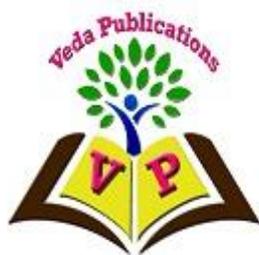


EFFECTS OF REWARDS, MONITORING AND EVALUATION ON EMPLOYEE RETENTION IN PUBLIC SECONDARY SCHOOLS IN SOSIOT SUB-COUNTY, KERICHO COUNTY, KENYA

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Abstract



There are concerns that unacceptably high proportions of non-teaching staff working in secondary schools in Kenya are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioural sanctions. The main purpose of this study was to assess effects of rewards, monitoring and evaluation on employee retention of non-teaching staff in public secondary schools in Sosit Sub-County, Kericho County. The study adopted the survey research design. The target population was 1092 comprising of 42 principals, 42 deputy principals, 462 non-teaching staff and 546 members of the Board of management. The study involved a sample size of 329 respondents; this comprise of, 13 principals, 42 deputy principals, 139 non-teaching staff and 164 members of School Board of Governors. Purposive sampling technique and simple random sampling techniques was used to select respondents. Questionnaires and interview schedule was used to collect primary data. Descriptive statistics was used to analyze data and included frequencies, percentages and means. Data from interview schedule were analyzed thematically. Results were summarized and presented in the form of frequency tables and bar graphs. The study findings showed that majority of the non-teaching staff members (70.2%) were of the opinion that performance appraisal had enhanced efficiency among non-teaching staff. Further majority of the respondents were of the view that performance appraisal has enhanced effective job performance amongst the non-teaching staff with a further majority of the non-teaching staff members (84.8%) showing that performance appraisal systems has enhanced accountability in public schools and therefore improving on service delivery. Further, majority of the non-teaching staff members (79.4%) from public secondary schools in Sosit Sub-County believed that employee participation in decision making increase job satisfaction and hence employee retention. It was recommended that in order to enhance effective utilization of performance management systems such as appraisal systems in schools there is need for the public schools to train non-teaching staff members on the benefits of these systems as they enable employees to be effective, accountable and responsible.

Keywords: *Rewards, Monitoring, Evaluation, Kenya*

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1.1 INTRODUCTION

An effective Human Resource Management (HRM) practices can be the main factor for the success of a firm Stavrou – Costea (2005). As supported by Lee and Lee (2007) HRM practices on business performance, namely training and development, teamwork, compensation/incentive, HR planning, performance appraisal, and employee security help improve firms' business performance including employee's productivity, product quality and firm's flexibility. Performance management is best defined as the management of individuals with competence and commitment, working towards the achievement of shared meaningful objectives within an organization that supports and encourages their achievement. Ideally these individuals should be considered as members of a team (Lockett, 1992).

According to Pulakos (2004), Performance management systems, which typically include performance appraisal and employee development, are the "Achilles' heel" of human resources management. While research and experienced practitioners have identified several characteristics that are prerequisites for effective performance management systems, there are also many decisions that need to be made to design a system ideally suited for a given organization's needs. One such decision is what purpose(s) the system serve. For instance, performance management systems can support pay decisions, promotion decisions, employee management and reductions in force. In the wake of democracy many human resources management and management inefficiencies surfaced, both for Kenya and the African continent as a whole. The fact that Africa cannot generate sustainable socio-economic development without investing in human resource management became evident. In an attempt to respond to this need, governments have been exerting insurmountable pressure on public services sectors to be more productive (Grobler, Warnich, Carrell, Elbert & Hatfield, 2002).

Today's reality in the world is that people affect important aspects of organizational performance in a multitude of ways. People conceive and implement the organizational strategy, while the mix of people and systems mostly determine an organization's capabilities. Competencies are required to execute the strategy, and these competencies are primarily a function of the skills and knowledge of an organization's human capital. Therefore, if an organization is to treat its employees as its most important asset, it has to be knowledgeable about what it is that motivates people to reach their full potential (Lawler, 2003). It is not easy though to know all the things that motivate people in life or at work but an effort has to be made. Traditionally, individual performance in organizations has centered on the evaluation of performance and the allocation of rewards. Organizations are starting to acknowledge planning and enabling individual performance have a critical effect on organizational performance.

