

**REWARDS AND WORK COMMITMENT OF TEACHERS IN SELECTED
PRIMARY SCHOOLS IN KIBWEZI DIVISION, MAKUENI
COUNTY-KENYA**

A Thesis

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In Partial Fulfillment of the Requirements for the Masters Degree in Education
Management and Administration

BY

MUSILA MUTUKU STEPHEN

MED/9890/102/DF



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DECLARATION A

I Stephen Mutuku Musila, declare that this proposal is my original work and has not been submitted to any other university or institution of higher learning for either academic or any other purposes.


Stephen Mutuku Musila

Signature 

Date 4/5/2012.

DECLARATION B

We confirm that the work reported in this thesis proposal was carried out by the candidate under our supervision


Dr. W. S. T. Indrajith

Name and signature of supervisor

Date 04/07/2012

DEDICATION

I dedicate this work to my wife Josephine my dear children Eunice Syokau, Jackline Mwende, and Ruth Mbinya to my parents, brother and sisters.

ACKNOWLEDGEMENT

Above all, the researcher believes it was God's plan for him to do this treatise. He thanks Him for what he is. To Him belongs all praise. All praise, praise indeed. Nevertheless, this work is done plus the contribution of many people and he wishes to express his sincere gratitude to them for their wonderful assistance.

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ABSTRACT

The study was about reward and work commitment of teachers in selected primary schools in Kibwezi division Makueni county- Kenya. The study was guided by the following objectives, to determine the profile of the respondents, to determine the levels of work commitment and to establish if there was significant relationship between the extent of rewards and level of teacher commitment. The respondents of the study were selected teachers in the division.

The study employed descriptive correlation design, a total of one hundred and eighty seven (187) teachers were involved in filling the questionnaires. The statistical parameters utilized were the frequency and percentage distribution for the profile of the students, the mean for the extent of rewards and Pearson correlation coefficient for the significant relationship in the level of rewards and the level of work of commitment of teachers. The findings of the study were as follows: most of the respondents were in middle age, ranging from 31-40 years, majority of the respondents were male. In terms of education, majority of the respondents had bachelors' degree. The position held in the school the majority of them were deputy head teachers. Many of the teachers had stagnated in the same position for a period of 6-10 years. The extent of rewards were rated fairly satisfactory based on the means (1.9). To some extent rewards contributed to teacher's commitment to work. There was significant relationship between the extent of rewards and the level of teacher commitment since the majority were committed to their duty. The researcher recommended that teachers should be well remunerated to be committed in nation building.

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CHAPTER ONE

PROBLEM AND ITS SCOPE

Background of the study

In the whole of Kenya, schools have had a number of challenges as far as the relationship between the rewards and the teachers' commitment. Many teachers have joined the institutions and relaxed. This trend has been attributed to poor reward system of teachers and worsening relationship between the management and the workforce (Parker, O. & Wright L. (2001)

The teacher's rewards are very important and goal achievement of educational institutions. The teachers have personal and inner most goals to achieve while the organization also has its own goals to be achieved. This helps to cement the relationships, establishment and maintenance of good personal relations in the service industry. It also ensures man-power development, establishing a closer contact between persons connected with the industry, management and the workers, hence creating a sense of belongingness in the minds of the management, production and mutual affection, responsibility and regard for each other. Stimulating industrial climate, peace and ultimately maximizing social welfare in order to foster the achievement of desired goals and objectives. Twain M. (2008).

Armstrong (2007) notes that remuneration creates a sense of purpose and direction and the framework for developing reward policies practices and process. It is based on the understanding of the needs of the organization and its employees and how they can be satisfied. It is also concerned with developing the values of the organization on how people should be rewarded and relating guidelines and principle that will ensure these values are enacted.

Research has shown that employees' work commitment appears to be following a distinct down ward trend in at least some countries; Westwood, (2002); Gardner and Oswald, (2002) Hanermesh (1999) as cited in Green (2004). In some

developed countries, rewards are well linked to employees' work commitment because of the stable political and economic climate.

Employees are highly committed on their jobs and committed to their organizations taking advantage of the government policies rules and regulations relating to wage, safety laws, work itself and social interactions at work.

In Africa, it is suspected that rewards have not well contributed to employees work commitment possibly because of political, economic and environmental challenges which have affected the continent prior to during and after colonialism. East Africa is a stratum of African continent hence facing similar challenges. (Nakawesi et al, 2009).

Statement of the Problem

After employees have been hired, the organization needs to train them and equip them with necessary skills and competences to do the job well. The process continues with a good remuneration system which is to ensure that the employees are equally and fairly rewarded. The reward has to be proportionate to the work which these employees have been given. The rate at which teachers perform their duties is dependent on the level of reward. Teacher's commitment in organizations can be enforced by a good remuneration structure which in consideration the level of qualification, experience and commitment of the employees at their work. This pay structure has to distribute the work proportionately, roles and responsibilities given to the employees. Both monetary and none monetary reward motivates teachers differently. Some teachers may prefer to be given cash benefits while others material benefits consequently poor remuneration may form most of the teachers to become reluctant in their duties. Therefore there could be several factors affecting teacher commitment, in this study the researcher believed that reward system affects teacher commitment.

