

**PERFORMANCE BASED REWARDS TO TEACHERS IN
PRIVATE PRIMARY SCHOOLS IN KASARANI SUB-
COUNTY, NAIROBI COUNTY, KENYA**

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DECLARATION

This research project is my original work and has not been submitted for examination in any other university.

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This research project has been submitted for examination with my approval as the university supervisor.

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DEDICATION

I dedicate this study to my family whose love for education is invaluable.

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ABSTRACT

Performance based Rewards is an important element in performance. Its adoption is contributing to shifts in performance of teachers in private primary schools. The ever increasing rise in reward systems has attracted considerable controversy and opposition. Issues being questioned in this study include; the added value it brings to performance and indeed, whether it constitutes a drag on employee efficiency and whether it has enhanced professionalism in teaching as a career. This objective of this study was to determine the effect of performance based rewards to teachers in private primary schools in Kasarani sub-county. This study is of great importance to the government, the stakeholders in the ministry of education, school managers, teachers and other academicians. The study adopted a descriptive design approach. It explained the study phenomenon as it occurs. The target population for the study was 1716. These included: teachers and school Management: head teachers. Primary data was used in the study; Data was collected using a questionnaire. Both qualitative and quantitative data was used in addressing the research objective. The research questions have proven besides work environment and work life balance that seem to be improving, the other key factors attributable to high performance of teachers in primary private schools in Kasarani sub-county rates as per the study received mixed reaction from the respondent sample leading to the author conclusion that there could be other reasons other than what was tested in the study that influence the performance of teachers in schools. The study findings on performance based rewards to teachers performance in private primary schools in Kasarani Sub-county, Nairobi county, Kenya indicate a large discrepancy in measuring performance of teachers before and after the use of performance based rewards within the private schools in Kasarani sub-county. The strategies used in the adoption of new reward system plays a critical role on the success or failure of a school. In the case of private primary schools, they can integrate different strategies so as to ensure effective adoption of new or efficient use of performance based rewards. For instance, private primary schools could combine training of teachers with practical demonstration on use of technology. Employee empowerment practices such as capacity building and job rotation could increase teachers' level of understanding on different types of performance based rewards. Other scholars could also look at: The impact of school culture as a factor influencing teacher's performance and the impact of leadership style as a factor influencing teacher's performance.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

The success of any organization depends on the ability of managers to provide a motivating environment for its employees. Motivated employees are more productive, happier, and work in one organization for a longer period of time. By understanding the needs of employees, managers can understand what rewards to use to motivate them. Rewards are used to improve performance. Rewards can be monetary or non-monetary. Kelle (1999) says that non-monetary recognition can help to build feelings of satisfaction, self-motivation and employee retention.

Managers should be flexible to offer rewards at various levels matching with the different needs of employees that will excite them. It is not very easy for a manager to identify the different needs of employees in different levels of Maslow's hierarchy of needs, but rewards can be varied forms of non-monetary recognition for example: gift vouchers, day-offs, fancy parties and team building activities that will contribute to employee recognition programs and eventually high performance (Lynch, 2003). Managers should directly recognize and reward the performance of employees who do extremely well consistently. Sincere praise given in a timely manner with specific examples can also be a good way of recognition (Allen & Helms, 2002). Reward systems should be based on employee performance as opposed to seniority, favoritism or any other criterion. The employees should appreciate rewards that link them to good performance.

Armstrong (2001) says that reward encompasses value proposition that the employer offers to the employee. It includes: Compensation (base pay, short and long term incentives), benefits (health and retirement benefits) and career reward (training, development, promotion and career incentives). Other rewards may include financial rewards (fixed and variable pay) and employee benefits which comprise of total remuneration. It may also include non-monetary rewards for example recognition, praise, achievement, responsibility and professional growth. Employees perform often better when they feel valued by the organization (Armstrong & Murlis, 2007).

Employers have the opportunity to leverage the value of reward programs to provide solutions to the challenges affecting teachers, which will increase their performance and motivation. Some teachers in these schools have been rewarded on the basis of nepotism or other unclear grounds. It's upon such background that some teachers have relaxed in their performance while others are promoted due to pseudo performance. A reward strategy needs to be created to support the school's human capital strategy for increased performance amongst the teachers. This study will be based on employer's attitude towards performance. This is because reward can determine the performance of employees thus can motivate or de-motivate them. The rewards given to the teachers will affect the overall performance (Lawler, 2003)

Performance in Private Primary Schools in Kasarani Sub-county, Nairobi County depends on the motivation of teachers as reflected in the performance in both internal and external examinations. Teachers have influenced student's academic performance while playing a crucial role in education and translating the education policies into actions and principles based on practice during the interaction with the students. Both teaching and learning depends on the teacher and thus efficiency of the teacher produces the desired result (Lisa, 1997). Some schools reward the concerned teachers when students perform well which may not be the case with those teachers who did not teach that particular class that year, yet they also play a role in preparing candidates in lower classes for the final exams whereas other schools do not reward the teachers based on performance.

1.1.1 Concept of Rewards

Reward refers to that which increases the frequency of an employee's action for a desired outcome (Zigon, 1998). There are two types of rewards; primary rewards which satisfy basic physiological needs and secondary rewards which the person learns because do not head to job motivation. Reward system refers to policies that provide guidelines to remuneration practices in organizations. These programs are set up by a company to reward performance and motivate employees on individual and/or group levels (Brown & Perkins, 2007). They are normally considered separate from salary but may be monetary in nature or otherwise have a cost to the company. Numerous rewards systems operate within organizations, often used as a key management tool that can contribute to a firm's

effectiveness by influencing individual and group behavior (Childs & Suff, 2005). Reward is usually related to performance (Armstrong, 2006).

Rewards are also used as a bait to attract and retain skilled employees. Indeed it is very expensive to recruit in terms of cost and time involved. It is the interest of the companies to ensure very low turnover, if any for consistency in performance and confidence to the customers. Reward systems are one of the clearest ways leaders of an organization can send a message about what they consider important. People's behavior is influenced by the way they are measured and rewarded (Kasser, 2002). Reward systems also deliver other objectives such as legal compliance, labor cost control, perceived fairness towards employees and the enhancement of employee performance to achieve high levels of productivity and customer satisfaction. The design of these systems may include pay for individual performance, pay for individual development, rewards based on the performance of small groups or teams and finally rewards based on division or organizational performance (Stajkovic & Luthans, 2003).

1.1.2 Organizational Performance

Performance is the act of preparing or doing something successfully using knowledge.

Teacher motivation has become a vital aspect given their responsibility to impart knowledge and skills to learners. It is argued that satisfied teachers are more productive and can influence students' achievement (Mertler, 1992). Teachers' job performance is a concern of everybody in the society. In this respect, teacher performance connotes the teachers' task of teaching students in class and outside the class. The key aspects of teaching involve the use of instructional materials, teaching methods, regular assessment of students, making lesson plans, conduct of fieldwork, teacher's participation in sports, attending school assembly, mentorship and guidance and counseling.

Therefore, teacher job performance is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to students in and outside the classroom. Teacher performance in this study will be measured by regular and early reporting at school, participation in extra-curricular

activities, supervision of school activities, adequate teaching preparation (schemes of work, lesson plans), marking and general punctuality amongst others.

