Effects of Institutional Teacher Reward Systems on Students' Performance in Kenya Certificate of Secondary Education in Rongo District, Kenya

Rakiro Lynnette Adhiambo
University of Nairobi
March, 2016

ABSTRACT: This purpose of this research was to investigate the effects of institutional teacher reward systems on students' performance in Kenya Certificate of Secondary Education in Rongo District, Kenya. The study used questionnaires as the main research instrument in collecting data with a target population of 11 Principals, 11 deputy principals and 44 teachers in 11 secondary schools in Rongo District, Migori County, Kenya. The study concluded that there exists a link between teachers' bench marking trips, institutional rewards and students' performances in the sampled area.

The analysis revealed that in cases where motivational factors are missing, teachers get reluctant to impact the desired changes in student's behaviors. When teachers are continually motivated, then change is likely to be sustained over time. Though there was no significant relationship between the respondents' age and students' performance, the research revealed that majority of the respondents were experienced were aware of various benchmarking and reward programs (stayed in their work stations more than five years).

INTRODUCTION

1.1 Background of study

Institutional teacher-reward systems inspire teaching in the lifeblood of secondary education. The primary reason for teacher-motivation is to raise the status and quality of teaching. According to Rugumyamheto (2000), 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. One way that has been lauded for enhancing teacher performance in organizations is the use of rewards. Owen (2003) defines a reward system as a raft of procedures, rules, and standards associated with allocation of benefits and compensation to teachers.

Rehman (2010) and Ngala and Odebero (2009) concur on the point that reward system is the world's greatest management tool and that people correspond positively to verbal praise. Rehman (2010) further emphasizes that motivation creates loyalty and affinity. Reward systems offered in different learning 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 teachers as compensation for the

productive work they give. The rewards might also be meant to encourage them (Caruth and Handlogten, 2001). In most cases, rewards come in two forms, as either incentive or personal growth motivation. Mikael (2009) defines incentive motivation as 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 by the organization (Mikael, 2009).

For a reward system to be ideally motivational, the reward should satisfy a number of criteria. It should have value, large enough to have some impact, understandable, timely, the effect should be durable, and should also be cost efficient (Merchant, 2007). Today's reality in the global world is that people influence important aspects of institutional performance in a multitude of ways. According to Manolopoulos (2008), rewards motivate teachers to improve their performance and ultimately enhance their quality of services. Gretchen (2006) asserts that an institution ought to treat its employees as its most important asset and so has to knowledge what motivates its workforce to reach their full potentials.

1.2 Statement of the problem

Teacher motivation for a sustained high academic performance in Secondary schools in Kenya cannot be underrated. Although there are many facets to improved students' performances in Secondary Schools, questions have been raised on the effects of teacher's rewards system on the same. This research investigated the effectiveness of Institutional reward systems on students' performance in Rongo District, Kenya.

1.3 Purpose of the study

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

1.4 Objectives of the study

i) To establish the effects of teachers' bench marking trips and students' performance in Kenya Certificate of Secondary Education in Rongo district.

ii) To establish the extent to which teachers' individual based and teachers' group based rewards influence students' performance in Kenya Certificate of Secondary Education in Rongo district.

iii) To determine effects, the teachers' promotion on students' performance in Kenya Certificate of Secondary Education in Rongo district.

2. LITERATURE REVIEW

2.1 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.

