

Influence of Compensation and Supervision on Private Basic School Teachers Work Performance in Ashaiman Municipality

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Abstract

This study investigated the influence of compensation and teacher supervision on teacher work performance. 103 selected private basic school teachers in the Ashaiman community of Tema, Ghana completed the questionnaire. The questionnaire comprising 23 close-ended items related to forms of compensation, teacher's job satisfaction, teacher supervision and teacher work performance constructs derived from the literature. The instrument used for the study was a five-point scale questionnaire. The Cronbach's Alpha was used to test for the reliability of the instrument. The reliability coefficient was 0.86. Data for the study were analysed using Pearson Product Moment correlation and multiple regression. It was found out that compensation and teacher supervision relate positively to teacher work performance; however, the two variables do not directly predict work performance. They do so only if teachers are satisfied with the forms of compensation available to them. Thus, teachers work performance increases significantly when they are supervised and also are satisfied with the forms of compensation given to them at the same time. It is therefore recommended that management of private basic schools should design attractive compensation packages for their teachers. They should also use appropriate supervision strategies in their schools, as this increases teacher work performance. If teacher supervision goes *pari passu* with levels of compensation packages offered, the teachers will have satisfaction with their job, and they will increase their effort in their work.

Key Words: compensation, job satisfaction, teacher supervision, teacher work performance.

Introduction

One major aim of education is to equip students with the knowledge, skills, attitudes and competencies that enable them to render useful services to themselves and to the society at large. This cannot be achieved unless the quality of the schools is improved. That is why Barro (2006) says learning outcomes depend largely on the quality of education offered. This realisation has led to schools competing

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among themselves for recognition as centres of quality education. In this competition private basic schools tend to have compensation and supervision challenges, making the quality bid problematic (Nawab, Bhatti & Shafi, 2011). To overcome these constraints a strong and positive relationship and bond should be created and maintained between teachers and their schools.

According to Glanz, Shulman and Sullivan (2007), quality education partly depends on how well teachers are trained, compensated and supervised since they are one of the key inputs to education delivery. Employees generally perform well on the job when they feel that they are fairly compensated for their work (Gurbuz, 2009). Compensation is a form of reward that flows to employees arising from their employment. Employees' satisfaction with their compensation usually influences their job satisfaction, which could lead to higher worker productivity (Mondello & Maxcy, 2009). Similarly, many researchers believe that supervision of instruction has the potential to improve classroom practices, and contribute to student success through the professional growth of teachers and improvement of their work performance (Yimaz, Tadan & Ouz, 2009; Baffour-Awuah, 2011). Supervision is viewed as a co-operative venture in which supervisors and teachers engage in dialogue for the purpose of improving instruction which logically should contribute to teachers' performance, and improved student learning and success (World Bank, 2011).

Although the management of private basic schools is focused on improving the supervision of instruction and teacher compensation in the respective schools, much still needs to be done. Informal discussion among people in the community and related research findings (Oduro, 2008) suggest that poor teacher performance in private basic schools is as a result of unattractive compensation and ineffective supervision of teachers (Nawab et al., 2011). Yet, there is no empirical evidence about the nature and quality of supervision of instruction in Ghanaian private basic schools. Generally, the claim that there is poor supervision of teachers in basic schools in Ghana is based on mere anecdotes and assumptions.

The nature and quality of instructional supervision in private basic schools as in other schools is presumed to have effect on the expertise, practice and job satisfaction of teachers and, by extension ultimately, on teacher performance (Musah, 2012). But very little is known about compensation and supervision of private basic school teachers in Ghana. This study will contribute to the body of knowledge about the influence of compensation and supervision on private basic school teachers work performance in the Ashaiman Municipality. The purpose of the study that yielded this paper was therefore to find out the influence of compensation and supervision on private basic school teachers work performance in Ashaiman. This study, really a case study, focused on Ashaiman, a fast growing community attached to Tema, the industrial city of Ghana. This community was chosen for the study because it is one of the key places where many private basic schools have sprung up, posing management challenges relating to the issue of teacher compensation and supervision in such schools.

Review of related literature

Compensation is one of the factors that influence employee motivation which in turn affects employee performance (Igalens & Roussel, 1999). It has a big influence in the recruitment of employees, motivation, employee work performance and turnover (Eskew & Heneman, 2002). However, in relation to the private school situation, compensation policy covers disciplined employees' performance, the competitive labour market conditions, and also employee salaries (Mondello & Maxcy, 2009). Similarly, it focuses on motivating employees to perform better (Gurbuz, 2009). Gurbuz further posits that when employees are satisfied with their compensation, they tend to work hard to achieve high levels of productivity.

