

Effect of Non Financial Incentives on Job Satisfaction of Teachers in Public Secondary Schools-Survey of Kisii Sub County

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Abstract

Job satisfaction is a major challenge among employees in many organizations. The purpose of this research project is to assess the effect of non-financial incentives on job satisfaction of teachers in public secondary schools of Kisii Sub County in the Republic of Kenya. The specific objectives for the study include: to assess the effect of promotion on job satisfaction of teachers in public secondary schools of Kisii Sub County, to find out the effect of job autonomy on job satisfaction of teachers in public secondary schools of Kisii Sub County and to establish the effect of rewards on job satisfaction of teachers in public secondary schools of Kisii Sub County. Schools were randomly selected from Kisii Sub County. Quantitative data was analyzed using descriptive statistics such as mean, maximums and minimums, standard deviation and regression analysis. Statistical Package for Social Sciences (SPSS) was used to analyze the quantitative data and the analyzed data was presented in form of tables and bar-graphs. The target population was 493 respondents, with a sample size of 83 respondents. The study used stratified sampling to ensure that the sample is fairly distributed in all schools. This study will be significant to policy makers, Ministry of Education, management of schools, teachers and future researchers. The study established a positive relationship between non-financial incentives and job satisfaction of teachers in public secondary schools of Kisii Sub County. Recommendations of the study included that teachers should be promoted regularly and be provided with distinct promotion criteria in terms of years or periods of promotion to enable them get more satisfied with their job and the teachers should be provided with conducive working environment in order to motivate and satisfy them, in return leading to job satisfaction.

1.1 Statement of the problem

The teaching profession has been marred by strikes, resignation, early retirement and high levels of turnover. It should be noted that while about 40% of the teachers were on the government payroll in 2008, this figure rose to 85.1% in 2009 (Ward et al, 2010). The government has improved the teacher payroll management and made resources available for increase on the secondary school teachers' salaries and promotions. Most teachers are paid an equivalent monthly salary ranging between 200 to 250 dollars and the government has constructed teachers' houses. Buitenlandse (2011) reports that in 2011, approximately 25,000 teachers' houses were available for 124,000 teachers in government schools (including 6,300 houses that were under construction). Despite the above factors, turnover of teachers to other organizations is unacceptably high and rising, there are early resignations and early retirement and there has been deteriorating standards of professional conduct. It is not clear the extent to which these issues are brought about by lack of non financial incentives particularly promotion, rewards and job autonomy. It is therefore such a situation that prompted the researcher to conduct a study to establish the effect of non-financial incentives on the job satisfaction of teachers in public secondary schools of Kisii Sub County. This study is geared towards solving the aforementioned problems.

1.2 Objectives of the study

The general objective of the study was to assess the effect of non-financial incentives on job satisfaction of teachers in public secondary schools of Kisii Sub County. The specific Objectives were

1. To assess the effect of promotion on job satisfaction of teachers in public secondary schools of Kisii Sub County.
2. To establish the effect of rewards on job satisfaction of teachers in public secondary schools of Kisii Sub County.
3. To find out the effect of job autonomy on job satisfaction of teachers in public secondary schools of Kisii Sub County.

1.3 Significance of the study

The study will be significant to the following categories of people:

The policy makers and secondary school administrators will identify major strategies to modify the behavior of teaching staff towards their job. It will identify strategies that will help improve teacher morale and at the same time counteract the factors that lower the teachers' satisfaction.

The Ministry of Education will get to know the factors affecting teacher job satisfaction which finally affects the performance of students in examinations. By this, the Ministry will use the information to come up with the ways of motivating teachers.

Teachers will get to know how different incentives affect their job satisfaction thus helping them in deciding on how to adjust to the prevailing situations to improve the performance of students.

The research has highlighted how non financial incentives affect job satisfaction of teachers. By this information, the management of the schools can come up with better ways of improving teachers' job satisfaction.

2.0 Methodology

This study used descriptive survey research design which according to Cooper (1996), is concerned with in depth analysis of a phenomenon. Thus, the design is appropriate for the study as it will allow for investigation of how non-financial incentives affect job satisfaction of teachers in the area of study.

2.1 Instrumentation

The researcher used both the open-ended questions and closed-ended questions to gather information from the respondents. The closed-ended questions helped in gathering factual information while the open-ended questions gave the respondents a chance to express their opinions using their own words and thinking. This instrument sought information on teachers' background such as age, gender, professional and academic qualification. The stratified random sampling technique was used to select respondents in this study.

