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**IMPACT OF REWARD SYSTEM IN SECONDARY SCHOOLS IN  
KENYA**

**(A CASE STUDY SIAYA DISTRICT)**

**BY**

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**D53/OL/1540/02**

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of MBA (HRM) in the department of Business Administration of  
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## Declaration

This research project is my original work and has not been presented for a degree award in any other university.

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## **Dedication**

**To my loving mother, Mrs. Dorcas Oyowo whom I feel I owe a lot for my upbringing and her consistent sacrifice and commitment to the family.**

**To my brothers and sisters Joseph, Grace, Jemima, Paul and Rebecca whom we struggled together with as we grew up.**

**To my dear wife, Monica and our loving children, Rachel, David and Victoria for they always gave me the support in my studies and as their caring father.**

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## Abstract

The study looked at the direction that rewards system in schools has so far brought about in secondary schools in Kenya. The study was nearly the first one of its kind to be carried out in schools in Kenya. It was therefore an eye opener to administrators in the teaching fraternity from the classroom to the headquarters of the Ministry of Education and also an area of interest that needs further exploration.

The geographical location of the study was Siaya District where over 50% of secondary schools were sampled for the study. Amongst the sampled schools include schools in all categories i.e. very good performers and poor ones who at the end of it all gave a clear picture of exactly what is happening at present, what would happen in future and of course to compare the reward practices in performing institutions verses poorly performing ones. The study undertook assessment on how rewards have caused positive attitudes and therefore caused elevation of schools' standards.

Through the questionnaire, data was collected by interviewing responsible member of the teaching staff of the sampled school. The questionnaire which is both structured and semi-structured touched on the various behaviour patterns that are expected to be exhibited in an ideal situation where rewards system achieves maximum impact. Secondary data from the Siaya District education office that has full ranking of schools was of great help in the study. The research which is mainly descriptive and to a small proportion quantitative had limitation of being done in Siaya secondary schools as opposed to all Kenyan secondary schools due to time and financial limits mainly.

The analysis was done after the field study through the common statistical packages for 4 weeks after which the full report of the findings was written and submitted.

## ACRONYMS AND ABBREVIATIONS USED IN THIS STUDY

BOG	–	Board of Governors
CEO	–	Chief Executive Officer
EPS	–	Earning per share
HRM	–	Human Resource Management
KCSE	–	Kenya Certificate of Secondary Education
KNEC	–	Kenya National Examinations Council
MOEST	–	Ministry of Education Science and Technology
PFP	–	Pay for Performance
PTA	–	Parents Teachers Association
PI	–	Performance index
NCLB	–	No child left behind

## DEFINITION OF TERMS USED.

- Attitude – This is a predisposition in an individual to make certain kinds of judgments about events and other people's behaviour based on deeply personal held values.
- Basic pay – Payment which is guaranteed from one period to the next excluding bonuses
- Benefits – This refers additional payments such as pension that are paid to employees
- Bonuses – Is a payment in addition to basic pay for results achieved beyond agreed norms.
- Dismissal – The termination of an employee's contract of employment by the employer
- Earnings – The total monetary remuneration received by an employee
- Rewards system – This is an entity which takes input from the environment
- Motivation – The processes which occur in an individual when seeking perceived needs and wants
- Performance index – This the ratio of total points achieved by a school to the total number of candidates. Usually used for ranking schools in examinations
- Labour turnover – The ratio of employees who moved in or out of employment to average total number of employees in an organisation in a specified period of time.
- Incentive – Is some action that causes one to have the zeal to do better in future.
- Responsibility – This refer to an individual's formal accountability to a

superior in the organisation

Motivators

- These are factors which have a positive effect on a person's drive. These factors arise from person's experience of a job which cause one to be motivated in the job

Merit pay

- This is an annual increment tied to employee's performance during the previous year.

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## CHAPTER ONE

### Introduction:

#### 1.0 Background to the problem

Reward systems have been used in developed countries for the last two decades. In U.S. A all the states and the District of Columbia have used school level test scores for their elaborate incentive systems.

In U.S., NCLB of 2001 requires that states establish the so-called accountability systems that include both sanctions and rewards.

According to Marsden, D. (2004) the government of United States wanted a world-class education service for all their children. He goes on to say that there are pressures on education system to provide skills to children that is needed in fast moving global economy while stressing the need for social inclusiveness. This desire looked real up-hill tasks because of the unsatisfied and displeased teaching workforce. It was therefore necessary to raise the morale of teachers by introducing rise in their salaries substantially but selectively. This meant having to enter new level of pay with additional increase based on annual review of performance. The performance in question would include professional knowledge, teaching skills and ability and the ever-controversial pupil progress in class.

Rewards and sanctions system have been used also to discourage bad behaviours amongst minors in schools. And interestingly the rewards and sanctions are also used to punish poorly performing schools with a view to help them improve. For instance there have requirements for poorly performing schools to provide and show improvement plan, this is positive.

As compared to industrial sector where production is quantified and output translated to profits, education has multiple desired outcomes and only a subset of them can be measured by test scores or performance in examinations. Hanusek, (2002) equates that

Achievement = school + others, where others =ability + family + peers + history + measurement errors. Some scholars have therefore disapproved the belief that rewards bring positive changes in the schools.

In the year 2003 there were 222,676 candidates struggling for about 10,000 places at the public universities in Kenya. This together with the over done emphasis on schools' ranking in national examinations has caused a lot of anxiety and enthusiasm for hard work. We therefore have rewards in schools meant to be a motivation for teachers, students and the rest of the staff including parents to take up roles that are meant to make performance better.

This research has assessed how rewards system have affected and to what extent the learning process in secondary schools.

The study looked at how integration, commitment, personal developments amongst the teaching staff is brought about by a good reward system.

Rewards in schools popularly termed as "motivation" has been introduced about the time the 8-4-4 system of education was put in place in many schools. Many discussions have been held that support and also oppose these payments, which are seen as undue extra pay. It has at times caused discord, hatred and mistrust amongst the beneficiaries hence causing a poor working attitude and environment.

In most schools it is implemented without the professional touch of human Resource Management.

The ministry of education science and technology has come up openly to disown it since parents are overburdened and therefore warning have been given to schools heads to stop it or face the penalty. They have argued that this is an extra levy charged on the parents.

With stiff competition exhibited in national examinations administered by the Kenya National Examination Council nearly all schools have the reward system fully supported by the BOG (Board of Governors) and other school committees.

### **1.1 Statement of problem**

A reward is a term that is now very common in most sectors in the government. A good amount of resources is annually set aside by schools to reward good performance in various areas. With proper management of the rewards system in particular rewards, there would be an immediate, accurate and definite improvement in the teaching quality. The study has therefore looked critically at rewards as an important aspect of rewards systems in secondary schools.

### **1.2 Purpose of study**

The study has evaluated how rewards system in schools cause changes in overall learning process in schools. Rewards system includes the practices, the management, material or verbal praises and even sanctions that are placed for poor performances. The learning process in this study referred to the teachers-students will to work harder. Their motivation and incentives which reflects an equivalent change in behaviour patterns which in turn cause positive effect on performance index.

The study has critically evaluated the reaction of teachers as persons majorly responsible for performance in schools towards the general management of reward systems. This has given a clear picture of better ways of improvement of existing reward systems within the financial and environmental boundaries of schools. The research has therefore given a glimpse of what, why and how to optimize the product and consequence of rewards in schools.

In general the study has proved that there is some degree of added value in students through motivational role that rewards play. This study therefore has broken the ground for more to be done and improve on the current informal crude ways of rewarding staff and pupils in school setup.

### **1.3 Objectives of the study**

The research would investigate the impact of reward system on performance of teachers in secondary schools in Siaya district.

The research will therefore specifically:

- a) Find out if rewards systems have led to motivation of teachers.
- b) Establish if rewards system has led to improvement in performance of teachers that also leads to higher performance index in national examinations.
- c) Determine if rewards system has caused low labour turnover
- d) Determine whether rewards system has led to commitment and acceptance of responsibilities on the part of teachers.
- e) Find out the types of rewards systems in the schools.

### **1.4 Research questions**

- a) Have rewards systems in schools caused motivation of teachers?

- b) By what proportion has reward systems brought about improvement in performance of teachers that ultimately improves performance index in national examinations?
- c) Does reward cause low labour turnover in teachers?
- d) Has led to teachers being committed and willing to accept more responsibilities?
- e) What kinds of rewards are there in the schools?

### **1.5 Justification of the study**

A lot of studies have been done on HRM practices in production and manufacturing organisations. This study has therefore broken ground that will also help schools to better their practices in order to make the system more effective, more forecast and useful in improving results.

The study proved that well managed systems of rewards improve results while poorly done rewards systems have been a cause for failures in schools.

### **1.6 Significance of the study**

The study would benefit:

- a) Secondary and primary schools in Kenya to know the existing reward systems, their effect on the learning process and how to select and adopt appropriate technique that would bring about optimum positive results.
- b) Other sectors other than learning institutions e.g. production firms in making comparisons on the techniques, practices and processes of reward systems in schools verses manufacturing/ profit making industries. The ministry of

education science and technology should too take a leaf and uplift the teaching standards in implementing rewards in schools.

- c) Academic and other researchers in the field of HRM. The findings would stimulate further research especially in the area of reward system in enhancing performances in schools and other institutions of learning. The findings would assist HRM researchers to identify issues to be addressed when developing new reward system techniques and how to modify the existing ones for easier and quicker understanding.

### **1.7 Limitations:**

Since the interviews were done informal, accuracy of data or information collected may not be perfect. Because most of questions on the questionnaire touched on personal behaviour accuracy was not reached for probable fear of victimization. Some of the data required is on events spanning back to the year 2002 and 2003, there was therefore inaccuracy in response to some of the questions. Due to inaccessibility of roads during the data collection period, only 23 responded in filling the questionnaire as opposed to the 30 sampled respondents.

Although the research was on Kenyan schools, with limitations on finances the research was carried out in Siaya district only.

### **1.8 Assumptions**

I assumed that since transfers are inevitable many ideas on rewards in schools are all over. I also assumed that after interactions in other forums, schools adopted or have more or less the same plans and actions and this also does apply to the case of

rewards system. It therefore supported my assumption that rewards system in Siaya is a proper representation of the same in Kenya.

## **1.9 Scope of the study**

This study covered selected schools within Siaya District. It targeted teachers of the sampled schools only as respondents. There was one teacher per school as a respondent to each questionnaire.

## CHAPTER TWO

### REVIEW OF LITERATURE

#### 2.0 Introduction

My area of study would be interesting and captivating to many scholars and learning institutions. A lot of research, field survey and studies in human resource management practices have been done in developed countries as oppose to Africa. The emphasis has been in industries that are aiming at maximizing the profits. In fact profits are their central driving point that caused them to carry out the HRM studies. It is therefore nearly impossible to find a survey on institutions of learning since their role is simply routine and obvious.

#### 2.1 Rewards

This is a major component of reward system. Rewards refer in this case to the extra payments paid out in schools because of “good” results in an appealing way and in an appropriate manageable way. It may be material, money, promotion, recognition by the school, having more responsibilities etc. It would be gauged by simply seeing what schools award or give out in connection to performance of teachers or in national examinations.

The objective of rewards is to improve individual, team and organizational performance. This is achieved by focusing for employees the elements of their performance that bring about organizational success thereby directing their attention and effort where it is required most. Rewards motivate employees thus increasing their commitment and identification within the organisation. It also reinforces or

aids in changing culture and values towards a more performance, quality and customer oriented culture.

