

Influence of Reward System on Teacher Retention in Public Secondary Schools in Kamukunji Sub-County, Nairobi County, Kenya

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Abstract: The study investigated the influence of reward system on teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya. A descriptive research design was used. The study targeted 243 respondents consisting of 8 secondary school principals and 235 teachers. A census of 8 school principals was done and stratified sampling method was used. The sample size was 71 teachers. A pilot study was carried out in 1 public secondary school within Starehe Sub-County schools, involving 8 respondents who were purposively selected. Content validity was used to ensure validity. Reliability was measured using Pearson moment correlation formula. Quantitative data was analyzed using descriptive statistics and presented using bar graphs, pie charts and cross tabulation tables. Qualitative data was analysed thematically based on study objectives and presented in narrative form. The study found that there is a significant influence of reward system on teacher retention in Kamukunji Sub-County, Nairobi County, Kenya. According to the findings, 71.5% of principals firmly believe that reward system builds a positive school culture which makes teachers to be more willing to put forth extra effort on important tasks. The study concluded that reward systems are critical for motivating teachers and increasing retention. Furthermore, the study concluded that reward systems foster a positive school culture by putting teachers in a position to do more and improve their work performance. The study recommends that the school management should take stock of current reward practices and take corrective and preventive actions to reduce teacher turnover. The school should consider providing more creative financial and non-financial rewards to attract and retain teachers.

Keywords: Reward system, Teacher retention, Institutional motivational practice

I. INTRODUCTION

Institutional motivation practices are guiding principles that enable employees to stay focused to succeed despite the challenges encountered within the organization. They guide the employees' actions and behaviors towards achievement of set goals (Baumeister & Voh, 2014). According to Fuhrmann (2016), institutional motivational practices provide positive attitudes about job which cause job satisfaction. These practices motivate individuals by changing the nature of work hence challenging them to develop their skills and talent that fulfill their potential. For instance, adding more responsibility

to work and providing learning opportunities to a person to work at a higher level can lead towards a positive performance.

Teacher retention is the ability to reduce teacher mobility and provide more stable learning conditions in schools and improving teacher retention serves to improve the education system as a whole. However, failure to enhance teacher retention may lead to high teacher turnover which is costly, as new teachers must be recruited and trained (Hughes, 2017). Elfers, Plecki and Knapp (2016), observe that managing teacher retention involves employment of strategies that effectively lead to cohesion, productivity and level of staff commitment to duty. Experienced teachers who are familiar with the needs of a school and its students are best poised to provide advice on how to meet those needs. Therefore, reducing turnover and reliance on temporary substitutes is an integral step toward shaping scholastic policies.

Teachers play a pivotal role in providing education to the students. Every school strives to recruit good and qualified teaching staff that can deliver quality education to its students (Boyd, Lankford, Loeb, Ronfeldt & Wyckoff, 2011). Muralidharan and Sundararaman (2011), argue that only highly qualified and committed teaching staff or teachers can produce effective results by producing good quality and holistic students, who contribute positively to their country in future. Therefore, it is observed that it is crucial for schools to retain talented or key teaching staff because only qualified teachers can give best education to the students.

Ingersoll, Merrill and May (2017), observe that critical concern directed toward high teacher attrition rates recognizes that successful retention is essential to the provision of quality instruction. One of the pivotal causes of inadequate school performance is the inability of schools to adequately staff classrooms with qualified teachers. According to Harris and Adams (2018), when the supply of qualified instructors is insufficient to meet local demands, the quality of educational services provided suffers. The number of available teachers influences practical administrative decisions, such as the number of students in the classroom and the scope of academic subjects offered within the curriculum.

The rate at which United States and international schools lose proficient and qualified teachers due to attrition, burnout, and turnover is a distressing issue that negatively impacts education and the promotion of student achievement (Chandler, 2015). Teachers in United States and international schools are faced with stressors and challenges that range from financial factors to non-pecuniary aspects. Dworkin, Saha and Hill (2017), points out the cumulative impact that substantial loss of teachers has on schools is increasingly becoming debilitating as students, institutions, and the entire nation continue to count losses from teachers who leave their careers. Therefore, teacher shortages in both the United States and international schools have become a great concern which in turn has made teacher retention one of the highest priorities for school administrators.

