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## **The Total Reward Concept: Key to Teachers' Motivation of Public Primary Schools in Kenya, A Case Study of Mathira East District**

**Samuel Wakori Kaniaru**

School of Education, Mount Kenya University, Thika, Kenya

**Catherine Wanjiku Kiarie**

School of Education, Mount Kenya University, Thika, Kenya

**Dr. Ruth Wangui Thinguri**

School of Education, Mount Kenya University, Thika, Kenya

### **Abstract:**

*Human resource management entails skills in motivation for employee's satisfaction and enhanced job performances yet school administrators in Mathira East district rarely apply the total reward concept in public primary schools to motivate teachers. Despite the enormous number of primary school teachers who have acquired higher education, poor motivation still prevails thus hindering enhanced job performance. The total reward concept for primary school teachers in Mathira East district was yet to be fully established. The purpose of this study was to assess the application of the total reward concept as a tool of enhancing teacher motivation in Mathira East district. A descriptive survey design was adopted for this study. The population of the study was 55 primary schools teachers who were randomly selected. Questionnaires were used to collect quantitative data. The data was analysed using descriptive statistic which consisted of frequency counts and percentages. The study identified that more female teachers had acquired higher education than their male counterparts. The problems established by this study in Mathira East District included: lack of teachers on job training and career development sponsorship by Teachers Service Commission, poor teachers remuneration, non recognition for hardwork, absence of work-life balance and non existence of reward policy in some schools. The study recommended that head teachers and board of management be trained on human resource practices, TSC to devolve services to school level and improve teachers pay. The findings are important to the teacher's service commission and headteachers in devising methods of promoting human resource practices that motivate primary school teachers for enhanced job performance.*

**Keywords:** Motivation, human resource management, total rewards concept, Teacher Service Commission.

### **1. Introduction**

Human resource is a set of individuals who make a business sectors, an institution, or economy. Human resource is also used synonymously with human capital. Human capital refers to a more narrow view i.e. the knowledge the individuals possess and contribute to an organization. Likewise, "manpower" "talents", labor or simply "people" are other terms used to refer to human resource. Therefore teachers are human resource in education sector that facilitate the learning process in schools. In Kenya teachers are employed by either the Teachers service commission which is a government body, board of management who employs teachers in case of a deficit or employed by private schools.

There are four levels of teachers education in Kenya; Early childhood development education (ECDE), primary teacher education, diploma and graduate teachers education. For a long period of time, training of early childhood development teachers has not been taken seriously (Otunga.et. al, 2011) In Kenya ECDE teacher have been trained by different agencies in different ways. Training is usually offered by district centers for early childhood (DICECE) and private colleges. Trainee requirement have been so low that Kenya certificate of primary school (KCPE) holders can be admitted to the proficiency course offered by Kenya national examination council (KNEC) whereby, upon completion they can be admitted for a certificate course. Moreover, KCSE D+ holders can be admitted directly to the certificate programme. In Kenya, ECDE diploma program requires a minimum of C+ (Plus) at KCSE or its equivalent, a certificate course in ECDE or primary teachers' certificate.

Human resource management underscores the maintenance, development, strategies for employment, and integration of human resource potential. Human resource management processes take place within the broad scope that encompass both the external and internal environment of institution. The human resource managers would make credible and a greater long term contribution by analysing the impact of external events on institution policies and practices. They need to be aware of the fact that what the

institution does and its future depend to a large extent on its internal and external environments. The total reward system involves Properly carried out performance management that increase the engagement and motivation of people. Motivation is created through positive feedback and recognition.

### 1.1. Statement of the problem

There is no institution known to succeed without enhancing employees motivation to improve performance. Teachers are human resource whose motivation is either intrinsic or extrinsic driven for maximum job performance. The main source of motivation of primary schools teachers in Kenya is by acquiring higher education which translate to higher salary. Financial incentive have been used as the most common source of primary school teachers motivation, therefore sidelining the total reward concept. It is not known to what extent primary schools managers in Kenya apply the total reward concept.

### 1.2. Objectives of the Study

- To assess the application level of total reward concept as a key to teacher motivation in public primary schools in Mathira East District.
- To evaluate the teachers rewards system as a key to teacher motivation and satisfaction level in public primary schools in Mathira East District
- To establish the best human resource management practices for teachers motivation in public primary schools.