1.1.3 Performance Based Rewards

Performance based rewards refers to the reward given to an employee as a result of their performance. For purposes of this study, performance based rewards will refer to what a teacher earns or gets as a result of his /her performance despite his/her skillfulness, knowledge and level of education. The structure and allocation of rewards may affect the motivation of individual team members, and the inclusion of rewards is central to many models of work group effectiveness. McCollum (2001) says that there are three types of performance based rewards programmes commonly found in education systems. These are: merit pay which involves peculiar awards based on the student performance and classroom observation. The second type is knowledge and skill based compensation which involves rewards acquired because of academic qualification and demonstrated knowledge and skills believed to be able to increase students' performance (Odden, 2002). It provides clear guidelines on what is being evaluated. The third one is school based compensation which is group based and typically aligned to student's performance,

Traditionally, most reward and recognition programmes were vague and often given in response to a manager's perception of when an employee performed exceptionally well (Attwood, 2006). There were no set standards by which exceptional performance could be measured, and it could have meant anything from having a good attitude, assisting another department, or being consistently punctual. Current organizations understand the great gains derived by linking rewards, job satisfaction, motivation and performance to their business strategy (Blyth, 2008). Under this system, individual employees were paid according to the skills they brought to the job and not encouraged or rewarded for flexibility, judgment or working with others. Some have argued that these reward systems, based on traditional, bureaucratic models of organization have been overtaken by new organizational structures and work processes such as teamwork (Cameron & Pierce, 2000). These traditional reward systems are based on the principles of scientific management, which emphasize a functional division of labor, hierarchical differentiation in authority and direct standardization of work routines. Often, these types of reward

system do not reward and reinforce the kinds of behaviors required by teamwork. As such, there may be an incongruency between traditional reward systems and the requirements of emerging forms of organizations (Lawler, 1992), such as the lean model (Kuo& Chen, 2004).

In contrast with such individual reward systems, team-based rewards comprise systems in which a portion of individual pay is contingent on measurable group performance. Individual-based rewards, on the other hand, include incentive plans such as individual performance-related pay. Arguments for adopting team-based rewards include supporting team-based structures, fostering co-operation among team members, promoting team productivity and overcoming limitations of larger group-based plans such as gain sharing (Diener et.al, 2002). Lachance (2000) suggests that one of the most important factors to consider in designing pay systems for teams and work groups is the degree of task interdependence. That is, to what extent they are pooled (members work generally independently but combine their output), sequential (members perform tasks in a predetermined serial order), or reciprocal (doing the task requires a high level of interaction). He maintains that pooled interdependence calls for pay based on individual productivity, whereas sequential interdependence lends itself to team bonuses as a percentage of base pay (because base pay can reflect the differences in skill levels involved in the process).

Performance based reward systems have a long history in education particularly in the United States of America (Owen, 2003). They correspond to the employees' competencies and actual experiences. This is because employees will be rewarded on the basis of their contribution, skills and market worth. Owen, (2003) says that a number of countries have adopted pay for performance in order to modify the traditional salary scales. According to Deeprose, (1994), effective reward system enhances employee motivation and increases employee productivity all of which contribute to improved organizational performance.

Schools have begun to realize that a properly designed and a good reward for teachers enhances their performance, this is meant to improve the aligning the business strategy

with the organizational strategy for their human resource investment. This will yield positive results for the needs of employees in an organization are not static but keep changing (Lawler, 2003). Vroom's expectancy theory explains that in any given situation, the greater the number of employees (teachers), the greater the is the probability that extra effort will be exerted in attaining the set goals in the hope of getting desired rewards (Cole, 2004) efforts can lead to performance and appropriate rewards. With good performance based rewards, teachers can work harder and even competitively in anticipation of a good reward.

1.1.4 Private Primary Schools in Kasarani Sub-county, Nairobi City County

Employees in both public and private schools require varied reward programs so as to continually perform in the competitive society. Some of the Private primary schools in Kasarani have done so well as compared to the public school in the area. This has enabled Kasarani to be ranked as the best sub-county in terms of performance. This study will find out the rewards that are given to teachers in these schools that enhance better performance and retention of staff for consistency in performance.

It's also important to note that Kasarani sub- county has other private primary schools that have not been able to do well over the years. Some of these schools are in the slums and the parents may not be able to meet any other extra costs for rewarding the teachers. Such challenges have led to high turnover in such schools and thus low performance due to low morale amongst the teachers thus affecting the students. This study will try to find out the issues leading to high and low performance in different private primary schools in Kasarani sub-county.

1.2 Research Problem

In the past few years, there have been a considerable number of researches focusing on the relationship between performance based rewards and the performance of employees. Performance based rewards according to this study refers to what a teacher earns or gets as a result of his /her performance despite his/her skillfulness, knowledge and level of education. Performance based rewards have provided a competitive advantage as it varies from one institution to the other (Armstrong, 2002). Employers in private primary schools

in Kasarani Sub-County have not put up any standard measure upon which employees are rewarded. There has been decline in performance of students in Kenya Certificate of Primary Examinations. This could be attributed to low motivation amongst teachers. Some of them could be poorly rewarded as they earn a basic pay but may not be able to access other benefits like that of retirement and medical allowances. In some of these private schools, teachers are made to take up extra activities without any other extra reward and they feel de-motivated. Some of the teachers in these schools live in poor conditions and thus have a low self esteem, thus these teachers may have not been able to perform effectively and some of them end up taking up part time jobs like tutoring.

Scholars have done a lot of research on remuneration, teacher promotion and recognition, monetary rewards, individual and group based rewards but given less concentration to the performance based reward systems in private primary schools. Organizations that offer better rewards to employees are more inclined to attract world class employees who are dedicated, loyal and dependable. Scholars have ignored the pertinent issues that underpin economic effects of implications of performance based reward provisions in organization vis-à-vis equitable compensation. This study therefore, will attempt to address these gaps. Kirunda (2004) and Odden & Kelly (2002) have written about performance based rewards for teachers in private secondary schools in Kampala. Lynnette (2013) also wrote on the effects of institutional teacher reward systems on student's performance in Kenya Certificate of secondary Education in Rongo District. These studies established that there were challenges in administering non monetary rewards to teachers. They further established that there is need to investigate if benchmarking trips would enhance performance. Most of the studies done on performance based reward for teachers have been done in the context of Private Secondary Schools. These arguments are fueled by the competitiveness in the education sector. This study was a good chance for the researcher to bridge the knowledge gap and provide answers to the question: Does performance based rewards influence performance of teachers in Private Primary Schools in Kasarani, sub-county?

1.3 Research Objective

This study assessed performance based rewards for teachers in private primary schools in Kasarani Sub-county.

1.4 Value of the Study

The study provided knowledge useful in designing future staff reward system strategies, formulation of policies and a regulatory framework on implementing reward systems in the government institutions. The government and school policy makers can also use this research for comparative purposes since an understanding of the impact of performance based rewards on performance and job satisfaction will enable them come up with appropriate policies that encourages job satisfaction and fair reward systems and hence national growth and efficiency in different private and public institutions.

The study is significant to the stakeholders in the education system. It will enable the school managers to come up with proper performance reward system to increase the teacher's performance. The teachers on the other hand will benefit from these systems and hence perform well and feel satisfied with their jobs.

Researchers and scholars can use this information as a basis for future empirical and conceptual research, which would be helpful in refining and validating findings especially on other factors that could affect the teachers and students performance. The study will, moreover, provide foundation and material for further related research.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter reviews relevant literature to this research. It comprises of the theoretical review, compensation and performance based rewards practices.

2.2 Theoretical Foundation of the Study

This study was based on Victor Vroom's expectancy theory and Adams Stacy's Equity theory of motivation.

2.2.1 Vroom's Expectancy Theory

The formal framework of expectancy theory was developed by Victor Vroom (1964). This framework states that motivation plus the effort leads to performance, which is a good outcome. Expectancy theory explains that in any given situation, the greater the number and the variety of rewards that are available to the employees, the greater is the probability that extra effort will be exerted in attaining the set goals or targets in the hope of getting the desired rewards (Bodden, 2008). Cole (2004) agrees that Vroom focused on the factors involved in stimulating an individual to put an extra effort in doing something since this is the basis of motivation. According to expectancy theory, motivation is optimized when employees see reward satisfying their individual needs.