Purpose

The researcher was guided by the following;

To test the hypothesis; There was no significant relationship in the level of rewards and the level of work commitment of teachers in Kibwezi division, Makueni county-Kenya.

To validate the equity theory of J. Stacy Adams (1960) which the study was under pinned.

To come up with new knowledge based on the findings of the study to improve the level of rewarding system in primary schools in Kenya.

Research Objectives

General: This study investigated on the correlation between reward systems and work commitment of teachers in selected Primary schools in Kibwezi Division, Makueni County.

Specific: The study aimed at achieving the following objectives

To determine the profile of the respondents in terms of:

1.1 Age

1.2 Gender

1.3 Highest educational qualification

1.4 Position in the school.

1.5 Number of years in present position

To determine the extent of rewards in terms of;

Financial rewards

Non financial rewards

To determine the level of teacher commitment.

To establish if there was a significant relationship between the extent of rewards and level of teacher commitment.

Research question

What is the profile of the respondents in terms of:

1.1 Age

1.2 Gender

1.3 Highest educational qualification

1.4 Position in the school

1.5. Number of years in present position

What is the extent of rewards in terms of;

2.1 financial rewards

2.2 non financial rewards

What is the level of teacher commitment?

Is there is a significant relationship between the extent of rewards and level of teacher commitment?

Null Hypothesis

There is no significant relationship in the level of rewards and the level of work commitment of teachers in Kibwezi Division, Makueni County – Kenya.

Scope of the study

Geographical scope

The study was carried out on the effect of rewards on teachers' work commitment in Primary schools in Kibwezi Division, Makueni County – Kenya.

Theoretical Scope

The study was guided by the equity theory which was advanced by Adams (1960). Which focuses on peoples perception of the fairness of their work outcomes relative to their work inputs

Content Scope

The study correlates rewards and how they affect work commitment. The rewards in terms of financial and non financial. Financial rewards were limited to salaries, bonus and commissions. Non financial rewards were limited to employment security, retirement benefits, promotions, appraisal letters, study leaves, sick leave, and personnel identification.

Time Scope

The study took four months to complete from January 2012 to April 2012.

Significance of the study

The research findings and conclusions in the study will help **the future researchers** to apply these principles of motivation and work commitment to other primary schools in other divisions.

The study will be a guide to **school administrators** regarding rewarding their staff to enhance their work commitment.

The study will help **ministry officials** when making policies to consider ways of rewarding teachers.

Operational definition of key terms

Profile. A set of data describing an individual or a group of people

Rewards. Refers to something that is given in return for good work done.

Financial reward. Refers to a gift which is in form of money like salary, bonus and commission.

Non financial rewards. Refers to benefits which are extended to employees which are not in monetary form. They include employment security, promotion, responsibility, study leave, sick leave/off and benefits for old age retirement.

Work commitment. Refers to the act of being duty conscious.

CHAPTER TWO

LITERATURE REVIEW

Concepts, Opinions, Ideas from Authors/experts

Reward is a pay or salary, typically a monetary payment for services rendered, as in an employment. Usage of the word is considered formal. Shaman and Boihander, (1998), notes that rewards are the greatest impetus and immediately following world war, among the reasons for this development were the war time freeze on wages and salary increase which so called the pension benefit were permitted the exempt status of employees contribution to pension fund and ruling by the collective bargaining according to Baleher, (1947) explained that fringe benefit as any wages cost not directly connected with employee's productive effort performance, services or sacrifices.

Cockmar, (2001) notes that rewards are those benefits which are provided by employer to or for fringe benefit of an employee and which are not in the form of wages and, salaries and time related payment. According to a Robert Loge, (1987), explained that fringe benefit involve sick leave with pay vacation pay, paid cost rest and relief , paid lunch, period grievance, time, bargaining time and time travel.

Fringe benefit, is noted by Dale Yoder and Paul, Standohar, (1967) payment for other set in fringe benefit involving the employment security, health protection, old age retirement and personnel identification. The main reason behind on the fringe benefit which was born during Second World War certain on some fringe benefits that were extended to employees as the canteen, (Aswathapa, 2001).

The remuneration package include the salary, pension contributions, bonuses, commissions and other forms of payment or benefits that an employer gives a member of staff.

A salary is a form of periodic payment from an employer to an employee, which may be specified in an employment contract. It is contrasted with piece wage, where each job, hour or other unit is paid separately, rather than on a periodic basis (Cockmar, 2001).

From the point of view of running a business, salary can also be viewed as the cost of acquiring human resources for running operations, and is then termed personnel expense or salary expense.

A bonus is something given or paid in addition to what is usual or expected. It is a sum of money or an equivalent given to an employee in addition to the employee's usual compensation. It is also considered to be a sum of money that is paid by a corporation in excess of interest or royalties charged for the granting of a privilege or a loan to that corporation. In teaching a bonus gives the teacher the motivation to teach and interact more with learners while motivating them, directing them and influencing them to learn (Cockmar, 2001).

The payment of commission as remuneration for services rendered or products sold is a common way to reward employees. Payment is often calculated on the basis of a percentage of the hours worked (Cockmar, 2001). Commission rates are generally based upon the achievement of specific targets which have been agreed between management and the employees in question.