$40 / 493(83) = 6.73 = 7$ principals

$453/493(83) = 76.26 = 76$ Assistant teachers.

Secondary data was obtained from the Kisii County Teachers Service Commission Director's office and the Commission's website.

2.2 Validity and Reliability

According to Mugenda and Mugenda (2003), validity of the research instrument was achieved through adequate coverage of the variables under investigation. The study administered one type of questionnaire to teachers and reliability was measured using Cronbach's Alpha reliability test.

Cronbach's Alpha	N of Items
.75	4

The coefficient of 0.75 was obtained indicating that the research instruments were reliable because the coefficient is more than 0.7

2.3 Data Analysis and Presentation

Data was analyzed using descriptive statistics methods of mean, maximums, minimums, percentages and standard deviation. The research made use of regression analysis to determine the relationship of the variables in this study. The study adopted both simple regression model of the form $Y=a+bX$ and multiple regression of the form:

$Y= \beta_0+ \beta_1X_1+ \beta_2X_2 + \beta_3X_3 + \epsilon$; Where Y =Job Satisfaction, $\beta_1... \beta_3$ =Coefficients of the model , X_1 = Effect of Promotion, X_2 = Effect of Rewards, X_3 = Effect of Job Autonomy & ϵ = error term

3.0 RESULTS AND DISCUSSION

The data was collected by questionnaires with reference to the three specified objectives of the study. The researcher issued out 83 questionnaires to the respondents; 7 principals and 79 assistant teachers. Out of the 83 questionnaires only 79 were returned while the remaining 7 were not returned.

Table 1.0 Response Rate

Category	Frequency	Percentage
Responded	79	95.2
Not responded	4	4.8
Total	83	100

From the above table, a total of 79 questionnaires were returned representing a response rate of 95.2 percent while 4 questionnaires were never responded to representing 4.8 percent.

3.1 Gender

Out of the 79 questionnaires, there were 50 male teachers with 10 of them being satisfied while 40 of them were not satisfied. There were 29 female respondents with 7 of them being satisfied while 22 of them were not satisfied.

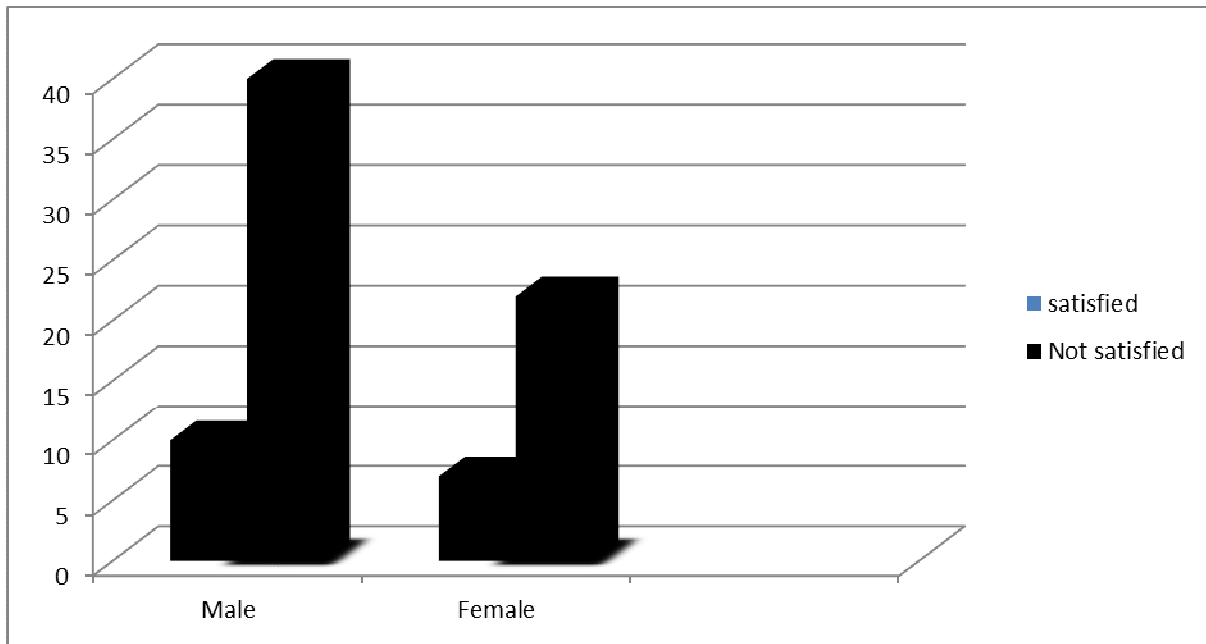


Figure 3.1 Response Rate based on gender

3.2 Work Experience

Out of the 79 respondents, 63 of them had worked for less than 5 years with 30 of them being satisfied while 33 of them were not satisfied with the awarding of non financial incentives. 16 respondents had worked for more than 5 years with 6 of them being satisfied while 10 of them were not satisfied.