Rewards are also used for recognizing not just effort but contribution too. Other objectives of reward are to:

- a) Deliver positive message about what is expected on performance.
- b) Improve the recruitment and ensure high quality employees are retained in the organisations.

Rewards are normally pegged with performance and should be well differentiated and equitably in distributed amongst the employees.

Rewards are retrospective as oppose to incentives that are forward-looking, however, they are used interchangeably. Incentive as a reward is designed to motivate people to improve their performance. They are usually linked to achievement of previously set and agreed targets. Incentive should motivate people to strive for higher performance levels and then reward it. Many at times the reward is proportional to degree of target achieved.

Rewards are ordinarily used for recognizing an achievement in contribution or output. Rewards paid out for successes that are normally given as a lump sum is the bonuses.

We therefore see rewards in three forms namely incentives, financial rewards and bonuses. The next important aspect in rewards is how it should be shared out. There are three kinds namely (Goss, 1994):-

- a) Regressive payment or decelerated model. This is where employees are paid incrementally more for initial improvements in performance that eventually

diminishes as higher level of performance is attained. This system provides less incentive for higher output most likely curtailing quality

- b) The proportionate payment or shared model. In this case rewards are directly proportional to output. However, a fixed percentage of gain is allocated to employees that are held constant regardless of performance. The system encourages employees to go for quantity and not quality hence costs may escalate.
- c) The progressive payment or accelerated model. This model that provides a high incentive for extra effort has bonuses increase proportionately more than contribution with a smaller percentage of gain shared amongst the employees. This system may cause employer to incur some costs while employees withhold safety and quality. The gap in earning between low and high is wide and unjustifiable.

## **2.2 Motivation**

This refers to the self-drive the teachers have to work and perform even better. It is the impetus the teachers have to put an extra effort in his/her work as a result of some reward. It refers to the members having the zeal to achieve high levels of quality performance.

Its measurability would be based on some behaviour patterns that are linked and coupled with it such as punctuality to place of work etc.

Motivation is essentially a personal experience caused by some stimulus but directed towards a desired outcome.

Stimulus causes appropriate behaviour which causes one to work towards a goal or desired outcome. Stimulus could be a need, drive or an incentive. Motivation determines the extent to which an individual desires to place his knowledge and skills. Some of the leading theories of motivation include Maslow's, Alderfer's, Herzberg's, and McClelland's, expectancy Theory, Equity Theory and Goal Theory.

### **2.21 Maslow's Hierarchy of Needs**

Maslow suggested that needs be classified in hierarchy with more basic physiological needs lying at the base of the pyramid and each higher level consisting of particular class of needs:

Physiological, safety, belongingness, esteem, self-actualization.

He argued that employees work their way up the hierarchy but each level remains dependent on previous level. The theory attests that if you are motivated to work and self-actualize a sudden redundancy may cause collapse of the entire system. The theory requires that it should be clear about what motivates employees at each level, which level each employee is operating and develop a strategy accordingly.

### **2.22 Alderfer's Theory**

In 1972 Alderfer followed Maslow's idea that led to his so-called ERG theory of motivation. He suggested that people's needs are arranged along continuum and not hierarchy and they are three namely existence (Maslow's lower levels), relatedness (Maslow's social needs) and growth (Maslow's higher level needs)

### **2.23 Hertzberg's Motivation- Hygiene Theory**

He looked at causes of job satisfaction and dissatisfaction so as to fully understand what motivates people at work and proposed from his research a “two factor” theory i.e. motivators and hygiene factors. Motivators are such as sense of achievement, an opportunity for personal growth, sense of having done job well, having responsibility and achieving recognition for your work. Hygiene factors include money, working conditions, job security, company policy, and quality of supervision and interpersonal relations. If the objective is to remove dissatisfaction, then there is need to improve the hygiene factors. He reasons that improving them beyond the level at which dissatisfaction disappears will not result in an increase in satisfaction. He says satisfaction is not the opposite of dissatisfaction but merely no satisfaction and vice versa.

### **2.24 McClelland's Achievement motivation theory**

He focused his attention on three particular needs:

- a. The need for achievement
- b. The need for affiliation
- c. Need for power

He found out that those with high need for affiliation factor tended to sought tasks in which they could exercise responsibility, preferred tasks which provide challenge without being too difficult and which they feel they could master, they sought feedback on their results and were least concerned about affiliation or social needs.

## **2.25 V. H. VROOM and expectancy theories**

Vroom focused a lot on behaviour at workplace. He made an assumption that much of the observed behaviour would be motivated. The heart of this theory is that motivated behaviour is caused by the valence of an outcome for an individual and the expectancy that a particular act will be followed by a predictable outcome.

Valence is the anticipated satisfaction from an outcome. Expectancy is a momentary belief concerning the likelihood that a particular act will be followed by a particular outcome.

Force (motivation) = Valence x Expectancy, where Force is the pressure to perform an act. Vroom's (1964) considered the question of job satisfaction as an aspect of motivation and "job satisfaction" as the conceptual equivalent of valence of job. He considered attractive rewards to have high valence. He said job satisfaction is affected by supervision, work group, job content, wages, promotional opportunities and hours of work.

An employee assigns a value to an expected reward, works out the probability of success as he considers effort needed. If perceived reward is adequate for the effort required, the employee may make the effort. However, when performance is accomplished to the required level, resulting in a reward being received, employee compares reward to the accomplishment and assesses the extent to which an equitable reward is perceived.

## **2.26 Equity theory**

It is important to know that employees make comparisons. Care must therefore be taken to relate similar jobs in terms of wage/effort bargain. Managers must so avoid

inaccurate conclusions. Should employees think they are treated equitably, their work effort is sustained otherwise it declines.

Equity theory illustrates how important it is to provide a reward system in which relevance of outcomes are perceived by individuals. Insufficient rewards and over-rewarding performance should both be avoided as they neither result in high productivity nor improve performance.

## **2.27 Goal-setting Theory**

This theory suggests that it is the goal that an individual is aiming for which motivates, rather than just satisfaction of attaining it. Locke indicated in his research that individual performance was better when people set specific goals of a challenging nature and received feedback on their performance.

The theory is clear that one with higher goals do better than one with lower goals. It also stipulates that someone who knows precisely what he wants to do or is suppose to do performs better than someone with vague goals. Specific goals seem to create a precise intention, which in turn aids individual employees to shape their behaviour with the same precision. Knowledge of results is essential if full performance benefits of setting more difficult goals are to be achieved.

Feedback is emphasized in this theory as it:

- a. Increases the employees feeling of achievement
- b. Increases sense of responsibility for the work
- c. Reduce uncertainty
- d. Refine performance

## **2.28 Reinforcement Theory**

This theory that is also known as operant conditioning views motivation as largely externally controlled. Behaviour that have positive consequences are likely to be repeated than those that have negative consequences which are likely therefore to be avoided in future. There are contingent rewards. These are distributed based on a specific preceding behaviour. Non-contingent rewards are not linked to any specific behaviour.

Reinforcement that is defined as a process of using contingent rewards to increase future occurrence of a specific behaviour. Reinforcement can therefore be negative or positive. Positive reinforcement occurs when consequences is applied to a desired behaviour. Positive reinforcement increases the frequency of a particular behaviour that it follows. It strengthens likelihood to the subsequent behaviour.

When rewards are deemed to be fair, there are high probabilities of the teacher to be co-operative and therefore have the readiness to be supportive in other duties within the school, collective responsibility in sensitive issues such as discipline, having a wish to remain members of the school, developing a strong belief in acceptance of the values and goals of the school e.g. are they in agreement with the accepted mode of dressing, are they doing their work within the stipulations of the school, are they ready to exert considerable effort on behalf of the school.

## **2.3 Performance**

This refers to the teachers' output in relation to achieving good results. Factors that are linked to it include preparation of professional documents, completion of

teaching syllabus in time etc, which shall be assessed. I have referred to togetherness in the staff, teamwork in the staff.

Performance involves some form of assessment verses predetermined standards or behaviours. There is need therefore to set up working and effective performance appraisal schemes that are congruent with organization's strategy. It ought to provide direction for continuous improvement activities and identify both tendencies and progress in performance. (Beardwell, 2004).

Performance appraisal ought to be dynamic, covering all organization's aspects, and providing real-time information about aspects of performance. It should encompass past, present and future perspective of both employee and the organisation as a whole.

The following list of factors can be appraised under performance

- a) Job knowledge and abilities. This is the ability to perform all aspects of the job.
- b) Adaptability or flexibility. This refers to ability to cope with change e.g. when the prevailing system is computerized is it possible still to do with the new technology.
- c) Productivity as individual. How much does the individual contribute in work output?
- d) Quality of work. This appraisal could check not just on the general production but the quality of work produced. In a teaching profession, does the teacher produce quality grades in results?
- e) Attitude to work. That is to say what is the level of commitment, motivation and or enthusiasm exhibited by the employee?

- f) Interaction with others. Are the Communication skills available and is the employee able to operate in the teamwork well?
- g) Originality of thought. This would asses whether the worker is initiative and able to solve problems as they come.
- h) Perception. The question of whether the worker is able to correctly interpret job requirements.
- i) Personal judgment i.e. ability to plan and organize work. Does the worker have the ability to use resources well and even set priorities.
- j) Attendance and punctuality. This is the number and reasons for absence.
- k) Safety awareness. By how much is the person aware of his health and safety standards?
- l) Need for supervision. This is the ability to lead and even develop others through coaching and role modeling.
- m) Performance against targets. This is the extent to which previously set targets have been achieved.

#### **2.4 Labour/ employment turnover**

In this context refers to the number of teachers who quit teaching in a particular school due to dissatisfaction. Employee Turnover is very important to an organisation because of the costs incurred when one quits. Excess turnover causes negative impact in the organization's costs. Ordinarily, voluntary turnover where one quits on his own is greater than involuntary ones. ( Phillips, 1996)

## 2.41 Causes of turnover:

### 2.411 Extrinsic causes

These include:

- a) Compensation dissatisfaction. The omission of fringe benefits and incentive pay too affect compensation.
- b) Injustice or inequity. The perceived fairness of levels of compensation i.e. the justice of distribution of pay and equity of rewards could impact on turnover.
- c) Leadership and supervision. The satisfaction with superiors. Their communication skills can make one like his organisation. In other words an attitude towards a leader, leader's benevolence could all impact on turnover rate.
- d) Peer group relations. Good relations, including cohesion among workgroup, integration and satisfaction with coworkers decrease turnover.
- e) Role statement. Clarity of role in an organisation has been found to lower turnover, while role overload and conflict increased it.
- f) Organizational climate. The way a company handles issues in general may affect though to a small scale according to previous studies carried out. One "Sheridan (1992) considered other attributes of climate and found that new accountants working in firms that valued interpersonal relationships stayed in the jobs there much longer than did those working in firms that emphasized accomplishment of tasks,

the median survival time being forty-five months and thirty-one months respectively.”(Griffeth, 1995).

- g) Promotions. Aspects of job promotion such as satisfaction with promotion, opportunities for promotion or actual promotions may affect turnover.

#### **2.412 Intrinsic causes**

They include the following:

- a) Job scope. This is the overall complexity and challenges of work duties, sustained job incumbency. A conceptualization has it that job complexity enhances satisfaction with work and commitment to the company.
- b) Routinization. This is the degree to which a job is repetitive. Due to boredom there are high chances of change of job or company.
- c) Work satisfaction. This reflects experienced effect to the entire intrinsic attributes of the job
- d) Job stress.
- e) Intrinsic motivation. Theories hold that self-esteem based on job accomplishments is derived from doing complex work. This complexity binds employees to firms, it is true also that internal motivation decreases incidences of withdrawal from an organisation.
- f) Job involvement. Employees who feel involved in their jobs tend to feel bound to their jobs. This is according some studies carried out in 1982 by Kanungo.

