

PERFORMANCE REWARD STRATEGIES AND TEACHERS' COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN TESO-NORTH SUB-COUNTY, KENYA

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Abstract

The purpose of the study was to determine the extent to which performance reward strategies influence teachers' commitment in public secondary schools in Teso-North Sub-County, Kenya. Descriptive survey research design was adopted study. The target population of the study was 1215 persons that encompassed 3 Sub- County Education officers and 1212 teachers from public secondary schools in Teso North Sub-County. Krejcie and Morgan (1970) Table was used to determine the sample size. Hence a target of 1212 persons gave a sample size of 291 persons. The study then used stratified random sampling technique to identify the respondents. Structured questionnaires and interviewing guides were the main primary data gathering tools for the study. The instruments were approved by the experts in subject area. A pilot study was used to determine the instrument's reliability, of which they yielded a correlation coefficient (r) of 0.79. This demonstrated the instrument's dependability. While qualitative data was broken down into themes as well as sub-themes and presented using quotations, quantitative data was, examined utilizing descriptive as well as inferential statistics and presented in tables. The study found a statistically significant relationship amongst teachers' commitment as well as performance appraisal procedures, assessor feedback, objectivity, and performance reward strategies in public secondary schools. The research will help academics, decision-makers, and community people. Therefore, it can be, said that the performance evaluation system implemented by the Teachers' Service Commission increased teachers' dedication in public secondary schools.

INTRODUCTION

An employee's job performance is, formally and systematically evaluated through performance appraisals against predetermined benchmarks (Huang, 2017). A performance appraisal is a procedure by which a supervisor or expert analyzes and evaluates an employee's performance against predetermined measures, reports the results of the correlations, and uses the results to test employees to indicate where and why upgrades are needed. It is also an important input management tool for evaluating job performance and employee contribution and setting goals for the next period of a survey (Cole, 2013). Teacher evaluation is regulated in nature as marks are awarded. This evaluation must be, measured against clear criteria of rationality be consistent with specific capital. Employee evaluation, according to Randall (2017) is the practice of analyzing and discussing current workplace performance with the intention of increasing performance. According to studies, performance reviews foster employee dedication, which boosts productivity and organizational effectiveness (Zayum, 2017).

Research reveals that some authors are concerned about whether companies can count on their staff to be loyal in today's workplace, when organizational focus and leadership are fast changing (Hawkins, 2017). However, according to Morrow and McElroy (2017) the current focus on employee involvement has been, sparked by increased awareness of employee disengagement. Every year, there is ongoing pressure on many institutions to evaluate their employees. Due to the challenging locations and challenging circumstances in which the evaluation process is conducted, teacher involvement is low. As a result, the institution's core of personnel becomes less committed to its principles and objectives.

Performance evaluation should systematically focus on evaluating representative performance based on stated or anticipated service requirements. Employees must understand what is required of them and how performance and results are, evaluated. As mentioned in the quote, Mullins justified the need for a credible evaluation of a work by recognizing the quality and flaws of the work and showing how to use these qualities properly and how to remove the imperfections. Performance appraisals should be, used to determine compensation and salary options, transfer, promotion, and termination, and to provide performance data to raters. Appraisal results are, used to communicate an employee's progress towards set goals (Mwema & Gachunga, 2014).

The Teacher Services Committee is responsible for overseeing the activities and discipline of teaching staff in educational services. Consequently, the commission proposed a transparent performance evaluation system to strengthen the monitoring and continuous review of teachers' performance in the use of the curriculum at the institutional level. Rating systems are, used to provide critiques, improve correspondence, and facilitate assignments and appointments. As stipulated in Article 52 (2015) of the Law of Teachers, the commission is responsible for the results evaluation database. Organizational leaders require specific institutions to monitor teacher performance evaluation, use performance evaluation reports for reasons of progress, organization, and various awards that may be, offered, determine means of training, and take corrective action.

The term employee productivity refers to job performance after the effort required to do the job, but is associated with meaningful engagement, connection with others, and empathetic partners (Pradham & Jenn, 2016). The productivity of employees in an organization is a major concern for managers, irrespective of their rank and rank. An employee's personal behavior towards self-control and achieving organizational goals is an important part of the employee's job. Job performance refers to both the quality and quantity of work performed and is important when evaluating an employee's performance. Productivity also includes efficiency, which refers to the speed of results in completing tasks and meeting deadlines. Work efficiency means your employees can do their jobs well. Efficiency, which indicates the percentage of work performed by an employee, is also important (Dhammika, 2016). Management controls are an effective driving force for establishing performance patterns by establishing target locations, establishing data entry frameworks, and matching actual performance to these predetermined measures. At the end of the 20th century, there was a major shift in the performance appraisal frameworks, used worldwide. There is a surprising perception that it is more important to focus on describing, organizing and monitoring performance than on evaluating it. Performance appraisals are a traditional way to evaluate a representative's performance. Many people consider performance appraisal as another name for performance appraisal and there is no contradiction between the two (Prasad, 2015).

