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ABSTRACT

The study sought to examine the effect of rewards in the management of educational institutions in Kenya. Although management is attributed to various factors ranging from quality, efficiency, effectiveness, satisfaction to time management, this study confined itself to the role played by various forms of rewards in management especially in public secondary schools. The specific objectives included were: to identify and examine the forms of rewards applied and to assess the challenges encountered in using the various rewards. The research design adopted was descriptive in nature utilizing qualitative methods. The target population included all the non-teaching staff, students, Teachers, Heads of Departments, Head teachers, Board of Governors and Parents Teachers Association. Questionnaires and interview schedules were used as the instruments of collection of primary data for analysis. The sample included 202 respondents drawn from 15 schools selected at random using simple random sampling techniques. The data was analyzed using descriptive statistics by generating frequencies and tables to obtain percentages. The key forms of rewards identified to have an effect in the management of educational institutions in Kenya were: verbal recognition, cash rewards for K.C.S.E performance, certificate of excellence, free tea and or lunch and gifts. The study findings provided a guideline upon which recommendations were made on how best to reward the stakeholders. The findings of this study lead to a better appreciation and understanding of the effect of rewards in improving the management of educational institutions. The study had practical implications for education officials, school administrators, teachers and parents. The Ministry of Education should establish a policy of how rewards should be given and a prize giving day in public secondary schools.

Key Words: *Reward Methods, Education Institutions, Rewards Management*

Introduction

Luthans F. (2005), states that despite the tendency to downgrade the importance of pay as an organizational reward, there is ample evidence that money can be positively reinforcing for most people and, if the pay system is designed properly to fit the strategies, can have a positive impact on individual, team, and organizational performance. For example, many organizations use pay to motivate not just their upper-level executives but everyone throughout the organization. Moreover, these rewards may not always have to be immediately forthcoming. Many individuals will work extremely hard for rewards that may not be available for other five or ten years.

Additionally, not only is money a motivator, but the more some people get, the more they seem to want. The idea here is that once money satisfies basic needs, people can use it to get ahead, a goal that is always just out of their reach, so they strive for more. Conversely, there is evidence that shows that if an organization reduces its pay, morale may suffer. So pay may need to continue to escalate. Simply put, morale is fragile, and when employees feel they are not being treated well, this can impact on their performance and hurt the bottom line.

Prior to the 12th century, there were un-organized and sporadic efforts at improving the management of people at work. In 1900, B.F Goodrich established the first employment department, but its responsibilities consisted only of hiring. Between 1910 and 1920, the placement theme 'the right man in the right job' became familiar and popular. And it was during this same period that one of the most important movements in management was taking place i.e. scientific management.

During the same period the impact of the social sciences was evident. The year 1913 marked the publication of Hugo Munsterbergs's book on Psychology and Industrial Efficiency. This book ushered in the science of industrial psychology. Munsterberg and other industrial psychologists were able to make suggestions and improve methods of employment testing, training, performance evaluation and job efficiency. Appearance of counseling, paid holidays, vacations and sick leaves was in the early 1920's. The objective systems for determining lowly wages rates appeared in the mid 1920's.

The Hawthorne studies at western electric were carried out in the late 1920's. The period from 1932-1946, involved training supervisors to perform jobs more effectively. In the 1940's, emphasis was placed on management development. The period from 1946-70 marked a significance achievement in identifying what motivates workers. Realization that workers were human beings, not just mere pieces of equipment, promoted the humanism movement. There was introduction of jobs design in the 1960's, 1970's and beyond. This period begun in the early 1970's and has continued up to the present time. This period marked 'Personnel' changes to human resource management in the 1970's (Luthans F., 2005). This study aimed at examining the effect of rewards in improving the management of educational institutions in Kenya.

Statement of the problem

Some schools use rewards to motivate the stakeholders in an effort to improve the quality, efficiency and effectiveness in public secondary schools so as to deliver services. There has been a problem in the use of rewards. The school management has been giving rewards of low and poor quality or fails completely to give rewards. This has led to increased absenteeism and turnover in some schools. The study sought to

examine the effect of rewards in the management of educational institutions in Kenya. Although management is attributed to various factors ranging from quality, efficiency, effectiveness satisfaction to time management, this study confined itself to the role played by various forms of rewards in management especially in public secondary schools. There are many aspects that can influence an individual's performance, for example, failure to give rewards, lack of proper skills, perceptual speed, psychomotor speed, general reasoning e.t.c.

Performance on a particular work is a product of skill and motivation. Divergence in motivation causes divergence in performance. Therefore, performance level is higher if motivation level is higher. There are several examples in real life situations to substantiate this view; such as enhanced productivity following the introduction of a remuneration scheme based on results, and much faster learning of topics noticed among students just before an examination.