- g) Professionalism. Sociologists contend that norms of efficiency and bureaucratic control in the workplace conflict the professional standards and codes of ethics thus weakening commitment. The extent to which employers adhere to professional values and standards of employees partly at times induces people to seek other jobs.
- h) Managerial motivation.
- i) Alternative employment. When there are job opportunities, people get stimulated to have job changes.

## **2.42 Consequences of turnover**

### **2.421 Negative consequences of turnover on the organisation**

- i) Economic costs of separation, replacement, and training.
- ii) There are productivity losses incurred. New replacements may produce fewer goods or services than veteran employees who left. Remaining workers employees may need sometime to train if the work depended on leavers. In conclusion, turnover may decrease productivity because the leaver's declining productivity, the inexperience of replacement, and disruptions of the workflow.
- iii) Service quality is impaired. Presumably, attrition among service personnel impairs customers' service due to understaffed offices or stores that delay service. Inexperienced new employees may prove less competent because they do not know the clients.
- iv) Business opportunities are lost. Besides affecting the current success of a firm, personnel turnover may hamper the future survival of the organisation

v) Administrative burden is added

Organisation may cause expansion of administration staff to handle extra recruitment and training created by excessive attrition.

vi) Stayers are demoralized. Turnover may erode the morale and stability of those who remain employed. The stayers' morale suffers because of loss of friends and may interpret motives for quitting as social criticisms about the jobs. Awareness that a leaver has a better job elsewhere may change the employees' perception towards their jobs. Similarly turnovers may undermine the employee's social integration and in turn stimulate more turnovers.

#### **2.422 Positive consequences of turnover on the organisation**

- i) Displaces poor performers and employees. Several meta-analyses concluded that turnover promotes productivity particularly the functional turnover. While lacking experience, new entrants to the vacancies left by veterans are highly motivated or have more modern skills, enabling them to outplay seasoned employees.
- ii) Infuses new knowledge and technology. From the new comers.
- iii) New business ventures are created. Exiting employees may provide new business to their former employers. Leavers maintain ties with former employers.
- iv) Enhanced promotional opportunities for stayers. Researchers suggest that exits may expand opportunities for promotion among continuing staff by opening up jobs vacated by leavers.

- v) Empowerment of stayers. Managerial turnover may empower subordinates, who will now be consulted by incoming managers, who in most cases have to feel uncertain about their authority because they are unfamiliar with their positions.
- vi) Labour cost savings. Voluntary turnover may help control or lower labour costs by reducing work force as they face stiffer global competition.

The leavers may suffer from forfeiture of seniority and fringe benefits, transition stress in new employment, relocation costs, disruption of spouses' careers and marital discord.

## **2.5 Kinds of rewards**

Refers to various ways that rewards are given ranging from material, cash to verbal praise or even punishments. Rewards sought by an individual can be relatively tangible such as monetary reward or promotion, or intangible such as self-esteem or job satisfaction. Individual rewards can be broadly divided into two, intrinsic and extrinsic. Intrinsic derive from the individual's own experience. It is a sense of achievement or a feeling of self-esteem. While extrinsic rewards are those conferred on a person from outside e.g. pay rise or a promotion.

Compensation:

Compensation is another terminology in HRM that deals with all individual rewards received for performing organizational tasks. There are direct financial compensation such as wages, salaries, bonuses and commissions. Indirect financial compensations are called benefits such as vacation and insurance.

Compensation must have policies that ensure it is effective such as:

- i) Adequacy. This means that minimum government, union and managerial pay levels should be met.
- ii) Equitability. There should be fair payment in line with effort, abilities and training.
- iii) Cost effectiveness. The pay should not be excessive but within reasonable organizational budget.
- iv) Security. Pay should be enough to help employees feel secure and also aid them in meeting some basic needs.
- v) Incentive providing. Pay should motivate for productive work.
- vi) Acceptable to employees.

Rewards can further be classified as material, symbolic, social and task rewards. All these are also called flexible rewards.

Material rewards always have financial values. They are flexible because they allow employee to choose how to spend the money. Examples of material rewards are direct cash, wage, raise, bonus, sales commission, piece rate pay, stock options, profit sharing plan, and retirement plan. There are also fringe such as health plan, free meals, vacations, passes to sports events, retirement plan, convention trips, free company products or discounts, use of company facilities, company car, expenditure reimbursement and club membership.

Symbolic rewards include plaques, jewelry, certificates, office art or accessories, gold watch, trophy, increased office size, corner office, promotion and new title.

Social rewards are such as praise, recognition, compliments, acknowledgements, pat on the back.

Task rewards include enriched job, preferred task assignment, job rotation, new job responsibilities, improved working conditions, flexible work hours, early release, freedom to do personal work on company time and extended breaks.

## 2.6 Performance index:

The KNEC which is constituted under the provisions of The Kenya National Examinations Council Act, 1980. There is an examinations security committee within the council which is responsible for the regulations and conduct of national examinations whose duties include:

- i) Approval and adoption of subjects and syllabuses for examinations
- ii) Maintenance of examinations standards etc

The entry requirements is that a candidate must enter for at least 8 subjects as prescribed as follows:

- a. All the subjects in group 1 i.e English, Kiswahili, Mathematics
- b. Either any two subjects chosen from group 2 i.e. Biology, Physics or chemistry  
Or the two subjects Physical science and Biological science
- c. At least one subject from group 3 i.e. History and Government,  
Geography, Christian Religious Education/Islamic Religious Education / Hindu Religious Education / Social Education and Ethics  
(only one subject may be taken from the underlined ones)
- d. Either: At least one subject from group 4 i.e. Home Science, Art and Design, Agriculture, Woodwork, Metalwork, Building Construction,

Power Mechanics, Electricity, Drawing and Design, Aviation Technology

e. And at least one subject from group 5 i.e. French, German, Arabic, Music, Accounting, Commerce, Economics, Typewriting with Office Practice, Computer Studies

OR at least one subject from either group 4 i.e. Home Science, Art and Design, Agriculture, Woodwork, Metalwork, Building Construction, Power Mechanics, Electricity, Drawing and Design, Aviation Technology or group 5 i.e. French, German, Arabic, Music, Accounting, Commerce, Economics, Typewriting with Office Practice, Computer Studies

f. AND at least one additional subject selected from either group 2 i.e. Biology, Physics or chemistry ,or group 3 i.e. History and Government, Geography, Christian Religious Education/Islamic Religious Education / Hindu Religious Education / Social Education and Ethics (only one subject may be taken from the underlined ones)

Performance index is the ratio of total points scored to total number of candidates where the points and grades are as follows:

Table 2.1: grading system

<b>Grade</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
<b>Points</b>	12	11	10	9	8	7	6	5	4	3	2	1

2.7 Conceptual Framework

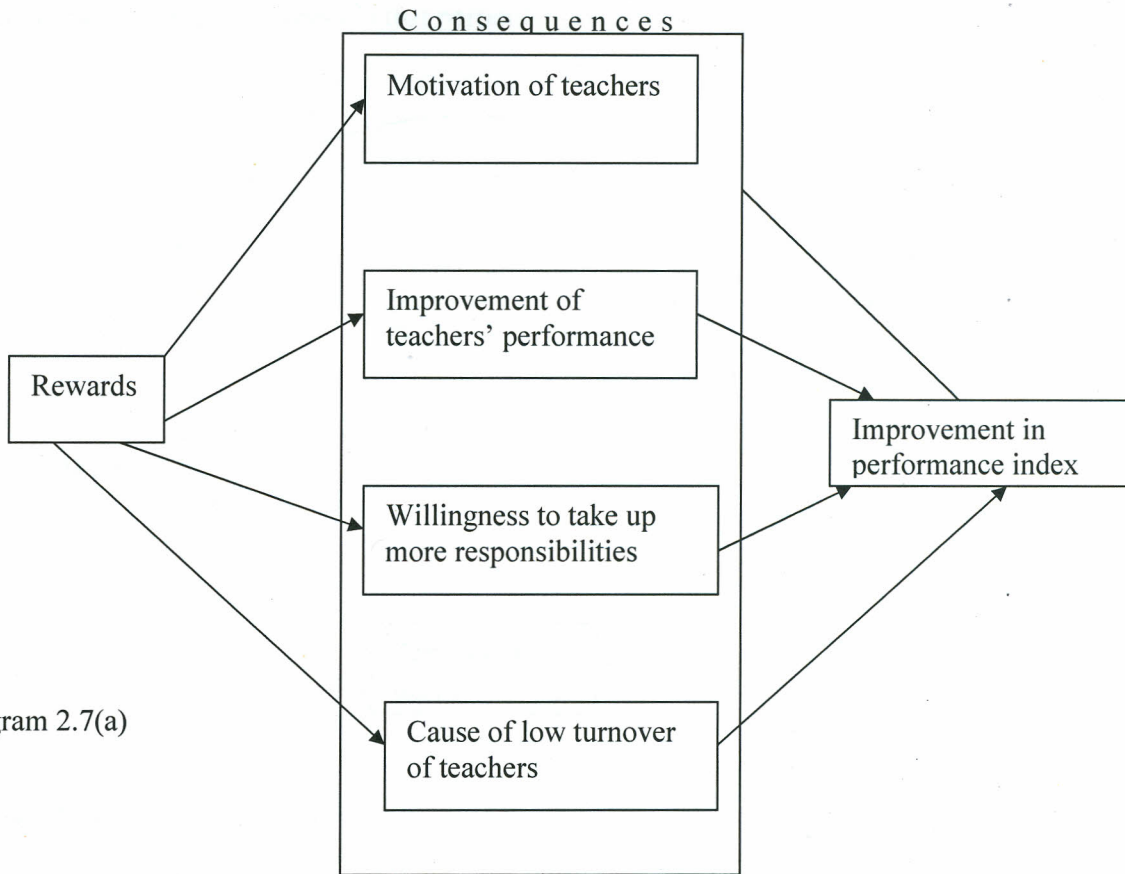


Diagram 2.7(a)

From the illustration on diagram 2.7(a), good rewards would cause teachers motivation to be high, it would also cause performance of teachers to improve, the teachers' willingness to take up responsibilities and extra duties would also be high and so is the turnover of teachers in that particular school.

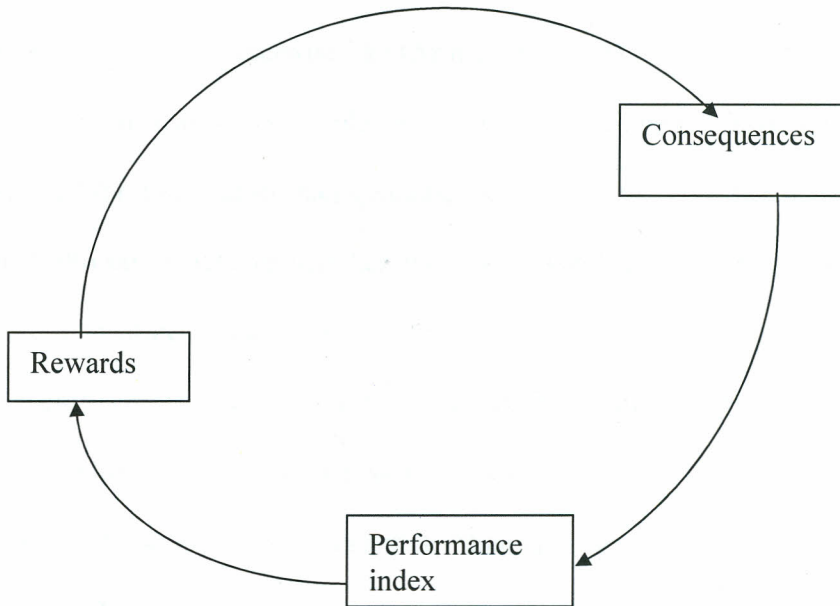


Diagram 2.7(b)

These would ultimately be seen in the performance index of the school in the national examination.