Offering monetary compensation in the form of commission alone, or commission in addition to salary rather than simply a fixed salary, is intended to create a strong incentive for employees to invest maximum effort into their work. A side effect of commissions is that in some cases, they can result to salespeople resorting to dishonest and fraudulent business practices in order to increase their sales.

Proper recognition of an employee's contribution by the management is highly morale boosting. It gives the workers a feeling of worth and self-esteem. It is human nature to be happy when appreciated. This is the fourth level need in

Maslow's model of hierarchical needs and boosts the ego and esteem factors (Cockmar, 2001).

It is an obligation to carry out the assigned duties satisfactorily. The higher the level of these duties, the more responsible you feel and more motivated you are. It is a good feeling to know that you are considered a person of integrity and intelligence to be given higher responsibility. It is a motivational factor that helps growth (Suba, 1996).

Job promotions, higher responsibility, participation in central decision making and executive benefits are all signs of growth and advancement and add to dedication and commitment of employees.

Reasons for Rewarding

Most of the organization has been extending the fringe benefit to their employees, year to year or after year for the following reasons, (Chandan, 1987).

Teachers demand for remuneration.

Trade union demands that teachers should be given what they deserve.

Teacher education services commission

As social security requirement.

Necessity for Rewards

To create and improve sound industrial relation, to boost up employees morale, to motivate the employees by identifying, satisfying, their unsatisfying needs, to provide qualitative work environment and work life, providing security to the employers and provide safety to the employees against accident, promote employee welfare by providing welfare measure like recreational facilities, to create a sense of belongingness among employees and retain them handcuffs fringe benefit are called golden hand, to meet requirement of various legislation

relating to fringe benefit, protecting the health of employees against social risk like an accident and provide safety to the employee against accident(Suba,1996).

Indicators of remuneration

"Dale Yoder and Paul Standohar(1967) classified the indicators of fringe benefit under four head as given here under.

For employment security

Benefit under include accident insurance, technological, adjustment pay, maturity leave for negotiation, leave for grievance, holidays, cost of living bonus, call back pay, lay off pay, retiring, vacancies for the sons/daughter of the former employees and the like.

For health protection; benefit under this head include accident insurance, disabilities insurance, health insurance, hospitalization, life insurance, medical care, sick benefit and sick leave.

For old age retirement

Benefits under this category include differed income plans, pension, gratuity, provident fund, old age counseling, medical, benefit for retired, and employee.

For personnel identification

Participation and simulation this category covers anniversary wards, attendance bonus, canteen, corporate credit societies, educational facilities beauty partners services housing, income tax, counseling, quality bonus recreational programmed stress and safety measures.

Teacher's rewards and performance

Although the distribution of fringe benefit to employees can be effective to the output of the firm and increase the sales, it required a clear set of goals this was

because the employees have personal goals to achieve while the organization has goals too to achieve.

Employee's performance takes place in a complete satisfactory and relaxed atmosphere, fringe benefit and where its impact involves stress and strains. Often development becomes a challenging job. It may be accompanied by errors and failures. However, these errors and failure, perhaps, provide more challenge to a motivated employee for further development (Heeks, 1996).

Fringe benefit to employees, on the potential assumption that there exists a gap between an individual's commitment and his potential for the performance. The untapped potential can be translated into actual performance through management development process. Thus what is regarded in the process inculcate complementally skills in the individual to utilize his potential. (Krishna , 2004).

Management has been well organized and clearly defined and fixed point of achievement requires conducive environment which should be encouraging and stimulating continuous feedback about the degree of development. The development should be appropriately applied to achieve commitment in organization, (Chordas, 2003).

Work Commitment

Suba (1996) work commitment was and is still independent of job design though both would contribute to the attitudes of the employees at their work places. This implied that employees' behaviors at work places would reflect their levels of commitment either directly on their jobs or from their organizations. It was revealed that being committed to the organization would not be a matter of "yes or no" even "how much" thus distinctions would be made with respect to "what kind" hence continuously in relation to organizational goals and values (Greenberg, 2005, p. 177). He further emphasized that employees who felt comfortable with what the organization stood for and were willing to give it the necessary support, they possessed affective commitment. This would directly imply that employees'

would even wish to provide their services to the organization regardless of their levels of job satisfaction derived from job design as an independent variable.

The commitment experienced by organizational employees caused by limited personal analysis and lack of effective decision making influenced by pressure from other members of the organization (Greenberg, 2005, p. 178). He added that these employees would continue offering their services to the organization, not that because they could be happy with the job content, goals or values but, because they would fear to disappoint their employers as well as other members of the organization. This could imply that possibly they feared how their employers could have perceived their leaving in any case. This practice could prove costly to the organization due to the fact that the productivity of these affected employees would decline at an increasing rate since the organization would no longer be felt at heart. Therefore, it was noted that an employee positive attendance record may not necessarily reflect high level of organization commitment as well as job satisfaction.

