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Contribution of Reward Systems towards Teachers' Job Satisfaction among Public Secondary Schools in Kikuyu Sub-County, Kiambu County, Kenya

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Abstract

This study sought to determine the influence of reward systems on teachers' job satisfaction in public secondary schools. The specific research question sought to determine the different reward systems contribution towards teachers' job satisfaction in the 17 public secondary schools in Kikuyu Sub-County, Kiambu County, Kenya. The target population comprised of Principals, Boards of Management, Ministry of Education officials, Teachers Service Commission officials, teachers and students. The study adopted a Convergent Parallel Mixed Methods Design. Data collection instruments were questionnaires and interview guides which were subjected to content validity. Quantitative data analysis was done by cleaning, coding and entering into a computer SPSS software version 24 to generate frequencies and percentages that summarized data. These were presented in frequency distribution tables. On teachers' rating on contribution of reward system, the normal mean of the reactions was 2.70 that implies that most of the respondents were disagreeing with a large portion of the statements' responses were varied as shown by a standard deviation of 1.4612. For the BOMs' Rating on Contribution of Reward Systems, the normal mean of the reactions was 3.412 that implied that most of the respondents were agreeing with a large portion of the statements' responses being varied as shown by a standard deviation of 1.417. The study concluded that an organization's reward systems should also be commensurate with the effort that each individual staff offers as well as be at par with the other firms of the same standard that operate in an economy. It was also concluded that performance-based rewards affect the

performance of teachers in different ways and it was realized that performance based rewards motivate teachers and increases their performance, improve teachers' productivity and efficiency. The study recommends an issuance of rewards based on merit, timely rewards, and come up with activities that will motivate their teachers and allocate funds for the same. The offer of rewards based on non-performance considerations should be done after a fair and accurate evaluation of its effects on the beneficiary. The teachers' employer should be trained and sensitized about the value of performance based rewarding systems. They should be made aware that pay motivates teachers to perform at their best. This means that to implement a performance-based scheme, administrators should not perceive the process as being expensive and time consuming, but rather, a necessity where performance-based financial incentives do not provide enough incentives for teachers to improve. The TSC should consider promotions to higher job groups based on merit and efforts put in the teachers rather than only consider promotions based on the number of years of service.

Keywords: *Reward Systems, Teachers' Job Satisfaction, Public Secondary Schools, Kikuyu Sub-County, Kiambu County, Kenya*

1.1 Introduction

Reward systems that bring about achievement within the education sector are aligned to appropriate managerial approaches, appreciate contemporary functions of employee motivation and improvement of learners' performance. Teachers' reward systems inspire teaching within the lifeblood of secondary education and one of the major reasons of rewarding teachers is to improve on their job satisfaction which translates to better status and quality of teaching (Rakiro, 2016). As such, teachers reward systems are a good example of managerial approaches that easily inspire teaching in secondary school education and just like in other organizations, reward systems have been key influencers of job satisfaction.

According to Rakiro (2016), a reward system is a construct of procedures, rules, and standards aimed at allocating benefits and compensations to employees. Globally, reward systems are fundamental tools that employees correspond to positively creating loyalty, motivation and affinity to work. UNESCO (2016) asserts that ignoring reward systems in education can easily lead to poor performance at teachers' level, which eventually translates into poor performance at students' level. Warner and Desimone (2016) established that there was an increase in variance in teaching jobs in China and compensation varied based on the subjects taught and the workload. This made teachers especially in poor rural neighbourhoods to seek better compensating jobs in other sectors citing dissatisfaction in the modes of their rewarding systems.

UNESCO IICBA's Strategic Plan for 2018-2021 is guided by its mandate and mission to strengthen the capacity of Member States in Africa in teacher policy and development. This is vital to realizing its vision of an integrated, prosperous and peaceful Africa where everyone has access to qualified, motivated and professionally supported teachers. There is low teacher morale and declining motivation for the profession throughout the continent (UNESCO IICBA, 2017). This makes it difficult to recruit for the profession and currently it is estimated that 17 million teachers are needed in order to achieve universal primary and secondary education by 2030, according to the UNESCO Institute for Statistics (2016).

