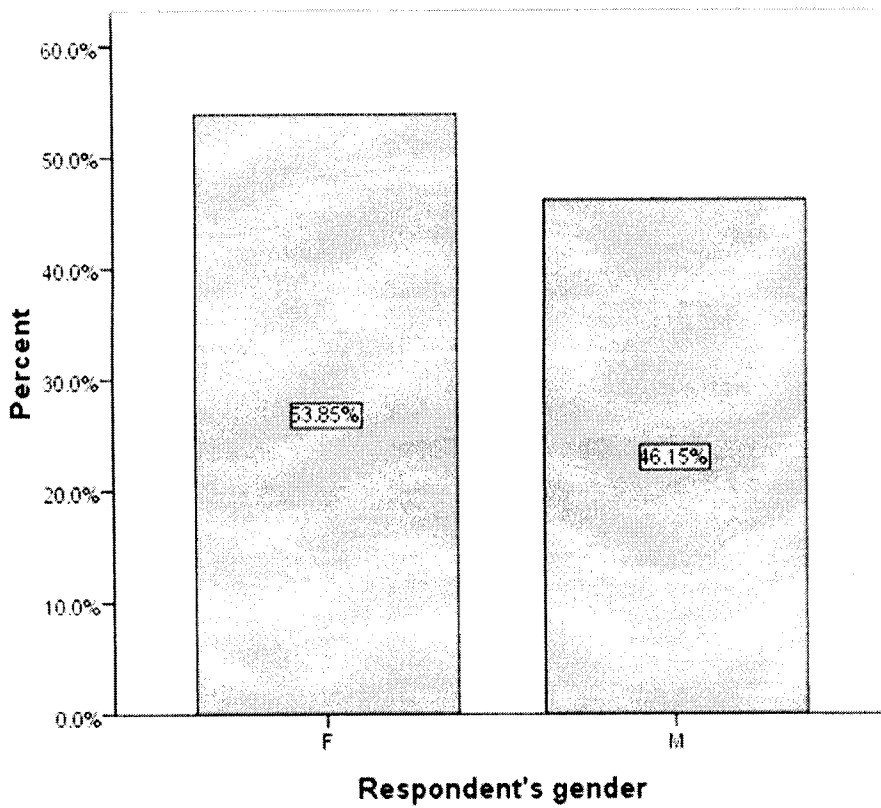


Figure 5: Gender of the respondents

4.1.3 Qualifications

From the 78 respondents who participated in the study 3.8% had certificates, 51.3% had diplomas, 42.3% had first degrees and the remaining 2.6% had masters degrees and other higher qualification. This data is summarized below;

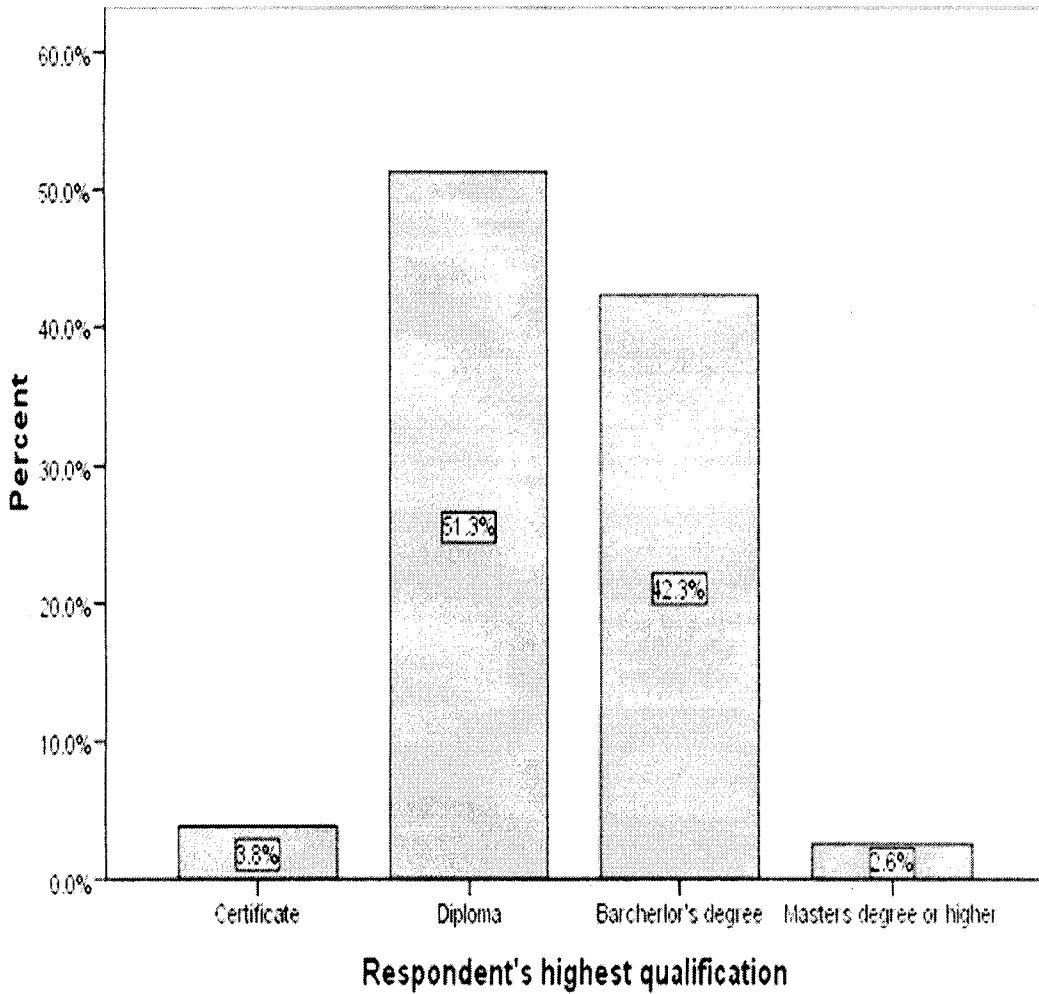


Figure 6: Respondent's highest qualifications

4.1.4 Marital status.

The study findings established that 32.1% of respondents were single and that 65.4% were married. The remaining 2.6% were widowed. This information is summarized in the bar graph below;