### 1.3. Conceptual Framework

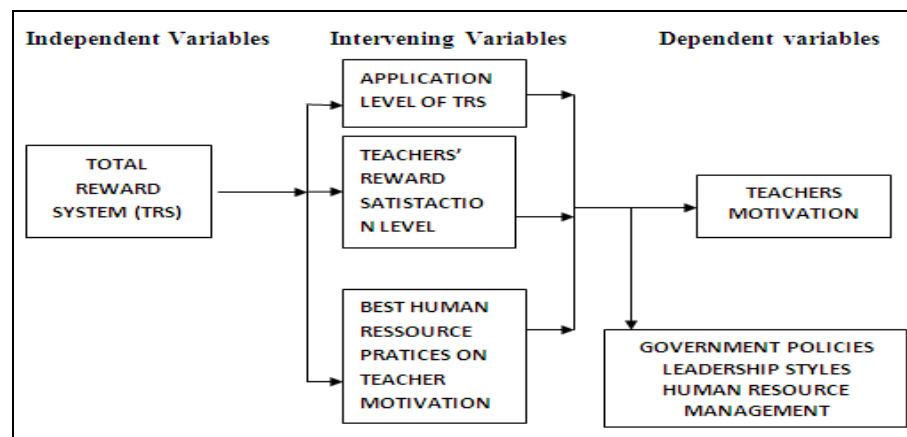


Figure 1

The study was guided by a conceptual framework developed by the researcher. The conceptual framework is comprised of the independent variable which is the total rewards system broken into: application level of total reward system, teachers reward satisfaction level and best human resource management practices on teacher motivation.. This interacts with the intervening variables: government policies, leadership styles, human resource management. The interaction of the independent variables and the dependant variables influences teacher motivation which is the dependant variable. This interaction of various variables is illustrated in figure 1.1

## 2. Literature Review

### 2.1. Teachers Motivation

Job motivation is a major driving force to productivity of employees. There is great change in employers and employee relationship in the current world. Due to internet and other technological changes, competition has set in and hence employers focus on their employees' performance by motivating them. Many schools have commenced to embrace teachers as key human resource in enhancing school performance. Motivation can be defined as a process of eliciting and sustaining distinct behaviors. Motivating teachers can be simply shown by caring of teachers' welfare. Motivation is directly linked to certain aspects of behavior including strength, control and persistence of certain behaviors Mertler, (2002). Intrinsic motivation refers to the situation where the individual derives pleasure from performing a particular task Baard, Deci&Ryan(2004). Extrinsic motivation on the other hand refers to motivation due to the external awards associated with performance of a task. The above concept is widely used in exploring the motivation phenomenon Baard et al (2004).

### 2.2. Total Reward Concept

Total reward include intrinsic as well as extrinsic rewards, direct or indirect rewards, therefore includes all types of rewards. According to Amstorong (2007), total reward can be inform of transactional reward or relational rewards. Transnational rewards

are tangible and arise from pay and benefits transactions between employer and employees. Relational rewards which are intangible concern with development and learning and the work experience.

Total reward applies a holistic approach towards rewarding and its not dependent on a few methods of reward in isolation. Total reward aims at obtaining satisfaction of people through their work. Total reward include intrinsic as well as extrinsic rewards, direct or indirect rewards, therefore includes all types of rewards. According to Amstorong (2007), total reward can be inform of transactional reward or relational rewards. Transactional rewards are tangible and arise from pay and benefits transactions between employer and employees. Relational rewards which are intangible concern with development and learning and the work experience while Total reward applies a holistic approach towards rewarding and its not dependent on a few methods of reward in isolation. Total reward aims at obtaining satisfaction of people through their work.

### *2.3. Financial Incentive*

Salary and wages can be used as motivators to teachers. Akintoye (2000) asserts that money remains the most significant motivational strategy. Scientific management associate described money as the most important factor in motivating the industrial workers to achieve greater productivity (Fredrick Taylor, 1911). Taylor advocated the establishment of incentive wage systems as a means of stimulating workers to higher performance, commitment, and eventually satisfaction. Teachers should be given incentives in hardship times when undertaking their tasks. For example teachers in semi arid and arid areas should receive financial incentives and higher allowances e.g. transport allowances, house allowance because of scarcity of these services. Money possesses significant motivating power in as much as it symbolizes intangible goals like security, power, prestige, and a feeling of accomplishment and success. Katz, in Sinclair, et al. (2005) demonstrates the motivational power of money through the process of job choice.

### *2.4. Teachers Performance*

According to Aquinis (2005) Performance is a blend of what one does and how you do it. Motivating teachers can be very effective to schools performance. When management motivates teachers, there will be great job satisfaction and improved school performance. Dessler (2011), argues that “people will do what they want to do or otherwise motivated to do either by themselves or through external stimulus”. If a teacher is born without a self drive, motivation by school managers can be used to change the behavior. Therefore, performance is considered to be a function of ability and motivation.