2.6 Conceptual framework

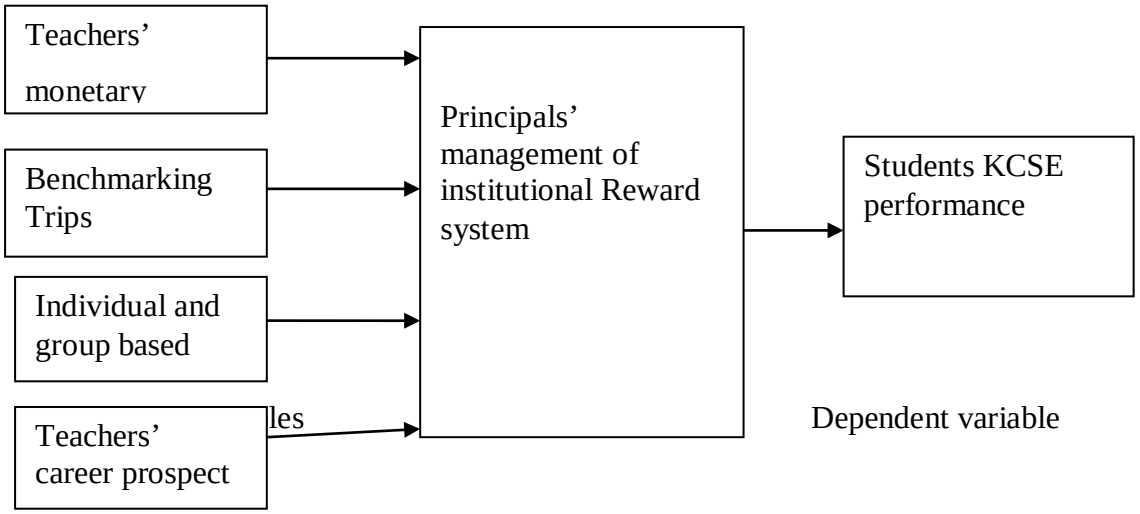


Figure 1: Conceptual framework

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 make them feel extremely motivated to work harder to benefit from the accompanying promotion which in turn leading to students' improved performance, group rewards help instill teamwork which greatly influences overall performance of students.

2.2 How the research fits existing published work

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).

3. RESEARCH METHODOLOGY

2.1 Research design

Coopers and Schindler (2006) define research design as the blue print for the collection measurement and the analysis of data. A cross-sectional descriptive research design was used in this study to investigate the influence of teacher reward practices/system on student achievement in Kenya Certificate of Secondary Education in Rongo district. Cross-sectional studies are 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.

3.2 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 schools' managements use of monetary rewards on teachers, teachers' bench marking strips, individual based and group based rewards and teacher's promotion. The target population of this study comprised of 11 Principals, 11 deputy principals and 22 teachers in 11 secondary schools in Rongo District of Migori County. The whole Rongo District compromises of 22 schools and so 11 schools used acted as true representation of the entire District.

3.3 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 11 deputy principals and 22 teachers (Mugenda and Mugenda, 1999). A total of 44 participants participated in the survey.

3.4 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 had accessibility of the management teams in the sampled schools. Access to data required in the research was possible since all the schools' managements granted permission upon request. Respondents who were teachers,

Principals, and deputy-principals to fill questionnaires from the schools, 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 data. The preferred scale was 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 questionnaire was designed in a manner to generate both narratives and statistical facts in relation to institutional teacher reward systems on students' performances. Section A contained gender, age, qualification, school category, type, 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 was to determine the extent to which participants grade teacher reward systems on their effects of student' performances.

3.5 Data collection procedure

The process of gathering data for this study involved two levels as advanced by Babbie (2004);- structured questionnaires as well as direct scrutiny of the company's official website and a range of other authentic sources such as journal articles, textbooks, newspaper articles, and magazine articles. The questionnaires were structured in simple and straight forward language to elicit easy understanding as per Kvale and Britmann (2008) postulations.

The first level involved dispatching the structured questionnaires to the participants. Each participant was required to fill one such questionnaire. To enhance accuracy and validity the participants were given a period of two weeks to study the questionnaires and fill them accordingly. Then the returned questionnaires were studied, checked for validity errors, interpreted, transcribed, coded and analyzed as per the selected data analysis methodology.

The second level of the data collection process and perhaps the most impartial, involved the gathering of information from both primary and secondary sources regarding the salient features of the Secondary institutions. This was carried out from the companies' official websites as well as from a host of authentic sources available online. It was reasoned that participants might be tempted to enter untrue information in the questionnaires hence leading to invalid findings. To this end, the use of primary information from the company websites as well as secondary information from unbiased online sources served to mitigate such eventualities.

