

Reward And Teacher Performance In Secondary Schools: Education Sector

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Abstract: Performance in schools has been a subject of debate coupled with criticism from stakeholders regarding poor performance and ranking. This paper focus on effects of rewards on performance of teachers in selected secondary schools. The paper was guided by Equity Theory, Reinforcement Theory and Expectancy Theory. The descriptive survey research design was used to obtain information from the respondents. The target population of the study was 487 teachers whereby 10% of 487 was considered as the sample size. Simple random sampling was used to draw a representative sample of the teaching workforce. Data was analyzed using both qualitative and quantitative techniques where both charts and graphs were used. Out of the total number of the respondents contacted, majority were of the opinion that teachers were supposed to be rewarded and their efforts appreciated. The study found out that the basic salary a teacher was significant on performance. Payment of overtime and cash for score contributed positively to performance but not significantly. The findings indicated that work environment and recognition representing no monetary rewards were not significant in terms of teacher performance and provide the smallest contribution. The study recommends that basic salary should be increased so as to motivate the teachers more and hence enhance their commitment. It also noted that monetary rewards provided positive and to larger extend to teachers' performance than non-monetary rewards. The study also recommends that teachers should be involved more in decision making in schools.

Keywords: Human resource management, rewards methods, descriptive survey design, Kericho, Kenya.

I. INTRODUCTION

People are motivated to achieve certain goals and will be satisfied if they achieve goals through improved performance. Armstrong (2006) argued that performance improvement can be achieved by giving people the opportunity to perform, ensuring that they have the knowledge and skills required to perform, and rewarding them by monetary and non – monetary means when they do perform. It is a common expectation that once employees have been selected and assigned a job, the next function is to perform. Organizations all over the world are so particular with employee performance; teacher performance is by and large not an exemption.

Reward management is concerned with the formulation and implementation of strategies and policies, the purposes of which are to reward people, fairly, equitably and consistently

so as to keep the organization achieve its strategic goals. As argued by Armstrong (2006), it is concerned with monetary and non – monetary rewards that embrace the philosophies, policies, plans and processes used by organizations to develop and maintain reward systems. A reward system consists of monetary rewards which include basic pay, bonuses, commission and overtime payments which comprise total remuneration. A reward system also consists of elements of non-monetary rewards such appraises, recognition, work life balance, work place environment and development in career opportunities. Performance is that activity or act of doing something successfully using knowledge. In the teaching profession, teacher performance is the teacher's task of teaching students in class and outside class. As Chebet (2015) asserts, teacher job performance is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to

students in and outside the classroom. For the purpose of this study, teacher performance will be measured by student's academic qualifications, work commitment (supervision of school activities, participation in co-curricular activities, adequate teaching preparation) and syllabus coverage.

Rewards system is an important motivational element in human resource. Teacher motivation is vital in the long term growth of any educational system around the world, Mutua (2015). Teacher motivation is anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work, so that both students, parents and society will greatly benefit from their services (Ofoegbu, 2004). There are various views from the scholars on whether to link rewards to performance. Others agree that there is a direct link between rewards and performance but others believe that performance can be found without necessarily using rewards.

Muguchu (2013) argues that rewards lead to motivation of teachers while Ofoegbu (2004) believes that rewards leads to classroom effectiveness. On the other hand, Munga (2013) is of the opinion that the award of rewards leads to teacher retention while Gatere (2015) believes that rewards leads to teacher effectiveness.

The central concept underlying performance in any sector is how best to keep employees vibrant and versatile so that they can continuously perform their roles effectively in this age of rapid socio-economic, political, scientific, technological changes and globalization. Lassa (1992) hold the opinion that in education teachers are the foundation of quality, they hold trust for the implemented curriculum of formal education and therefore are at the center of the education process. Kingdon (2005) alludes that teachers are a central actor in the learning process that takes place in schools, and teacher's attitudes and effectiveness can vary depending on the rewards they face.

II. LITERATURE REVIEW

The literature review were segmented to theoretical framework and concepts on rewards and performance.

THEORETICAL FRAMEWORK

The entomology of the reward as motivation aspect was study with reference to the following theoretical framework.

Equity theory developed by Adam Smith in 1965 is concerned with the perception people have about how they are being treated compared with others. Equity involves feelings and perceptions and is always a comparative process. Equity theory state in effect, that people will be better motivated if they are treated equitably and demotivated if they are treated inequitably, Armstrong (2007) Equity theory illustrates how important it is to provide a reward system in which relevance of outcomes are perceived by individuals Oyowo (2005). The perception here is that people work well in accordance to what they regard as fair. Maicibi (2003) alludes that employees expect rewards or outcomes to be broadly proportional to their effort. After serving for a number of years, teachers expect to be promoted. Once promoted the teacher will be more committed to his/her work.