According to Kochanski, Alderson & Sorenson (2005), globally in most organizations performance management still has a long way to go in fulfilling its roles and objectives. This is particularly the case in Kenyan Secondary schools. In the last decades, a number of

countries have adopted pay-for-performance strategies in order to modify the traditional salary scales. In the past, rewards generally referred to pay and for many years, rewards programs were viewed primarily as a necessary evil to attract and retain competent employees. Attitudes towards rewards programs, and awareness of their strategic value, are now changing. Increasingly, schools are also realizing that a properly designed and executed total rewards strategy can be a powerful driver of teachers' performance (Owen, 2003).

An organization's reward system is meant to provide and maintain appropriate types and levels of pay, benefits and other forms of rewards. Performance-based reward systems have a long history in education, particularly in the United States of America (Owen, 2003). The reward system in an organization consists of its integrated policies, processes, and practices for rewarding its employees in accordance with their contribution, skills, competences and market worth, according to Harvey-Beavis (2003). This implies that performance based reward corresponds closely with employees' actual experiences.

Employers (Board of Governors) in secondary schools in Sosit District have not put up any standard measure upon which employees are rewarded. Some employers have used pecuniary rewards for high levels of performance, usually defined in terms of student outcomes or teacher skills and knowledge (Chamberlin *et al.*, 2002). It has been evident in some schools that when students perform well, the concerned teachers in candidate classes are given some rewards which may not be the case with other teachers who teach in other classes yet they also play a role in preparing these candidates in lower classes for the final examinations.

This study was based on the assumption that employees' attitudes towards performance rewards, determines their work performance, in other words motivates or demotivates them. The value that the employers attach to the rewards that they give to their workers, determines the workers' perception of these rewards and their overall performance.

1.2 Statement of the Problem

There appears to be mounting concerns that unacceptably high proportions of non-teaching staff working in secondary schools in Kenya are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioural sanctions (Baron, 1983). Consequently, standards of professional conduct and performance are low and falling in many secondary schools.

Incentives for non-teaching staff in the secondary schools in Sosit District to perform well are frequently weak due to ineffective incentives and sanctions. Very low pay and delayed salaries forces large proportions of non-teaching staff to leave for other jobs with better terms. What is expected from non-teaching staff that is the social contract is not pitched at a realistic level in many secondary schools in Sosit District given material rewards, workloads, and work and living environments. In many secondary schools, non-teaching staff are being asked to take on more responsibilities without rewarding them. The

work and living environments for many non-teaching staff are poor, which tends to lower self-esteem and is generally de-motivating.

In most secondary schools in Kenya and in particular those in Sosirot District, there have been a delay in payment of salaries to the non-teaching staff. The cited reasons for this have been occasioned by delay in the disbursement of Free Day Secondary School Funds from the Ministry of Education. This has led to low morale of the non-teaching staff in most secondary schools. Some employees have opted to leave employment in secondary schools with some resorting to farming and others to seek for employment elsewhere. This may have a negative effect on employee retention as some may opt to leave for greener pastures where their salaries are paid promptly. This study aimed at assessing effects of rewards, monitoring and evaluation on employee retention of non-teaching staff in public secondary schools in Sosirot District, Kericho County.

1.3 Purpose of the Study

The main purpose of this study was to assess effects of rewards, monitoring and evaluation on employee retention of non-teaching staff in public secondary schools in Sosirot District, Kericho County, Kenya.

1.4 Objectives of the Study

The following were the objectives of this study

- 1) To establish the effect of monitoring and evaluation on retention of non-teaching staff in secondary schools in Sosirot District.
- 2) To establish the effect of rewards on Retention of non-teaching staff in secondary schools in Sosirot District.