The outcomes are the consequences of behavior. This theory will help to understand how individuals are drawn to make decisions as regards to various behavioral alternatives and perceptual differences among people. It suggests that motivation is based on how much a person wants something and how he/she is likely to get it (Bodden, 2008). The motivational force of every individual is influenced by their expectancies and valences which all depend on a personal perception. According to this theory, three conditions must be met. These are: effort to performance expectancy must be greater than zero, performance to expectancy must be greater than zero and the sum of the valences for all relevant outcomes must be greater than zero. Vroom (1964) defines the anticipated satisfaction an individual hopes to get from the reward. Expectancy, instrumentality and

valence combine to create a driving force which motivates an individual to put in effort and achieve a level of performance to be rewarded in the end.

2.2.2 Equity Theory

The equity theory states that employees expect fairness when being rewarded for the work that they have done. This theory was developed from Herzberg job satisfaction theory and linked to the reward system by Adam Stacy. It essentially refers to an employee's subjective judgment about the fairness of the rewards he/she got in comparison with the inputs (efforts, time, education and experience) when compared with the other in the organization. The equity theory concerns everyone feelings and perceptions in the organization (Armstrong, 2001). Maicibi (2003) argues that employees expect rewards to be broadly proportional to their effort so as to give all the employees an equal chance of satisfaction.

Some employers' perceptions on performance based rewards could depend on political affiliations, circumstantial, office position, gender sensitivity or even personal relationship with that person (Maicibi, 2003). These are the factors which may lead to people being dissatisfied. There are two forms of equity; distributed equity, concerned with fairness in which people feel they are rewarded in accordance with their contribution and in comparison with others and Procedural equity, concerned with the perceptions employees have about fairness with which procedures in such areas as a performance appraisal, promotion and discipline are being operated. A good compensation package/rewards system should attract the right quality staff, retain and motivate them , should enable them to compete favorably within the job market and within the job sector of the economy, should be flexible to accommodate changes and should be socially acceptable to the organizations public – shareholders, government, customers and civil bodies (Armstrong, 2007).

2.3 Compensation

Chapman, (2002) says that compensation refers to all forms of pay or rewards going to employees and arising from their employment. Its main components are direct financial

payments which include wages, salaries, incentives, commission and bonus and indirect payments are paid in the form of financial benefits such as insurance. Equitable distribution of reward is desired by all employees in what seem to be an equitable manner. This means fairness among the organizations treatment to employees and fairness relative to what people get for doing a similar job in another organization. Organization theory has been proposed to explain what can happen when individuals perceive an imbalance between what they put in to a job and what they get (Friedman, 2006)

Gail (2004) defines a reward as anything that attracts the workers attention and stimulates him/her to work. Armstrong M. & Murlis (2004) describes reward as a financial incentive stimulates one to work in a desired direction. It consists of salaries and wages which influence the decisions of individual on putting an effort towards tasks performance. They are meant to satisfy needs which money can buy. The needs for clothing and shelter can be fully satisfied by money. Money is visible and measurable; it has a direct effect on the organization and its employees. Management may have to increase the salaries of employees to keep them in the organization. The management should provide competitive wages and salaries so as to attract and maintain good workforce.

Carrington (2008) also argues that if members of an organization are properly compensated. Workers will co-operate with the management and will contribute their maximum towards the goals of the enterprise. The rate of absenteeism among the workers will be low there will be increase in the quality and quantity of production. Wastage and scrap will be less; there will be good industrial results in the organization hence workers will tend to be as efficient as possible by improving upon their skills and knowledge for the benefits of the organization resulting to increases in productivity. Taylor's model of management tries to establish relationship between effort and reward. In his approach it is considered to be a function of the effort put in the standards set by management. Herzberg (1957) describes money as a means to provide satisfaction or hygiene factor physiological and safety needs to the employees. Hygiene factors include wages, and

salaries and other fringe benefits. The rest of these factors at a satisfactory level prevent job dissatisfaction.

According to Cole (2008), there are principle purposes of a payment policy in an organization; these include attracting sufficient and suitable employees, to retain employees who are satisfied and to reward employees for effort loyalty, experience and achievement. He argues that wages are paid so as to fulfill the legal obligation, to provide a fair reward to the employees, provide an incentive for employees the motivation reason and to keep with inflation and cushion the of living standards of employees. Performance related pay forms include: Individual performance related pay that is meant for any business, based on the achievement of individual objective or target team based pay for example bonuses related to team objectives or target, skill or competently based pay that is pay increased linked to acquiring relevant skill including the development of particular behavioral skills; profit related pay that is pay increased based on overall organization performance. Employees can also be rewarded with share ownership schemes where they are rewarded with shares in the business based on their performance (Armstrong, 2007).

Gail, (2008) says that employees' pay should be more than a means of satisfying their physical needs. It should provide a sense of recognition and determine their social status. He says that a sound wage policy should address itself to questions such as adequacy of wages, fairness and equity, working conditions and efforts, compensation against inflation and additional commitment of employees as he grows up to rear family.

Herzberg casts doubts on the effectiveness of money; he claims that while the lack of it can cause dissatisfaction, its provision does not result in lasting satisfaction. Money is directly or indirectly linked to satisfaction of many needs; basic needs for survival and security, if it's coming in regularly, it can satisfy self-esteem needs and status, according to Armstrong (2001). From their research in the 'affluent work; pay is the dominant factor in the choice of employer and considerations of pay seem most powerful in binding people to their present job. He also adds that money may be important factor in attracting people to organizations and one of the factors that will influence their retention. But if badly designed and managed pay systems can de-motivate (Armstrong, 2006).

Pay systems has to be perceived as being fair and equitable – the reward should be clearly related to effort or level of responsibility and people should not receive less money than they deserve compared with their fellow workers. He calls this ‘felt-fair principles’ (Molly, 2000) and Robert (1978) on their research on managerial decision making behavior suggests that a reward differential exist at each managerial level in an organization hierarchy first level supervisions receive the lowest managerial salaries, but salaries increase with each succeeding level in the organization, up through the CEO’s salary. The greater the hierarchy of the organization; the greater the reward/salary will be for the top level executives.

Cole (2002) explains that every employee has a strong feeling about the level of payment that is fair for the job. In most cases this is a rough personalized evaluation of what is appropriate. The employee who feels underpaid is likely to demonstrate the convention symptoms of withdrawal from the job, liking for another job, being careless, being late and even absent from work. While some employers use mainly financial incentives to retain staff, Mr. Wong believes this is not the best way to go about it, there are other range of other tools used to cultivate a contented workforce for example a healthy work-life balance, Fridays get-together immerse employees in a friendly working atmosphere, gifts, sponsored haircuts, free dinner, museum ticket or family tickets to cinemas. The organizations should also encourages employee to spend quality time with their families and friends by offering them worldwide hotel accommodations and privilege dining at a special employee rate

Howard et al, (2001), points out that the movement of workers to act in a desired manner has always consumed the thoughts of managers. They further stated that this goal has been reached through incentive programmes, corporate tasks and other types of conditional administrative policy. They insisted that instilling job satisfaction within a worker is a major fact if management expects optimal job performance from the workforce and consequent of objectives. However, the degree of satisfaction obtained by an individual largely depends on their own needs, expectation and working environment.

Worker involvement has a number of objectives or benefits which are economic, psychological, social and ethical. Economic benefits of workers, job satisfaction and consequent job performance therefore increases production due to cooperation between the subordinates and managements, which results in higher productivity (Hiroshi 2007).

Lawler, (1977), recommended that reward should be distributed based on the performance of the employee. The principle of paying for performance is so logical and so deeply instilled in our value system that few attack it like apple pie, motherhood, and the flag, the allocation of rewards, on the basis of performance is a revered concept in organizations. Performance is concerned with results, performance measurements; rewarding people in the organization based on performance, requires some agreed –upon criterion for defining performance.

2.4 Performance Based Rewards

When promotion prospect are tied to individual teacher's performance, then they feel extremely motivated to work harder and benefit from the accompanying promotion (Elfers, 2008). Researchers believe that it's fairer to promote and therefore motivate primary school teachers who perform well in their respective disciplines instead of paying all of the teachers equally with no regard to the level of performance. The researchers in this school of thought also claim that incentives and promotions based on the actual performance highlights the relationship between money spent on teachers and the results thus a lot of trust and support to the concerned schools(Supovitz, 2003).