Compensation of employees in a school promotes the successes of that school because employees are constantly looking for improved practices to do work. Therefore, it is essential for organisations to compensate their employees (Nawab et al., 2011). Getting employees to do their best work even in strenuous circumstances is one of the employees most stable and greasy challenges and this can be made possible through compensating them (Obasan, 2012).

Researchers have established a strong theoretical and conceptual base for teacher supervision and its influence on teacher performance (Glanz et al., 2007; Tyagi, 2009). Brennen (as cited in Tyagi) posits that effective supervision results when a supervisor clearly sets out the criteria to be used in the evaluative process and ensures that even if the final assessment is a negative one, the teacher will benefit from the exercise and leave with his/her self-esteem intact. Effective teacher supervision leads to high level of teacher work performance. However, the causal relationship between teacher supervision and teachers work performance remains unclear. It is a plausible and commonsensical notion that improving teacher compensation and supervision leads to improved teacher work performance and student outcomes, yet this claim is yet to be proven.

Although, teacher compensation and supervision are not the only factors affecting teachers work performance, it is acknowledged that compensation and supervision are major factors affecting improved teacher work performance (Musah, 2012). If teachers feel that their efforts are appreciated and the school offers a system of compensation in association with job evaluation, their level of job satisfaction and enthusiasm will improve and hence their work performance (Saani, 2012). He further asserts that when teachers feel their efforts are appreciated and the school introduces a system of fair compensation which is satisfactory to the teachers, the school optimises teachers' job satisfaction. Boosting teachers' job satisfaction with their work, it could be assumed, would lead to increased effort and improved teacher work performance.

A survey in 2002 conducted by Eskew and Heneman (2002) on compensation shows that 70% of Chief Executive Officers and 58% of human resource managers said that the company can implement compensation programmes to improve work performance or productivity of employees. Kreitner and Kinicki (2007) aver that if you heard that compensation does not provide the motivation to do better or if the compensation in the form of money was ranked low, it is the result of a disability survey. Based on the above descriptions it is clear that compensation, job satisfaction and employee performance must have a relationship, as each reward has a valence or value to an employee (Obasan, 2012). Rewards can include both financial and nonfinancial compensation and anything else.

Conceptual framework

Teachers' compensation is a form of reward that flows to teachers arising from their employment. The study grouped this form of reward into two forms; that is, financial and non-financial compensation. Financial compensation comprises rewards that come in the form of salaries, wages, bonuses, commissions and other emolument benefits. Non-financial compensation on the other hand, refers to responsibilities, opportunities for recognition, the chance of promotion, pleasant work environment, sound policies, cafeteria facilities, work sharing, professional growth, work itself, job security and other intrinsic benefits enjoyed by the teacher in the school.

The general argument is that, these two forms of compensation, when used in private basic schools with teacher supervision in place, will influence teachers' work performance. However, this influence is not direct as expected. For teachers to exhibit high levels of work performance in the school as a result of the various forms of compensation and supervision in the school, they must first be satisfied with the various forms of compensation given to them. Their satisfaction in the various forms of compensation, coupled with supervision of their work will lead to increase in their work performance in the long run (see Figure 1). Teacher work performance was measured by teacher punctuality, regularity, lesson note preparation, effective use of time and resources, and professional code of conduct of the teacher.

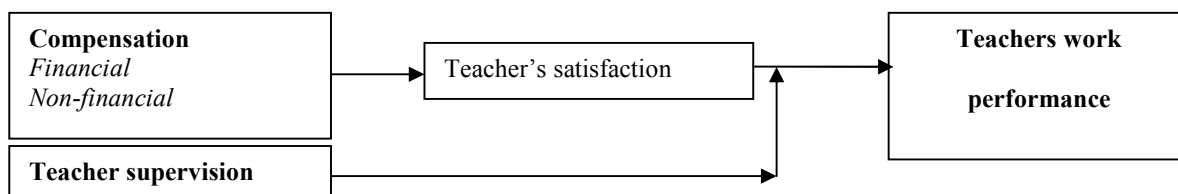


Figure 1. Influence of compensation and supervision on private basic school teachers work performance in the Ashaiman Municipality.

Source: Author's construct, 2013.