From diagram 2.7(b) above, the rewards bring about consequences such as teachers' motivation, improvement in performance, willingness to accept more responsibilities, low turnover amongst the teachers. The process is continuous as good performance too lead to better rewards that cause positive results in the consequences that lead to higher performance index.

## 2.8 Characteristics of a reward system

Reward system contains arrangement in the form of processes, practices, structures, subsystems and procedures which are concerned with providing and maintaining appropriate types and levels of pay, benefits and other forms of reward.

Reward and compensation are often used to mean the same thing although a number of people have believed otherwise like (Armstrong, 1988) that “compensation” seems to imply that work is an unpleasant necessity which people have to be compensated for doing rather than spending their time more rewardingly elsewhere. (Fisher, 1990) says that taken together, the money, goods and/or services provided to employees constitute the employer’s compensation system. She further states reward system includes more than just direct compensation, and direct compensation may include more than just basic pay i.e. salary or wage.

Rewards need to be administered in a motivating and stimulating way. We need to consider the when, how and how much a reward should be so that its impact is felt fully by the recipients.

Reward system therefore could be used as :

- a. A motivator, which is what causes people to act or behave in a certain manner.
- b. An incentive which causes some zeal in a person to do more and better in future
- c. A compensation tool which according to French, (1987) say that it is directed towards remunerating people for services performed and motivating them to attain desired level of performance

## **2.9 Components of reward system**

Components of reward system include financial rewards, employee's benefits and non-financial rewards.

Merit pay which is also termed as performance pay theoretically is used to motivate employees to higher level of performance. Merit pay though widely used in organisations as a major motivational device for professional and managerial employees has faults in a number of ways:

- a. It is based on subjective evaluation so proper connection between performance and pay is not easily evident. Just as PI is used for rating schools and rewarding teachers, this is subjective since we can't really tell who contributed to good or bad performance. Results therefore could be good because the students put in their own effort and not necessarily the teacher.
- b. Merit pay is awarded normally once a year and so a lot of times the impact is not felt because of the delay and time lapse between action and reward.

We have the employees' benefits which are also referred to as supplementary or fringe benefits. They may be in different forms such as time-off, security programmes for employees and their dependants and other contingencies such as illness, accidents and retirement pay.

## **2.10 Management of a reward system**

(Armstrong, 1988) says reward management is about designing, implementing and maintaining pay systems that are geared to the improvement of organizational performance.

Therefore it is clear that reward system has to provide for competitive levels of remuneration and ensure rewards are linked employee's contribution, performance and potential.

Well managed reward system has to:

- a. Benefit and satisfy the organisation by supporting its mission etc, individual employees and even trade unions/ staff association that represent employees.
- b. Conduct satisfactory bargain with management about the so called reasonable contribution and what employer is ready to offer to extract that contribution
- c. Be attractive and causing competition.
- d. Have some acceptable level of fairness and equity in its practices and processes

## **2.11 Empirical research**

Rewards as a Human resource component has been studied under the heading "pay for performance" in manufacturing industries and "rewards and sanctions in schools" or "accountability in schools".

In 2002, Palmer J. S. did a research entitled "Estimating the Effects of Rewards Policies on Classroom Assessment Practices and Student Performance". Neville P. (1998) reports on a study that examined primary and post-primary students' and teachers' perceived and desired usage of recognitions and rewards in Ministry of Education Schools in Western region of Melbourne, Victoria.

The study identified the interventionist or assertive discipline model approach was most popular. This model places more emphasis on recognitions and rewards than on punishment. It also looked at the perceptions of students and teachers.

Other studies have looked at the positive correlation between rewards and improvement in results in some states in U.S. but there has not been any clear evidence to support this belief. These studies were conducted via response through questionnaires given to selected teachers and students in selected schools.

## **2.12 Challenges facing reward systems in schools**

The complexity of the system and there is urgent call to have qualified personnel in HRM who could handle these issues. The government of Kenya as a major employer should take the step in ensuring that ways of improving production are considered such as reward system in all its sectors including schools. Globally, mechanisms for better response of schools in rewards or accountability systems haven't been explored.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Study design

The research was descriptive mainly through questionnaires. It was majorly qualitative and quantitative on a small scale. Quantitative approach was used for assessing the correlations particularly with regard to performance index against other parameters such as pay change over the years of study. I looked at some social aspects of the people through their response. Since some of the response may not be measured, I used qualitative approach.

#### 3.2 Target population

The following list of 30 Secondary Schools in Siaya district sampled from 58 that is the total number in the district were used in this study.

Table 3.2: schools sampled

SCHOOL	Tops	TM10	L10	Mim10	Ov100
1. AGORO OYOMBE		•			
2. ANYIKO			•		
3. AMBIRA				•	•
4. ALAMBO			•		
5. ALUOR					
6. BORO		•			
7. BARDING'					
8. GOT OSIMBO			•		
9. JUBILEE			•		
10. JERA		•		•	•
11. KAUDHA		•			
12. MBAGA G.					•
13. MUTUMBU G.			•	•	
14. MWER				•	
15. NYAGONDO		•			
16. NG'IYA	•				•
17. NYAWARA	•				
18. RANG'ALA G.	•				

19. SAWAGONGO					•
20. SEGA	•				
21. SIMENYA		•			
22. SINAGA	•				
23. SIDINDI		•			
24. SIAYA TOWN				•	•
25. SIAYA ACAD				•	
26. ST. MARY'S ,					•
27. ST. JULIANS			•		
28. UKWALA					•
29. ULUMBI			•		
30. YENGA		•			

Source: District Education Office-Siaya

1 teacher in each of these schools was to respond to the questionnaires accordingly.

### 3.3 Sampling design

I used the table of schools in the district to select 30 schools for this study out of which 22 responses were got. The schools I chose had either been doing well and therefore had high probability of having some form of reward and those that are doing poorly and possibly have no reward system in place. The district has 12 girls only schools, 10 boys only schools and 36 mixed schools having Form 4 class in 2003, all totaling to 58. I chose top 5 girls schools in addition to top 5 best performing schools from 2002-2004 through quota sampling and purposive sampling because the best performing schools are boys school and the number of girls schools were few too.

The sampled schools included all the top 5 schools, top 5 girls' schools, top 5 mixed schools, the 10 most improved schools in performance, all schools with candidates enrolment of over 100 students and the 5 worst performing schools in the district in the years 2002,2003 and 2004. I used documents doc1, doc2 and doc3 that is a full

list of schools in order of merit in KCSE examinations in the years 2002,2003 and 2004 respectively and is attached as appendices.

### **3.4 Data collection Procedures**

I met each respondent of the sampled schools and had a face-to-face discussion explaining the intention, basis and questions on the questionnaires which was is mainly structured. The questionnaire has been designed and divided into five sections:-general, rewards, teachers' motivation, performance of teachers, willingness to take responsibilities, labour turnover, and different kinds of rewards available. Secondary data particularly the district secondary schools result ranking which had analysis and performance indexes I obtained from the office of the District Education Officer – Siaya.

### **3.5 Data Analysis techniques**

The analysis of this data was be done by using SPSS package and the Microsoft excel. Descriptive statistics was be used to generate tables. This enabled me to get general trends in the reward system of the learning institutions.

## CHAPTER FOUR

### DATA ANALYSIS, FINDINGS AND INTERPRETATION

#### 4.0 Introduction

This chapter contains the summaries of data collected and presentations of findings of the study.

#### 4.1 Overview of survey results

I intended to interview 30 sampled respondents out of which only 22 i.e. 73.33% responded well by answering at least 76.9% of the questions on the questionnaire ( 10 questions out of 13) and returning the questionnaires in time for analysis. Of the 22 schools 8 were girls schools, 5 were boys schools and the rest were mixed schools.

#### 4.2 Respondents views

##### 4.21 Year when reward system started

**Table 4.21 : Years when reward systems started**

Year	no.	%
1995 and below	4	18.18
1996 to 1998	4	18.18
1999 to 2003	13	59.09
2004 to 2005	1	4.54

Source: field data

It is evident from Table 4.21 that 59.09% of the respondents' schools started reward system between 1999 and 2003. 18.18% of schools had the reward system before 1996.

#### 4.22 Financiers of reward system

**Table 4.22 (a): Financiers of reward system (combination)**

Financiers	No.	%
All students	8	36.36
Form 4 students	1	4.54
School's administration	4	18.18
External donors and well wishers	4	18.18
All students & School's administration	3	13.63
Form 4 students & School's administration	1	4.54
Form 4 students & External donors and well wishers	1	4.54
Total	22	100

Source: field data

**Table 4.22 (b): Financiers of reward system (solely)**

	no	%
All students	11	42.30
Form 4 students	2	7.69
School's administration	8	30.76
External donors and well wishers	5	19.23

Source: field data

From Table 4.22 (a) and Table 4.22 (b), 36.36% of schools that responded to the questionnaire collect resources for rewards from "All the students". 18.18% of Respondent's schools have rewards system financed by school's administration and 18.18% financed by external donors.

When we consider individual financiers who are majorly used, it is clear from the chart that majority of schools use forms 4 as the financiers of the reward.

#### 4.23 Contribution of each student

**Table 4.23: Contribution of each student**

Contribution per student	No	%
Less than 500	6	46
Sh. 501 to sh.1000	5	38
Sh.1001 to sh.1500	2	15
Sh.1501 and over	0	0
Average	Ksh. 669.23	

Source: field data

In reference to Table 4.23, the average amount of money each student pays towards reward is about Ksh. 669.

46% of schools had students pay each less than Ksh. 500, while 38% of schools had Ksh. 501 to Ksh.1000 paid by each student. No school charged student amount in excess of Ksh. 1500.

#### 4.24 What is rewarded majorly

**Table 4.24: What is rewarded majorly?**

What is rewarded	no	%
Best performance index	5	24
Quality grades	3	14
Most improved subject	1	4.8
others	0	0
Best performance index and Most improved subject	4	19
Quality grades, Most improved subject	1	4.8
Quality grades and others	0	0
Best performance index, Quality grades, Most improved subject	7	33

Source: field data

The most rewarded area was a combination of “Best performance index, quality grades and most improved subject” which recorded a response of 33%. “Best performance index” had a response of 24% followed closely by “Best performance index and Most improved subject “ which had a 19% response.