A study done by Mishra and Dixit (2013), observe that financial and non-financial rewards are highly correlated with teachers' retention in an education rewards system in India. In Pakistan, Shakir and Zamir (2013), study observe that teachers of higher secondary schools of Islamabad are satisfied with the extrinsic rewards provided from the organization like: pay, bonuses, allowances, but mostly they do not get intrinsic reward from the school and advise that the head of these institutions should consider the new ideas of the teachers and they should ask them the option of reward for their motivation. Therefore, it can be concluded that non-financial rewards were important in improving retention of teachers in schools and the schools should come up with a well stipulated non-financial rewards policy, embracing the total rewards philosophy, provision of conducive working conditions and reasonable job security.

Chitimwango (2016), observe that reward system has a positive impact on the performance of management and teachers in Secondary Schools in Kasama District, Zambia in areas like less supervision by school managers, reduced absenteeism and completion of syllabi in good time. Other effects include self-motivation, enforcement of remedial work for slow learners, adherence to lesson plan preparation and general improvement in work culture demonstrated through teachers' passion to teach. However, the author also observes inconsistencies in the implementation of reward systems in some secondary schools resulted in non-achievement of the intended effects of reward system on teacher retention.

The government of Kenya has embarked on offering reward systems to teachers through recognizing high performing teachers, offering incentives either using financial and through signing a collective bargaining agreement aimed at increasing teacher salary and allowance. In the year 2008, the government subsidized secondary education through provision of finances to cater for the purchase of educational resources. The government has also embarked on provision of funds meant for teachers to attend workshops, conferences and other training opportunities in their respective schools (GoK, 2008). In addition, Teachers Service Commission (TSC) has introduced annual awards where the Commission seeks to reward outstanding principals and teachers in the Principal of

the Year Award (POYA) and Teacher of the year award (TOYA) respectively which are aimed at among others things encouraging teacher retention.

Iddah, Nicholas and Thinguri (2014), observe that most teachers in secondary schools in Kenya preferred financial tokens to any other reward system and that the school principals were deemed as the biggest obstacle to effective enjoyment of the school based reward system. Teacher retention rate however, largely depends on the rewards being given. Gatere (2015), also established that teachers in public secondary schools in Kikuyu Sub-County perceive that performance based financial reward would increase teacher motivation, work harder, encourage teachers to participate in staff development, improve skills and modification of assessment methods. Teachers regard non-financial rewards such as working hours and holidays as important factors that will attract and retain them in the teaching profession. Therefore, rewards play a big role in retaining teachers to their profession.

The Teachers Service Commission (TSC) in its Strategic Plan (2015 - 2019) has established teacher competence, conduct and performance management pillar which aims at ensuring teacher quality at the entry, effective induction and in-service programmes, supervision and reliable appraisal systems at all levels. The Pillar is meant to focus on establishing a framework to guide entry and performance standards expected in the teaching service, and regulation of professional development and ethical conduct of teachers engaged both in public and private learning institutions and the focus is also meant to strengthen quality assurance and standards of the teaching services at the county and sub-county levels (TSC Strategic Plan, 2015-2019). Support from the school managers is one of the most significant factors in a teacher's decision to stay or leave the profession. By ensuring that teachers feel supported and cared for, school managers can keep teachers satisfied in their current positions hence high retention rate.

In Kamukunji Sub-County, Nairobi County, Kenya, teacher retention rate has been poor for the last five years according to Sub-County TSC Office report of 2020 in Kamukunji Sub-County leading to high rate of teacher turnover. This is shown in Table 1.1.