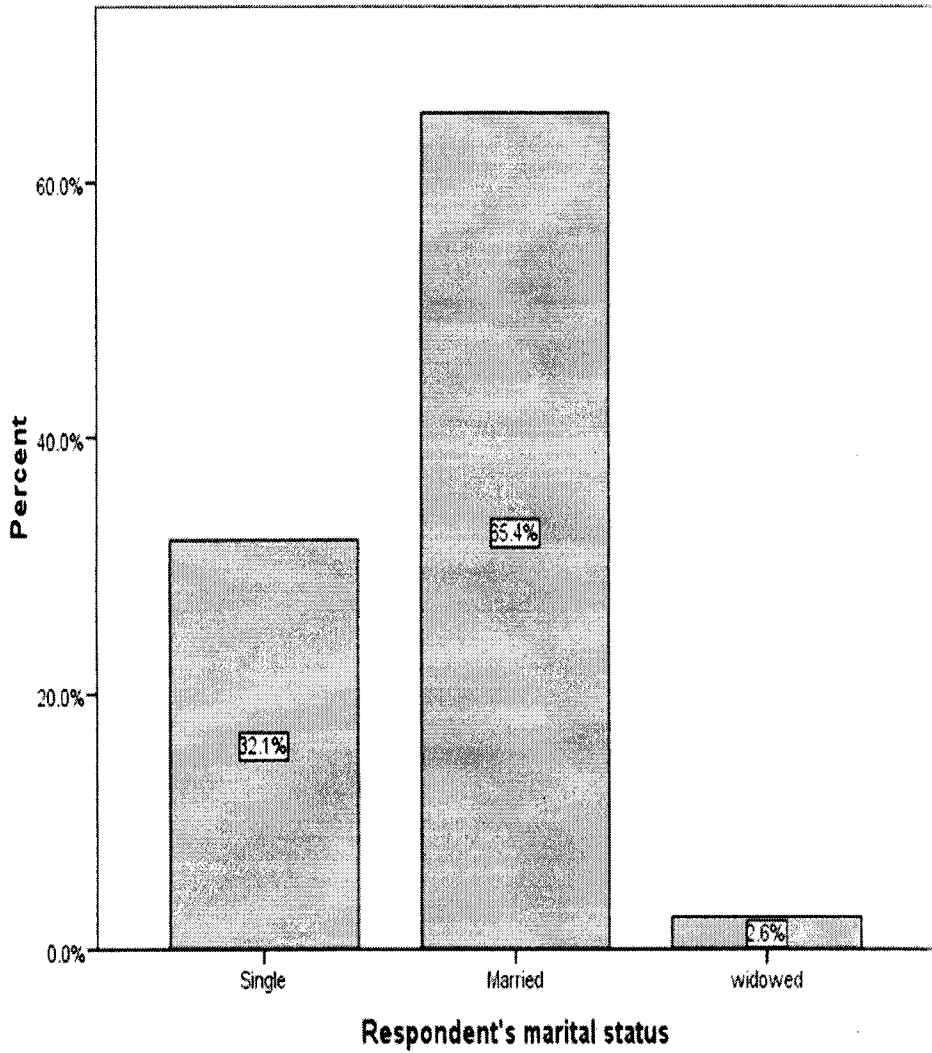


Figure 7: Respondent's marital status

4.1.5 Work experience

From the findings of the study it was also revealed that out of the 78 respondents who participated in the study, 28% and 17% were those who had served 1-5 years and 6-10 years respectively. 15% were those who had served 11-15 years whilst those who had served 16-20 years and 21-25 years were 14% each. The remaining 12% catered for those who had Served for 26-30 years.

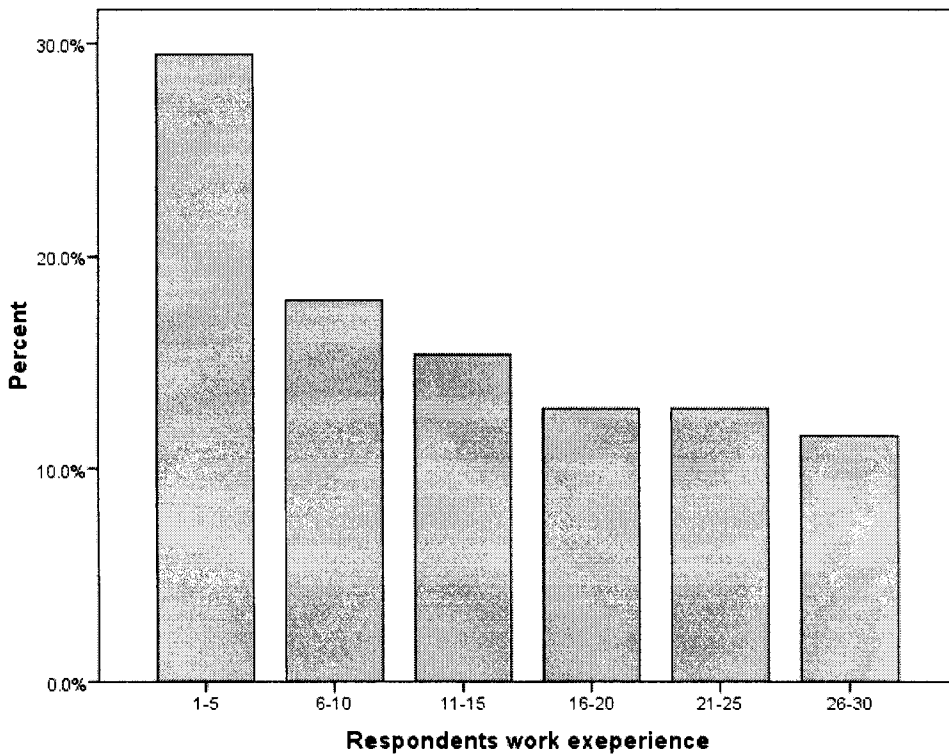


Figure 8: Respondents work experience

4.2.1 Findings on the effects of promotion on job satisfaction

The first objective in this study was to determine the effects of promotion on job satisfaction. From the data collected below is a graph showing the summary of the result which were obtained after analyzing the data;

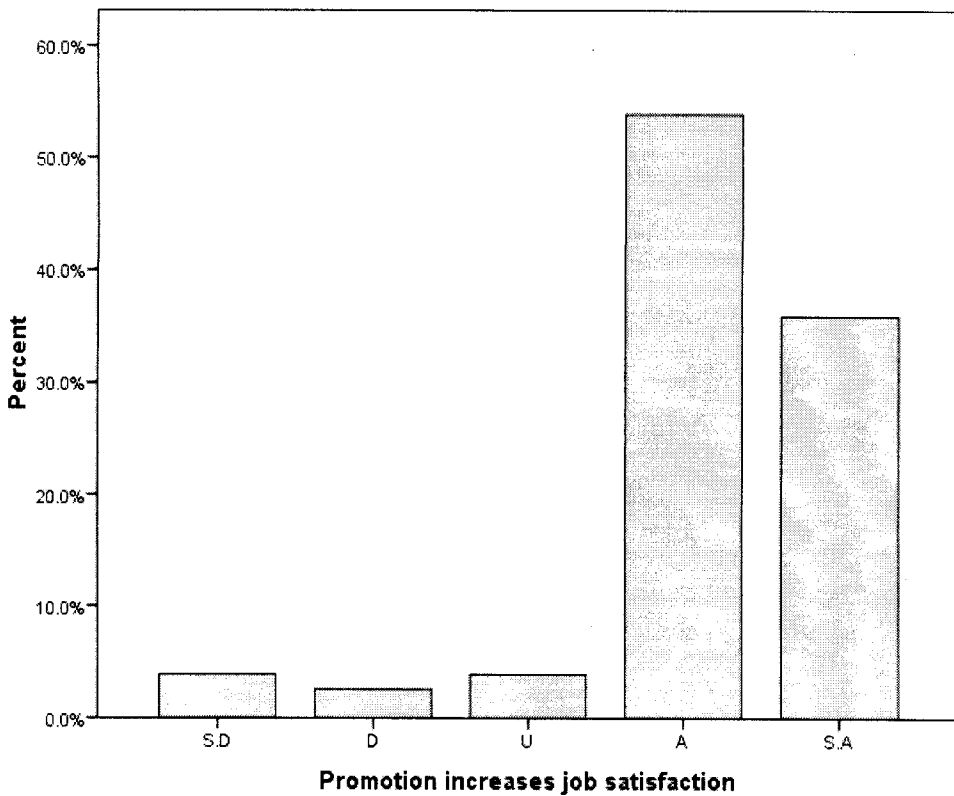


Figure 9: Graphical (bar) representation: effects of promotion on job satisfaction