#### 4.25 Who is rewarded

**Table 4.25: Who is rewarded?**

Who is rewarded	No.	%	Less than 50	%	50 and above	%
Individuals	12	52	5	41.6	7	58.3
Departments	0	0	0	0	0	0
Both	11	48	2	18.1	9	81.8

Source: field data

From Table 4.25, 52% of schools rewarded individuals, while the rest rewarded both Individuals and Departments. Out of the 12 respondents who reward individuals, 41.6% have an enrolment of less than 50 candidates, while 58.3% have enrolment of over 50 candidates. 18.1% of schools rewarding both individuals and departments have enrolment of candidates less than 50, while 81.8% of the 11 schools that reward both individuals and departments had a population of over 50 in form 4 in 2004

#### 4.26 Effect of rewards system on motivation of teachers

**Table 4.26: Effect of rewards system on motivation of teachers**

	PUNCTUALITY	%	SUPERVISION	%	JOB ATTITUDE	%	WILLINGNES	%	CONTRIBUTIOIN	%	EXTRA LESSONS	%	KNOW HOW	%	TEAMWORK	%
VERY GREAT EXTENT	7	30.4	3	13.04	9	39	3	13	6	26	11	48	4	17	5	22
GREAT EXTENT	7	30.4	13	56.52	10	43	12	52	10	43	9	39	14	61	11	48
MODERATE	7	30.4	5	21.73	3	13	7	30	7	30	3	13	4	17	6	26
LOW EXTENT	1	4.35	1	4.34	0	0	1	4.3	0	0	0	0	1	4.3	0	0
NOT AT ALL	1	4.35	1	4.34	1	4.3	0	0	0	0	0	0	0	0	1	4.3

Source: field data

Motivations of teachers greatly affected teachers' punctuality as the response were each 30.4% for "very greatly", "greatly" and "moderately". Their supervision was affected to just a great extent which recorded majority of 56.52%. Job attitude also changed to a great extent. All aspects of motivation i.e. punctuality, supervision, job attitude, willingness, contribution and extra lessons were affected to a "great extent" as all of them had a response percentage of 30% to 52% in each category. It is notable though that about 4% of respondents felt that rewarding of teachers didn't have impact on punctuality, supervision, job attitude and teamwork.

4.27 Effect of rewards system on performance of teachers Table 4.27

(a) Effect of rewards system on performance of teachers-part I

	DEADLINE	%	SYLLABUS	%	HELPAE	%	DOCUMENTS	%	ABSENTEISM	%
VERY GREAT EXTENT	2	8.7	3	13	3	13	1	4.3	3	13
GREAT EXTENT	7	30.4	13	57	12	52	7	30	6	26
MODERATE	13	56.5	6	26	7	30	13	57	8	35
LOW EXTENT	1	4.35	1	4.3	1	4.3	2	8.7	5	22
NOT AT ALL	0	0	0	0	0	0	0	0	1	4.3

Source: field data

Table 4.27 (b) Effect of rewards system on performance of teachers-part II

	ATTITUDE	%	COMMITTEMET	%	QUALITY	%	TEAM DEVELOP	%	CO-OPERATION	%	SUPPORT HEAD	%	SKILLS	%
VERY GREAT EXTENT	3	13	4	17	6	26	6	26	8	35	5	22	8	35
GREAT EXTENT	13	57	15	65	11	48	11	48	10	43	16	70	8	35
MODERATE	7	30	4	17	5	22	5	22	4	17	2	8.7	6	26
LOW EXTENT	0	0	0	0	1	4.3	0	0	1	4.3	0	0	1	4.3
NOT AT ALL	0	0	0	0	0	0	1	4.3	0	0	0	0	0	0

Source: field data

From Table 4.27 (a) and Table 4.27 (b), 56.5% of schools responded that “meeting of deadline” was affected “moderately” by reward system, while 30.4% felt that the effect

was to a “great extent”. 57% of schools responded that “syllabus coverage” was affect positively to a “great extent”.

It is noticeable that at least 70% of the respondents’ schools had at least “great extent” response in syllabus coverage, change in learners attitude, commitment, students quality, teamwork development, co-operation, support the head and improve on their skills.

43% of respondents felt that there was no effect at all in absenteeism rate and development of teamwork.

Learners’ attitude, commitment and support of the principal were exceptionally affected by rewards as from Table 4.27 (b), they each had at moderate, great extent and very great extent only.

#### 4.28 Labour turnover

**Table 4.28 (a): Labour turnover-2002**

Turnover rate 2002	Own		Forced	
	no	%	No	%
0 to 5%	13	68.4	16	84
6 to 10%	4	21.1	0	0
11 to 15%	1	5.26	0	0
16 to 20%	1	5.26	2	11
21% and over	0	0	1	5.3

Source: field data

From Table 4.28 (a)

In the year 2002, 68.4% and 84% had a turnover rate of (0-5)% for “own request” and “forced” transfer respectively.

**Table 4.28 (b): Labour turnover-2003**

Turnover rate 2003	Own		Forced	
	no	%	No	%
0 to 5%	9	47.4	16	89
6 to 10%	6	31.6	2	11
11 to 15%	2	10.5	0	0
16 to 20%	1	5.26	0	0
21% and over	1	5.26	0	0

Source: field data

From Table 4.28 (b). In the year 2003, 47.4% and 89% had a turnover rate of 0-5% for “own request” and “forced” transfer respectively. 31.6% and 11% had a turnover rate of 6-10% for “own request” and “forced” transfer respectively. The percentage decreased as the turnover rate increased I.e. 10.5% for 11 - 15%, 5.26% for 16 - 20% for “own request”.

**Table 4.28 (c): Labour turnover-2004**

Turnover rate 2004	Own		Forced	
	No	%	No	%
0 to 5%	17	77.3	20	91
6 to 10%	1	4.5	1	4.5
11 to 15%	2	9.1	1	4.5
16 to 20%	2	9.1	0	0
21% and over	0	0.0	0	0

Source: field data

77.3% and 91% of schools that responded had a turnover rate of between 0 to 5% for own and forced.

These trends are indicative that the staffs are highly attracted to their schools.

**Table 4.28 (d): Teachers transferred**

Year	2002		2003		2004	
	No	%	No	%	No	%
Own Transfer	11	3.29	20	5.80	13	3.08
Forced transfer	15	4.49	13	3.77	5	1.18
Not transferred	308	92.22	312	90.43	404	95.73
Totals	334	100.00	345	100.00	422	100.00

Source: field data

Referring to Table 4.28 (d), the data shows the total number of teachers moved through transfer in the respondents' schools. Out of the total of 334 teachers in the respondents' schools only 11 which is 3.29% were transferred on their own request. The percentage for 2003 and 2004 is 3.77% and 1.18% respectively for teachers on forced transfer. The data is indicative that forced transfers are to a small proportion signifying that commitment exists on the teachers' parts.

#### 4.29 Kinds of rewards given out

**Table 4.29: Kinds of rewards**

	MATERIAL	PRAISE	PROMOTION	RESPONSIBILITY	TRIPS	REMEDIATION PAY	CASH	SCHOOL LEVIES	FREE MEALS	FACILITIES
No of respondents	21	20	4	7	10	13	18	2	14	9
%	91	87	17	30	43	57	78	8.7	61	39

Source: field data

Table 4.29 shows that 91% of respondents have material rewards while the rest do not use material. 87% of respondents have verbal praise as a way of rewarding teachers. The least common way of rewarding teachers is exemption from paying school levies that has 8.7% response of the respondents. The most popular rewards in order of preference are material, praise, cash awards, free meals provided.

#### 4.30 Amount of money used in total for rewarding teachers

**Table 4.30: Amount of money used in total for rewarding teachers**

	No.	%
Less than ksh.100,000	14	63.64
ksh. 101,000 to ksh. 400,000	6	27.27
ksh. 401,000 to ksh. 600,000	0	0.00
ksh. 601,000 to ksh. 800,000	2	9.09
ksh. 800,000 and above	0	0.00

Source: field data

63.64% who responded to the study had “Less than ksh.100,000” allotted for rewards of teachers. The highest amount allotted for the rewards is “ksh. 601,000 to ksh. 800,000”, which had a percentage response of 9.09%.

### 4.31 Average amount of reward per teacher

**Table 4.31: Average reward amount per teacher**

Reward amount per teacher	2002		2003		2004	
	no	%	no	%	no	%
Less than sh. 1000	2	9.09	1	4.55	1	4.55
Sh. 1001 to sh. 3000	8	36.36	10	45.45	8	36.36
Sh. 3001 to ksh. 6000	2	9.09	2	9.09	6	27.27
Sh. 6001 to ksh. 9000	2	9.09	2	9.09	2	9.09
Sh. 9001 to ksh. 12000	0	0.00	0	0.00	0	0.00
Over sh. 12000	1	4.55	1	4.55	1	4.55
Not applicable	7	31.82	6	27.27	4	18.18
Total	22	100.00	22	100.00	22	100.00
Average in Ksh	3394		3418.75		3488.88	

Source: field data

The was 9.09%, 4.55% and 4.55% response for average reward per teacher being less than Sh. 1000 for 2002, 2003 and 2004 respectively. The most popular amounts in the three year period is Sh. 1001 to sh. 3000 which records 36.36% (2002), 45.45% (2003) and 36.36% (2004).

31.82%, 27.27% ad 18.18% of respondent’s schools have no cash awards in the years 2002, 2003,2004 respectively.

### 4.32 Performance indexes

**Table 4.32 (a): Change in Performance indexes**

Years	2002-2003		2003-2004	
Change in performance index	No	%	No	%
Improved	25	80.6	16	51.61
No improvement	6	19.4	15	48.38

Source: field data

**Table 4.32 (b) : Performance indexes in the years**

	2002		2003		2004	
Performance index	No	%	No	%	No	%
4 and above	24	80	23	76.667	26	86.667
5 and above	18	60	20	66.667	23	76.667

Source: field data

From tables 4.32 (a) and 4.32 (b) out of the 30 sampled 80.6% recorded positive improvement in results in the year 2002/2003 against 51.61% in the year 2003/2004.

80%, 76.66% and 86.66% of the sampled 30 schools had a performance index of at least 4, while 60%, 66.66% and 76.66% had a performance indexes of at least 5.

### 4.33 Reward systems committee

**Table 4.33: Reward committee**

Reward committee	No	%
Teachers	3	15
Teachers & PTA	4	20
Teachers, PTA & BOG	8	40
Teachers, PTA, BOG & support staff	2	10
Teachers & BOG	2	10
Others i.e. the Principal	1	5
Total	20	100

Source: field data

From table 4.33, 40% of schools that had a respondent have Teachers, PTA & BOG in their reward committee, 20% had Teachers & PTA in the committees, 15 % of respondents have only teachers in the committee for rewards.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

The study attempted to investigate the effect that rewards system have in enhancing teaching in schools.

The chapter has the presentation of the summary of the findings, conclusions, recommendations, limitations of the study and suggestions for further study.

#### **5.1 Summary of findings**

##### **5.11 Existence of reward systems in schools**

Based on the findings of the study reward systems exist in schools with most of them set up to improve on the school's image.

##### **5.12 Motivation of teachers**

Reward systems have positively affected teachers' motivation thus enhancing teaching.

With proper management of reward system the effects would be highly achieved.

##### **5.13 Performance of teachers**

According the study carried out, the teachers performance' is moderately affected by reward systems in schools. However, many aspects of performance are affected to a great extent. This would also call for proper , elaborate and synchronized system that relates the performance to rewards directly.

##### **5.14 Labour turnover**

It is clearly evident that turnover is low due to the systems of rewards in schools. Apart from cases where the staff left voluntarily, there are

insignificant cases of forced transfer. This probably due to teachers feeling part of the system as a result of the motivation that is enhanced.

### **5.15 Kinds of reward used in schools**

Based on the study, schools use material, praise, cash, free meal, remedial pay, trips, free access to facilities, more responsibilities, promotion and free water, exemption on school levies.

## **5.2 Conclusions**

Generally the results attest that rewards systems could be implemented in any school regardless of the resources available. With their proper management and administration, reward systems in schools could achieve very high results.

## **5.3 Recommendations**

The rewards systems should carefully be managed to achieve optimum results. Though there is no significant output in performance index, this alone should not be conclusive that it's not worth having it in schools.

Great achievements can be reached if rewards system could be supported by the government and some professional input of HRM personnel.

With the current emphasis on performance, appraisal systems that are compatible with rewards and performance index should be put in place. This would make it possible to avoid unorthodox ways like cheating.

## **5.4 Limitations of the study**

The study was only done in Siaya District and this is too small a scale for presentation of the whole country.