Theoretical Perspectives

This research study adopted Adams (1960) Equity theory of motivation that concentrates on people's perception of their fairness of their work outcomes relative to or in proportion to their work inputs. Equity theory complement expectancy and need theories by focusing on how people perceive the relationship between the outcomes they receive from their jobs and organizations and the inputs they contribute. Equity theory was formulated in the 1960 by J. Stacy Adams, who stressed that what is important in determining motivation is the relative rather than the absolute level of outcomes as a person receives and inputs a person contributes. Specifically, motivation is influential by the comparison of one's own outcome/input ratio with the outcome/input ratio of a referent. The referent could be another person or a group of people who are perceived to be similar to oneself, the referent also could be one self in a previous job or one's

expectations about what outcome/ input ratio should be. In a comparison of one's own outcome/input ratio one's perceptions of outcomes and inputs are key.

Equity exists when a person perceives his or her own outcome / input ratio to be equal to referents outcome /input ratio. Under conditions of equity if a referent receives more outcomes than you receive; the referent contributes proportionally more inputs to the organization, so his or her output ratio still equals your outcome / input ratio. Similarly, under conditions of equity, if you receive more outcomes, than a referent then your inputs are perceived to be proportionally higher. When equity exists, people are motivated to continue contributing their current levels of inputs to their organizations to receive their current levels of outcomes. If people wish to increase their outcome, under conditions of equity, they are motivated to increase their inputs (Gomez, 2002).

Inequity lack of fairness exists when a person's outcome/ input ratio is not perceived to be equal to a referent's. Inequity creates pressure or tension inside people and motivates them to restore equity by bringing the two ratios back into balance. There are two types of inequity; under employment inequity and over employment inequity under employment inequity exist when a person's own outcome/ input ratio is perceived to be less than that of a referent. In comparing yourself to a referent you think that you are not receiving the outcomes you should be, given your inputs. Over payment inequity exists when person perceives that his/her own outcome / input ratio is greater than that of a referent. In comparing yourself to a referent you think that the referent is receiving more outcome than he/she should be given his or her inputs (Balkin 2002).

Related studies

Armstrong (2006) .notes that organizations expect commitment .from their employees in order to contribute to attainment of the individual and organization goals, when the two variables are contradict to evaluate the performance as the

work done by the employees and the benefits are passed from the employers to their client.

Aswathapa, (2001) relates that measuring the rewards can help to minimize crisis such as conflict and strikes in organization by focusing on, employee commitment, organization goals and individual goals. The rewards helps organization to allocate their performance based on the managerial, financial ability of the employees in work community and in the organization. For example when the pay roll is well standardized one of the most important factor in human resource management is fringe benefit, the soundness of fringe benefit depends upon the wages or salary paid to employees for daily work, despite the conclusion of moral, different studies on wages and salaries are significant through fringe benefit this means that satisfying the physical needs status of employees providing recognition a sense of accomplishment and determining the social status. Therefore, formulation and administration of sound fringe benefit policy to reward and commit the right personnel in right position is the prime responsibility of the schools in Kibwezi division.

Research showed that employees to certain extent prefer to continue offering their services to the organization as a result of their perceived failure or limited hopes of obtaining another job elsewhere, this practice was found common among the aged and long service employees who would fear to loose their job related compensation and close friends within the organization(Greenberg,2005).

CHAPTER THREE

METHODOLOGY

Research design

The research employed descriptive correlation survey design, aimed at giving a detailed account and in depth description of the views of the respondents, establish cause and effect of independent variable on dependent variable.

Study population

The researcher surveyed 13 primary schools in the division. The researchers targeted a population of 200 teachers in the division.

Sample size

The researcher used Slovens formula of sampling to arrive at the sample size of each school understudy.

$$n = \frac{N}{1 + N(0.05)^2}$$

Table 1 showing sample size of respondents

Schools	Target Population	Sample size
Katulani	16	14
Kibwezi township	24	23
Dwa	15	14
Kalungu	15	14
Ithambaume	14	13
Mbui-nzau	16	14
Kalulini	18	17
Kisayani	18	17
Utafiti	15	14
Tisya	13	13
Ilingoni	10	10
Muatini	17	16
Kwakyai	09	09
Total	200	187

Sampling Procedures

A set of inclusion criteria through purposive sampling was used to select the 187 actual qualified respondents from the 200 target population of teachers. The following criteria then was utilized: the respondents are (1) full time staff from schools under study; (2) they were either male or female staff in various academic positions; and (3) with working experience of two year and above. These criteria were utilized to choose the qualified respondents out of the 200. A list/sampling frame was made reflecting the qualified respondents; using this list, selection was through simple random sampling in order to arrive at the 187 minimum sample size.

Research instruments

The research tools used in the study was a questionnaire to determine the level of rewards and the level of work commitment of teachers. The questionnaire was non standardized and composed of 25 items to be answered by the teachers; and categorized as follows;

Part 1 respondents profile, part 2 (items 1-4) were on the extent of financial rewards, (items 5-12) on the extend of non financial rewards and 8 items on the level of teacher commitment.

Validity and reliability of the materials

The researcher ensured content validity of the instruments through the following experts: 3 professors and 3 senior lecturers who evaluated the relevance, semantics and clarity of questions in the instrument. A content validity index of 0.8 was attained and used as basis for reasonable use of the questionnaires.

Data analysis

Frequency and Percentage distribution were used to determine the profile of the respondents as to age, gender, and education level, position in the school and number of years in the present position. Means were used to determine the level

of rewards and the level of teacher commitment; finally Pearson correlation coefficient was employed to determine the significance relationship between the level of rewards and the level of work commitment of teachers in Kibwezi division Makueni county Kenya.