Steve Kerr, chief learning officer at General Electric, has noted that, such attractive rewards as large salaries, profit sharing, deferred compensation, stock grants and options, executive life and liability insurance, estate planning and financial counseling, invitations to meetings in attractive locations, and permission to fly first class or use the company plane, are typically made available only to those who reach the higher organizational levels. Do such reward practices achieve the desired results? In general, yes. Residents and interns work impossible hours to become Managing Directors, junior Lawyers and accountants do likewise to become partners, assistant professors publish so they don't perish, and Philosophy of Doctorate students perform many chores that are too depressing to recount here to obtain their doctorate (Luthans F., 2005). It is against this background that this research was carried out.

Objectives of study

The main objective of this study was to examine the effect of reward in the management of educational institutional in Kenya. The specific objectives were:

- To examine the forms of rewards applied in the management of educational institutions.
- To establish the challenges faced by educational institutions in giving rewards.

LITERATURE REVIEW

Forms of reward

Bernardin H. J. (2007), states that the term compensation refers to all forms of financial returns and tangible benefits that employees receive as part of an employment relationship. As the business environment becomes increasingly complex and global, the challenge to create and maintain effective compensation programs, given cost constraints, also requires greater professional expertise, organizational understanding, creativity, and vision than ever before.

According to Bernardin H. J. (2007), an effective compensation system typically has the following characteristics: It enables an organization to attract and retain qualified, competent workers. It motivates employee performance, fosters a feeling of equity, and provides direction to their efforts. It supports, communicates and reinforces an organization's culture, values and competitive strategy. Its cost structure reflects the organization's ability to pay. It complies with government regulations.

Bernadin H. J. (2007) indicates that compensation is divided into two parts:

- Cash compensation which is the direct pay provided by employers for work performed. It has two elements i.e.(i) base pay e.g. hourly or weekly wages plus overtime pay, shift differential, uniform allowances, (ii) Pay contingent on performance e.g. merit

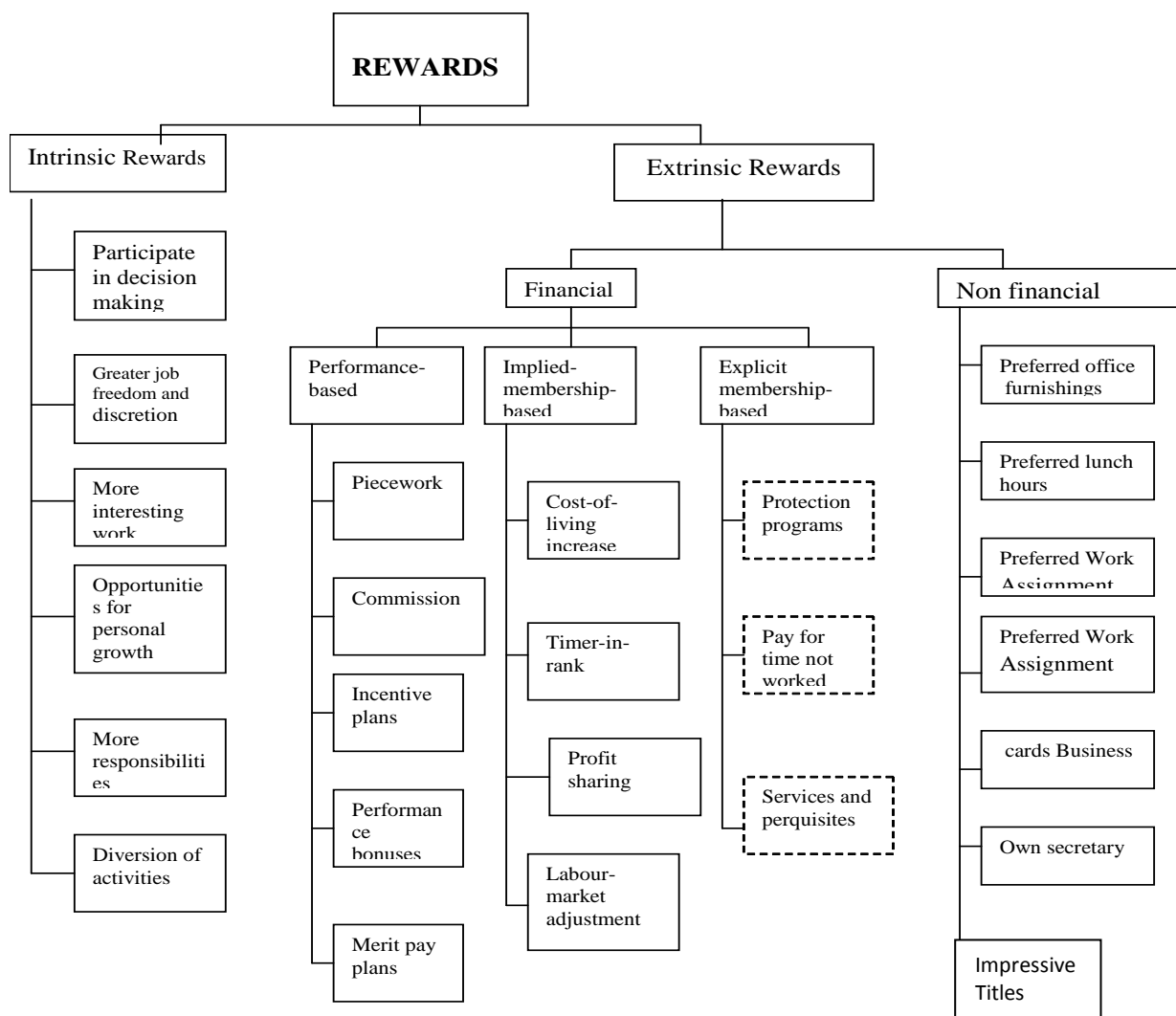
increases, incentive pay, bonuses, gain sharing.