From the sample population of 78 respondents, 35.9% of the respondents strongly agreed and 53.8% had agreed that there is a relationship between Promotion and job satisfaction. On the other hand 3.8% were undecided, while 3.8% strongly disagreed and 2.6% disagreed that there is no

relationship between the variables being investigated. This information was then confirmed by the ANOVA and Chi-square tests as illustrated below;

4.2.2 Analysis of variance test (ANOVA) on individual items in relation to promotion.

Table:1 Promotion based on merit increases job satisfaction

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	43.212	4	10.803	20.092	.000
Within Groups	39.250	73	.538		
Total	82.462	77			

At 0.05 level of significance

Value from the ANOVA table = **20.092**

Value from the f-distribution table = **2.503**

Note: 20.092 > 2.503

Rejection rule: reject the null hypothesis when the value from the ANOVA table is greater than the value from the distribution table.

Therefore, basing on the rejection rule we cannot accept the null hypothesis, hence we conclude that there is significance/credible evidence that promotion based on merit increases job satisfaction.

Table 2: Promotion based on merit improves quality education

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	19.163	4	4.791	5.801	.000
Within Groups	60.286	73	.826		
Total	79.449	77			

At 0.05 level of significance

Value from the ANOVA table = **5.801**

Value from the f-distribution table = **2.503**

Note: $5.801 > 2.503$

Rejection rule: reject the null hypothesis when the value from the ANOVA table is greater than the value from the distribution table.

Therefore, basing on the rejection rule, we strongly conclude that there is credible evidence that promotion based on merit improves quality of education.

Table 3: Promotion reduces indiscipline among teachers

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	30.382	4	7.595	5.192	.001
Within Groups	106.798	73	1.463		
Total	137.179	77			

At 0.05 level of significance

Value from the ANOVA table = **5.192**

Value from the f-distribution table = **2.503**

Note: $5.192 > 2.503$

Rejection rule: reject the null hypothesis when the value from the ANOVA table is greater than the value from the distribution table.

From the calculated figures it shows clearly that there is credible evidence that promotion reduces indiscipline among teachers.

Table 4: Promotion reduces the number of teachers leaving the profession

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	42.865	4	10.716	8.966	.000
Within Groups	87.250	73	1.195		
Total	130.115	77			

At 0.05 level of significance

Value from the ANOVA table = **8.966**

Value from the f-distribution table = **2.503**

Note: $8.966 > 2.503$

Rejection rule: reject the null hypothesis when the value from the ANOVA table is greater than the value from the distribution table.

However, we would therefore say that there is significance evidence that promotion reduces the number of teachers leaving the profession.

Table 5: Promotion has a positive effect on performance of teachers

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	11.556	4	2.889	5.795	.000
Within Groups	36.393	73	.499		
Total	47.949	77			

At 0.05 level of significance

Value from the ANOVA table = **5.795**

Value from the f-distribution table = **2.503**

Note: $5.795 > 2.503$

Rejection rule: reject the null hypothesis when the value from the ANOVA table is greater than the value from the distribution table.

Therefore, we strongly conclude that there is significance evidence that promotion has a positive effect on teacher performance.

Table 6: Overall summary on the effects of Promotion increases on job satisfaction

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	25.787	4	6.447	12.266	.000
Within Groups	38.367	73	.526		
Total	64.154	77			

At 0.05 level of significance

Value from the ANOVA table = **12.266**

Value from the f-distribution table = **2.503**

Note: 12.266 > 2.503

Rejection rule: reject the null hypothesis when the value from the ANOVA table is greater than the value from the distribution table.

Therefore, basing on the rejection rule we fail to accept the null hypothesis for there is significance evidence that promotion increases job satisfaction

In summary,

Reject the null hypothesis When $F^* > F_{\alpha (n-1, N-K)}$

Where F^* is the value in the ANOVA table and $F_{\alpha (n-1, N-K)}$ is the value from the F- distribution table.

We then conclude that at 0.05 level of significance

Hypothesis (1) thus;

H₁: Promotion increases job satisfaction among teachers.

H₀: Promotion does not increase job satisfaction among teachers.

With the $F^* = 12.266$ from the ANOVA table which is greater than

$F_{0.05(4, 73)} = 2.503$ from the F- distribution table,

We fail to reject the alternative hypothesis and conclude that there is significance evidence of a relationship between Job Promotion and Job satisfaction.

4.2.3 Chi-square test statistics on the effects of promotion on job satisfaction

Table 7: Chi-square Analysis on individual items in relation to promotion and job satisfaction

	Promotion based on merit increases job satisfaction	Promotion increases job satisfaction	Promotion based on merit improves quality of education	Promotion has a positive effect on performance of teachers	Promotion reduces indiscipline among teachers	Promotion reduces the number of teachers leaving the profession
Chi-Square	103.410 ^a	86.744 ^a	127.000 ^a	53.795 ^b	30.846 ^a	34.564 ^a
Df	4	4	4	3	4	4
Asymp. Sig.	.000	.000	.000	.000	.000	.000

P-value in the chi- square table .000 .000 .000 .000 .000 .000

P-Value from the chi-square distribution table. .711 .711 .711 .352 .711 .711

NOTE: refer to chi-square distribution table in the appendices

Table 8: Overall Chi-square test Statistics on the effects of promotion on job satisfaction among teachers

	Promotion increases job satisfaction
Chi-Square	86.744
Df	4
Asymp. Sig.	.000

Rejection rule: Reject H_0 when $P^* < P^\#$.

P^* = (Asymptotic significance) P-value in the chi – square table

$P^\#$ = (Asymptotic significance) P-Value from the chi-square distribution table.

Level of significance: 5%.

HYPOTHESIS (ONE)

H_1 : Promotion increases job satisfaction among teachers.