3.6 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 was presented in form of tables and graphical presentations such as pie charts and bar graphs using Excel.

4. RESEARCH FINDINGS AND ANALYSIS

4.1 Background information

Among the 44 questionnaires sent, a total of 34 questionnaires were returned.

Current position against level of education

Count

		Level Of Education			Total
		Diploma	Bachelor	Masters	
Current Position	Principal	0	2	2	4
	Deputy-Principal	4	3	0	7
	Teacher	5	16	2	23
Total		9	21	4	34

The results revealed that majority of the teachers had bachelors' degree. The analysis also showed that majority of the respondents were teachers followed by deputy-principals and few were principals, and so the data was normally distributed.

How long have you been working in this School against level of education

Count

		Level Of Education			
		Diploma	Bachelor	Masters	Total
How long have you been working in this School	under two years	2	6	1	9
	More than two 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 interviewees had bachelors' degree. The analysis also showed that 73% of the respondents (or 25 out of 34) were considered experienced (had spent more than two years in their institutions) while 27% were found to be inexperienced (had spent less than two years in their workings stations).

Your Gender against level of education

Count

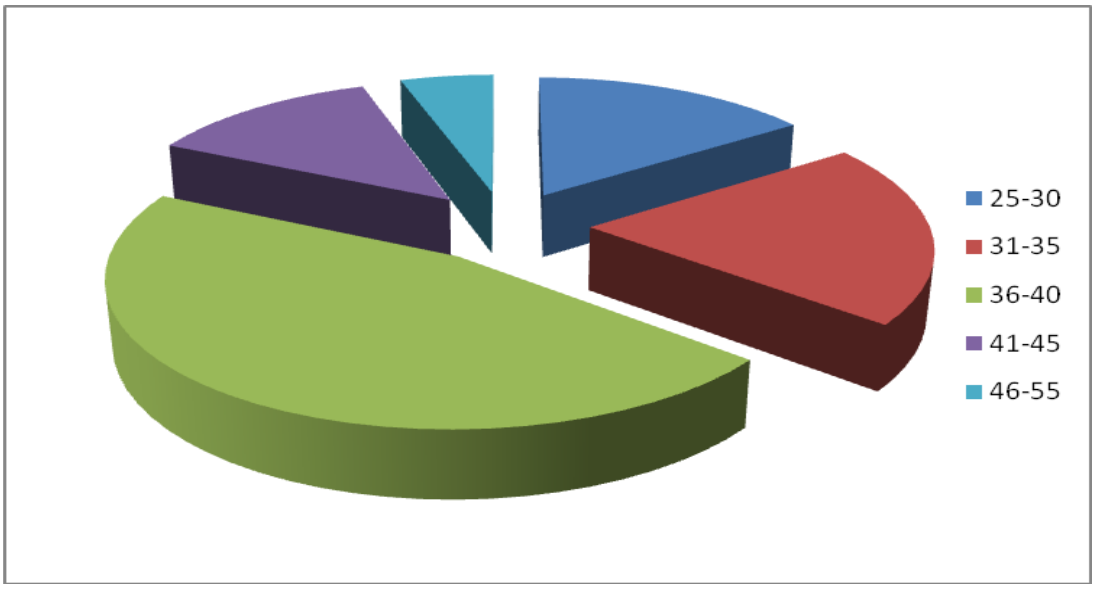
		Level Of Education			
		Diploma	Bachelor	Masters	Total
Your Gender	Male	7	9	3	19
	Female	2	12	1	15
Total		9	21	4	34

On the gender against education level, the majority of the respondents were male (19 out of 34 respondents). This was however of little significance to the research objectives and thus ignored.

Ages of respondents

The table below show the ages of the interviewees for the 39 questionnaires returned. The analysis revealed that majority of the respondents was between 36 to 40 years. The majority of the respondents had worked in their stations for a period not less than five years. Suppose; they had been transferred to their stations; then they must have experience various

benchmarking and rewarding programs in their former locations. This lead to increased validity of the collected data.