BF Skinner's Reinforcement theory of 1953 asserts that performance can be guided through a system of reinforcements. This theory views motivation as externally controlled. Negative reinforcement stops the behavior while positive reinforcement like rewards encourages positive outcomes. Positive reinforcement strengthens the likelihood to the subsequent behavior as Oyowo (2005) clearly puts it. When rewards are deemed to be fair, there are high probabilities of the teacher to be co-operative and therefore have the readiness to be supportive in other duties within the school. The author argues that behavior that have positive consequences are likely to be repeated than those that have negative consequences which are likely therefore to be avoided in future. For this reason, therefore, teachers rewarded for improved performance in the classroom. A teacher paid cash for test scores will be motivated to continue advancements in performance and hence increase the students' test scores in the subsequent examination. This leads to students' achievement.

Expectancy theory was formulated by Vroom in 1964. According to Vroom, an expectancy is a momentary belief concerning the likelihood that a particular act will be followed by a particular outcome Armstrong (2006). Schermerhorn (2004) as cited in Chelangat (2014) breaks down the theory into its variables. Schermerhorn goes on to say motivation of individual depends on three factors (variables): one is the expectancy which refers to a person's belief that working hard will result in a desired level of task performance being achieved that is, effort – performance expectancy. Two, is instrumentality which is a person's belief that successful performance will be followed by rewards and other outcome that is performance – outcome expectancy. Three is the valence which is the value a person assigns to the possible rewards and other work related outcomes.

Expectancy theory was further developed by Porter and Lawler in 1968 into a model. The model highlights two factors determining the efforts people put in their jobs. First to the value of the rewards for individuals in so far as they satisfy their needs for security, social esteem, autonomy and self-actualization. The second factor is the individual perception on the probability that rewards depend on effort, in other words, their expectations about the relationship between effort and reward, Armstrong (2006). Porter and Lawler (1965) ascertain that, the greater the value of a set of awards and the higher the probability that receiving each of these awards depends upon effort, the greater the effort that will be put forth in a given situation. Teachers will put more effort because they expect a reward which in turn determines the level of performance. They are illustrated in the diagram below:

REWARDS SYSTEM

Reward is something given in recognition of one's service, effort or achievement. It comprises of basic salary, overtime payment, recognition and work environment.

BASIC SALARY

Salary or payment of base pay is considered one of the most important obligations owed by an employer to

employees, Chelangat (2014). Salary is the amount of pay that constitutes that rate for the job. It may be varied according to the grade of the job or for manual workers, the level of skill required. In Kenya, teachers are graded from job group 'G' to job group 'R' in the civil service. According to SRC, a qualified teacher in Kenya in job group 'G' (P) earns basic salary of at least Kshs. 25,692 while a chief principal in job group 'R' earn a minimum of Kshs. 109,089. Teachers in Kenya are paid based on the years of service and academic degrees attained. Chelangat (2014) found out that base pay of board employed teachers improved their level of satisfaction. According to Kassim (2011) basic salary in the institutions makes most of the employees to work harder and hence staff performance. Owen (2003) is of the opinion that teacher performance can be increased through increased salaries. Same sentiments are shared by Ondima (2014) who says that an increase in salary by 1% causes an increase in teacher performance by 49.1%. Mutua (2015) share the same sentiments. He opines that salary increment enhances employee performance. This study seeks to provide empirical evidence on the role of basic salary on teacher performance.

OVERTIME PAYMENT

According to Armstrong (2006) most manual workers are eligible for paid overtime as well as many staff employees up to management level. Work on major statutory holidays such as Christmas day and Good Friday often attract higher overtime premiums. Chelangat (2014) reveals that the basis of overtime payment varied from one school to another in various public secondary schools. She attributes the payment of overtime to performance. Kassim (2011) asserts that payment of overtime work make the staff work smarter if not harder making productivity and effectiveness increase. According to Ondima (2014), overtime appreciation of teacher's efforts is a direct motivator for them to work harder and efficiently. This study will seek to establish if the schools offer overtime payment and its role on teacher performance especially in syllabus coverage.

RECOGNITION

This is a non-financial reward that can be provided through public applause, verbal or written thank you, promotion, sabbaticals, treats and team bonding trips. Recognition is the acknowledgement of an individual, or team's behavior effort and accomplishments that support the organizations goals and values. Kirunda (2008) assert that effective recognition enhances employee motivation and increases employee productivity all of which contribute to improved organizational performance. The most important role of a recognition program is to express appreciation for the efforts and achievements of employees. Recognition of teachers in parades or annual general meetings either by a word of mouth or by issuing a certificate goes a long way in motivating them so as to do well in their provision of services Chebet (2015). Nthambi (2004) asserts that when managers take time to meet and recognize employees, it plays a big role in enhancing employee's performance. Potential promotional opportunities are motivational factors to improved

performance Assava (2011). Similar view is taken by Ondima (2014) who rightly puts it that teachers who have been promoted have high job satisfaction in their places of work. Recognition programs are appreciated by employees as it makes them feel that someone has been keen on their creativity, Nyaguthii (2013). This study will aim at finding out the various recognition programs offered by schools.