The researcher used the likert scale with four points response mode.

Mean range	Response mode	Interpretation
3.26-4.00	Strongly agree	Very satisfactory
2.51-3.25	Agree	Satisfactory
1.76-2.50	Disagree	Fairly satisfactory
1.00-1.75	Strongly disagree	unsatisfactory

The following data collection procedures were implemented;

Before the administration of the questionnaires

The researcher requested for an introduction letter from the College Of Higher Degrees and Research addressed to the authorities of the schools under study for him to be permitted to conduct the study. The letter contained the criteria for selecting the respondents and the request to be provided with the list of qualified teachers. After approval, the requested list of respondents provided to the researcher by the selected schools, was used by the researcher to guide him in identifying the participants of the study. Pre-testing of the instrument on rewards and work commitment of teachers followed.

The researcher prepared the questionnaires and convened a meeting with his selected research assistants to discuss and brief them on the sampling techniques and data gathering procedures.

During the administration of the questionnaires

Specifically, the researcher and his assistants were seriously particular in requesting the respondents the following: (1) to sign the informed consent ;(2) to answer all questions hence should not leave any item unanswered; (3) to avoid biases and to be objective in answering the questionnaires.

The researcher and his assistants tried retrieving the questionnaires within one weeks from the date of distribution.

All questionnaires retrieved were checked if completely filled out.

After the administration of the questionnaires

The data collected was organized, collated, summarized, statistically treated and drafted in tables using the Statistical Package for Social Sciences (SPSS).

Ethical Considerations

Was to ensure utmost confidentiality for the respondents and the data provided by them as well as reflect ethics practiced in this study, the following were done:

All questionnaires were coded to provide anonymity of the respondents

The respondents were requested to sign the informed consent

Authors quoted in this study were recognized through citations and referencing

Presentation of findings were generalized

Limitations of the study

Intervening or confounding variables were beyond the researchers control such as honesty of the respondents and personal biases. To minimize such condition, the researcher requested the respondents to be as honest as possible and to be impartial/ unbiased when answering the questionnaires.

The research environments were classified as uncontrolled settings where extraneous variables were influenced on the data gathered such as comments from other respondents, anxiety, stress, motivation on the part of the respondents while on the process of answering the questionnaires. Although these are beyond the researcher's control, efforts were made to request the respondents to be as objective as possible in answering the questionnaires.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

Table2: Profile of respondents

Profile	Frequency	Percent
Age bracket		
22-30yrs	65	34.8
31-40yrs	83	44.4
41-49yrs	29	15.5
50 and above	10	5.3
Total	187	100.0
Sex		
male	121	64.7
female	66	35.3
Total	187	100.0
Highest education level		
masters	65	34.8
bachelors	83	44.4
diploma	29	15.5
certificate	10	5.3
Total	187	100.0
Position in the school		
head teacher	65	34.8
deputy head teacher	83	44.4
senior teacher	29	15.5
teacher	10	5.3
Total	187	100.0
years in present position		
1-5yrs	78	41.7
6-10yrs	101	54.0
above 10yrs	8	4.3
Total	187	100.0

This part presents the background information of the respondents who participated in the study. Findings from table 2 indicate that different categories of respondents were involved in the study. The respondents were of different age brackets, majority of the teachers that is 44.4% were under the age bracket of 31-

40 years. The number of males 121 compared to the number of females 66 out of 187 shows that the male respondents outnumbered the female respondents. The percentage was 64.7% males and 35.3% females.

Among the sample of teachers 34.8% were master holders, 44.4% bachelors holders 15.5%, diploma holders and 5.3% certificate holders.

The findings from the table also indicate that 34.8% of the respondents were Head Teachers 44.4% deputy Head Teachers, 15.5% senior teachers 5.3% teachers.

The findings also indicate the number of years the teachers had stayed in one position as follows 1-5years 41.7%, 6-10 years 54% and above 10years 4.3%

The researcher concluded that most of the teachers in the district were of middle age i.e. age bracket 31-40 years.

Table 3: Extent of rewards

Categories	Mean	Interpretation	Rank
Financial rewards			
I am paid my salary in time	1.88	Fairly satisfactory	1
I get bonuses when I work extra hours	1.87	Fairly satisfactory	2
The salary I get is enough for the work I do	1.77	Fairly satisfactory	3
the house allowance and commuter allowance I get is adequate	1.70	Fairly satisfactory	4
AVERAGE MEAN	1.805	Fairly satisfactory	
Non-financial rewards			
Iam member of a pension scheme	2.27	Fairly satisfactory	1
Iam provided with a house in the school at no pay	2.22	Fairly satisfactory	2
Iam likely to be rewarded with a responsibility when I perform well	2.08	Fairly satisfactory	3
Iam granted permission when I have a personal commitment.	1.92	Fairly satisfactory	4
promotions are given to teachers who excel in their fields	1.89	Fairly satisfactory	5
I can be given study leave to further my education	1.89	Fairly satisfactory	6
when I prepare pupils in co-curricular activities Iam recognized with an appraisal letter	1.86	Fairly satisfactory	7
Iam given sick leave/sick off when Iam sick	1.85	Fairly satisfactory	8
AVERAGE MEAN	1.995		
Over- all AVERAGE MEAN	1.900	Fairly satisfactory	

Results in table 3 indicate that the respondents fairly agreed that the extent of financial rewards were rather fairly satisfactory. This is indicated by the fact that most of the ratings are within the mean index of 1.805 which falls under disagree in the likert scale.