1.5 Research Questions

The study was guided by the following research questions;

- 1) What effect does monitoring and evaluation have on Employee retention in secondary schools in Sosirot District?
- 2) What effect do rewards have on retention of employees in secondary schools in Sosirot District?

1.6 Justification of the Study

Organizations invest a lot on their employees in terms of induction and training, developing, maintaining and retaining them in their organization. Therefore, managers at all costs must minimize employee's turnover. Although, there is no standard framework for understanding the employees turnover process as whole, a wide range of factors have been found useful in interpreting employee turnover (Kevin et al. 2004). Therefore, there is need to develop a fuller understanding of the employee turnover, more especially, the causes what

determines employee turnover, effects and strategies that managers can put in place to minimize turnover.

A large number of governments and international organizations are currently implementing policies using performance contracting method to improve the performance of enterprises in their countries. Performance Contracts represent a state-of-the-art tool for improving public sector performance. They are now considered an essential tool for enhancing good governance and accountability for results in the public sector. There is dearth of studies undertaken to establish the reasons why secondary management in Sosiot District usually has a negative attitude towards rewarding non-teaching staff for their work. This raises curiosity and hence the need to establish how performance management works and its effect on human resource management in secondary schools in Sosiot District.

1.7 Significance of the Study

The findings of this study will benefit the management of secondary schools in Sosiot District in establishing the effects of performance management on human resource management practices so that school managers are able to understand ways of motivating and retaining their employees. It will also be of benefit to the non teaching staff of the various secondary schools in understanding ways of improving their performance, wage bargaining, improving service delivery and appreciating motivational factors awarded to them in the various secondary schools. The findings of this study will also provide relevant literature for further studies in the field of performance management and its effects on human resources management practices.

1.8 LIMITATIONS of the Study

Given that the study covered only a sample of secondary schools in Sosiot District , the findings of the study were limited to this population and therefore generalization of its findings need to be made with caution.

The researcher relied on self evaluation reports from respondents which carries their own biases. Relying on self-evaluation reports can be problematic and may threaten the veracity and truthfulness of the response. In order to remove these biases, the researchers employed triangulation when collecting data.

2 THEORETICAL framework

The study was based on Herzbergs' two factors Theory (1993). Herzberg modified Maslow's needs theory and consolidated down to two areas of needs that motivate employees; Hygiene and motivators. Herzberg (1993) concluded that factors which seemed to make individuals feel satisfied with their jobs were associated with the content of the job these were labelled motivators, yet factors that seemed to make individuals feel dissatisfied were associated with the job context these he labelled hygiene factors. Herzberg argued that two entirely separate dimensions contribute to employee behaviour at work. Hygiene factors and motivator hygiene factors refer to the presence or absence of job dissatisfiers. When

hygiene factors are valued, work is dissatisfying. These are considered maintenance factors that are necessary to avoid dissatisfaction but they do not themselves contribute to the jobs satisfaction and motivation of personnel. That is, they only maintain employees in the job. Therefore managers should provide hygiene factors to reduce sources of worker dissatisfaction and be sure to include motivators because they are the factors that can motivate workers and lead ultimately to job satisfaction.

In line with Herzberg's view, unsafe working conditions or a noisy work environment would cause employees to be dissatisfied with their job but their removal not lead to a high level of motivation and satisfaction other examples of hygiene factors include, salary, status, security, supervision and company policy. On the other hand motivators, leading to job satisfaction are associated with the nature of the work if self. They are those job related practices such as assignment of challenging jobs, achievement, work itself, recognition, responsibility advancement and opportunities for growth in the job. Herzberg argued that when motivators are absent, workers are neutral towards work, but when motivators are present, workers are highly motivated to excel at their work.

Hygiene includes company policy and administration, supervision, interpersonal relationship, working conditions, salary status and security while motivators on the other hand focuses on aspects of work such as achievement, recognition, the work itself and growth and advancement of an organization. This theory is relevant to this study as it caters for the work environment of the employees and their motivational aspects which tend to keep them at work and they in turn try to achieve their set targets.