For every reward system, there are a number of criteria that should be satisfied for a reward system to be ideally motivational. Adam's equity theory, affirms that, a reward should have a value that is large enough to make an impact, timely, easily understandable, durable and cost effective to make the receiver feel its worthiness to the efforts put in the work (Adams, 1963). According to

Herzberg (1968), job satisfaction occurs when employees experience success in their individual areas of responsibility, success over challenging work, and when provided with opportunities for achievement and career advancement.

Sims (2012) acknowledges that reward systems are made of compensation, incentives and any form of benefits provided by employing system and environment to the employees as a token of appreciation for their service. As a result, employees view unfair reward packages as a source of poor and unfair treatment in the system making them become dissatisfied in their work hence less commitment. For instance, as asserted by Macklin *et al.* (2017), teachers in different institutional settings are impacted differently by compensation packages especially when they are administered equally by the employer because the nature of the job and stress incurred is not equal. Aspects such as time spent in academic work alongside other mandatory school responsibilities, class sizes, and the positions that individual teachers hold in schools are potential sources of satisfaction or dissatisfaction. For example, decrease in job satisfaction among teachers in the United States was attributed to increase in class sizes (Nelson, 2018).

The Teachers Service Commission is the commission responsible for managing teachers in all public institutions of learning in Kenya excluding those of higher education. The commission was formed by an Act of parliament Cap 212 and is enshrined in the RoK (2010) under article 243. The functions of the commission are: to register trained teachers, to recruit and employ registered teachers, to assign employed teachers service in any public school, to promote and transfer teachers, to exercise disciplinary control over teachers and to terminate employment of teachers. In addition, TSC is expected to review the standards of education in Kenya, review the demand and supply for teachers and advice the national government on all matters relating to the teaching profession in Kenya.

The study area of Kikuyu Sub-County in Kiambu County is suitable for the study since the secondary schools record a varied performance with high performing schools and very low performing schools in KCSE exams making it an area of interest to study. Secondly, the area is very productive in agriculture and thus could attract teachers to engage in secondary economic activities like farming to increase their income. This would be facilitated by the ready agricultural market in Nairobi which lies in approximately 30 kilometres.

1.2 Statement of the Problem

The fundamental role of any educational system is vested in the preparation of skillful citizens with ability to contribute effectively towards political, social and economic development of the society and country at large (UNESCO, 2016). These functions are accomplished when components of an educational system including viability, functionality and productivity are functional and in good condition to ensure satisfactory, committed and motivated teaching (Bold, *et al.*, 2017). Teachers' job dissatisfaction has a direct negative influence on their morale, which damages the quality of skilled manpower supplied in the job market (TSC, 2018). Subsequently, when a teacher just like any other employee is satisfied in their work as characterised in the job situation, it is expected that such an employee would have a strong desire to work and perform assigned duties diligently (Wambiri & Ndani, 2016).

There has been a public concern on the behaviour of public secondary school teachers and studies have shown that they have a tentative negative work behaviour including but not limited to lateness, absenteeism from workstations, minimal to lack of zeal in carrying out assigned duties, sneaking out of school to attend to private business, trading within the school premises for personal

income generation, among other private duties (Gatere, 2015). This unwholesome attitude towards the expected teaching roles and work seems to suggest that teachers in public secondary schools are greatly dissatisfied in their job (Nganga & Kamutu, 2017). Moreover, student's poor performance in the national exams in a majority of secondary schools is attributed to teachers' dissatisfaction in the reward systems. This is more so especially considering the afterhours input demanded by the nature of teaching work and how negatively the reward systems compare with those of other employees in the private sector, and other government departments (Kiprop, 2014).