- Fringe compensation which refers to employee benefits programs. It has two dimensions i.e. (i) legally-required programs e.g. social security and workers' compensation, (ii) discretionary programs e.g. health benefits, pension plans, paid time off and tuition reimbursement.

According to Decenzo and Robbins (2003), employees expect job performance to lead to organizational rewards and they further seek

rewards that will satisfy their individual goals and needs. Organizations, then, use rewards to motivate people. They rely on rewards to motivate job candidates to join the organization. They certainly rely on rewards to get employees to come to work and perform effectively once they are hired. The forms (types) of rewards are indicated in figure 2.1. There are a number of ways to classify rewards, namely (i) Intrinsic versus extrinsic rewards (ii) Financial versus non-financial rewards and (iii) Performance-based versus membership-based rewards.

Fig 1: Types of Rewards



Source: Decenzo and Robbins (2003) Third edition; Personnel/ Human Resource Management.

Intrinsic versus extrinsic rewards

Intrinsic rewards are the satisfactions one gets from the job itself. These satisfactions are self-initiated rewards, such as having pride in one's work, having a feeling of accomplishment, or being part of a team. The techniques of job enrichment, shorter work-weeks, flex-time, and job rotation can offer intrinsic rewards by providing interesting and challenging jobs and allowing the employee greater freedom. Extrinsic rewards include money, promotion and fringe benefits. Their common thread is that they are external to the job and come from an outside source, mainly, management. Thus, if an employee experiences feelings of achievement or personal growth from a job, one would label such rewards as intrinsic. If the employee receives a salary increase or a write-up in the company magazine, one would label those rewards as extrinsic. Having stressed the role of extrinsic rewards in motivation, it should be pointed out that intrinsic and extrinsic rewards may be closely linked.

Motivational researchers had generally assumed that intrinsic and extrinsic rewards were independent; that is, the stimulation of one would not affect the other. However, research conducted in the late 1960s and early 1970s suggested that this assumption might be in error. Early experiments designed to test the independence assumption tended to support the proposition that when extrinsic rewards like money, promotions, or fringe benefits were used as payoffs for superior performance, the internal rewards, which are derived from the individual doing what he or she likes, were reduced. The explanation for this occurrence went something like this; for money or other extrinsic rewards to be used as effective motivators, they should be made contingent on the employee's performance. But when this is done, it decreases the internal satisfaction the employee gets from doing the job.

What has happened is that an external stimulus had been substituted for an internal one.

If this proposition were true, the implication for rewards should be obvious. An individual's pay should be non-contingent on performance in order to avoid decreasing intrinsic motivation. If paying someone directly for the performance of a task decreases the intrinsic interest in the task itself, the compensation of subordinates should not be a major concern of managers. Ironically, if this proposition were valid, the more success management achieved in linking compensation to performance, the greater the decrease in intrinsic desire to do the job. This study concludes, therefore, that extrinsic rewards should continue to be considered a major influence on employee performance, and viewed as independent of the intrinsic rewards the employee obtains from the work itself (Decenzo and Robbins, 2003).

Financial versus non-financial rewards

Financial rewards may or may not enhance the employee's financial well-being. If they do, they can do this directly – through wages, bonuses, profit sharing, and the like; or indirectly – through supportive benefits such as pension plans, paid vacations, paid sick leaves, and purchase discounts. Non-financial rewards cover a smorgasbord of desirable "things" that are potentially at the disposal of the organization. Their common link is that they do not increase the employee's financial position. Instead of making the employee's life better off the job, non-financial rewards emphasize making life on the job more attractive.

The non-financial rewards identified represent a few of the more obvious; however, the creation of these rewards is limited only by managers' ingenuity and ability to assess "payoffs" within their jurisdiction that individuals within the organization find desirable. The old saying "one man's food is another man's poison" applies to

the entire subject of rewards, but specifically to the area of non-financial rewards. What one employee views as “something I’ve always wanted,” another finds superfluous.