4.2 Data reduction to manageable numbers

From the 44 questionnaires issued, only 34 were returned and thus the return rate was 77%. 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 an accurate 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 with teachers' rewards was determined. The experience was defined 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 means the score of schools from 2009 through 2012.

Table 4.1

Year	School mean score										Mean
	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 total increment in the students' overall performance in the sampled schools. It was thus important to recognize that the public improvements in the students' performances may have been contributed by various factors, for instance, increased the 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 improved performances of the schools. Some of the factors that may have contributed to the improved 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.

4.3 Impacts of monetary rewards on teachers' performances

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

The result showed that there is fairness in the financial rewards in majority of the schools as confirmed by 14 respondents out of the 33 respondents. 16 out of 39 who responded to the question whether teachers are often given monetary rewards. The result showed that majority of schools had numerous financial rewards leading to the high frequency. On determining how financial reward system do influence the students' performance, out of 37 respondents, 13 agreed that their rewards had influence on students' performances.

On determining whether the monetary compensation system has increased the level of competition among teachers in this school, the result showed a positive correlation. The

rewards had increased competition among the teachers. Since teaching staff' competition and students' performances are directly related, an increase in competition led to increasing in students' performance. On determining the effects teachers' promotion influence on students' performance in KCSE, the results showed that the two were directly related. Promoted teachers were likely to perform better. Since teaching staff' promotion and monetary rewards are directly connected, it can be concluded that financial rewards directly affect student's performance.

Table 4.2: **Teachers promotion and students' performance**

Crosstab

			Teachers are given monetary award in this school			
			Disagree	Neutral	Agree	Total
Do teachers promotion influence students performance in KCSE	Disagree	Count	2	3	3	8
		Expected Count	2.3	2.7	2.9	8.0
	Neutral	Count	2	3	4	9
		Expected Count	2.6	3.1	3.3	9.0
	Agree	Count	7	7	7	21
		Expected Count	6.1	7.2	7.7	21.0
Total		Count	11	13	14	38
		Expected Count	11.0	13.0	14.0	38.0

The result shows more agree's than disagree's in the majority of issues. Though the result has to determine whether management's use of monetary rewards for 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, management's use of monetary rewards for teachers has led to increased students' performances over the years.

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 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 study revealed that majority of the respondents had high responsibilities and argued that the kind of teachers are not determined by extrinsic factors. The research further showed that respondents needed both monetary and non-monetary rewards and so the idea that only financial rewards motivate teachers can be ruled out. Most of the respondents to 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 (2007) studied which stated that school-based reward programs 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 concluded 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 has minimal effects on teachers towards students' performance in Kenya Certificate of Secondary Education in Rongo District.

4.4 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 program was set as an independent variable. All the other variables were only valid in the case where there were bench marking programs. The result showed that there is fairness in the inclusion of teachers' who take part in bench marking programs. Out of 39 respondents who responded to this question, 21 agree there is a fair inclusion as shown in Table 4.3.

Table 4.3

There is fairness inclusion of teachers who participate in the teachers * Teachers are often involved in a teachers bench marking program

Count

		Teachers are often involved in a teachers bench marking program			
		Disagree	Neutral	Agree	Total
There is fairness inclusion of teachers who participate in the Teachers	Disagree	2	3	1	6
	Neutral	4	3	5	12
	Agree	4	4	13	21
Total		10	10	19	39

Out of 36 who responded to the question whether teachers' bench marking programs motivates teachers to perform their work, 19 agreed, 8 were neutral, and 9 disagreed. The analysis showed that there is a link between teachers' bench marking programs and students' performances. The teachers' bench marking programs do influence the students' performance Kenya Certificate of Secondary Education. Out of 36 who responded to this question, 18 agreed while 10 disagreed. The table above reveals that in the majority of the sampled schools, there are no clear programs on how to run benchmarking practices and so the lack of fairness. The majority of the respondents disagreed with the idea that there is fairness. This led to decreased number of teachers involved in such programs.

