

**REWARDS AND TEACHERS' PERFORMANCE
AMONG SECONDARY SCHOOL OF
BARINGO DISTRICT, KENYA**

**A Thesis
Submitted to the School of
Post graduate Studies and Research
Kampala International University
Kampala, Uganda.**

**In Partial Fulfillment of the Requirements for the Degree of Master
In Educational Management and Administration**

By:

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DECLARATION A

I **PAULINE JEROTICH MISOI** hereby declare that, to the best of my knowledge, this thesis is my original work and has never been presented for a degree in any other university.

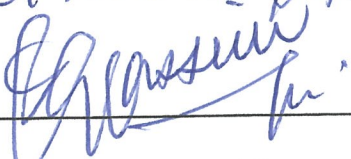
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DECLARATION B

I confirm that the work reported in this thesis was carried out by the candidate under my supervision.

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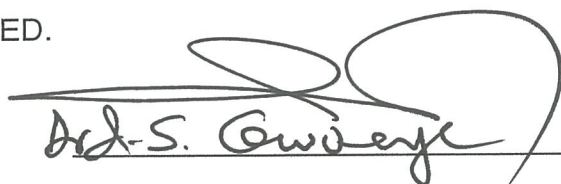
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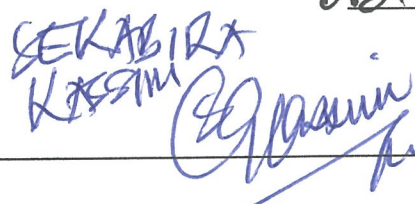
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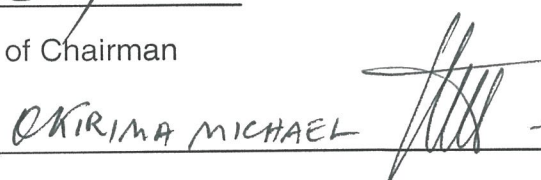
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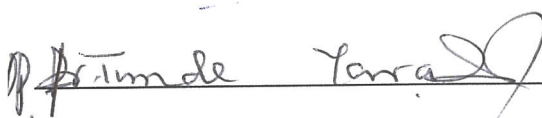
This thesis entitled "Rewards and Teachers' Performance among Secondary Schools of Baringo District, Kenya". Prepared and submitted by Misoi Pauline Jerotich in partial fulfillment of the requirements of Masters in Educational Management and Administration has been examined and approved by the Panel on oral examination with a grade of PASSED.

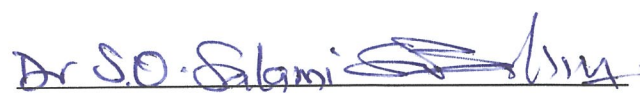

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DEDICATION

This treatise is dedicated to my father Kimisoï Tuitoek, husband Willy K. Cherogony and sons David, Dennis and Duncan for their love, support and understanding throughout the study. Without you all I would never have made it. I say thank you.

May the almighty God bless you all.

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TABLE OF CONTENTS

DECLARATION A.....	i
DECLARATION B.....	ii
APPROVAL SHEET.....	iii
DEDICATION	iv
ACKNOWLEDGEMENT.....	v
TABLE OF CONTENTS	vi
LIST OF TABLES	xi
LIST OF FIGURES.....	xii
LIST OF ACRONYMS	xiii
ABSTRACT.....	xiv
CHAPTER ONE	1
THE PROBLEM AND ITS SCOPE.....	1
1.1 Background of the study.....	1
1.2 Statement of the problem	3
1.3 Purpose of the study	4
1.4 Objectives of the study.....	4
1.5 Research questions.....	4
1.6 Hypothesis	5

1.7 Scope.....	5
1.8 Significance of the study.....	5
1.9 Operational Definitions of key terms.....	5
CHAPTER TWO.....	7
REVIEW OF RELATED LITERATURE	7
2.0 Introduction	7
2.1 Concepts, Ideas, Opinions, From Authors/Experts	7
2.2.1 Conceptual Framework	9
2.2.2 Theoretical framework	9
2.3 Related Studies.....	12
2.4 Types of School Rewards	12
2.5 Teacher's perception on the effects of school rewards on their motivational levels	15
2.6 The effects of rewards on performance of teachers.....	17
CHAPTER THREE.....	19
METHODOLOGY.....	19
3.0 Introduction	19
3.1 Research Design	19
3.2 Research population	19
3.3 Sample and sampling procedures	20
3.3.1 Sample Size	20
3.3.2 Sampling procedure.....	20

3.4 Research instruments	21
3.4.1 Questionnaires.....	21
3.4.2 Observation	22
3.5 Validity and reliability of instruments.....	22
3.5.1 Validity	22
3.5.2 Reliability	23
3.6 Data gathering procedures.....	23
3.7 Data Analysis.....	24
3.8 Ethical Consideration	24
3.9 Limitations of the study	24
CHAPTER FOUR.....	25
PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	25
4.0 Introduction	25
4.1 Respondent Identification	25
4.2 Personal Profile of the Respondents	26
4.3 Types of Rewards	28
4.4 Teachers Perception on Effects of School Rewards on Performance	31
4.5 The Effects of Rewards on Teacher Performance	34
4.6 Types of Rewards: Analysis By Mean	36
4.7 Teacher Perception on the Effect of Rewards: Analysis By Mean	37
4.8 The Effect of Rewards on Teacher Performance: Analysis By Mean	38

4.9 Types of Rewards: Analysis By Correlation Coefficient	38
4.10 Perception of Rewards: Analysis By Correlation Coefficient.....	40
4.11 Effects of Rewards on Teachers Performance	41
Table 11: Analysis By Correlation Coefficient (r_s)	41
CHAPTER FIVE	43
FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....	43
5.0 Introduction	43
5.1 Discussion.....	43
5.1.1 Types of rewards	43
5.1.2 Teachers' Perception on the Effects of Rewards on Their Motivational Levels	44
5.1.3 The Effects of Rewards On Performance Of Teachers In Baringo Secondary Schools.	44
5.2 Conclusion	46
5.3 Recommendations.....	47
5.4 Further Research.....	48
REFERENCES	49
APPENDICES.....	52
APPENDIX I	52
TRANSMITTAL LETTER	52
APPENDIX II.....	53
RESEARCH QUESTIONNAIRES FOR SCHOOLS	53
APPENDIX III SECTION A	59

Section B	60
Sample size	60
Section c	61
Baringo District School K.C.S.E Results 2007 – 2009 Schools Performance	61
COST AND PHASES.....	62
The research was carried out in four phases.....	63
APPENDIX V.....	64
TIME SCHEDULE OF ACTIVITIES.....	64
RESEARCHER’S CURRICULUM VITAE.....	65

LIST OF TABLES

Table 1: Sample Size of the Respondents.....	25
Table 2: Showing Personal profile of the respondents.....	26
Table 3: Showing the types of rewards given to teachers by schools in Baringo district.....	28
Table 4: showing teachers perception on effects of school rewards on Performance.....	31
Table 5: The effects of rewards on teacher performance.....	34
Table 6: Analyzing types of rewards by mean (n=40).....	36
Table 7: Analyzing teacher perception on the effects of rewards by mean(n = 40)..	37
Table 8: Analyzing effects of rewards by mean(n=40).....	38
Table 9: Analysis of types of rewards by correlation coefficient.....	39
Table 10: Analysis of Perception of rewards by Spearman's correlation coefficient (r_s).....	40
Table 11: Analysis By Correlation Coefficient (r_s).....	41

LIST OF FIGURES

Figure 1: Showing educational Level of Respondents	25
Figure 2: Histogram showing whether skill based pay motivates good performance...	30
Figure 3 Histogram showing the perception of teachers on rewards.....	33
Figure 4: A histogram showing whether rewards influence performance of teachers...	35

LIST OF ACRONYMS

KCSE	–	Kenya Certificate of Secondary Education
DEO	–	District Education Officer
NEPI	–	National Education Policy Investigation
EFA	–	Education for All
PTA	–	Parents Teachers Association
TSC	-	Teachers Service Commission.

ABSTRACT

The study was set to establish the effects of rewards on the performance of teachers in Baringo district secondary schools.

The study was prompted by the declining performance in KCSE of most secondary schools in the district (67%) particularly in the last three years (2007-2009).

The study examined the types of rewards given to teachers by schools in Baringo district, teachers' perception on the effect of school rewards on their motivational levels and the effects of rewards on performance of teachers in the district.

In gathering information the research study employed both primary and secondary sources. The primary source was mainly the questionnaires and interview guides while the secondary sources were the library work and internet.

The study used descriptive survey as its research design. Four secondary schools from Baringo district Kenya were purposely selected to serve as a sample out of 15 schools. Two provincial schools out of 8, 1 private out of two and 1 district out of 5 were sampled. However in selecting the respondents, random sampling was used. Thirty six teachers and 4 administrators were selected. Thirteen of the teachers were from Kabarnet Boys (Provincial), twelve from Kapropita Girls (Provincial), nine from Sacho Mixed (Private) and six from Kipsoit mixed (district) inclusive of the four school administrators. These gave a total of 40 respondents which formed the sample size.

Frequency tables, graphs, means as well as Spearman's correlation coefficient were used to analyze collected data. From the findings of the study, it was revealed that Baringo Secondary school teachers valued rewards which satisfied their work content and non financial rewards and that different teachers perceived rewards differently, hence a variation in their motivational levels. The findings further indicated that teachers were not happy with their school's rewarding systems which affected their overall performance. The study therefore recommended that teacher rewards and rewarding systems should be improved and given on time. It was also established that schools who handsomely remunerated and rewarded their staff enjoyed higher productivity.

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

1.1 Background of the study

The performance in most secondary schools in Baringo district (67%) has been poor especially in the last three years (2007-2009). Teachers are most often blamed by parents, government and the public for poor performance of students in schools. It is assumed that teachers who are actively involved in the teaching-learning process are expected to influence the results achieved and the direction to be pursued to achieve those results. Teachers are regarded as facilitators of learning; hence they are the lifeblood of an education system (Etheredge, 1983). Due to this, teachers are being stretched to the limit. Expectations placed on them seem to be expanding exponentially.

Increasing their role encompasses not only teaching specific content and monitoring students in the love of learning, but functioning as frontline social workers. An education system therefore needs an adequate supply of teachers with knowledge, skills and commitment. However, it is difficult for teachers to remain committed to teaching, if they do not have proper working conditions and ongoing support in the new teaching approaches and materials. As such, there is need to improve the status and regard for teachers so that they become motivated (NEPI, 1992). Motivated teachers contribute positively to the school, while demotivated teachers on the other hand can behave in ways that can be destructive, such as being absent from work, engaging in strikes and slow downs as a result of low job satisfaction, high grievances, low performance, disciplinary problems and other difficulties may aggravate the condition (Mullins, 1999)

It is therefore important to note that schools that motivate their staff through proper reward management enjoy higher productivity as compared to those who do not motivate their staff (Richardson, 1999).