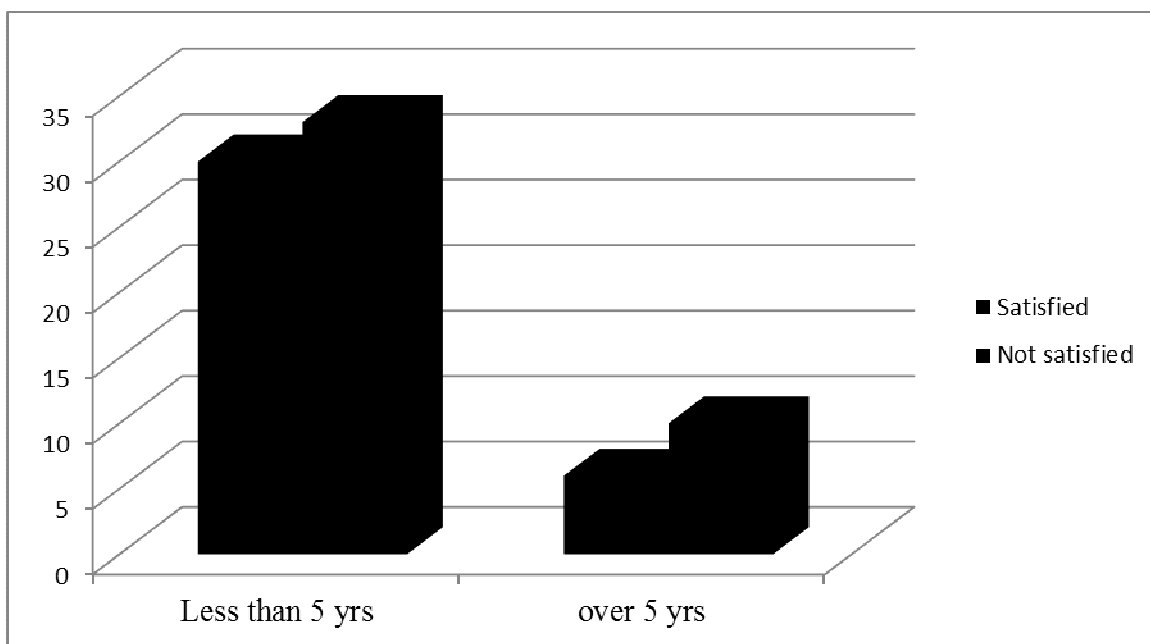


Figure 3.2 Response Rate based on work experience.

3.3 Age

Out of the 79 questionnaires, 12 respondents were between the age of 18-25 years, 5 were satisfied and 7 were not. 20 respondents were between the age of 26-35 years, 10 were satisfied and 10 were not. 40 respondents were between the age of 36-45 years, 12 were satisfied, 28 were not. Seven respondents were between the age of 46-55 years, two were satisfied, five were not.