2.1 CONCEPTUAL Framework

The conceptual framework is developed by explain the relationship between independent variables, dependent variable and intervening variables. It shows the relationship between performance management practices and employee retention. The said relationship is shown in the figure 1.

3 TARGET population

The target population was 1,092 respondents comprising of 42 principals, 42 deputy principals, 462 non-teaching staff and 546 members of the Board of Governors from all registered public secondary schools in Sosiot District.

Table 3.1: Target Population

Variable	Target Population
Principals	42
Deputy Principals	42
Non teaching Staff	462
Members of School Board of Governors	546
TOTAL	1092

Source: District Education Office Sosiot District (2012)

3.2 SAMPLE SIZE

The study involved a sample size of 329 respondents; this comprised of, 13 principals, 42 deputy principals, 139 non-teaching staff and 164 members of School Board of Governors. The sample constituted 30% of the target population. According to Kothari (2000), selection of a representative sample from a population using any random sampling design is done using the criteria; for a population of less than 10, sample size is 100%; more than 10 but less than 1000 respondents' employ a sample size of 30%; a population of over 1,000, sample size of 10%. Simple random sampling was used because it ensures that each member of the target population has an equal and independent chance of being included in the sample as it produces a random sample. The sample size is presented in Table 3.2

Table 3.2 Sample Size

Variable	Target Population	Procedure	Sample size
Principals	42	42 x 30%	13
Deputy Principals	42	42 x 30%	13
Non teaching Staff	462	462 x 30%	139
Members of School Board of Governors	546	546 x 30%	164
TOTAL	1092		329

Source: Researcher, 2012

3.3 Research instruments

Qualitative and quantitative data collection techniques were used in this study. In this case questionnaires and interviews were used. The two instruments are complementary, each contributing to a better understanding and interpretation of the data generated and to the ultimate findings. Furthermore, it is observed that researchers prefer using methods that provide high accuracy, generalizability and explanatory power, with low costs, rapid speed and maximum management demands and administrative convenience. Based on these, a combination of the following research instruments were used in the study.

3.4 QUESTIONNAIRE

Questionnaires were administered to all the respondents and it was used for collecting quantitative data. They included both open ended and closed ended questions. The open ended questions were used to collect qualitative data while the closed ended questions were used to collect quantitative data

An interview schedule was used to collect qualitative data and it was conducted on the principals, deputy principals and members of school Board of Governors. The schedules provide the researcher with greater opportunity to explain the purpose of the study and the items in the interview schedule seek information on the effect of financial management in secondary schools. Both closed and open ended items were used in management of the interview schedule to avoid limiting respondents' response and to facilitate guidance and probing for further clarification.

3.5 VALIDITY and Reliability of the Research Instruments

Validity refers to the correctness of results and soundness of conclusions reached in the study (Kothari, 2009). To test validity of the instruments used in the study, the instrument was piloted in the Nandi Central Districts which almost has the same characteristics as Sosit District. The results from the piloting together with the comments from the experts were incorporated in the final instrument revisions and improved its validity.

Reliability refers to the consistency that an instrument demonstrates when applied repeatedly under similar conditions (Khan, 2008; Kombo & Tromp, 2006; Polonsky & waller, 2005). The study used test-retest method. In this method the research instruments was administered to same respondents two times. To establish reliability of research instruments, a pilot study was carried out in 2 secondary schools in the neighbouring Nandi Central District.

A test- retest method was employed whereby the two pilot tests were administered at an interval of two weeks. This is done to verify their accuracy and consistency. This method was used because it is appropriate for the qualitative instrument of data collection (Joppe, 2000). Test-retest method for reliability then used to examine the reliability of the questions, using Pearson product moment correlation statistic. A reliability index (alpha) of 0.70 was considered high enough for the instrument to be used in the study.