Although issues of rewards among public secondary school teachers in Kenya have been highlighted alongside their effectiveness to teaching and students' performance, limited studies have been carried out on the influence of reward systems on teachers' job satisfaction in public secondary schools and more specifically none has been done in Kikuyu Sub-county. The study is also informed by the studies by Yego (2017) who examined the influence of teacher reward system on employees output in Uasin Gishu County, Kenya.

1.3 Study Objective

To establish the effect of reward systems on teachers' job satisfaction among public secondary schools in Kikuyu Sub-County, Kiambu County, Kenya

1.3 Research Question

How do different reward systems contribute towards teachers' job satisfaction among public secondary schools in Kikuyu Sub-County, Kiambu County, Kenya?

2.1 Theoretical Framework

The Expectancy theory was proposed by Vroom (1964) to target work motivation. It explains why people perform or fail to give off their best to an organization. The theory posits that performance depends upon the perceived expectation regarding effort expending in achieving the desired outcome (Renata, Wardiah & Kristiawan, 2018). An employee who desires promotion will only achieve high performance if he/she believe his/her behaviour will lead to promotion or else he/she will not exert effort. Expectancy theory helped the study to understand how individuals are drawn to make decisions as regards various behavioural alternatives and perceptual differences among people. It also suggests that motivation is based on how much one wants something and how likely he/she could get it (Sholihah, 2017). This is because the motivational force of every individual is influenced by his or her expectancies, valances all of which depend on a personal way of perception. The formal framework of expectancy theory was developed by Vroom (1964). This framework states basically that motivation plus effort leads to performance, which then leads to outcomes.

The expectancy theory explains that in any given situation, the greater the number and variety of rewards that are available to the employee (teachers), the greater is the probability that extra effort was exerted in attaining the set goals or targets in the hope of getting the desired rewards. Sholihah (2017) agrees with this and explains that Vroom focused especially on the factors that are involved in stimulating an individual to put an effort in doing something since this is the basis of motivation. Expectancy theory of motivation explains the link between motivation and performance. The theory proposes that performance at individual level depends on high motivation, possession of the necessary skills and abilities and an appropriate role and understanding of that role. Within the context of the classroom and education in general, expectancy theory is applied in taking into

account the perspective of expectations developed by the teacher in relation to their students, or the expectations that students develop towards the teacher and/or class.

The strength of Expectancy Theory is that it is based on self-interest individual who want to achieve maximum satisfaction and who wants to minimize dissatisfaction. This theory stresses upon the expectations and perception; what is real and actual is immaterial. It focuses on psychological extravagance where final objective of individual is to attain maximum pleasure and least pain. Lastly it emphasizes on rewards or pay-offs. The weakness of Expectancy Theory is that the theory seems to be idealistic because quite a few individuals perceive high degree correlation between performance and rewards. The application of this theory is limited as reward is not directly correlated with performance in many institutions.

2.2 Empirical Review

Available literature shows that studies have been conducted on the influence of reward systems on teachers' job satisfaction. From the global context, Arokiasamy, Tat and Abdullah (2018) examined the relationship between compensation, motivation and promotion with job satisfaction of academic staff in three private colleges in Malaysia. Sample was randomly collected through a structured questionnaire distributed to three private colleges at Penang, Malaysia and a total of 75 participants replied. Data was analysed using descriptive analysis to describe demographic profile of participants and Pearson Product Moment Correlation to test the relationship between variables. The results indicated that there was a positive significant relationship between compensation, motivation and promotion and job satisfaction among academic staff at these colleges. However, the study presents a conceptual and geographical gap as it used compensation, motivation and promotion as its variables while the current study used perception on reward systems, reward systems on teachers' job satisfaction and job expectation on job satisfaction.