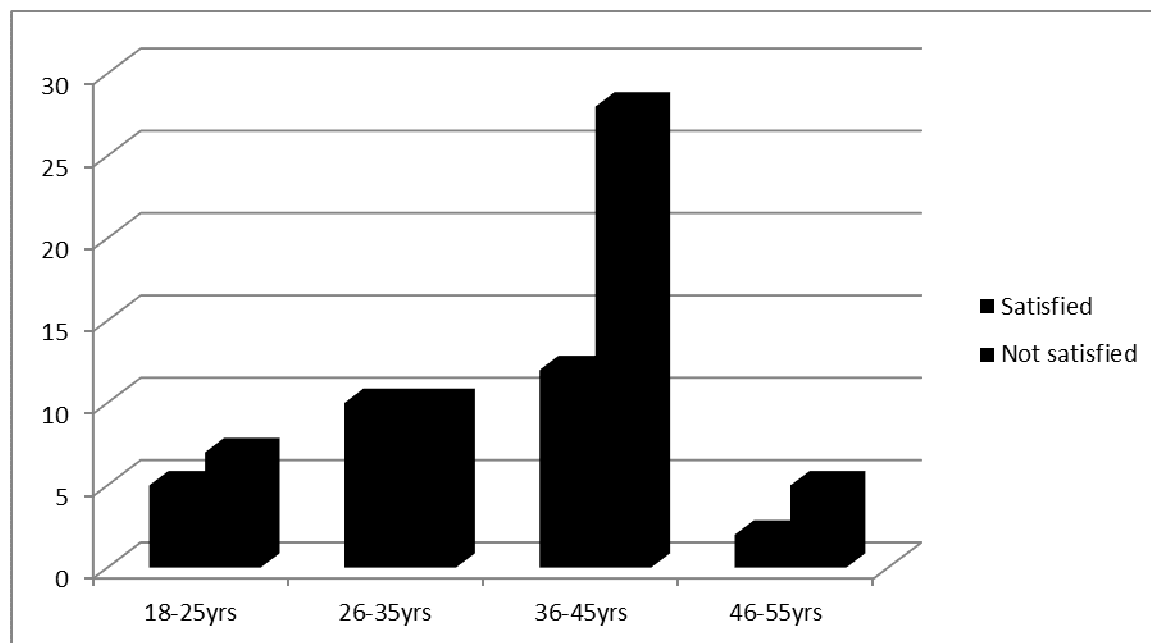


Figure 3.4 Response Rate based on Age.

3.4 Descriptive Statistics.

To understand the characteristics of the variables used in this study a descriptive statistics was used and the results are as below;

Table 1.2 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Promoreturn	83	4000.00	10200.00	6832.5000	1750.05827
BonusPay	83	4200.00	9300.00	7037.5000	1556.72353
Productivity	83	7.21	9.70	9.0185	.62744
JobSatisfaction	83	5.00	10.67	7.2685	1.62709
Valid N (listwise)	83				

Table 4.2 above indicates that job satisfaction returned the lowest minimum of 5 while bonus pay returned the highest minimum of 4200. Also promotion returned the highest maximum of 10200 and productivity the lowest maximum of 9.7. Job satisfaction showed the lowest mean of 7.2685 while bonus pay indicated the highest mean of 7037.5. The standard deviation for promotion return was the highest at a value of 1750.05827 and while productivity showed the least value of standard deviation of 0.62744.

3.5 Effect of Promotion on Job Satisfaction of Teachers

To determine the effect of promotion on job satisfaction of the secondary school teachers a regression model of the form $Y=a+bX$ was used. While Y represented the job satisfaction, a represented a constant of y intercept, b the coefficient of job satisfaction of the public secondary school teachers and X was the job satisfaction factor. The results are shown in the coefficients table below.

Table 1.3 Table of coefficients of promotion

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	1.061	.328		3.234	.005
	Promoreturn	1.023	.001	.977	19.494	.000

The regression equation was therefore $Y=1.061+1.023X$. This means that an increase in promotion reward by 1 shilling increases teacher job satisfaction thus a retention rate of 1.023%. The standardized beta value of 0.977 indicates that an increase in promotion return by 1% causes an increase in job satisfaction by 97.7%.

To test the goodness of fit of the promotion regression model the F value based on ANOVA was used and the results were as shown in the table below;

Table 1.4 ANOVA Promotion Model

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	48.026	1	48.026	380.030	.000 ^a
	Residual	2.275	82	.126		
	Total	50.301	83			

The F value from the ANOVA table above indicates a substantially high value of 380.03 implying that the model is valid and can hold. The p value of 0.000 is less than 0.05 significance level and therefore the model is a good model.

Table 1.5 Model Summary for Promotion

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.977 ^a	.955	.952	.35549

Further the r square value as shown in table 4.2.3 shows that a change in promotion causes a 95.5% variation in job satisfaction of the public secondary school teacher. In effect 4.5% of the change in job satisfaction of the teacher can be explained by other factors. This finding revealed that upon promotion the secondary school teachers in public schools get highly motivated thus higher satisfaction and make a decision to stay on the same job for a longer time.

3.6 Effect of Reward on job satisfaction of teachers

To determine the effect of reward on job satisfaction of the secondary school teachers a regression model of the form $Y=a+bX$ was used. While Y represented the job satisfaction, a represented a constant of y intercept, b the coefficient of reward of the public secondary school teachers and X was the reward. The results are shown in the coefficients table below.