The procedure was that after the first administration of research instruments the researcher gave an allowance one week to elapse before administering the second time to eliminate chances of respondents remembering responses given the first time. The method involving identifying a group of respondents to administer the first test, then afterwards another group is administered the same questionnaires. The score on the two sets of measures were then correlated to obtain an estimated coefficient of reliability. The coefficient was computed using the Karl Pearson's coefficient of correlation formula given below.

$$r = \frac{\sum xy - \sum x \sum y}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

Where

r = reliability coefficient.

n = number of respondents

x = total score of the test administration

y = total score of the retest administration

The two results were then correlated and variations are detected if any. A coefficient of 0.70 was obtained and was considered adequate for the instruments to be considered reliable. The questionnaires were self administered and were collected immediately which yielded 94% return rate which was quite high. Interviews were conducted with school principals were recorded.

3.6 DATA analysis

Descriptive statistics were used to analyze data. Data collected was standardized using various control measures, including checking for completeness and consistency before the data entry process. Questionnaires were sorted out and each questionnaire given a unique identification number before data entry. The collected data was cleaned up through thorough editing. Thereafter, the data was then analyzed using descriptive statistics. Descriptive statistics included frequencies, percentages and means. The analysis was done using the Statistical Package for Social Scientists (SPSS version 18). The resulting data analysis from questionnaires and interview schedules was summarized and presented in the form of frequency tables and bar graphs. Interview schedules were used to collect qualitative data and these were analysed thematically and presented in narrative form.

A total of 13 principals/deputy Principals, 131 out of 139 non-teaching staff and 147 out of 164 members of board of governors duly completed and returned the questionnaires. Therefore, the return rate was 100% for principals/deputy principals, 94.2% for non-teaching staff and 89.6% for members of School Board of Governors which was acceptable.

4. Gender of Respondents

The participants were requested to indicate their gender in the questionnaire. The results are presented in Table 4.1.

Table 4.1: Gender of Respondents

Respondents	Gender	Frequency	Percentage
Principals/deputies	Male	9	69.20
	Female	4	30.80
Non-Teaching Staffs	Male	80	61.1
	Female	51	38.90
Board of Management	Male	89	60.50
	Female	58	39.50
Total		220	100.00

Source: Researcher, 2012

Table 4.1, Illustrates 80(61.1%) non-teaching staff members, 9(69.20%) principals/deputy principals and 89(60.50%) BOG members were male while 51(38.90%) non-teaching staff members, 4(30.80%) principals/deputy principals and 58(39.50%) BOG members were female. From the results obtained, it emerged that majority of the respondents were male as opposed to female. This shows that most schools in Sosiot District are male dominated in terms of management and support staff.

4.2 LEVEL of Education

Moreover when the respondents were asked to indicate their highest level of education they have attained. There responses are summarised below in Figure 4.2