H_0 : Promotion does not increase job satisfaction among teachers

$P^* = .000$

$P^\# = .0711$

Conclusion:

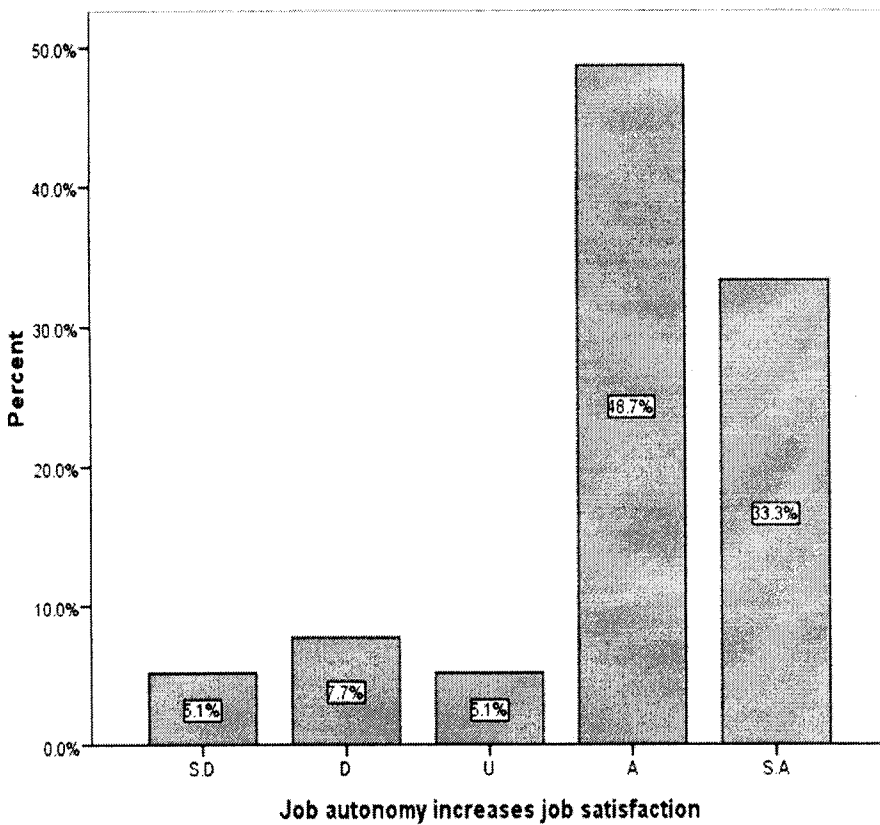
We reject the null hypothesis in favor of the alternative and conclude that; there is very credible evidence of a relationship between job promotion and job satisfaction, (Chi-square = 86.744, df = 4 and $P^* < P^\#$).

However, based on the results from the two inferential statistics, we can conclude that there is significance evidence that promotion increases job satisfaction.

4.2.4 Findings on the effects of job autonomy on job satisfaction of teachers

The second objective aimed at ascertaining the effects of job autonomy on job satisfaction. However, from the data collected, responses from the respondents with different demographic characteristics were analyzed and summarized as shown in the graph below;

Figure 10: Graphical (bar) presentation: effects of Job autonomy on job satisfaction



From the sample population of 78, 33.3% of the respondents strongly agreed and 48.7% had agreed that there is a relationship between Job autonomy and job satisfaction among teachers. On

the other hand 5.1% were undecided, while 5.1% had strongly disagreed and 7.7% had disagreed that there is no relationship between the variables being investigated. The findings were then confirmed by the ANOVA and Chi-square test as shown in the analysis below;

4.2.5 Analysis of variance test (ANOVA) on individual items in relation to job autonomy

Table 9: Excessive work autonomy leads to indiscipline among teachers

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	102.774	4	25.694	161.727	.000
Within Groups	11.598	73	.159		
Total	114.372	77			

At 0.05 level of significance

Value from the ANOVA table = **161.727**

Value from the f-distribution table = **2.503**

Note: $161.727 > 2.503$

Rejection rule: reject the null hypothesis when the value from the ANOVA table is greater than the value from the distribution table.

Therefore, basing on the rejection rule we cannot accept the null hypothesis, hence we conclude that there is credible evidence that excessive job autonomy leads to indiscipline among teachers.

Table 10: Job autonomy promotes creativity and innovativeness among teachers

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	84.414	4	21.104	20.282	.000
Within Groups	75.957	73	1.041		
Total	160.372	77			

At 0.05 level of significance

Value from the ANOVA table = **20.282**

Value from the f-distribution table = **2.503**

Note: $20.282 > 2.503$

Rejection rule: reject the null hypothesis when the value from the ANOVA table is greater than the value from the distribution table.

However, looking at the calculated figure and that from the f-distribution table we fail to accept the null hypothesis, and conclude that there is credible evidence that job autonomy promotes creativity and innovation among teachers.

Table 11: Job autonomy reduces the number of teachers leaving the profession

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	37.908	4	9.477	8.643	.000
Within Groups	80.040	73	1.096		
Total	117.949	77			

At 0.05 level of significance

Value from the ANOVA table = **8.643**

Value from the f-distribution table = **2.503**

Note: $8.643 > 2.503$: Therefore we conclude that Job autonomy reduces the number of teachers leaving the profession.

Table 12: An overall ANOVA statistical test of job autonomy on job satisfaction

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	65.308	4	16.327	48.369	.000
Within Groups	24.641	73	.338		
Total	89.949	77			

At 0.05 level of significance

Value from the ANOVA table = **48.369**

Value from the f-distribution table = **2.503**

Note: 48.369 > 2.503

Rejection rule: reject the null hypothesis when the value from the ANOVA table is greater than the value from the distribution table.

Therefore, basing on the rejection rule we fail to accept the null hypothesis for there is significance evidence that job autonomy increases job satisfaction

In summary,

Reject the null hypothesis When $F^* > F_{\alpha(n-1, N-K)}$

Where F^* is the value in the ANOVA table and $F_{\alpha(n-1, N-K)}$ is the value from the F- distribution table.

We then conclude that at 0.05 level of significance

Hypothesis (1) thus;

H_1 : Job autonomy increases job satisfaction among teachers.

H_0 : Job autonomy does not increase job satisfaction among teachers.

With the $F^* = 48.369$ from the ANOVA table which is greater than

$F_{0.05(4, 73)} = 2.503$ from the F- distribution table,

We fail to reject the alternative hypothesis and conclude that there is credible evidence of a positive relationship between Job autonomy and Job satisfaction.

4.2.5 Chi-Square test statistics on the effects of Job autonomy increases on job satisfaction

Table 13 : Chi-square test statistics on individual items in relation to job autonomy

	Job autonomy increases job satisfaction	Excessive work autonomy leads to indiscipline among teachers	Job autonomy increases discipline among teachers	Job autonomy promotes creativity and innovativeness among teachers	Job autonomy reduces the number of teachers leaving the profession
Chi-Square	62.256 ^a	62.385 ^a	46.487 ^a	39.051 ^a	34.923 ^b
Df	4	4	4	4	3
Asymp. Sig.	.000	.000	.000	.000	.000

P-value in the chi-square table .000 .000 .000 .000 .000

P-Value from the chi-square distribution table 0.711 0.711 0.711 0.711 0.352

Note: Refer to chi-square distribution table in the appendices for the p-value

Table 14: Overall chi-square Test Statistics on the effects of job autonomy on job satisfaction

	Job autonomy increases job satisfaction
Chi-Square	62.256
Df	4
Asymp. Sig.	.000

Table 14: Overall chi-square Test Statistics on the effects of job autonomy on job satisfaction

	Job autonomy increases job satisfaction
Chi-Square	62.256
Df	4
Asymp. Sig.	.000

Rejection rule: Reject H_0 when $P^* < P^\#$.