WORK ENVIRONMENT

Armstrong (2006) asserts that work environment is a non-financial reward that enhance commitment and engagement and provide more opportunities for the contribution of people and hence performance. Appropriate working conditions such as number of hours taught each week, the number of students in the classroom and availability of teaching and learning materials enhance teacher performance, Letinina (2011). Improvement of working conditions, according to Mutua (2015), enhances both motivation and performance. Similar sentiment is shared by Kassim (2011). He puts it that a positive work environment can motivate staff to deliver. Availability of necessary office equipment like furniture and computers are a motivating factor which enhance performance. Extra big workloads negatively affect the performance of teachers, Musili (2015).

III. RESEARCH OBJECTIVE

The aim of the research included; 1.To investigate the effect of basic salary on teacher performance. 2. To examine the effect of overtime payment on teacher performance. 3. To analyze the effect of cash for scores on teacher performance. 4. To establish the effect of recognition on teacher performance. 5. To assess the effect of work environment on teacher performance.

IV. METHODOLOGY

The paper used descriptive survey research design. The study targeted secondary school in Bureti Sub-County, Kericho County, Kenya. Bureti has 50 schools with 487 teachers providing the target population. The paper used simple random sampling technique to obtain sample elements from sample of 49 representing 10% of target population according to Mugenda and Mugenda (2003). Data were collected using questionnaires that were analyzed to obtain inferential statistics. Regression model was used to measure the objective.

V. RESULTS AND DISCUSSION

The results were analyzed and the following regression analysis models were obtained.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.585 ^a	.343	.258	.782	.343	4.068	5	39	.005

Source: Research Data (2017)

Table 1: Coefficient of determination using SPSS version

R value on the table1 showed a multiple regression coefficient ($r = 0.585^a$) of the analysis, which indicated a fairly strong and positive relationship between rewards and performance of the teachers. Coefficient of determination (Adjusted R Square) is 0.343. This shows that 34.3% variation in the dependent variable (performance) is explained by the independent variable (rewards), which are; basic salary, overtime payment, recognition, cash for scores and work environment. Therefore the remaining change in that is 65.7% changes in performance would be explained by other factors such as students' literacy, marking and political influence, not covered by the table.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.846	.666		2.770	.009
basic salary	.291	.103	.393	2.818	.008
overtime payment	.209	.155	.230	1.350	.185
cash for scores	.184	.144	.226	1.273	.211
Recognition	.056	.154	.061	.364	.718
Work environment	.108	.153	.116	.707	.484

a. Dependent Variable: performance

Source: Research Data (2017)

Table 2: Coefficients using SPSS version

Basic salary was the only significant aspect of reward with ($P < 0.05$). While overtime, cash for score, recognition and working environment were not significant predictor to the performance of the teacher in high school. Hence salary is one of the basic factor in performance of high school teacher. Overtime payment and cash for score seem to provide positive contribution but not significant to performance of teachers. Other factors like recognition and work environment are factors that were not significant but also had positive effect on the performance of teacher.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	31.770	5	6.354	24.449	.000 ^b
Residual	10.655	41	.260		
Total	42.426	46			

a. Dependent Variable: teacher performance

b. Predictors: (Constant), Basic salary, Overtime payment, cash for scores, recognition, work environment.

Table 3: Analysis of variables (ANOVA)

Analysis of variance was used to test the significance of the regression models as pertains to significance in the difference in means of the dependent and independent variables ($F(5,41) = 24.449, p < 0.05$).

The model indicated that teachers' reward were significantly liked to the performance. The teacher would perform when reward is increased and the opposite is true. The research was done in Kenya setup where for several years till 2017 there has been strike by teacher asking for increment and harmonization of salary. This research cannot far from the truth that poor salaries has made student to perform poorly. The student performance is then linked to the delivery of teacher in class.

VI. CONCLUSION AND RECOMMENDATION

In conclusion, the influence of rewards on teacher performance of selected secondary schools, indicated a positive relationship. Based on the findings in relation to specific objective, the study concluded that reward influences teachers' performance where schools use various measures such as basic salary, overtime payment and cash for scores. Mintzberg *et al* (1998b) as quoted by Burns (2009:254) stated that it is important that everyone in the organization shares a common view of its purpose and direction which informs and guides decision -making and actions. The paper though finding that there was significant relationship between teacher rewards on performance the positive motivation factor comes from the salary reward. It means without salary poor or no performance at all can be forthcoming.

Monitory rewards includes overtime payment and cash on score positively but not significant predictors to the performance of teachers. Non monitory reward like environment and recognition were found to be the least positive but not significant on the performance of the teachers.

On recognition positively contributed but did not significant affect performance of the teacher, the study recommends that teachers should be involved more in decision making in their schools. The study further recommends that teachers should receive promotion based on merit, and all teachers should be accorded equal recognition. Also, teachers who have responsibilities in school should be given responsibility allowance. Furthermore, the study recommends that schools having houses for teachers should improve the conditions of those houses. Housing facilities is one of the non-financial rewards which motivate teachers to achieve higher performance.

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