Table 1.6 Table of Coefficients of Teacher Reward

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.502	.696		.722	.040
BonusPay	4.001	.000	.920	9.950	.000

The regression equation was therefore $Y=3.502+4.001X$. This means that an increase in bonus reward by 1 shilling increases teacher job satisfaction thus a retention rate of 4.001%. The standardized beta value of 0.920 indicates that an increase in bonus reward by 1% causes an increase in job satisfaction by 92%.

To test for the goodness of fit of the Reward model the ANOVA table was used and the results were as below;

Table 1.7 ANOVA Reward Model

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	42.562	1	42.562	99.001	.000 ^a
	Residual	7.739	82	.430		
	Total	50.301	83			

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.920 ^a	.846	.838	.65568

a. Predictors: (Constant), BonusPay

3.7 Effect of Job Autonomy on job satisfaction

To determine the effect of job autonomy on job satisfaction of the secondary school teachers a regression model of the form $Y=a+bX$ was used. While Y represented the job satisfaction, a represented a constant of y intercept, b the coefficient of job autonomy which is productivity of the public secondary school teachers and X was productivity. The results are shown in the coefficients table below.

Table 1.9 Table of Job Autonomy Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-5.044	4.697		-1.074	.297
Productivity	1.365	.520	.526	2.627	.017

The regression equation was therefore $Y = -5.044 + 1.365X$. This means that an increase in job autonomy as measure by teacher productivity increases teacher job satisfaction thus resulting to a retention rate of 1.365%. The standardized beta value of 0.526 indicates that an increase in job autonomy by 1% causes an increase in job satisfaction by 52.6% representing the lowest of the three variables examined in this study. To test goodness of fit model ANOVA table was used and the results were as indicated in the table below;

Table 2.0 Job Autonomy ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	13.942	1	13.942	16.902	.017 ^a
Residual	36.359	82	2.020		
Total	50.301	83			

The F value of 16.902 is a highly significant figure indicating that job autonomy model is a valid model and it can hold.

Table 2.1 Job autonomy Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.526 ^a	.277	.237	1.42124

The r square value above indicates that job autonomy explains 27.7% of the variation in teacher job satisfaction while 72.3% can be explained by other variables. The study established that job autonomy leads to more teacher satisfaction.

3.8 Effect of Promotion, Reward and Job autonomy on Job Satisfaction of Teachers

To assess the effect of the three variables on job satisfaction of the teachers in public secondary schools a multiple linear regression model of the form $Y = B_0 + B_1X_1 + B_2X_2 + B_3X_3 + \epsilon$ was applied, where B_0, B_1, B_2 and B_3 are coefficients while X_1, X_2 and X_3 are the independent variables.

Table 2.2 Multi-linear regression Model Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.295	1.171		.252	.804
Promoreturn	.001	.000	.784	6.959	.000
BonusPay	.001	.000	.201	1.797	.091
Productivity	.057	.146	.022	.387	.034

The multi-linear regression model therefore is $Y = 0.295 + 0.001X_1 + 0.001X_2 + 0.057X_3$. Using the standard beta coefficients it is evident that holding reward and job autonomy constant promotion can explain 78.4% of the variation in teacher job satisfaction. Equally holding promotion and job autonomy constant reward can explain 20.1 % of the variation in job satisfaction. Also holding reward and promotion job reward can explain 2.2% of the variation in job satisfaction.

Table 2.3 Multi-linear ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	48.442	3	16.147	139.026	.000 ^a
Residual	1.858	80	.116		
Total	50.301	83			

To test goodness of fit of the multi-linear regression model the ANOVA table above was used. The F value of 139.026 derived from table 4.5.2 above indicates a highly significant figure which implies that the multi-linear model used was a good fit. Besides the p-value of 0.000 which was lower than 5% level of significance confirms that the model can hold and it is appropriate.

Table 2.4 Multi-linear Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.936 ^a	.876	.853	.57188

The r square value from the model table value above indicates that promotion, reward and job autonomy explains 87.6% of the variation in job satisfaction by public secondary school teachers in Kenya. This translates therefore that 13.4% of the variation in teacher satisfaction can be explained by other factors.

3.9 Qualitative Data Analysis

The study sought to determine the other methods employed by the management in awarding of non financial incentives to the teachers besides money tokens. The study shows that a majority of the teachers stated that they only received verbal appreciation; some were issued with certificates, a lesser percentage received letters of appreciation while the biggest majority remarked that the management does not have any form of non-financial rewards program in their schools, other than monetary appreciation.