It needed a lot of time for data collection as the process was hindered by poor roads and prevailing rainy conditions

There were sometimes respondents feeling incompetent to answer some of the questions and some felt they would later on be victimized for giving some reports that were against the school.

Most of the respondents were I often found away from schools e.g. during sports meetings, district mock meetings. They therefore were not very accurate particularly when giving numerical data such reward amount per teacher.

### **5.5 Suggestions for further study**

A similar study should be done in other parts of the country. The results or performance index correlation should be investigated so that the extent of impact can be known.

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## APPENDICES

### 6.1 Time schedule

Dates	Task
20 <sup>th</sup> June, 2005	Pilot study
27 <sup>th</sup> June, 2005	Adjustment (Compile final questionnaire)
4 <sup>th</sup> July, 2005	Data collection ( Collection of data in the sampled schools and ministry of Education )
18 <sup>th</sup> July, 2005	Data coding
25 <sup>th</sup> July, 2005	Data analysis
1 <sup>st</sup> August , 2005	Report writing
8 <sup>th</sup> August, 2005	Compilation

### 6.2 Time-table of events

Phase	Description	Week											
		1	2	3	4	5	6	7	8	9	10	11	
1	Pilot study (1 week)												
2	Adjustment (1 week)												
3	Data collection (2 weeks)												
4	Data coding (2 weeks)												
5	Data Analysis (3 weeks)												
6	Report writing (3 weeks)												
7	Compilation (4 Weeks)												

### 6.3 Budget

<b>Items/tasks</b>	<b>Amount in Ksh.</b>
Stationeries and photocopies	15,000.00
Computer services	20,000.00
Telephone/ internet services	10,000.00
Traveling and subsistence	20,000.00
<b>Sub-total</b>	<b>65,000.00</b>
Add contingencies of 10% of Sub-total	6,500.00
<b>Grand total</b>	<b>71,500.00</b>

## 6.4 Data collection instruments

You have been selected as one of the respondents in this study. I therefore kindly request you to facilitate the collection of the necessary data by answering the questions therein as precisely and factually as possible. The information sought is only for academic purposes and will be treated with utmost confidentiality. Your cooperation will be highly appreciated.

### Questionnaire:

#### Section A

: Name of school: \_\_\_\_\_ Date: \_\_\_\_\_

1. Since when has the school had the reward system? (State year)  
\_\_\_\_\_
2. Who are the financiers of reward system in the school?
  1. All students
  2. Form 4 Students
  3. The school's administration
  4. External donors and well wishers
3. If the financiers are the students how much do each one pay?  
\_\_\_\_\_

#### Section B

4. What is majorly rewarded?
  1. Best performance index in subjects
  2. Most no of quality grades
  3. Most improved subject
  4. Others (specify)
5. Who is rewarded?
  1. Individuals
  2. Departments
  3. Both individual and departments

#### Section C

6. To what extent would you say the following elements are affected positively by rewards system in the school? Where Likert scale is as follows:
  1. Very great extent
  2. Great extent
  3. Moderate
  4. Low extent
  5. Not at all

<b>Motivation of teachers</b>	
	Indicate the scale no.
a. Punctuality to class	
b. Easy supervision	
c. Attitude in their job is positive	
d. Willingness to take up responsibilities	
e. Positive contribution to issues in the school	
f. Arrangement on their own for extra lessons	

7.

<b>Performance of teachers</b>	
a. Ability to beat set deadlines	
b. Completion of syllabus in good time	
c. Help students e.g. marking of books regularly	
d. Preparation of professional documents	
e. Absenteeism rate	
f. Positive effect on learners attitude	
g. Increase commitment	
h. Improve quality in students	
i. Develop team work	
j. Bring co-operation	
k. Support the principal in academic excellence	
l. Improve skills eg go for workshops and seminars	

8. Labour turnover

How many teachers:

	2002	2003	2004
a. Transferred On their own request			
b. Transferred Not on their own request			
c. What is the total no of teachers in the school			

9. What kinds of rewards do you have in the school? (Put a tick)

a. Material rewards	
b. Recognition/praise	
c. Promotions	
d. Additional responsibility	
e. Leisure trips	
f. Pay for remedial classes	
g. Cash awards	
h. Exemption from paying school levies	
i. Free meals	
j. Allowance to use school facilities e.g. bus, computers etc	
k. Any other specify	

**Section D**

10. How much money is collected in total for rewarding teachers?

1. Less than Ksh.100,000.00
2. Ksh.101,000 to Ksh.400,000.00
3. Ksh.401,000.00 to Ksh.600,000.00
4. Ksh.601,000.00 to Ksh.800,000.00
5. Ksh.801,000 and above

11. What is the average AMOUNT of reward per teacher in :

2002	2003	2004
_____	_____	_____

12. What were the performance indexes in the following years?

2002	2003	2004
_____	_____	_____

13. Who are in the reward system committee? (Tick appropriately)

1. Teachers
2. Students
3. PTA members
4. BOG members
5. Support staff
6. MOEST officials
7. Human Resource professionals
8. others (Specify)



**KENYATTA UNIVERSITY**  
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4<sup>th</sup> April, 2005

**TO WHOM IT MAY CONCERN**

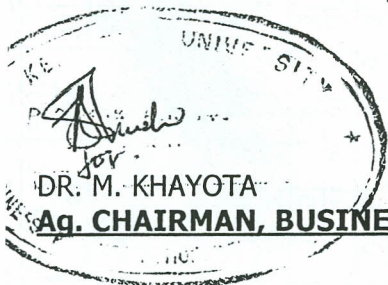
Dear Sir/Madam,

**RE: RESEARCH PROJECT: DATA COLLECTION  
(DANIEL OSCAR ODHIAMBO OYOWO: D53/OL/1540/02)**

---

This is to confirm that the above named student has completed his M.BA coursework, holiday based programme (Human Resource Management) in the School of Business, Kenyatta University, and he is embarking on his project this semester before he completes his degree programme in December 2005. His project is entitled " *Impact of Reward Systems in Secondary Schools in Kenya: A Case of Siaya District*".

Any assistance you may accord him will be highly appreciated.



**DR. M. KHAYOTA**  
**Aq. CHAIRMAN, BUSINESS ADMINISTRATION DEPARTMENT**

**KENYATTA UNIVERSITY LIBRARY**

## 2002 KCSE EXAMINATION ANALYSIS - SIAYA DISTRICT

	SCHOOL	ENTRY		A		A-		B+		B		B-		C+		C		C-		D+		D		D-		E		X		Y		MEAN	MEAN	PSN	DEV						
		B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	2002'	2001	2001							
1	ST MARYS YALA	151	-	0	-	6	-	19	-	37	-	33	-	35	-	16	-	3	-	1	-	1	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	8.0529	8.0729	1	-0.020
2	SAWAGONGO	106	-	0	-	7	-	10	-	15	-	18	-	25	-	14	-	9	-	7	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	7.4905	7.8521	2	-0.362
3	NG'IYA	-	176	-	1	-	2	-	6	-	22	-	40	-	52	-	28	-	18	-	5	-	2	-	0	-	0	-	0	-	0	-	0	-	0	-	7.1534	6.7633	8	0.390	
4	BARDING	75	-	0	-	3	-	4	-	9	-	15	-	12	-	19	-	10	-	3	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	7.1200	7.0594	3	0.061
5	MBAGA G.	-	93	-	0	-	2	-	5	-	4	-	15	-	26	-	22	-	14	-	5	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	6.7956	6.8791	5	-0.084	
6	UKWALA	72	-	0	-	2	0	5	-	3	-	11	-	22	-	14	-	8	-	4	-	2	-	0	-	0	-	1	-	0	-	0	-	0	-	6.5774	6.8769	6	-0.300		
7	NYAGONDO 'M'	38	18	0	0	2	0	4	0	1	1	4	1	8	2	7	4	8	3	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6.4107	6.9473	4	-0.537	
8	SIMENYA 'M'	13	11	0	0	0	-	0	0	0	1	4	1	3	2	0	4	5	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6.3330	6.6153	9	-0.282		
9	AMBIRA	90	-	0	-	1	0	0	-	3	-	9	-	15	-	27	-	21	-	12	-	2	-	0	-	0	-	0	-	0	-	0	-	0	-	5.9565	6.8333	7	-0.845		
10	MOI ULOMA	11	15	0	0	0	0	0	0	2	0	1	3	3	1	2	4	0	3	2	0	0	4	1	0	0	0	0	0	0	0	0	0	0	0	5.8076	4.7419	32	1.066		
11	SIDINDI	16	9	0	0	0	0	1	0	2	0	0	1	1	2	6	1	1	2	3	0	1	3	1	0	0	0	0	0	0	0	0	0	0	0	5.6000	4.3200	43	1.280		
12	YENGA	13	8	0	0	0	0	2	0	0	0	1	1	1	1	3	0	3	3	1	1	2	1	0	1	0	0	0	0	0	0	0	0	0	0	5.5714	4.7200	33	0.851		
13	JERA	67	54	0	0	5	0	2	0	4	1	4	3	7	8	19	8	11	8	11	12	9	9	14	4	1	0	0	0	0	0	0	0	0	5.4462	5.2960	17	0.151			
14	SIGOMRE	39	10	0	0	0	0	2	0	3	0	2	0	5	1	5	2	10	1	6	2	3	3	2	1	0	0	1	0	0	0	0	0	0	5.3750	4.3870	42	0.988			
15	NYAMNINIA	16	16	0	0	1	0	0	0	2	0	2	0	1	1	3	2	2	6	4	3	1	4	0	0	0	0	0	0	0	0	0	0	0	5.3750	5.2222	20	0.153			
16	SEGA G	-	73	-	0	-	0	-	0	-	1	-	4	-	4	-	18	-	30	-	16	-	0	-	0	-	0	-	0	-	0	-	0	-	5.3561	5.9824	11	-0.626			
17	NYANG'ANGA	17	10	0	0	0	0	0	0	0	0	3	9	2	1	3	2	3	2	3	4	2	0	1	0	0	0	0	0	0	0	0	0	0	5.3333	5.4615	15	-0.128			
18	AGORO OYOMBE	21	21	0	0	0	0	1	0	2	0	0	2	4	0	3	7	1	3	7	3	1	5	1	1	0	0	1	0	0	0	0	0	5.2195	6.2000	10	-0.980				
19	RANG'ALA	-	65	-	0	-	0	-	0	-	2	-	5	-	1	-	19	-	12	-	21	-	5	-	0	-	0	-	0	-	0	-	0	-	5.2000	5.6080	13	-0.408			
20	BORO	43	4	0	0	0	0	2	0	1	0	3	1	6	0	4	1	10	1	9	1	8	0	0	0	0	0	0	0	0	0	0	0	0	5.1489	5.8367	12	-0.680			
21	RAMBULA	11	8	0	0	0	0	0	0	2	0	0	0	1	1	2	1	2	1	4	2	0	3	0	0	0	0	0	0	0	0	0	0	0	5.1578	5.2222	18	-0.064			
22	KAUDHA	13	5	0	0	0	0	0	0	0	0	2	0	1	0	1	1	2	4	6	0	1	0	0	0	0	0	0	0	0	0	0	0	0	5.1111	4.2592	44	0.580			
23	NYAWARA	-	44	-	0	-	0	-	0	-	1	-	3	-	2	-	5	-	16	-	15	-	1	-	1	-	0	-	0	-	0	-	0	-	5.0454	4.9471	26	0.098			
24	MALIERA	59	-	0	-	0	-	0	-	2	-	0	-	11	-	10	-	12	-	10	-	8	-	6	-	0	-	0	-	0	-	0	-	4.9320	5.3100	26	-0.370				
25	KAGONYA	19	11	0	0	0	0	1	0	0	1	2	1	1	0	3	0	4	2	3	4	4	1	1	2	0	0	0	0	0	0	0	0	4.9000	4.6666	34	0.233				
26	ARG. KODHEK	26	13	0	0	0	0	0	0	1	3	0	4	0	3	0	7	1	7	6	2	4	0	1	0	0	0	0	0	0	0	0	0	4.8974	5.0909	23	-0.190				
27	ALUOR G	-	78	-	0	-	0	-	0	-	2	-	4	-	5	-	13	-	19	-	19	-	15	-	1	-	0	-	0	-	0	-	0	-	4.8846	5.2264	19	-0.341			
28	ULUMBI	67	15	0	0	0	0	0	0	2	0	2	2	4	0	12	1	15	6	19	2	11	3	1	1	0	0	1	0	0	0	0	0	4.8271	5.0000	25	-0.173				
29	NDENGA	38	25	0	0	1	0	0	0	0	1	5	1	5	1	4	1	6	5	7	9	4	6	6	1	0	0	0	0	0	0	0	0	4.8095	5.0555	24	-0.246				
30	GOT OSIMBO	-	5	-	0	-	0	-	0	-	0	-	0	-	0	-	1	-	2	-	2	-	0	-	0	-	0	-	0	-	0	-	0	-	4.8000	3.8636	50	0.936			
31	SIAYA TOWNSHIP	37	46	0	0	0	1	0	1	4	1	4	1	3	1	6	5	4	7	4	13	6	10	5	6	1	0	0	0	0	0	0	4.7469	4.9137	27	-0.167					
32	SINAGA G	-	50	0	0	-	0	-	0	-	1	-	1	-	3	-	6	-	15	-	16	-	8	-	0	-	0	-	0	-	0	-	0	-	4.7400	5.4814	14	-0.741			
33	SIREMBE	15	8	0	0	0	0	0	0	0	0	0	0	0	3	3	0	5	2	3	2	4	0	1	0	0	0	0	0	0	0	0	4.6956	4.6330	37	0.063					
34	SIAYA ACADEMY	14	8	0	0	0	0	1	0	1	0	0	0	2	0	1	0	2	2	5	3	2	1	0	1	0	1	0	0	0	0	0	4.6818	4.0000	48	0.682					
35	HOLY CROSS	24	-	0	-	0	-	0	-	1	-	0	-	1	-	4	-	6	-	6	-	4	-	2	-	0	-	0	-	0	-	0	-	4.5833	3.6400	52	0.943				
36	HORACE ONGILI	17	6	0	0	0	0	0	0	0	0	1	0	0	1	2	1	7	0	2	2	4	2	1	0	0	0	0	0	0	0	0	4.5217	4.8965	28	-0.375					
37	MADUNGU	13	10	0	0	0	0	0	0	0	0	2	0	2	0	3	0	3	2	1	0	0	5	2	3	0	0	0	0	0	0	0	4.4347	5.1428	21	-0.708					
38	HONO	53	24	0	0	0	0	0	0	2	0	7	0	4	0	7	0	5	6	11	3	13	3	7	8	1	0	0	0	0	0	4.3896	4.5200	39	-0.130						
39	MWER	35	-	0	-	0	-	0	-	0	-	1	-	3	-	2	-	6	-	13	-	10	-	0	-	0	-	0	-	0	-	0	-	4.3714	4.5250	38	-0.154				

