

**INFLUENCE OF TEACHER REWARD SYSTEM ON EMPLOYEES
OUTPUT: A CASE OF PUBLIC PRIMARY SCHOOLS, TURBO
DIVISION, UASIN GISHU COUNTY, KENYA**

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DECLARATION

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DEDICATION

I dedicate this work to my husband, Kiplimo Morogo, who offered me constant support to reach the finishing line, my children, Alison, Harriet, Valary and Keith who missed my constant parental attention especially at the time of doing their homework and missed my company because I was studying.

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ABSTRACT

Academic performance is very important in the schools as it is the core matter and backbone of the school activities. Good Academic performance enables a school to achieve its goals and objectives. School performance entails the achievement of the set goals and objectives with reference to the guiding principles. This study covers the influence of reward systems on employees output. The objectives are 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 of turbo division; simple random sampling to select the respondents. The total targeted population of 434 permanent teachers in the division was identified from which a sample size of 130 was selected. 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 will benefit turbo division primary schools by providing in-depth information on the influence of reward systems on employees output. It will also benefit other schools as they follow the example of turbo division primary schools, thus improving their school performance. 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 teacher 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 this two practices besides being favoured by the teachers in the school are hardly employed as techniques to enhance the employee output. Employee output can be influenced by a number of factors in an organization or in an institution. The most significant factors that influence employee output include the pay and the appreciation of the employees. Pay is important and is mainly important for employees especially when it comes from external sources such as parents in a school setting. The teachers fill more recognized. This therefore implies that pay rewards for employees could emanate either from the organization or from the customer or beneficiary. The study adopted the following recommendations for the study, other forms of rewards including promotion and recognition however despite having being established not to have a direct impact on employee output could be re-evaluated to ensure they are more inclusive so that they can have an impact on the employee output, External rewards should be introduced and encouraged in the organizations setting to act as extrinsic sources of motivation which can influence employee output due to the reinforcing nature of the extrinsic motivation, Organizations should strive to have a documented procedure of rewarding employees so that employees can work expectantly knowing that if they work hard enough they will be rewarded for their efforts and the government and employment bodies such as the TSC should strive to come up with a legal framework that will govern the reward systems in the various structures. This is in enhancing employee output.

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LIST OF ABBREVIATION AND ACRONYMS

KCPE:	Kenya Certificate of Primary Education
USA:	United States of America
TSC:	Teachers Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Globally, rewards and recognition programs create motivating environments especially where jobs provide intrinsic- rewards. The notion of rewarding employees for "a job well done" has existed since the 19th century when piece-work systems were first implemented (Schiller, 1996, 89). In today's, world is that people influence important aspects of organizational performance in a multitude of ways. On the same note, the teachers also have a greater influence on the learning of the pupils. Internationally academic performance is by a great extend measured in terms of student labor force integration. In this case the number of pupils from a particular school or academic institution being incorporated in the work force of the nation determines the performance of the academic institution. The international institutions for instance in the USA have adopted varying systems of teacher reward for instance the performance based reward systems have been adopted in some institutions.(Dekker 2005).

In the United States, distinguishing feature of a performance-based scheme is that it rewards or sanctions teachers based upon some form of performance evaluation (Chamberlin, et al, 2002). Distinctions in performance-based reward programmer are found in the skills assessed and the rewards provided. Most individually-based programmer has used pecuniary rewards for high levels of performance, usually defined in terms of student outcomes or teacher skills and knowledge. More recently, some analysts have proposed that intrinsic rewards, such as seeing students improve in performance, and increased feelings of well-being are better motivators of teachers. Other rewards include increased holiday time and professional development courses.

There is a general low motivation for teachers in most of the African countries, according to Two NGOs, Voluntary Service Overseas (VSO) and the Global Campaign for Education (GCE) there is need to intensify the teacher motivation advocacy in the developing countries (see VSO, 2002 and GCE, 2005). While both reports find that teacher motivation is seriously deficient in most LIDCs, this conclusion is based mainly

on the responses of unstructured focus group discussions and individual interviews. There is a need, therefore, for more systematic, country comparative research that uses both quantitative and qualitative data motivation concerns on the people's perception and feelings on how they are treated as compared with others (Armstrong, 2001). The argument is that people work well in accordance to what they regard as fair. Employees consider whether management has treated them fairly, when they look at what they receive for the effort they have made. Maicibi (2003) agrees with this that employees expect rewards or outcomes to be broadly proportional to their effort. In this regard, Boddy and Patron (1998) therefore advocate that unless there is a proper reward system for teachers who perform well in delivery of the curriculum, they are not likely to work as hard as they would if the reward system was there.

In most developing nations and third world countries education systems are by a great extend examination based by this the academic performance is evaluated in terms of the number of pupils from the various academic institutions that pass the nationally set examinations which confirm to preset academic set regulations and standards.(Gulwa 2000) Areas of achievement and failure in a student's academic career need to be evaluated in order to foster improvement and make full use of the learning process. Results provide a framework for talking about how pupils fare in school, and a constant standard to which all pupils are held. Performance results also allow pupils to be ranked and sorted on a scale that is numerically obvious, minimizing complaints by holding teachers and schools accountable for the components of each and every grade. The reward systems in these nations too are uniform and standardized.

The education system in Kenya is largely examination oriented. The quality of education tends to be evaluated in terms of the number of pupils passing national examinations (Eshiwani, 2003). Educators and the general public have time and again expressed concern over factors that influence student performance in examinations. The most outstanding factors have to do with the teacher issues as they majorly influence the academic performance and among them is the teacher reward issue. For instance, Rutter et al. (2009) and Wekesa (2003) note that to improve academic/pupils' performance schools are required first to improve the overall image and function ability of the

schools. This can be done by setting a clear vision for the schools and communicate this vision to pupils, support its achievement by giving instructional leadership, provision of resources and being visible in every part of the institution, which can be achieved by teacher participation. Teacher participation in the various school activities can only be achieved if teachers are motivated and this critically relies on the teacher reward systems.

The Kenyan academic system is by a great extend examination oriented. The Kenya National Examination Council is mandated to set national examinations which are used as the criteria of evaluating the academic performance for the various academic institutions in the nation (Eshiwani, 2003). The performance of the primary schools in Turbo division in the national examinations is tabulated below. The teacher reward system is also standardized whereby there are standard pays for a certain group of teachers regardless of the performance or work done.

1.2 Statement of the Problem

The development of the education sector has been a long standing objective of the Government of Kenya since independence in 1963. Education is considered by various stakeholders and players as a basic need and a basic right. Performance ranks high on the national agenda, with educators and policymakers focusing on testing, accountability, curriculum reform, and teacher quality, school choice and related concerns. Conspicuously absent has been an examination of how school conditions affect teaching and learning, even though extensive literature exists that links school facilities to the quality of education and to teacher morale and teacher productivity (Mark, 2003).

In reality there are far more than 40% pupils who do not score marks that can help the secure a place in a secondary school. The performance of the country in national examinations for the last decade has been wanting. Poor performance has persisted despite the fact that the schools in are assumed to be having adequate and well-trained teachers, fairly well qualified pupils from primary schools, trained and qualified head teacher. The reasons behind the persistent poor performance cannot be easily discerned without focused investigation.

Surveys on examination performance have shown that a majority of schools which display good results each year have adequate facilities and good human resources. This rules the fact that most schools record poor performance because of lack of enough resources in terms of materials and Teachers. The problem however is costly for the country since education is a major contributor to economic growth and therefore it cannot be continuously ignored, (Atkinson, 2007). Many factors play a significant role in determining the academic performance in a school. If primary schools with qualified teachers still produce pupils with low marks, Vision 2030 is far away from the reality. Strategies have been put to improve the performance of primary schools during the national exams but they have not yielded much of what is expected from the highly potential division. It is against this statement that the researcher will investigate influence of teacher reward systems on the KCPE performance in public primary schools; a case study of turbo division, Kenya

1.3 Purpose of the Study

The purpose of this study was to investigate the influence on reward system on employee output for primary school teachers in turbo division. Some employers have used pecuniary rewards for high levels of performance, usually defined in terms of student outcomes or teacher skills and knowledge (Chamberlin et al 2002). It has been evident in some schools that when students perform well, the concerned teachers in candidate classes are given some rewards which may not be the case with other teachers who teach in other classes yet they also play a role in preparing these candidates in lower classes for the final exams.

1.4 Objective of the Study

This study was guided by the following specific objective;

- 1). To establish the extent to which pay increase influences employee output for Public Primary school teachers in Turbo Division?
- 2). To determine the extent to which promotion of influences the employee output for Public Primary school teachers in Turbo Division?
- 3). To determine the extent to which recognition of teachers influences employee output for Public Primary school teachers in Turbo Division?

- 4). To establish extend to which appreciation influences employee output for Public Primary school teachers in Turbo Division?

1.5 Research Questions

The research sought to answer the following specific questions

- 1). What are the influences of pay increase on employee output for Public Primary school teachers in Turbo Division?
- 2). What is the influence of promotion in influencing employee output for Public Primary school teachers in Turbo Division?
- 3). How is recognition effective in in enhancing employee output for Public Primary school teachers in Turbo Division?
- 4). What is the relationship between verbal appreciation and employee output for Public Primary school teachers in Turbo Division?