The teachers’ bench marking program do influence the students’ performance Kenya Certificate of Secondary Education

Count

		Teachers are often involved in a teachers bench marking program			
		Disagree	Neutral	Agree	Total
The teachers’ bench marking program do	Disagree	4	1	3	8
	Neutral	3	3	4	10

influence the students' performance Kenya Certificate of Secondary Education	Agree	2	8	8	18
Total		9	12	15	36

The result also showed that The teachers' bench marking program have increased the level of competition among teachers in this District. Out of 37 respondents who answered this question, 22 agreed while only 9 disagreed. Six respondents remained neutral.

Count

		Teachers are often involved in a teachers bench marking program			
		Disagree	Neutral	Agree	Total
The teachers' bench marking program have increased the level of competition among teachers in this District	Disagree	2	4	3	9
	Neutral	2	3	1	6
	Agree	6	4	12	22
Total		10	11	16	37

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

The lack of sufficient facilities for bench marking programs contributed to reduced number of such programs. 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 in 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 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 significantly 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 the independent variable. The majority of respondents believed that in their respective schools, educators and students were motivated.

The result showed that empowerment of prefects, teacher reward based on performance, provision of needed learning materials greatly affects student's performances as shown in Table 4.4, 4.5 and 4.6

Table 4.4: Empowerment of prefects' influence students

Cross tabulation

Count

		Teachers and students are motivated			
		Does Not	Not sure	Influences	Total
Empowerment of prefects affects students	Does Not	0	1	4	5
	Not sure	2	1	6	9
	Influences	8	2	17	27
Total		10	4	27	41

Table 4.5: Teacher reward based on influence performance students

Crosstab

Count

		Teachers and students are motivated			
		Does Not	Not sure	Influences	Total
Teacher reward based	Does Not	0	0	5	5

on performance	Not sure	5	1	4	10
influence students	Influences	5	4	17	26
Total		10	5	26	41

Table 4.6: Provision of needed learning materials influence students

Crosstab

Count

		Teachers and students are motivated			
		Does Not	Not sure	Influences	Total
Provision of needed learning materials influence students	Does Not	7	0	2	9
	Not sure	0	3	3	6
	Influences	3	1	22	26
Total		10	4	27	41

Based on the results obtained in this section, it can be concluded that teachers' individual based and grouped based rewards significantly affect student's performances.

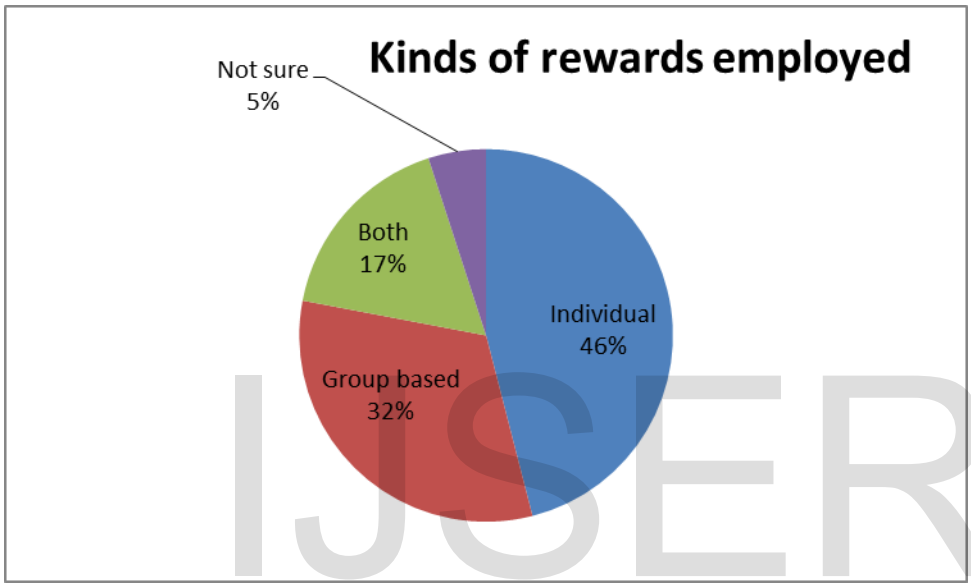
Table 4.5: Schools with formulated policies touching on monetary rewards and teachers' bench marking program.