Many organizations treat performance appraisal as synonymous with performance appraisal. However, this is no less precise than Cole's (2019) other name for performance appraisal. The Teachers Services Committee was, directed to implement the following relevant opportunities: Appoint and promote teachers for use by the Commission on behalf of schools or government-funded organizations and recruit and select suitable teachers, exercising disciplinary authority over teachers, identifying standards for teacher education, and training and improvement and identifying teachers' interests and suggestions. TSC's mission is to establish and maintain appropriate and qualified show management for educational justification

In their study preceding the influence of compensation as well as gratitude on employee work satisfaction and motivation in private and public enterprises, Deens and Usman (2017) discovered that incentives and recognition had a positive association with motivation. They concluded that good compensation management boosts employee engagement and motivation. These results concur with those of Ghorbani and Ladoni (2013), who interviewed 84

production directors and marketing directors for their study, as well as senior managers at Iranian consumer electronics companies to find out how an incentive system affected the creation of new products. Their research revealed an association between compensation administration and the creation of new products that was both favorable and statistically significant. They came to the conclusion that managers could have an impact on new product development by working together to create, execute, and design efficient remuneration schemes. Employees from the Kenya Electricity and Lighting Company (KPLC) in Nakuru served as the subjects of Janja et al., (2013) investigation into the relationship between pay and productivity. Financial incentives have minimal effect on employees' performance, according to study. According to the study's findings, businesses should work to comprehend their employees' demands in order to apply the best motivational techniques.

Dalvi and Ebrahimi (2013) looked on how 180 managers in the food business in Isfahan, Iran, reacted to reward for cooperation in the sales and marketing departments. According to their research, organizational compensation had a negligible impact on the motivation of staff members in the marketing and sales divisions. They found that a reward system based on employee experience, effort, and performance should be established in order to lessen organizational friction. In addition, it was advised that the employees' needs be taken into consideration when designing the compensation scheme. In a research looking at the relationships between compensation, acknowledgment, and motivation of 1373 workers at insurance companies in the Western Cape, Roberts (2015) discovered a favorable relationship between the three. He concluded that companies have to review their current compensation practices to ensure high employee enthusiasm and increased performance.

In a study involving 100 randomly chosen employees from two Malaysian tourism businesses, Gohari et al., (2013) looked at the connection between pay and worker productivity. Their findings indicated a favorable correlation between pay and worker performance. According to the study's findings, managers should take employee compensation preferences into account when creating compensation management techniques in order to boost motivation and assist firms in achieving their objectives. Similar to this, Joo (2016) examined the organizational commitment and organizational learning culture by surveying 1,000 employees from diverse businesses in Korea. Outcomes of this study demonstrate that organizational commitment is, influenced by organizational learning culture. The development, enhancement, and delivery of proper HR practices can promote employee engagement in their firms, managers and HR professionals have concluded.

Research Methodology

A descriptive survey design research design was used in the study. In this design, cross-sectional data were collected for two quantitative variables at specific time points to test the stated hypotheses. This design was chosen because it provided insight into the functioning of the school system by collecting data on multiple variables without involving manipulation of the variables. The researcher preferred to use descriptive design because they can generalize from the sample, allowing them to draw conclusions about some characteristics of the population. The study was conducted in Teso North sub-county being one of the regions that has embraced teacher appraisal performance in learning institutions.

The study's target population was 1215 persons. This group included 1212 teachers working in the public schools in Teso North sub-county, Kenya, together with three sub-county education officers. In addition to secondary school respondents, the survey also focused on sub-county education officers. Krejcie and Morgan (1970) Table for determining sample sizes was used to establish the sample size of 291 persons. The sample represents 23.95% of the population, and the 20% recommended for educational research (Van Dalen 2019) makes it sufficient. Since the studied phenomenon is not uniformly distributed a large proportion is sufficient to compensate for the bias introduced in the parameter estimates (Kothari 2015). Quantitative as well as qualitative data were equally gathered by the researcher. The Statistical Package for the Social Sciences was, used to tabulate, code, and process the information gathered from the surveys (SPSS). Using the computer program SPSS version 25.0, quantitative data were analyzed, and the results were presented in tabular form. The application offered crucial resources for processing data and coming to conclusions. Thematic approaches were used to categorize, code, and analyze qualitative data, whereas descriptive methods were used to evaluate quantitative data.

Results

Statistical methods for both descriptive as well as inferential analysis were, used in the study. This helped towards determining the extent to which performance reward strategies influence teachers' commitment to public secondary schools in Teso North Sub County. Descriptive statistics (frequency, percentages, and mean distribution) for the level of agreement on a five-point Likert scale of the variables for analysis, teacher appraisal on performance reward strategies was determined and summarized in Table 1.