1.6 Significance of the Study

This study is significant to:

Government of Kenya and Ministry of Education: the Government of Kenya together with the Ministry Of Education is always on their toes trying to improve the quality of education and effective ways of curriculum implementation. The results from this study will be helpful in policy development stage for Education in the country.

Teachers Service Commission: This research will be particularly useful to the teacher's service commission; the commission will use the knowledge to initiate appropriate performance based rewards systems that will be helpful in motivating the teachers.

Researchers: Knowledge gathered form this study will be added to the already related knowledge available and will be available to any researchers who wish to use the same towards betterment of research in the field of education management. In this regard, the study will contribute towards the production of knowledge in the field of Education Management.

It will also help other scholars to advance the scope of study and research since what has been researched on will not be handled by other researchers but will concentrate on researching other fields that need to be explored.

Parents: The result from this study will yield the best ways of motivating teachers for better results and therefore concerned parents can go ahead and use the knowledge gathered from this study to motivate the teachers of their children and enhance proper curriculum delivery.

Students: With well motivated teachers, the student will be able to go through their primary school curriculum successfully score the optimum grade at the end of the eight year course. The students will also benefit from their teachers participation in class work among themselves.

It will help other primary schools to identify the effects of teacher reward systems on the academic performance of the schools and thus help in strategy setting for academic performance improvement. By providing information on the effects of the teacher reward systems on academic performance the schools will be in a better position to improve their academic performance.

The study will provide the relevant information to the stake holders in the field of academics as far as the effects of teacher reward systems on academic performance is concerned .This will by a greater extend improve the decision making process as far as the schools areas concerned with academic performance are concerned.

1.7 Justifications of the Study

Following the recent wake of violence in primary schools and institutions, depicted by angry parents protesting the poor academic performance of their children, much of the causes have been attributed to the poor management of the factors leading to poor performance. Fingers have been directed in all directions in an effort to shift blame, to the authorities for neglect and failure to liaise with other members of the primary schools and institutions including the pupils, to the parents for failure to get involved in their children's welfare, to the government for failure to properly reward the teachers which in turn affects performance. This all necessitated the research.

1.8 Limitations of the Study

The major limitation that was found during the study is the issue of uncooperative respondents as many thought the research intended to victimize them. The researcher however assured the respondents that their information is confidential so as to avoid the hostility from the respondents. The researcher confirmed to them that the information is mainly for research purposes and the information gathered was useful to them.

1.9 Delimitations of the Study

This study was concerned with establishing the effects of reward systems on the employee outputs for primary school teachers. The study focused on teacher reward systems which are assumed to be the most prevalent in determining employee output of the primary school teachers. The study also delimited itself to public schools in order to avoid varied results from private schools which have different modes of operations and rewards. Due to the large geographical and administrative framework of Kenya the research was restricted mainly to analyzing the situation of academic performance in Turbo division. The study was undertaken at Turbo division from the months of March 2013 to May 2013. The target population was 120 permanent teachers, while the sample size will be 36 teachers selected both randomly.

1.10 Assumptions of the Study

The study mainly concentrated at looking at the reward systems affecting employee output of primary schools in turbo division. The measurement system used to collect the data has been studied and proven to be capable of making measurements to the desired precision and accuracy. The necessary data for the success of the research was available.

1.11 Definition of Significant Terms

Academic Performance: Academic performance refers to how pupils deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. (Clark 2007) In this study Academic performance is the level of success of pupils in a school and refers to how pupils deal

with their studies and how they cope with or accomplish different tasks given to them by their teachers.

- School:** An establishment for education specific or a place for training and instruction in some special field, skill. (Epstein 2000) According to this study it is a place or institution for teaching and learning.
- Public Primary School:** This is the basic institution of learning that are established by the public for the benefit of the public. They are normally run using government finance and are said to be free but there are small levies that are paid as per the agreement by the school administration and parents.
- Reward systems:** A reward system is a set mechanism which regulates the pay back process of certain individual (Clark, 2007). In this study the term reward system will be used to refer to the structure governing the appraisal methods for the teaching work force and specifically the primary teachers.
- Pay Increase:** This refers to the additional amount added to the salary of a teacher to increase the gross earnings of the individual teachers in the country.
- Employee Output:** The amount of *output* per unit of input (labor, equipment, ... based on the revenue generated by an *employee* divided by his/her salary.

1.12 Organization of the Study

The study was organized into five chapters. Chapter consisted of the background of the study, statement of the problem, purpose of the study, objective of the study, research questions, significance of the study, limitations of the study, delimitation of the study, definition of key operational terms and the organization of the study.

Chapter Two reviews of the previous studies in the related field and it shall be organized into a brief introduction of the chapter, a review of reward systems and employee output, the influence of pay increase on employee output, the effects of promotion, the

effects of recognition, the influence of appreciation on employee output, theoretical framework, conceptual framework, summary of the literature review and research gaps identified.

Chapter Three contains the research design to be used, target population of the study, the sampling design and sample size, data collection instrument, validity and reliability of the study, data procedure and data analysis method.

Chapter four: This chapter analyses the responses from the respondents as per the objectives of the study, presents the results in tabular and graphical forms and interprets the results from the findings. Discussions are also formed to help assess the contribution of the data collected to the body of knowledge.

Chapter five: This chapter gives the summary of the findings, the conclusion and the recommendation of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the previous studies on the related field, acknowledges the contribution made by the scholars' publication seminar papers, conference proceedings, business journals text books and periodicals, identifies the gaps and provides the way forward. A critical review is done to identify gaps, thereafter a summary is made to show how unique the study is. The literature review has been categorized under various sub headings.

2.2 Influence of Reward on Teacher Output

Teacher Reward Systems is defined by Decenzo (2005) is a formal method employed in the evaluation, and analysis of given tasks with a major aim of rewarding, appreciating or revising employee performance. While academic performance according to Stephen, (2009) refers to the success that is measured by academic scores of the learners during examination, or how well a student meets standards set out by local government and the institution itself. Performance of teachers has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation (Onyeachu, 1996). The influence of teachers teaching effectiveness on the learning outcome of students as measured by students' academic performance has been the subject of several studies (Adediwura , 2012).

Blase and Jo Roberts (2004) posit that teaching is a significant predictor of students' academic achievement. Therefore effective teachers should produce students of higher academic performance. Poor academic performance of students in Uganda has been linked to poor teachers' performance in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits which have been attributed to poor motivation (Ofoegbu, 2004). It has also been observed that conditions that would make effective teaching such as resources available to teachers, general conditions of infrastructure as well as instructional materials in secondary schools in Kenya are poor (Oredein,2000). These prevailing conditions would definitely show a negative influence on teacher rewards systems in Kenya for the last couple of decades have been facing a

lot of problems, starting from the poor performance by majority of the public schools in Kenya through unsatisfied teachers to constant strikes on remuneration reviews, Chamberlin, 2002). In Kenya, distinctions in teacher reward systems are found in the skills assessed and the rewards provided. Most individually-based systems have used pecuniary rewards for high levels of performance, usually defined in terms of student outcomes or teacher skills and knowledge (Clarke, 2008).

More recently, some analysts have proposed that intrinsic rewards, such as seeing students improve in performance, and increased feelings of well-being are better motivators of teachers. Other rewards include increased holiday time and professional development courses (Darling-Hammond and McLaughlin, 2005). " Many of the earlier systems tended to focus on individual performance, in particular merit pay (Richardson, 1999), with recent debates more likely to consider group-based reward systems, or knowledge and skill based rewards (Kelley, 2002).

2.2.1 Types of Teacher Reward Systems

This section summarizes the types of teacher reward systems that are found in the Literature and the education systems of most countries. One of the prominent features of teacher reward systems is the number of different varieties of systems. It is necessary to be aware of the particular characteristics of the schemes when examining the research and policy literature, as distinctions between specific models are often made. Some key dimensions along which teacher rewards differ include the following: Whether the system focuses on individual teacher performance or school-based performance; Whether the compensation is pecuniary or non-pecuniary, and whether sanctions exists for poor performance; The duration of the reward, and in particular, whether the reward is given once only, for a limited duration, or permanently; The reward levels, and in particular, whether there are ascending rewards for increased teacher or school performance, or whether the performance evaluation allows teachers to progress to a new salary scale; What is evaluated, and in particular, whether the evaluation is made on the basis of observation, a portfolio, acquired qualifications or student performance; Who evaluates the teacher, and in particular, whether the evaluation is completed by the principal of the school, an external review, or peer review (Davis, 2001). The scope of the reward, and in particular, whether all teachers who fulfill criteria are rewarded, or

just a specific quota; and Whether the teacher rewards supplement or replace the existing salary scale system (Odden, 2002).

Despite this great variety, there are three main models of teacher reward systems that are commonly examined in the literature and are found in education systems. The first model is merit-pay, which generally involves individual pecuniary awards based on student performance, and classroom observation (McCollum, 2001). The second model is knowledge and skill-based compensation, which generally involves individual pecuniary rewards for acquired qualifications and demonstrated knowledge and skills, which are believed to increase student performance (Odden, 2000). Knowledge and skill-based pay differs from merit-pay because it provides clear guidelines on what is being evaluated. The knowledge and skills evaluated are, it is argued, linked to teacher proficiency, meaning knowledge and skill-based pay increases teachers' ability (Frase, 2009). The third model is school-based compensation, which generally involves group-based pecuniary rewards, typically based on student performance (Odden, 2000). This teacher reward systems are associated with school decisions to privately reward teachers.