Table 1: Teacher Retention Rate in Kamukunji Sub-County

Year	Total number of Teachers	Total number of teacher leaving teaching profession	Percentage
2015	231	3	1.29%
2016	227	6	2.60%
2017	220	2	0.90%
2018	217	3	1.38%
2019	215	4	1.86%

Source: Kamukunji Sub-County TSC Office report of 2020

II. STATEMENT OF THE PROBLEM

Teachers are the key inputs in educational production process. Their source and stability in the system are the most important keys to improving learning outcome. Unfortunately, according to the Ministry of education report of 2019 teachers' retention rate in Kamukunji Sub County keeps on increasing every year. A large number of teachers leave the teaching profession in search of white-collar jobs outside the secondary education sub-sector. Some stakeholders attribute this to ineffective personnel management practices. Despite the effort made by the government of Kenya in implementing teacher motivational practices, teacher retention in public secondary schools in Kamukunji Sub-county is still low (Ohba, 2011). Ohba (2011), further show that this is reflected in form of rampant absenteeism, late coming, failure to assess students' work in time, limited time and attention in attending student individual needs and increasing number of teachers advancing their education level to seek other job opportunities apart from teaching.

The Teachers Service Commission (TSC) in its Strategic Plan (2015 - 2019) has established teacher competence, conduct and performance management pillar which aims at ensuring teacher quality at the entry, effective induction and in-service programmes, supervision and reliable appraisal systems at all levels. The pillar is also meant to strengthen quality assurance and standards of the teaching services at the county and sub-county levels (TSC Strategic Plan, 2015-2019). However, in Kamukunji Sub-County, Nairobi County, Kenya, teacher retention rate has been poor for the last five years according to Sub-County TSC Office report of 2020 in Kamukunji Sub-County leading to high rate of teacher turnover. For example, the number of teachers in Kamukunji Sub-county who have been leaving teaching profession is increasing year after year since year 2015. In the year 2015, out of 221 teachers, 3 left their teaching profession. The number of teachers who left their profession increased in the following year (2016) to 6. The years 2017 to 2019 the number of teachers of who left their profession ranged from 2 to 4. This showed evidence that teacher retention rate in the sub county is poor. Therefore, there was need to investigate the influence of reward system on teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya.

III. LITERATURE REVIEW

Theoretical Literature Review

The study was guided by Herzberg Two- Factor Theory. Herzberg (1959) developed two factor model of dissatisfiers and satisfiers as a result of investigating reasons for job displeasure and fulfillment among engineers and accountants. The theory assumed that employees are capable of communicating the working conditions that make them dissatisfied or satisfied with their work. Basically, this defines factors that would lead to an employee being satisfied or dissatisfied at work. Herzberg (1959) indicated that inherent elements caused job fulfillment while external factors explains job dissatisfaction. What people want in their jobs is the basis

of the theory (Harpaz, 1990). Herzberg, posed the question "what do you want in your job" the answers to this question made him conclude that there are factors making theory jobs dissatisfying that does not necessarily mean the job is satisfying (Armstrong, 2010). There are two major categories of satisfiers hygiene and motivators (Herzberg, 1959). Intrinsic factors are the motivators that nourished psychological growth as well as development, these include work itself, promotions, recognition and challenging responsibility (Wilson, 2010). Extrinsic factors are the hygiene factors that are defined by the working condition (Armstrong, 2010). The extrinsic factors include reward structure, working conditions, organization policy, levels of supervision as well as job security (Bhattacharyya, 2009). Extrinsic rewards have significantly impacted on employee motivation as opposed to intrinsic rewards that do not significantly influence employee motivation.

The theory is applicable to human resources management intervention since it contributes in the elimination of dissatisfies that is hygiene factors. For instance, when there is peace in the work environment, it does not imply that this is a significant motivator. Therefore, intrinsic factors best explain employee motivation. Robbins and Judge (2007), argue that for employees to be motivated, there is need to avail choices for advancement, recognition, challenging responsibility as well as personal growth. The theory is important to the study as it shows that inefficient reward system results to work force demotivation while efficient reward system in a good motivator.