Table 1: Descriptive statistics for the extent to which performance reward strategies influence teachers’ commitment to public secondary schools

Statements		SD	D	U	A	SA	MEAN
1 Rewards strategies based on an employee’s expertise improves teachers’ commitment	F	30	23	13	95	111	3.86
	%	11.0	8.5	4.8	34.9	40.8	
3 Rewards strategies based on an employee’s efforts enhances teachers’ commitment improves	F	5	24	22	102	119	4.13
	%	1.8	8.8	8.1	37.5	43.8	
5 Rewards strategies based on an employee’s performance improves teachers’ commitment	F	3	16	24	73	156	4.33
	%	1.1	5.9	8.8	26.8	57.4	
7 Rewards strategies based on an employee’s needs enhances teachers’ commitment	F	7	23	8	89	145	4.26
	%	2.6	8.5	32.7	32.7	53.3	

Source (Researcher, 2022)

Table 1 illustrates that 111(40.8%) of the respondents strongly agreed with the statement that rewards strategies based on an employee’s expertise improved teachers’ commitment, 95(34.9%) agreed, 30(11.0%) strongly disagreed, 23(8.5%) disagreed and 13(4.8%) were undecided on the statement. From the study findings it indicated that the respondents had a tendency to agree (Mean=3.86) that rewards strategies based on an employee’s expertise improved teachers’ commitment. A respondent, who was, interviewed and had the following to say, supported this:

...Appraisers ought to, reflect teacher’s favorites of rewards beforehand planning any reward management strategy towards increasing their motivation. This is because rewards strategies based on an employee’s expertise improve teachers’ commitment...Male Participant, 39 years, Sub- County Education officers (DEO, Quality assurance, HRO).

This implies that when reward strategies are based on an employee’s expertise teachers’ commitment will improve. In addition, 119(43.8%) of the respondents did strongly agree with the statement that rewards strategies based on an employee’s efforts enhanced teachers’ commitment, 102(37.5%) agreed, 24(8.8%) disagreed, 22(8.15) were undecided and 5(1.8%) strongly disagreed with the statement. It became apparent from the study that the respondents did agree (Mean=4.13) that rewards strategies based on an employee’s efforts enhanced teachers’ commitment. This implies that when rewards strategies are, based on an employee’s efforts, teachers’ commitment enhances. This is in line with the findings of Roberts (2015) that rewards strategies based on an employee’s efforts enhanced commitment.

Similarly, 156(57.4%) of the respondents did strongly agree with the statement that rewards strategies based on an employee’s performance improved teachers’ commitment, 73(26.8%) agreed, 24(8.8%) were undecided, 16(5.9%) disagreed and 3(1.1%) strongly disagreed with the statement. From the study findings, it indicated that respondents did agree (Mean=4.33) that rewards strategies based on an employee’s performance improved teachers’ commitment. This implies that when rewards strategies are, based on an employee’s performance, teachers’ commitment improve. These results concur with those of Gohari et al., (2013) that rewards strategies based on an employee’s performance improve commitment. Finally, 145(53.3%) of the respondents did strongly agree with the statement that rewards strategies based on an employee’s needs enhanced teachers’ commitment, 89(32.7%) agreed, 23(8.5%) disagreed, 8(32.7%) were undecided and 7(2.6%) strongly disagreed with the statement. From the study, it emerged that the respondents did agree (Mean=4.26) that, rewards strategies based on an employee’s needs enhanced teachers’ commitment. This implies that when reward strategies are based on an employee’s needs teachers’ commitment improve.

Following these objective four descriptive statistics, a Chi-square test of association was, conducted. The Chi-square test at $p \leq 0.05$ significance level illustrating statistically significant association between performance reward strategies and teachers’ commitment to public secondary schools in Teso North Sub County is as summarized in Table 2. Towards achieving the hypothesis stated below was tested.

H0₁: There is no significant association between performance reward strategies and teachers’ commitment to public secondary schools in Teso North Sub County.

Table 2: Chi-square test of association between performance reward strategies and teachers’ commitment to public secondary schools

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1147.067 ^a	143	.000
Likelihood Ratio	624.510	143	.000
Linear-by-Linear Association	214.466	1	.000
N of Valid Cases	272		

a. 155 cells (92.3%) have less than 5 expected counts. The expected minimum count is .03.

Table 4.12 illustrates that the p value ($p=0.000$) for classroom play was less than 0.05. For that reason, the hypothesis, “there is no significant association between performance reward strategies and teachers’ commitment to public secondary schools in Teso North Sub County” was, rejected. The implication of this is that there is a significant statistical association between performance reward strategies and teachers’ commitment to public secondary schools in Teso North Sub County.

Conclusion

According to the study's findings, respondents tended to concur that, measures for rewarding employees based on their competence increased teachers' dedication. The study also revealed that majority of the respondents agreed that incentive programs that rewarded workers for their efforts increased teachers' engagement. Similarly, majority of the respondents observed that those measures for rewarding employees, based on their performance, increased teachers' dedication. Finally, the study revealed that the respondents concurred that, incentives programs based on an employee's needs strengthened teachers' commitment.

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