Rewards are the material and psychological payoffs to employees for performing tasks in the workplace. They are the material and psychological 'motivational force' or 'incitement' that influences people's actions towards an intended desired goal (Maicibi, 2007).

There are wide range of views about teacher motivation in Africa and South Asia. However, there appear mounting concerns that unacceptably high proportion of teachers working in public school systems in most countries are poorly motivated due to a combination of low job satisfaction, poor incentives and inadequate controls. The poor and declining quality of public education has led to growing number of parents sending their children to non state schools (Bennel, 2003). Incentives for teachers in public education system are frequently weak. Large proportion of teachers earn secondary incomes from private tutoring and other activities.

Poor human resource management also demotivated employees. Teachers' management at the national and sub national levels are nothing short of chaotic in many countries. Increasing hours of work, larger class sizes, more subjects and constantly changing curriculum are cited as major demotivators. The work and living environment for many teachers are poor which tends to lower self esteem and is generally demotivating (World Bank, 2004).

Teachers' salary has steadily declined in Africa during the last decades. This decline in teachers' remuneration is likely to affect the attainment of the education for all (EFA) objectives. Yet, when teachers' compensation is too low there is loss of motivation and commitment of teachers towards their job (Education Insight Team, 2008). In Kenya, teachers' salaries depend primarily on education and experience. There is little opportunity for performance based promotion or increase to salary. Although their employer (TSC) provides incentives to teachers, they are weak, every school is supposed to have a Parents Teachers Association (PTA) which mostly provide gifts for teachers when schools perform well in national examinations (Glewwe, 2004).

It is against this backdrop that this study envisaged to investigate the effect of rewards on teachers' performance in Baringo District Secondary Schools.

1.2 Statement of the problem

The declining performance in Kenya Certificate of Secondary Education (KCSE) in Baringo district schools (2007-2009) has posed a challenge to the learners who are the direct beneficiaries, parents, community and the nation at large. Teachers in most schools claim that they were not rewarded or compensated fairly as there was no uniformity and equity in provision of rewards. Hence, they were de-motivated and could not perform to their best. They were less committed to their work, culminating into cutting classes/tests and neglect of students' individual attention to create time to venture into income generating projects to raise extra money. This has resulted in reduced learning leading to poor performance. Related rewards have been adopted in many secondary schools in Kenya to complement teachers' salaries (Glewwe, Paul, Ilias, Nauman and Michael Kremerl, 2004). The rationale for those programs was the notion that teachers could be motivated by incentive pay (Lavy, .2004). Performance reward plans may focus on the individuals and/or group performance. School rewards for instance, provides rewards for increased student achievement to groups of teachers (Kane and Staigner, 2002). Teacher performance is measured based on the value added to the students in terms of quality grades.

Performance based scheme rewards based on some performance reward evaluation were adopted in various schools in the world to modify teachers' salaries and enhance teacher motivation (Chamberlin, 2002). Performance based rewards have along history. For example in the late 19th century, English school teachers were paid according to their students' examination results. However the scheme was abandoned in 1898 partly because teachers were concentrating on teaching only able students. Many secondary schools in Baringo invest thousands of shillings in school rewards for teachers' performance. For instance they offer 1000 shillings for every grade A scored by candidates, 800 shillings for A- and 500 shillings for B+. However the effects of those rewards on teacher performance were largely unknown. It was therefore important to assess the contribution of those rewards to

school performance in KCSE so that informed decision could be made as rewards continue to become part of teacher motivation in various schools in Kenya (DEO Baringo, 2007). School rewards include cash per grade (A-B+), non cash, satisfying work content, affiliation rewards and task rewards. Thus, this study sought to establish the effect of school rewards on performance of teachers in Baringo district secondary schools.

1.3 Purpose of the study

The study was to establish the effects of school rewards on teachers' performance in Baringo district secondary schools. Thus, this study was meant to ensure that all stakeholders of education in the district became aware of the possible methods of rewarding teachers, the type of rewards valued by teachers and identify possible panaceas as far as reward management was concerned so as to meet individual needs of teachers.

1.4 Objectives of the study

The study endeavored to:

1. Establish the types of rewards given to teachers by schools in Baringo district secondary schools
2. Determine teachers perception on the effects of school rewards on their motivational levels in Baringo secondary schools.
3. Determine the effects of school rewards on performance of teachers in Baringo secondary schools.

1.5 Research questions

1. What types of rewards are given to teachers by schools in Baringo district?
2. What are the teachers' perceptions on the effect of school rewards on their motivational levels?
3. What are the effects of school rewards on performance of teachers in Baringo Secondary schools?

1.6 Hypothesis

There is no relationship between rewards and performance.

1.7 Scope

The study was conducted in Baringo district which covers an area of 394 sq.km with 15 secondary schools. The total teacher population in the district was 120. It took into consideration well representation of schools in the medium and low altitude zones, government and private boarding schools and single and mixed schools. It is also considered both the dependent and independent variables, that is, the effects of school rewards (independent variable), and teacher performance (dependent variable).

The study was conducted in 4 selected secondary schools in Baringo district out of 15 secondary schools. Two of the schools were selected from the provisional schools with similar facilities, one from the district schools and one from private schools.

1.8 Significance of the study

The study could be useful to the educators and stakeholders in Baringo district in that they could get feedback on the effects of rewarding and motivating teachers. The district inspector will be able to acquire variable source of valuable information that could be used to improve quality of education. Students will benefit through improved performance which will translate to better life after school.

1.9 Operational Definitions of key terms

Reward: It is a prize that increases the teacher's desire to work. It is the material and psychological pay-offs to employees for performing tasks in the work place.

Motivation: It is feeling of enthusiasm or interest that makes an individual determined to continue working.

Performance: The results of academic activities of a school over a period of 4 years.

Pecuniary rewards: Rewards consisting of money.

Extrinsic rewards: Payoffs to an individual by other people for example money, trips, promotions etc. They are external, artificial and come from outside the individual.

Intrinsic reward: It comes from within the individual rather than from any external or outside source. For example the satisfaction of seeing a student excel in studies.

Financial rewards: Cash rewards in form of wages raise, bonus and health plans.

Non financial rewards: Rewards other than non cash benefits in addition to basic pay.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The research topic was about the effects of school rewards on teacher's performance in Baringo district schools, Kenya.

This chapter therefore, presents a review of literature, conceptual and theoretical framework, literature related to the study, concepts of rewards and motivation and effects on teachers' performance. The chapter has mainly focused on the types of school rewards given to teachers, teachers perception on the effects of school rewards on their motivational levels and the effects of rewards on performance of teachers in Baringo district secondary schools.

This chapter reviewed the existing body of knowledge that is, concepts of reward and motivation and theoretical literature relevant to the study.

2.1 Concepts, Ideas, Opinions, From Authors/Experts

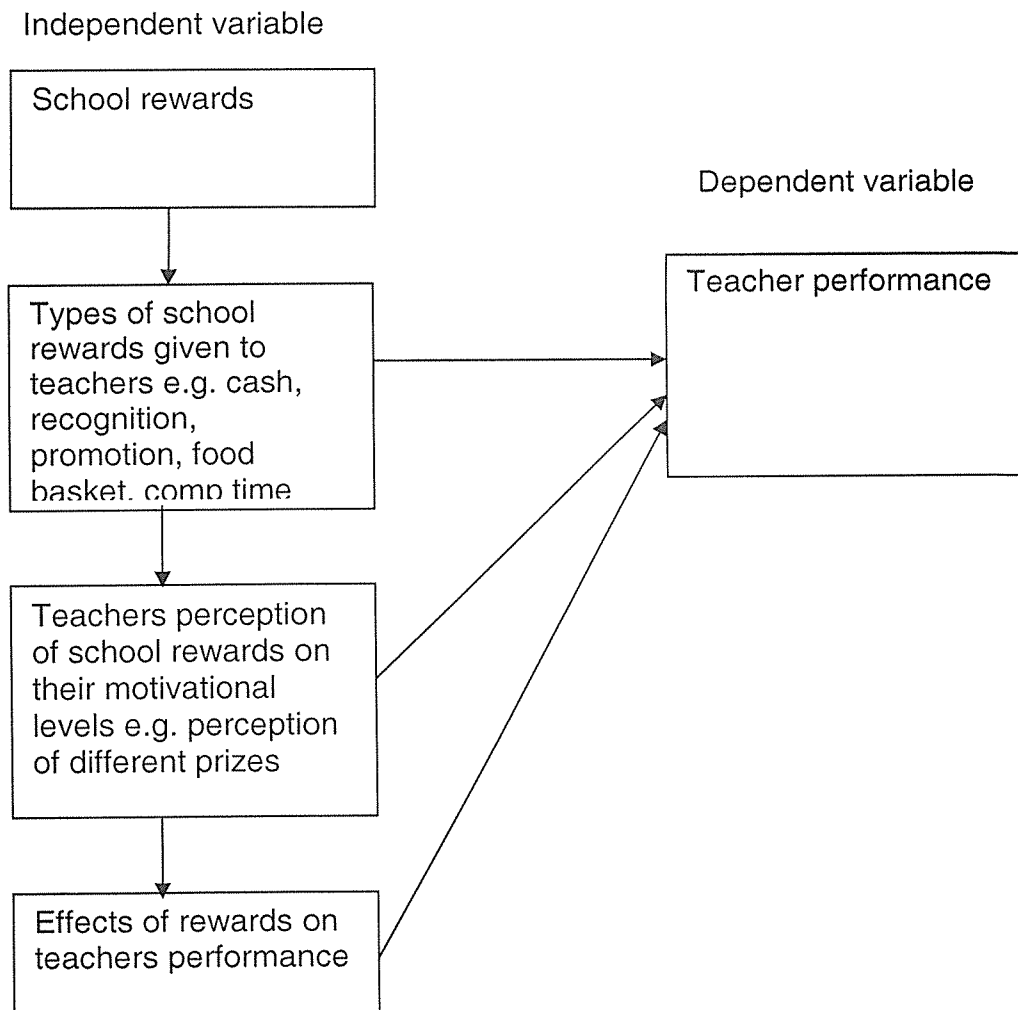
Concepts of rewards and motivation

Rewards are materials and psychological payoffs to employees for performing tasks in the workplace. They are the material and psychological 'motivational force' or 'incitement' that influences people's action towards an intended desired goal (Maicibi, 2007). Rewards therefore, denote something good that happens or which a person receives for something he/she has done properly and possibly timely. Needless to state that rewards are awarded with intended goals in mind such as; to improve performance, to motivate the employees, to build a feeling of confidence and for effective compliance, just to mention a few. Motivation on the other hand is a concept which includes various terms like motive, need, drives, wants, wishes and incentives among others. Therefore, motivation refer to the forces either within or external to a person that arouse enthusiasm and persistence to pursue a certain course of action. According to Robbins (2001), motivation is the process that account for an individual's intensity, direction and

persistence of effort towards attaining a goal. Motivation is broadly classified into two groups; intrinsic or natural; and extrinsic or external and artificial. Intrinsic means the origin of motivation is natural and compels the individual to act, while extrinsic motivation refers to forces outside the individual originating from the environment which pulls the individual towards the desired activity. Companies use extrinsic rewards to motivate employees to perform four basic behaviours; joining the organization, performing their jobs well and staying with the organization. The same thing would apply to the education industry. Teachers must extrinsically be rewarded in order to perform successfully and stay with their schools cheerfully. Motivation has received great attention of the academics, researches and practicing managers because motivated employees are always looking for better ways to do a job, are quality oriented and highly productive.