Some workers are status conscious. A paneled office, a carpeted floor, a large walnut desk, or a private bathroom may be just the office furnishing that stimulates an employee toward top performance. Similarly, status-oriented employees may value an impressive job title, their own business cards, their own secretary, or a well located parking space with their name clearly painted underneath the “Reserved” sign. Some employees value having their lunch between one and two o’clock in the afternoon. If lunch is normally from eleven in the morning until noon, the benefit of being able to take their lunch at another more preferred time can be viewed as a reward. Having a chance to work with congenial colleagues, and achieving a desired work assignment or an assignment where the worker can operate without close supervision, are all nonfinancial rewards that are within the discretion of management and, when carefully used, can prove stimulus for improved performance (Decenzo and Robbins, 2003). This study indicates that care must be taken in providing the “right” nonfinancial reward for each person; yet where selection has been done assiduously, the benefits to the organization should be impressive.

Performance-based versus membership-based rewards

The rewards that the organization allocates can be said to be based on either performance criteria or membership criteria. While the managers in most organizations will vigorously argue that their rewards system pays off for performance, you should recognize that this is almost invariably not the case. Few organizations actually reward employees based on performance. Without question, the dominant basis for reward allocations in organizations is membership.

Performance-based rewards are exemplified by the use of missions, piecework pay plans, incentive systems, group bonuses, or other forms of merit pay plans. On the other hand, membership-based rewards include cost-of-living increases, profit sharing, benefits, and salary increases attributable to labour-market conditions, seniority for time in rank, credentials (such as a college degree or a graduate diploma), or future potential (the recent M.B.A out of a prestigious university). The demarcation between the two is not always obvious. For instance, company-paid membership in a country club or use of company-owned automobiles and aircraft by executives may be given for membership or performance. If they are available to, say, all middle and upper-level executives, then they are membership based. However, if they are made available selectively to certain managers based on their performance rather than their “entitlement” which, of course, implies they can also be taken away, and be treated as performance-based rewards for those who might deem them attractive (Decenzo and Robbins, 2003).

This study recognized that there are performance based rewards; there are explicit membership-based rewards, which are called benefits and services; and there are implied membership-based rewards. This study recommends that the three types of rewards are necessary in bringing employees satisfaction. According to the above discussion, organizations should use rewards to motivate employees so that they can report to work early and increase productivity. Rewards may or may not enhance the employee’s financial wellbeing.

Challenges faced by educational institutions

Educational institutions are faced by many challenges. The following suggestions explain how each of the stated challenges can be overcome. Lack of finances: This happens when the school does not have enough students who can pay fees

and raise the capital base to give rewards. The school manager should use less money on rewards. Parents who are unable to pay fees on time or raise money to reward teachers e.g. when K.C.S.E results are released or during prize giving day. The school should purchase less expensive rewards. Raising the salary of employees may not necessarily bring satisfaction to all employees. For some employees satisfaction may come from non-financial rewards like free transport in the evening.

Giving of unequal rewards among teachers during the prize giving ceremony: Those teachers who handled the previous year candidates are given cash rewards for attaining the set mean score or being a form four subject teacher. This leaves the rest of the teachers handling form one to three to receive minimal awards or none. The school management should give equal rewards since all teachers are involved in preparing the same students right from form one. This makes all teachers to increase efficiency and effectiveness in teaching and improving school performance. When a Head teacher only rewards few loyal teachers, the rest of the teaching staff feels demoralized and this reduces their effectiveness in teaching and the quality of what they teach. A Head teacher should work out a way of ensuring all teachers are rewarded equally. The school administration failure to recognize non-teaching staff as stakeholders in improving the school academic results: During the school prize giving day, the school purchases cheap rewards for non teaching staff compared to those of teachers. This makes the non teaching staff to lower effort in their areas of work. The school management should give equal rewards to teachers' and non teaching staff.

Staff turnover due to lack of incentives or poor salaries: The school administration should come up with a better scheme of rewarding its employees. Unnecessary delay to hold a prize giving day: This is a day that everyone in the

school waits for. Hence poor management in holding this important day lowers the morale of all stakeholders in the school. Therefore, the school management should ensure that a date is set early enough to hold this important event. Lack of incentives for B.O.G and P.T.A members: Some of the members are salaried and their services are required in the school regularly. This forces them to abandon their daily routine so as to attend to school issues. The education act should be reviewed to ensure that B.O.G and P.T.A members are absorbed by the government and be salaried. This will raise their satisfaction and improve their efficiency and effectiveness in education management.

RESEARCH METHODOLOGY

The research design adopted was descriptive in nature, utilizing qualitative methods to sample public secondary schools within Nakuru Municipality. The study was conducted in public secondary schools within Nakuru municipality which is located in Rift valley (Nakuru County). The target population of the study included all the students, non-teaching staff, teachers, heads of departments, board of governors/parents teachers association and head teachers in all public schools in Kenya. The study used stratified random sampling techniques. The secondary schools in the municipality were stratified based on the type of school (boarding, day, mixed day and boarding) so as to ensure that the different groups of the population were adequately represented in the sample. Data collection was done using questionnaires containing both open ended and closed ended questions were used to collect data. Face and content validity was achieved by pilot testing the instrument among respondents not included in the sample population, before the questionnaire was used for generating data for the study. Reliability was achieved in this study by pre-testing of the questionnaire and interview schedule by conducting a pilot survey before embarking of the actual research.