2.2.3 Influence of Teacher Reward Systems

One of the largest benefits reported by proponents of teacher rewards is an increase in the motivation of teachers. It is argued that teacher pay will increase teacher motivation by adequately rewarding productivity gains. This perspective links the attitude of teachers to student outcomes, by arguing that once the motivation and skill of the teacher determine salaries, teacher quality will be improved. Within the literature, Tomlinson (2000) argues that teacher pay is about motivating people, and developing performance-oriented cultures. Teachers, who are not motivated by financial rewards, can be encouraged with non-financial rewards (Frase, 1992).

These rewards can include, for example: satisfaction from high student achievement, recognition, influence, learning new skills, and personal growth as researchers argue school-based rewards are a means of providing motivation by introducing clear goals to the whole school, and facilitating student achievement (Frase, 2002). While it is argued that teachers are not motivated by money, financial reward must have some influence on career choices for at least some teachers (Richardson, 1999). Some point out that past

research suggests money has an influence on teachers' motivation, and others argue money is one motivator among many. Hence, it is argued a teacher policy which involves a monetary component would attract teaching talent by providing rewards that motivate a large range of people. A further benefit may occur through a rise in the socio-economic status of teachers, which should also attract and motivate talent (Podgursky, 2001). However, for this to be feasible, more revenue would be required for teacher salaries (Glatthorn and Fox, 1996).

2.3 Influence of Pay on Teacher Output

Earlier merit-pay models were criticized for adversely affecting collaboration between teachers American Federation of Teachers (AFT), (2001). In response, a large body of literature argues that teacher reward systems can increase collegiality by rewarding cooperation between teachers, especially through administering group-based pay. This kind of management technique can redesign the work of teachers so they are interdependent, and acknowledge their interdependence. Even some opponents of teacher rewards argue there is some evidence of increased collegiality when group performance rewards are employed (Pennell, 1993).

As career competition grows ever fiercer in the working world, the importance of pupils doing well in school has caught the attention of parents, legislators and government education departments alike (Hayden, 1993). Although education is not the only road to success in the working world, much effort is made to identify, evaluate, track and encourage the progress of pupils in schools (Goodlad, 2004). Parents care about their child's academic performance because they believe good academic results will provide more career choices and job security. Schools, though invested in fostering good academic habits for the same reason, are also often influenced by concerns about the school's reputation and the possibility of monetary aid from government institutions, which can hinge on the overall academic performance of the school. State and federal departments of education are charged with improving schools, and so devise methods of measuring success in order to create plans for improvement (Landman, 2003).

In the past, academic performance was often measured more by exams than today. Teachers' observations made up the bulk of the assessment, and today's summation, or

numerical, method of determining how well a student is performing is a fairly recent invention. Grading systems came into existence in America in the late Victorian period, and were initially criticized due to high subjectivity (Johnson, 2006). Different teachers valued different aspects of learning more highly than others, and although some standardization was attempted in order to make the system fairer, the problem continued. (Gulwa, 2000). Today, changes have been made to incorporate differentiation for individual pupils' abilities, and exploration of alternate methods of measuring performance is ongoing (Joyce and Showers, 1995).

The tracking of academic performance fulfills a number of purposes. Areas of achievement and failure in a student's academic career need to be evaluated in order to foster improvement and make full use of the learning process (LaBonte, 1995). Results provide a framework for talking about how pupils fare in school, and a constant standard to which all pupils are held. Performance results also allow pupils to be ranked and sorted on a scale that is numerically obvious, minimizing complaints by holding teachers and schools accountable for the components of each and every grade (Morson, 2003).

The subjectivity of academic performance evaluation has lessened in recent years, but it has not been totally eliminated. It may not be possible to fully remove subjectivity from the current evaluation methods, since most are biased toward pupils that respond best to traditional teaching methods. Standardized testing is best responded to by pupils that excel in reading, mathematics and test-taking, a skill that is not in itself indicative of academic worth. The tests reward visual learners, and give no chance for kinesthetic or auditory learners to show their abilities (Lawler, 1993). The standardized test fails to recognize pupils with learning and physical disabilities that do not allow them to complete the test in the same manner or amount of time as other pupils. Evaluations from classroom teachers, though they give the most detailed information, may still retain bias if individual differentiation and learning styles have not been taken into account (Dekker, 2001).

Performance in school is evaluated in a number of ways. For regular grading, pupils demonstrate their knowledge by taking written and oral tests, performing presentations, turning in homework and participating in class activities and discussions. Teachers evaluate in the form of letter or number grades and side notes, to describe how well a student has done. At the state level, pupils are evaluated by their performance on standardized tests geared toward specific ages and based on a set of achievements pupils in each age group are expected to meet (Epstein, 2000).

According to a range of analysts, the most fundamental goal of teacher rewards is to increase student performance. For example, Odden (2000) argues there is a causal link between the quality of teaching and the level of student outcomes, meaning any method that increases the quality of teachers should improve student outcomes (Lieberman, 1995). By introducing objective standards which can be used to determine whether teachers have skills to increase the performance of students, the quality of teachers would be established, and also improved. Some argue this occurs when evaluation focuses on the knowledge and skills of teachers, which provides an incentive for all teachers to improve, and also an intrinsic reward through professional development (Little, 2002). Moreover, teacher pay can target educators to key objectives and important subjects as a means of increasing student performance. Proponents argue that teachers may actually gain freedom to innovate, since they no longer have to focus on process, but rather student outcomes (Podgursky, 2001). Furthermore, it is argued there will be a greater consistency in teaching standards across school jurisdiction since the best teachers would not be grouped in the highest achieving, lowest disadvantaged and racially homogenous areas (Tomlinson, 2000).

2.4 Influence of Promotion on Teacher Output

Baloch et al. (2010) did a study about the HRM practices in order to examine their relationship with the perceived performance of employees in private and public sector banks of NWFP. Compensation, promotion and performance evaluation practices were significantly found to be correlated with employee performance. Banks are encouraged to pay proper attention to these three practices. On the same note, Ahmad and Shezad (2011) did a study on the impact of promotion on performance evaluation practices on the performance of Secondary school teachers (Loup, 1996). They concluded that

promotion has strong and positive impact on performance of teachers. Compensation is the major element to Influence teachers. The more teachers are compensated fairly the more they will perform better (Lortie, 2006).

According to Chris , (2013) An organization seeking to promote its workers may choose to do so based on seniority to take advantage of the employees' experience with the organization and to reward them for their service. Another option is to promote based on merit, a measure of the employees' contributions based on performance. Each method offers potential advantages and disadvantages for the organization (Mitchell, Ortiz and Mitchell 2007).

According to Shem, (2001) Employers typically won't have to worry about a newer worker coming in and quickly leapfrogging them to obtain a promotion simply because they are friends with an upper-level supervisor or because of the way they dress or that they are more effective at playing the game of corporate politics. Instead, workers have a sense that if they pay their dues, they will be rewarded at some point in the future. Tahir Masood Qureshi et al. (2010) did an empirical study on the impact of HRM practices on financial performance of banks which were selection, training, performance appraisal system, compensation system, career planning system and employee participation. All the practices were positively related to financial performance. But selection training, promotion and employee had stronger influence on financial performance of banks (Monahan, 1996).

Muhammad Asif Khan (2010) empirically investigated the effects of HRM practices on organizational performance in oil and gas industry in Pakistan. He observed that recruitment and selection, training and development, performance appraisal, compensation and employee relations, all were associated with organizational performance and they do impact on organizational performance in oil and gas industry in Pakistan (National Foundation for the Improvement of Education, 1996.)

According to Tahir Masood Qureshi et al. (2010), Teachers possess varying talents and abilities to deliver curriculum, and a merit-based promotion program rewards those who

may have the best to offer to the learners in the long run. While TSE teachers offer the benefit of greater experience, this does not necessarily equate with more ability. A less experienced worker possessing a greater flair for innovation or creativity may be more likely to generate ideas that help the school they work in improve performance (New National Center for Education Statistics, 1997).

So, it can be concluded that employees promotion program based on whatever method the teacher's service commission can use can have a strong performance outcome, on the other hand, can provide motivation leading to increased productivity. Workers who recognize that the best performers are the ones who get ahead may put forth the extra effort they believe it takes to receive promotions. For instance, salespeople who realize that a sales manager position is awarded to the person with the highest sales numbers may strive to produce the desired results, generating additional revenue for the company in the process (Odden, and Kelley, 1997).

2.5 Influence of Recognition on Teacher Output

As a reward for employee performance, recognition is defined as acknowledgement, approval and genuine appreciation. This recognition can be set up on a formal basis (e.g., employee of the month or million dollars in sales round table) or informally used by a supervisor/team leader in managing individual employee or team behavior. In a school setting a teacher may be rewarded for good performance of their students in the district (Pearse and Perry, 2003).

It can be administered on a public (staff meeting, newsletter, or banquet) or on a one-on-one private level, verbally or written. There is a fine line between recognition as defined here and other positive reinforces or rewards such as money and feedback. For example, providing a merit increase in pay or a bonus and feedback about performance can be considered forms of recognition. However, nonfinancial recognition and does not necessarily contain information about performance, although some formal recognition programs may involve prizes, dinners or plaques that cost money and both formal and informal recognition may sometimes include information about performance (Peterson, 1995).

The broad appeal of recognition is that most practicing managers believe it applies to everyone (top to bottom in the organization), no one gets too much of it (no satiation principle here), it is available to everyone to use, and it doesn't cost anything. Under classic behavioral management based on reinforcement theory (Komaki, 2010), recognition is classified as a natural reinforcer (as opposed to a contrived reinforcer such as money) (Luthans 2011). Recognition is treated as universally applicable and, if provided on a contingent basis in managing employee behavior, can be a very powerful reinforcer to improve performance.

For example, under the Luthans and Kreitner (1975, 1985) organizational behavior modification (O.B. Mod.) approach, after the critical employee performance behaviors are identified, measured and functionally analyzed, then the intervention step can contingently apply recognition to strengthen and accelerate the identified behaviors with resulting performance improvement. In a school setting, an identified performance behavior might be productive use of idle time during preps. The contingent recognition might be the head teacher saying to a worker, "I noticed that you helped out stand six when their mathematics teacher was absent." In this example, it is important to note that the recognition did not include a "gushy" thank you or phony praise for doing what this teacher was supposed to be doing, but instead the teacher simply "knew that his head teacher knew" that he had gone out of his way to help out a fellow teacher. Because of this head teacher recognition, the teacher will tend to repeat this helping behavior in the future (Evans, 2001).

In other words, instead of receiving no consequence for this helping behavior (which will lead to extinction) or a punishing consequence of having to work harder (which will lead to a decrease), the supervisor providing contingent recognition as a positive reinforcer will strengthen the worker's behavior and enhance the productivity and better performance in the school. As in the school setting example above, upon observing this behavior the head teacher would provide contingent recognition by saying something like, "I overheard your explanation to Mr. Smith about how to obtain, use, and the advantages of CD and DVDs in teaching and learning process. I'll bet we will be adding

acquiring some for the school.” The recognition is a positive reinforcer for the service behavior leading to increased performance (Held, 2001).

2.6 Influence of Appreciation on Teacher Output

Appreciation is such a factor that exerts a driving force on our actions and work. According to Baron (1983, p. 123), Appreciation is an accumulation of different processes which influence and direct our behaviour to achieve some specific goal. It is such a dynamic in today’s environment that explicitly creates and encompasses a positive impact on job. Within an organization, the best performance is feasible with most committed employees that can only be achieved through employee motivation which is mostly achieved as a result of appreciation work done well by employees (Porwoll, 2009).

Organizations in today’s environment seek to determine the reasonable balance between employee commitment and performance of the organization. The appreciation programs serve as the most contingent factor in keeping employees’ self esteem high and passionate. Oosthuizen (2001) stated that it is among the function of managers to motivate the employees successfully and influence their behaviour to achieve greater organizational efficiency. La Motta (2005) is of the view that performance at job is the result of ability and motivation. Ability formulated through education, equipment, training, experience, ease in task and two types of capacities i.e. mental and physical. The performance evaluation and rewards are the factors that proved to be the bonding agents of the performance evaluation programs. According to Wilson (1994), the process of performance management is one among the key elements of total reward system.

Entwistle (1987) is of the view that if an employee performs successfully, it leads to organizational rewards and as a result motivational factor of employees lies in their performance. Majority of the organizations require their employees to work according to the rules and regulations, as well as, job requirements that comply with full standards. The investigations that have been conducted to find the relationship between compensation and individuals were focused to increase the performance of employees (Ciscel, 1974). The highly motivated employees serve as the competitive advantage for

any company because their performance leads an organization to well accomplishment of its goals (Zemmelman, 1993).

Among financial, economical and human resources, human resources are more vital that can provide a company competitive edge as compared to others. According to Andrew (2004), commitment of all employees is based on rewards and recognition. Lawler (2003) argued that prosperity and survival of the organizations is determined through the human resources how they are treated. Most of organizations have gained the immense progress by fully complying with their business strategy through a well balanced reward and recognition programs for employee. Deeprouse (1994) argued that the motivation of employees and their productivity can be enhanced through providing them effective recognition which ultimately results in improved performance of organizations. The entire success of an organization is based on how an organization keeps its employees motivated and in what way they evaluate the performance of employees for job compensation.

Employees take recognition as their feelings of value and appreciation and as a result it boosts up morale of employee which ultimately increases productivity of organizations. Csikszentmihalyi (1990) posits a view that the state of satisfaction and happiness is achieved by the employees only when they maximally put their abilities in performing the activities and functions at work. In this way motivated employees are retained with the organizations thus reducing extra costs of hiring.

Flynn (1998) argued that rewards and recognition programs keep high spirits among employees, boosts up their morale and create a linkage between performance and motivation of the employees. The basic purpose of recognition and reward program is to define a system to pay and communicate it to the employees so that they can link their reward their performance which ultimately leads to employee's job satisfaction.

Where job satisfaction, as defined by Lock, (2010) as a pleasurable positive emotional state as a result of work appraisal from one's job experiences. The rewards include the financial rewards, pay and benefits, promotions and incentives that satisfy employees to

some extent but for committed employees, recognition must be given to keep them motivated, appreciated and committed. Baron (1983) argued that when we recognize and acknowledge the employees in terms of their identification, their working capacity and performance is very high. Recognition today is highest need according to most of the experts whereas a reward which includes all the monetary and compensative benefits cannot be the sole motivator for employees' motivation program. Employees are motivated fully when their needs are met. The level of motivation of employees increases when employees get an unexpected increase in recognition, praise and pay (La Motta, 2005).

Rewards play a vital role in determining the significant performance in job and it is positively associated with the process of motivation. Lawler (2003) argued that there are two factors which determine how much a reward is attractive, first is the amount of reward which is given and the second is the weightage an individual gives to a certain reward. Deeprose (2004) is of the view that "Good managers recognize people by doing things that acknowledge their accomplishments and they reward people by giving them something tangible." Fair chances of promotion according to employee's ability and skills make employee more loyal to their work and become a source of pertinent workability for the employee.

Bull (2005) posits a view that when employees experience success in mentally challenging occupations which allows them to exercise their skills and abilities, they experience greater levels of job satisfaction. Incentives, rewards and recognition are the key parameters of today's motivation programs according to most of the organizations as these bind the success factor with the employees' performance. Robbins (2001) asserts that promotions create the opportunity for personal growth, increased levels of responsibility and an increase on social standing. Similarly, the recognition which is a central point towards employee motivation adores an employee through appreciation and assigns a status at individual level in addition to being an employee of the organization.

2.7 Theoretical Framework

According to Victor Vroom's (2004) Expectancy Theory, an employee performs or is motivated to do so according to the expected result of the work done. Vroom concluded that people will be motivated to the extent that they can perceive links between effort, performance and rewards available. He further argued that performance is a vital component of the expectancy theory. Specifically, he was concerned with the linkage between effort and performance.

That employees need to know what to expect after a given task, however it is critical for management to communicate what is expected of the employees. Further more, he argued that they must feel confident that if they exert an effort within their capabilities, it will result in a satisfactory performance as defined by the criteria by which they are being measured. However Vroom under-estimated the fact that employees should feel confident in the process of evaluation in that, if they perform as they are being asked, they will achieve the rewards they value. These theory best suites this studies because it focuses on rewards and performance; to be precise, the performance of the teachers work is highly dependent on the motivation driving the teacher to do the work. The better the motivation the higher the likely hood of students to perform, the reverse is also through (Vrooom, 2004).

2.8 Conceptual Framework

In the study conceptual framework adopted is where the teacher reward system is the independent variable and academic performance is taken as the dependent variables, shown in figure 1:

Independent Variables

Dependent variable

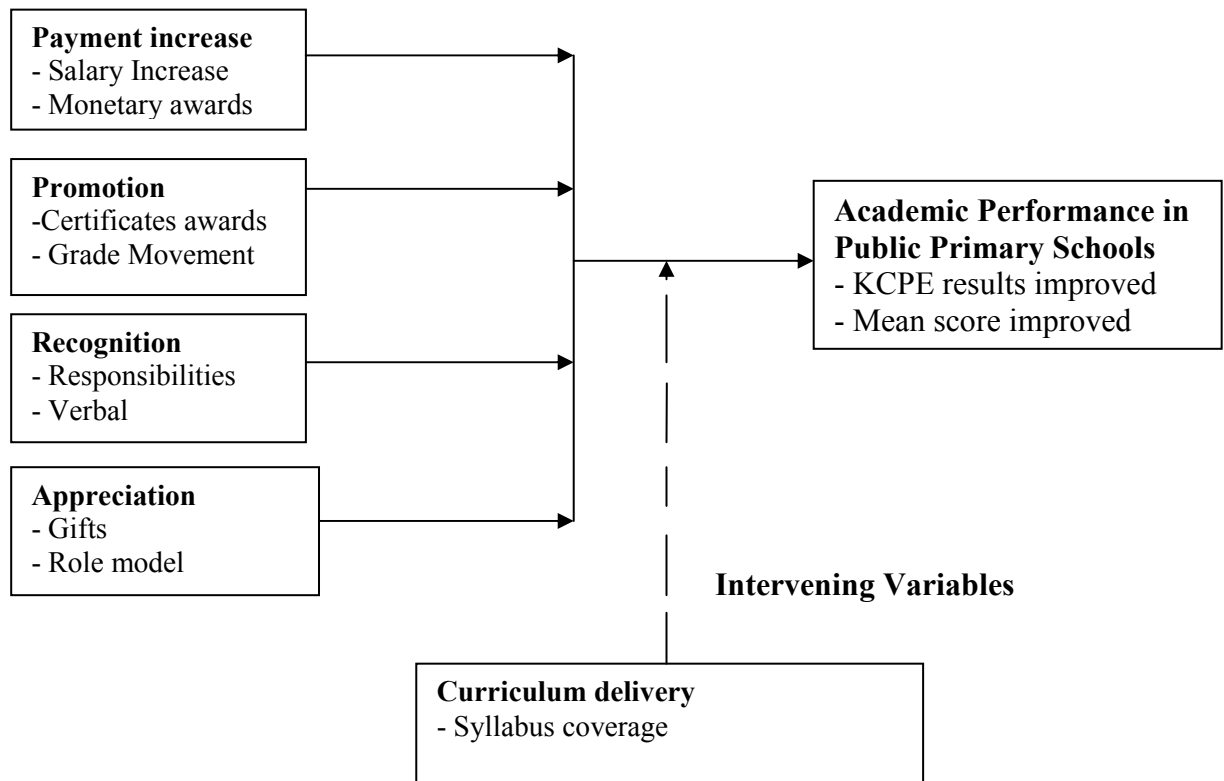


Figure 1 Conceptual Framework for Effects of Teacher Reward Systems on Academic Performance by Primary Schools in Turbo Division

2.9 Summary of the Literature Review and Research

Extensive research has been done on the concept of academic performance and factors affecting academic performance in general but little has been done on the effect of teacher reward systems on the academic performance of schools and specifically the primary schools. The researchers just focused their attention on the concept of academic performance but did not specifically break the academic field in to the various stages and thus necessitating a research on the effect of teacher reward systems on the performance of primary schools. Primary schools are the basic transition academic

institutions that determine the scholar's future academic success and thus their importance should not be understated

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains the research design to be used, target population of the study, the sampling design and sample size, data collection instrument, validity and reliability of the study, data procedure and data analysis.

3.2 The Research Site

The study was done at Turbo Division in Rift Valley Province of Kenya. The main economics activity done in the division is subsistence farming and rearing of livestock. Turbo has a total population of 60,000 persons according to the census report (2009). The total numbers of primary school pupils are about 3,486 with most households in the area understanding the importance of education hence most teenagers in the area are school going. The division also has adequate numbers of teachers who are teaching in the schools with fair representations from both genders, (AEO, 2009)

3.3 Research Design

Research design is a plan for collecting and utilizing data so that desired information can be obtained with sufficient precision or so that a hypothesis can be tested properly. Mugenda and Mugenda, (2003) defines research as an elaborate and explain the research topic; clear the area of research to other; limits and boundaries to a research; Gives the whole scenario of the research; Tells the modes and consequences; and Ensues time and resources are properly utilized

The study used a descriptive survey research design. Using the descriptive survey research design the study established the effects of teacher reward systems on the academic performance of primary schools of Turbo division. This was done by visiting the sampled primary schools from a target population to be identified to participate in the research. The research was limited to primary schools so as not to have other variables interfering with the research findings.

The descriptive research design was chosen because it allows the study to collect in depth data from the respondents using research instruments such questionnaires and

interview schedules which will give a detailed account of the state of discipline in schools. According to Orodho, (2003) descriptive surveys are used in preliminary and exploratory studies to allow the study to gather information, summarize, present and to be interpreted to follow with the need of clarification.

3.4 Target Population

Target population study is a study of a group of individuals taken from the general population who share a common characteristic, such as age, sex, or health condition. This group may be studied for different reasons, such as their response to a drug or risk of getting a disease. Target population about which information is desired for the study is derived from the population. The population that is actually surveyed is the study population (Borg and Gall, 2009). The target population in this study consisted of the teachers, head teachers and management of the various targeted schools. The targeted schools are 52 within Turbo division and in the 52 schools the targeted population was as illustrated in table 3.1.

Table 3.1: Target Population

Respondents	Target population
Head Teachers	54
Teachers	300
Management	80
Total	434

3.4 Sample Size and Sampling Procedures

Sampling is that part of statistical practice which concerns the selection of individual observations intended to yield some knowledge about a population of concern, especially for the purposes of statistical inference (Ghoshi, 2002). Sampling frame which has the property that study can identify every single element and include any in the sample. The most straight forward type of frame is a list of elements of the population preferably the entire population with appropriate contact information. The sampling frame must be representative of the population and this is a question outside the scope of statistical theory demanding the judgment of experts in the particular subject matter being studied (Kothari, 2006).

The research used a sample size of 30% from the selected respondents selected from the target population as recommended by to Oso and Onen (2005) who recommends at list 30% of the target population to be used for purposes of the research.

Table 3.2: Sample Size

Respondents	Target population	Procedure (30%)	Sample size
Headmasters	54	16	16
Teachers	300	90	90
Management	80	24	24
Total	434	130	130

Sampling technique is the procedure a researcher uses to gather people, places or things to study (Kombo & Tromp, 2006). The researcher purposely targets a group of people believed to be reliable for the study (Kombo and Tramp 2006). The study employed simple random sampling technique. Random Sampling technique was used to select teachers from the schools in Turbo division.

3.5 Research Instruments

The researcher used the questionnaire to collect data. Kothari (2008) defines a questionnaire as that consisting of a number of questions printed or typed in a definite order on a form or set of forms. The researcher will construct closed- ended and open-ended questionnaires, which will be administered to head teachers and teachers. The researcher used questionnaire because of its low cost. Even if the universe is large and widely spread geographically, it is free from bias, respondents have adequate time to give well thought out answers and large samples can be made used of and thus the results can be made more dependable and reliable (Kothari, 2008).

Questionnaire is commonly used to obtain data about population, since each item is developed to address a specific objective, research questions or hypothesis of the study (Mugenda and Mugenda, 2003).This method is quite popular especially when survey is used, as the researcher is interested in finding out the views, opinion and attitudes of the respondents regarding effects of teacher reward systems on the academic performance

of schools in Turbo division. Such information is collected rapidly through questionnaire (Oso and Onen, 2005). Their structure was such that they elicited responses relevant to the study.

3.6 Reliability of Research Instruments

The questionnaire to be used in this study was pre-tested through a pilot study before actual data collection. This enabled a revision of the questionnaire before actual data collection. The pilot study was done to determine the validity and reliability. It was done in Soy Division. A reliable criterion is stable or reproducible. Reliability is a measure of how consistent the results from a test are (Kombo and Tromp, 2006). The study involved the use of test retest method; this is whereby the study involved the administration of questionnaires to two different respondents at different times. The method involving identifying a group of respondents to administer the first test, then afterwards another group is administered the same questionnaires. The two results are then correlated and variations are detected if any. This ensured questionnaires measure what they are supposed to measure.

3.7 Validity of Research Instrument

According to Yin (2004) the validity of research is concerned with the extent to which that data measures what they are supported to measure. In measurement of validity, it is quantified if you administer a test to a subject twice and get the same score on the second administration as on the first (Kombo and Tromp 2006). The examiner's manual or technical manual for most tests will have information on the validity of the test (Kombo and Tromp 2006). The opinion of the experts which in this case comprises of the supervisor and colleges played a very significant role in determining the validity of the research instruments

3.8 Data Collection Procedure

The researcher acquired a permit from the institution to conduct the research. The permit was used to get permission from the head teachers of various primary schools to administer the questionnaires to respondents. The researcher distributed the questionnaires and collected them immediately after the exercise to ensure efficiency in collection of the data.

3.9 Data Analysis

The study adopted both quantitative and qualitative analysis in order to achieve the objective of the study. According to Cooper (2006) qualitative research includes an array of interpretive techniques which seek to describe, decode, translate and otherwise come to terms with the meaning, not the frequency of certain more or less naturally occurring phenomena in the social world. He refers to it as interpretive research because it seeks to develop understanding through a detailed description. Interpretive research is qualitative seeking to unearth collective frames of reference, or construed realities that guide the attribution of meaning and help account for how respondents create, enact and interpret the reality they inhabit (Patton, 2002).

According to Patton (2002), qualitative inquiry typically focuses in-depth or relatively small samples, selected purposefully. In qualitative studies, data collection and analysis typically go hand in hand to build a coherent interpretation. The researcher was guided by initial concepts and developing understanding that she fits or modifies as she collects and analyses the data. Her overall strategy is closer to the interpretive/subjective end of the continuum than the technical/objective end (Marshall & Rossman, 2006). Numerical values were assigned to responses in the questionnaire to represent measurement of variables. The data was coded, analyzed and presented in form of tables, frequencies and percentages.

The extent to which payment, promotion, recognition and appreciation affect the teachers' performance outcome was analyzed based on the data collected using the questionnaire. The data was analyzed using SPSS version 18; correlation tables on the same shall be drawn to demonstrate the relationship between the teacher reward systems and academic performance outcome.

3.9 Ethical Consideration Issues

The researcher agreed to comply with the following principles which aim at protecting the dignity and privacy of every individual who, in the course of the research work carried out under the project, was requested to provide personal or commercially valuable information about him/herself or others (hereinafter referred to as a subject of research)

Before an individual becomes a subject of research, he/she was notified of: the aims, methods, anticipated benefits and potential hazards of the research; his/her right to abstain from participation in the research and his/her right to terminate at any time his/her participation; and the confidential nature of his/her replies.

No individual become a subject of research unless he/she gave the notice referred to in the preceding paragraph and provides a freely given consent that he/she agrees to participate. No pressure or inducement of any kind was applied to encourage an individual to become a subject of research.

The identity of individuals from whom information was obtained in the course of the project was kept strictly confidential. At the conclusion of the project, any information that revealed the identity of individuals who were subjects of research was destroyed unless the individual concerned consented in writing to its inclusion before hand.

No information revealing the identity of any individual was included in the final or in any other communication prepared in the course of the project, unless the individual concerned had consented in writing to its inclusion beforehand.

Table 3.3: Operationalization of Variables

Objectives	Variable	Indicator	Measure	Measuring scale	Type of analysis	Tools of analysis
Pay increase	Independent	Salary		Amount Increased	Nominal	Quantitative SPSS version 18
	Dependent	KCPE Grade	mean	Class Mean Score	Nominal	Quantitative SPSS version 18
Recognition	Independent	Verbal		Amount Increased	Nominal	Quantitative SPSS version 18
	Dependent	KCPE Grade	mean	Class Mean Score	Nominal	Quantitative SPSS version 18
promotion	Independent	Additional Responsibilities		Pay Increased	Nominal	Quantitative SPSS version 18
	Dependent	KCPE Grade	mean	Class Mean Score	Nominal	Quantitative SPSS version 18
Appreciation	Independent	Gifts		Amount Increased	Nominal	Quantitative SPSS version 18
	Dependent	KCPE Grade	mean	Class Mean Score	Nominal	Quantitative SPSS version 18

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter analyses the responses from the respondents as per the objectives of the study, presents the results in tabular and graphical forms and interprets the results from the findings. Discussions are also formed to help assess the contribution of the data collected to the body of knowledge.

4.2 Response Rate

The researcher targeted a sample of 36 questionnaire respondents out of which 30 questionnaires were returned/obtained. This represented a response rate of 83% for the questionnaire. According to Babbie (2002), any response of 70% and above is adequate for analysis thus this was even better because it constituted 83% of the total number of the questionnaires that were issued to the respondents.

4.3 Background Information

The research found it necessary to analyze the general characteristics of the respondents as the characteristics of the respondents could have had an influence on the responses elicited from the respondents. The demographic information of the respondents was conceptualized by the gender, age, education level and working experience.

Table 4.1 Background Information of the Public Primary Schools in Turbo Division

Gender of the Respondents		
	Frequency	Percent
Male	52	40
Female	78	60
Total	130	100
Age Bracket of the Respondents		
	Frequency	Percent
18-30 years	26	20.0
31-40 years	43	33.3
41-50 years	35	26.7
Above 50 years	26	20.0
Total	130	100
Level of Education of the Respondents		
	Frequency	Percent
Certificate p1	26	20.0
Diploma	61	46.7
Degree	43	33.3
Total	130	100
Working Experience of the Respondents		
	Frequency	Percent
1-10 years	39	30
10-20 years	48	36.7
Above 20 years	43	33.3
Total	130	100

According to the findings, a simple majority (60%) of the respondents were female while the remaining (40%) are males as indicated in Table 4.1. This is an indication of well balanced workforce in terms of gender orientation. This could perhaps be an indication of the organizations embracing the equal employment opportunity. This is good for this study since the opinion of both genders is equally presented.

From the results, 20% of the respondents were in the age bracket of 18- 30 years while majority (33.3%) were between 31-40 years. It was also clear that 26.7% were in the age bracket of 41-50 years and the remaining 20% were above 50 years of age. This is an indication that the study was able to collect data from older respondents who were well

versed with the influence of rewards on employees out put and the researcher was able to collect information from different age groups.

From the results it was clear that 20% of the respondents were certificate P1 holders whereas majority (46.7%) of the respondents attained the diploma level of education. The respondents who attained the degree level accounted for 33.3% of the population. This indicates the majority of the respondents have a diploma level of education with a sizeable amount with degree level of education. This forms a good population who is highly educated and therefore is in better position to answer questions and give a technical opinion on the subject of the study.

Table 4.1 shows that 30% of the respondents had a working experience of 1-10 years whereas majority (36.7%) had worked for 10-20 years. It was also established that 33.3% of the respondents had a working experience of above 20 years. The findings indicated that varied responses could be collected from the respondents considering that those who had little experience and those who had a lot of experience participated in the study.

4.4 Forms of Pay Rewards Available for Public Primary Schools in Turbo Division

With an aim of identifying the influence of reward on employees' output in Turbo Division, the researcher asked the respondents to indicate the extent to which they agreed with a number of statements. The findings are as presented below:

Table 4.2 Forms of Pay Rewards Available for Public Primary Schools in Turbo Division

Forms	Desc	SA	A	UD	D	SD	Totals	Means
Parents based rewards e.g monetary handouts by parents	Freq	26	69	9	26	0	130	3.73
	Per(%)	20.0	53.3	6.7	20.0	0	100.00	(74.6%)
Teacher allowances based reward for good performance	Freq	52	18	26	26	8	130	3.60
	Per(%)	40.0	13.3	20.0	20.0	6.7	100.00	(72%)
Recommendations by school for TSC based salary increments	Freq	61	18	9	9		130	3.47
	Per(%)	46.7	13.3	6.7	6.7	26.7	100.00	(69.4%)

Table 4.2 shows that majority (74.6%) of the respondents agreed that the forms of pay rewards available for teachers in the school are the parents based rewards like monetary handouts by parents with a mean of 3.73 while 72% of the respondents confided on the opinion that teacher allowances based rewards for good performance (Mean=3.60). the remaining partly (69.4%) of the respondents said recommendations by school for TSC based salary increments with a mean of 3.47.

The parents based rewards being the most common forms of rewards in the school could be interpreted to mean that the parents in the schools are very concerned about the welfare of their pupils and consequently they are more than willing to collaborate with the school to ensure that their students pass. Consequently the parents are not only involved in paying fees but are also very active in ensuring that the teachers who teach their children are motivated to ensure that they perform in class.

These findings however are in disagreement with an empirical study by Muller (2011) who states that parental involvement in the school to enhance students achievement has only taken the form of parenting styles that parents need to employ. The study found that parents with authoritative parenting styles have children who receive higher grades. The study asserts that the absence of a parent may negatively impact a child's learning

environment. For example, for the families of a single-parent household, the obligations of home life infringes on the amount of time that the parent can devote monitoring and assisting the child with school work. Furthermore, when the parents work outside the home, it compounds the drain on time needed for parental activities. Other studies with the same results include; Barnard (2004) who looked at the association between parental involvement in schools and students' success in school, and concluded that early parental involvement in a child's education promotes positive long-term effects and Herrera (2005) who found a lack of guidance by parents of fifth grade pupils to be related to poor academic achievement.

This therefore implies that despite previous studies having documented the importance of parenting styles on student's achievement, there is need for schools to ensure that parents also participate in way of motivating the teachers to through financial incentives to teachers who have extemporary performances in the school.

4.4.2 Promotion Techniques Available for Public Primary Schools in Turbo Division

Table 4.3 Promotion Techniques Available for Public Primary Schools in Turbo Division

Promotion Techniques	Desc	SA	A	UD	D	SD	Totals	Means
Special facility/equipment for example separate office	Freq	17	26	0	61	26	130	2.60
	Per(%)	13.3	20.0	0.0	46.7	20.0	100.00	(52%)
New responsibilities e.g teacher put in charge of sports in the school	Freq	52	69	9	0	0	130	4.33
	Per(%)	40.0	53.3	6.7	0.0	0.0	100.00	(86.6%)
New position in the school e.g teacher to deputy head teacher	Freq	61	52	0	9		130	4.20
	Per(%)	46.7	40.0	0.0	6.7	6.7	100.00	(84%)

According to the findings, it was established that 52% of the respondents were of the opinion that the promotion techniques available for school teachers were special facility/equipment for example separate office with a mean of 2.60 while 86.6% of the respondents agreed that new responsibilities e.g teacher put in charge of sports in the

school (mean=4.33). It was also clear that the remaining 84% of the respondents were of the opinion that new position in the school e.g teacher to deputy head teacher with a mean of 4.20.

The reason why teachers could have been more interested in new responsibilities in the school could have been that the responsibilities was a way of acquiring power and influence in the school and hence when being promoted the new responsibilities given to the teachers was the most important factor. The new responsibilities could have also have come with other benefits including the position and the special facilities to conduct the tasks necessary.

These findings are in agreement with Karol, (2010) findings that note that due to a limited budget, there needs to be a in the promotion process to ensure that employees and the organization all benefit without having to incur costs. Instead, organization should rely on intrinsic motivators, such as recognizing contributions, providing opportunities to gain new skills or experiences, and supporting autonomy and choice within a job. For example, managers may have leeway to make modifications to the employee's current position so that he is spending half of his time on his current job and the other half on new, more challenging responsibilities. Doing this may be more motivational in the long run and can often inspire loyalty. Overreliance on pay and promotion as motivators leads to an organizational culture that is very transactional and disengaged.

4.4.3 Recognition Techniques Available for Public Primary Schools in Turbo Division

Table 4.4 Recognition Techniques Available for Public Primary Schools in Turbo Division

Recognition Techniques	Desc	SA	A	UD	D	SD	Totals	Means
One on one verbal recognition between head teachers and the teachers	Freq	26	61		17	17	130	3.47
	Per(%)	20.0	46.7	6.7	13.3	13.3	100.00	(69.4%)
Verbal recognition in public e.g in parades or in meetings	Freq	61	6	9	0	0	130	4.40
	Per(%)	46.7	46.7	6.7	0.00	0.00	100.00	(88%)
Recommendations by head teacher for emulation	Freq	52	52		9		130	3.87
	Per(%)	40.0	40.0	0.0	6.7	13.3	100.00	(77.4%)

From the findings, it was established that 69.4% of the respondents were of the opinion that the recognition techniques available in the school were one on one verbal recognition between head teachers and the teachers with a mean of 3.47 whereas majority (88%) of the respondents agreed that verbal recognition in public e.g in parades or in meetings (Mean=4.40). the remaining 77.4% said recommendations by head teacher for emulation with a mean of 3.87.

These findings can be interpreted to mean that verbal recognition play an important role in boosting the self esteem of a worker in a given environment and consequently it is a very effective way of recognizing the employees. Verbal recognition despite not having the monetary rewards is an intrinsic motivator that goes a long way in ensuring that the employees remain productive in the workplace.

These findings are in agreement with Kento, (2012) findings that note that successful leaders use praise effectively. Employee achievements and/or performance improvement is a vital part of performance management. Sincere and honest praise lets employees know that you appreciate their efforts. This simple act takes little time but will provide many benefits. With a few positive, encouraging words and a pat on the back, you can recognize and reinforce desired performance behaviors. Kento, (2012) notes that An

employee who feels that his or her best efforts are valued by you is likely to continue those efforts. It is important that your employees know they are viewed as valuable members of the organization. With praise, you can create and reinforce a positive self-image in your employees, making them feel like winners. This is most desirable in confusing or unclear situations where the employee is trying to do the right thing but is uncertain of the actual performance level. Employees under stress also need a few words of praise to let them know they have done the right thing in a difficult situation. When an employee has been assigned necessary but unchallenging tasks, they, too, must be praised for their contributions.

4.4.4 Appreciation Techniques Available for Public Primary Schools in Turbo Division

Table 4.5 Appreciation Techniques Available for Public Primary Schools in Turbo Division

Recognition Techniques	Desc	SA	A	UD	D	SD	Totals	Means
Gifts issued to teachers by school committee	Freq	9	69	9	26	17	130	3.20
	Per(%)	6.7	53.3	6.7	20.0	13.3	100.0	(64%)
Certificates awarded to teachers by head teachers	Freq	35	17	9	35		130	2.87
						35		(57.4%)
	Per(%)	26.7	13.3	6.7	26.7	26.7	100	
Tokens by parents to teachers e.g household items	Freq	43	35	0	0		130	3.53
						52		(70.6%)
	Per(%)	33.3	26.7	0	0	40.0	100.0	

According to the findings, 64% of the respondents said gifts issued to teachers by school committee with a mean of 3.20 while 57.4% of the respondents agreed that Certificates awarded to teachers by head teachers (Mean=2.87). it was also clear tat the majority (70.6%) of the respondents said tokens by parents to teachers e.g household items with a mean of 3.53.

These results can be interpreted to mean that employees also value external motivators besides the motivation that is giving to them by the organization or the institution. In

this case, tokens from the parents represent a way of appreciation by the parent for the effort that is put in place by the teacher. External motivators are ways that ensure that the self esteem of the employees is also fostered due to the external recognition that is offered to them.

These findings are in agreement with Abel (2009) findings who notes that external motivators act as rein-forcers of a behavior. A reinforcer is any stimulus change following a response that increases the future frequency or magnitude of that response, therefore the cognitive approach is certainly the way forward as in 1973 Maslow described it as being the golden pineapple. Positive reinforcement is demonstrated by an increase in the future frequency or magnitude of a response due to in the past being followed contingently by a reinforcing stimulus. In terms of behaviorism, incentive theory involves positive reinforcement: the reinforcing stimulus has been conditioned to make the person happier. For instance, a person knows that eating food, drinking water, or gaining social capital will make them happier.

4.4.5 Indicators that are used to measure Teacher output in the Public Primary Schools in Turbo Division

Table 4.6 Indicators that are used to measure Teacher output in the Public Primary Schools in Turbo Division

Effects	Desc	SA	A	UD	D	SD	Totals	Means
Performance in subjects taught by the teacher	Freq	69	0	0	0	0	130	4.47
	Per(%)	53.3	46.7	0	0	0	100	(89.4%)
Ability to viewed as a role model by other teachers and students	Freq	87	43	0	0	0	130	4.33
	Per(%)	66.7	33.3	0	0	0	100.00	(86.6%)
Participation and ability to influence participation in co-curricular activities	Freq	52	52	26	0	0	130	4.20
	Per(%)	40.0	40.0	20.0	0	0	100.0	(84%)
Recognition by TSC teachers	Freq	43	17	17	0	9	130	3.33
	Per(%)	33.3	13.3	13.3	33.3	6.7	100	(66.6%)
Sentiments by parents and students	Freq	26	9	9	0	0	130	4.00
	Per(%)	20.0	66.7	6.7	6.7	0	100	(80%)

Table 4.6 shows that majority (89.4%) of the respondents agreed that performance in subjects taught by the teacher with a mean of 4.47 while 86.6% of the respondents were of the opinion that Ability to viewed as a role model by other teachers and students (Mean=4.33). it was also clear that 84% of the respondents were of the opinion that participation and ability to influence participation in co-curricular activities (Mean= 4.20) and 66.6% were of the opinin that recognition by TSC teachers. The remaining 80% of the respondents said sentiments by parents and students with a mean of 4.00.

These findings can be interpreted to mean that organizations and institutions are interested output of the employees in the working environment. For example, the teachers in the schools can only be deemed to be effective if the overall performance of their students surpasses the expectations of the different stakeholders at the school.

These findings are supported by recent research which has identified teacher quality as the most important variable in increasing student achievement. The effect of the teacher on student achievement has been shown to be an effective measure of how the teacher is performing especially over a period of time (Sanders &Horn, 2008). Yet proxies implemented by states and districts to determine teacher quality have been woefully inadequate. Teacher entrance and exit examination scores, years of experience, advanced degrees, and teaching credentials are either not related to student achievement and ratings of teacher performance by administrators or researchers, or the relationship is small.

4.5 Regression Model output of reward and employee outputs

The study computed a regression model to ascertain the impact of each of the types of rewards on the output of employees

4.5.1 Model Summary

The model summary was computed to investigate the amount of data that was used in the regression model. The results were as presented in table 4.7

Table 4.7 Model summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.567 ^a	.322	.213	.35890

a. Predictors: (Constant), Appreciation, Recognition, Promotion, Pay

The results indicated that about 32.2% of the data from the respondents was used in calculating the regression model. This was deemed sufficient enough for the study as this was over the recommended 30% when computing a regression model.

4.5.2 ANOVA model for the Regression Model

The ANOVA model for the regression table was computed and presented in table 4.8

Table 4.8 ANOVA model for the Regression Model

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.526	4	.382	2.963	.039 ^a
	Residual	3.220	25	.129		
	Total	4.747	129			

a. Predictors: (Constant), Appreciation, Recognition, Promotion, Pay
b. Dependent Variable: Employee Output

The ANOVA model was used to assess the accuracy of the regression model. The results of the ANOVA model indicated that there was a significant variation in the data used in the regression model ($p = 0.39$) to indicate that the data had not been computed

by chance. This meant that the output of the regression model was valid and could be used in the regression equation.

4.5.3 Coefficients Model

The coefficients table was extracted to give results of the regression model. The results were as presented in table 4.9

Table 4.9 Coefficients Model table (Regression output)

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.075	.556		5.535	.000
	Pay	.305	.097	.674	3.145	.004
	Promotion	-.070	.138	-.105	-.510	.615
	Recognition	-.094	.155	-.131	-.608	.549
	Appreciation	.164	.076	.392	2.161	.040

a. Dependent Variable: Employee Output

The regression model results from table 4.9 were as follows

$$\text{Employee output} = 3.075 + 0.674 (\text{pay}) + 0.392 (\text{Appreciation}) - 0.131 (\text{recognition}) - 0.105 (\text{promotion})$$

The results 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 teacher 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 ($p = 0.615$, $\beta = -0.105$) and ($p = 0.549$, $\beta = -0.608$). This

was interpreted to mean that this two practices besides being favoured by the teachers in the school are hardly employed as techniques to enhance the employee output.