### *2.5. Recognition and Job Promotion*

Dessler (2011) says that Promotion and grading enhances career growth among employees. Job promotion in teachers can be an effective way that can encourage job performance and a way of rewarding most productive teachers. Job promotion is viewed as a desirable way because promotion comes with an increase in salary. Moreover job promotion also raises the status and also visible sign of esteem in teachers. Job advancement is also a motivator that includes chance one might have for social upward mobility in the schools

### *2.6. Training Seminars*

Teachers work long hours in their respective schools and then come home to carry out other domestics tasks like caring of children. Exhaustion cannot make teachers motivated actively to pursue more training courses. Effective management help the teachers to finding positive ways which encourage them to attend workshops and courses , This make them to become better teachers. No matter how automated an institution may be, high productivity depends on the level of motivation and the effectiveness of the workforce. Staff training is an strategy for motivating workers (Armstrong, 1998). This will give the educational sector opportunities for self-improvement and development to meet the challenges and requirements of new techniques of performing tasks.

### *2.7. Availability of information*

One way managers can stimulate motivation is to give relevant information on the consequences of their actions on others. Banjoko, (2005) states that by sharing information employees compete with one another. Studies on work motivation seem to confirm that information improves teachers’ performance and satisfaction. Schools will succeed in meeting its challenges only if workers are motivated by deeply-held values and beliefs regarding the development of a shared vision.

### *2.8. Pleasant Environment*

Leaders who manage schools e.g. principals and board of governors should ensure that school environment is pleasant and comfortable for their teachers. Teachers spend large chunks of their lives working in their schools therefore management should try to make schools look as appealing as possible. Buying relaxing furniture in their working areas will make them feel comfortable and relaxed.

### *2.9. Job Satisfaction*

Locke (1969) stated that job satisfaction; is pleasurable emotional state that results from appraisal of one’s job as achieving or facilitating the achievement of one’s job values. When teachers are motivated they create positive feelings among them and

therefore results into positive emotional reaction toward desire for achieving goals. Locke stated further that job satisfaction is achieved when one realizes important job values provided these are congruent with or help to fulfill one's basic needs. The conditions to job satisfaction are mentally challenging and include; personal interest towards job, lack of physical tiring jobs, rewards towards performance of teachers, personal aspirations and informative compatible working conditions in schools. Self esteem among teachers will help to attain job values such as interesting work. Job promotion and increase in salary among teachers are motivating factors that when achieved would results to job satisfaction hence better job performance. Job satisfaction is a multi- faceted construct (Churchil, Ford & Walker,1974)

### 3. Research Methodology

The study adopted the mixed methodology with a descriptive survey method. The study involved 55 primary school teachers from Mathira East district. Random sampling of five teachers from every school was carried out. The respondents were required to respond to items in a questionnaire. The questionnaire was the main tool of collecting data and administered to the respondents by the researcher. Data was analysed through descriptive statistics where percentages were used to compare different responses.

### 4. Results findings

#### 4.1. Teachers Level of Education

The study obtained responses from a sample of 55 teachers; 37 female and 18 males. The teachers level of education was as in the table below

Level of education	No. of teachers	Percentages
Certificate	21	38%
Diploma	22	40%
Degree	11	20%
Masters	1	2%
Total	55	100

Table 1: Teachers Level of Education

38% of teachers in Mathira East are certificate holders, 40% are diploma holders, 20% degree holders and 2% of the teachers are at masters level. The number of female teachers with higher education in the district is higher than that of male teachers. 16 female teachers had diploma while only 8 male teachers had the same qualification. 9 female teachers had bachelors degree certificates as opposed to 2 male teachers who were equally qualified. There was only one female masters degree holder and none of the male teachers had such qualifications out of the 55 respondents interviewed. This is prove that female teachers in Mathira East District have a higher drive for self promotion in education than male teachers.

#### 4.2. On Job Training and Sponsorship

From the tables below 29, 53% of teachers attested that they had underwent on job training. However majority of the teachers (78%) who went for training were not sponsored by their employer, T.S.C .It is only 22% of all the teachers who got their training cost paid by the T.S.C . Additionally 35,64% of teachers disagreed that the teachers employer was involved in the teachers career development. The irony is that one of the T.S.C human resource policy is continuous teachers development. However the role of T.S.C as a teacher developer is not felt by the teachers as shown in the tables below:

Response	Teachers undergone training after employment	Percentages	Teachers TSC sponsored	Percentage
Yes	29	53	12	22
No	26	47	43	78
Total	55	100	55	100

Table 2: On Job Training and Sponsorship

Response	No. of teachers	Percentage
Agree	18	22%
S. Agree	2	3%
Disagree	23	42%
S. Disagree	12	22%
Total	55	100%

Table 3: TSC involvement in teachers career development

#### 4.3. Promotion and financial reward

According to table 4 below 34, 62% of teachers disagreed that had promotion went hand in hand with equivalent pay rise .12, 22% of the teachers supported they were fairly awarded and satisfied by the remuneration. However, 43, 78% of the respondent considered the pay rise not substantial and hence were unsatisfied with the salary increment after promotion