FINDINGS AND INTERPRETATION

The researcher checked the collected data for accuracy to ensure all data entries were captured and thereafter analyzed for frequencies and

percentages after the data was coded using the Statistical Package for the Social Sciences (SPSS) Version 12.0. Classification of respondents was as below table 1.

Table 1: Classification of respondents.

Category of respondents	Students n=75	Teachers n=60	H.O.D'S n=30	H/T n=15	Non-teaching staff n=60	B.O.G n=30	P.T.A N=30	Total no. of expected respondents n=300
Response rate	75 (100%)	37 (62%)	24 (80%)	15 (100%)	26 (43.3%)	8 (26.6%)	17 (57%)	202 (67.3%)

Source: Fieldwork

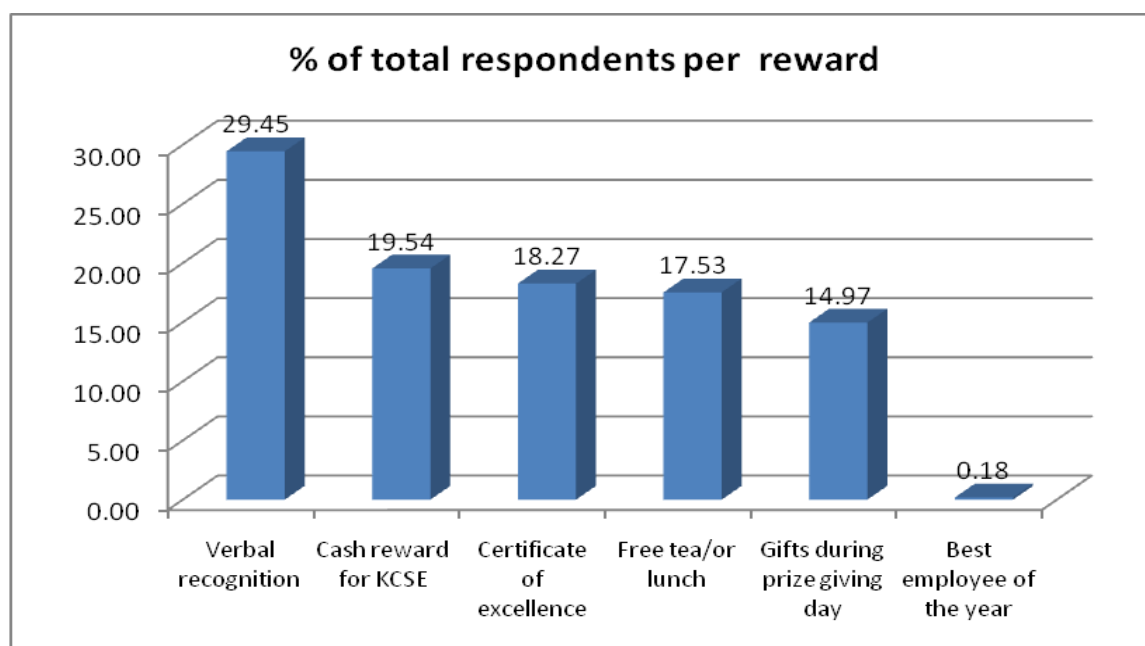
The expected number of respondents was three hundred (300) but only 67.3% (n=202) responded, while 32.7% (n=98) did not respond.

Forms of rewards

On whether rewards are given during prize giving day, among the respondents who responded yes to the statement, they were further asked to state what kinds of rewards are given. The results are presented in figure 1. According to figure 1, the

respondents said that the highest reward given was verbal recognition 29.45% (n=116), followed by cash reward 19.54% (n=77), certificate of excellence 18.24% (n=72), free tea and or lunch 17.53% (n=69) and gifts 14.97% (n=59). The respondents indicated that the least given rewards are voucher to buy desirable goods in a super market 0.18% (n=1). Other forms of reward constitute 27.49% (n=146).

Figure 2: Forms of rewards given in sec schools.