Although the total mean index for all the 187 aspects of teachers extent of rewards showed fairly satisfactory levels, some aspects of teachers extent towards rewards were found to be very low, for example the house allowance and commuter allowance with a mean of (1.70) and the teacher's salary is not adequate (1.77). This low rating could be attributed to governments low package that is given to primary school teachers; the primary school teachers do not have a scheme of service hence they are poorly remunerated compared to their counterparts in the secondary school.

The other remaining two aspects of extent of rewards were ranked satisfactory with a mean below 2.0, these are bonus is given after working extra hours (mean 1.87) and salary is paid in time (mean 1.88).

The responses in non financial rewards also showed that the respondents responses were ranked under fairly satisfactory in the likert scale. The aspects which had a fair rating compared to the others are, member of a pension scheme (mean 2.27) teachers were provided with a house in the school at no cost (mean 2.22). teachers were likely to be given a responsibility if they performed well (mean 2.08). the other aspects were rated below mean of 2.0, among other aspects, these included teachers were granted permission to attend personal commitment (mean 1.92), promotions were given to teachers who excelled in their field (mean 1.89), teachers were given study leaves to further their education (mean 1.89), teachers were recognized with appraisal letters when they prepared pupils in co-curricular activities (mean 1.86) and teachers were given sick leave (1.85).

The average mean of non financial rewards was 1.995 and the average mean of financial rewards was 1.805. This shows that teachers were more motivated by non financial rewards than financial rewards. The researcher concluded that most of the teachers were not happy with the reward system, the rewards which were provided to them were not motivators since they did not make them to be committed to their duty.

Table 4: Level of teacher commitment

Commitment	Mean	Interpretation	Rank
I attend morning preps	2.42	Fairly satisfactory	1
I rarely absent myself from duty	2.29	Fairly satisfactory	2
I mark class register daily	1.97	Fairly satisfactory	3
I remain after school for evening preps	1.94	Fairly satisfactory	4
I mark pupils work before they go home	1.94	Fairly vsatisfactory	5
I prepare my records in time	1.92	Fairly satisfactory	6
I attend to my lessons without fail	1.89	Fairly satisfactory	7
I always report on duty in time	1.86	Fairly satisfactory	8
AVERAGE MEAN	2.028	Fairly satisfactory	

The dependent variable in this study was teachers commitment to work for which the second objective was derived to determine the level of work commitment of teacher in selected primary school in Kibwezi division-Makueni county. Each of the components was measured by identifying their specific aspects. Respondents were asked to rate the level of teacher commitment. It is evident that the respondents overall rated all the responses very low with an exception of teachers attended morning preps (mean 2.42) and teachers rarely absent themselves from duty (mean 2.29) which were rated above a mean of 2.0. These two were fairly rated, this showed that quite a number of teachers attended morning preps and did not like absenting themselves.

All the other aspects of level of teachers commitment to work were rated very low, they include teachers marked class register daily (mean 1.97), teachers marked pupils work before they go home (mean 1.94), teachers prepared records in time (mean 1.92), teachers attended lessons without fail (mean 1.89) and teachers reported on duty in time (mean 1.86).

From the table the average mean is 2.028 this is evident that the level of teacher commitment to work in Kibwezi division is very low.

Table 5: Pearson correlation between the extent of rewards and teacher commitment

Variables correlated	r-value	sig	Interpretation	Decision on Ho
Financial rewards Vs Teacher commitment	.140	.057	Insignificant correlation	Accepted
Non financial rewards Vs Teacher Commitment	.577	.000	Significant correlation	Rejected
Rewards Vs Teacher commitment	.444	.000	Significant correlation	Rejected

The fourth, objective of this study was to establish if there was any significant relationship between the extent of rewards and the level of teachers commitment. The two values were correlated and the results from the test using Pearson correlation coefficient is presented in the table above.

The relationship between financial rewards and teacher commitment was found to be insignificant since the computed r-value 0.140 is greater than the significant value. The null hypothesis there was no significant relationship in the level of rewards and the level of work commitment of teachers in Kibwezi division-Makueni County was accepted.

The relationship between non financial rewards and level of work commitment of teachers show that there is significant relation and the null hypothesis is rejected.

The relationship between rewards both financial and non financial and the level of work commitment of teachers have a significant correlation so the null hypothesis was rejected. From the findings the null hypothesis should change to hypothesis and read. There is significant relationship in the level of rewards and the level of work commitment of teachers in Kibwezi division, Makueni County.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Findings

The following were the major findings based on the objectives of the study.

Profile of respondents

Most of the respondents were in middle age, ranging from 31-40 years. Majority of the respondents were male. In terms of education, majority of the respondents had bachelors degree. The position held in the school the majority of the respondents were deputy head teachers. Many of the teachers had stagnated in the same position for a period of 6-10 years.