Empirical Literature Review

Zingheim and Schuster (2015), show that a reward system is anything that increases the frequency of an employee action as a result retains employees within the organisation. According to Armstrong and Murlis (2017) a reward system can be either monetary which involves motivating teachers through giving them finances or non-monetary which is aimed at helping to build feelings of confidence and satisfaction ultimately increase their retention. Therefore, to make the sure that teachers remain in their public secondary school, implementing reward system is very important.

A reward system is important for teacher retention to be achieved. Organizations tend to focus on financial rewards, and non-financial rewards have increasingly been overlooked (Chiang & Birtch, 2013). In London, Dewhurst, Guthridge and Mohr (2010), observe that teachers want to get both types of rewards in terms financial and nonfinancial rewards. The authors further observe that some employees of schools in London prefer both financial and non-financial rewards and this encourage them to carry out tasks and s effectively and accepting leadership roles.

Naveda (2016) study assessed the impact of reward on teachers' retention at secondary level in Malaysia. This study population was the higher secondary schools of Malaysia. The study used exploratory research design. A census of all the teachers who were teaching higher secondary schools was

done. The respondents were selected using simple random sampling method. The data was collected through questionnaire. Data was analysed using descriptive analysis that included frequencies, percentage, mean. In addition, inferential statistics was carried out in data analysis. The study established that there was a correlation between extrinsic reward and intrinsic rewards towards teacher retention. However, the study used exploratory research design which disallows making inference. The current study will use descriptive research design in order to address the gap.

A study by Makhuzeni and Barkhuizen (2015), examined the effect of a total rewards strategy on school teachers’ retention in North-West province in South Africa. A qualitative research approach was followed using semi-structured interviews to gather data from teachers in the North-West province. The study population comprised of secondary teaching staff. The data was collected through questionnaire and survey from a sample size of 115 respondents. Descriptive statistics and inferential statistics were used for the analysis of the data. The findings showed that performance management, career development and compensations of teachers were poorly applied in schools. Teachers strongly considered leaving the teaching profession as a result of poor rewards. The study used interviews to collect data. The proposed study will use questionnaire which will enable collection of reliable and accurate data in order to address the left out gap.

Tumaini (2015), study examined the contribution of non-monetary incentives to teachers retention in Public Secondary Schools in Korogwe Urban in Tanzania. The study involved four (4) public secondary schools in Korogwe District, and utilized mixed methods. Purposive and stratified sampling procedures were used to select a sample of 65 respondents. These involved one District Secondary Education Officer, sixty secondary school teachers and four head of schools. Three Data collection procedures, that is, observation, interview and questionnaires were employed in this study. The findings revealed that teachers’ promotion is still a big challenge in public secondary schools, as a result very few teachers were satisfied while, the majority of teachers were not satisfied with the promotion management. However, the

study was qualitative in nature which is heavily dependent on the individual skills of the researcher and more easily influenced by the researcher’s personal biases. The current study will use quantitative data that will be obtained from a larger sample of schools in order to address that gap left out.

Sichari, M., Odera and Okello (2017), study examined the impact of reward system on retention of secondary school teachers’ in Homa Bay County of Kenya. The study adopted an ex-post facto research design. For a population of one thousand eight hundred and one (1801) teachers. The researcher interviewed eighteen (18) principals picked from the six sub-counties including the two purposefully picked national schools in Homa Bay County. This study used questionnaires and interview schedule as the instrument of data collection. Both descriptive and inferential statistics were used in data analysis. The study reported that there was a significant plausible positive correlation between the two variables with more teacher reward system by the principal associated with high teacher retention rate. Ex-facto research design that was used provides results that are time bound. Descriptive research design will be used in the current study that allows collection of current data through the use of questionnaires to address the gap left out.