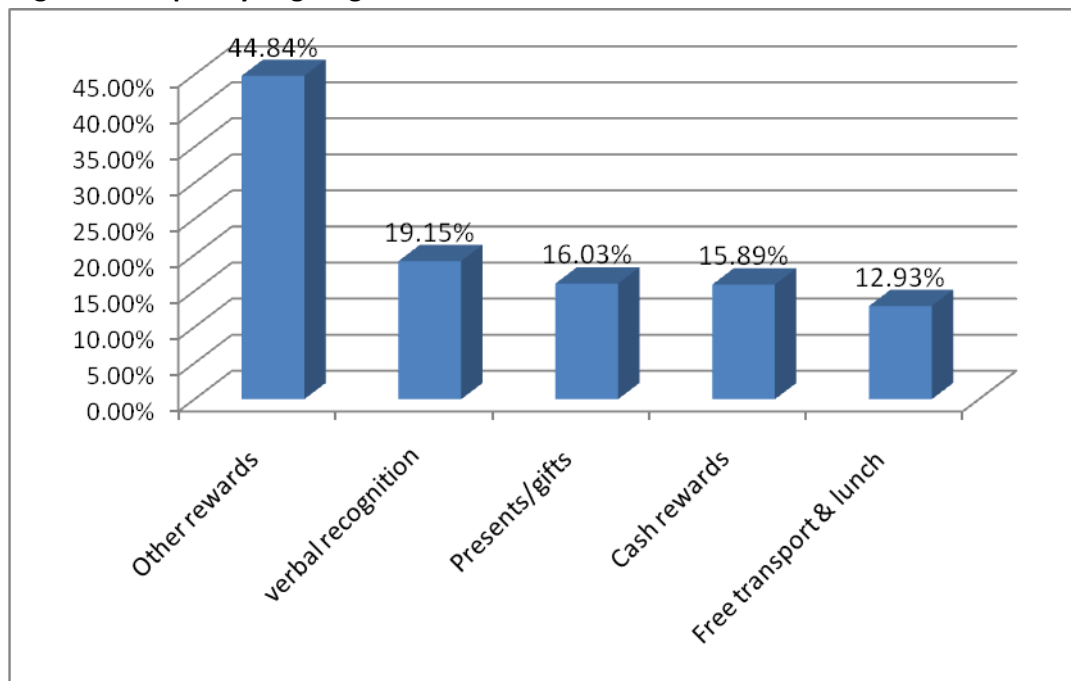
Source: Fieldwork

The finding agrees with Luthans (2005) who states that verbal recognition can be given anytime and one does not need to wait for a whole year.

On frequency of giving forms of rewards, the respondents were asked to indicate how often the

various rewards were given. The results were presented in fig 3 below.

Figure 3: Frequency of giving forms of rewards



Source: Fieldwork

Table 2: Number of respondents showing rewards that are never given.

Forms of rewards	Rewards Never given
Letter of commendation from H/T or B.O.G	74(23.20%)
Free Transport	54(16.93%)
Certificate of excellence	52(16.3%)
Cash rewards for K.C.S.E Performance	40(12.54%)
presents/gifts	37(11.60%)
subsidized housing in school	33(10.34%)
Verbal recognition by H/T or E.O	11(3.45%)
Academic trips	11(3.45%)
Free tea and or lunch	7(2.19%)
Total	319(100%)

Source: Fieldwork

Table 3 indicates the rewards that are never given in some schools. The letter of commendation from the Head teacher or B.O.G is ranked highest with 23.20%(n=74) followed by certificate of

excellence 16.3% (n=52). The least ranked is free tea and or lunch with 2.19% (n=7). This is an indication that some schools do not use rewards to improve the schools efficiency and

effectiveness in service delivery. This is likely to lower their effectiveness, for instance, in time management.

On satisfaction of rewards, the respondents were asked to state whether they were satisfied with the rewards given or not. From the findings, 43.42.55% (n=80) of the respondents said that they were satisfied with the rewards given. This finding agrees with Luthans (2005), who states that “benefits lead to increased satisfaction and reduced turn-over”. This also agrees with Decenzo and Robbins (2003) who states that “rewards should be used to satisfy people”. The respondents who said they were not satisfied with the rewards given, constituted 57.45% (n=108).

The respondents gave various reasons why they were not satisfied with the rewards given. Reasons that were ranked highest include the following: Verbal recognition and academic trips were not accompanied by long lasting rewards like textbooks and certificate of excellence 20.55% (n=15), Rewards given were minor and of low quality 13.70% (n=10), Rewards did not satisfy since they did not match the work done 13.70% (n=10). This was an indication that verbal recognition and academic trips should not be given alone, but should be accompanied by long lasting rewards. The rewards given were also minor and of low quality. There was a tendency for the school administration to buy gifts that are of low quality e.g. wall clock that function for a few days and then stop. This made those given rewards to feel cheated and this lowered their morale and reduced their efficiency in service delivery. Rewards also were minor and did not satisfy since they did not match the work done. Again this brought dissatisfaction and lowering of the quality of services rendered or academic performance.

This finding agreed with Decenzo and Robbins (2003), who states that “workers should be given quality rewards. Research indicated that rewards work best when they were individualized to reflect differences in what employees consider important, are perceived equitable, and are visible and flexible”. This finding also agreed with Torrington and Hall (1998) who states that “Unless incentive and fringe benefits are positively managed, they can become an expensive and ineffective element in the employment relationship”. Among the reasons that were ranked least include the fact that the government has not recognized and absorbed the P.T.A members (i.e. parents) into the school administration i.e. making 1.37% (n=1). This is an indication that the government should absorb the P.T.A members and give them salaries for the services rendered to the school. This will bring satisfaction and hence improve the quality of the services rendered to the stakeholders. Other reasons constitute 50.68% (n=37).