Extent of rewards

The following constructs on the extent of rewards and work commitment of teacher are reflected in the table 2 (1) salary is paid in time, (2) bonuses (3) salary is adequate, (4) house allowance and commuter is adequate. They are all rated as fairly satisfactory based on the means.

In regard to non financial, rewards the following were rated fairly satisfactory based on the means, member of a pension scheme, provided with a house at no pay, likely to be rewarded with a responsibility. The following items were rated fairly satisfactory based on the means though they were below a mean of 2.0 granted permission to attend personal commitment, promotions, granted study leave to further education, recognized with an appraisal letter, given sick leave.

Level of teacher commitment

The following constructs on the level of teacher commitment were reflected in table 3. (1) attend morning preps, (2) rarely absent myself from duty, (3) mark

class register daily (4) remain after school for evening preps, (5) mark pupils work before they go home, (6) prepare my rewards in time, (7) attend lessons without fail, (8) report on duty in time.

All those items were rated fairly satisfactory based on the means since they all ranged between 1.80 - 2.42.

Significant relationship between the extent of rewards and level of teacher commitment.

There is positive insignificant correlations between financial rewards and the teacher commitment. The null hypothesis was accepted since the r-value was greater than the significant value.

On the non financial rewards and teacher commitment there was significant correlations thus the null hypothesis was rejected.

Generally financial rewards and non financial regards had a significant correlations with teacher commitment. Therefore the null hypothesis was rejected hence the alternative hypothesis was accepted.

Conclusion

The study focuses on effectiveness of rewards in improving teachers commitment to work in selected primary schools in Kibwezi division-Makueni county. From the discussions of findings, in line with objectives of the study, a set of conclusions were drawn;

New information generated from the findings, teachers are motivated differently by different rewards. Some prefer financial rewards while others prefer non financial rewards.

Rewards are effective to some extent as it starts evaluating teachers' commitment to work. However some of the rewards that some teachers would prefer are

different from those given to them. Therefore some teachers did not like some of the rewards given to them.

The study proved J Stacy Adams theory of motivation, rewards made teachers to be more committed to their work in Kibwezi division.

Recommendation

In order to improve the effectiveness of rewards in improving teachers commitment in Kibwezi division, Makueni county, the researcher recommends the following;

Since some teachers are not happy with the rewards given to them, teachers should therefore be given a chance to participate in the design stage of reward system or they should be consulted in order to come up with effective rewards which will be considered as motivators thereby improving their commitment to work. One key way to involve teachers is to actively seek their feedback, opinions and ideas regarding to the program.

Since teachers value recognition and praise from the administration, teachers should be involved in the rewards and recognition process.

The future of the nation depends on teachers it has, if the teachers are highly rewarded they will be committed and the nation will develop. Almost all teachers in the developing world complain that their salary is too little and that is a major factor of demoralizing them. Therefore the researcher recommends that teachers remuneration should be improved.

Limitations of the study

Some of the respondents were not honest even though the researcher had requested them to be honest. So some of the findings might not be the true picture on ground.

Areas for further research

Using different methods of data collection, similar study should be conducted in another district in Makueni county to come out with a clear picture of how rewards improve teacher commitment to work.

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APPENDIX I

TRANSMITAL LETTER

**KAMPALA
INTERNATIONAL
UNIVERSITY**

Ngaba Road - Kansanga
P.O. Box 20000, Kampala, Uganda
Tel: +256- 41- 266813 / +256- 41-267634
Fax: +256- 41- 501974
E- mail: admin@kiu.ac.ug,
Website: www.kiu.ac.ug

OFFICE OF THE COORDINATOR OF EDUCATION SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)

August 23, 2011

Dear Sir/Madam,

**RE: REQUEST STEPHEN MUTUKU MUSILA MED/9890/102/DF
TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

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

He is currently conducting a field research of which the title is "**Rewards and Work Commitment in Selected Primary Schools in Kibwezi District Makueni County, Kenya.**"

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

Any information shared with him from your organization shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,


Ms. Kyolaba Sarah
Coordinator Education, (SPGSR)

MINISTRY OF EDUCATION

Telegram:
Tel: 020- 2106601
Fax: 020- 2106601



DISTRICT EDUCATION OFFICE
KIBWEZI DISTRICT
P.O BOX 168
MAKINDU

Your Ref:

REF: KBZ/TSC/209007/87

28 September, 2011

All the Head teachers
Kibwezi Division

RE: RESEARCH AUTHORIZATION

Stephen Mutuku Musila from Kampala International University has been authorized to carry out research on ' Rewards and Work commitment in selected primary schools in Kibwezi District, Makueni county.

Please accord him all the necessary assistance required.

R. A. SEREKA
DISTRICT EDUCATION OFFICER
KIBWEZI DISTRICT

APPENDIX II
INFORMED CONSENT

IN SIGNING THIS DOCUMENT, I am giving my consent to be part of the research study of Mr. Stephen Mutuku Musila that will focus on rewards and work commitment in selected schools in Kibwezi district, Makueni County. I shall be assured of privacy, anonymity and confidentiality that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for them.

Initials:.....

Date:.....



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2012

APPENDIX III

Clearance from ethics committee

Date.....