Kituyi, Musau and Thinguri (2014), study evaluated the effectiveness of school based reward systems in enhancing teacher retention in secondary schools in Kenya. The study adopted the survey research design as well as the simple random sampling technique to sample 10 schools from Kitale County, each providing 3 teachers for the study thus making a sample of 30 teachers. Descriptive statistics were used .The findings revealed a myriad of existing school based reward systems in the various schools, but most teachers’ preferred financial tokens to any other reward system and that the school principals were deemed the biggest obstacle to effective enjoyment of the school based reward system. Though this study was conducted in Kwale County, the study findings may not be applicable in Kamukunji Sub County. Therefore, the study context will be public secondary Kamukunji Su-county to assess how institutional motivational practices influences teacher retention.

IV. CONCEPTUAL FRAMEWORK

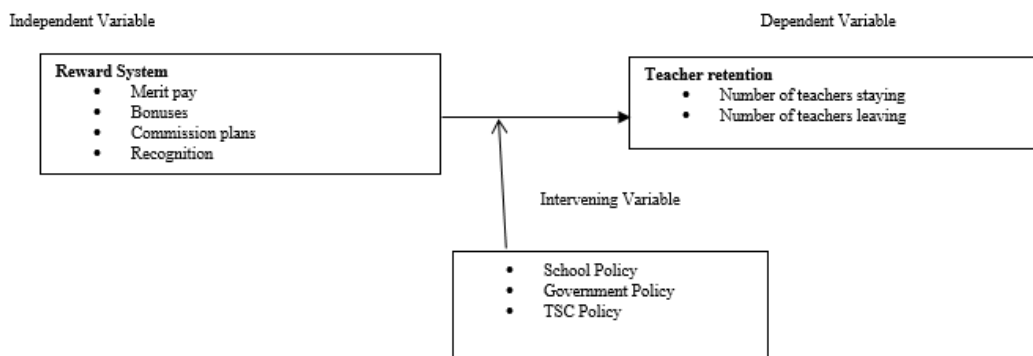


Figure 1: Conceptual Framework

The conceptual framework describes the relationship between variables. The independent variable was the reward system which was measured in terms of merit pay, bonuses, commission plans and recognition. The dependent variable was the teacher retention which was measured in terms of the number of teachers staying and the number of teachers leaving. The intervening variable was the school policy, government policy and TSC policy.

V. RESEARCH METHODOLOGY

A descriptive research design was used. The study targeted 243 respondents consisting of 8 secondary school principals and 235 teachers. A census of 8 school principals was done and stratified sampling method was used. The sample size was 71 teachers. A pilot study was carried out in 1 public

secondary school within Starehe Sub-County schools involving 8 respondents who were purposively selected. Content validity was used to ensure validity. Reliability was measured using Pearson moment correlation formula. Quantitative data was analyzed using descriptive statistics and presented using bar graphs, pie charts and cross tabulation tables. Qualitative data was analysed thematically based on study objectives and presented in narrative form.

VI. FINDINGS

The study sought to establish the influence of reward system on teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya. In regard to this, school principals were given a list of statements to rate their level of agreement. The findings are presented in Table 2.

Table 2: Principal's Response on the Influence of Reward System on Teacher Retention

Statements	SA	A	D	SD
	F(%)	F(%)	F(%)	F(%)
Reward systems encourages development and career growth since it puts the teachers in the position to do more and elevate their work performance	3(42.9)	2(28.6)	0(0.0)	2(28.6)
Reward system cultivates a positive relationship between the school principals and the teachers since they become confident and satisfied with their work	4(57.1)	2(28.6)	1(14.3)	0(0.0)
Reward system enhances team spirit as teachers are given the chance to recognize their colleagues for good performance	3(42.9)	4(57.1)	0(0.0)	0(0.0)
Reward system builds a positive school culture which makes teachers to be more willing to put forth extra effort on important tasks	5(71.4)	2(28.6)	0(0.0)	0(0.0)
Reward system creates a collaborative work environment as teacher feel valued, appreciate and value their colleagues	2(28.6)	4(57.1)	1(14.3)	0(0.0)

Source: Survey Data (2021)