P^* = (Asymptotic significance) P-value in the chi – square table

$P^\#$ = (Asymptotic significance) P-Value from the chi-square distribution table.

Level of significance: 0.05

Hypothesis (TWO)

H_1 : Job autonomy in schools increase job satisfaction among teachers.

H_0 : Job autonomy in schools does not increase job satisfaction among teachers

$P^* = .000$

$P^\# = .711$

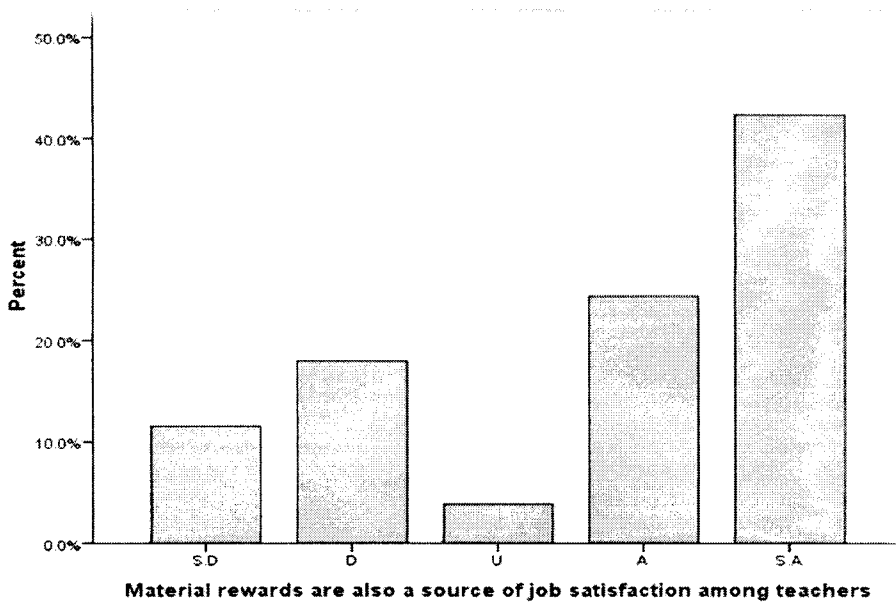
Conclusion:

We reject the null hypothesis in favor of the alternative and conclude that; there is very strong evidence of a relationship between job autonomy and job satisfaction, (Chi-square = 62.256, df = 4 and $P^* < P^\#$).

4.2.3 Findings on the effects of material rewards on job satisfaction

The third objective determined the effects of material rewards on job satisfaction. From the data which was collected and analyzed the graph below shows summarized information in relation to material rewards from the 78 respondents;

Figure 11: Graphical (bar) presentation on the effects of material rewards on job satisfaction.



From the sample population of 78; 42.3% of the respondents strongly agreed and 24.4% had agreed that there is a relationship between material rewards and job satisfaction among teachers. On the other hand 3.8% were undecided, while also 11.5% strongly disagreed and 17.9% disagreed that there is no relationship between the variables being investigated. However, this was also proved by testing individual items which were used to determine the effect of material rewards on job satisfaction. The null hypothesis was also tested using the variance test and chi-square test as illustrated below;

4.2.6 Analysis of variance test statistics (ANOVA) on individual items in relation to material rewards and job satisfaction

Table 15: Material rewards leads to continuance commitment to the school resulting in increased loyalty

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	110.108	4	27.527	61.693	.000
Within Groups	32.572	73	.446		
Total	142.679	77			

At 0.05 level of significance

Value from the ANOVA table = **61.693**

Value from the f-distribution table = **2.503**

Note: $61.693 > 2.503$

Rejection rule: reject the null hypothesis when the value from the ANOVA table is greater than the value from the f-distribution table.

Therefore, basing on the figures obtained we conclude that material rewards leads to continuance commitment to the school resulting in increased royalty

Table 16: Material reward bring happiness to teachers

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	17.060	4	4.265	8.143	.000
Within Groups	38.235	73	.524		
Total	55.295	77			

At 0.05 level of significance

Value from the ANOVA table = **8.143**

Value from the f-distribution table = **2.503**

Note: $8.143 > 2.503$

Rejection rule: reject the null hypothesis when the value from the ANOVA table is greater than the value from the distribution table.

From the figures obtained above it shows clearly that there is significance evidence that material rewards brings happiness to teachers.

Table 17: The teaching staff above 35 value material reward much more than those below their age.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	36.428	4	9.107	32.519	.000
Within Groups	20.444	73	.280		
Total	56.872	77			

At 0.05 level of significance

Value from the ANOVA table = **32.519**

Value from the f-distribution table = **2.503**

Note: $32.519 > 2.503$

Rejection rule: reject the null hypothesis when the value from the ANOVA table is greater than the value from the distribution table.

From the figures obtained from the ANOVA and f-distribution table it clearly shows that indeed teachers above 35years of age value material rewards more than those below their age. However, to prove the findings on individual items an overall analysis was done and the results are shown in the table below;

Table 18: Overall ANOVA analysis on material rewards increases job satisfaction among teachers

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	23.731	2	11.865	6.300	.003
Within Groups	141.256	75	1.883		
Total	164.987	77			

At 0.05 level of significance

Value from the ANOVA table = **6.300**

Value from the f-distribution table = **3.11**

Note: 6.300 > 3.11

Rejection rule: reject the null hypothesis when the value from the ANOVA table is greater than the value from the distribution table.

Therefore, basing on the rejection rule we fail to accept the null hypothesis for there tis credible evidence that material rewards increases job satisfaction

In summary,

Reject the null hypothesis When $F^* > F_{\alpha (n-1, N-K)}$

Where F^* is the value in the ANOVA table and $F_{\alpha (n-1, N-K)}$ is the value from the F- distribution table.

We then conclude that at 0.05 level of significance

Hypothesis (3) thus;

H₁: Material rewards increases job satisfaction among teachers.

H₀: Material rewards does not increase job satisfaction among teachers.

With the $F^* = 6.300$ from the ANOVA table which is greater than

$F_{0.05(2, 75)} = 3.11$ from the F- distribution table,

We fail to reject the alternative hypothesis and conclude that there is significance evidence of a relationship between material rewards and Job satisfaction.

Table 19: Chi – square test statistics for individual items in relation to material rewards.

	Material rewards are also a source of job satisfaction among teachers	Material reward bring happiness to teachers	The teaching staff above 35 value material reward much more than those below	Material rewards leads to continuance commitment to the school resulting in increased royalty
Chi-Square	33.282 ^a	50.846 ^b	124.462 ^c	63.436 ^c
Df	4	2	3	3
Asymp. Sig.	.000	.000	.000	.000
P-value in the chi square table	.000	.000	.000	.000
P-Value from the chi-square distribution table	.711	.103	.352	.352

Note: refer to chi-square distribution table in the appendices for the p-values

Table 20: Overall chi - square Test Statistics on the effects of material rewards on job satisfaction

	Material rewards increase job satisfaction among teachers
Chi-Square	33.282
Df	4
Asymp. Sig.	.000

Rejection rule: Reject H_0 when $P^* < P^\#$.