Admassie (2019) examined the impact of rewards management system on employees' satisfaction in Ethiopian Universities. The sample size of the study contained 280 lecturers and administrative staff in the different departments of Universities. Data was collected using structured questionnaire technique. The data obtained was processed using the statistical package for social science (SPSS) and was analysed using both descriptive and inferential statistics. The result discussion indicated that there was a moderate significant positive relationship between transparency of reward systems and employees' satisfaction ($r = 0.582$, $p < 0.00$), fair distribution reward system and employees' satisfaction ($r = 0.562$, $p < 0.00$). Low significant positive relationship between equity reward systems and employees' satisfaction ($r = 0.336$, $p < 0.00$); consistency and continuity of reward system and employees' satisfaction ($r = 0.388$, $p < 0.00$). The study found that reward management systems collectively have significant effect on employees' satisfaction. However, the study presents both conceptual and contextual gaps. The conceptual gap is presented by the variables used that were fair distribution reward system, equity reward system consistency and continuity of reward system on employee satisfaction while the current study used perception on reward systems, reward systems on teachers' job satisfaction and job expectation and job satisfaction. In addition, the contextual gap is presented as the study was conducted in the university while the current study focuses on public secondary school teachers in Kenya.

Yego (2017) examined the influence of teacher reward system on employees' output in Uasin Gishu County, Kenya. The objectives were to establish the; extent to which pay reward influence employee output, extent to which promotion influences employee output, extent to which recognition influences employee output and to establish the extent to which appreciation

influences employee output. The research used a descriptive survey study research design. The data collection tool that was used was the structured questionnaire which was issued to the teachers. The method of data analysis that was used was the descriptive and the inferential method of data analysis on SPSS. The study findings were interpreted to mean that in the current setting, pay was the most important factor that influenced employee output ($p = 0.004$, $\beta = 0.674$). This therefore meant that for teachers, what they receive whether from the parents or from the school or TSC is the most important motivating factor that will enhance their performance. Appreciation was also found to be second most important motivator for employee output ($p = 0.040$, $\beta = 0.392$). This meant that gifts and tokens from parents and the school and certificates issued to teachers also greatly influence the teachers' output in the school. The findings however noted that both promotion and recognition had a negative influence on employee output ($p = 0.615$, $\beta = -.105$) and ($p = 0.549$, $\beta = -0.608$). This was interpreted to mean that these two practices besides being favoured by the teachers in the school are hardly employed as techniques to enhance the employee output. The study however presents a conceptual gap as its variables focused on the extent to which pay reward, promotion and recognition influences employee output whereas the current study used teachers' perception on reward systems, reward systems on teachers' job satisfaction and job expectation on job satisfaction.

Wangechi, Kiragu and Sang (2018) examined the role of reward systems on job satisfaction of employees in the county government of Nyeri, Kenya. This research problem was examined using a descriptive design. Systematic sampling was used to select the sample. The target population for this study was 162 employees of the Nyeri County government. Self-administered, questionnaires were used to collect data from the target participants. Frequencies and percentages were generated from the data and presented using frequency distribution tables while multiple regression analysis was done to establish relationship of each parameter of the independent variables in the study. The reward system influenced approximately 11.3% of job satisfaction of among employees working in the County Government of Nyeri. The research found that there is a positive and a statistically significant relationship between reward systems and employee satisfaction. The study posited that staff rewards by comparing how their counterparts are rewarded in private sector in order to increase job satisfaction in County Government. In terms of policy, the County government should have in place transparent and elaborate reward systems for effective management of employee satisfaction. The study however presents a conceptual gap as the study was done on the county government employees while the current study focused on public secondary school teachers.

