

EFFECTS OF REWARD SYSTEM ON EMPLOYEE PERFORMANCE: A CASE STUDY OF PUBLIC PRIMARY SCHOOLS IN THE NAROK NORTH AND NAROK EAST DISTRICTS OF NAROK COUNTY

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International Academic Journal of Human Resource and Business Administration (IAJHRBA) | ISSN 2518-2374

Received: 13th April 2018

Accepted: 18th April 2018

Full Length Research

Available Online at:

http://www.iajournals.org/articles/iajhrba_v3_i1_266_281.pdf

Citation: Ntutu, L. K. (2018). Effects of reward system on employee performance: A case study of public primary schools in the Narok North and Narok East districts of Narok County. *International Academic Journal of Human Resource and Business Administration*, 3(1), 266-281

ABSTRACT

The journal to investigate the role of reward management systems in improving staff performance. To achieve this major objective, the researcher was guided by four specific objectives: effects of motivation, employee creativity, job satisfaction and good team work on teachers performance. The study adopted explanatory research design. The target population was employees of Narok North and Narok East districts of Narok County of Kenya at the Head office. The researcher therefore contacted a sample on 156 employees of Narok North and Narok East districts of Narok County based at the headquarters. Data was collected using a questionnaire and analyzed using descriptive statistics and inferential statistics, correlations and

multiple regressions technique. The results from the study revealed that motivation, creativity, job satisfaction and team work had a positive and significant effect on teachers' performance. These findings are supported by the following statistics: Motivation $\beta = .131$, $t = 2.729$, $p < .001$: Creativity $\beta = .170$, $t = 3.778$, $p < .002$: Job Satisfaction $\beta = .251$, $t = 2.217$, $p < .002$: Team Work $\beta = .575$, $t = 2.444$, $p < .000$. The study recommended that Narok North and Narok East districts of Narok County should enhance its reward system since motivation, creativity, job satisfaction and team work affect teachers' performance to a great extent.

Key Words: *reward management, employees performance, motivation, creativity, job satisfaction*

INTRODUCTION

Organizational effectiveness can be obtained only from high-performing employees. High-performing employees can make other resources perform equally highly. Kandula (2006) states that prizes are a demonstrated methods for motivating workers to perform extremely well. "The reward or remuneration individuals get for their commitment to an association incorporates financial and non-fiscal parts Price, (2007)". Compensation is one of the energizing fields today due to all the change that is happening because of the assorted pay needs of workers, and a portion of the "enormous issues" as was in official pay at Enron, Anderson and so on, all are connected to pay issues (Tropman, 2005). The general goal of reward system is to compensate individuals decently, evenhandedly and reliably as per their incentive to the association so as to encourage the accomplishment of the association's key objectives (Armstrong, 2007). One of the key difficulties confronting numerous associations is estimating and remunerating workers according to their info yet the association is acknowledging extraordinary yield. Society has now progressed toward becoming learning based where human power is viewed as a key asset and basic to the accomplishment of an association. Reward methodologies and the procedures that are required to execute them need to spill out of the business methodology (Armstrong, 2006). Kandula (2006) is of the possibility that an efficiently advanced and connected reward system

satisfies essential motivational needs of workers, as well as empowers representatives to work at higher motivational levels.

Reward practices that are viable in one organization might be altogether different from those that are successful in others. This is to a great extent because of reward inclination, which is formed by singular needs, qualities and desires (Chiang & Birtch, 2005). Reward administration framework is imperative to representative execution. It manages the vital arrangements and procedures required to guarantee that the commitment of individuals to the association is perceived by both budgetary and non-monetary means (Armstrong, 2007). The reward framework is especially at the core of any business relationship, and it is normally in light of a monetarily propelled process where certain information sources are traded for a few yields (compensates) that are thought to be attractive in fulfilling singular needs or objectives (Nieuwenhuizen & Rossouw, 2009). