

**EFFECTS OF INSTITUTIONAL TEACHER REWARD SYSTEMS ON
STUDENTS' PERFORMANCE IN KENYA CERTIFICATE OF
SECONDARY EDUCATION IN RONGO DISTRICT, KENYA**

Rakiro Lynnette Adhiambo

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DECLARATION

This research project is my own original work and it has not been presented for a degree in any other university

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Rakiro Lynnette Adhiambo

E55/62668/2011

This research project has been submitted for examination with our approval as the university supervisors

.....

Dr. Andrew R. Riechi

Senior Lecturer

Department of Educational Administration & Planning

University of Nairobi

.....

Dr. Jeremiah M. Kalai

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

I dedicate this research project to my beloved late father Edward Oderoh, my husband and friends. A special feeling of gratitude to my siblings and children Patrick, Joe, Junior, Mavine and Maveline whose encouragement enabled me to successfully complete this project.

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ABBREVIATIONS AND ACRONYMS

B.O.G	Board of Governors
D.E.O	District Education officer
GDP	Gross Domestic Product
HMHT	Herzberg's motivation-hygiene theory
INSET	In-service training
JICA	Japan International Cooperation Agency
K.C.S.E	Kenyan Certificate of Secondary Education
MAS	Mathematics and sciences
MOES&T	Ministry of Education, Science and Technology
P.T.A	Parents Teachers Association
SMASSE	Strengthening mathematics and Sciences for Secondary Education
TSC	Teachers service commission

ABSTRACT

The research deals with effects of the institutional teacher reward systems on students' performance in Kenya Certificate of Secondary Education in Rongo District. The study found out the schools' management use of monetary rewards on teachers towards students in KCSE performance 25 out of 34 respondents agreed that it influences ,teachers benchmarking trips and student' performance showed that 29 out of 34 respondents agreed it influences students performance, with individual and teachers group based rewards the results showed that 26 out of 34 agreed it influences students performance and teachers promotions and students performance 20 out of 34 respondents agreed it influences. The research was conducted using descriptive survey. The study used questionnaires as the main research instrument in collecting data with target population of 11 Principals, 11 deputy principals and 22 teachers in 11 secondary schools in Rongo District of Migori County. The study revealed that there exist a link between teachers' bench marking trips and institutional rewards and students' performances. This shows that the schools' investments in bench marking trips and rewards directly contribute to improved student performances. There is thus a great need to increase the rewarding and bench marking trips in any organization to boost the teachers' performance hence improvements in students' performance. As society moves toward holding teachers accountable for students' performances, it is paramount to explore the factors that motivate teachers. The "what" that motivates teachers may very well vary from one school to another, or one department to another; yet motivation as a construct is an important element to study when looking at the quality of teaching. Various education programmes are varied, but the success of these programmes, given student achievement is the product, heavily lies within capabilities of the teachers. Once the classroom doors close, the question often arises regarding whether or not teachers are motivated to do their best possible work in order to produce the highest quality students. Various scholars argued that minus motivated teachers, the search for excellence is in vain. The excellence that is referred to in the aforementioned statement is that of the students. Therefore, crux of the problem lies in the fact that it teachers are unmotivated, and then the students that they teach will also be unmotivated. A further explore into this statement implies that suppose the motivational needs of teachers are never met, the whole educational system fails. The analysis shows that motivation among teachers is paramount for their performances in the classrooms and the overall academic development. Thus, according to the analysis, to achieve the learning objectives and reach a reasonable standard, educational institutions should keep a close tab on the motivation level of their teachers. When teachers perform, students produce and achieve. Therefore, it is essential to consider what motivates teachers to excel in performance. It is also paramount to school administrations to adopt various motivational strategies to ensure that potential reducing interest does not prevent teacher job performance.

In determining Teachers' bench marking trips and students' performance, whether Teachers are involved in a teachers' bench marking programme was set as independent variable. All the other variables were only valid in case where there were bench marking programmes. The result showed that there is fairness in inclusion of teachers' who take part in bench marking programmes. The result also showed that the teachers' bench marking programme have increased the level of competition among teachers in this District. The result shows that majority of the respondents had opinions that Teachers' bench marking Practices had led to the increased performances of the students. The analysis further revealed that individual based and group based rewards influence students' performance and school managements' use of monetary rewards on teachers towards also affects students' performances. From the analysis, it is clear that Teacher motivation is driven by numerous desires, needs like money, security and individual satisfaction. The analysis revealed that extrinsic offered to teachers for instance prizes may undermine intrinsic motivation in students. While the reward may encourage the student to perform the desired behavior on the short term, in the absence of the reward, the student may or may not demonstrate intrinsic motivation to continue the desired behavior, although the desired behavior may continue. The teachers hoped to exhibit intrinsic motivation to implement changes so that grater implementation and sustained changes would continue. When teachers are inartistically, motivated to change then change May more likely to be sustained over time though there was no significant relationship between the relationship between the respondents' age and students performance, the research revealed that majority of the respondents were experienced. Majority of the respondents had stayed in their work stations for a period of more than 5 years and were considered experienced since they were aware of various benchmarking and reward programmes used in their institutions.

Some of the recommendation to the school managers is to put in operation an acceptable way of rewarding teachers. From the findings the study recommends that the government and TSC can improve teachers reward systems by putting in place a clear policy on reward systems.

There's need for non-monetary reward systems to be looked into and students' performance.

CHAPTER ONE

INTRODUCTION

1.1 Background of study

Institutional teacher reward system has high quality and inspires teaching in the lifeblood of secondary education and the student experience. A major role of secondary education is to raise the status of teaching in secondary education based on understanding of factors associated with recognition and reward of teaching associated with fundamental component of academic work.

The initiative to bring about the achievement culture within the education has to be aligned with appropriate managerial approaches that appreciate the contemporary role of motivation in improving the quality of performance (Rugumyamheto, 2000). One way that has been lauded for enhancing employee performance in organizations is the use of rewards. A reward system by definition is simply a raft of procedures, rules, and standards associated with allocation of benefits and compensation to employees (Business Directory, 2009).

Reward system is the world's greatest management tool (Rehman, 2010). Every organization has some form of reward system. For instance, people correspond positively to verbal praise in the right moment creates loyalty and affinity (Ngala & Odebero, 2009). Reward systems offered in different

institutions may come in various and concrete forms. These may either be monetary or non-monetary, tangible or intangible, physical or psychological, and are usually offered to the employees as compensation for the productive work they execute and the rewards might also be meant to encourage them (Caruth & Handlogten, 2001). In most cases, rewards come in two forms. It can be in form of incentive motivation or personal growth motivation.

Incentive motivation is the kind that comes from within the individual for example a feeling of being proud of something. Personal growth motivation is the type that is brought to a teacher or employee by the organization. Furthermore, extrinsic rewards can be monetary or non-monetary. The monetary is usually a variable compensation separated from the salary. It is received as a consequence for extra ordinary performance or as an encouragement and it be either individually based or group based. The conditions to obtain this reward should be set in advance and the performance needs to be measureable.

For a reward system to be ideally motivational the reward should satisfy a number of criteria. It should have value, should be large enough to have some impact, should be understandable, be timely, the effect should be durable, and should also be cost efficient (Merchant, 2007). There is a belief by educationists that by working harder they will increase their performance outcomes. They also believe that the resulting performance improvement that

is adequately rewarded highly motivates them to improve their performances (Merchant, 2007). Institutions are finding it increasingly necessary to improve their reward systems. This is mostly done by reviewing employee compensation schemes.

Today's reality in the global world is that people influence important aspects of institutional performance in a multitude of ways. The rewards taking are a very prominent place and there is a consensus that rewards motivate employees to improve their performance and ultimately enhance the quality of services (Manolopoulos, 2008). The continued use of performance oriented remuneration programmes as part of public sector reform has not been confined to developed countries. A number of governments in developing nations including Botswana have gone ahead to initiate related reforms. In view of sustained use of performance oriented reward systems in the educational institutions, differences in the customer orientation levels of reward systems that affects educational services quality as has been noted. According to Gretchen 2006, if an institution is to treat its employees as its most important asset, it has to be knowledgeable about what it is that motivates people to reach their full potential (Gretchen, 2006).

In Kenya for example, a number of teacher motivational efforts have been tried. The incentives include presents, monetary rewards and at times salary increments especially in private schools. There has been an effort to use

reward systems in Kenyan schools albeit with a lot of challenges. This has left most of the teachers dissatisfied with their work hence making delivery of services quite poor. It is thus important to determine the influences of teacher motivation on academic performance in Kenyan schools with special reference to secondary schools in Rongo District of Migori County.

In Rongo District in particular, there has been a poor performance of candidates in Kenya Certificates of Secondary Education (KCSE) examinations results especially in mathematics and sciences (MAS) has been of great concern to the government, parents and stakeholders of the society. Following the growing concern, the government of Kenya through the then Ministry of Education, Science and Technology (MOES&T) and the government of Japan through Japan International Cooperation Agency (JICA) started a technical cooperation project known as strengthening mathematics and Sciences for Secondary Education (SMASSE) in 1998 to improve the poor performance of students in mathematics and sciences through in-service training (INSET) of teachers in service on learner friendly teaching methodologies and use of locally available materials to develop teaching aids.

Despite the establishment of the INSET centers, the students still perform poorly in KCSE mathematics and science examination. The institution-teacher reward system can therefore help to motivate teachers to increase their delivery to the student hence good performance as evident in this

webpage. Migori County performs just averagely with a mean grade of 33.92 in 2012 Kenya Certificate of Secondary Exams and Rongo district 2012 mean of 5.8143 compared to Awendo District with mean of 5.9 (Rongo D.E.O Office statistics).

1.2 Statement of the problem

The issue of teacher motivation for a sustained high academic performance in Kenyan schools cannot be underrated. There has been a claim of Kenyan trained teachers to neighboring countries like Rwanda and southern Sudan despite the government policy on teachers' salary increment and BOG/PTA in institutional motivational efforts, teachers seems not to be motivated to deliver (Alon, 2004). In Rongo District, this phenomenon as observed by the researcher seems to be in the rise, where teachers are claimed to still look for other means of income as said by the D.E.O during the education day of 2011. There is perhaps a relationship between institutional reward system and students' performance in KCSE. This study therefore investigates the effectiveness of Institutional reward systems on students' performance in Rongo District, Kenya so as to come up with an acceptable reward system for teachers.

1.3 Purpose of the study

The purpose of the study was to investigate the effects of institutional teacher reward systems on students' performance in Kenya Certificate of Secondary Education in Rongo District.

1.4 Objectives of the study

- i) To determine the influence of school managements' use of monetary rewards on teachers on students' performance in Kenya Certificate of Secondary Education in Rongo district.
- ii) To establish the effects of teachers' bench marking trips on students' performance in Kenya Certificate of Secondary Education in Rongo district.
- iii) To establish the extent to which ' individual and teachers' group based rewards influence students' performance in Kenya Certificate of Secondary Education in Rongo district.
- iv) To determine the effects of teachers' promotion on students' performance in Kenya Certificate of Secondary Education in Rongo district.

1.5 Research questions

- i. To what extent does school management's use of monetary rewards on teachers influence students' performance in Kenya Certificate of Secondary Education in Rongo district?
- ii. To what extent do teachers' bench marking trips influence students' performance in Kenya Certificate of Secondary Education in Rongo district?
- iii. To what extent do teachers' individual based and group based rewards influence students' performance in Kenya Certificate of Secondary Education in Rongo District?
- iv. To what extent do teachers' career prospects' influence students' performance Kenya Certificate of Secondary Education in Rongo district?

1.6 Significance of the study

The module being studied by the researcher looks at the institutional teacher reward systems on students' performance in Kenya Certificate of Secondary Education in Rongo District. The researcher concerned about the changing trends in monetary rewards where many schools are adopting various techniques. This has become a great concern especially in the field of human resource management where teachers are managed. High rate of motivation based on rewards in various schools is of great concern and reducing this rate

would provide school managements with better solutions to improving teachers' motivations.

Teachers are considered as one of the important aspects of a school and improving their motivations improves their performance and hence an improvement in students' performance. Understanding people from different backgrounds is challenging especially to managers from different origins where they have different life experiences. A lot of wisdom is required of the managers dealing with teachers from different nationalities to link the needs of different people and improve their productivity while maintaining low teacher turnover.

The researcher believes that the research would improve knowledge to Rongo schools managements regarding various rewards and teacher's motivations. The research would further guide them on improving teacher morale and understanding different needs of teachers working in a diversified environment. This study is of great importance to the Ministry of Education, TSC, and school managers as it used the findings to develop appropriate reward policies that will motivate teachers in Kenyan schools. The Ministry and other educational sector stakeholders in Rongo District would be able to understand the effect of teacher rewards on the ultimate performance of students. The findings could also be used by school principals and members of school boards of management to design incentive systems for teachers.

1.7 Limitations of the study

The researcher envisaged that some of the participants may fail to fill the questionnaires or fail to respond to some of questions. The researcher has no control over them as filling the questionnaire was entirely voluntary. However, the researcher persuaded the respondent to respond all questions. The researcher delivered the questionnaires in person together with her research assistants. The questionnaires were filled in the presence of the researcher so that she could clarify any misunderstandings. This was expected to improve respondents' cooperation and response rates.

1.8 Delimitations of the study

The study was conducted in Rongo District in public secondary schools using questionnaires for principals' deputy principals and teachers. The study was done in Rongo district where the participants who were principals deputy principals and teachers participated on the study.

1.9 Basic assumptions of the study

The study was based on the following assumptions;

- a) The main assumption of this study was that the respondents would collaborate and fill the questionnaire with outmost honesty.

b) The response received from the sampled teachers would be a reflection of the effects of institutional teacher reward systems on students' performance in KCSE in Rongo District.

1.10 Definition of significant terms

Benchmarking is defined as the use of structured comparisons to help define and implement best practice and involves a specific reporting format and requirements that tracks every student's achievement over a specific period of time.

Group based rewards: refers to performance based reward to a team of teachers.

Individual based rewards: is defined as the performance based rewards to an individual teacher.

Institutional reward –refers to rewards given to individual teachers within the institution of work.

Motivation: has been defined as the psychological process that gives behavior purpose and direction.

Reward system: This is a raft of procedures, rules, and standards associated with allocation of benefits and compensation to employees

1.11 Organization of the study

The report is organized in five chapters.

Chapter one focused on the background of the study which has Statement of the problem, purpose of the study, research objectives, research questions, and significance of the study, limitations and delimitations of the study, basic assumptions of the study and definition of significant terms.

Chapter two focused on literature review under which the following sub-headings explored in light of the study objectives. Introduction, forms of rewards, individual-based versus group-based rewards, bench marking, and teachers career prospects and students' performance, summary of literature review, theoretical framework and conceptual framework.

Chapter three, research methodology explores the research methodology under the following sub-headings: research design, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, and data collection procedures and data analysis techniques.

Chapter four presents data analysis as well as data presentation in line with four research questions.

Chapter five presents summary, conclusions and recommendations of the study. The section gives some suggestions for further studies that could be carried out in future.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on the studies done by other researchers and writers which was relevant to this particular study. It contains the review of theoretical literature, the review of analytical literature and the summary of the gaps to be filled in the study. The chapter starts by exploring the two form of rewards used in majority of secondary schools. In exploring the effects of monetary rewards on students' performance, this chapter explains various intrinsic and extrinsic methods used for teachers' motivations.

2.2 Forms of rewards

In most cases, rewards come in two forms. It can be in form of incentive motivation or personal growth motivation. Incentive motivation is the kind that comes from within the individual for example a feeling of being proud of something. Personal growth motivation is the type that is brought to you by the organization (Kaplan & Atkinson, 1998).

Furthermore, extrinsic rewards can be monetary or non-monetary. The monetary is usually a variable compensation separated from the salary. It is received as a consequence for extra ordinary performance or as an

encouragement and it can be either individually based or group based. The conditions to obtain this reward should be set in advance and the performance needs to be measurable (Kaplan & Atkinson, 1998).

For a reward system to be ideally motivational, the reward should satisfy a number of criteria: It should have value, should be large enough to have some impact, should be understandable, be timely, the effect should be durable, and should also be cost efficient (Merchant, 2007).

Also, since there is a direct link between experience and number of years spent in an institution, it can be deduced that teachers' experiences over time led to increased performances. However, since experience was not being determined and all teachers in the sampled institutions had experiences, it can be ignored. Therefore, monetary rewards and Teachers' bench marking Practices had contributed to the increased performances of students.

2.2.1 Monetary rewards on student performance

Motivation is the activation of goal-oriented behavior. It is usually used as a tool to getting results. According to Koch 2001, a delicate balance of communication, incentives and structures are necessary in motivating others. Various schools use both intrinsic and extrinsic motivation methods. Intrinsic motivation is described as the motivation that is driven by an interest in the

task itself. This form of motivation exists within the individual and does not rely on external pressure. On the other hand, according to Alon 2004, extrinsic motivation originates from outside the individual. An example of extrinsic motivation is rewards like grades and money or coercion and punishment. Koch 2001 described motivation as being entrenched in the essential need to reduce physical pain and increase pleasure.

People value money and therefore making money a very important form of reward. Monetary reward systems can be classified into four major categories, performance-based, salary increases, short-term incentive plans, and long-term incentive plans. The latter two rewards are common on managerial levels and are often linked to performance during a specific time period (Merchant 2007). The first one is often considered to be the greatest motivational factor of them all. Each and every organization gives salary increase to employees at all organizational levels. This is normally a small portion of an employee's salary, but has a significant value due to its long-term perspective. Short term incentives in some form are however, commonly used in organizations. A cash bonus is usually based on performance measured on a time period of one year or less.

According to Gretchen (2006), a company primarily uses a variable pay to differentiate it among the employees, so that the most successful employees will be rewarded. Recognizing the employee's contributions to

the company makes it easier for the organization to encourage excellent performance. The employees appreciate the possibility of receiving a reward for their performance (Ngala & Odebero, 2009). Using a variable pay can also be an advantage for the company in terms of risk-sharing. This means that the expense for compensation varies more with company performance when the total compensation is partly variable, making the cost lower when no profit is made and when there is a profit, it can be shared with the employees.

Rewards based on performance measures over time periods larger than one year are long-term incentive rewards. By using this, a company can reward employees for their outstanding work performance to maximize the firm's long-term value (Kreitner & Kinicki, 2008). This also works to attract and retain key talented persons. A popular type of long-term incentive is some form of a restricted stock plan. This reward is shares given as a bonus to the employee, however, they can only be sold after certain time period. After for instance one year, the teacher will be able to sell one fifth of the shares, after two years he or she will be able to sell two-fifths and after three years three-fifths etc. This is a way to retain competence within the company, not to motivate employees, since if they choose to end their employment before the fifth year, they will lose the remaining portion. Some firms take this even further by withdrawing the shares an employee already received.

Employees are not solely motivated by money even though money is used as an indicator of success. This is because employee behavior is linked to their attitudes (Ngala & Odebero, 2009). For example, when an employee is given a thank you from the manager or to receive gratitude from co-workers are both examples of non-monetary rewards. Monetary rewards are often accused of being too short-termed, and not creating a long-term commitment which is normally what you want from your employees (Kreitner & Kinicki, 2008). To achieve long-lasting motivation for the employees the organization should pay attention to both the financial and the non-financial motivators, in order to provide the best mix (Armstrong, 2001).

Teachers' behaviors are influenced by their wants and desires are among the motivation methods employed by schools. The needs are numerous and as such they are arranged in order of importance starting from the basic to the complex. Tylecote 2004 says that, one cannot advance to the next level of needs before the lower level is minimally fulfilled. Although some schools do not offer direct monetary awards, for example higher wages or salaries, the strategy employed to retain the existing Teachers is spread on areas like transport allowances, cell phone, car parking allowances among other. This has been as a retention strategy.

2.2.2 Salary equity and teacher performance

The internal component has a link with the fair wages concept; for a given job, the money compensation is adequate for an employee to maintain decent standards of living. It is also essential to determine if the money wage is adequate to cover basic needs such as housing, food, transport, medical care, children's education and some possibility for some savings for a contingency. Internally, the persons doing similar jobs should be similarly compensated (Owojori & Popoola, 2009).

The internal comparisons are also unfair as the organization could be underpaying. The literature is lacking the information that there must first be the understanding of the employee perception of fair salary. The expenditure habits are different for each person According to Gretchen (2006), since is no standardized decent living standard. Standards of living are not limited to basic life but are influenced by intrinsic drives and desires for pleasure and status alongside social pressure to perform. This may therefore not be a very good measure for fairness in remuneration (Owojori & Popoola, 2009).

2.2.3 Individual-based versus group-based rewards

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

usually strengthens the ties between co-workers. However, if someone has been part of the group without contributing in the same way as the rest, this usually creates great dissatisfaction among the rest, and teaches employees that they get rewards without input. This phenomenon is called the free-rider-problem. In many projects and companies, it is not possible to carry out a task by yourself but the task-completing-process is a process through the company, engaging many different people. In these cases, a group-based reward is preferable since everyone has “pulled their weight”, although it is hard to see the individual impact (Dawler, Andrews, & Bucklew, 2008).

Individual-based rewards often lead to sub-optimization. When introducing an individual-based reward system, employees tend to concentrate on their own performance instead of the company's performance as a whole. Asking co-workers and managers for help is suddenly something you think twice about, as you might need to share a future reward if you do. This leads to tasks fulfilled with an okay result, instead of a better result that might have sprung from a collaboration with co-workers, more competent to the task or parts of the task, hence sub-optimization.

However, an individual-based reward creates the greatest motivation and larger incentives for the individual. Increasing the responsibility for an employee usually tends to also increase motivation (Dawler, 2008). This

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

2.3 Bench marking practices

Benchmarking for a long time has been regarded in the education industry as an extremely effective tool of improving educational performance. Benchmarking is repeatedly mentioned as the second most popular international technique, only second after business planning for performance enhancement. Benchmarking is defined as the use of structured comparisons to help define and implement best practice (Supovitz, 2003). Benchmarking involves a specific reporting format and requirements that tracks every student's achievement over a specific period. Progress towards the main academic goals also has to be demonstrated in order to keep on track. Moreover, the various achievement data needs to be disaggregated. From the

assessment results, it is expected that the importance of learning should be exponentially increased.

2.3.1 Impacts of benchmarking to teachers

Benchmarking is very important in tracking teachers' performance in secondary schools. It creates an accountability context for teachers. The Teachers feel more accountable as they now have a guideline to work against. Benchmarking in the long run goes a long way in enhancing a data driven culture. This especially is because there is a concise data on every student's academic progress (Supovitz, 2003).

Benchmarking also reduces overreliance on high stake trial results for instructional guidance. This guides the teachers as they can clearly see where the students have come from in terms of performance and can now map out where they want the students to progress to (Elfers, 2008). Benchmarking is important in measuring progress of students relative to a group of content skills, it helps in identification of major strength and weakness points to possible improvements. This is by guiding the overall instruction decisions and informing important decisions necessary to learning of individual students. Teachers therefore in this case have basis for instructional adjustment as informed by the benchmarks. This in turn leads to their increased collaboration and improved problem solving skills (Alon, 2004).

Benchmarking also increases teachers' efficacy besides highlighting their reflection. Moreover, it improves emphasis on real testing, with more emphasis on test preparation (Elfers, 2008). Finally benchmarking highly motivates teachers as they become more and more satisfied with their teaching job. This is especially because of increased efficiency in service delivery and monitoring.

2.3.2 Benchmarking on Students' performances

Research suggests that benchmarking leads to improved student achievement in secondary schools to some extent. The target instructions have been known to lead to a great deal of improvement in various test scores. Benchmarking assessment also leads to improved engagement and overall motivation among students in secondary schools. Furthermore benchmarking assessment also leads to increased access to various learning prospects notably in remedial services (Elfers, 2008).

2.4 Teachers career prospect's and students' performance

Teachers' career prospects play a very big role in either motivating or demotivating secondary school teachers in their day to day duties. When promotion prospect are tied to individual teacher's performance, then they feel extremely motivated to work harder and benefit from the accompanying promotion (Elfers, 2008). Those argue for this view believe that its fairer to

promote and therefore motivate secondary school teachers who perform well in their respective disciplines instead of paying all of the teachers equally with no regard to the level of performance. The researchers in this school of thought also claim that incentives and promotions based on the actual performance highlights the relationship between money spent on teachers and the results thereby building a lot of public support to the concerned schools (Supovitz, 2003).

Some researchers are however of contrary opinions, arguing against pegging career prospect on performance. They argue that reasonable and precise evaluations are no easy to obtain since performance can generally not be established objectively. They also say that unity and collaboration among teachers is greatly diminished as cut throat competition is inculcated in teacher (Nelson, 2008). They therefore majorly focus in criteria and academics resulting production of one sided students.

Presently, close to half of OECD nations have resorted to motivating their teachers in different ways. Czech Republic, England, Mexico, the Netherlands, Sweden and Turkey For instance reward and promote teachers based on exceptional teaching performance. The salary increment is also largely based on performance of students rather than on teachers' position in base salary scale. In other countries like Czech Republic, Denmark, England, Estonia, Finland, Mexico, the Netherlands, Norway, Poland and the Slovak

Republic, annual supplementary is based on the actually results delivery that is , the performance student in exams (Elfers, 2008). In Austria, Chile, and the Czech however, only the supplementary subsidiary payments are based on teachers' academic performance.

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

Many Principals fail to adopt different teacher retention strategies when dealing with people from different nationalities. Various schools have a great challenge of integrating specific needs of different teachers from different countries. To improve the morale of their teachers, many school managements use remuneration as the only factor to regulate

2.5 Summary of literature review

This sub-section should focus on the areas of agreement and disagreement between studies and point out the study gap/gaps so that the proposed study is

contextualized in light of the either inconsistencies between theoretical or methodological gaps that previous studies have not addressed.

From the research findings it is found out that employees are not solely motivated by money even though money is used as an indicator of success. Kreitner & Kinicki (2008) proposed that institutions should focus on achieving long-lasting motivation for their employees by employing both monetary and non-monetary rewards. Merchant (2007) found out that monetary rewards are often linked to performance during a specific time period. Dawler (2008) observed that in spite of a group-based reward being preferable it is hard to see the individual impact.

Improving teachers' morale leads to improvements of students' performances in a school. The results of boosting teacher morale are increased loyalty to the jobs allocated, high rate of attendance at work, and improved productivity (Bruce, 2002). Teachers tend to become efficient when they have high morale and they reduce costs related to low morale. Achieving a high level of teacher morale is attained through several methods. The school management must be interested in the welfare of their teachers and appreciating every effort being made by them towards achieving the schools' goals. Personal experience with all teachers is required to improve understanding about their specific needs. Teachers are motivated to work in environments that meet their needs and they will perform better in schools with better mechanisms of satisfaction (Gunsch, 2010).

Rewards systems adopted by various schools must match the specific economic conditions in the counties they are established. It can be argued that rewards are the benefits that teachers accrue from the school. When creating the employment contract between the teachers and the school; the package of rewards may provide a clear understanding about the benefits to be obtained for each activity done (Bruce, 2002). Stating that, the management may change the reward strategies according to prevailing conditions in each school or department. Management uses different strategies to motivate their teachers by the use of different reward strategies.

They use monetary and non-monetary strategies to improve performance of teachers. Monetary rewards include promotions, increment in wages, paid leaves, teachers' allowances and others. Non-monetary rewards include thanksgiving for improvement in workplaces, recognition by top management and others. Management improves teacher morale and encourages workers to improve their performance when they create good reward incentives within a school. Managers need to be good leaders so that they can integrate all the needs of teachers as well as understanding particular characteristics of teachers (Bruce, 2002).

Cultural aspects of teachers

Understanding the cultural aspects of all teachers is important to be able to understand their needs. "Schools culture may be generally described as a set of

norms, beliefs, principles and ways of behaving that together give each school a distinctive character" (Willcoxson and Millett, 2000). However, many schools located in diverse cultures have failed due to failure to adopt better strategies to handle the cultural differences of the teachers they operate.

Communication

Open and honest communication is required of managers and teachers to create trust between all stakeholders of the school. Micromanagement of teachers is required especially where a few managers are controlling large number of teachers. This provides opportunities of splitting and grouping teachers according to how closely related they are with each other (Wiseman and Shuter, 1994). In a school, teachers have different personalities, attitudes, responsibilities and views. Teachers require different leadership and motivation styles to ensure successful schools' operations. There are common elements required to be used by leaders irrespective of the leadership style adopted. These elements are grouped as either hygiene factors or motivational factors. The overall goal of the leader is to create job satisfaction among the teachers. This strategy aims and increasing productivity of the human resources to a school (Saari and Judge, 2004).

Motivators increase the efficiency of teachers. For example, Herzberg provided five motivators in the workplace: recognition, achievement, advancement, responsibility and the work itself. He differentiated motivators

and hygiene factors by suggesting that motivators aim at achieving job satisfaction in the long run but hygiene factors are focused on short term satisfaction of the teachers (Fisher, 2000).

Job satisfaction and teachers' motivation

In addition to increasing productivity, job satisfaction reduces teacher turnover and eliminates counterproductive behavior. There is a positive correlation between job satisfaction and teacher performance. Improving the welfare of teachers boosts their morale and increases their output. Dissatisfaction among the teachers affects the performance of public schools and has an impact on the students' performance in that school. Leadership is a factor that has influence in the morale of the teachers. Teacher-centered leadership behavior contributes more to job satisfaction and improved performance compared to the job-centered leadership behavior. The roles of leaders and their subordinates need be clearly established to avoid conflicts in the performance of duties (House, 1971).

Managers have been concerned about the morale of teachers for a long period especially at the international scene. The morale of teachers is affected by many factors and managers are concerned about effects of low teacher morale on performance of their jobs. Teacher morale also affects their turnover rate in a school. High teacher turnover has a very high cost to the school especially

when recruiting new teachers. In addition, there is a higher cost of productivity when teacher turnover increases. Keeping teacher morale high is one of the best things you can do to instill loyalty and maintain productivity.

Factors affecting teachers' motivation

There are several depended factors that affect teacher motivation and they relate to the individual teacher or the workplace environment. Such factors include; teacher training programme, compensation, schools' policies and practices, recognition, performance ev and fail to recognize other factors affecting teachers. Teachers like being treated differently and that better payment is not the only factor that teachers consider as a motivator (Gunsch, 2010).

2.6 Theoretical framework

The motivator factors lead to satisfaction when they are fulfilled, contrary to the hygiene factors that trigger dissatisfaction when they are unfulfilled (Kressler, 2003). Reward systems are usually based on the assumption that the only thing that motivates people is money.

According to Herzberg, money is a so called hygiene factor that creates dissatisfaction if not received in appropriate amounts, but it is not seen as a potential satisfier, or positive motivator (Khalifa & Quang, 2010). The impact of salary gives a favorable short-term feeling. However, motivators produce a more lasting satisfaction (Armstrong, 2001). The motivators that generate satisfaction and motivation are factors such as success, recognition, being challenged, sense of contributing, trust, independence, possibility of career development, and responsibility. Khalifa and Quang 2010 further argue that the hygiene factors are needed to make sure that a worker does not become dissatisfied. They do not work to cause higher motivation although a lack of them can cause dissatisfaction. Typical hygiene factors are salary, working conditions, status, company policies and administration.

Critics of Herzberg's theory argue that the two-factor result is observed because it is natural for people to take credit for satisfaction and to blame dissatisfaction on external factors. Furthermore, job satisfaction does not necessarily imply a high level of motivation or productivity. This has been argued to be the theory's biggest weakness. Despite Herzberg's theory inherent weaknesses its enduring value and strength is that it recognizes that true motivation comes from within a person and not from KITA factors.

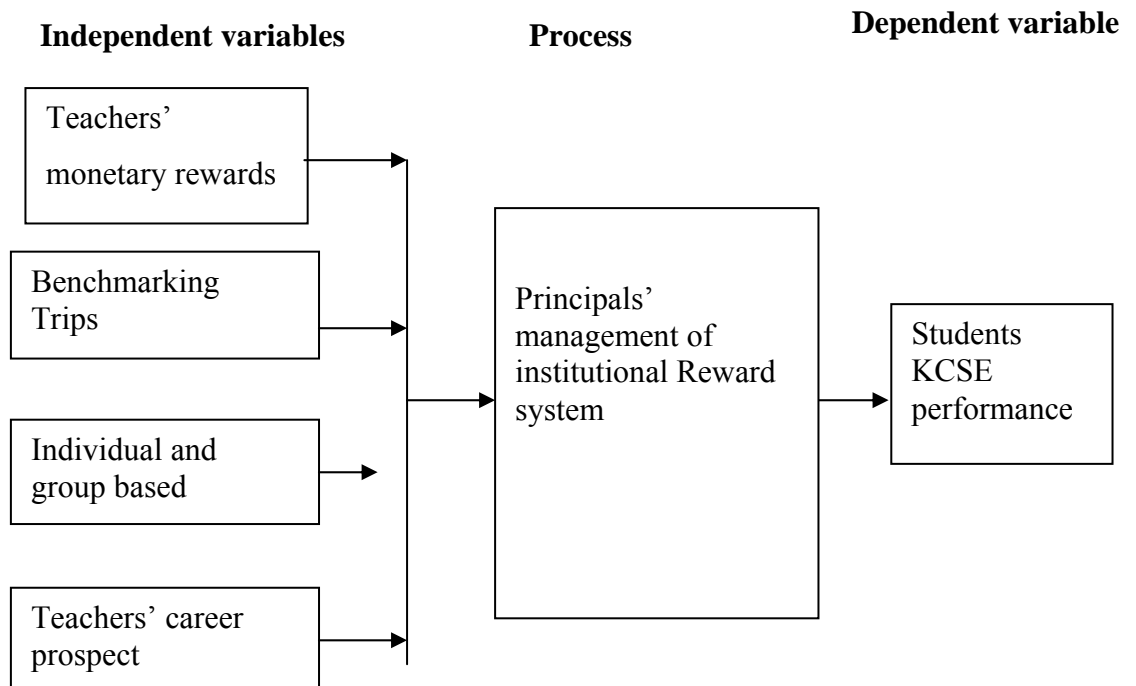
The main competing theory to Herzberg's Motivation-Hygiene Theory of motivation is the Maslow's hierarchy of needs theory. Maslow postulates that motivation process can be explained in terms of needs theory that states that it

is an unsatisfied need that motivates general human behavior worldwide. According to Maslow, human needs are divided into five different levels. The categories include physiological, safety, belonging, esteem and self-actualization.

This study was based on the Herzberg's Motivation-Hygiene Theory of motivation since the theory aids to understand human nature and how individual needs influence motivation. It explain the internal needs and motivation that employees bring with them to work (Adair, 2006). This information is useful when an organization wants to design a reward system. In order to know what motivates employees, it is important to understand what motivates people. Pick one theory but not two of them and indicate the theory, its proponent, its postulations of the theory, strengths and limitations of the theory, competing theories and rationale for the choice of the theory and its application to the proposed study.

2.7 Conceptual framework

Figure 1: Conceptual framework



Monetary rewards are usually a variable compensation separated from the salary. It is received as a consequence for extra ordinary performance. Money is a crucial motivating factor to teachers that if provided, enables them to work harder thereby improving student performance as students are motivated to work harder in order to get the monetary presents. Benchmarking on the other hand helps track every student's achievement over a specific period. This leads to provision of reliable parameters for

monitoring, revision and therefore students' improvement in exams. Whereas teachers' career prospects makes them feel extremely motivated to work harder to benefit from the accompanying promotion which in turn leading to students' improved performance, group rewards helps instill teamwork which greatly influences overall performance of students.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology of the study. It highlights the research design, study population, sampling procedure, data collection instruments and methods of data analysis.

3.2 Research design

Coopers and Schindler (2006) define research design as the blue print for the collection measurement and the analysis of data. A descriptive research design determine and reports things the way they are. This type of research attempt to describe possible behavior, attitude, values and characteristics (Mugenda & Mugenda 2003). A descriptive research design used in this study to determine the effects of teacher reward practices/system on student achievement in Kenya Certificate of Secondary Education in Rongo district. Studies were carried out at one time point or over a short period, Bland (2001). This design was chosen because data was collected once. According to Lokesh (1984), descriptive research is designed to obtain pertinent and precise information status of the phenomena. It describes data and characteristics about the population or phenomenon being studied Shields, Patricia and Tajalli (2006). Descriptive designs are used in preliminary and exploratory

studies allowed the researcher to gather information, summarize, present and interpret for the purpose of classification.

3.3 Target Population

The target population for a survey is the entire set of units for which the survey data are to be used to make inferences. Thus, the target population defines those units for which the findings of the survey are meant to generalize. The proposed study focused on how the student achievement in Kenya Certificate of Secondary Education is influenced by; managements' use of monetary rewards on teachers, teachers' bench marking strips, individual based and group based rewards and teachers promotion in Rongo district. The target population of this study comprised of 22 Principals, 22 deputy principals and 199 teachers in 22 secondary schools in Rongo District of Migori County.

3.4 Sample size and sampling procedure

The credibility of this research study was judged by the size of the sample. In choosing a sample size, this study focused on an optimum of at least 11 public secondary schools based on a confidence level of 95 percent and the significance level of 5 percent (Kothari, 2004).

The section of teachers based on simple random sampling technique to select 11 principals and 50% 11 deputy principals 50% and 22 teachers 11% (Mugenda & Mugenda, 1999). A total of 44 participants participated in the study.

3.5 Data collection instrument

The study used questionnaires as the main research instrument. A questionnaire is a set of questions designed to generate the data necessary to accomplish the objectives of the research project. Cooper and Schindler (2003) recommends the use of questionnaire in the descriptive studies because self-administered survey cost less than personal interviews and researcher can contact participants who might otherwise be inaccessible.

Data collection from the schools was possible since the researcher has accessibility with the management teams in the sampled schools. Access to data required in the research was possible since all the schools managements have granted permission. The schools management teams have promised to cooperate in making the project a success, as there are many benefits to be accrued from it. Respondents, teachers, Principals, and deputy-principals to fill questionnaires from the schools have responded positively and a smooth process of data collection was possible.

The study used open and closed –ended questions so as to be able to capture more information. The open –ended questions used on five point likert scale. The preferred scale for such a tool is what is known as a 7-point Likert scale, following a set pattern, with (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree. Likert scale is most widely used approach to scaling responses in survey research. The likert scale was appropriate to the study as it minimized the variability of response. The research questionnaire was designed for principals, deputy principals and teachers to form a major collection tool as it allows the study to include a large sample for responsiveness to inform the study in practice, opinion and attitudes of the participants with regard the impacts of teacher reward systems on students KCSE performance in Rongo District.

The questionnaire was designed in a manner to generate both narratives and statistical facts in relation to institutional teacher reward systems on students' performance in Rongo District. Section A contained gender, age, qualification, managerial position and experience. Section B had items of attitude scale which followed by 5 positively warded statements with scores ranging from (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree. The statement scored by the likert scale to denote the extent to which participants graded teacher reward systems on students' KCSE performance in Rongo District.

3.6 Instrument validity

Validity is the degree to which result obtained from the analysis of the data actually represents the phenomenon under study. Validity ensured by having objective questions included in the questionnaire. To ensure content validity of the instruments, the research supervisor was involved. A focus group discussion involving a management expert was also sought to review the instruments. This ensured that the content addresses the intended response and also avoided ambiguity.

3.7 Reliability of the Instruments

Mugenda & Mugenda (1999) defines reliability as a measure of the degree to which a research instrument yields consistent results or data after a repeated trial. The test re-test technique of reliability was used to assess the reliability of the research instrument. The questionnaires were administered to the pilot sample respondents twice with a week interval after which a correlation was taken between the two tests to estimate the reliability of the questionnaire. The Pearson correlation coefficient was used to estimate correlation coefficient of the two tests using the formula.

$$R = \frac{1 - \frac{6(\sum d)^2}{N(N^2 - 1)}}{1}$$

R = Pearson Correlation coefficient

(d) = different between scores on the two tests

(N) = The number of subjects in the sample

According to Gay (1992) any research instrument with correlation coefficient between 0.70 and 1.00 is accepted as reliable enough.

3.8 Data collection procedure

Data collection involved obtaining permit from National Council of Science, Technology and innovation to conduct research, the researcher visited the area District Commissioner and District Education Officers Rongo District. The researcher also wrote a letter of introduction and seeking of appointment from participants from the school which were involved in the study. On visiting the school the respondents are assured of strict confidentiality in dealing with the responses. The school principals, deputy principals and teachers involved were explained and how instruments were administered .

3.9 Data analysis techniques

Data collected was both quantitative and qualitative in nature. Qualitative data was analyzed using content analysis while quantitative was analyzed using descriptive statistics for example the mode, median, and mean. Analyzed data was presented using frequencies, means, standard deviation and percentages. In addition, data presented in form of tables using SPSS.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings from the primary research (questionnaires). A questionnaire was sent to 11 Principals, 11 deputy principals and 22 teachers in secondary schools in Rongo District of Migori County to address the research objectives and questions. The purpose of the questionnaire was to get an understanding of how institutional teacher reward systems affect students' performance in Kenya certificate of secondary education in the District. In so doing, the effects of school managements' use of monetary rewards on teachers towards students' performance were explored. The study focused at the effects of benchmarking trips and students' performance in KCSE in Rongo District and also aimed at exploring the extent to which individual based and group based rewards influence students' performance and effects of teachers' promotion prospect influence on students' performance in KCSE in Rongo District. The following is the response rate from the returned questionnaires.

4.2 Questionnaire return rate

Among the 44 questionnaires sent out, 34 were returned. This indicated 77 percent response rate. Among the returned questionnaire, 4 were Principals, 7 Deputy-Principals and 23 teachers as shown in the table 4.1 below.

Table 4.1: Distribution of respondents by level of Education

	Principal		Deputy-Principal		Teachers	
	Frequency	%	Frequency	%	Frequency	%
Diploma	0	0	1	14.3	5	21.7
Bachelor	2	50	4	57.14	16	69.6
Masters	2	50	2	28.6	2	8.6

Based on the response, it can be deduced that the data was normally distributed and hence its validity. Out of the respondents, 67.percent was teachers, 20.6percent Deputy-Principals and 11.8percent were Principals. Furthermore, taking Bachelor's and Masters' respondents as experienced, the data shows that 100percent of Principal respondents were experienced, 85.7percent were experienced Deputy-Principals and 78.3percent were teachers.

This is an indication that not only the data was normally distributed but the respondents had had experience either in their current working station in their former schools. The collected data was therefore considered valid and a true representation of the entire District. The table 4.2 below gives educational levels of the respondents. The results revealed that majority of the teachers had bachelors' degree. The analysis also revealed that majority of the respondents were teachers followed by deputy-principals and few were principals and so the data was normally distributed.

The table 4.2 shows the current position of the participants, to help the researcher to establish if they were directly or in directly involved in the reward system plan

Table 4.2 Respondents distribution by professional position

		Level of education			Total
		Diploma	Bachelor	Masters	
Current	Principal	0	3	1	4
Position	Deputy-Principal	0	5	2	7
	Teacher	5	16	2	23
Total		5	23	6	34

The table 4.2 above reveals that 23 out of 34 respondents are degree holders and so with their high qualifications they can suggest better methods of reward systems for better performance. The study showed that those institutions with teachers of high levels of education had better mean grades than those with low levels of education. The table 4.3 below, shows number of years of the participants in the current working stations against their level of education.

The table 4.3 explains the participants experience in the work which showed how often they had experienced rewards and performance in their working stations.

Table 4.3 Number of years in current working station

	Level of education			Total
	Diploma	Bachelor	Masters	
Under 2 years	2	6	1	9
More than 2 years	7	15	3	25
Total	9	21	4	34

On the period that a respondent had been working with the school, the analysis revealed that majority of the respondents had spent more than 2 years in their current working stations. The analysis also revealed that 73 percent of the respondents (or 25 out of 34) were considered experienced (had spent more than 2 years in their institutions) while 27percent were considered inexperienced (had spent less than 2 years in their workings stations). This is an indication that the respondents had undergone various monetary and benchmarking trips in their current schools.

This enhanced the reliability of the collected data. Though few employees had worked for their institutions under 2 years and thus considered inexperienced, the number of senior teachers in given schools outweighed them. In general, the population considered in this research had a rich data and thus reliable.

The researcher was also interested in gender and schools performance and so the table 4.4 below was of great significance

Table 4.4: Level of education by gender of participants

		Level of Education			
		Diploma	Bachelor	Masters	Total
Gender	Male	7	9	3	19
	Female	2	12	1	15
Total		9	21	4	34

On the gender against education level, majority of the respondents were male (19 out of 34 respondents). This was however of little significance since the study revealed that both gender showed good performance and both offered rewards to their workers. The researcher further looked at the participants' age as shown in table 4.5.

Ages of respondents

The following table 4.5 below shows the ages of the respondents and this was very important in students' performance against teachers work experience.

The table 4.5 below reveals the importance of seniority at work place since the participants with ages 36 and above performed better than 35 and below.

Table 4.5: Ages of respondents

Respondents	Principals	Deputy-Principals	Teachers	Total
25-30 years	0	0	3	3
31-35 Years	0	1	6	7
36-40 Years	2	2	9	13
41-45 Years	2	1	2	5
46-55 Years	3	2	1	6
Total	4	7	21	34

The table below show the ages of the respondents for the 34 questionnaires returned. The analysis revealed that majority of the respondents was between 36 to 40 years. This indicates that majority of the respondents had worked in their stations for a period not less than 5 years. Suppose, they had been transferred to their stations, then they must have experience various benchmarking trips and rewarding programmes in their former stations. This leads to increased validity of the collected data.

4.3 Data reduction to manageable numbers

From the 44 questionnaires issued, only 34 were returned and thus the return rate was 77 percent some questionnaires were returned fully filled, some half-filled and other quarterly filled. It was significant to eliminate all information

that were either irrelevant or did not directly contribute to the topic, specifically referring to question 7 in the second section of questionnaire. The duplicated information was also ignored as recommended by Brown 1999. The questionnaires that were half-filled or less than half-filled were combined into one fully filled questionnaire for easy analysis. This was in assumption that all the information submitted by the participants was a true representation of the entire Rongo District. All information that was found to contradict was eliminated and in cases where questionnaires had similar contents, only one was used. The experiences of principals, deputy principle and other teachers with close reference to past records, the overall performance in connection to teachers' rewards was determined. The experience was determined in question three, first questionnaire section and performances in fourth question, section B of the questionnaire.

Schools' mean scores from 2009 to 2012

The following result shows variation in the school mean score of schools under study from 2009 through 2012.

The table 4.6 below shows the mean score of the schools that were sampled for study. The ten schools had the means as shown below that helped the researcher to identify the factors that influence the difference in the performance.

Table 4.6 School mean score

Year	School mean score										Mean
School	1	2	3	4	5	6	7	8	9	10	
2009	5.6	5.8	6.0	5.9	6.1	6.1	5.6	6.0	6.1	6.5	6.0
2010	5.8	6.1	6.2	6.2	6.1	5.8	5.8	6.2	6.1	6.4	6.07
2011	6.0	5.9	6.1	6.4	6.0	5.9	5.9	6.2	6.0	6.6	6.1
2012	5.9	6.2	6.3	6.1	6.3	6.0	6.0	6.3	6.3	6.7	6.21

There is a general increment in the students' overall performance in the sampled schools. It was thus important to recognize that the general improvements in the students' performances may have been contributed by various factors for instance increased number of employees, increased teachers' experience, and other related matters. The introduction of monetary rewards and Teachers' bench marking Practices may have contributed to the increased performances of the schools. Some of the factors that may have contributed to the increased performances may be school based. Because of the improvement in the schools' equipment and learning atmosphere, this may have contributed to the increased student's performances. This is why it is important to consider other factors.

4.4 Impacts of monetary rewards on teachers' performances

In the section of the questionnaire that asked extent to which participants agree with the following statements, the following results were obtained. In the analysis, whether teachers were given monetary award in these schools was set as independent variable. The fairness, the frequency, effects of monetary rewards on student's performances, whether monetary rewards motivates teachers and impacts of rewards on competition level among teachers were set as independent variables.

Table 4.7: Teachers' monetary rewards and students' performances

		Teachers and students are motivated			
		Does Not	Not sure	Influences	Total
Monetary rewards	Principals	5	0	1	6
	D/Prin	0	1	2	3
	Teachers	2	1	22	25
Total		7	2	25	34

The result showed that there is fairness in the monetary rewards in majority of the schools as confirmed by 25 respondents out of the 34 respondents. The result showed that majority of schools had numerous monetary rewards resulting to the high performance as realized by the schools mean scores are high.

. The monetary rewards had increased competition among the teachers. Since teachers' competition and students' performances are directly related, an increase in competition led to increase in students' performance. On determining the effects teachers' promotion influence on students' performance in KCSE, the results showed that the two were directly related.

4.5 Teachers' bench marking trips and students' performance

In determining Teachers' bench marking trips and students' performance, whether Teachers are involved in a teachers' bench marking programme was set as independent variable. All the other variables were only valid in case where there were bench marking programmes. The result showed that there is fairness in inclusion of teachers' who take part in bench marking programmes. Out of 34 respondents who responded to this question, 29 agree there is a fair inclusion as shown in table 4.7.

The table below shows responses from whether there is fairness inclusion of teachers who participate in the teachers against teachers are often involved in a teachers bench marking programme.

Table 4.8: Frequency of bench-marking trips

		Teachers are often involved in a teachers bench marking programme		
		Disagree	Neutral	Agree
Fairness.	Principals	0	0	4
	D/P	0	2	5
	Teachers	1	2	20
Total		1	4	29

Out of 34 who responded to the question whether teachers' bench marking programmes motivates teachers to perform their work, 29 agreed, 4 were neutral and 1 disagreed. The analysis showed that there is a link between teachers' bench marking programmes and students' performances. The teachers' bench marking programmes do influence the students' performance Kenya Certificate of Secondary Education. The table above reveals that in majority of the sampled schools, there are no clear programmes on how to run benchmarking practices and so the lack of fairness. Majority of the respondents disagreed with the idea that there is fairness. This led to decreased number of teachers involved in such programmes.

The table 4.8 below shows how teachers' bench marking programme do influence the students' performance Kenya Certificate of Secondary Education.

Table 4.9: Bench marking programmes against students’ performance

		Teachers are often involved in a teachers bench marking programme		
		Disagree	Neutral	Agree
The teachers’ bench marking programme	Principals	0	1	3
	D/P	0	3	4
	Teachers	2	7	14
Total		2	11	21

The result also showed that the teachers’ bench marking programme have increased the level of competition among teachers in this District. Out of 34 respondents who answered this question, 21 agreed while only 2 disagreed. 11 respondents remained neutral as shown in table 4.8. The results therefore is true that those schools that carry out benchmarking trips showed high performance in their KCSE results.

Table 4.10: Frequency of benchmarking programmes

		Teachers are often involved in a teachers bench marking programme			Total
		Disagree	Neutral	Agree	
Teachers’ Bench marking programme	Principal	0	1	3	4
	D/P	1	1	5	7

	Teachers	8	2	13	23
Total		9	4	21	34

It is therefore true to state that teacher's bench marking programmes directly affect students' performances.

The lack of sufficient facilities for bench marking programmes contributed to reduced number of such programmes. There was however a belief that such activities have effects on the student's performances and thus an increase in competition levels among the teachers on the sampled schools.

The result shows that majority of the respondents had opinions that Teachers' bench marking Practices had led to the increased performances of the students. The schools (assuming the results were a reflective of the whole District) had increased their Teachers' bench marking Practices over the years. It can therefore be concluded that regardless of the minimal facilities and encouragements from the managements of the schools studied, bench marking activities led to improvement in student's performances. Teachers' bench marking trips greatly influence students' performance in Kenya Certificate of Secondary Education in Rongo district.

The following results were obtained for sections that addressed how grouped based and individual based rewards affected students' performance. The

motivation of teachers was set as independent variable. Majority of respondents believed that in their respective schools, teachers and students were motivated.

The result showed that rewarding of prefects, teacher reward based on performance, provision of needed learning materials greatly affects student's performances as shown in table 4.10 4.11 and 4.12 . The below tables shows how teachers and students are motivated in their current schools.

Table 4.11: Rewarding of prefects and student performance

			Teachers and students are motivated			
			Does Not	Not sure	Influences	Total
Rewarding of Princ			0	1	4	5
prefects influence	D/P		2	1	4	7
students	Teachers		6	2	15	23
performance						
Total			10	4	23	34

According to the table 4.11, 10 out of 34 returned questionnaires, were not sure whether teachers and students were motivated through monetary rewards, 4 respondents did not agree that rewards affect students performance while 23 agreed. It can therefore be deduced that due to the majority of respondents agreeing, students' rewards and their performances are directly related. This

indicates that when students are motivated they perform better. This result is also confirmed by table 4.11 which indicates majority of respondents indicated that individual teacher based rewards systems influence students' performances.

Table 4.12: Teacher individual based reward influence student performance

		Teachers and students are motivated individually			
		Does Not	Not sure	Influences	Total
Teacher reward	principals	0	0	4	4
	D/Princ	0	2	5	7
	Teachers	3	5	15	23
Total		10	5	26	34

4.6 Individual based and group based rewards and students' performance

Based on the results obtained in this section, it can be concluded that teachers' individual based and group based rewards greatly affect student's performances since 23 stated that it affects.

According to Davis et al (1992) and as evident in this analysis, teachers are more likely to be motivated when they feel fairly treated as in schools. Moreover, as mentioned by various respondents, when one feel unfairly treated they may become de-motivated. School's motivation declines because of the sense of inequality that has been going on for instance there were observed differences in prices and reward values. An example of rewards was holiday trips. This sense of fairness depends on the comparison the teachers make between their rewards with the ratio received by others considered to be in the same working conditions. Various schools recognize or appreciate the facts that variable factors do affect individual's assessment and perception of their association with work their work. Although at times the management ignores the requirements of the teachers, the working environment has been favorable and this has been acting as a motivation factor for the teachers.

Table 4.13: Teachers' individual and group based rewards on student's performance

			How Individual based and group based rewards influence students' performance			
			Prin	D/p	Trs	Total
Group	vs	Does Not		0	0	0
individual rewards		Not sure	0	1	1	2
		Influences	4	6	22	32

		How Individual based and group based rewards influence students' performance				
		Prin	D/p	Trs	Total	
Group	vs	Does Not	0	0	0	
individual rewards		Not sure	0	1	1	2
		Influences	4	6	22	32
Total			4	7	23	34

The table 4.13 above shows that majority of the respondents were of the opinions that individual and group based rewards have effects on the student's performances. Most of the respondents were of the idea that it is individual monetary rewards that contribute more to improvements in students' performances. This is a clear indication that individual based monetary rewards greatly influence, while group based rewards minimally influence students' performance in Kenya Certificate of Secondary Education in Rongo district.

Majority of schools based on the respondents have four strong management practices that act as a motivation to their teachers hence leading to improved student performance. The four are, the lifetime employment, seniority-based earnings, promotion systems, schools welfare services and enterprise unionism are the core strengths of schools. Things that they desire, that they know how

to get and that they believe they have the ability to achieve, motivate teachers. The results shows that individual rewards lead to improved performances of teachers compared to group-based rewards.

Individual teachers have the tendency to select the behavioral option with the greatest motivation forces. The motivation force for an action is a function of three perceptions namely expectancy, valance and instrumentality. Motivation can also be defined as the expectancy that one's behavior will lead to the desired performance, the value that an individual places on the rewards, and the belief that one will receive a greater reward if they meet the performance expectations. Since the motivation force is the product of three perceptions, a zero value of any perception will result into a zero for the whole equation. In the case given, various schools have the expectancy that students' performances will improve (Koch, 2001).

4.7 Teachers' promotion and students' performance

Promoted teachers were likely to perform better. Since teachers' promotion and monetary rewards are directly related, it can be concluded that monetary rewards directly affect student's performance.

The table 4.14 below shows the result obtained from determining how respondents perceived promotion prospects rewards given to teachers in the samples schools influence students' performance.

Table 4.14: Teachers’ promotion and students’ performance

		Teachers are given promotion prospect in this school			Total
		Disagree	Neutral	Agree	
Promotion	principals	0	1	3	4
	D/princ	1	2	4	7
	Teachers	6	4	13	23
Total		7	7	20	34

The result shows that 20 out of 34 agrees that teachers are promoted hence influences students performance . Though the result has to determine whether promotion prospect rewards on teachers contributed to the improved performances of students’ there are other factors that might have contributed to this.

The data clearly shows that considering other conditions constant, promotion prospects rewards on teachers has led to increased students’ performances over the years, as shown on those schools that had high performance there was promotion system by the managers.

On the contrary, one of the respondents in section C question 7 argues that rewards would not motivate teachers to perform better since each teacher has a different goal. He further argues that student’s performances cannot be

controlled by one teacher and so cannot be affected by an individual teacher. This is in line with Thomson 2000's arguments who stated that payments related to performance are never enhanced by altruism; rather they are motivated by affiliations and individual growth. Furthermore, Marsden 2000 disagreed with the notion that payments based on performances stimulate increased efforts.

In his research, Marsden 2000 questions aimed at eliciting respondents' type with their commitment to their institutions. The research revealed that majority of the respondents had high commitments and argued that the type of employees are not determined by extrinsic factors. The research further revealed that respondents needed both monetary and non-monetary rewards and so the idea that only monetary rewards motivate teachers can be ruled out. Most of the respondents in the questionnaire concurred with Marsden 2001's research when they did not believe that their performances were contributed as a result of the monetary rewards they received. Some work exceptionally well for recognition and others to obtain a salary increments.

However, some respondents agreed with Kelly et al.'s studied which stated that school-based reward programmes are advantageous since they motivate teachers and hence improvement in students' performance. Since the number of "I agree" outweighed the number of respondents who disagreed, it can be

conclude that though monetary rewards might not contribute to a greater percentage, they have effects on the performances of teachers. This study therefore confirms that the school managements' use of monetary rewards have minimal effects on teachers towards students' performance in Kenya Certificate of Secondary Education in Rongo District.

Teachers' promotion prospects on whether school's management recommendation influence teachers' promotions in your school, the analysis showed that 57percent of the respondents agreed that it affects while 43percent were of the contrary opinion. The result further showed that teachers' promotion also influence students performances in various schools. 68percent of the respondents indicated that teachers' promotion to large extent affects students' performances, 28percent to little extent while 3percent were of the opinion that it does not affect.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the study findings, conclusion and recommendation and areas for further research.

5.2 Summary of the study

The purpose of this study was to determine the effects of institutional teacher reward systems on students' performance in KCSE in Rongo District, Kenya. The study was guided by the following objectives :to determine school managements' use of monetary rewards on teachers towards students' performance in KCSE in Rongo District, to establish the effects of teachers bench marking trips on students performance in KCSE in Rongo District ,Kenya ,to establish the extent to which teachers individual based and group based rewards influence performance in Rongo District ,to determine effects the teachers promotion on students performance in KCSE in Rongo District.

The study was based on the Herzberg motivation –Hygiene theory, this theory is important to understand what motives people in an organization. The study adopted a descriptive research design that attempted to determine and report things the way they were. Possible institutional rewards were described .The study targeted a total population of 11 principals 11 deputy principals 22 teachers from 11 secondary schools in Rongo District .Data was collected by

use of questionnaires for all the participants. To validate expert judgment was needed as such the researcher sought assistance of supervisor and other university lectures who were the experts in research who helped improve validity.

5.3 Discussion of findings

The main aim of the research was to investigate the institutional teacher reward systems on students' performance in Kenya Certificate of Secondary Education in Rongo District. The results of this study indicate that there is a link between teachers' bench marking trips and students' performances, since 29 out of 34 respondents agree that it influences students performance and the mean scores of those schools were between 5.9 to 6.7. This was what basically determined the theoretical model in this particular research. Since the research revealed that teachers' motivation directly contribute to student' performances, evaluating the motivation criteria and method is of great importance to the sampled schools and the country as a whole. The analysis of rewarding methods that have contributed to the improved performances of the students since 2009 is important in determining the best strategies to be used in encouraging teachers.

From the study results it is clear that Teacher motivation is driven by numerous needs like money, teachers benchmarking trips and individual satisfaction. Teachers need to be motivated towards achieving the institutional

goals. The study revealed that management' use of monetary reward system influences students' performance since majority agreed at 66percent. From the study results it was evident that more than half of the participants had opinion that bench marking trips had led to the students increased performance, this can be attributed to the fact that the participants agreed that they participated directly on benchmarking trips and try to implement the findings to their institutions.

Data obtained in this study indicates that individual based and group based rewards motivate teachers though individual based seem to have more influence than group based since measuring the work done as a group is very difficult, though it promotes teamwork.

One of the objectives was to determine effects of teachers' promotion prospect on student' performance the participant agreed it promotes students' performance at 57percent.This can be risky if the promotions are not genuine and can demoralize other teachers.