2.2.1 Conceptual Framework

Figure 1: A conceptual framework showing the relationship among variables of the study.



2.2.2 Theoretical framework

Different scholars have identified some important theories showing how motivation would affect teachers' performance. It is most likely for a school to perform higher if members of its staff were motivated. Teachers perform better if they think they are treated fairly. At the same time, the fairer the reward and compensation, the more teachers think they are treated fairly. Johnson (1986:55)

states that, there are three theories of motivation and productivity that teacher motivation is based on:

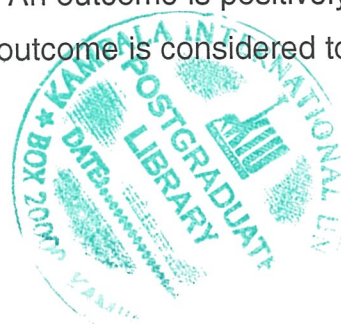
- **Expectancy theory:** It is probable for a person to struggle for work if there is an expected reward such as a bonus or a promotion that is worth working.
- **Equity theory:** Unfair treatment for their effort and achievements makes individual displeased.
- **Job enrichment theory:** The more varied and challenging their work is, the more productive employees became.

“The need to avoid pain and the need for psychological growth” are two basic elements found in job enrichment theory.

It is important to note that this study was based on two theories namely; Expectancy theory and Equity theory.

Expectancy theory

Expectancy theory of work motivation states that, people look at their various alternatives such as going to school versus not going to school and choose that alternative which they believe is most likely to lead to those rewards which they want most. This theory rests on the assumptions that motivation is a conscious process in which decisions lawfully relate to psychological events that occur simultaneously with behaviors and that, forces in the environment combine to determine behavior. Victor Vroom explained that motivation is a product of three factors which he referred to as attractiveness (valence), performance linkage (expectancy) and effort performance linkage (instrumentality). Attractiveness is the importance that the individual attaches on the potential outcome or the reward that can be achieved on the job. This considers the unsatisfied needs of the individual. For example, if a teacher strongly wants a promotion, then promotion has high valence for the teacher. Valence for a reward is unique to each employee, is conditioned by experience and may vary substantially over a period as old needs become satisfied and new ones emerge. An outcome is positively valiant when a person prefers attaining it to not attaining it. An outcome is considered to



have zero valence, when a person is indifferent to attaining or not attaining it which becomes a negative valence.

Performance reward linkage is the degree to which the individuals believe that performing at a particular level will lead to the attainment of a particular desired outcome.

Effort performance linkage refers to the perceived probability by the individual that, exerting a given amount of effort will lead to performance. It represents the belief by the employee that a reward will be received once the task has been accomplished. The key to expectancy theory is to understand an individual's goal and linkage between effort, performance and rewards, and finally between rewards and individual goal satisfaction.

Okumbe (1999) states that, the expectancy theory provide educational managers with a strong conceptual framework for understanding how motivation and performance can be improved".

Supervisors are more effective when they are able to help workers clarify the paths to achieving goals and link them to meaningful incentives. This path-goal theory of effective leadership means the supervisor must reduce road blocks and increase the rewards for workers in reaching goals. This encourages employees to work hard not only for their personal growth, but also for the successful achievement of educational objectives.

Equity theory-Jacques and Adams

Equity theory suggests that, it is not the absolute value of the reward that motivates, but rather the individual's view of how fair (equitable) that reward is. Workers consider fairness of reward both in relation to effort expended and in relation to what other people are getting. This study supports the thesis that the reward structure should be related to the demands of the job and the efforts of the individuals.

The basic components of equity theory are inputs, outcomes, and referents. Inputs are the contributions employees' make to the organization. Inputs include education and training, intelligence, experience, effort, number of hours worked and ability. Outcomes

are rewards employees receive in exchange for their contribution to the organization. Outcomes include pay, fringe benefits, status symbols, job titles and assignments and even leadership style of their supervisors. And since perceptions of equity depends on how one is being treated compared to others, referent are others with whom people compare themselves to determine if they have been treated fairly. Usually, people choose to compare themselves to referents who hold the same or similar jobs or who are otherwise similar in gender, race, age or tenure.

A growing equity issue in organizational research is organizational justice. Two major sub areas are: procedural justice and distributive justice.

Procedural justice is the perceived fairness of the process and procedures used to make decisions about employees, including their pay. The process of determining the base for jobs, the allocation of pay increases, and the measurement of performance must be perceived as fair.

Distributive justice on the other hand refers to the perceived fairness of the amounts given for performance.

Therefore, while rewarding and compensating teachers, schools need to follow equity theory.

2.3 Related Studies

Motivation theory explains why people behave in the way they do. Cole (2002) puts it that “the question of all that motivates a worker to perform effectively is not an easy one to answer,”. This is because the researchers involved have to make assumptions about the motives for behavior that they have observed.

2.4 Types of School Rewards

There are three main types of performance-based reward systems (Owen, 2003)

1. Knowledge and skill-based compensation

In knowledge and skill-based compensation schemes, teachers are compensated for the acquisition of specific knowledge and skills required to meet higher expectations for performance (Odden, 2000 b). This might be in the form of formal certification or undertaking specific professional development units. Another example might be taking an additional work such as mentoring or curriculum development. The concept of knowledge- and skill-based pay in education was adapted from the private sector, where it was developed to encourage workers to acquire new, more complex or employer-specific skills. Knowledge- and skills-based pay was also intended to reinforce an organizational culture that values employee growth and development and to create a clear career path linked to increasing professional competence. Knowledge- and skills-based pay is regarded as appropriate to education because teachers have a complex and changing knowledge and skill set, thus, this increases teachers' ability (Odden and Kelly, 2002)

2. Merit Pay, “Pay for performance” or “Performance pay”

Merit pay adjusts salaries upward or provides compensation for higher levels of performance. It is based on student performance and classroom observation (Mc Columns, 2001) A standard for individual performance is set, such as increased student achievement. If a teacher meets or exceeds this standard, they receive a bonus or a salary increase. Merit pay is frequently used in the private industrial and commercial sector as a management tool to achieve organizational goals. The majority of large companies in the United States offer some kind of merit pay to at least a proportion of their employees. The main argument in favour of merit pay is that it can foster individual motivation by recognizing effort and achievement and rewarding it in a concrete way. The bonus plan is focused on teachers for participating in extra-curricular activities, or conducting in-service training (Johnson, 1986:61)

3. School-based compensation

School-based compensation is another variant of merit pay, with more of an emphasis on the team's results. In these schemes, incentives are created that encourage educators to work together to achieve collective goals (Student performance, Odden and Kelly, 2002). An example is a school performance award that links bonuses to school goals and benchmarks.

There are different types of rewards that are accorded to employees as they perform their assigned tasks. These include:

1. Direct financial/monetary rewards

They are rewards in form of cash which include wages raise and bonus, health plan, free meals, vacation convention trips and use of school facilities.

2. Indirect (non financial) rewards

They include other non cash benefits in addition to basic pay. For instance, food basket, insurance and health for workers as well as other welfare services. It also includes comp-time which is time off given to an employee instead of money because; he/she has worked extra hours. The time gained by the employee could be used by him to earn extra money (Maicibi, 2007).

3. Satisfying work content which include all that which Herzberg in his two-factor theories suggest to motivate a worker on the job (Maicibi, 2003:50), gave some of them like, achievement, recognition challenging work and advancement (promotion). Others include certificates, trophies, acknowledgement and pat on the back.

4. Affiliation with an admirable organization

Employees usually like comparing the ratio of their input to rewards received, with the input or reward ratio of others in the school of their equals. If the ratio were similar, the employees would feel fairly rewarded; hence feel satisfied with the treatment given to them. This is where Stacy Adam's Equity Theory of Motivation applies.

5. Long term career opportunities

These are strategies designed to utilize the strength and overcome weaknesses of an individual in order to take advantage of the career opportunities. Employees would feel properly rewarded if managers' designed related work activities that provide continuity, order and meaning in their life. Career goals and personal ambition can be considered in selecting, promoting staff as well as designing training and development programmes. (Maicibi, 2007).

6. Task rewards

That includes enriched job, new job responsibility and improved work conditions (Ivancevich, 1994). New job titles and good working conditions encourage teachers to work towards the achievement of individual and school goals

2.5 Teacher's perception on the effects of school rewards on their motivational levels

A research on the effect of rewards on performance of teachers found out that while the desirability of receiving a bonus was rated high; teachers were not certain that if they achieved the goal, they could actually receive a bonus. The doubt about receiving the earned bonuses appeared attributable either to past experience with bonuses being reneged or to beliefs that funding for the bonuses would discontinue. However, despite the general suspicion about actually receiving an earned bonus, teachers in schools

that had achieved reward status were more likely to believe that if they met the goals they would be rewarded again (Kelly, 1999b)

Most studies find that teachers believe financial rewards to be appropriate and that they believe them to have a positive impact on motivation. The findings of different studies differ in the relative weight respondents give to financial rewards as opposed to peer esteem, satisfaction and other 'intrinsic' rewards, and in the mechanism by which financial rewards are believed to affect behavior. Studies conducted by Kelly in Kentucky and in the Charlotte – Mecklenberg district of North Carolina found that teachers believed that their primary motivation came through intrinsic rewards, such as seeing students achieve and public recognition. (Kelly and Protisk 1997 Kelly, 1998 and 1999)

Most teachers in the study reported by Kelly (1999) placed a higher value on intrinsic rewards, including satisfaction of seeing improvements in pupils and the opportunity to work collaboratively. However, this study also found that most teachers believed bonuses were desirable, and when offered a choice, preferred to receive a reward in form of a bonus rather than have it given to the school improvement fund (Burgess ,2001).

A study conducted in Kentucky and Charlotte Mecklenberg, found that teachers did not believe that changing the bonuses would alter their motivation (Burgess et al, 2001).

Teachers also perceived rewards differently. For instance, a mathematical set given to history teacher may not have an effect, but the same prize given to a mathematics teacher may do.

2.6 The effects of rewards on performance of teachers

Teachers believed that payment of a bonus was appropriate for improvements in school performance, however in some cases the bonus was not deemed large enough to be a meaningful incentive for teachers to be motivated by it.

Teachers value salary bonuses, value outcomes that contribute to personal satisfaction from meeting program goals and seeing improved students performance, opportunities to work with other teachers, public recognition for school success in meeting goals and opportunities to work towards clear school wide goals.