Measures proposed by teachers to reduce the number of teachers quitting due to dissatisfaction included teacher motivation, increased salary, improved working conditions and terms, respect of teachers by parents, support of teachers in professional development, good teacher administration relationship and training of administrators in human resource management . It is evident from the responses given that majority of teachers were mostly concerned with non-financial incentives.

To increase job satisfaction teachers need good working conditions, parents' cooperation, involvement of teachers in decision making, motivational tours, trips and workshops, self-drive and all other elements of non-financial incentives. From this information, we can deduce that majority of teachers positively identified elements of nonfinancial incentives as motivators to good performance.

4.0 SUMMARY, CONCLUSION AND DISCUSSION

4.1 Summary of the findings

The study established a positive relationship between non-financial incentives and job satisfaction of teachers in public secondary schools of Kisii Sub County. Teachers agreed that promotion, rewards and job autonomy affect teacher retention. The rating of each of these factors is summarized in the following subsections.

4.2 Rewards and job satisfaction

Majority of the respondents (82.2%) consented that rewards increased their job satisfaction. It was further discovered that an increase in bonus reward by 1% causes an increase in job satisfaction by 92%. On the methods used by the management in awarding of rewards, verbal appreciation was quoted the most. Other methods used were issuance of certificates and letters of appreciation. Others were however never recognized.

4.3 Promotion and job satisfaction

The study revealed that the promotion criterion was good although it was noted that promotions are not rewarded regularly. It was at the discretion of the teachers' umbrella body TSC to promote teachers. Most teachers were not comfortable with how often they get promoted. However, 88.6% of respondents agreed that the promotions they receive boosted their morale, making them stay in their jobs longer. Furthermore, it was noted that, an increase in promotion return by 1% causes an increase in job satisfaction by 97.7%.

4.4 Job autonomy and job satisfaction

34.1% of the respondents assented that they like to schedule their own work and make job related decisions with minimum supervision. They reported that the school management supervised them greatly. The study revealed that increase in job autonomy by 1% causes an increase in job satisfaction by 52.6%.

4.5 Conclusion

The study sought to assess the effect of promotion on job satisfaction of teachers in public secondary school teachers of Kisii Sub County. The study concluded that 88.6% of the respondents were satisfied with the promotion criteria to a large extent. Therefore the study concludes that promotions are important in improving the job satisfaction of teachers.

The study also sought to establish the effect of rewards on job satisfaction of teachers in public secondary school teachers of Kisii sub county. The study concluded that 82.2% of the respondents were rewarded and were satisfied with the rewards to a large extent. The study therefore draws a conclusion that there's a high association between the job satisfaction of teachers and how well they're rewarded.

The study also sought to find out the effect of job autonomy on job satisfaction of teachers in public

secondary school teachers of Kisii Sub County.12.6% of the respondents were satisfied with the decision making process in their respective schools. This study concludes that teachers are satisfied in a school where they are involved in the decision making process and good working environment. Majority of teachers would be satisfied where there is a commendable work place environment.

4.6 RECOMMENDATIONS

The study sought to assess the effect of promotion on job satisfaction of teachers in public secondary school teachers of Kisii Sub County. The minority of the respondents scored 11.4%.The study therefore recommends that teachers should be promoted regularly and be provided with distinct promotion criteria in terms of years or periods of promotion. This would enable them get more satisfied with their job.

The study also sought to establish the effect of rewards on job satisfaction of teachers in public secondary school teachers of Kisii sub county.17.7% was the lowest score. The study therefore recommends that teachers satisfied with the salaries they earn need to be motivated through nonfinancial incentives to retain talent. Schools administrators should work tirelessly and come up with various criteria on how to reward teachers and therefore motivate them.

The study also sought to find out the effect of job autonomy on job satisfaction of teachers in public secondary school teachers of Kisii Sub County.65.8% of the respondents assented that they were not consulted at all with decisions concerning them in the school. The study therefore recommends that teachers should be provided with conducive working environment in order to motivate and satisfy them, in return leading to job satisfaction.

5.0 Suggestions for Further Research

After analyzing the various findings from this research, the researcher recommends the following:

1. This study only focused on three non financial incentives: promotion, rewards and job autonomy. Further research can focus on other non financial incentives for example recognition.
2. All subjects in this study work for the Kenya Government, therefore, the findings cannot be generalized to other private institutions. A further research can involve private schools.
- 3.A study on the role of trade unions in agitating for better terms and conditions of work for teachers in public schools.
4. A similar extensive study should be carried out in another area / location so as to establish its ability for generalization to all public schools in the country

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