Some researchers are however of contrary opinions, arguing against pegging career prospect on performance. They argue that reasonable and precise evaluations are no easy to obtain since performance can generally not be established objectively. They also say that unity and collaboration among teachers is diminishing as stiff competition is inculcated in teacher (Nelson, 2008). They therefore focus in criteria and academics resulting production of one sided students. Presently, close to half of third world countries have resorted to motivating their teachers in different ways. Czech Republic, England, Mexico, the Netherlands, Sweden and Turkey for instance reward and promote

teachers based on exceptional teaching performance. The salary increment is also largely based on performance of students rather than on teachers' position in base salary scale. In other countries like Czech Republic, Denmark, England, Estonia, Finland, Mexico, the Netherlands, Norway, Poland and the Slovak Republic, annual supplementary pay is based on the actual results delivery that is, the performance of student in exams (Elfers, 2008). In Austria, Chile, and the Czech however, only the supplementary subsidiary payments are based on teachers' academic performance.

On overall, no relationship has emerged between typical student performances in various countries and the application of performance based reward criteria. However, a very close relationship between overall teachers payment compared to average national income of various countries has been exhibited. Within countries that pay fairly low teachers' salaries (more than 15% of GDP), student performance has been found to be better when promotions and incentives are based on individual teacher performance (Nelson & Economy, 2005). On the other hand, in countries where schoolteachers are comparatively better paid (more than 15% of GDP), little effect is noticed when promotions and incentives are based on individual teachers performance.

Performance based rewards may be so difficult to administer basing on inaccurate evaluation of teachers in terms of the frequency of good performance thus creating a conflict between past programmes of individual based performance reward system to the current team based performance reward system which contributes to teacher motivation and efficiency of the teachers. The process of rewarding in terms of performance should be done consistently without prejudice and should vary from financial benefits to non financial incentives to enable it have an effect of the teacher's contribution towards the success of the schools and hence good performance and high retention of teachers because of being satisfied with their jobs.

2.4.1 Monetary Rewards

For a group based reward to provide a direct incentive effect, the employee to whom the rewards are promised has to believe that they can influence the performance on which the rewards are based on to a significant extent (Zemke, Raines, & Filip czak, 1999).

Achieving something as part of a group usually strengthens the ties between co-workers. However, if someone has been part of the group without contributing in the same way as the rest, this usually creates great dissatisfaction among the rest, and teaches employees that they get rewards without input. In organizations, it is not possible for an individual to carry out a task alone but through the task-completing-process where the organization engages different people at a go. In these cases, a group-based reward is preferable since everyone has “pulled their weight”, although it is hard to see the individual impact (Dawler, Andrews, & Bucklew, 2008). Individual-based rewards often lead to sub-optimization. When introducing an individual-based reward system, employees tend to concentrate on their own performance instead of the company’s performance as a whole. Asking co-workers and managers for help is suddenly something one would think twice about, as one might need to share a future reward if they perform exceptionally. This leads to tasks fulfilled with a good result, instead of a better result that might have sprung from collaboration with co-workers, more competent to the task or parts of the task, hence sub-optimization.

However, an individual-based reward creates the greatest motivation and larger incentives for the individual. Increasing the responsibility for an employee usually tends to also increase motivation (Dawler, 2008). This is because increased responsibility makes the employee feel more appreciated and skillful. When in a group, people learn from each other, creating more and more positive actions, and also gets more effective. Rewarding a group using a monetary reward often creates an intrinsic reward for the group-members, as they feel satisfied belonging to a group that has performed something extraordinary. There is also a possibility to combine these two kinds of rewards. This can be done by basing the total reward on group performance, and the individuals’ shares of this reward on individual performance (Kaplan & Atkinson, 1998).

2.4.2 Non-Monetary Rewards

Non-financial rewards does not involve payment of cash to the employee though the employer incurs cost to provide them-though they do not improve employees financial position but they make his/her life better and more attractive in terms of convenience and

uplifts the status symbol. Herzberg theory calls them “satisfiers” while Maslow’s theory calls them “esteem needs” (Gail, 2004)

Brown, (2001) talks about aligning reward practices with both business goals and employee values. Armstrong, (2006) says that the philosophy of rewards management is about investing in the human capital from which a reasonable return is required, and then it’s proper to reward people differently according to their contribution. Reward management adopts a total rewards approach which emphasize on the important aspects of rewards as a coherent whole that is integrated with both HR initiatives designed to achieve the motivation, commitment and development of employees. Howard, (2003) points out that the movement of workers to act in a desired manner as always consumed the thought of managers. He further states that this goal has been reached through incentive programs, corporate tasks and other types of conditional administrative policy. Instilling job satisfaction amongst the workers is paramount if management expects optimal job performance from the workforce and consequent achievement of objective. However, the degree satisfaction by an individual largely depends on their own needs, expectation and work environment.

Motivational behavior arises from the perceived value placed by an individual on activity especially in terms of benefits that are expected from that activity. It’s therefore evident that effectiveness and efficiency of employees at work greatly depends on the expected remuneration and other benefits that serve as motivators. The equity theory suggests that people are not interested in rewards, but also in the competitive nature of rewards in a work context as compared to those available in the peer organizations (Bates, 2005). The goals of compensation in administration is to design the lowest cost pay structure that will attract, motivate and retain competent employees and thus also will be perceived s fair by those employees.

2.4.3 Recognition

According to Armstrong, *et al* (2004), organizations begin to understand that majority of employees are not motivated by money, some are seeking alternatives ways to motivate and encourage employers. For most employees money is not the prime motivator in

employment. Appropriate recognition contributes towards both job satisfaction and a feeling of accomplishment. A relevant study into recruitment and retention in the public sector found that the feeling of being valued was an important factor in people decisions to stay or leave a job. Employees need to be valued by external stake holders such as government, citizens and the media rather than simply by the managers. Recognition schemes may be formal or informal, financial or non-financial. The most important aspect is that the recognition is meaningful to the individual recipient and colleagues as this is how it will positively impact on motivation (Friedman, 2006).

Day to day recognition is private , non financial and takes place on a day basis .This is through the normal process of good management giving genuine positive feedback to individuals , teams or groups of employees for work well done , either orally or in short notes. This costs nothing but encourages people and should be done frequently, not just as part of annual performance review process. Recognition of employees should be a natural part of the routine of work not the subject of a scheme, process or a system. It should be the part of the organizational culture. Informal recognition, involve some form of public recognition such as through an intranet, house journal, notice board or verbally to an employee. This approach tells everyone about particular achievement or effective contributions (Armstrong, 1992).Formal recognition are highly structured schemes with fewer higher value reward schemes which provide individuals with tangible means of recognition in the form of gifts , voucher, holidays or trips ,days or weekends at the SPA or meals out. Recognition should have a timing element. It must occur when the performance is still fresh in the mind. If high performance continues recognition should be frequent but cautiously timed so that it doesn't become automatic (Armstrong, 2007).Like rewards the method of recognition needs to be appropriate for the achievement. This also ensures that those actions which go furthest in supporting co-operation goals receive the most attention (Molly, 2000).

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains research design, population, sampling design, data collection instruments, data collection procedures and data analysis.

3.2 Research Design

This study used a descriptive cross-sectional survey design. The choice of a descriptive study is appropriate for the study because different categories of employees will be used and it will provide an in-depth analysis of the situation through qualitative methods of data collection such as interviews.

3.3 Population of the Study

The focus of this study was all the 1612 teachers drawn from the 124 Private Primary Schools in Kasarani Sub-County as indicated in Appendix 2. Further, the 124 school head teachers were considered as appropriate respondents due to their role in management of schools under scrutiny.