School based performance award can also produce negative consequences. Teachers indicated that in the process of trying to achieve the goals, they experienced a number of negative outcomes, including pressure and stress and increased working hours (Kelly, 1999b)

Teachers agreed that larger bonuses would be more motivating and that if bonuses were too small they might view them more as insults than incentives (Heneman, 111 and Milanowski, 1999)

The magnitude of the established effects and the evidence concerning teachers' differential efforts under an incentive program suggested that teachers' incentives are a very promising path towards the improvement of school quality (Lavy, 2004). Giving immediate feedback for an excellently performed task is a powerful way to motivate employees.

Motivation is of a particular interest to educational psychologists because of the crucial role it plays in student learning. Motivation in education can have several effects on how students learn and their behavior towards subject matter.

Motivation can direct behavior towards particular goals, lead to improved performance, increased effort and energy, enhanced cognitive processing and an increase in initiation of and persistence in activities.

A research article on the effect of incentives on student performance on the mile marker examinations indicated that monetary incentives for schools and teachers have a casual

effect on improving student achievements. Incentives provided to teachers have helped improve student academic outcomes (Sujit, 2003-2006).

Low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehaviours and poor professional performance. Teachers' absenteeism is unacceptably high and rising, time on task is low and falling and teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centered practices. Teachers are devoting less and less time to extra curriculum activities, teaching preparation and marking (Bennel, 2004). The World Bank 2004 report neatly summarizes these concerns about teachers. "Cases of malfeasance among teachers are distressingly present in many settings; teachers, show up drunk, are physically abusive or simply do nothing. This is not low-quality teaching, this is not teaching at all" (World Bank, 2004)

Therefore where teacher morale is very low, there is normally de-factor recognition that the "labor force" in schools has been organized in such a way to generate additional income. Secondary employment activities are likely to both directly and indirectly lower the motivation of teachers in their jobs (Bennell, 2003)

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter described the methodology and research design that was used to carry out the study. It looked at the areas and population of study. It described the various methods that were used in sample selection and how qualitative and quantitative data were collected.

It is divided into the following sections; research design, research population, sample and sampling procedures, instruments, validity and reliability, data gathering procedure, data analysis, ethical considerations and limitations.

3.1 Research Design

The study was descriptive survey which utilized questionnaires among the selected staff of Baringo district secondary schools.

The study design was aimed at collecting data at a particular point and using it to describe the nature of the existing condition.

The study design focused on the effects of rewards on performance of teachers in Baringo district secondary schools and provided a great deal of information. Through descriptive survey, views, opinions, attitudes and suggestions of educational practice were collected. The research employed both qualitative and quantitative approach. The researcher chose this design because it was appropriate for the particular study and enabled her to carry out research on the effects of rewards on teachers' performance in Baringo district, Kenya. Throughout the study the vision was to find out the effects of rewards on performance of teachers in Baringo district secondary schools.

3.2 Research population

The area of study covered schools in Baringo District in Rift Valley Province. The district comprised 4 locations and a total teacher population of 120 from 15 secondary schools. The participants were teachers from the district who needed to be motivated for better

productivity and the head teachers who were expected to provide the conditions and environment for research besides their personal contributions through the questionnaires.

3.3 Sample and sampling procedures

3.3.1 Sample Size

The sample consisted of 40 respondents; 36 teachers from the 4 selected schools and 4 administrative leaders. The selected schools from which the participants were drawn were Kipsoit day secondary school, Kabarnet Boys Secondary, Kapropita Girls and teachers from Sacho High School.

Simple random sampling was used to select respondents to avoid biased information.

3.3.2 Sampling procedure

The sampling procedure used was purposive sampling to obtain the sample schools. Simple random sampling was used to select respondents from those schools to avoid biased information. This ensured that all teachers in the sample schools were represented.

The researcher also used observation schedules in order to obtain the data necessary to answer the research questions in order to achieve the objectives of the study.

The questionnaires were distributed to the school teachers because they were the ones who could give in-depth information concerning the role rewards play on teaching and performance on matters concerning education.

The study selected 36 teachers from the four schools and 4 administrators. Twelve of the teachers were from Kabarnet, 11 from Kapropita, 8 from Sacho and 5 from Kipsoit secondary school. At least one administrator from each school was interviewed making a total of four administrators.

The sample of 36 teachers was obtained by taking 30% of the total teacher population,

that is $30/120 \times 100 = 36$ (Cohen and Manion, 2000). The research targeted teachers aged between 21 to 60 years with the main objective of finding out how they were being affected by rewards.

3.4 Research instruments

Instruments used were the questionnaires for teachers.

3.4.1 Questionnaires

The questionnaires were preferred for this study because it enabled the researcher reach a larger number of respondents within a short time, thus made it easier to collect relevant information. The questionnaires were developed basing on the objectives of the study and the personal profile of the respondents. A likert scale was used to determine the effects of rewards on performance of teachers in Baringo district. The questionnaires for teachers comprised of closed ended questions. In this case the researcher used corresponding likert rating scale and this is given as follows;

A: Agree - meaning that the respondent agrees with some doubt.

D: Disagree – meaning that the respondent disagrees with some doubt.

SA: Strongly Agree – Meaning that the respondent agrees with no doubt at all.

SD: Strongly Disagree – meaning that the respondent disagrees with no doubt at all.

NS: Not Sure – meaning the respondent is undecided

The respondents were expected to tick and fill in the most appropriate alternative. Likert scale uses a standard set of response options that represent varying degrees of agreements (Amin, 2005).

The questionnaires were delivered and collected by the researcher personally.

3.4.2 Observation

The researcher also employed the formal observation technique to collect data on performance of teachers. In fact Sechrest (1966) as cited by Musazi (2006) suggest that “social behaviors and attitudes for example, are best studied in the environments in which they are likely to occur rather than relying on individuals to give self reports about their own behaviours and attitudes”, pg 153

The observation was used to know how things were happening in the selected schools through their activities. This was targeted on the teachers and administrators.

3.5 Validity and reliability of instruments

3.5.1 Validity

According to Moser and Kalton (1971), validity is the success of a scale in measuring what it was set out to measure so that differences in individual scores can be taken as representing true differences in characteristics under study.

The researcher consulted statistical specialists and her supervisor who ensured the relevance and suitability of the content in the questionnaire would provide coverage of the objectives of the study.

The validity of the questions were checked by the responses acquired and the content validity index. The validity of the questionnaire was effected by employing the formula below:

$$\text{CVI} = \frac{\text{No of valid items}}{\text{Total number of items}}$$

CVI means content validity index

$$\begin{aligned}\text{Therefore CVI} &= \frac{37 \text{ (valid items)}}{40 \text{ (No of items)}} \\ &= \mathbf{0.92}\end{aligned}$$

A valid item is an instrument whose content response can be analyzed statistically and is obtained by considering correct responses in the questionnaire.

To Amin (2005) for instruments to be accepted as valid, the average content validity index (CVI) should be 0.7 or above. Hence the contents of the instruments were valid.

3.5.2 Reliability

Reliability was a measure of the degree to which a research instrument yielded consistent results after repeated trials. To establish the reliability of the questionnaire, the researcher used the methods of expert judgment (supervisor and colleagues) and pre-test in order to test and improve the reliability of the questionnaire. The respondents of the pre-test were not the study participants but graduate teachers employed by the school board of governors.

3.6 Data gathering procedures

The researcher distributed the questionnaires to teachers of selected schools after the pre-test exercises. The questionnaires were delivered and collected by the researcher in person.

3.7 Data Analysis

During data analysis, quantitative and qualitative methods of research were used to analyze the data. The data was mainly analyzed using descriptive statistics such as frequency tables, percentages, histograms and means. This enabled the researcher to meaningfully describe distribution of scores or measures on the effects of rewards on teachers' performance. Data was presented in word as well as frequency tables.

Also data from each questionnaire was categorized and edited for accuracy and completeness of information. Quantitative analysis was done using Spearman's correlation coefficient for obtaining relationships between the variables of the study.

3.8 Ethical Consideration

After pre-testing of the questionnaire the researcher sought permission from the relevant authorities to conduct the study. The researcher justified self when approaching the school head teachers in order for them to believe that the study was being carried out purely for academic purposes. The university (KIU) had offered the researcher an introductory letter requesting the schools to assist by supplying the required information for the study.

Also the researcher promised the respondents that their identity could not be disclosed as there were no writing of names on the questionnaires and that everything was to be confidential. The researcher gave the respondents the true facts about the research in order to make informed decisions about participating or not.

3.9 Limitations of the study

Some of the limitations encountered included incorrect responses by some respondents due to fear of school supervisors. Also there was a lot of silence and lack of goodwill among the teachers which made the atmosphere unfavourable for the researcher when she was collecting the questionnaires from the selected schools.

However, the problems were overcome as the researcher became patient and rescheduled the appointment. The questionnaires which were not filled were discarded as they were not valid for analysis.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

In this chapter, data findings were discussed, analyzed and interpreted.

The study ascertained the causes, characteristics and magnitude of the role played by the School in rewarding teachers with the intentions of boosting their academic performance.

The study made long strides in creating a luminous understanding of the key elemental principles and several doctrinal concepts outweighed by the interpretation of key performance criteria within the School.

Sampled respondents, both qualitative and quantitative formed a larger part of the study and the considerable criteria for evaluating these concepts at various levels gave an inclusive study on the role of the School on one side, rewards on the other and the teachers on the other.

4.1 Respondent Identification

Table 1: Sample Size of the Respondents

RESPONDENTS	Sample size (n) =40
Teachers	36
Administrators	4

From table 1 above the research shows that 90% of the respondents represented the total number of teachers in the district. The total number of administrators represented was 10% of the total sample population of the study in the district.

4.2 Personal Profile of the Respondents

Table 2: Showing Personal profile of the respondents

RESPONDENTS	Sample size (n) =40	
Gender	Frequency	Percentages
Male	22	55
Female	18	45
Age		
21-33	29	72.5
Above 33	11	27.5
Marital Status		
Married	26	65
Other	14	35
Educational Level		
University	31	77.5
Other	9	22.5

From table 2, the number of respondents interviewed varied to a greater extent. In this context, the study was sensitive to gender and had a balanced respondents with 22 (55%) male and 18 (45%) female actively participating in the study.

The table also showed the ages of the respondents. The largest category, age 21-33, 29(72.5%) and above 33, 11(27.5%) which indicates a fair distribution of age among the respondents in the study.

The study comprised of both married and unmarried respondents. The total number of married respondents was 26(65%) while the unmarried(other) respondents were 14(35%).