B G A A- B+ B B- C+ C C- D+ D D- E X Y

40	URANGA	9	5	0	0	0	0	1	0	0	0	0	0	1	0	1	0	1	1	1	3	1	1	3	0	0	0	0	0	0	0	0	0	4.3571	5.0000	49	-0.643	
41	UMINA	18	13	0	0	0	0	0	0	0	0	2	0	1	1	3	2	4	1	2	3	3	2	3	4	0	0	0	0	0	0	0	0	0	4.3225	5.1363	22	-0.814
42	NYAMBARE	15	8	0	0	1	0	0	0	0	0	0	0	2	1	1	0	4	0	1	1	4	4	2	2	0	0	0	0	0	0	0	0	0	4.2608	4.4440	40	-0.183
43	CHRISTIAN	20	8	0	0	0	0	0	0	0	0	1	0	1	0	4	0	4	2	2	1	8	2	0	2	0	0	0	1	0	0	0	0	0	4.2593	4.1470	47	0.112
44	MBAGA 'M'	16	10	0	0	0	0	0	0	1	0	0	1	1	2	2	1	0	0	2	3	7	3	3	0	0	0	0	0	0	0	0	0	0	4.1538	4.8846	29	-0.731
45	KAMBARE	39	-	0	-	0	-	0	-	2	-	1	-	3	-	2	-	4	-	8	-	12	-	7	-	0	-	0	-	0	-	0	-	4.1282	4.6428	35	-0.515	
46	RANG'ALA B	40	-	0	-	0	-	0	-	0	-	0	-	5	-	6	-	4	-	7	-	14	-	1	-	0	-	1	-	2	-	0	-	4.0750	4.8088	30	-0.734	
47	HAWINGA	-	22	-	0	-	0	-	0	-	0	-	1	-	0	-	2	-	3	-	7	-	7	-	2	-	0	-	0	-	0	-	0	4.0000	4.7777	31	-0.778	
48	SAGAM	19	12	0	0	0	0	0	0	1	0	0	0	0	0	3	2	4	2	3	3	3	3	4	2	1	0	0	0	0	0	0	0	4.0000	4.9650	31	-0.966	
49	ANYIKO	26	14	0	0	0	0	0	0	0	0	0	0	3	4	0	1	5	0	9	4	5	4	4	1	0	0	0	0	0	0	0	0	3.8750	5.6666	51	-1.792	
50	INUNGO	13	9	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2	4	4	1	3	2	2	1	1	0	0	0	0	0	0	0	0	3.8181	4.5263	36	-0.708
51	ALAMBO	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	3.6666	3.2857	53	0.381
52	MUTUMBU	-	16	-	0	-	0	-	0	-	0	-	0	-	0	-	1	-	2	-	6	0	4	-	3	-	0	-	0	-	0	-	0	3.6250	4.1538	46	-0.529	
53	MUDHIERO	5	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2	0	2	2	0	0	0	0	0	0	0	0	0	0	3.5714	4.1667	45	-0.595	
54	ST. JULIANS	-	32	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	4	-	12	-	8	7	7	-	0	-	1	-	0	0	0	3.4193	3.2608	54	0.159	
55	JUBILEE	26	23	0	0	0	0	0	0	1	0	0	0	0	0	1	0	3	2	7	4	8	8	5	5	1	4	0	0	0	0	0	0	3.2040	3.0357	55	0.168	
	SYA PRIVATE	7	6	0	0	0	0	0	0	0	0	1	0	1	0	0	1	0	1	2	0	2	2	1	1	0	0	0	1	0	0	0	0	4.6666				
	TOTALS	1484	1120	0	1	29	5	55	12	103	40	144	101	210	127	232	188	228	226	228	221	179	151	93	63	6	5	5	3	2	0	0	4.1993	5.1499		-0.152		
		2604		1		34		67		143		245		337		400		454		449		330		156		11		8		2		0	4.1993	5.1499				

A A- B+

NB: Private candidates' total not included in the overall totals.

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**2003 K.C.S.E ANALYSIS SIAYA DISTRICT.**

**SCHOOLS MERIT LIST**

	CODE	SCHOOL	ENTRY		A		A-		B+		B		B-		C+		C-		D+		D		D-		E		X		Y		MEAN	MEAN	PSN	DEV.
			B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	2003	
1	705608	SAWAGONGO	90	-	0	-	9	-	17	-	13	-	20	-	21	-	8	-	1	-	0	-	0	-	0	-	0	-	1	0	8.3820	7.4905	2	0.8915
2	705601	ST. MARY'S YALA	155	-	1	-	19	-	23	-	26	-	31	-	31	-	17	-	5	-	2	-	0	-	0	-	0	-	3	0	8.2903	8.0529	1	0.2374
3	705401	UKWALA	102	-	0	-	6	-	4	-	6	-	25	-	31	-	23	-	7	-	0	-	0	-	0	-	0	-	0	7.3529	6.5774	6	0.7755	
4	705201	NG'UYA GIRLS	-	17	0	-	12	-	11	-	18	-	33	-	35	-	34	-	22	-	9	-	0	-	0	-	0	-	1	0	7.2586	7.1534	3	0.1052
5	705202	BARDING'	83	-	0	-	3	-	6	-	9	-	15	-	14	-	21	-	8	-	7	-	0	-	0	-	0	-	0	7.1556	7.1200	4	0.0366	
6	705102	MBAGA GIRLS	-	10	0	-	2	-	6	-	9	-	16	-	22	-	27	-	13	-	5	-	0	-	0	-	0	-	0	6.9220	6.7956	5	0.1244	
7	705705	KAUDHA	11	9	0	-	1	-	0	-	0	-	1	-	2	-	1	-	1	-	5	-	2	-	2	-	1	-	0	3	6.8000	5.1111	22	1.6889
8	705502	AMBIRA	109	-	0	-	1	-	7	-	5	-	13	-	23	-	21	-	30	-	4	-	5	-	0	-	0	-	0	6.4036	5.9565	9	0.4471	
9	705706	NYAGONDO	34	16	0	-	1	-	0	-	4	-	1	-	8	-	0	-	6	-	2	-	6	-	3	-	6	-	2	8	6.8300	6.4107	7	-0.0307
10	705507	SIMENYA	11	13	0	-	0	-	0	-	1	-	1	-	1	-	3	-	1	-	1	-	2	-	6	-	2	-	1	3	6.3148	6.3330	8	0.042
11	705103	BORO	39	16	0	-	0	-	0	-	2	-	2	-	4	-	0	-	3	-	0	-	13	-	3	-	8	-	2	5	6.2777	5.1489	20	1.1659
12	705403	YENGA	16	2	0	-	0	-	0	-	1	-	0	-	3	-	1	-	2	-	1	-	3	-	0	-	3	-	0	1	6.2777	5.5714	12	0.7063
13	705402	SEGA GIRLS	-	7	0	-	0	-	0	-	1	-	12	-	13	-	17	-	26	-	4	-	0	-	0	-	0	-	0	6.0821	5.3561	16	0.726	
14	705501	RANG'ALA GIRLS	-	6	0	-	1	-	0	-	6	-	5	-	6	-	22	-	17	-	7	-	3	-	0	-	0	-	1	5.9850	5.200	19	0.785	
15	705705	AGORO OYOMBE	32	28	0	-	0	-	0	-	2	-	0	-	3	-	2	-	7	-	1	-	2	-	7	-	3	-	5	6	5.8709	5.2195	18	0.6514
16	705505	MOI ULOMA	14	4	0	-	0	-	0	-	1	-	0	-	3	-	0	-	2	-	1	-	1	-	1	-	2	-	0	5	5.7777	5.8076	10	-0.0299
17	705704	HORACE ONGILI	16	7	0	-	0	-	0	-	1	-	0	-	0	-	2	-	1	-	4	-	2	-	3	-	5	-	2	0	5.6521	4.5217	36	1.1304
18	705508	SIDINDI	18	13	0	-	0	-	0	-	1	-	1	-	0	-	5	-	0	-	2	-	0	-	4	-	0	-	3	5	5.6451	5.6600	11	0.0451
19	705602	SINAGA	-	7	0	-	0	-	2	-	2	-	3	-	9	-	22	-	20	-	16	-	3	-	0	-	0	-	0	5.5844	4.7400	32	0.8444	
20	705801	JERA	65	34	0	-	1	-	0	-	3	-	1	-	5	-	2	-	8	-	10	-	8	-	7	-	20	-	13	12	5.5454	5.4462	13	0.0992
21	705702	ALUOR GIRLS	-	8	0	-	0	-	1	-	3	-	3	-	16	-	13	-	21	-	17	-	7	-	0	-	0	-	1	5.4938	4.8846	27	0.6092	
22	705303	NYAMBARE	10	14	0	-	1	-	0	-	1	-	0	-	1	-	1	-	2	-	3	-	3	-	3	-	1	-	3	1	5.3333	4.2608	42	1.0725
23	705209	SIAYA TOWNSHIP	49	60	0	-	1	-	1	-	3	-	0	-	3	-	0	-	3	-	5	-	6	-	6	-	6	-	4	13	5.3243	4.7469	31	0.5774
24	705509	UMINA	10	6	0	-	0	-	0	-	0	-	0	-	3	-	0	-	2	-	1	-	0	-	1	-	2	-	1	1	5.2500	4.3225	41	0.9275
25	705503	RANG'ALA BOYS	41	-	0	-	0	-	0	-	1	-	2	-	6	-	5	-	10	-	12	-	5	-	0	-	0	-	0	5.2439	4.0750	46	1.1689	
26	705301	MWER	40	-	0	-	0	-	0	-	3	-	3	-	5	-	0	-	4	-	9	-	13	-	6	-	0	-	0	5.2325	4.3714	39	0.8611	
27	705511	RAMBULA	27	13	0	-	0	-	0	-	1	-	0	-	0	-	3	-	0	-	2	-	0	-	2	-	4	-	5	5	5.2000	5.1578	21	0.0422
28	705607	ULUMBI	75	21	0	-	1	-	0	-	1	-	2	-	6	-	0	-	6	-	3	-	12	-	6	-	16	-	5	16	5.1979	4.8271	28	0.3708