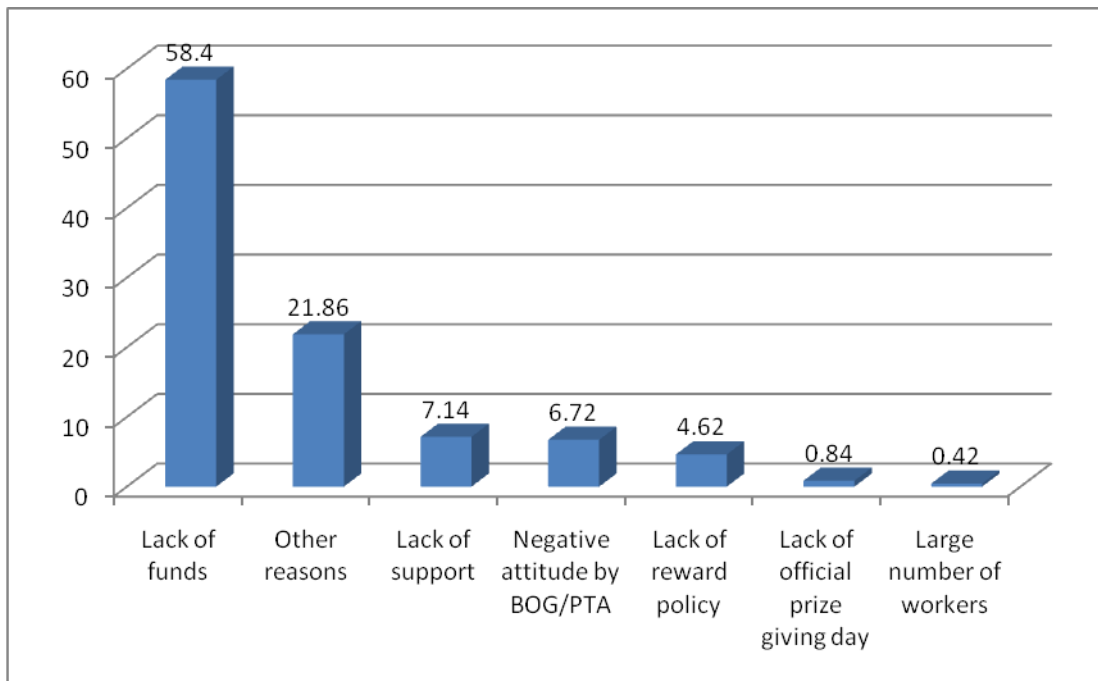
On the number of Head teachers who agreed or disagreed that rewards help to improve the schools’ mean score. The respondents were asked to indicate “Yes” or “No” regarding to whether the giving of rewards has helped to improve the school means score. From the findings, the respondents who agreed were 93.3% (n=14) while those who disagreed were 6.7% (n=1).

Challenges faced by school administration in giving rewards

The respondents were asked “What challenges schools encountered in their quest to reward students, teachers and non-teaching staff?”

The respondents gave several challenges which are shown in figure 3.

Figure 4: No. of respondents showing the challenges faced in giving rewards.



Source: Fieldwork

According to figure 3, the challenge that was ranked first with 58.4% (n=139) was lack of funds. Among the respondents who stated lack of funds, P.T.A gave the highest response with 88.24% (n=36) followed by Head teachers with 77.78% (n=14) and the non-teaching staff with 65.52% (n=19). The second highest ranking challenge with 7.14% (n=17) was lack of support by school management. Among the respondents who stated this challenge, the H.O.D's with 39.30% (n=11) were ranked first followed by the teachers with 9.68% (n=6). This indicates that the H.O.D's and teachers feel that the school management is not doing enough to reward them according to the effort they put in school work. The third highest ranking challenge with 6.72% (n=16) was negative attitude by B.O.G, P.T.A and parents towards giving rewards. Among the respondents who stated this challenge, the teachers with 14.52% (n=9) were ranked first, followed by B.O.G with 14.29% (n=1). This implies that some B.O.G, P.T.A and parents have not seen the importance of contributing money to be used in giving rewards.

This finding disagrees with Luthans (2005) who states that organizations give rewards to motivate

employees' performance and encourage their loyalty and retention. Lack of policy in rewarding was ranked position four with 4.62% (n=11). Among those who stated this challenge, the non teaching staff ranked first with 44.44% (n=4), followed by Head teachers with 14.29% (n=2).

The challenge that was ranked last with 0.42% (n=1) was that large number of workers leads to poor salaries. One of the second last challenges with 0.84% (n=2) was that there is lack of official prize giving day. This was stated by students 2.59% (n=2). This implies that schools lack official prize giving day and it can be held any day of the year. The other challenges constituted 21.86% (n=63).