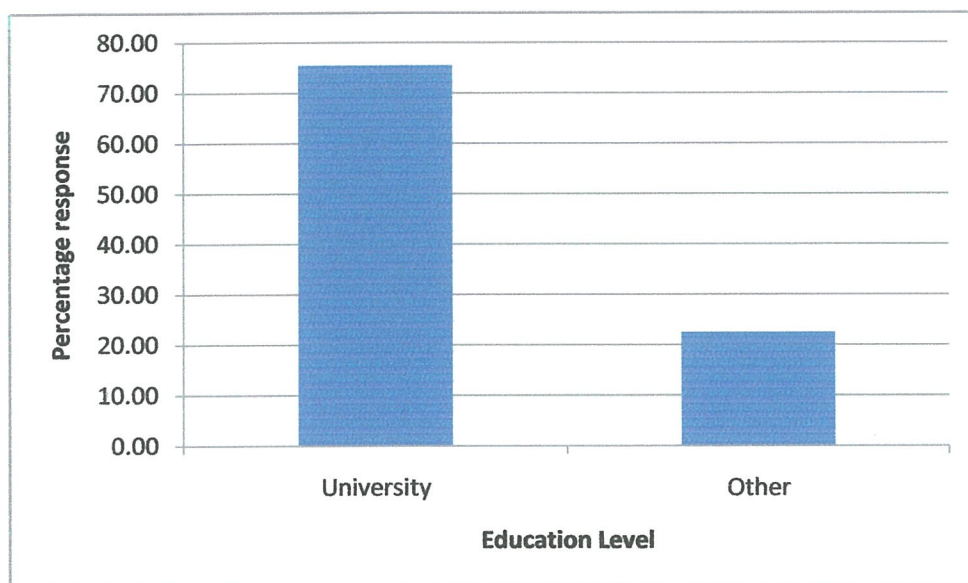


Figure 1: Showing educational Level of Respondents

From figure 1 above, the number of respondents who had attained degrees were 31(77.5%) while those who had other qualifications (Diploma and untrained graduates) were 9(22.5%). It was observed therefore, from the graph that most of the respondents interviewed had attained university degrees and this showed that they were professional teachers in their fields of specialization.

4.3 Types of Rewards

Table 3: Showing the types of rewards given to teachers by schools in Baringo district

Category	Questions	Respondents				Total	
		A	D	SA	SD		
1. Types of rewards	a) Skill based pay and performance	13	11	9	7	40	F
		32.5	27.5	22.5	17.5	100	P
	b) Recognition of ones performance motivates	10	7	14	9	40	F
		25	17.5	35	22.5	100	P
	c)Time off with pay motivates teachers	10	6	14	10	40	F
		25	15	35	25	100	P
	(d) Promotion of teachers motivates good performance	22	18			40	F
		55	45			100	P
	e) Intrinsic rewards motivates good performance	26	14			40	F
		65	35			100	P
	(f) Affiliation with admirable schools	27	13			40	F
		67.5	32.5			100	P
	(f) Financial rewards are given in the school FR	14	10	8	8	40	F
		35	25	20	20	100	P
	(g) Non cash rewards are more motivating than cash rewards NCR	11	13	9	7	40	F
		27.5	32.5	22.5	17.5	100	P

F- Frequency : **P-** Percentage

From table 3 above, the research on skilled based pay showed that 13(32.5%) of the respondents agreed that the skilled based pay motivated them, 11(27.5%) disagreed, 9(22.5%) strongly agreed while 7(17.5%) strongly disagreed. This showed most of the respondents conclusively agreed that they were motivated by skill based pay.

Concerning recognition of one's performance, 10(25%) agreed, 7(17.5%) disagreed, 14(35%) strongly agree and 9(22.5%) strongly disagreed implying that most teachers felt that they were not recognized for their individual performance.

On whether time off duty with pay motivates, 10(25%) agreed, 6(15%) disagreed, 14(35%) strongly agreed, 10(25%) strongly disagreed and this shows that most teachers believe time off duty with pay motivated them.

On promotion and performance, 26(65%) agree, 14(35%) disagree implying that the respondents believed promotion improve the quality of teaching due to competition among the teachers for better grades leading to promotion.

On whether the respondents had ever been affiliated with other admirable schools, 27(67.5%) agreed while 13(32.5%) disagreed showing most respondents had been affiliated and were satisfied with the rewarding system in their schools.

On the issue of financial rewards, 14(35%) agree, 10(25%) disagreed, 8(20%) strongly agreed and 8(20%) strongly disagreed showing most respondents agreed that financial rewards are given in their schools.

On the question of whether non cash rewards are more motivating than cash rewards, 11(27.5%) agreed, 13(32.5%) disagreed, 9(22.5%) strongly agreed and 7(17.5%) strongly disagreed implying that there was a balanced view on the issue of non cash rewards.

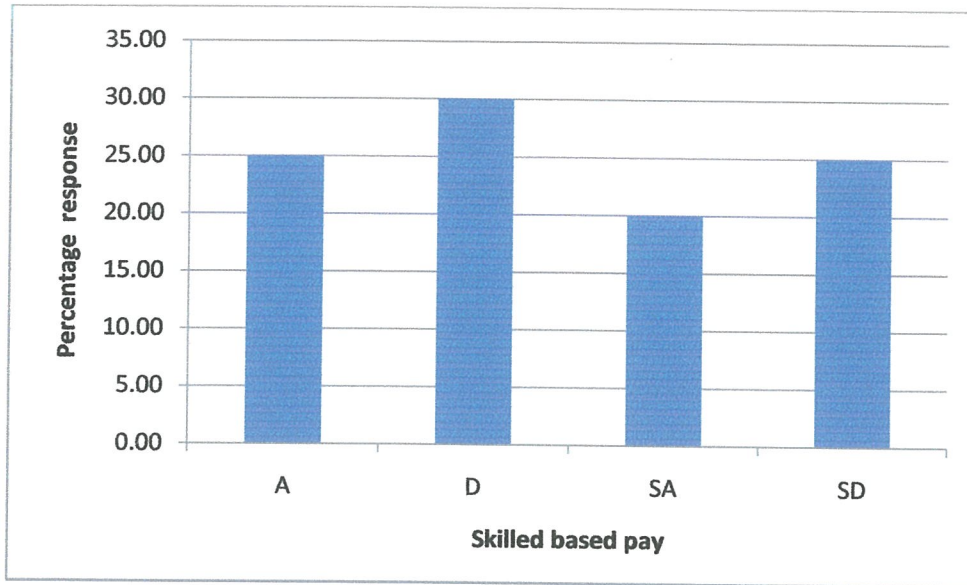


Figure 2: Histogram showing whether skill based pay motivates good performance

A- Agree : D- Disagree : SA- Strongly Agree : SD-Strongly disagree

4.4 Teachers Perception on Effects of School Rewards on Performance

Table 4: showing teachers perception on effects of school rewards on performance

Category	Questions	Respondents				Total	
		A	D	SA	SD		
2. Teacher perception	(a) Do rewards encourage better performance REP	11	6	15	8	40	F
		27.5	15	37.5	20	100	P
	(b) In your opinion, do you think rewards are necessary ARN	8	10	10	12	40	F
		20	25	25	30	100	P
	(c) Are rewards given to teachers based on quality RBQ	9	8	13	10	40	F
		22.5	20	32.5	25	100	P
	(d) Do school administrators reward teachers basing on performance RBP	7	10	9	14	40	F
		17.5	25	22.5	35	100	P
	(e) Do all teachers perceive a kind of reward in the same way? TPR	10	12	8	10	40	F
		25	30	20	25	100	p

F- Frequency : P - Percentage

From table 4, on whether rewards encourage better performance, 11(27.5%) agreed, 6(15%) disagreed, 15(37.5%) strongly agreed and 8(20%) strongly disagreed.

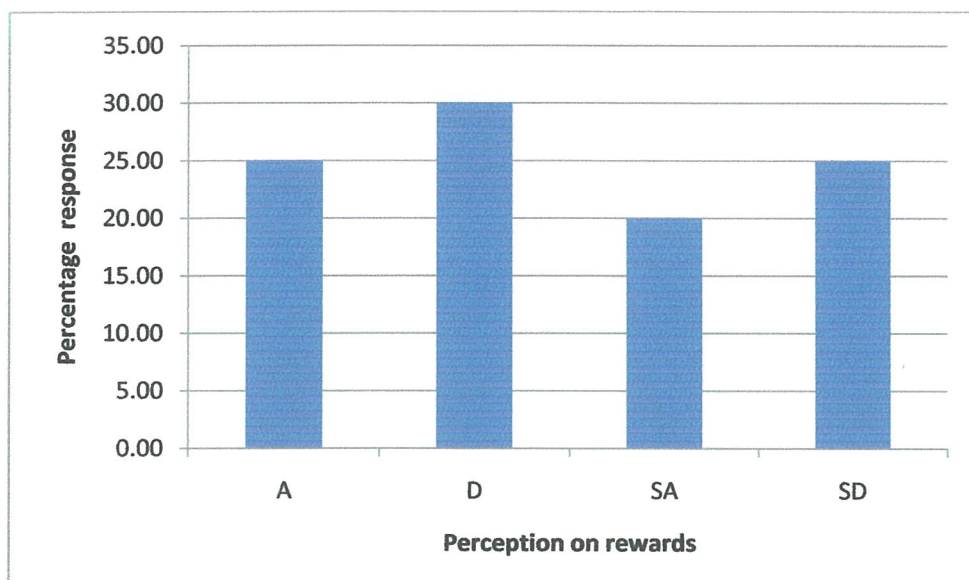
Therefore, it is clear from these findings that rewards encourage better performance in Baringo secondary schools.

On whether rewards are necessary, 8(20%) agreed, 10(25%) disagreed, 10(25%) strongly agree and 12(30%) strongly disagree. This therefore indicates that most of the respondents feel that rewards are unnecessary.

On the question of whether rewards are given to teachers based on the quality of performance, 9(22.5%) agreed, 8(20%) disagreed, 13(32.5%) strongly agreed and 10(25%) strongly disagreed. Therefore this shows that rewards given are based on quality grades.

On the question of whether administrators reward teachers basing on their performance, 7(17.5%) agreed, 10(25%) disagreed, 9(22.5%) strongly agreed and 14(35%) strongly disagreed. This indicates that 60% of the respondents feel that administrators do not reward them based on their performance.

On whether teachers perceive a kind of reward given to them in the same way, 10(25%) agreed, 12(30%) disagreed, 8(20%) strongly disagreed and 10(25%) strongly disagreed implying most teachers perceive rewards given to them differently.



A- Agree : D- Disagree : SA- Strongly Agree : SD-Strongly disagree

Figure 3 Perception of teachers on rewards in among secondary school Baringo District

4.5 The Effects of Rewards on Teacher Performance

Table 5: The effects of rewards on teacher performance

Category	Questions	Respondents				Total	
		A	D	SA	SD		
A- EFFECTS OF REWARDS	(a) Do rewards influence performance of teachers RIP	13	4	17	6	40	F
		32.5	10	42.5	15	100	P
	(b) Do teacher rewards have any effect on student ultimate performance REP	9	7	14	10	40	F
		22.5	17.5	35	25	100	P
	(c) Do rewards have any negative effects on teacher performance RNP	10	16	6	8	40	F
		25	40	15	20	100	P

A- Agree : D- Disagree : SA- Strongly Agree : SD-Strongly disagree

F – Frequency P- Percentage

From table 5 above, on the question of whether rewards influence performance of teachers, 13(32.5%) agreed, 4(10%) disagreed, 17(42.5%) strongly agreed and 6(15%) strongly disagreed. This therefore shows that 75% of the respondents agreed that rewards do influence teacher performance.