3.1 Research Methodology

The study was conducted in Kikuyu Sub-County, Kiambu County. The locality covers Kikuyu, Sigona, Kinoo, Karai, and Nachu wards. Kikuyu Sub-county borders Nairobi City and is approximately 30 kilometres from the Nairobi's Central Business District. The study adopted Convergent Parallel Mixed Methods design. It is preferred to the other mixed methods designs for its suitability and strengths in collecting, analysing and integrating quantitative and qualitative research simultaneously in a single study as advanced by Creswell, (2014). In addition, convergent parallel mixed methods design enables the combination of both quantitative and qualitative research in order to provide a better understanding of a research problem than either research approach alone. The choice of the design is guided by the assumption that both qualitative and quantitative data provide different types of information, which is an in-depth description of the phenomenon through qualitative instruments, and also statistical information through quantitative instruments, that together yield results that are complimentary (Gay, Mills, & Airasian, 2009).

Under this Convergent Parallel Strategy (QUANT+QUAL), quantitative approach, a cross-sectional survey design was used to collect data which describe, explore and help the researcher understand the issue at hand (Mugenda, 2011). The Explanatory Sequential design was used to collect the qualitative data. The researcher intended to collect information across categories of participants; principals, teachers, Board of Management, Ministry of Education officials and students. The 17 public secondary schools formed the target population for the study. The accessible population was the 400 participants who involved 17 principals, 17 Boards of Management, 2 Ministry of Education officials, 2 Teachers Service Commission officials, 362 teachers and 170 students. This study used both probability and non-probability sampling procedures to sample target groups because of the variations in the characteristics describing the populations targeted.

Quantitative data was collected using questionnaires that was filled by the teachers, schools' Board of Management Chairpersons and students whereas the qualitative data was obtained from key informant interviews with the Principals or Deputy Principals, Ministry of Education officials, Teachers Service Commission officials. Thus, questionnaires and interview guides were used to collect data. Both qualitative and quantitative methods were used in data analysis. Descriptive statistics such as mean, standard deviation, frequencies and percentages was used to summarize data. Inferential statistics such as linear regression analysis was used to examine the relationship between the variables.

4.0 Results and Findings

This section presents the response rate, descriptive statistics based on the questionnaires and interview guides.

4.1 Response Rate

The response rate was analyzed to show the representative from the sample size. The study administered a total of 316 questionnaires and the results are as shown in Table 1.

Table 1: Response Rate

Category	Response	Percent
Teachers	138	72.6%
Students	106	62.35%
Boards of Management	14	82.35%
Ministry of Education Officials	2	100%
Teachers Service Commission Officials	2	100%
Total		83.46%

Babbie (2014) asserted that return rates of above 50% are acceptable to analyse and publish, 60% is good and 70% is very good. Based on these assertions from renowned scholars, 83.46% response rate in Table 1 is very good for the study.

4.2 Descriptive Statistics

4.2.1 Contribution of different Reward Systems towards Teachers' Job Satisfaction

The teachers were asked to rate their level of agreement and disagreement on statements pertain the contribution of different reward systems towards secondary school teachers job satisfaction. The results are as depicted in Table 2.

Table 2: Teachers' Rating on Contribution of Reward Systems

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	S.D
The pay given to teachers is worth the services they render	23.2%	31.2%	9.4%	18.8%	17.4%	2.76	1.443
Hardworking teachers are encouraged by giving them presents	28.3%	24.6%	4.3%	27.5%	15.2%	2.77	1.491
Teachers are promoted on the basis of their qualifications and performance	29.7%	31.9%	7.2%	18.8%	12.3%	2.52	1.405
Teachers output outweigh the pay they receive in terms of salary	27.5%	29.0%	9.4%	20.3%	13.8%	2.64	1.424
Teachers who get low pay with regard to their inputs normally get demotivated affecting their performance	25.4%	29.0%	11.6%	8.7%	25.4%	2.80	1.543
Average						2.70	1.4612