	Yes (%)	No (%)
Financial rewards	67%	33%
Teachers' bench marking program	71%	29%

Table 4.6: Kinds of rewards employed

Rewards	In %
Individual	46%
Group-based	32%
Both	17%
Not sure	05%

Graph 4.5: Kinds of monetary employed.



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 feeling 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 recognizes or appreciates the facts that variable factors do affect individual's assessment and perception of their association with work their job. 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.

4.5 Individual-based and group-based rewards and students' performance

Table 4.7: How individual and group-based rewards and educators' performances influence student's performances

	Individual	Group based rewards
Very little extent	6%	22%
Small extent	10%	20%
No extent	3%	4%
Large extent	47%	32%
Very large extent	34%	22%

The table 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 financial rewards significantly influence while group-based rewards minimally affect students' performance in Kenya Certificate of Secondary Education in Rongo district.

Majority of schools based on the respondents have four active management practices that act as a motivation for 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 show 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 likelihood that one's behavior will lead to the desired performance, the value that an individual place 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 knowledge 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).

4.6 Teachers' promotion and students' performance

Teachers' Promotion prospects

Table 4.8: Whether school's management recommendation influence teachers' promotions in your school?

Yes	No
57%	43%

Table 4.9 How teachers' promotion influence students' performance in a school

Little extent	No extent	Large extent
28%	3%	68%

Table 4.10: Years of service and finding reliability

Period	%
Under two years	28%
2 and more years	72%

Reliability of findings

Table 4.11: Number of years working in the school

Experience working in their schools	Below two year	Above two years
Number of people (respondents)	10	24

The majority of the respondents had experience working in their schools (based on the result). These are the teachers that must have experienced various monetary rewards, effects of promotion, and bench marking practices in their various schools. This enhanced the reliability of the collected data. Though few employees had worked for their institutions under two years and thus considered inexperienced, the number of senior teachers in given schools outweighed them. In general, the population studied in this research had an abundant data and thus reliable.

From the table, it is evident that teachers' promotion influence students' performance since the majority of the respondents agrees to that fact as evident in the chart above. The majority (57%) of the school as recommended teachers' promotions.

5. CONCLUSION AND RECOMMENDATIONS

5.1 Summary of findings

The primary 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 analysis identified a link between teachers' bench marking trips and students' performances. 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 valuable in determining the best strategies to be used in encouraging teachers.

From the discussion above it is clear that Teacher motivation is driven by great desires, needs like money, security and individual satisfaction. Also, there is the personal internal drive to do a particular task or take part in organizational change. Teachers need to be motivated towards achieving the Organizational goals. However, small pay rise initiatives seem to be insufficient in improving the company's performance. Using the intrinsic motivation concept may lead to organizational goals being attained. The intrinsic motivation challenges the notion that people often do something for external rewards.

5.2 Conclusion

The school management in the sampled schools need to understand the economic, demographic and social forces that are driving changes in their organization. It is important to comprehend 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. To understand and bring about the synchronization between the ways the members of an organization function by its objectives is by understanding how their performances are affected by various factors like reward and bench marking trips. According to one respondent, the unity, and oneness created by the program 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 the need to determine the best rewarding methods.

REFERENCES

Adair, J. (2006). *Leadership ad motivation*. Kogan Page, Limited.

Armstrong, M. (2001). *Managing reward systems*. Buckingham. Open University Press.

Bruce, A. (2002). *Building a high morale workplace*. ISBN 0071406182, McGraw-Hill Professional.

Dessler,

Bland M. *An Introduction to Medical Statistics*. 3rd Edn. Oxford: Oxford University Press; 2001.

Caruth, D. & Handlogten, G. (2001). *Managing Compensation (And Understanding It Too): A Handbook for the Perplexed*. Westport: Quorum.