On whether teacher rewards have any effect on student ultimate performance, 9(22.5%) agreed, 7(17.5%) disagreed, 14(35%) strongly agreed and 10(25%) strongly disagreed. From this it is clear that teacher rewards have an influence on student ultimate performance.

Finally the researcher sought to find out whether rewards had any negative effects on teacher performance. The findings indicated that 24(60%) agreed while 16(40%) disagreed. This therefore shows that many respondents feel that rewards have negative effects on teacher performance.

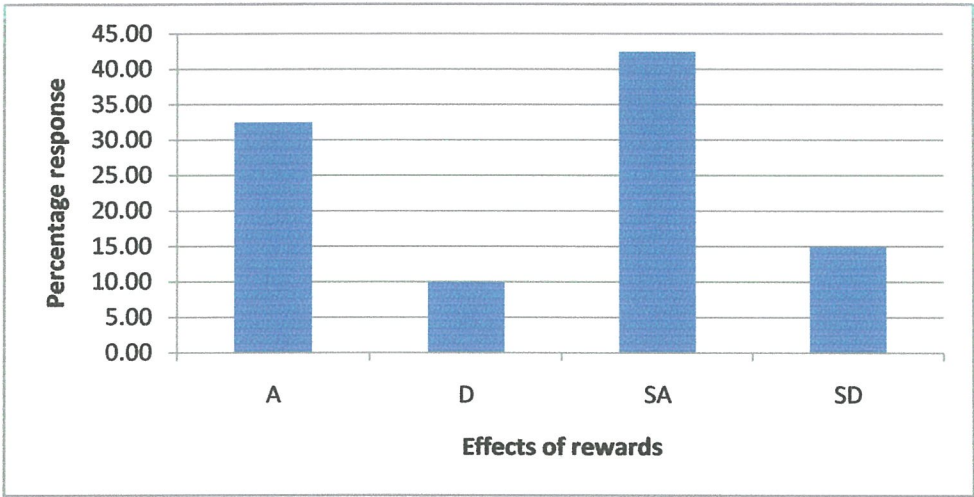


Figure 4: A histogram showing whether rewards influence performance of teachers.

A- Agree : D- Disagree : SA- Strongly Agree : SD-Strongly disagree

4.6 Types of Rewards: Analysis By Mean

Table 6: Analyzing types of rewards by mean (n=40)

Indicator of types of rewards	Mean
Does skill based pay motivate good performance?	2.40
Does recognition of one's performance motivate teachers?	2.28
Does time off with pay in holidays motivate teachers to perform?	2.30
Are financial rewards given in your school?	2.45
You believe non cash rewards are more motivating than cash rewards	2.45

The first objective was to establish the types of rewards given to teachers by schools in Baringo district which were measured using five qualitative questions in the questionnaire. Each of the questions was likert scaled between 1 to 5, where 1 = Strongly Agreed, 2 = Agreed, 3 = Disagreed and 4 = Strongly disagreed, 5 = Not sure. Respondents were required to rate the rewards existing in their school by ticking the right box. Their responses were summarized using SPSS means and interpreted as shown above. The means in table 6 suggested that most respondents agreed with all the items (mean = 2) which falls under agree on the likert scale.

4.7 Teacher Perception on the Effect of Rewards: Analysis By Mean

Table 7: Analyzing teacher perception on the effects of rewards by mean (n = 40)

Indicator of teachers' perceptions on rewards given in school	Mean
You believe rewards encourage better performance	2.18
In your opinion you believe rewards are necessary	2.60
You believe rewards given to teachers are based on quality	2.38
You believe school administrators reward teachers based on performance	2.73
You believe all teachers perceive rewards in the same way	2.60

The second objective was to determine teachers perception on the effect of rewards on their motivational levels in Baringo district which were measured using five qualitative questions in the questionnaire. Each of the questions was likert scaled between 1 to 4, where 1 = Strongly Agreed, 2 = Agreed, 3 = Disagreed and 4 = Strongly disagreed. respondents were required to rate the rewards existing in their school by ticking the right box. Their responses were summarized using SPSS means and interpreted as shown above. The means in table7 suggested that most respondents disagreed with all the items (mean = 3) which falls under disagree on the likert scale. However, a few of the respondents agreed with the items (question 1 and 3) = mean 2

4.8 The Effect of Rewards on Teacher Performance: Analysis By Mean

Table 8: Analyzing effects of rewards by mean(n=40)

Effects of rewards on teacher performance	Mean
You believe rewards influence performance of teachers	1.98
You believe teacher rewards influence students performance	2.33
Rewards have negative effects on teacher performance	2.65

The third objective was to determine the effect of rewards on performance of teachers in Baringo district which were measured using three qualitative questions in the questionnaire. Each of the questions was likert scaled between 1 to 5, where 1 = Strongly Agreed, 2 = Agreed, 3 = Disagreed and 4 = Strongly disagreed, 5 = Not sure Respondents were required to rate the rewards existing in their school by ticking the right box. Their responses were summarized using SPSS means and interpreted as shown above. The means in table 8 suggested that most respondents agreed with all the items (mean = 2) which falls under agree on the likert scale. However, 1 of the respondents disagreed with the items (question 3) = mean 3

4.9 Types of Rewards: Analysis By Correlation Coefficient

Table 9: Analysis of types of rewards by Spearman's correlation coefficient (r_s)

REWARDS AND PERFRMANCE

	SBPM	ROPM	TOPM	FRGM	NCRM	MS 2007	MS 2008
SBPM	1.000						
ROPM	0.330*	1.000					
TOPM	0.430**	0.877**	1.000				
FRGM	0.124	0.529**	0.399*	1.000			
NCRM	0.053	0.493*	0.367*	0.859**	1.000		
MS 2007	0.561*	0.809**	0.809**	0.382	0.755**	1.000	
MS 2008	0.488	0.720**	0.720**	0.411	0.625**	0.837**	1.000
MS 2009	0.553*	0.814**	0.814**	0.440	0.780**	0.952**	0.917**

**Correlation is significant at the 0.05 level (2-tailed). *Correlation is significant at the 0.01 level (2-tailed).

MS – Mean Score: SBPM – Skill Based Pay Motivates: ROPM – Recognition Of One’s Performance Motivates

TOPM –Time Off With Pay Motivates: FRGM –Financial Rewards Given Motivates

NCRM – Non – Cash Rewards Motivates:

Table 9 shows Spearman’s correlation coefficient values. Recognition Of One’s Performance and Time of with pay are highly correlated to performance of teachers in Baringo district in the last three years, 2007 - 2009 ($r_s = 0.809^{**}, 0.720^{**}$ and 0.814^{**}) respectively .

Non cash rewards have also showed a significant correlation with performance ($r_s = 0.755^{**}, 0.625^{**}$ and 0.780^{**}) respectively

Therefore it was clear from the table that the three variables were significantly correlated to performance of teachers.

4.10 Perception of Rewards: Analysis By Correlation Coefficient

Table 10: Analysis of Perception of rewards by Spearman's correlation coefficient (r_s)

PERCEPTION AND PERFORMANCE

	REP	RN	RBQ	RBP	TPRS	MS 2007	MS2008
REP	1.000						
RN	0.623**	1.000					
RBQ	0.824**	0.797**	1.000				
RBP	0.502**	0.796**	0.668**	1.000			
TPRS	0.624**	0.651**	0.803**	0.439**	1.000		
MS 2007	0.755**	0.860**	0.876**	0.860**	0.809**	1.000	
MS2008	0.625*	0.823**	0.822**	0.839**	0.720**	0.837**	1.000
MS 2009	0.780**	0.864**	0.864**	0.879**	0.814**	0.952**	0.917**

**Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).

MS – Mean Score

REP – Rewards Encourage Performance : RN – Rewards Are Necessary

RBQ- Rewards Based On Quality : RBP – Rewards Based On Performance

TPRS – Teacher Perception On Rewards In Same Way

Table 10 shows Spearman's Correlation values.

The mean score of 2007 was correlated to all the variables above however it was significantly correlated to rewards based on quality of performance ($r_s = 0.876^{**}$). The mean score of 2008 was correlated to all the variables, however it was significantly correlated to rewards based on performance ($r_s = 0.839^{**}$). The mean score of 2009 was correlated to all the variables, however it was significantly correlated to rewards based on performance ($r_s = 0.879^{**}$)

This implied that teacher's perception of rewards had a significant effect on their performance.

4.11 Effects of Rewards on Teachers Performance

Table 11: Analysis By Correlation Coefficient (r_s)

	MS 2007	MS 2008	MS 2009	RIP	RISP
MS2007	1.000				
MS 2008	0.837 ^{**}	1.000			
MS 2009	0.952 ^{**}	0.917 ^{**}	1.000		
RIP	0.561 [*]	0.488	0.553 [*]	1.000	
RISP	0.876 ^{**}	0.822 ^{**}	0.864 ^{**}	0.602	1.000
RNE	0.809 ^{**}	0.720 ^{**}	0.814 ^{**}	0.406 ^{**}	0.408 ^{**}

^{**} Correlation is significant at the 0.01 level (2-tailed). ^{*} Correlation is significant at the 0.05 level (2-tailed).

MS – Mean Score : RIP – Rewards Influence Performance Of Teachers: RISP – Rewards Influence Student Performance: RNE- Rewards Negative Effects On Teacher Performance:

Table 11 shows Spearman's Correlation Coefficient values. The mean score of 2007 was correlated to the above variables, but was significantly correlated to rewards influence students performance ($r_s = 0.876^{**}$). The mean score of 2008 was correlated to all the variables, but was significantly correlated to rewards influence students

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter focused on the discussion of the research questions where conclusions and recommendations were drawn and given respectively.

5.1 Discussion

5.1.1 Types of rewards

The study was carried out to establish the types of rewards given to teachers by schools in Baringo district secondary schools.

The findings of the study showed that most rewards given to teachers in Baringo district were extrinsic such as recognition, salary, praise and acknowledgment. Other types of rewards were material and task rewards.

The findings agreed with Maicibi (2005) who said "Periodic acknowledgment of workers' performance relating to others can be a motivating factor". However teachers in Baringo complained that the school administration had not established a conducive environment to motivate teachers through recognizing their contribution and rewards.

The findings also agreed with Bascal (2007) who said, "whether it's productivity, safety or another business result, public praise and non-cash rewards are strong motivators".

Staff in the district also said that skill based pay strongly motivated them to perform better. After all, employees who developed multiple skills were valuable assets to the organization.

Other types of rewards given to staff especially during prize giving ceremonies included utensils, linen (blankets and sheets), certificates and trophies.

5.1.2 Teachers' Perception on the Effects of Rewards on Their Motivational Levels

The research focused on teachers' perception on the effects of rewards showed that rewards encourage better performance of teachers as well as influence students ultimate grades, implying they are necessary and should be given to teachers based on quality of performance.

Teachers believed that, payment of a bonus was appropriate for improvement in school performance, however in some cases, the bonus was not deemed large enough to be a meaningful incentive for teachers to be motivated by it.