The results indicated that most of the teachers disagreed with the statement that the pay given to teachers is worth the services they render with 54.4% while 36.2% agreed with the statement. On whether hardworking teachers are encouraged by giving them presents, most of them disagreed with 52.9% and 42.7% disagreed with the statement. The teachers were asked if the teachers are promoted on the basis of their qualifications and performance and most of them disagreed with 61.6% while 31.1% agreed with the statement. On whether the Teachers output outweigh the pay they receive in terms of salary, most of them disagreed with 56.5% and 34.1% disagreed with the statement. Lastly, the teachers were asked if Teachers who get low pay with regard to their inputs normally get demotivated affecting their performance and most of them disagreed with 54.4% and 34.1% disagreed with the statement. Using a five-point scale Likert mean, the normal mean of the reactions was 2.70 that implies that most of the respondents were disagreeing with a large portion of the statements' responses were varied as shown by a standard deviation of 1.4612.

In addition, the board of management were asked to rate their level of agreement and disagreement on reward systems and secondary school teachers' job satisfaction. The results are as illustrated in Table 3.

Table 3: BOMs' Rating on Contribution of Reward Systems

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	S.D
The pay given to teachers is worth the services they render	15.9%	15.2%	13.0%	26.1%	29.7%	3.38	1.452
Hardworking teachers are encouraged by giving them presents	15.2%	15.2%	17.4%	23.2%	29.0%	3.36	1.429
Teachers are promoted on the basis of their qualifications and Performance	13.8%	14.5%	16.7%	25.4%	29.7%	3.43	1.403
Teachers output is rewarded by the pay they receive in terms of salary	14.5%	15.2%	18.1%	26.8%	25.4%	3.33	1.385
Teachers who get low pay with regard to their inputs normally get demotivated affecting their performance	15.2%	8.7%	13.8%	29.7%	32.6%	3.56	1.414
Average						3.412	1.417

The responses indicated that the board of management agreed with the statement that the pay given to teachers is worth the services they render with 55.8% while 31.1% disagreed with the statement. On whether hardworking teachers are encouraged by giving them presents, most of the board of management agreed with 52.2% and 30.4% disagreed with the statement. The board of management were asked if Teachers are promoted on the basis of their qualifications and Performance and most of them agreed with 55.1% while 28.3% disagreed with the statement. On whether the Teachers output is rewarded by the pay they receive in terms of salary, most of the board of management agreed with 52.2% and 29.7% disagreed with the statement.

The responses further indicated that the board of management agreed with the statement that Teachers who get low pay with regard to their inputs normally get demotivated affecting their performance with 62.3% while 23.9% disagreed with the statement. Using a five-point scale Likert mean, the normal mean of the reactions was 3.412 that implies that most of the respondents were agreeing with a large portion of the statements' responses being varied as shown by a standard deviation of 1.417.

Tat and Abdullah (2018) examined the relationship between compensation, motivation and promotion with job satisfaction of academic staff found that there was a positive significant relationship between compensation, motivation and promotion and job satisfaction among academic staff at these colleges. Admassie (2019) study on the impact of rewards management system on employees' satisfaction indicated that there was a moderate significant positive relationship between transparency of reward systems and employees' satisfaction. Yego (2017) noted that both promotion and recognition had a negative influence on employee output. Wangechi, Kiragu and Sang (2018) found that there is a positive and a statistically significant

relationship between reward systems and employee satisfaction. The study posited that staff rewards by comparing how their counterparts are rewarded in private sector in order to increase job satisfaction in County Government. In terms of policy, the County government should have in place transparent and elaborate reward systems for effective management of employee satisfaction

4.3 Interview Responses

The study conducted interview schedules with Principals, Teachers Service Commission Officials and Ministry of Education Officials.

The secondary school principals were asked on what rewards they offer to their staff in order to motivate them. The main rewards included issuance of certificate, promotions, recommendation letter, offer trips for teachers, organize motivational talks, offers school meals (tea at break and food at lunch). In addition, they were asked on what ways they think rewards have an impact on teacher's job satisfaction. They mentioned that motivated teachers tend to spend more time in school with students. They also go an extra mile in every duty assigned to them. On whether there was a relationship between teachers' job satisfaction and students' academic performance. They responded that teachers who are satisfied with jobs will always give extra time with their jobs.