In other words, if the teachers are supervised and also if they are satisfied with the various forms of compensation given to them at the same time, their level of job satisfaction in the school is likely to increase which will in turn increase their work performance. This composite influence increases significantly when teachers' are satisfied with the forms of compensation. This means that teachers who are supervised and also compensated in the school do not directly produce high levels of work performance: they do so only when they are satisfied with the various forms of compensation given to them. Therefore, teacher compensation and supervision are major factors that lead to high levels of teacher work performance (Musah, 2012).

Method

The Sample

The target population for the study was all heads and teachers of pre-tertiary schools in Ashaiman while the accessible population was private basic school heads and teachers in Ashaiman. Records from the Ashaiman Municipal Education Directorate (AMED) indicated that at the time of the study the selected private basic schools had a total school head and teacher population of 24 and 264 respectively (AMED, 2013). Approximately, a sample size of 179 made up of 24 school heads and 155 teachers was obtained using Krejcie and Morgan (1970) table for determining sample size from a given population.

The sample size does not necessarily need to be large but how it truly represents most of the characteristics of the elements in the target population is what one must look at (Malhotra & Birks, 2007). Based on this recommended formula, it was appropriate to use 179 elements from the 24 selected private basic schools. The census method was used to capture all the 24 school heads while the lottery method of the simple random sampling was used to select 155 teachers from the schools. Each teacher from the schools had an equal, independent chance of being selected. The school heads and the selected teachers were thus deemed capable of providing data that assisted the researcher to identify private basic school teachers' perception of the issues and variables in the study.

Instrument

The questionnaire was the sole instrument used to collect the data. The researcher was aware of the disadvantages in using this type of instrument especially regarding its construction, return rate and inflexible structure (Ary, Jacobs, Razavieh & Sorensen, 2006). Owing to these disadvantages, items in the

questionnaire were organised and presented systematically to avoid confusing the respondents. In addition, items in the questionnaire were carefully explained to the respondents.

The questionnaire was made up of five sections: A, B, C, D and E. Closed-ended forms of questions were used for all the items in each section. Section A dealt with demographic information such as gender, age, highest professional qualification and length of service. Sections B, C, D and E contained several statements on forms of compensation, teacher satisfaction, teacher supervision, and teachers work performance. The response categories for sections B, D and E were from 'strongly disagree' with a value of (1) to 'strongly agree' with a value of (5). Section C also had a 5-point-likert scale items measured as 'highly dissatisfied' with the value (1) to 'highly satisfied' with the value (5).

Teacher satisfaction was the intervening variable while the dependent variable was teachers work performance. Forms of compensation and teacher supervision were the independent and control variables respectively. The instrument was pilot-tested in August, 2013, on a sample of 30 elements made up of three school heads and 27 teachers of private basic schools in the Accra West District. The questionnaires were tested for their internal consistency using Cronbach's alpha with a reliability coefficient of 0.86. This according to Malhotra and Birks (2007) is high and satisfactory.

Data collection procedure

Prior to the administration of the questionnaires, an informal familiarisation visit was made to the selected private basic schools for the confirmation of the number of school heads and teachers in the schools and to seek more information concerning the schools and the elements. Permission was sought from the Director of Education in Ashaiman Municipality and the heads of private basic schools in the study area to carry out the study in their various institutions. The instrument was self-administered, but with some support from the heads in the schools. In order not to disturb school working hours, a meeting had to be held with all heads in each school to explain the purpose of the study, to seek their consent to participate in the study and to assure them of confidentiality.

For the purpose of data collection, the teachers were gathered together during the first break in each school with assistance from the heads to explain the purpose of the study and to administer the questionnaires. The questionnaires were given out to the research participants. They were taken through all the questionnaire items, and items that were not clear to them were explained. They were again taken through how to respond to the items. They were asked to complete the questionnaires during the second break or immediately after school hours in order not to disturb instructional time. Both the school heads and the teachers were encouraged to complete the questionnaire the same day and as independently and as frankly as possible. There was 100 percent return rate.

Results and discussion

Teacher compensation and supervision in private basic schools has come under attack but the literature fails to establish a direct link of teacher compensation and supervision on their work performance (Musah, 2012). The hypothesis formulated to test this assumed link is that:

H₀: Teacher compensation and supervision do not directly produce improved teacher work performance.