Candidate data

Name

.....

Reg. No.....

Course.....

Title.....of.....study.....

.....

Ethical review checklist

The study review considered the following;

Physical safety of human subjects

Psychological safety

Emotional security

Privacy

Written request for author of standardized instrument

Coding of questionnaires / anonymity/ confidentiality

Permission to conduct the study

Informed consent

Citations/authors recognized

Results of ethical review

Approved

Conditions (to provide the ethics committee with corrections)

Disapproved/resubmit proposal

Ethics committee (name and signature)

Chairperson.....

Members.....

APPENDIX IV:
RESEARCH INSTRUMENTS

a) Teachers' Questionnaire

Dear respondent,

This questionnaire is designed to collect data from teachers that will help in a research about, " Rewards and work commitment in selected primary schools in Kibwezi District, Makueni county; Kenya in this school. You are therefore chosen to be part of this research. Be honest in giving your responses. The information provided will be used purely for the academic research and will be treated anonymously and privately. So you are requested to sought the information requested as candidly as possible.

Thank you in advance for accepting to be cooperative.

Section A: The files of the Respondents

Please tick the most appropriate answers.

1. Age bracket (in years)

- a) 22-30 b) 31-40 c) 41-49
d) 50 and above

2. Sex

- a) Male b) Female

3. Highest education level

- a) Masters b) Bachelors c) Diploma
d) Certificate

4. Position in the school

- a) Headteacher b) Deputy headteacher c) Senior teacher
d) Teacher

5. Number of years in present position

- a) 1-5 years b) 6-10 years c) Above 10 years

Section B: Extent of rewards.

Please indicate the extent to which you agree or disagree with each of the following statements.

Your respective answers should range between (1=strongly disagree, 2= disagree, 3= neither agree or disagree, 4= agree, 5 = strongly agree).

Financial rewards.

1. _____ I am paid my salary in time
2. _____ The salary I get is enough for the work I do.
3. _____ I get bonuses when I work extra hours.
4. _____ The house allowance and commuter allowance I get is adequate.

Non financial rewards

5. _____ I am likely to be rewarded with a responsibility when I perform well.
6. _____ Promotions are given to teachers who excel in their fields.
7. _____ When I prepare pupils in co-curricular activities I am recognized with an appraisal letter.
8. _____ I can be given study leave to further my Education
9. _____ I am Member of a pension scheme

10. _____ I am provided with a house in the school at no pay.
11. _____ I am given sick leave / sick off when I am sick.
12. _____ I am granted permission when I have a personal commitment.

Section C: level of teacher commitment.

1. _____ I always report on duty in time.
2. _____ I prepare my records in time i.e. schemes, lesson plan and record of work.
3. _____ I attend to my lessons without fail
4. _____ I mark pupils work before they go home.
5. _____ I rarely absent myself from duty.
6. _____ I attend morning preps i.e. 7 am – 8 am.
7. _____ I remain after school for evening preps i.e. 4.30 pm – 5:30 pm.
8. _____ I mark class register daily

THANK YOU, FOR YOUR COOPERATION

MAY GOD BLESS YOU

RESEARCHER'S CURRICULLUM VITAE

STEPHEN MUTUKU MUSILA

P.O.BOX 41- 90137. KIBWEZI. KENYA

PHONE: 0721404226

Email: *musilastephen@yahoo.com*

Personal information

Date of birth : 18th Jan 1962

Sex : Male

Nationality : Kenyan

Marital status : Married

I.D No. : 7820759

Religion : Christian

OBJECTIVE

Career opportunities within a competitive and motivating working environment to enable me advance my career through continuous and consistent training.

Goal: develop analytical and leadership skills to help contribute to profitability and goals of the education sector in a focused and innovative way.

EDUCATION

(2010 TO DATE) KAMPALA INTERNATIONAL UNIVERSITY – UGANDA

Masters in Education Administration and management.

(2006 - 2008) KAMPALA INTERNATIONAL UNIVERSITY – UGANDA

Bachelors in Special Needs Education/ CRE

(1980 - 1990) THOGOTTO TEACHERS TRAINING COLLEGE – KENYA

Grade attained – Primary Teacher Certificate (PI)

(1980 - 1983) KIANGINI SECONDARY SCHOOL

Kenya Certificate of Education (KCE)

(1973 - 1979) KIANGINI PRIMARY SCHOOL

Certificate of Primary Education (CPE)

WORK EXPERIENCE

1990 – 1993 – Syengoni Primary School

1994 – 1998 – Deputy Head teacher – Kisingo Primary School

1999 – 2000 – Head teacher – Wayona Primary School

2001 – 2003 – Head teacher – Maikuu Primary School

2004 – 2008 – Head teacher – Ithambaume Primary School

2009 to Date – Head teacher – Katulani Primary School

RESPONSIBILITIES

Head teacher – Katulani Primary School

Chairman – Kalulini Cluster

HOBBIES

Reading

Travelling

Socializing

LANGUAGES

English

Kiswahili

Kikamba

REFEREES

1. David Nzioka

P.O. Box 1, Kibwezi

3. Josephine N. Mutuku

P.O. Box 71 Kibwezi

2. Titus Kanyasya

P.O. BOX 1, Kibwezi



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