P^* = (Asymptotic significance) P-value in the chi – square table

$P^\#$ = (Asymptotic significance) P-Value from the chi-square distribution table.

Level of significance: 0.05

HYPOTHESIS (THREE)

H_0 : Material rewards do not increase job satisfaction

H_1 : Material rewards increase job satisfaction

$P^* = .000$

$P^\# = .0711$

Conclusion:

We reject the null hypothesis in favor of the alternative and conclude that; there is very strong evidence of a relationship between material rewards and job satisfaction, (Chi-square = 33.282, df = 4 and $P^* < P^\#$).

4.3 Summary of chapter four

This chapter has given a picture of how promotion, material rewards and job autonomy affect job satisfaction. The information collected from respondents with different demographic characteristics showed significance evidence that the three non-financial incentives which are promotion, job autonomy and material rewards have a strong positive link with job satisfaction. These results were statistically proven/confirmed by the use of Analysis of variance test (ANOVA) and Chi-square. The next chapter discuss the findings presented in this chapter

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 overview

In this chapter, we discuss the findings of the study vis-à-vis the specific objectives of the study. The objectives of the study were to assess the effect of Promotion on job satisfaction, establish the effects of material rewards on job satisfaction and to ascertain the effects of job autonomy on job satisfaction among teachers of Lubuto and Kayele secondary schools in Ndola.

5.2 The effect of Promotion on job satisfaction

The first objective of the study was to assess the effect of promotion on teacher job satisfaction at Lubuto and Kayele secondary schools in Ndola district. From the findings, it was revealed that the two schools had 53.85 % of females and 46.15% of males. This was an indication that female teachers were many in Ndola and Zambia at large. However since the difference between females and males was so minimal and negligible, this therefore warrants an inference that gender does not influence the effect of promotion on job satisfaction. These findings were the same as those established by Qasim, Cheema and Syed (2012).

Education level is also a vital factor to consider in discussing the effect of promotion on job satisfaction. It was found to be a requirement for whoever was to be promoted to managerial positions to have a minimum of first university degree. To confirm this statement, an analysis test to find out whether promotion based on merit increases job satisfaction was carried out. And both ANOVA and Chi-square test statistic results gave credible evidence that promotion based on merit increases job satisfaction. These results were in line with what the DEBS had said during the interview with the researcher. Relating this to the theory guiding the study, Herzberg two factor theory argues that among the motivating factors which cannot be talked of when dealing with job satisfaction, recognition cannot be left out. Therefore, teachers who have good and higher

qualifications deserve to be recognized in form of a promotion and if possible be given a different title as that will really increase their job satisfaction. This therefore insinuates that one should be promoted provided one has the necessary qualification, for this will not just satisfy teachers with higher qualifications but it will also help reduce the deteriorating standards in the teaching profession (in Zambia to be particular) as Bennel (2004) had also outlined.

In addition to this, it is also important to know that for schools to become “knowledge creating” in which the knowledge of all the schools’ members and partners are recognized and shared, teachers have to continue to be committed to making a difference in the learning lives of their students through skilful teaching combined with the ethics of care, justice and inclusiveness” then effective leaders may themselves be justifiably expected to demonstrate these qualities through the kinds of leadership which they exercise. Therefore, effective leaders should be highly qualified and very competent and this also explains why promotion based on merit should be considered as a contributor to job satisfaction.

It is therefore the researcher’s general assertion to say that promotions in schools should not be based on friendship neither should it be based on tribal grounds as this frustrates qualified teachers who can transform the education system of our beloved country Zambia.

Similarly, the analysis done on whether promotion based on merit improves quality education also confirmed the fact the promotion based on merit improves quality of education. For example the calculated figure from the ANOVA table which was 5.801 was greater than the figure from the distribution table which was 2.503. Chi-square test statistics results also were in line with the findings from the ANOVA table. Therefore, there is significance evidence to show that promotion based on merit improves quality of education. This then confirms that a teacher should be promoted provided he/she has necessary qualifications irrespective of gender, and tribe for this is one of the ways in which to increase job satisfaction among teachers as well as improving the quality of education standards. In addition, it is also high time Educational managers stopped promoting teachers based on friendship and if this stops, this will definitely help Zambia achieve

its educational goal of improving the quality of education standards as stipulated in the National Document of 1996.

It is therefore the writer's plea to the education sector that whenever there are promotion opportunities, gender, tribe and other factors should not be a basis for promotion, but to be based on qualifications as this will also help to retain qualified teachers in the ministry. Educational administrators should also know that a teacher remains a teacher regardless the tribe, and gender and that all teachers pass through the same path to reach different motivational needs as stipulated by Maslow's hierarch of needs theory. Therefore if we are to achieve quality education which can later contribute positively to socio-economic and political development of the country teachers who are determinants for all this, should at least be recognized for their achievements in terms of promotion. This agrees with the finding of Masaiti and Naluyele (2011).

Looking at how promotion affects teacher performance, both ANOVA and Chi-square statistical tests had given credible evidence of the relationship between promotion and teacher performance. These findings are in line with the findings of Sabina et al (2015) as well as confirming Herzberg theory which argues that work with the motivational factors present, contributes heavily to the satisfaction of the employees and have a positive effect on individual performance

However, based on these findings it is important that school managers understands the impact of promotion on teacher performance and to know that in life all teachers in the profession look forward to higher positions one day for the following reasons: the rise in the salary notch (though it does not have a lasting motivating impact), and ability to participate in decision making. Administrators should also know that promotion also confirms ones suitability for the job and opens the flood gates of one's career as it enhances stability. Hence, denying teachers a promotional opportunity which is their basic condition of service is tantamount to human rights violation. Therefore it is important that teachers are well motivated if high performance in the delivery of the educational system is to be achieved. And for those who cannot be promoted, reasons for not considering them should be availed to them as stipulated in section 16 of GRZ

(2003: 32) which states that: “an officer who is not suitable for any higher position, shall be informed of the reasons why he/she has failed to qualify for that position in the Ministry and given time to make representations.” If this is done, this in the long run will give hope to teachers due for promotion which in turn will increase their morale.