3.4 Sample Design

Stratified random sampling technique was used in this study. This procedure is preferred since the entire target population has an equal chance of being selected. Stratified random sampling method ensured the inclusion of small groups which otherwise could have been omitted by other sampling methods, thus the population was divided into the following strata and a 10% sample of the population was taken as illustrated in Table 3.1.

Table 3.1: Sample Size

Population Category	Target Population	Sample Size	Percentage of the sample size
Head teachers	124	12	7%
Teachers	1612	161	93%
Total	1736	173	100%

3.5 Data Collection

The study utilized primary data. Primary data refers to the data collected first hand by the researcher in the population of study. Primary data was collected by the use of semi structured questionnaires. The questionnaires were administered using the drop and pick method.

3.6 Data Analysis

The data collected from the respondents was analyzed both by use of descriptive statistics comprising of frequencies, mean scores, standard deviations and percentages. The results are presented by use of pie charts, tables and graphs.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND INTERPRETATION

4.1 Introduction

This chapter covers the response rate, demographic characteristics of the respondents and performance based rewards to teachers in private primary schools in kasarani sub-county, Nairobi City County, Kenya.

4.2 Response Rate

A total of 145 individuals responded to the survey representing 84% of the total sample population of 173 individuals from a population of 1,736 teachers (see table 1 above for the breakdown). 84% is considered adequate for reliable findings.78% were completed by teachers and 6% of responses by management. However, 16% of the total respondents either did not complete or partly completed the questionnaire and their responses have been omitted from the results presented herein.

4.3 Demographic Characteristics of the respondents

This section includes: Gender of respondents, highest level of education, and duration of employment and age group of the respondents.

4.3.1 Gender of the respondents

The gender distributions for the 145 total respondents were 60% female while 40% were male. The illustration is as presented in Figure 4.1 below.

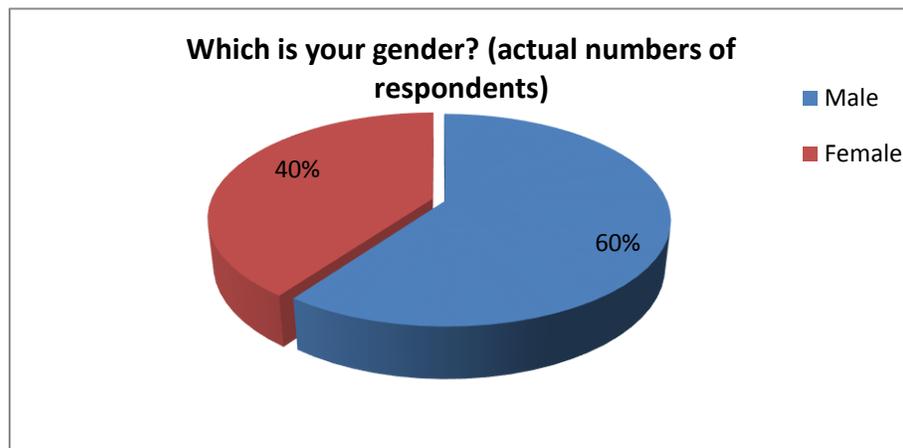


Figure 4.1: Respondent representation by Gender

4.3.2 Highest Level of Education

The highest level of education of the respondents was as follow: postgraduate 17%, degree holders 49%, diploma holders 29% and certificate holders were 5% of the respondents. Figure 4.2 below shows the distribution by the level of education.

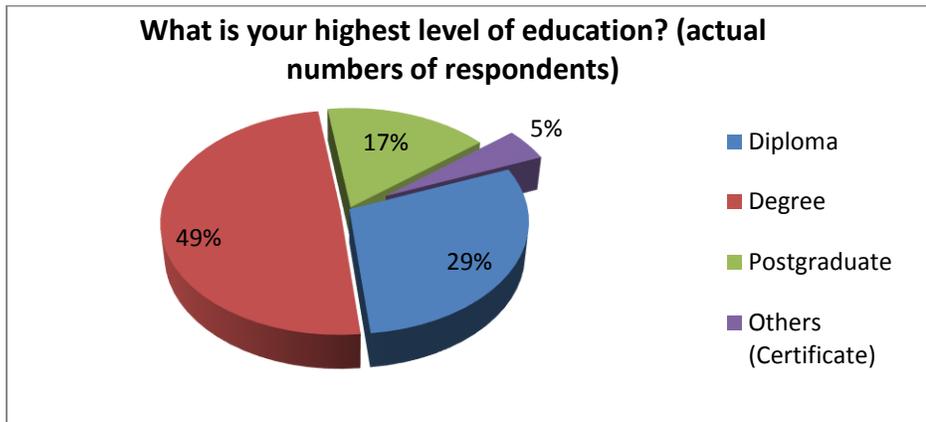


Figure 4.2: Respondent representation by the highest level of education

4.3.3 Age Group of the respondents

Majority of the respondents ranged between the age of 20 and 40 years representing 75% while 10% were those in 41 years and above. The bar chart presented below in Figure 4.3 shows the age range of actual respondents.

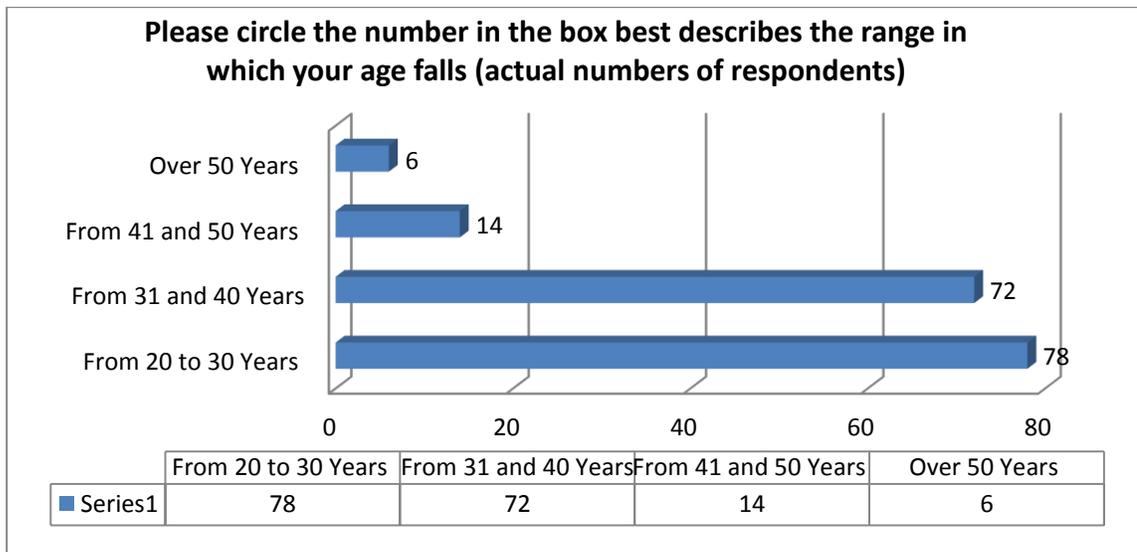


Figure 4.3: Age Group of the respondents

4.3.4 Duration of Employment of the Respondents in Their Current Station

57% of the respondents had worked for about 6-10 years in their current stations, 29% of the respondents had worked for a period between 1-5 years, and 10% had been in their stations for less than 1 year while 4 % of the respondents had been in their current station for more than 10 years. The doughnut chart presented below in Figure 4.4 shows the duration of time respondents had been in their current school. The figure is indicative of the high retention percentage of respondents in the schools.