It was hypothesised that teacher compensation and supervision do not directly produce improved teacher work performance, and that it does so indirectly through teacher satisfaction. The results are presented in Table 1. The multiple regression analysis involved testing of two models. In the first model the two forms of compensation and teacher supervision were entered together as independent variables. They contributed significantly to improved teachers work performance. However, non-financial compensations [$\beta = 0.303$ (0.043), $p < 0.01$] contributed more to teachers work performance than financial

compensations [$\beta = 0.238 (0.039)$, $p < 0.01$] in the first model. Teacher supervision [$\beta = 0.588 (0.039)$, $p < 0.01$] was the highest contributor to improved teacher work performance in the first model. The total contribution of the independent variables to the variance in the dependent variable is 0.626 with an adjusted R^2 of 0.618.

This means that the two forms of compensation and teacher supervision predicted or explained about 62% of the variance in teacher work performance. The findings corroborate with the views of Saani (2012) who posits that when teachers feel their efforts are appreciated and also the school has a system of fair compensation which is satisfactory to them, the school optimises teacher work performance.

Table 1.

The influence of compensations and teacher supervision on teachers' work performance

Variables	Model I	Model II
	Beta (β)	Beta (β)
Financial compensation	0.238 (.039)**	0.172 (.035)**
Non-financial compensation	0.303 (.043)**	0.165 (.039)**
Teacher supervision	0.588 (.039)**	0.561 (.034)**
Teachers satisfaction		0.361 (.034)**
Constant	0.369	0.271
R^2	0.626	0.793
Adjusted R^2	0.618	0.785

Source: Field Data, 2013. (Standard errors are in parentheses) ** $p < 0.01$ (N = 179)

In the second model teacher satisfaction was entered into the equation to serve as a mediating variable. The theory here is that the two forms of compensation and teacher supervision do not predict teacher work performance directly, and that they do so indirectly through teacher satisfaction. When the variable teacher satisfaction entered the equation the beta coefficients of the two forms of compensation and teacher supervision shrunk even though they were still statistically significant. The teacher satisfaction variable was statistically significant [$\beta = .361 (.034)$, $p < .01$] when it entered the equation, which did change the beta coefficients of the significant variables in the second model. The percentage shrinkages of the variables are financial compensations (27.7%), non-financial compensation (45.5%) and teacher supervision (4.6%). Therefore, the explanatory powers of teacher supervision and the two forms of compensation are shared with the mediating variable. That is, compensation and supervision do affect teacher work performance only when teachers are satisfied with these interventions.

As observed in the first model, non-financial compensation contributed more to teachers work performance than financial compensation. However, the introduction of job satisfaction in the second model shows that financial compensation contributed more to teachers work performance than non-financial compensation. This means that in the long run, teachers are more satisfied when they are compensated financially. Therefore, to increase teachers work performance, they must be compensated financially to increase their job satisfaction which in the long run will increase their work performance

Naturally, the total contribution (R^2) of the variables when teacher satisfaction was added increased from .626 to .793, while the adjusted R^2 increased to .785. This suggests that teacher satisfaction is a major factor in teachers' work performance. Thus teachers who are supervised and compensated at the same time do not necessarily show high level of work performance: they do so only when they are satisfied with the forms of compensation they receive. What all the resultant shrinkages mean is that the independent variables do not directly influence teachers' work performance. They do so indirectly through teacher satisfaction. The study therefore fails to reject the hypothesis that teacher compensation and supervision do not directly produce improved teacher work performance since they do so indirectly through teacher satisfaction.

Therefore, teacher supervision and compensation are not enough to explain teachers work performance unless teachers' are satisfied with the various forms of compensation given to them in the

school. The findings support the view of Musah (2012) who posits that teacher compensation and supervision are major factors that increase teachers work performance, which in the long run may increase pupils' academic performance.

Conclusions

The various forms of compensations, teacher's supervision and satisfaction have a positive relationship with teachers work performance. However, the results show that teacher supervision and the various forms of compensation do not influence teacher work performance directly. It does so only if it boosts the teachers' satisfaction with their job. If teachers are satisfied in the various forms of compensation, they are likely to be satisfied with their work in the school, and eventually they will exhibit high levels of work performance.

The conclusion then is that when there is a critical mass of teachers who are satisfied with the various forms of compensation given to them, and if they are supervised at the same time, the dynamics will translate into them increasing their work performance. This means, the influence of teacher supervision and compensation to teacher work performance becomes more significant and potent when teachers are satisfied with the various forms of compensation given to them in the school. It is therefore necessary for private basic schools to provide their teachers the various forms of compensation that will make them satisfied, as this will make them increase their effort in the performance of their job in the school.

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