Furthermore the study has also established that promotion reduces indiscipline as well as the number of teachers leaving the profession. The overall analysis also showed credible evidence that there is a strong link between promotion and job satisfaction. For instance, the value from the ANOVA table was 12.266 and that from the distribution table was 2.503 whilst the chi-square test showed a computed figure of 0.000 and the value from the chi-square table of 0.0711 with a degree of freedom of 4. This was credible enough to reject the null hypothesis, which is “promotion does not increase job satisfaction” and significantly accept the alternative hypothesis. This can therefore be explained by the fact that promotion has a lasting motivating impact on teacher job satisfaction. These findings matches the findings of Kosteas (2006) and Qasim, Cheema and Syed (2012)’s studies

Therefore, it is important to know that, all what a Zambian teacher needs for him/her to be satisfied with his/her job is to be afforded an opportunity to hold a higher office. Not only that, work itself should also be designed to stimulate and challenge the employee and provide the realization of full potential. In support of this, Herzberg two factor theory argues that achievement (which can come as a result of promotion) leads to motivation and not the reverse. This however, gives the teacher some degree of self -esteem as Maslow’s theory stipulates.

5.3 The effect of job autonomy on job satisfaction

The second objective was to establish the effect of job autonomy on job satisfaction. However, to assess the degree at which job autonomy was to be given to teachers, individual items included in the questionnaires in relation to job autonomy were each analyzed. For instance, job autonomy was analyzed to determine if excessive job autonomy increases indiscipline among teachers. From the

findings of the study it was established that excessive job autonomy increases indiscipline. This was confirmed with the figures obtained after the analysis. Thus, from the ANOVA table the figure was 161.727 and that from the f-distribution table was 2.503. This showed very credible evidence that too much of freedom may lead to indiscipline among the teachers. However, though Herzberg two factor theory argues that to motivate employees requires the opportunity to meet the needs for employee autonomy, it is clear from the findings that the degree of autonomy given to employees should be minimal to avoid havoc in the learning institutions. It is also clear that many teachers enjoy or become happy when given freedom to do certain things, but we should not forget that too much of anything is wrong. However, though the findings establish that too much of freedom leads to indiscipline, rules governing the teachers should not be too rigid but should be a bit flexible to allow the teachers have room for decision making as that is cardinal in issues to do with job satisfaction.

Furthermore, another analysis done to find out whether job autonomy increases creativity and innovativeness among teachers established that there is a strong positive link between job autonomy and creativity and innovation. For instance, both the Anova and Chi-square test statistics confirmed the findings. These findings matched with the findings of the study done by Rutagwara; Nzala and Mwemba (2013) that which stipulates that autonomy brings about personal attachment and sovereignty in performing a job though Kausif (2012)' study disputes that. Similary, the research findings further established that job autonomy reduces the number of teachers leaving the profession. This could be as a result of teachers being attached to their job due to a degree of freedom given to them. This therefore proves that under favorable conditions teachers can remain in the teaching profession and perform wonders just as outlined by Bennel (2004)'s study.

However, an overall analysis done to test the null hypothesis (that is: job autonomy does not increase job satisfaction) also established that there is a strong positive relationship between job autonomy and job satisfaction though the study done by Tausif (2012) opposes to these findings. Therefore, based on these findings, it will be prudent if school administrators could understand better how much autonomy employees need and if possible take keen interest in how government

policies particularly the eight hour policy as well as their administrative styles affect teachers in the way they do their daily work. Administrators must also know that a lot of people are faced with obligations which require them to do more than they are able to do in the time available (Simmon 2010). This may frustrate employees and affect their performance and the only key to this is to give the employees job related independence, initiative, and freedom which can either be permitted or required in daily activities at work. Otherwise too many rules would not only make one quite but can also reduce ones morale which can definitely compromise the quality of education.

In the same vein Herzberg two theory argues that, under favorable conditions, a person will always be motivated to work an extra mile and participate in decision making which is one of the best practices ever. By so doing teachers will be motivated and also support the decisions made as we all know that “people only support what they help to build”. Therefore school managers should be aware of this and should know that if a teacher is not provided with the conditions needed, a teacher will react by either coming late to work, not writing lesson plans, knocking off before time, use of abusive language on pupils and above all punishing pupils at the wrong time as a way of showing how dissatisfied one is as established by Mwanza (2010). This is therefore enough information to communicate to the administrators and the Ministry at large that something is wrong in the ministry and there is need of agent attention.

It is however the writer’s general assertion to conclude that all what a Zambian teacher needs is to be motivated by according him/her an opportunity to meet the needs for their work autonomy, competence and achievement. It should also be taken into consideration that too much of work autonomy can lead to indiscipline among the teachers.

5.4 The effect of material rewards on job satisfaction

The last objective was to ascertain the effect of material rewards on job satisfaction of teachers at Lubuto and Kayele secondary schools in Ndola district. To determine the effects of job satisfaction, individual items in line with material rewards were analyzed. From the analysis made, both ANOVA and Chi- square statistical tests had given credible evidence that material rewards

affect job satisfaction in different ways. For instance an ANOVA test done to confirm whether material rewards brings continuance commitment among the teachers gave an ANOVA figure of 61.693 which was far greater 2.503 a figure from the F-distribution table. This was clear evidence that work with material rewards present contribute heavily to the satisfaction of the employees and have a positive effect on individual performance which can come with commitment and interest. It is therefore important that educational managers know that material rewards are instrumental just as Herzberg had described them.

Another analysis done also gave significance evidence that material rewards contributes to teachers' happiness in the work place. These findings matched Kirundu (2004)'s findings. In addition to this, the study also revealed that employees above 35 years of age value material rewards more than those below their age. For instance, a computed figure of 32.519 greater than 2.503 from the f-distribution table was obtained in the ANOVA table. And basing on the rejection rule set there was enough evidence that those above 35 years of age value material rewards more than those younger than them. These finding were in line with the findings of Douglas et al, (2001)'s study which established that the old workforce was more satisfied with material rewards than young workers. However, this was all because some material rewards given out did not meet the younger one's needs. In line with this, Maslow's hierarchy of needs theory stipulates that a person will only be motivated to work hard if his/her needs are met. It is therefore important that educational managers know that what may be motivating to a certain group of teachers may not be motivating to the other group and in this case, school managers and employers should give material rewards according to individual needs if they are to increase job satisfaction among teachers.

To make the rewards have a long motivating impact on the teacher, it is also important that educational managers identify the actual needs of the teachers before giving out those rewards. For instance a manager should know that just a praise to someone in public for the job well done will motivate some body while the other person may be motivated with a bag of mealie meal. It is therefore also important to know that what may be of value to one person may not be of value to

another. Supporting this statement with the theory guiding the study, Maslow argues that, one can be motivated to work extra miles if the rewards given meets his /her needs.

It is therefore the writer's general view to say that in life one needs to be awarded for his/her good works once in a while as that helps one to have self-esteem. This is exactly what every Zambian teacher would need for him /her to work diligently and to be committed to the teaching profession. This in the long run will not only increase job satisfaction among teachers but it will also improve the deteriorating standards in the teaching fraternity.