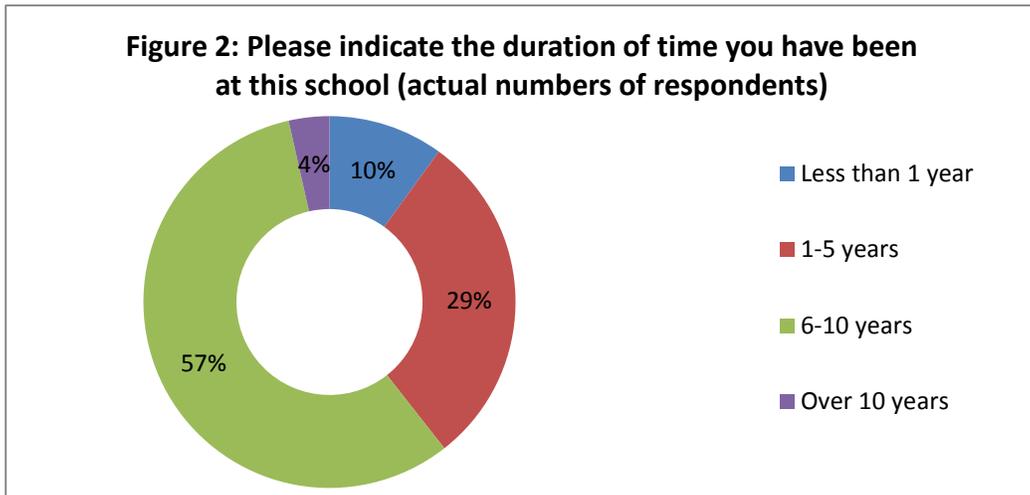


Figure 4.4: Respondent representation by duration of employment

4.4 Performance Based Rewards

The results of the influence of performance based rewards on teachers in private primary schools in kasarani sub-county; Nairobi City County indicated that both monetary and non-monetary rewards had an influence on performance of teachers. The performance based rewards that were being scrutinized included: Group/ individual based incentives, annual bonuses, gift vouchers, free lunches and coupons, recognition and promotion, supplemental pay , insurance benefits, retirement benefits, employees' benefits and sustainability of compensation programmes in the schools.

4.4.1 Group and Individual incentives

60% of the respondents indicated that various schools offers performance based rewards on merit whereas 40% of the respondents were of a different opinion. Further, 30% of the respondents indicated that incentives were given to groups based on their performance whereas 70% indicated that groups were not given opportunities to be rewarded together. The study deduced that individual based rewards were common in most schools and they had a lot of effect on the performance of individual teachers.

4.4.2 Annual Bonuses

The study found out that 10% of the respondents indicated that they were given annual bonuses at the end of the year while 90% of the respondents indicated that they were not given an annual bonus. Further, 65% of the respondents indicated that that they received gain sharing plan on improvement against 35 % who indicated that they had not received any gain sharing plan. It's concluded that most schools do not give annual bonuses but instead give gain plan sharing to teachers in order to recognize an outstanding performance with a minimum number of employees.

4.4.3 Gift Vouchers

70% of the respondents indicated that they had received gift vouchers from their schools to various supermarkets to pick on items of their choice, whereas 30% had not received any gift vouchers. 10% of the respondents indicated that they had been given paid lunches outside their workstation and get away trips as compared to 90% of the respondents who had not received any of the free coupons. It is noted that those teachers who had either received gift vouchers or get away trips and free lunches performed much better as compared to those that had not received any performance based reward.

4.4.4 Recognition and Promotion

80% of the respondents indicated that they had been recognized because of their good performance while 20% had not been recognized. 25% of the respondents also indicated that their schools promoted individuals on the basis of good performance whereas 75% reported that their schools had not promoted teachers on the basis of performance. It's very important to note that recognition of teachers in parades or annual general meetings either by a word of mouth or by issuing a certificate went a long way in motivating them

so as to continually do well in their provision of services. However, it was found out that a few school promotes in the basis of good performance, this could be attributed to the fact that most private schools are headed by the owners who may not want to hand over leadership positions in the schools to other people who are not from their family.

4.4.5 Supplemental Pay

90% of the respondents indicated that they get supplemental pay against 10% respondents who indicated that their employers did not give them a supplemental pay. Further 30% of respondents indicated that their schools gave a severance pay against 70% whose schools didn't give a severance pay. It's noted with a lot of interest that supplemental and severance pay act as a performance based reward. Some schools do not pay for days that an employee is on leave, vacation or sick. But a school that offers a pay for days not worked for has teachers who are motivated to work hard and improve their performance. A lot of schools do not afford to give a severance pay particularly because most of the teachers do not give an early notice of their intention to leave the school. But for those who have worked in the schools for long enough, the concerned school gives a lump sum amount or a fraction of salary continuation over a period of time on humanitarian grounds and good public relations.

4.4.6 Insurance Benefits

32% of the respondents indicated that their schools provide a fund for workers compensation during injury while 68% indicated that their schools didn't have such an allocation. 15% of the respondents indicated that their schools provided health, hospitalization and life insurance as compared to 75% of the respondents who worked in schools that did not have such a reward. The researcher found out that teachers working in schools that provided funds for compensating injured workers particularly teachers who get injured when training physical education performed better as compared to those without the facility. Schools that have medical insurance covers have a high ability in staff retention as compared to those without and the increment in terms of the total amount of the medical cover depends on the performance of a teacher hence is a good performance based reward.

4.4.7 Retirement Benefits

95% of the respondents indicated that their employers deducted contributed their statutory compensation to national social security fund directly as compared to 5% respondents who were either supposed to take it as their own initiative or not save for their retirement at all. Further 5% of the respondents indicated that their schools had pension plans whereas 95% did not access any pension plan in their schools.

It's noted that most schools do not use retirement benefits as one of their performance based rewards because its costly and a long term investment which may not be viable because most teachers in private primarily schools leave for other greener pastures as soon as they get opportunities.

4.4.8 Employee Services

98% of the respondents indicated that their schools provide them with other extra employee services for example food at their place of work, free transport to and from work and even free education for their children. Only 2% of the respondents indicated that they did not receive such a service. 12% of the respondents also indicated that their schools provided family welfare programmes for example counseling services and recreational opportunities against 88% who had not received such programmes in their schools.

These extra employee services had been adopted by various schools especially with the issue of time consciousness, that the school management are sensitive of every minute that has to be utilized by the teachers. Other services like recreation had not been keenly attended to in so many private primary schools in Kasarani sub-county.

4.4.9 Sustainability of Compensation

38% of the respondents indicated that the rewards given in their schools were sustainable whereas 62% indicated that the performance based rewards were not sustainable. 22% of the respondents indicated that the performance based reward given to them reflected the prevailing market conditions as compared to 78% who had a different opinion.

The performance based rewards given in schools seem to be unsustainable due to varied tastes and preferences, inflation and the cost of living. For teachers to be given more

performance based rewards, the schools have to impose more taxes on the parents who may not really be able to pay extra fees for their children. The rewards do not reflect the prevailing economic market conditions due to the fact that there are a lot of other issues that may affect performance based rewards.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides summary of research findings, conclusion, recommendations for policy, limitations of the study and recommendations for further studies.

5.2 Summary of Findings

The study findings on performance based rewards to teachers in private primary schools in Kasarani Sub-county, Nairobi city county, Kenya indicate a large discrepancy in performance and retention of teachers. A few schools have adopted a few performance based rewards that have greatly influenced performance. This research has demonstrated that there are some good affordable performance based rewards that can be adopted by different schools. A lot is yet to be done as far as performance based rewards is concerned so that teachers needs' can be attended to holistically and hence make them perform better and efficiently. From the research it is evident that private primary schools have very few performance based rewards for teachers.

The findings showed that different institutions have adopted different performance based rewards in various dimensions such as monetary and non- monetary. The findings are in line with Lynette (2013) in her study 'The effect of institutional reward systems on the performance of students in Rongo district, a case study' which showed reduced student's performance for lack of rewards to their teachers. The researcher revealed that cumulative rewards yielded higher performance of students in the long run.

The study found that every learning organization culture should supports continuous employee motivation: a system that allows one to learn from experience and appreciating and valuing employee's contributions. The findings are also in line with Owen (2004) that performance based rewards are essential for people to continually expand their capacity to create the results they truly desire. The study findings established the effect of performance based rewards as having the following characteristics exhibited by

organizations: system thinking, personal mastery, mental modeling, building shared vision and team learning for continuous and excellent performance.