Therefore schools should strive to give reasonable rewards to their teachers to motivate them. Also the findings found out that some teachers in some schools were not certain that they could achieve the rewards after successfully completing their tasks. This, according to the findings indicated that decreased performance on those teachers was inevitable. This study therefore agrees with a study conducted in Kentucky and Charlotte Mecklenberg, which found that teachers did not believe that changing the bonuses would alter their motivation (Burgess, 2001).

5.1.3 The Effects of Rewards On Performance Of Teachers In Baringo Secondary Schools

The study findings to establish the effects of rewards on performance of teachers in Baringo secondary schools found out that rewards influenced the performance of teachers which directly impacted on student ultimate performance.

At the same time the findings showed that rewards had negative effects on teacher performance especially where administrators had poor rewarding systems. Many teachers agreed that payment of bonuses should be meaningful. However, many teachers complained that the system of paying in their schools was based on position and experience rather than performance. Performance reward relationship is desirable not only at corporate level, but also at the individual level. It also agrees on the fact that employees could be motivated when they believed good performance could lead to

rewards. Similarly, Maicibi (2007) agreed with the findings and said "Good/acceptable behavior, hardwork and high achievement by employees need to be acknowledged through rewards".

It also agreed with an article on Stern and Association (2006) who said "Organizations are striving to align their compensation with their business strategy by linking rewards to performance at all organizational levels"

Most schools in Baringo district do not link performance with rewards thus lowering teachers' morale and hence reduce school quality.

Scholars advocate that immediate feedback should be given for excellently performed tasks to motivate employees.

However, most head teachers of secondary schools delay the feedback such that it becomes a demotivator by the time it is given. This is common in low performing schools in Baringo district who do not value rewards.

Again the findings indicated that there must be fairness in rewarding teachers for the reward system to be viewed as fair. The school managers were therefore, encountered by challenges on how to persuade staff that pay given to them was fair. Some managers in Baringo schools formed some reward committees to decide on the type of rewards for staff. However, some of those staff colluded to award themselves better rewards than the rest of the staff. In fact, in one of the schools, teachers returned all their gifts to the principle after a prize giving ceremony when they discovered that the rewards were not uniform. Since then, teachers agreed they be given monetary rewards for their subject grades and recognition certificates for overall performance.

This perspective linked the attitude of teachers to student outcomes by arguing that teachers who were not motivated by financial rewards could be encouraged by non financial rewards since the fundamental goal of performance based rewards was to increase student performance. (Odden, 2000)

Teacher motivation is based on the freedom to try new ideas, achievement of appropriate responsibility levels and intrinsic work elements. Students in schools with a

teacher incentive program in Baringo district tend to perform better in examinations than those in non-incentive program schools.

The magnitude of the estimated effects and evidence concerning teachers' differential efforts under an incentive program suggested that teachers' incentives were a very promising path towards the improvement of school quality (Lavy, 2000)

5.2 Conclusion

The researcher precisely made the following conclusions judged from the findings of the study.

1. The research questions were made so as to derive the types of rewards given to teachers in Baringo district secondary schools and how they affect their performance. The findings confirmed that teachers expected rewards that could recognize both their intrinsic and extrinsic satisfaction if they were to be embracing and effective. The rewards given should satisfy staff operational needs, give meaning and significance to goals and help to commit them to achieving goals. The rewards which were commonly given to teachers in Baringo District included knowledge and skill based pay, financial and non financial rewards, satisfying work content and task rewards.
2. The research questions were also made to establish the perception of teachers on the effects of rewards on their motivational levels. The research findings confirmed that teachers have different perception on rewards, hence the differences in their motivational levels. At the same time rewards were seen to be necessary in enhancing the performance of teachers as well as improving the quality of performance. It was also established that bonuses should be large enough to be a meaningful incentive for teachers rather than becoming an insult which affected their productivity.
3. The research questions were also made to determine the effects of rewards on performance of teachers in Baringo secondary schools. The research findings obtained confirmed that there was a direct relationship

between the two variables. It was clear from the findings that if teachers were highly rewarded the schools performed better. Therefore, school managers who handsomely remunerated their staff, regularly promoted them and threw a party occasionally enjoyed higher school productivity than those who did not. However, the rewarding systems were to be seen as fair and equitable, thus reward management was required

Conversely, low levels of satisfaction and morale as a result of poor rewarding systems, could lead to decreased performance. Also when teachers' sense of self determination and purpose are supported, they relate to students in a qualitatively different manner, thus all in all, the school should establish good working conditions helping the teachers do their jobs effectively. Lack of rewards may cause the teachers to be less successful in teaching.

Therefore to the researcher, when teachers were rewarded, their schools enjoyed higher productivity, whereas, when not, their productivity could be decreased.

5.3 Recommendations

From the findings the study would like to make the following recommendations.

1. Teachers should be given adequate rewards which will encourage them to improve the quality of their work. At the same time different types of rewards should be considered. Various types of cash and non cash rewards should be awarded to satisfy different individual needs. Besides high remuneration, recognizing one's contribution strongly motivated the bearer to exert high effort on the labour market. Some of the methods to recognize teachers' effort include: provision of best workers trophy award, merit certificate, display of best workers' picture in public places, book of records and hall of fame. Schools should provide insurance benefits for members of staff who had qualified as permanent and pensionable to cover them against accidents or natural calamities like tremours/ storms.

2. Rewards should be given to teachers because they encourage better and quality performance. Also the rewards given should take into consideration the individual job satisfaction since different teachers value the intrinsic and extrinsic rewards differently.
3. Finally, the researcher recommends that teachers should be rewarded for schools to enjoy higher productivity. This is because the future of any nation depends on the types of teachers it has. If the teachers are demoralized, the nation will be doomed to failure because they will never produce competent outputs.

Teachers need to be treated in ways that empower them, such as involving them in decisions about policies and practices and acknowledging their expertise. Teachers are more personally invested in their work with a school when they have a voice in what happens to them, and their work has meaning and significance in contributing to a higher purpose or goal.

5.4 Further Research

The study recommends future research on the following areas:

1. The effects of classroom discipline on the performance of teachers
2. Effects of effective teacher participation in decision making on performance in Kenya Certificate of Secondary Education (K.S.C.E)

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APPENDIX I



**KAMPALA
INTERNATIONAL
UNIVERSITY**

TRANSMITTAL LETTER

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OFFICE OF THE COORDINATOR IN-SERVICE AND DISTANCE LEARNING - SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH

26th August, 2010

Dear Sir/Madam,

**RE: REQUEST FOR PAULINE JEROTICH MISOI, REG. NO.
MED/19969/72/DF TO CONDUCT RESEARCH IN YOUR INSTITUTION.**

The above mentioned is a bonafide student of Kampala International University pursuing a Masters of Education Management and Administration.

She is currently conducting a field research the title of which is "**The Perceived Impact of Reward on Teachers' Performance in Baringo District Secondary Schools Kenya**". As part of her research work she has to collect relevant information through questionnaires, interviews and other relevant reading materials.

Your institution has been identified as a valuable source of information pertaining to her research project. The purpose of this letter is to request you to avail her with the pertinent information she may need.

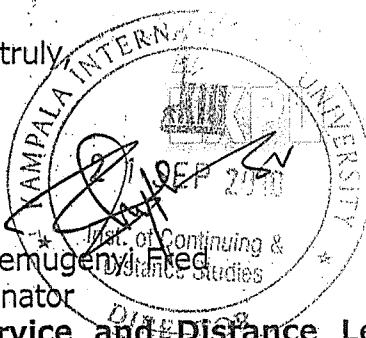
Any information shared with her will be used for academic purposes only and we promise to share our findings with your institution. Rest assured the data you provide shall be kept with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours truly,

Mr. Ssemugenyi Fred
Coordinator

In-service and Distance Learning – School of Postgraduate Studies and Research



APPENDIX II

RESEARCH QUESTIONNAIRES FOR SCHOOLS

I am **MISOI PAULINE JEROTICH**, A master's student of Educational Management and Administration at Kampala International University. I am carrying out research on the effects of rewards on teacher performance in Baringo district. My main aim of the research is to determine whether school rewards have any particular impact on teacher performance in Baringo district.

The questionnaire is specifically for academic purposes and all information received shall be kept confidential.

SECTION A: PROFILE OF THE RESPONDENTS

Tick () where necessary and (x) cross where it is not applicable.

a) What is your marital status?

Single () Married () Divorced ()

b) Sex: Male () Female ()

c) 21 – 33 () Above 33 ()

d) Level of education: Primary () Secondary () University () none ()

SECTION B

1. TYPES OF REWARDS

a) Do you agree that skill based pay motivate good performance?

- i. AGREE ☐
- ii. DISAGREE ☐
- iii. AGREE STRONGLY ☐
- iv. DISAGREE STRONGLY ☐
- v. NOT SURE ☐

b) Do you agree that recognition of ones performance motivates teachers to perform better? ☐

- i. AGREE
- ii. DISAGREE ☐
- iii. AGREE STRONGLY ☐
- iv. DISAGREE STRONGLY ☐
- v. NOT SURE ☐

c) Do you agree that time off with pay in holidays motivate teachers to perform better? ☐

- i. AGREE
- ii. DISAGREE ☐
- iii. AGREE STRONGLY ☐
- iv. DISAGREE STRONGLY ☐
- v. NOT SURE ☐

(d) Do you agree affiliation rewards motivate teachers?

- i. AGREE
- ii. DISAGREE ☐
- iii. AGREE STRONGLY ☐
- iv. DISAGREE STRONGLY ☐
- v. NOT SURE ☐

(e) Does promotion motivates teachers to perform better?

- i. AGREE
- ii. DISAGREE ☐
- iii. AGREE STRONGLY ☐
- iv. DISAGREE STRONGLY ☐
- v. NOT SURE ☐

(f) Do you agree that intrinsic rewards (feeling of responsibility) motivates good performance among the teachers?

- i. AGREE
- ii. DISAGREE ☐
- iii. AGREE STRONGLY ☐
- iv. DISAGREE STRONGLY ☐
- v. NOT SURE ☐

g) Are financial rewards given in your school?

- i. AGREE ☐
- ii. DISAGREE ☐
- iii. AGREE STRONGLY ☐
- iv. DISAGREE STRONGLY ☐
- v. NOT SURE ☐

h) Do you think non cash rewards are more motivating than cash rewards?

- i. AGREE ☐
- ii. DISAGREE ☐
- iii. AGREE STRONGLY ☐
- iv. DISAGREE STRONGLY ☐
- v. NOT SURE ☐

2. TEACHERS PERCEPTION ON EFFECTS OF SCHOOL REWARDS ON THEIR MOTIVATIONAL LEVELS

a) Do you think the reward given will encourage you to perform better?

- i. AGREE ☐
- ii. DISAGREE ☐
- iii. AGREE STRONGLY ☐
- iv. DISAGREE STRONGLY ☐
- v. NOT SURE ☐

b) In your opinion do you think rewards are necessary?