Cooper, P. & Schindler, D., (2003). *Business Research Methods (7th Ed)*. New York: McGraw-Hill.

Gretchen, W.(2006.) "*Taking Race Out of the Equation: School Reassignment and the Structure of Peer Effects.*" Unpublished manuscript, Harvard University.

Gunsch, J.(2013). *How can I Improve Employee Morale?* 08 April 2013. Retrieved 5 June 2013 from;

http://www.wisegeek.com/how-can-i-improve-employee-morale.htm.

Kvale, S & Britmann, S 2008, *Interviewing: Learning the craft of qualitative interviewing*,

Sage, London.

Kelly, F., Williams K, Crabtee, A., Gauld, A., Grosso, M., & Greyson, B., (2007). *Irreducible Mind:* Toward a Psychology for the 21st Century.

Koch, A. J. (2001) *Selecting overseas markets and entry modes: two decision processes or one*?

Marketing Intelligence & Planning, 19(1).

Kothari, C.R. (2004). *Research Methodology: Methods and Techniques (2nd revised edition)*. New Age International (P) Ltd. | | ISBN (13): 978-81-224-2488-1.

Kressler, (2003). *Motivate and reward: Performance appraisal and incentive systems for business success.*

Marsden D (2000.) *Teachers before the 'threshold'. Centre for Economic Performance*, LSE Discussion

Paper 454.

Marsden, D., (2013). *The individual voice in employment relationships: a comparison of different forms*

of workplace representation. Industrial relations: a journal of economy and society.

Mikael C., (2009). *Reward Systems – Motivating Different Generations A Case Study of Volvo Cars*

Corporation. The University of Gothenburg, school of business, economics and law.

Manolopoulos, D. (2008). An evaluation of employee motivation in the extended public sector in Greece. *Employee Relations*, 30(1), 63-85.

Merchant, V. S. (2007) *Management Control Systems: performance measurement, evaluation and incentives*. New York: Financial Times/Prentice

Mugenda & Mugenda, (1999). *Research methods – qualitative and quantitative approaches.* Publication; Nairobi Acts Press

Ngala, B., & Odebero, S., (2009). Motivation of teachers by head teachers and its influence on pupil academic achievement: A case study of Eldoret municipality primary schools in Kenya. *Kenya Journal of Educational Planning, Economics*

Owen H., (2003). *Performance-Based Rewards for Teachers: A Literature Review. For distribution at the 3rd Workshop of Participating Countries on OECD's Activity Attracting*, Developing and Retaining Effective Teachers.

Rehman, M. Z., Khan, M.R. & Lashari, J.A. (2010). Effect of job rewards on job satisfaction, moderating role of age differences: an empirical evidence from Pakistan, *African Journal of Business Management*, 4 (6), 1131-1139.

Rugumyamheto, J. (2000). *Public Service Reform Programme* Paper presented at the inaugural ceremony of the Launch of Public Service Reform Programme by the Permanent Secretary, President's Office, Civil Service Department on 20/6/2000, Sheraton Hotel, Dar es Salaam, Tanzania.

Khalifa, M., & Quang, T., (2010). "*The Relationship between Employee Perceptions of Equity and Job Satisfaction in the Egyptian Private Universities*". Eurasian Journal of Business and Economics 3 (5): pp. 135–150.

APPENDICES: APPENDIX A

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?

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 for 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. Are teachers 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 has 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 program? Yes[ ] No [ ]
2. To what extent do you agree with the following statements about your school's teachers' bench marking program?

(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 program in this school.					
3. Teachers are often involved in a teachers' bench marking program					
4. Teachers are given enough facilitation when participating teachers' bench marking program					
5. The teachers' bench marking program in this school motivates teachers to perform in their work					
6. The teachers' bench marking program do influence the students performance Kenya Certificate of Secondary Education					
7. The teachers' bench marking programs 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**
i. Empowerment of prefects			
ii. Teachers' reward based on performance			

iii. Provision of needed learning materials			
iv. Monetary rewards			
v. Academic trips			
vi. 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.