Table 2 indicate a 42.9% of the school principal strongly agreed on the statement that reward systems encourages development and career growth since it puts the teachers in the position to do more and elevate their work performance with 28.6% agreeing with the same statement. However, 28.6% of the school principals strongly disagreed on the statement that reward systems encourages development and career growth since it puts the teachers in the position to do more and elevate their work performance. The findings shows that shows that a larger percentage (57.1%) of the school principals strongly agreed on the statement that Reward system cultivates a positive relationship between the school principals and the teachers since they become confident and satisfied with their work, 28.6% of the school principals agreed on the same statement. However, 14.3% of the school principals disagreed on the same statement that Reward system cultivates a positive relationship between the school principals and the teachers since they become confident and satisfied with their work.

Table 4.6 also shows that a larger percentage (57.1%) of the school principals agreed that reward system enhances team spirit as teachers are given the chance to recognize their colleagues for good performance while 42.9% of the school principal strongly agreed on the same that reward system

enhances team spirit as teachers are given the chance to recognize their colleagues for good performance. It was observe that 71.4% of principals firmly believe that reward system builds a positive school culture which makes teachers to be more willing to put forth extra effort on important tasks, 28.6% agreed with the same percentage (28.6%) strongly disagreeing with the statement. It was also discovered that 57.1% of the principal agreed on the statement that reward system cultivates a positive relationship between the school principals and the teachers since they become confident and satisfied with their work. However, 14.3% of the school principals disagreed on the statement that that reward system cultivates a positive relationship between the school principals and the teachers since they become confident and satisfied with their work. Furthermore, 28.5% of principals disagreed strongly that reward systems encourages development and career growth since it puts the teachers in the position to do more and elevate their work performance. Also, 57.1% of the school principals agreed that reward system creates a collaborative work environment as teacher feel valued, appreciate and value their colleagues, 28.6% of the school principals strongly agreed that reward system creates a collaborative work environment as teacher feel valued, appreciate and value their colleagues. However, 14.3% disagreed that reward system creates a collaborative work

environment as teacher feel valued, appreciate and value their colleagues.

Further, teachers were given a list of statements regarding the influence of reward system on teacher retention in public

secondary schools in Kamukunji Sub-County, Nairobi County, Kenya. The findings are presented in Table 3.

Table 3: Teachers’ Response on the Influence of Reward System on Teacher Retention

Statements	SA	A	D	SD
	F(%)	F(%)	F(%)	F(%)
Reward systems encourages development and career growth since it puts the teachers in the position to do more and elevate their work performance	40(59.7)	10(14.9)	6(8.9)	7(10.4)
Reward system cultivates a positive relationship between the school principals and the teachers since they become confident and satisfied with their work	4(57.1)	23(34.3)	3(4.5)	1(1.5)
Reward system enhances team spirit as teachers are given the chance to recognize their colleagues for good performance	20(29.9)	45(67.2)	2(2.9)	0(0.0)
Reward system builds a positive school culture which makes teachers to be more willing to put forth extra effort on important tasks	19(28.4)	49(73.1)	1(1.5)	0(0.0)
Reward system creates a collaborative work environment as teacher feel valued, appreciate and value their colleagues	32(47.8)	26(38.8)	3(4.5)	0(0.0)

Source: Survey Data (2021)