Teachers promoted since first deployment			Teachers satisfied with promotion reward	
Response	No. of teachers	Percentage	No. of teachers	Percentage
Yes	34	62%	12	22%
No	21	38%	43	78%
Total	55	100%	55	100%

Table 4: Promotion and Financial Reward

#### 4.4. Teachers recognition and worklife balance

Teachers were asked if they felt recognised by the school management for their contribution. 24,43% agreed being recognized while 31,57% disagreed being recognised at their schools for their contribution. Lack of recognition could be a source of poor motivation in the district. Additionally 20,36% of teachers accepted that the management catered for teachers work-life balance. However 35,64% disagreed that the school management was flexible and could not cater for work-life balance. Work life balance is a vital motivational tool for employees satisfaction and performance which was not practiced in the schools visited.

Response	No. of teachers who feel recognized	Percentage	Work life balance	percentage
Agree	21	38%	20	36%
S. Agree	3	5%	0	0%
Disagree	19	35%	28	51%
S. Disagree	12	22%	7	13%
Total	55	100%	55	100%

Table 5: Teachers Recognition and Worklife Balance

#### 4.5. Reward policy

According to table below, 37, 67% of teachers disagreed that there was a reward policy in the school. 18, 33% agreed that schools had reward system. The high number of teachers who express lack of reward policy indicate that headteachers rarely reward teachers. Moreover the methods of rewarding teachers vary from one school to the other. Teachers service commission is silent on standard method of rewarding primary school teachers.

Response	Does the school have a reward policy	Percentage
Agree	17	31%
S. Agree	1	2%
Disagree	25	45%
S. Disagree	12	22%
Total	55	100%

Table 6: Reward Policy

### 5. Results and Discussion

Motivation being a process of eliciting and sustaining positive behaviour in employees should be applied extensively in schools. The study found out that the school management seldom used motivation in schools to create job satisfaction and improve production among teachers. According to Armstrong(2009), total reward motivation include the transactional rewards and relational rewards .Transactional rewards include basic pay and salary increment. The study established that primary school teacher's job promotion was through acquiring self sponsored higher education certificates that translated to higher pay. Such promotion defeats the psychological motive of motivation for better job performance. Otherwise, the teacher's main goal would to improve their basic salary where 78% of teachers confirmed that their pay rise after the promotion was insignificant.

On job training for teachers is important as it is an integral part of the school curriculum. Armstrong (1998) argues that staff training is indispensable strategy for motivating workers. The training provides opportunity for self improvement and development to meet the challenges and requirements of performing new tasks. Ironically only 22% of teachers confirmed to have undergone training sponsored by their employer. 78% of the teachers met their cost of on job further training. The decision to take higher education was not employer specific and therefore cannot be regarded as an incentive. It is not known whether the higher education undertaken through teachers self will is relevant for primary level even though it is a job motivator.

The role of head teachers as human resource officer in schools was in question. The study found that some of the human resource policies were non existent in the school. The challenge to T.S.C is how far the human resource department has been devolved

The head teachers main role is the management of human and physical resources. Lack of the total reward concept in the sampled schools proved that head teachers had deficiencies in human resource management skills. 35% of teachers disagreed that the T.S.C was involved with their career development. Career development is one of the motivator, is related to job satisfaction and part of the relational rewards. Additionally, 65% of the respondent did not receive any additional financial rewards besides their salaries. In general 67% of the teachers interviewed disagreed that their schools had reward policy.

It is common practice for workers to receive recognition for hard work and excellent performance. 56% of the teachers interviewed disagreed that the school management recognised their achievement at school level. Recognition is relational reward which develops sense of school ownership. A work-life balance does not exist in many schools in Mathira East district. 63% of the respondent confirmed that the school programmes were so rigid to allow a work-life balance. Further 65% of the teachers denied being involved in any other income generating projects. 91% of the teachers felt that they were unsatisfied with the basic pay they received, however 9% of them agreed that they were satisfied. Salaries and pay rise are determined at national level. However the teachers service commission human resource department should devolve its services to school level. Currently, the human resource officers are stationed at sub-county level, the lowest office after devolution. The school management should reflect and practice the human resource ethos if they are trained. Currently, the Human Resource (H.R) department role which is key to teacher's motivation in schools is not felt.

## 6. Recommendations

- The Teacher Service Commission should devolve the human resource services especially human resource welfare to school. This will enable the school management to embrace the best human resource management practices that motivate and develop teachers professional abilities.
- Training the head teachers and board of management of human resource practices that would equip them with skills to motivate, retain and improve performances of workers
- A study should be conducted to identify the motivation behind female teachers need for acquisition of higher education than their male counterparts in Mathira East district.
- The government and Teachers Service Commission should improve teachers pay and be actively involved in primary school teachers on job training, career development and higher education sponsorship to enhancing teacher motivation and job performance.

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