5.4 Conclusions

From the results of this study, the researcher concluded that;

The school management in the sampled school and others need to understand the economic, demographic and social forces that are driving changes in their

organization. It is important to understand the types of monetary rewards that have contributed to the improved performances of teachers. This is closely related to the general performance of students in the sampled institution. It is also of great importance to determine the effects of non-monetary reward on teachers' performance and thus calling for further research. Importantly, the schools can boost their competitive advantages by embracing motivation among the non-staff especially in the working environment.

The performance of teachers of a school is as critical to its success as is the planning and execution of its strategies, objectives, vision and mission. In order to understand and bring about the synchronization between the ways the members of an organization function in accordance to its objectives is by understanding how their performances are affected by various factors like monetary reward and bench marking trips. According to one respondent, the unity and oneness created by the programme helped in boosting the general performance of the schools.

Every day, teachers and other supportive staff members have to deal with different challenges that they face in the course of duty. The management of an institution is therefore responsible for ensuring that the welfare of the teachers is taken care of including the rewards. Though the research only revealed the link that exists between the rewards and teacher performance, there is need to determine the best rewarding methods.

5.5 Recommendations

From previous research findings and from this present study, several recommendations can be made for consideration by the government, TSC, schools management committee parents and teachers.

There is need to improve Institutional teacher reward systems in every institution to improve students' performance. The school management should put in place clear ways of working hand in hand with teachers to see their rewards are as a result of their hard work and satisfy their expectations by giving them opportunity for growth and development.

The government and TSC should improve teachers' motivation by putting in place clear policies on reward systems and ensuring regular promotion of the teachers. The school managers should involve all the teachers in benchmarking practices to help change the teachers' attitude towards the school management.

Teachers' motivation is recognized as one of the techniques that schools employ to ensure optimal productivity. Nevertheless, various schools based on the research findings use different techniques to motivate their teachers. Researchers concerned with teachers' satisfaction have pointed out that

teachers have greater desire for social recognition than other facets of employee satisfaction and this brings a greater motivation to them thereby leading to improved productivity (Diaz-Serrano & Cabral 2005).

In addition, although there are diverse techniques that could be used to motivate teachers, the efficacy and applicability of the technique depends on the school and the industry in which it operates. Based on the research findings, I have the following to recommend.

In Secondary Schools in Rongo, training can be one of the best approaches for changing teacher's mind-sets. Schools in Rongo might decide to offer training programmes to large blocks of Teachers on subjects such as teamwork, diversity, emotional intelligence, quality circles, communication skills, or participative managements aimed at improving students' performance. For instance, successful organizations should provide more training and development opportunities for all the workers, particularly giving emphasis to the training and development of managers with the idea that they might or will change their behaviors or attitudes towards one another (Kumar et al. 1994).

The behavior and attitudes of few principals have ended up influencing the whole organization therefore leading to the change in the whole organization or the companies, which have employed the strategy and thus the importance of more training and development opportunities.

For rewards and bench marking trips to be positively linked to performance, managements have to create various or increase existing rewarding and bench marking trips for the teachers. The research findings revealed that there exists a positive correlation between benchmarking programmes and students' performance. The researcher therefore would wish to suggest areas for further research.

5.6 Suggestions for Further Research

The fact that this study is limited to Rongo District limits the generalization of its findings. The following are the areas for further research.

- a) There is need to investigate effects of school managements' use of non-monetary rewards on teachers towards students' performance in Kenya Certificate of Secondary Education in Rongo district.
- b) To investigate how bench-marking trips enhance students' instruction in secondary schools in Rongo district.

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APPENDICES

Appendix A: Letter of Introduction

Department of Educational Administration and Planning

University Of Nairobi

P.O. BOX 30197

Nairobi

Dear Sir/Madam

RE: RESEARCH QUESTIONNAIRE

I hereby write to request you humbly to assist in filling the attached questionnaire which is NOT a test but an attempt to **Effects of Institutional Teacher Reward Systems on Students ' Performance in Kenya Certificate of Secondary Education in Rongo District**. You have been sampled to participate and I count on you.

Kindly answer the questions as they relate to you as precisely and honestly as possible. All responses will be handled confidentially.

Thank you for following the instructions and your participation in advance, may God bless you.

Yours Faithfully,

Rakiro Lynnette Adhiambo

APPENDIX B: QUESTIONNAIRE

Section A: General Background Information

(Fill as appropriate)

1. Please indicate your Gender Male Female

2. What is your current position in this school?

Principal Deputy Principal Teacher

3. How long have you been working in this School?

Under 2 years 2 and more years

4. What is your age?

25-30 31-35 36-40 41-45 46-50

51-55

5. please indicate your current level of education. Diploma , Bachelor ,

Masters Other

Section B: School policies on reward systems

Management's use of monetary rewards on teachers

1. Is the school formulated policies touching on monetary rewards?

Yes No

2. To what extent do you agree with the following statements about your school's monetary reward system? (1) strongly disagree (2) disagree

(3) neutral (4) agree (5) strongly agree

Statement	1	2	3	4	5
1. There is fairness in the monetary reward system in this school.					
2. Teachers are often given monetary rewards?					
3. Teachers are given monetary award in this school					
4. The monetary reward system in this school motivates teachers to perform in their work					
5. The monetary reward system do influence the students' performance Kenya Certificate of Secondary Education					
6. The monetary reward system have increased the level of competition among teachers in this school					
7. Do teachers' promotion influence on students' performance in Kenya Certificate of Secondary Education					

Teachers’ bench marking Practices

1. Does your school have a teachers’ bench marking programme? Yes []
No []
2. To what extent do you agree with the following statements about your school’s teachers’ bench marking programme?

(1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree

Statement	1	2	3	4	5
2. There is fairness inclusion of teachers who participate in the teachers’ bench marking programme in this school.					
3. Teachers are often involved in a teachers’ bench marking programme					
4. Teachers are given enough facilitation when participating teachers’ bench marking programme					
5. The teachers’ bench marking programme in this school motivates teachers to perform in their work					
6. The teachers’ bench marking programme do influence the students performance Kenya Certificate of Secondary Education					
7. The teachers’ bench marking programmes have increased the level of competition among teachers in this District.					

Individual and group based rewards

1. What kind of rewards does your school employ to motivate teachers?

Individual rewards []

Group based rewards []

Both []

Not sure []

2. To what extent do individual based rewards influence students' performance in secondary schools in Rongo district?

Very little extent []

Little extent []

No extent []

Large extent []

Very large extent []

Not sure []

3. To what extent does group based rewards influence students' performance in your school?

Very little extent []

Little extent []

No extent []

Large extent []

Very large extent []

Not sure []

Promotion prospects

1. Does your school’s management recommendation influence teachers’ promotions in your school? Yes [] No []

2. To what extent does teachers’ promotion influence students’ performance in your school?

Little extent []

No extent []

Large extent []

3. To what extent in your opinion do the following factors (i to vi) influence students’ academic performance in KCSE?

(1) Does not (2) Not sure (3) Influences

Institutional reward systems	1	2	3
Rewarding of prefects			
i. Teachers’ reward based on performance			
ii. Provision of needed learning materials			
iii. Monetary rewards			
iv. Academic trips			
v. Teachers and students are motivated			

4. Indicate Performance of students in your school in the years 2009 – 2012

(give the figures)

Year	School mean score
2009	
2010	
2011	
2012	

7. Suggest possible ways of improving academic performance in your school in line with teachers' motivation and benchmarking events.

.....

.....

.....

.....

Thank you for your cooperation.

APPENDIX C: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/698** Date: **17th May, 2013**

Lynette Adhiambo Rakiro
University of Nairobi
P.O Box 30197-00100
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application dated **2nd May, 2013** for authority to carry out research on *“Investigating institutional teacher reward systems on students’ performance in Kenya Certificate of Secondary Education in Rongo District, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Rongo District** for a period ending **31st July, 2013**.

You are advised to report to **the District Commissioner and District Education Officer Rongo District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
The District Education Officer
Rongo District

“The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development”.

APPENDIX D: CLEARANCE PERMIT

PAGE 2 PAGE 3

Research Permit No. **NCST/RCD/14/013/698**

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Lynnette Adhiambo Rakiro
of (Address) University of Nairobi
P.O Box 30197-00100, Nairobi
has been permitted to conduct research in

Location
District
Province

Rongo
Nyanza


on the topic: Investigating institutional teacher
reward systems on students' performance in
Kenya Certificate of Secondary Education
in Rongo District, Kenya.

Applicant's **For: Secretary**
Signature **National Council for**
Science & Technology

for a period ending: 31st July, 2013.

Fee received
KSH. 1,000

Date of issue
17th May, 2013



CONDITIONS

- 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed with-out prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**

REPUBLIC OF KENYA
RESEARCH CLEARANCE
PERMIT

GPK60553m1(10/2011) **(CONDITIONS—see back page)**