- i. AGREE ☐
- ii. DISAGREE ☐
- iii. AGREE STRONGLY ☐
- iv. DISAGREE STRONGLY ☐
- v. NOT SURE ☐

(c) Are rewards given to teachers based on the quality of performance?

- i. AGREE ☐
- ii. DISAGREE ☐
- iii. AGREE STRONGLY ☐
- iv. DISAGREE STRONGLY ☐
- v. NOT SURE ☐

(d) Do you think school administrators adequately reward teachers basing on their performance?

- i. AGREE ☐
- ii. DISAGREE ☐
- iii. AGREE STRONGLY ☐
- iv. DISAGREE STRONGLY ☐
- v. NOT SURE ☐

(e) Do all teachers perceive a kind of reward in the same way?

- i. AGREE ☐
- ii. DISAGREE ☐
- iii. AGREE STRONGLY ☐
- iv. DISAGREE STRONGLY ☐
- v. NOT SURE ☐

3. THE EFFECTS OF REWARDS ON PERFORMANCE OF TEACHERS

(a) Do you agree that rewards influence performance of teachers?

- i. AGREE ☐
- ii. DISAGREE ☐
- iii. AGREE STRONGLY ☐
- iv. DISAGREE STRONGLY ☐
- v. NOT SURE ☐

(b) Do you think teacher rewards have any effects on student ultimate performance?

- i. AGREE ☐
- ii. DISAGREE ☐
- iii. AGREE STRONGLY ☐
- iv. DISAGREE STRONGLY ☐
- v. NOT SURE ☐

(c) Do think rewards have any negative effects on teacher performance?

- | | | |
|------|-------------------|--------------------------|
| i. | AGREE | <input type="checkbox"/> |
| ii. | DISAGREE | <input type="checkbox"/> |
| iii. | AGREE STRONGLY | <input type="checkbox"/> |
| iv. | DISAGREE STRONGLY | <input type="checkbox"/> |
| v. | NOT SURE | <input type="checkbox"/> |

APPENDIX III SECTION A

	SBPM	ROPM	TOPM	FRGM	NCRM
MS 2007	0.561 [*]	0.809 ^{**}	0.809 ^{**}	0.382	0.755 ^{**}
MS 2008	0.488	0.720 ^{**}	0.720 ^{**}	0.411	0.625 ^{**}
MS 2009	0.553 [*]	0.814 ^{**}	0.814 ^{**}	0.440	0.780 ^{**}

^{**}Correlation is significant at the 0.05 level (2-tailed). ^{*}Correlation is significant at the 0.01 level (2-tailed).

	REP	RN	RBQ	RBP	TPRS
MS 2007	0.755 ^{**}	0.860 ^{**}	0.876 ^{**}	0.860 ^{**}	0.809 ^{**}
MS2008	0.625 [*]	0.823 ^{**}	0.822 ^{**}	0.839 ^{**}	0.720 ^{**}
MS 2009	0.780 ^{**}	0.864 ^{**}	0.864 ^{**}	0.879 ^{**}	0.814 ^{**}

^{**}Correlation is significant at the 0.01 level (2-tailed). ^{*}Correlation is significant at the 0.05 level (2-tailed).

	MS 2007	MS 2008	MS 2009
RIP	0.561 [*]	0.488	0.553 [*]
RISP	0.876 ^{**}	0.822 ^{**}	0.864 ^{**}
RNE	0.809 ^{**}	0.720 ^{**}	0.814 ^{**}

^{**}Correlation is significant at the 0.01 level (2-tailed). ^{*}Correlation is significant at the 0.05 level (2-tailed).

Section B

Sample size

SAMPLE SIZE(S) REQUIRED FOR THE GIVEN POPULATION SIZES (N)

N	S	N	S	N	S	N	S	N	S
	10	100	80	280	162	800	260	2800	338
	14	110	86	290	165	850	256	3000	341
	19	<u>120</u>	<u>92</u> 40	300	169	900	269	3500	346
	24	130	97	320	175	950	274	4000	351
	28	140	103	340	181	1000	278	4500	354
5	32	150	108	360	186	1100	285	5000	357
0	36	160	113	380	191	1200	291	6000	361
5	40	170	118	400	196	1300	297	7000	364
0	44	180	123	420	201	1400	302	8000	367
5	48	190	127	440	205	1500	306	9000	368
50	52	200	132	460	210	1600	310	10000	370
55	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: From R.V. Krejcie and D.W. Morgan (1970), Determining sample size for research activities, Educational and psychological measurement, 30, 608, Sage Publications.

Section c

Baringo District School K.C.S.E Results 2007 – 2009 Schools Performance

BARINGO DISTRICT SCHOOL K.C.S.E RESULTS 2007-2009 SCHOOLS PERFORMANCE.

EPOS	CODE	SCHOOL	CATEG	ENT	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	X	Y	Z	U	W	2009		2008		2007		Dev
																						M.S	M.G	M.S	M.G	M.S	M.G	09-08
	517102	SACHO	MIXED	101	11	25	39	14	8	4	0	0	0	0	0	0	0	0	0	0	0	10.0495	B+	9.4016	B	8.9783	B	0.6479
	517202	KAPROPITA GIRLS	GIRLS	167	0	4	24	32	43	42	11	6	2	0	0	0	3	0	0	0	0	8.0122	B-	7.7317	B-	7.2000	C+	0.2805
	517201	KABARNET	BOYS	161	0	8	19	35	35	29	23	9	1	0	0	0	0	2	0	0	0	7.9434	B-	7.3169	C+	7.1553	C+	0.6265
	517101	TENGES	BOYS	120	0	5	10	13	20	28	26	13	3	2	0	0	0	0	0	0	0	7.2250	C+	6.7105	C+	6.8723	C+	0.5145
	517203	KITURO	MIXED	187	0	4	12	16	33	49	34	28	8	2	0	0	1	0	0	0	0	6.9731	C+	6.9337	C+	7.1832	C	0.0394
	517211	AIC EBENEZER	MIXED	33	0	0	3	1	4	10	6	8	4	0	0	0	0	0	0	0	0	6.4722	C	5.8214	C	5.6389	C+	0.6508
	517104	TARAGON	GIRLS	97	0	1	3	5	5	22	8	21	1	1	0	0	0	0	0	0	0	7.9434	C	7.1852	C+	6.5119	C-	0.7934
	517209	AIC PHILEMON CHELAGAT	GIRLS	46	0	0	1	3	2	7	21	10	14	1	0	0	0	0	0	0	0	6.3918	C	5.1591	C-	4.7895	C	0.4715
	517205	PEMWAI GIRLS	GIRLS	107	0	0	0	1	7	18	12	32	24	4	0	0	0	0	0	0	0	5.6304	C-	5.9659	C	6.0313	C-	0.4986
	517206	NGETMOI	GIRLS	94	0	0	0	3	8	6	14	25	29	7	2	0	0	0	0	0	0	5.1383	C-	4.4694	D+	4.8734	C	0.3383
	517208	ONIOBMOI	BOYS	88	0	1	2	2	4	10	11	12	21	20	5	0	0	0	0	0	0	4.8977	C-	4.8000	C-	5.8909	C-	1.1293
	517204	TALAI	MIXED	118	0	0	0	0	5	3	11	20	14	30	5	0	0	0	0	0	0	4.2627	D+	3.7692	D+	4.9457	D+	0.2788
	517103	AIC KAPKELELWA	MIXED	49	0	0	0	0	1	1	3	9	19	11	5	0	0	0	0	0	0	4.0204	D+	6.0270	C	4.4500	D+	0.0653
	517207	KAPKAWA	BOYS	51	0	0	0	1	1	1	3	7	6	18	13	2	0	0	0	0	0	3.4314	D	4.9008	C	4.1333	D+	0.0686
	517213	KIPSOIT MIXED DAY	MIXED	22	0	0	0	0	0	0	0	3	6	8	5	0	0	0	0	0	0	3.3182	D	4.1429	D+	3.0476	D	0.2374

APPENDIX IV

COST AND PHASES

The research involved a lot of movements from one area to another. So as to gather adequate information about the topic, the following table indicates the budget

Description/item	Amount (KSHS)
Consolidation of literature	2500
Designing and developing research instrument	3200
Pilot survey	5600
Accommodation	4600
Finalizing research instrument	6000
Data processing and report writing	7000
10% contingency and institutional costs	6900
Transport	10000
Printing and documentation	5200
Total	51,000

The research was carried out in four phases

TIME FRAME(4 PHASES)		
PHASES	DURATION	ACTIVITY
1 st phase	2 months	Data collection
2 nd phase	2 months	Data interpretation and analysis
3 rd phase	2 months	Compiling the report
4 th phase	2 months	Presentation

APPENDIX V

TIME SCHEDULE OF ACTIVITIES

Month and year	Activities
December 2009 – March 2010	Data-collection
March 2010 – April 2010	Continuous project analysis Compiling the data
May 2010 – August 2010	Write up dissertation
August 2010 – September 2010	Submit the dissertation

RESEARCHER'S CURRICULUM VITAE

BIO-DATA

SURNAME : MISOI

OTHER NAMES : PAULINE JEROTICH

BIRTH DETAILS : 1962

NATIONALITY : KENYAN

MARITAL STATUS : MARRIED

CONTACT DETAILS : MOB. NO. +254-772-956208

P.O BOX 11, KABARNET, KENYA

ACADEMIC BACKGROUND

<i>YEAR</i>	<i>INSTITUTION</i>	<i>AWARD</i>
<i>2008-2010</i>	<i>Kampala International University</i>	<i>Masters in Education, Adm and Management</i>
<i>2003-2007</i>	<i>Egerton University</i>	<i>Degree in Agricultural Education and Extension</i>
<i>1982-1985</i>	<i>Egerton University</i>	<i>Diploma in Agriculture and Home Economics</i>
<i>1978-1981</i>	<i>Kapropita Girls</i>	<i>Kenya Certificate of Education</i>
<i>1972-1977</i>	<i>Borowonin Primary</i>	<i>Certificate of Primary Education</i>

WORKING EXPERIENCES

Home economics officer – Nyamira Division – KISII – 1985-1986

Ossen Secondary School - Agriculture- 1986-1987

Kapropita Girls – Agriculture and biology teacher -1987-2010

Class teacher - 1987-1990, 2001-2004

Young Farmers Patron – 1987-2010

Parents Teachers Association Member – 1982

House mistress – 2000-2006

Boarding mistress – 2007-2010

OTHER RELEVANT DATA

Trained in SMASSE (Science and Mathematics Assessment in Sec Schools Education)

Trained in guidance and counseling

Board of director – Kabarnet Financial Association (Village Bank)

Supervisor in National Census, 1999 and 2010

Presiding officer Interim Independent Electoral Commission. 2002,2005,2007

LANGUAGE SPOKEN

English, Kiswahili and Kalenjin

Hobbies and events

Writing, reading novels, dancing, singing, story telling

Referees

Mrs. Mary Cherono

Ministry of Youth Affairs

Nairobi, Kenya

Rev. Zachariah Cheruiyot

District Church Council

Kapropita AIC Church