The school managers' i.e. the Head teachers, B.O.G and P.T.A gave the following challenges which they face in an effort to reward stakeholders ; a)they stated lack of funds as the highest ranking challenge i.e. Head teachers 77.78% (n=14), B.O.G 57.14% (n=4) and P.T.A 88.24% (n=15). As school managers charged with the responsibility of receiving, spending and accounting for the school finances, the Head teachers and B.O.G are in a better position to

know (i) how much should be allocated to rewards ,ii) when the rewards should be given depending on the availability of funds. The P.T.A was charged with the role of raising funds and ensuring that fees are paid on time to enable the school has the necessary funds to run the school programmes. The P.T.A experiences difficulties in collecting funds and hence it qualifies to state lack of funds as a challenge. The P.T.A further supported this by stating that parents had negative attitude towards giving money for rewards.

The Head teachers stated that, lack of policy in rewarding with 11.11% (n=2) was a challenge to education managers. This implied that there was no guidelines on when the rewards should be given, who should receive rewards, what type of rewards should be given to students, teachers, H.O.D's, non teaching staff, B.O.G and Head teachers. All this was left for the Head teacher and B.O.G to decide. Hence there was a need to come up with a policy.

The Head teachers stated the last challenge with 5.56% (n=1) as restrictions as stated by the public officers ethics act. This implied that public officers who include teachers, H.O.Ds and Head teachers could not be given big cash rewards by the school. This may be against the wish of most of them, as they may feel their efforts were far more worth than what the school was offering as reward. This finding agreed with Torrington and Hall (1998) who states that unless incentive and fringe benefits are positively managed, they can become an expensive and ineffective element in the employment relationship.

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

On forms of rewards findings of the study, the following emerged as the forms of rewards given in public secondary schools throughout the year. The overall forms of rewards that are frequently

given were verbal recognition, cash rewards for K.C.S.E performance, certificate of excellence, free tea and or lunch and gifts. The least given forms of rewards included voucher to buy desirable goods in a specified supermarket. The forms of rewards given were categorized into extrinsic rewards which fall into financial and non-financial and intrinsic rewards. The overall forms of rewards that are frequently given are verbal recognition 19.15 %, presents/gifts 16.03 %, cash rewards for K.C.S.E performance 15.89 %. The least given forms of rewards included subsidized housing in schools with 4.09 %. The others constitute 44.84%.

42.25% of the respondents said that they were satisfied with the rewards given, while 57.45% stated that they were not satisfied.

Challenges faced by school administration in giving rewards

The respondents were asked "what challenges schools encountered in their quest to reward students, teachers and non-teaching staff?" The respondents gave several challenges which included lack of funds 58.4%, lack of support by school management 7.14%, negative attitude by B.O.G, P.T.A and parents towards giving of rewards 6.72%. The last ranked challenge with 0.42% was that large number of workers lead to poor salaries. The other challenges constituted 21.86%. The school managers i.e. the Head teachers, B.O.G and P.T.A members gave several challenges which they faced in the effort to reward stakeholders; They stated Lack of funds as the highest ranked challenge i.e. Head teacher 77.78 %, B.O.G 57.14 % and P.T.A 88.24 %. As managers charged with the responsibility of receiving, spending and accounting for the school finances, they were in a better position to know how much money should be allocated to rewards and when the rewards should be given depending on the availability of funds. The P.T.A experienced difficulties in collecting funds since the parents had a negative attitude towards giving money for rewards.

Conclusion

The forms of rewards available in public secondary schools should be used wisely and decisively so that they may have the desired effect. One form of reward was not enough and the teachers and school management should use more than one reward. The school management should use cheap and available rewards that would cost little and yet be effective e.g. use of verbal and general recognition and giving of certificate of excellence or letter of commendation. The rewards should be given equally to avoid dissatisfaction. An effective reward should have flexibility to vary with changes in performance and should be given frequently without losing importance. The Ministry of Education should establish a policy in rewarding and set aside days to be used as prize giving days. To make the giving of rewards more effective, the B.O.G and P.T.A members should create a fund that can be used to reward the education stakeholders. The use of various forms of rewards has positive effect in the improvement of management of educational institutions.

Recommendations and suggestions for further research.

Arising from the study findings, the following recommendations should be put into consideration. The financial (cash) rewards should be accompanied by long lasting rewards.

In addition, he/she should recognize the H.O.Ds as part of the school management and issue them with letters of appointments i.e. if appointed by the school. The Head teachers should create a better working relationship between the students, teachers, and non-teaching staff, and H.O.Ds, B.O.G and P.T.A members. The Ministry of Education should review teachers' salaries regularly and incorporate the B.O.G and P.T.A members into the government payroll.

Suggestions for further research included: The possibility of establishing a policy on how to reward education stakeholders. This would offer proper guideline on when the prize giving day can be held and what kind of rewards should be given to each category of stakeholders. The creation of a fund by the B.O.G and P.T.A members to cater for rewards in public secondary schools. The money for buying gifts or giving cash reward was not catered for by the school fees. Hence the P.T.A money collected by schools should include money to cater for this need.

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