SCHOOL	ENTRY		A		A-		B+		B		B-		C+		C		C-		D+		D		D-		E		X		Y		Z		2004	2003	D.I.	PSN 2003	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G					
1. ST. MARY'S Y.	165	-	1	-	8	-	14	-	33	-	55	-	30	-	12	-	8	-	3	-	0	-	0	-	0	-	1	-	0	-	0	-	7.9939	8.2903	+0.2964	2	
2. NG'IYA 'G'	-	157	-	0	-	5	-	22	-	21	-	40	-	36	-	24	-	8	-	1	-	0	-	0	-	0	-	0	-	0	-	7.7962	7.2586	+0.5376	4		
3. UKWALA 'B'	72	-	0	-	2	-	8	-	5	-	17	-	28	-	8	-	2	-	0	-	0	-	0	-	0	-	2	-	0	-	7.6714	7.3529	+0.3185	3			
4. AMBIRA 'B'	114	-	1	-	4	-	14	-	18	-	27	-	19	-	13	-	11	-	5	-	1	-	0	-	0	-	1	-	0	-	7.6371	6.4036	+1.2335	8			
5. SAWAGONGO	106	-	0	-	1	-	10	-	14	-	23	-	24	-	19	-	11	-	2	-	0	-	0	-	0	-	2	-	0	-	7.3653	8.3820	-1.0167	1			
6. BISHOP OKOTH 'G'	-	93	-	0	-	2	-	10	-	11	-	17	-	21	-	19	-	7	-	6	-	0	-	0	-	0	-	0	-	0	-	7.2796	6.9220	+0.3576	6		
7. KAUDHA	7	4	0	0	0	0	0	0	1	0	3	1	1	0	1	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7.000	6.8000	+0.200	7
8. SIMENYA	24	13	0	0	0	0	2	0	3	1	6	1	4	4	5	5	2	3	2	1	2	0	0	0	0	0	0	0	0	0	0	0	6.8648	6.3148	+0.5500	10	
9. BARDING	85	-	0	-	1	-	5	-	9	-	12	-	21	-	23	-	5	-	4	-	3	-	1	-	0	-	1	-	0	-	6.845	7.1556	-0.3106	5			
10. SIHAY	7	4	0	0	1	0	1	0	0	0	2	0	1	0	0	2	2	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	6.6363	NEW	NEW	NEW	
11. NYAGONDO	54	20	0	0	1	0	3	1	8	1	9	1	10	2	7	5	9	4	3	6	4	0	0	0	0	0	0	0	0	0	0	0	6.5000	6.38	+0.1200	9	
12. JERA	59	39	0	0	0	0	7	1	4	1	9	8	10	4	18	7	6	9	7	5	1	1	1	0	0	0	0	0	0	0	0	0	6.4489	5.5454	+0.9035	20	
13. SIDINDI	18	14	0	0	0	0	1	0	0	0	4	0	5	3	6	3	1	4	1	3	0	1	0	0	0	0	0	0	0	0	0	0	6.1250	5.6451	+0.4799	18	
14. BORO 'M'	42	9	0	0	0	0	1	0	4	0	5	0	5	1	15	2	8	2	4	2	0	2	0	0	0	0	0	0	0	0	0	0	6.0784	6.2777	-0.1993	11	
15. SEGA 'G'	-	78	-	0	-	0	-	1	-	3	-	5	-	16	-	22	-	22	-	8	-	1	-	0	-	0	-	0	-	0	-	5.9743	6.0821	-0.1078	13		
16. NYAMBARE	21	14	0	0	1	0	2	0	1	0	3	2	2	2	2	2	6	2	2	2	2	0	4	1	0	0	0	1	0	0	0	0	5.9411	5.3333	+0.607	22	
17. AGORO OYOMBE	47	27	0	0	1	0	1	0	2	0	6	3	7	4	12	6	11	6	5	5	2	2	0	1	0	0	0	0	0	0	0	0	5.8783	5.8709	+0.0074	15	
18. YENGA 'M'	14	11	0	0	0	0	0	0	1	1	1	2	1	1	5	2	4	1	2	3	0	1	0	0	0	0	0	0	0	0	0	0	5.8400	6.2777	-0.4377	12	
19. ST. PETERS RAMBULA	12	9	0	0	0	0	0	0	1	1	1	0	1	2	2	1	4	2	3	2	0	0	0	0	0	0	0	0	1	0	0	0	5.7500	5.200	+0.5500	27	
20. RANG'ALA 'G'	-	85	-	0	-	0	-	0	-	1	-	2	-	12	-	25	-	36	-	9	-	0	-	0	-	0	-	0	-	0	-	5.5882	5.9850	-0.3968	14		
21. SIREMBE	25	11	0	0	0	0	0	0	0	0	4	0	6	1	1	1	9	6	3	2	2	1	0	0	0	0	0	0	0	0	0	0	5.5555	4.9000	+0.6555	31	
22. MALIERA	54	-	0	-	0	-	0	-	0	-	6	-	9	-	8	-	15	-	12	-	4	-	0	-	0	-	0	-	0	-	0	-	5.4444	4.7317	+0.7127	34	
23. MUDHIERA	11	-	0	-	0	-	0	-	1	-	1	-	2	-	2	-	0	-	2	-	2	-	1	-	0	-	0	-	0	-	0	-	5.3636	4.5000	+0.8636	40	
24. SINAGA	-	76	-	0	-	0	-	1	-	2	-	3	-	12	-	16	-	14	-	21	-	7	-	0	-	0	-	0	-	0	-	5.3552	5.5844	-0.2292	19		
25. SIAYA TOWNSHIP	43	41	0	0	1	0	1	0	0	1	6	3	6	3	6	5	12	8	7	12	3	9	1	0	0	0	0	0	0	0	0	0	5.2976	5.3243	-0.0267	23	
26. SAGAM	10	12	0	0	0	0	0	0	0	0	2	1	1	1	0	5	3	0	1	4	3	1	0	0	0	0	0	0	0	0	0	0	5.2272	4.8076	+0.4196	33	
27. KOGELO	14	8	0	0	1	0	1	0	1	0	0	0	6	0	0	0	1	0	2	2	1	4	1	2	0	0	0	0	0	0	0	0	5.1818	NEW	NEW	NEW	
28. HORACE ONGILI	24	6	0	0	0	0	0	0	2	0	3	0	2	0	2	1	7	1	3	2	5	1	0	1	0	0	0	0	0	0	0	0	5.1333	5.6521	-0.5188	17	
29. KAGONYA	20	15	0	0	0	0	2	0	1	0	1	0	3	0	3	1	4	3	4	6	2	5	0	0	0	0	0	0	0	0	0	0	5.0857	4.6129	+0.4728	38	
30. ULUMBI	78	17	0	0	1	0	1	0	1	0	6	1	6	2	14	1	17	2	22	7	9	3	1	1	0	0	0	0	0	0	0	0	5.0842	5.1979	-0.137	28	
31. MWER	38	-	0	-	0	-	0	-	0	-	1	-	4	-	6	-	16	-	8	-	3	-	0	-	0	-	0	-	0	-	0	-	5.0789	5.2325	-0.1536	26	
32. NDENGA	41	22	0	0	1	0	0	0	1	1	2	1	6	0	5	2	7	7	13	9	6	2	0	0	0	0	0	0	0	0	0	0	5.0634	4.4035	+0.6822	42	
33. ALU'OR 'G'	-	73	-	0	-	0	-	0	-	2	-	4	-	7	-	11	-	19	-	20	-	9	-	1	-	0	-	0	-	0	-	5.0547	5.4938	-0.4391	31		
34. NYAMINIA	26	12	0	0	0	0	0	1	0	2	0	0	0	4	0	6	0	8	0	9	0	8	0	0	0	0	0	0	0	0	0	0	5.0526	4.6000	+0.4526	39	
35. A.A. ADONGO	23	11	0	0	0	0	0	0	2	0	1	0	1	2	3	0	7	4	5	2	3	3	0	0	0	0	0	0	0	1	0	5.0303	4.6888	+0.3415	35		
36. MOI ULOMA	26	17	0	0	1	0	0	0	1	0	1	1	3	0	3	3	8	2	7	8	1	2	1	1	0	0	0	0	0	0	0	5.0232	5.7777	-0.7545	16		
37. NYAWARA	-	38	-	0	-	0	-	0	-	0	-	0	-	4	-	8	-	13	-	10	-	3	-	0	-	0	-	0	-	0	-	5.000	4.6410	+0.3590	36		
38. ARGWINGS 'K'	35	15	0	0	0	0	1	0	1	0	0	0	7	0	4	2	5	2	11	8	6	3	0	0	0	0	0	0	0	0	0	0	4.8400	4.9000	-0.0600	32	
39. INUNGO	15	9	0	0	0	0	0	0	1	0	1	1	0	0	2	1	1	3	8	3	2	1	0	0	0	0	0	0	0	0	0	0	4.8333	4.6333	+0.2000	37	
40. HOLY CROSS	26	03	0	0	0	0	0	0	0	0	1	1	3	0	4	0	5	0	8	2	2	0	3	0	0	0	0	0	0	0	0	0	4.7586	4.1428	+0.6158	46	
41. MADUNGU	10	6	0	0	0	0	1	0	0	0	1	0	0	0	1	1	2	0	2	4	3	1	0	0	0	0	0	0	0	0	0	0	4.7500	4.1428	+0.6072	51	
42. SIAYA ACAD.	17	6	0	0	0	0	1	0	1	0	0	1	2	0	0	2	7	1	5	2	0	0	0	0	0	0	0	0	0	0	0	4.7311	3.7916	+0.9475	50		
43. KAMBARE	18	-	0	-	0	-	0	-	1	-	0	-																									