The challenges encountered in administration of the teachers' rewards included lack of sufficient funds to give monetary rewards, some teachers do not appreciate efforts to reward them, lack of elaborate reward schemes demotivate the teachers and teachers comparing what they get with colleagues from other schools. The recommendations given to school management was issuance of rewards based on merit, timely rewards, come up with activities that will motivate their teachers and allocate funds for the same. The teachers should work harder and show commitment in their work and post good performance. The TSC should consider promotions to higher groups based on merit and efforts put in the teachers rather than only consider promotions based on the number of years of service.

The TSC Officials were asked whether there are any major reward systems that have occurred in TSC in the last 5 years. They responded that they have increased teachers' pay and allowances through implementation of Collective Bargaining Agreements (CBA). They have also promoted of the secondary school teachers to higher job groups. They have also awarded principals with titles of Chief Principals and Senior Principals to those with exemplary performance. On whether there were representatives of teachers at all levels involved before arriving at the reward systems to be implemented, they responded that it depends with reward level of significance and that TSC usually has consultative meetings with teacher's representatives through unions.

The major challenges, which are encountered in the process of reward systems by the TSC was lack of consensus with all the stakeholders especially the union. In addition, the teachers' expectations and demand are often too high. The suggestion on improvement of on teachers' job satisfaction and motivation included more involvement of all stakeholders to deliberate and consult on ways of and mechanisms of motivating the teachers with the aim of increasing their job satisfaction.

The Ministry of Education Officials were asked on their opinion regarding reward systems in the secondary school in terms of adequacy is concerned. They mentioned that the Ministry of Education has adequately strived to address teacher's motivation. The mechanism used promote democratic values amongst teachers' in respect of the sharing of power, representation and participation was that teachers are at liberty to join national teachers unions of their choice. They

also encourage regular election in teachers' unions where they can raise their concerns. The suggestion on improvement of on teachers' job satisfaction and motivation was employment more teachers to enable teachers have manageable workloads and to increase annual leave and allowances.

5.0 Conclusions

Based on the findings, the study concluded that the teachers were not satisfied by the reward systems offered to them. These rewards involve the present salary, reward for exceptional performance in the secondary schools, the retirement benefit scheme for the employees and promotion of teachers. In addition, the study concluded that work environment and teachers job satisfaction in public secondary schools are positively and significantly related and thus the work environment of the public secondary schools plays a key role towards the satisfaction of the teachers.

The study concluded that an organization's reward systems should also be commensurate with the effort that each individual staff offers as well as be at par with the other firms of the same standard that operate in an economy. It was also concluded that performance-based rewards affect the performance of teachers in different ways and it was realized that performance based rewards motivate teachers and increases their performance, improve teachers' productivity and efficiency.

6.0 Recommendations

The study recommends an issuance of rewards based on merit, timely rewards, and come up with activities that will motivate their teachers and allocate funds for the same. The offer of rewards based on non-performance considerations should be done after a fair and accurate evaluation of its effects on the beneficiary.

Since, performance-based rewards improve the governance of schools by increasing the efficiency of resource allocation, the nature of performance-based rewarding systems in schools should be based on the essence of ensuring that teachers are looked at as the prime component of resource allocation and distribution where school administration becomes hierarchical and cooperation between school management and staff becomes furthered interdependently.

The teachers' employer should be trained and sensitized about the value of performance based rewarding systems. They should be made aware that pay motivates teachers to perform at their best. This means that to implement a performance-based scheme, administrators should not perceive the process as being expensive and time consuming, but rather, a necessity where performance-based financial incentives do not provide enough incentives for teachers to improve.

The TSC should consider promotions to higher job groups based on merit and efforts put in the teachers rather than only consider promotions based on the number of years of service.

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