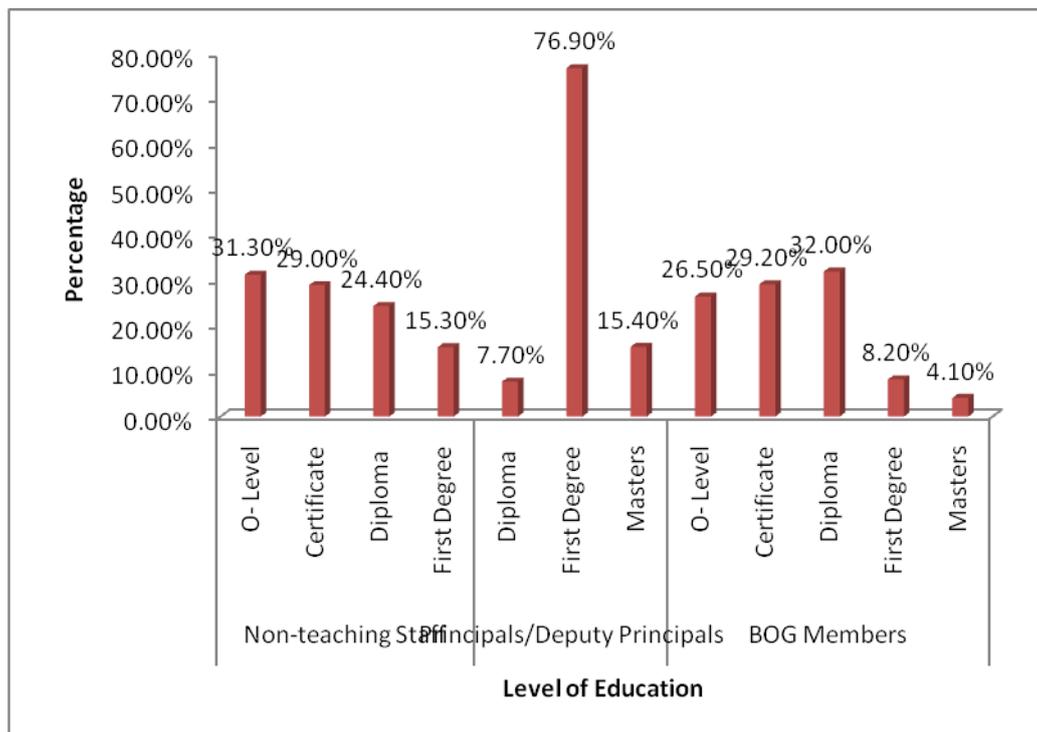


Figure 4.2 : Level of Education of Respondents

Source: Researcher, 2012

Regarding academic qualifications of the respondents (Figure 4.2), it follows that 10 (76.90%) principals/deputy principals, 12(8.2%) BOG members and 20(15.30%) non-teaching staff had first degree, while 41(31.30%) non-teaching staff members had “O”-level. Further 32(24.40%) non-teaching staff members, 1(7.7%) principal/deputy principals and 47(32.0%) BOG members were diploma holders while on one hand 2(15.4%) principals/deputy principals and 6(4.10%) BOG members were masters’ holders. The findings illustrates that most of the non-teaching staff members had O-level education while majority of the principals/deputy principals (76.90%) had first degrees but on one hand most of the BOG members (32.0%) were diploma holders.

4.3 Work Experience

Further, the principals/deputy principals and the non-teaching staff members were requested to indicate in the questionnaire their work experience. The results are summarized in Table 4.3

Work Experience of Respondents

Work experience	Principals		Non-Teaching staff	
	Frequency	Percentage	Frequency	Percentage
Less than 5 years	0	0.0	49	37.4
6 – 10 years	0	0.0	33	25.2
11 – 15 years	4	30.80	13	9.9
Over 16 years	9	69.20	36	27.5
Total	13	100.00	131	100.0

Source: Researcher, 2012

From the Table 4.3 it can be shown that 49(37.4%) non-teaching staff had a working experience of less than 5 years, 33(25.2%) non-teaching staff members had 6 -10 years working experience, 36(27.5%) non-teaching staff and 9(69.20%) principals/deputy principals had over 16 years working experience while on the other hand 13(9.9%) non-teaching staff members and 4(30.80%) principals/deputy principals had a working experience of 11 – 15 years. The results shows that most of the non-teaching staff members (37.4%) had a working experience of less than 5 years while majority of the principals/deputy principals (69.20%) had a working experience of over 16 years.

5. Study findings

The following conclusions were made based on the study findings;

- i. Well implemented monitoring and evaluation systems in schools could result to improvements in performance appraisal and feedback system which enhances staff retention.
- ii. Well implemented reward system in schools positively changes the perception of employees on their employers and their work and will translate to job satisfaction and hence employee retention.

6. Recommendations of the Study

The following recommendations were made based on the findings of this study;

- i) In order to enhance effective service delivery amongst non-teaching staff members, rewards should be awarded on merit and promotion should be on seniority and merit both, which help in production and retention
- ii) There is need to encourage employee involvement in decision making process as this influence job satisfaction and hence retention.

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