However, the validity of this study is limited by the strength and reach of the sample interviewed. More teachers as compared to school managers were interviewed. The survey outputs are limited because of the small sample size and because their viewpoints are very personal with no checks applied to them. Whilst this research has identified that there are issues with organization culture and leadership style within different private primary schools in Kasarani sub-county that also influence performance of teachers, it is not strictly possible to answer the question as to whether or not we should be concerned. This is because the survey does not clearly identify whether its lack of understanding of employees by management or lack of appreciation that determine performance.

5.3 Conclusion

This research has explored some of the performance based rewards for teachers in Private primary schools in Kasarani sub-county, Nairobi City County, Kenya. The results of the research draws a lot of desire to know the effects of more use of performance based rewards on teachers' performance. The study established that there was a declining trend in performance of teachers in private primary schools in Kasarani Sub-county after some schools adopted the use of performance based rewards in a few schools for only those teachers teaching specific subjects. However, a key finding of this research is that influences of performance can arise at multiple levels and not necessarily based on extrinsic factors but also intrinsic factors. This study therefore appears to raise more concerns on the ideal performance based that can be used by private primary schools and the sustainability of the same. Employees play a critical role in the success of an organization. While most private schools indicated to have used performance based reward to motivate, educate, empower and motivate teachers; the study has not established the extent to which training programmes enhance employee effectiveness in the quest for improving performance and productivity of teachers. The author is satisfied that this study serves as a sound high level introduction to any further research on issues related to teachers performance.

5.4 Recommendations

After the completion of this study, performance based rewards to teacher's in private primary schools in Kaarani Sub-county, Nairobi city county, Kenya: The following policy recommendations were made; Performance based rewards like any other rewards are not static, they keep on changing: which eventually could lead to decreased efficiency and even redundancy of teachers' performance therefore compromising the core objective in which performance based rewards were adopted. In order to continue enhancing the efficiency teachers, it is important for managers of private primary schools to continuously adopt new or upgrade the existing performance based reward systems.

The strategies used in the adoption of new performance based reward system plays a critical role on the success or failure of a school. In the case private primary schools, they can integrate different strategies so as to ensure effective adoption of new or efficient use of performance based rewards. For instance, private primary schools could combine continuous training of teachers on new technology and use of tangible performance based rewards. Employee empowerment practices such as capacity building and job rotation could increase teachers' performance. Other scholars could also look at: The impact of school culture as a factor influencing teacher's performance and the impact of leadership style as a factor influencing teacher's performance

5.5 Limitations of the Study

The study was limited to Private primary schools in Kasarani District and the extent to which performance based rewards affects the performance of teachers. Thus the information provided in this study was limited to the private primary schools and not all the schools in Kasarani Sub-county. The researcher used primary which was limited to the extent of experience and the understanding of the interviewee about the subject matter. The secondary data used in this study was earlier documented and collected for different reasons from which the researcher undertook this study. The study constructs in the secondary data was collected and categorised differently from how the researcher could have done it. The secondary data was limited to the extent of reliability and validity achieved during the data collection process, this is because the researcher did not

participate in the planning and execution of the data collection process. It was therefore impossible for the researcher to take into account all aspects of validating the process used in the collection of secondary data.

Another key limitation of the research was proving that performance based rewards were contributing to good performance of teachers which may not be truly reflective of reward practices hence the potential for some discrepancies. This however, is indicative of the fact that the study objective was partly approved and demands for further studies were noted to provide more highlights on the same.

5.6 Suggestion for Further Studies

While the strategies used in rewarding the performance of teachers could have a significant influence on the performance of teachers, it is important that a further study be carried out on the factors affecting the efficiency of teachers at both public and secondary Schools in Kasarani subcounty and other subcounties in Nairobi city county.

A further study should therefore be carried out to examine the relationship between teacher training and their performance in schools. Despite the introduction of performance based rewards in schools, it is notable from the literature findings that there exists malpractices that compromise the objectives of rewards. It is therefore important to examine the challenges affecting the use of performance based rewards in the quest to readdress the professional practices that arise from malpractices and lack of performance based rewards in schools.

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Appendix 1: Questionnaire

PART A: DEMOGRAPHIC DATA

1. Tick the category of respondent that you fall in.
Management (Head /deputy head teacher) []
Teacher []
2. Which is your gender?
Male () Female ()
3. What is your highest level of education?
Postgraduate ()
Degree ()
Diploma ()
Others (specify)
4. Please circle the number in the box best describes the range in which your age falls

Range In Years	Please tick One
Below 20 Years	[]
Between 20 to 30 Years	[]
Between 30 and 40 Years	[]
Between 40 and 50 Years	[]
Over 50 Years	[]
5. Please indicate the duration of time you have been working at this school
(Tick as applicable)

Less than 1 year	[]	6-10 years	[]
1-5 years	[]	Over 10 years	[]
6. How long do you anticipate it will take you to be promoted?
Immediately []
Within 1 year []
1 - 3 years []
3 or more years []
I do not anticipate a promotion with this school []

PART B: PERFORMANCE BASED REWARDS

The following are some of the performance based rewards available in different organizations. Indicate the performance based rewards that contribute to good performance in your school. Kindly put a tick (✓) on the YES/NO answer.

GROUP/INDIVIDUAL INCENTIVES	YES	NO
This school gives employees individual rewards on merit		
Gives teachers challenges and opportunities to learn and reward those who do well as a group		

ANNUAL BONUSES	YES	NO
This school gives annual bonuses to teachers at the end of the year		
Gives gain sharing plan to teachers whose subjects have improved		

GIFT VOUCHERS	YES	NO
This school gives gift vouchers to teachers to get a few items of their choice from the supermarkets when results are released		
This school takes teachers for paid team building and get away parties within or outside the country when good results are posted		

RECOGNITION AND PROMOTION	YES	NO
This school recognize and reward teachers with outstanding performance		
Promotes teachers on the basis of performance		

SUPPLEMENTAL PAY	YES	NO
Teachers are paid for time not worked e.g. sick leave and vacation pay		
Provides a severance pay when an employee has been terminated		

INSURANCE BENEFITS	YES	NO
This school allocates some funds for worker compensation		
Provides health, hospitalization and life insurance		

RETIREMENT BENEFITS	YES	NO
This school makes statutory contributions to National social security Fund for employees retirement benefit		
Provides pension plans for teachers		

EMPLOYEE SERVICES	YES	NO
This school offers personal services e.g. subsidized transport, food services and school fees for the children of teachers in the school		
This school gives family welfare programs e.g. educational loans and social and recreational programmes for teachers and their families		

COMPENSATION	YES	NO
Performance based rewards are sustainable in this school		
This school reward system reflects the prevailing economic conditions		