CHAPTER FIVE: SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary of the findings, the conclusion and the recommendation of the study.

5.2 Summary of the Findings

The parents based rewards being the most common forms of rewards in the school could be interpreted to mean that the parents in the schools are very concerned about the welfare of their pupils and consequently they are more than willing to collaborate with the school to ensure that their students pass. Consequently the parents are not only involved in paying fees but are also very active in ensuring that the teachers who teach their children are motivated to ensure that they perform in class.

The reason why teachers could have been more interested in new responsibilities in the school could have been that the responsibilities was a way of acquiring power and influence in the school and hence when being promoted the new responsibilities given to the teachers was the most important factor. The new responsibilities could have also have come with other benefits including the position and the special facilities to conduct the tasks necessary.

These findings can be interpreted to mean that verbal recognition play an important role in boosting the self esteem of a worker in a given environment and consequently it is a very effective way of recognizing the employees. Verbal recognition despite not having the monetary rewards is an intrinsic motivator that goes a long way in ensuring that the employees remain productive in the workplace.

These results can be interpreted to mean that employees also value external motivators besides the motivation that is giving to them by the organization or the institution. In this case, tokens from the parents represent a way of appreciation by the parent for the effort that is put in place by the teacher. External motivators are ways that ensure that

the self esteem of the employees is also fostered due to the external recognition that is offered to them.

These findings can be interpreted to mean that organizations and institutions are interested output of the employees in the working environment. For example, the teachers in the schools can only be deemed to be effective if the overall performance of their students surpasses the expectations of the different stakeholders at the school.

5.3 Discussion of Findings

The parents based rewards being the most common forms of rewards in the school. These findings however are in disagreement with an empirical study by Muller (2011) who states that parental involvement in the school to enhance students achievement has only taken the form of parenting styles that parents need to employ. The study found that parents with authoritative parenting styles have children who receive higher grades. The study asserts that the absence of a parent may negatively impact a child's learning environment. For example, for the families of a single-parent household, the obligations of home life infringes on the amount of time that the parent can devote monitoring and assisting the child with school work. Furthermore, when the parents work outside the home, it compounds the drain on time needed for parental activities. Other studies with the same results include; Barnard (2004) who looked at the association between parental involvement in schools and students' success in school, and concluded that early parental involvement in a child's education promotes positive long-term effects and Herrera (2005) who found a lack of guidance by parents of fifth grade pupils to be related to poor academic achievement. This therefore implies that despite previous studies having documented the importance of parenting styles on student's achievement, there is need for schools to ensure that parents also participate in way of motivating the teachers to through financial incentives to teachers who have extemporary performances in the school.

The respondents were of the opinion that the promotion techniques available for school teachers were special facility/equipment for example separate office. These findings are in agreement with Karol, (2010) findings that note that due to a limited budget, there needs to be a in the promotion process to ensure that employees and the organization all

benefit without having to incur costs. Instead, organization should rely on intrinsic motivators, such as recognizing contributions, providing opportunities to gain new skills or experiences, and supporting autonomy and choice within a job. For example, managers may have leeway to make modifications to the employee's current position so that he is spending half of his time on his current job and the other half on new, more challenging responsibilities. Doing this may be more motivational in the long run and can often inspire loyalty. Overreliance on pay and promotion as motivators leads to an organizational culture that is very transactional and disengaged.

The findings also revealed that recognition techniques available in the school were one on one verbal recognition between head teachers and the teachers. These findings are in agreement with Kento, (2012) findings that note that successful leaders use praise effectively. Employee achievements and/or performance improvement is a vital part of performance management. Sincere and honest praise lets employees know that you appreciate their efforts. This simple act takes little time but will provide many benefits. With a few positive, encouraging words and a pat on the back, you can recognize and reinforce desired performance behaviors. Kento, (2012) notes that an employee who feels that his or her best efforts are valued by you is likely to continue those efforts. It is important that your employees know they are viewed as valuable members of the organization. With praise, you can create and reinforce a positive self-image in your employees, making them feel like winners. This is most desirable in confusing or unclear situations where the employee is trying to do the right thing but is uncertain of the actual performance level. Employees under stress also need a few words of praise to let them know they have done the right thing in a difficult situation. When an employee has been assigned necessary but unchallenging tasks, they, too, must be praised for their contributions.

Employees also value external motivators besides the motivation that is giving to them by the organization or the institution. These findings are in agreement with Abel (2009) findings who notes that external motivators act as reinforcers of a behavior. A reinforcer is any stimulus change following a response that increases the future frequency or magnitude of that response, therefore the cognitive approach is certainly

the way forward as in 1973 Maslow described it as being the golden pineapple. Positive reinforcement is demonstrated by an increase in the future frequency or magnitude of a response due to in the past being followed contingently by a reinforcing stimulus. In terms of behaviorism, incentive theory involves positive reinforcement: the reinforcing stimulus has been conditioned to make the person happier. For instance, a person knows that eating food, drinking water, or gaining social capital will make them happier.

5.4 Conclusion of the study

Employee output can be influenced by a number of factors in an organization or in an institution. The most significant factors that influence employee output include the pay and the appreciation of the employees.

Pay is important and is mainly important for employees especially when it comes from external sources such as parents in a school setting. The teachers feel more recognized. This therefore implies that pay rewards for employees could emanate either from the organization or from the customer or beneficiary.

Appreciation is also very important to mean that employees also value external motivators besides the motivation that is given to them by the organization or the institution. In this case, tokens from the parents represent a way of appreciation by the parent for the effort that is put in place by the teacher. External motivators are ways that ensure that the self-esteem of the employees is also fostered due to the external recognition that is offered to them.

Promotion and Recognition despite being forms of rewards however do not influence output but rather just the satisfaction with the job which may or may not influence employee output in the long run.

5.5 Recommendations

The study recommends the following:

- i. Other forms of rewards including promotion and recognition however despite having been established not to have a direct impact on employee output could be re-evaluated to ensure they are more inclusive so that they can have an impact on the employee output.
- ii. External rewards should be introduced and encouraged in the organizations setting to act as extrinsic sources of motivation which can influence employee output due to the reinforcing nature of the extrinsic motivation

- iii. Organizations should strive to have a documented procedure of rewarding employees so that employees can work expectantly knowing that if they work hard enough they will be rewarded for their efforts
- iv. The government and employment bodies such as the TSC should strive to come up with a legal framework that will govern the reward systems in the various structures. This is in enhancing employee output.

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APPENDICES

APPENDIX I: INTRODUCTORY LETTER

Dear respondent,

I am a master student at Nairobi University Conducting a study on **THE INFLEUNCE OF REWARD ON EMPLOYEES' OUTPUT: A CASE OF PUBLIC PRIMARY SCHOOLS, TURBO DIVISION**

I therefore wish to request you to kindly spare some time and answer the questions below as honestly as possible by ticking or filling in the spaces provided. The information given will be purely for academic purposes and will be treated confidentially. Ultimately, the findings of the study will make suitable recommendations to benefits teachers and the education sector in general.

Thank you for your cooperation.

EVELYN YEGO

APPENDIX II: QUESTIONNAIRE FOR THE TEACHERS

The questionnaire is made up of two sections A and B. Please answer each question by writing on the spaces provided or tick (✓) against the boxes provided. The information provided will be used for the purpose of this research only; therefore do not write your name on the answer sheet.

SECTION A: BACKGROUND INFORMATION

1) What is your gender?

Male

Female

2) What is your age bracket?

18-30 years

31-40 years

41-50 years

50 years and Above

3) What is your working experience?

1-10 years

10-20 years

20 and above years

4) What is your education level?

Certificate P1

Masters

Diploma

Others

Degree

SECTION B: SPECIFIC INFORMATION

Answer the following by ticking in the correct box as appropriate

Key: SA- Strongly Agree, A- Agree, UD –Undecided, D- Disagree, SD- Strongly Disagree

5)

In your own opinion what are the forms of pay rewards available for teacher in the school?

	SA	A	UD	D	SD
Parents Based Rewards e.g monetary handouts by parents					
Teacher allowance based reward for good performance					
Recommendations by school for TSC Based salary					

6) In your own opinion what are the promotion techniques available for teacher in the school?

	SA	A	UD	D	SD
Special facility/equipment for example separate office.					
New responsibilities e.g teacher put in charge of sports in					
New position in the school e.g teacher to deputy head					

7) In your own opinion what are the recognition techniques available for teacher in the school?

	SA	A	UD	D	SD
One on One verbal recognition between head teacher and					
Verbal recognition in public. E.g in parades or in meetings					
Recommendations by head teacher for emulation					

8) In your own opinion what are the recognition techniques available for teacher in the school?

	SA	A	UD	D	SD
Gifts issued to teachers by school committee					
Certificates awarded to teachers by head teachers					
Tokens by parent to teachers e.g household items					

9) What are some of the indicators that are used to measure teacher output in the school

	SA	A	UD	D	SD
Performance in subjects taught by the teacher					
Ability to viewed as a role model by other teachers and students					
Participation and ability to influence participation in co-curricular activities					
Recognition by TSC to teachers					
Sentiments by parents and students					