It is therefore, deduced that to increase job satisfaction, teachers do not just need monetary rewards, but they also need working conditions which would allow them to access promotional opportunities, be awarded once in a while and to be given a degree of independence to do things in their own way. They need to feel appreciated and that does not just make them feel satisfied with their job but it will also help the school manager to implement its strategic plans effectively. This is because the strategic management model demands that best practices be put in place during the implementation of the organization's strategic plans. Motivating a teachers and putting aside resources to be used in the awarding of the employees are good examples of best practices under the strategic management model. However, these findings are supported by Herzberg two factor theory which describes a human being as "one who can be motivated to work and achieve maximum benefits if he/she is exposed to the environment which will recognize them, allow them to be innovative and participate in decision making". Therefore, we can conclude that majority of teachers are positively affected in their performance by elements of non-financial incentives though we should be aware that among the three variables looked at promotion and job autonomy have more positive impact on teacher job satisfaction than material rewards this conclusion is based on ANOVA and the Chi-square tests.

5.5 Summary of Chapter Five

Chapter Five has provided an overview of the findings of the study. It discussed the findings regarding the effects of promotion on job satisfaction on the secondary teachers of Lubuto and Kayele secondary schools of Ndola District, the effects of job autonomy on job satisfaction and the effects of material rewards on job satisfaction on the teachers of the mentioned schools and Zambia as a whole. The next and final chapter of this dissertation gives a synoptic view of the study. It highlights the major findings of the study and gives recommendations based on the finding

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

Conclusively, it is the researcher's general assertion to say that for the Ministry of General Education to achieve quality education, human resource within the educational sector must be provided with the environment that will allow them have freedom to participate in the way education institutions are run as well as independence to decide on certain things that concern their wellbeing in their work place, be recognized for their good works and be provided with incentives in form of material-rewards. These will definitely increase their commitment towards work, reduce teacher turnover, and indiscipline as well as improving their performance. Not only that, teachers will also become innovative and creative in the way they do their work and that will definitely improve quality education. As a result of this, teachers will also have self-esteem. And based on the findings, there is credible evidence to show that under favorable conditions, teachers particularly in Zambia can perform wonders.

Therefore, the study recommends that; the educational managers should not blame the employees when quality of work is compromised, but fix the system if they want to improve employee performance in the work place. The study further recommends that the Ministry of General Education (MGE) should also involve teachers when coming up with promotion programs, because teachers are the ones being affected and they know what can motivate them. It was further recommended that the MGE should also revise its regulations such as the eight hour policy so as to give teachers a bit of freedom which would allow them to be innovate and be useful when not in class. The study also recommends that policy makers should come up with reward performance policy which should take into account specific factors that could impact positively on teacher job satisfaction as well as providing rewards which meet the expectations of employees.

Finally, future studies should consider the impact of non-financial incentives in relation to teacher retention in rural schools.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR THE DEBS, HEAD TEACHERS AND TEACHERS

ZIMBABWE OPEN UNIVERSITY IN CONJUNCTION WITH
THE UNIVERSITY OF ZAMBIA DIRECTORATE OF RESEARCH

Dear Respondent,

The researcher is a post graduate student at the University of Zambia, undertaking a survey study on the effects of non-financial incentives on job satisfaction among teachers of Lubuto and Kayele secondary schools in Ndola District. (In this context non-financial incentives mean non-monetary incentives or any other type of incentive other than giving out money (cash) as means of motivating employees). You are requested to take part in this exercise by completing this questionnaire which will take about 10 minutes of your valuable time. The information you will provide shall be strictly used for academic purposes and will be kept confidential at all times.

Your help at this initial stage of this study will highly be appreciated.

Yours faithfully,

Zulu Natalia (Student MDEA -UNZA/ZOU Lusaka).

Guide:

1. Please be honest when answering the questions below.
2. You do not need to write your names on the questionnaire.
3. Tick where necessary and write in the spaces provided for the questions which require brief explanations.

SECTION B: PROMOTION

The statement below have been prepared so that you can indicate how you feel about each one of them. Please circle your choice representing how you feel about each of them (this should apply to sections D and C). The key for the answer is as follows:

- | | | |
|---|---|-------------------|
| 5 | = | strongly agree |
| 4 | = | agree |
| 3 | = | undecided |
| 2 | = | disagree |
| 1 | = | strongly disagree |

1. Promotion should be used as a means of increasing job satisfaction.

5 4 3 2 1

2. Promotion based on merit increases job satisfaction

5 4 3 2 1

3. Promotion based on merit improves quality of education.

5 4 3 2 1

4. Promotion has a positive effect on teacher performance

5 4 3 2 1

5. Promotion reduces indiscipline among teachers.

5 4 3 2 1

6. Promotion opportunities reduces the number of teachers leaving the profession.

5 4 3 2 1

SECTION C: JOB AUTONOMY

7. Job autonomy (independence or freedom in the work place) increases job satisfaction among teachers.

5 4 3 2 1

8. Too much of work autonomy leads to indiscipline among teachers.

5 4 3 2 1

9. Job autonomy (independence or freedom in the work place) also promotes creativity and innovativeness among teachers.

5 4 3 2 1

10. Job autonomy (independence or freedom in the work place) reduces Indiscipline among teachers.

5 4 3 2 1

11. Job autonomy (independence or freedom in the work place) decreases the number of teachers leaving the ministry of education among teachers

5 4 3 2 1

SECTION D: MATERIAL REWARDS

12. Material rewards are also a source of job satisfaction among teachers

5 4 3 2 1

13. Material rewards lead to continuance commitment to the school resulting in increased royalty.

5 4 3 2 1

14. Material rewards bring happiness among teachers.

5 4 3 2 1

15. The teaching staff above 35 years of age value material rewards more than those below the age of 35 years.

5 4 3 2 1

We have come to the end of the questionnaire. Thank you so much for participating.

In case you need to inquire on any issue regarding this research, feel free to contact the researcher using the following details:

Name: Zulu Natalia.

Address: Lubuto secondary school, Ndola.

Cell number: +260 966-177-093

APPENDIX II: STRUCTURED INTERVIEW GUIDE FOR HEAD TEACHER

1. Name
2. What is your mandate towards the increase of job satisfaction among teachers?
3. What criteria is followed when promoting teachers in this school?
4. Has your office valued promotion as one of the factors that can increase job satisfaction?
5. Have you ever thought of promoting a teacher as a way of motivating him/her?
6. How flexible are the rules governing the teachers in this school?
7. Have these same rules impacted on teacher performance in any way?
8. Do you think there could be a positive relationship between job satisfaction and freedom in the work place?
9. Has your office ever given out material rewards to teachers as a way of motivating them?
10. How do these rewards impact on teacher performance?
11. Which between financial rewards and material rewards do the teachers value much?

The end

APPENDIX III: STRUCTURED INTERVIEW GUIDE FOR THE DEBS

1. Name
2. What is your mandate towards the increase of job satisfaction among teachers?
3. What criteria is followed when promoting teachers in this district?
4. Has your office valued promotion as one of the factors that can increase job satisfaction?
5. Have you ever thought of promoting a teacher as a way of motivating him/her?
6. How flexible are the rules governing the teachers in this district?
7. Have these same rules impacted on teacher performance in any way?
8. Do you think there could be a positive relationship between job satisfaction and freedom in the work place?
9. Has your office ever given out material rewards to teachers as a way motivating them?
10. How do these rewards impact on teacher performance?
11. Which between financial rewards and material rewards do the teachers value much?

THE END