THANK YOU FOR YOUR PARTICIPATION

Appendix 2: List of schools

	Name Of School	Total Enrolment	Number Of Teachers	Location
1	Mogra Star Academy Pri	840	50	Ruaraka
2	Babadogo Catholic PriSch	748	45	Kariobangi
3	Genesis Shilphen - Pri	612	36	Kariobangi
4	Ruaraka Academy - Pri	591	35	Roysambu
5	Marion Academy	586	34	Kahawa
6	St. Marys School Ruaraka	550	32	Roysambu
7	Green Cottage Academy - Pri	531	31	Kahawa
8	St. Florencen Academy Pri	528	30	Githurai
9	Rosa Mystica Academy	500	30	Ruaraka
10	Thika Road Christian School - Pri	450	26	Roysambu
11	Kings Junior Primary School Pri	444	26	Kariobangi
12	Mt Laverna Academy PriSch	415	24	Kasarani
13	St. Benedict's PriSch	413	24	Roysambu
14	Cornerstone Academy - Pri	398	23	Githurai
15	Sportsview St Marys Academy	378	22	Kasarani
16	Compassionate Academy - Pri	377	22	Githurai
17	Glory SchsKorogochoPri	375	22	Korogocho
18	St. Louis Academy-Pri	369	21	Kasarani
19	Nyawai Academy - Pri	366	21	Kasarani
20	St. Scholastica's Academy- PriSch	358	21	Roysambu
21	Church Rd Ed Center PriSch	337	19	Korogocho
22	Mawira Youth & Informal Centre - Pri	326	18	Kasarani
23	Amito Junior SchPri	325	18	Ruaraka
24	Grapesyard Self Help Group PriSch	324	18	Korogocho
25	CasoUpendo Academy	321	18	Ruaraka
26	Vendramini Education Center	321	18	Kahawa
27	NovenNur&Comm Youth Center Pri	306	17	Kariobangi
28	DonokoKariobangiPriSch	303	17	Kariobangi
29	Mercy Care Centre PriSch	302	17	Ruaraka
30	Mercury Junior Academy Pri	295	17	Ruaraka
31	Ivy Pri. Sch	289	17	Githurai
32	Riverside Academy Pri	289	16	Kariobangi
33	Precious Kids Sch	289	16	Ruaraka
34	Rehema Daycare And Orphans Center PriSch	282	16	Korogocho
35	New Starlight Academy Pri	282	16	Korogocho
36	Queenrose Daycare PriSch	272	16	Ruaraka

37	Wonderland IntergratedSch - Pri	263	15	Githurai
38	Casoupendo Academy	263	15	Ruaraka
39	Kahawa Baptist PriSch	263	15	Kahawa
40	Kasarani Victory Academy - Pri	254	14	Ruaraka
41	Bigpen Academy	251	14	Korogocho
42	St Michaels PriSch	244	14	Korogocho
43	Future Kids Academy Pri	235	13	Ruaraka
44	Global Academy-Pri.	235	13	Kasarani
45	Linet Academy Pri	234	13	Kasarani
46	Solidarity Child Rescue Sch	216	12	Kasarani
47	Lawna Academy - Pri	214	12	Kasarani
48	Glorious Vision School Pri	210	12	Kasarani
49	WatotoWetu Center Pri	209	12	Kariobangi
50	Jehaca Academy - Pri	205	12	Kasarani
51	Sasimu Jnr Academy - Pri	205	12	Kasarani
52	Beautykid School - Pri	200	11	Kasarani
53	Clara Academy Pri	198	11	Kariobangi
54	Murura Baptist PriSch	196	11	Kariobangi
55	Providence Academy - Pri	195	11	Kasarani
56	Action Child Centre - Pri	190	11	Ruaraka
57	Gladys Junior Academy - Pri	188	11	Githurai
58	Birds Of Hope PriSch	182	10	Kariobangi
59	St Priscas Academy	179	10	Korogocho
60	Emmaus Ed Center Pri	178	10	Kariobangi
61	Kens Nurs&Sch - Pri	177	10	Ruaraka
62	Lucy Shamir Junior Sch - Pri	174	10	Kariobangi
63	Three Stars Academy - Pri	173	10	Kahawa
64	Exodus Junior PriSch	172	10	Kasarani
65	Green Angels Academy - Pri	170	10	Githurai
66	Kiriwa Road Sch - Pri	169	10	Kasarani
67	Breclares Rehab. Centre - Pri	166	9	Ruaraka
68	Evangel PriSch	161	9	Kariobangi
69	Mirema School - Pri	160	9	Roysambu
70	Charriots Academy - Pri	160	9	Githurai
71	Mawamu Prep Sch - Pri	159	9	Ruaraka
72	Excellent Child Care Centre -Pri	159	9	Ruaraka
73	KariobangiPagPriSch	158	9	Kariobangi
74	Wankan Academy - Pri	157	9	Githurai
75	Beadom School - Pri	154	9	Kasarani

76	Penikeva Academy	153	9	Ruaraka
77	Kingstar Academy Pri	151	9	Kahawa
78	Demolly Centre - Pri	149	8	Ruaraka
79	True Grace SchPriSch	148	8	Kariobangi
80	ThomeShephard School - Pri	146	8	Roysambu
81	Tehillah Children Center Pri	146	8	Kariobangi
82	Tiba Junior Academy Pri	139	8	Kariobangi
83	Precious Christian Union PriSch	135	7	Korogocho
84	Totos Academy -Pri	135	7	Githurai
85	Pride Nairobi Sch	134	7	Baba Dogo
86	St Stephens Vb Orphans And Educational Centre Pri	134	7	Korogocho
87	Lighthouse Grace Academy	134	7	Ruaraka
88	ElimuPriSch	129	7	Kariobangi
89	Grogan Informal Ed Center PriSch	127	7	Korogocho
90	Elite Zimmerman Centre Pri Sch.	125	7	Githurai
91	Savyo Bells Academy Pri	125	7	Kariobangi
92	ChitegemeePriSch	123	7	Korogocho
93	Brethren Assembly Academy	122	7	Ruaraka
94	Classmax Academy - Pri	122	7	Kasarani
95	Chariots Educational Centre - Pri	121	7	Kasarani
96	St. Stephen Catholic Pri	119	7	Ruaraka
97	Reby Peter Memorial Academy	119	7	Kahawa
98	Star Of Hope Academy - Pri	118	7	Ruaraka
99	Garden Estatate Academy Pri	117	7	Roysambu
100	Kiwanja Bright Star PriSch	116	7	Kahawa
101	Mary Queen Catholic Sch - Pri	116	7	Githurai
102	Brainhouse Academy - Pri	116	7	Ruaraka
103	Happy Times Academy Pri	115	7	Ruaraka
104	Benray Junior Academy	112	7	Kariobangi
105	Roreen Junior Sch - Pri	112	7	Kasarani
106	Six To Six Babycare Home & Academy	109	6	Kariobangi
107	NyotaEdcCntr	109	6	Kariobangi
108	The Mount Kenya Prep Sch	107	6	Kariobangi
109	MefagChildrens Center Pri	106	6	Ruaraka
110	MarcesPri School	105	6	Githurai
111	Exeter Academy Complex - Pri	104	6	Kasarani
112	Immaculate Education Centre - Pri	104	6	Utali
113	Promised land Jitegemee Pri Sch	102	6	Korogocho
114	Jojo Junior SchPri	100	6	Utalii

115	Gospel Assembly Christian Academy	100	6	Roysambu
116	Myto Jnr Academy - Pri	100	6	Ruaraka
117	Robins Academy Pri	96	6	Githurai
118	La Verne Primary School	93	6	Roysambu
119	Deligent Education Centre Pri Sch.	91	6	Kariobangi
120	Highridge Baptist Academy Pri	89	5	Korogocho
121	Nairobi Slums SchPrj. (Topmark Jnr Academy)	89	5	Baba Dogo
122	St. Sylvia Jnr Academy - Pri	86	5	Ruaraka
123	Arise And Shine Primary	86	5	Kariobangi
124	Red Roses Academy	86	5	Githurai
		28088	1612	

Appendix 3: Introduction letter

CHEBET JUDITH,
P.O Box 6847-00200,
NAIROBI, KENYA.
21ST AUG, 2015

THE COUNTY DIRECTOR OF EDUCATION,
KASARANI SUB-COUNTY,
NAIROBI.

Dear Sir/Madam

RE: REQUEST FOR EDUCATIONAL DATA

I am a student at the University of Nairobi pursuing a Masters of Business Administration degree. I am currently in the process of writing my research proposal. I intend to carry out a study on **“Performance Based Rewards to Teacher’s performance in Private Primary Schools in Kasarani Sub-county, Nairobi County, Kenya.”**

I am writing to request for valuable data and information that will be key in the development of the proposal. This include

- i. The number of Private Primary Schools in Kasarani sub-county
- ii. The number of teachers per school
- iii. The KCSE performance of both Public and Private Primary Schools for the last 5 years

It is my great hope that you will consider my humble request. The information being sought is purely for academic purposes and will be treated as such.

Yours faithfully

CHEBET JUDITH

D61/76121/2012