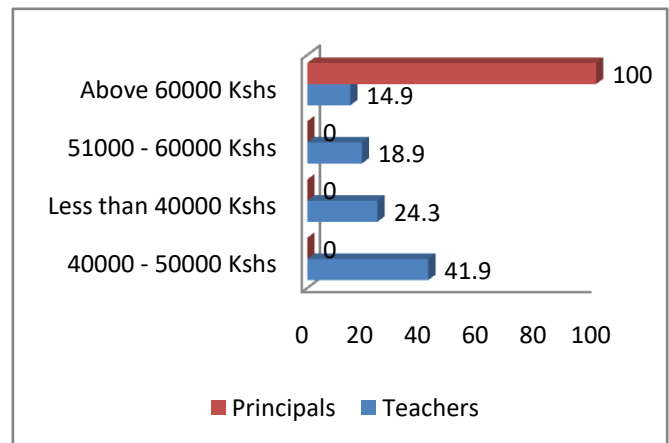
Table 4.7 shows that a 65.7% of teachers strongly agreed with the statement that reward systems encourages development and career growth since it puts the teachers in the position to do more and elevate their work performance with 10.4% percent strongly disagreeing with the same statement. Similarly, 59.7% of the teachers strongly agreed on the statement that reward system cultivates a positive relationship between the school principals and the teachers since they become confident and satisfied with their work. 73.1% of the teachers agreed that reward system builds a positive school culture which makes teachers to be more willing to put forth extra effort on important tasks. Only, 4.5% of the teachers disagreed with the statement that reward system creates a collaborative work environment as teacher feel valued, appreciate and value their colleagues.

From the findings, 29.9% of the teachers strongly agreed that reward system enhances team spirit as teachers are given the chance to recognize their colleagues for good performance, with 67.2% agreeing and 2.9% disagreeing on the same statement. It was observed that 28.4% of the teachers strongly agreed that reward system builds a positive school culture which makes teachers to be more willing to put forth extra effort on important tasks with 1.5% disagreeing on the same statement. The findings show that 47.8% of the teachers strongly agreed that reward system creates a collaborative work environment as teacher feels valued, appreciate and value their colleagues, 38.8% agreed of the teachers strongly agreed that reward system creates a collaborative work environment as teacher feels valued, appreciate and value their colleagues and 4.5% of the teachers strongly disagreed

that reward system creates a collaborative work environment as teacher feels valued, appreciate and value their colleagues.

The study sought to establish the salary scale of the principal’s and the teachers and the findings are presented in Figure 1.

Figure 2: Respondents Salary Scale



Source: Survey Data (2021)

As given in Figure 1, is that all the school principals had a salary scale of above 60000 Kenyan shillings. On the other hand, most (41.9%) of the teachers had their salary scale ranging between 40000 to 50000 Kenyan Shillings, followed by 24.3% of those whose salary scale was less than 40000 Kenyan Shillings, 18.9% represented those teachers whose salary scale ranged between 51000 to 60000 Kenyan Shillings and those teachers whose salary scale was above 60000

Kenyan Shillings. This implies that the salary scale of majority of teachers was below 60000 Kenyan Shillings and this could lead to high teacher turnover. This is in line with a study by Sunday (2018) that examined the relationship between salary structure and teacher retention in secondary schools in Oyo State, Nigeria and found that there was a significant relationship between the new salary and retention of teachers and also found that there was a significant relationship between retention of teachers and their qualification. However, Gerritsen, Kuijpers and Vandersteeg (2019) study that investigated the effects of higher teacher pay on teacher retention and found no effects of higher teacher pay on the probability to stay in the teaching profession.

VI. CONCLUSIONS

The study concluded that there is a significant influence of reward system on teacher retention in in Kamukunji Sub-County, Nairobi County, Kenya. Reward systems are critical for motivating teachers and increasing retention. Furthermore, the study concluded that reward systems foster a positive school culture by putting teachers in a position to do more and improve their work performance, and that reward systems encourage development and career growth by putting teachers in a position to do more and improve their work performance. Reward system is seen as important because it increases the chances of teachers to remain in their teaching profession.

VII. RECOMMENDATIONS

The study recommends that the school management should take stock of current reward practices and take corrective and preventive actions to reduce teacher turnover. The school should consider proving more creative financial and non-financial rewards to attract and retain teachers. Furthermore teacher salaries need to be market related to ensure that they do not explore other career avenues. The government needs to understand the areas they need to put more emphasis on in order to improve on their reward management practices and enhance teacher retention. More so they need to improve on policies governing the level of compensation and teachers benefits by combining more than one basis for rewarding teachers.

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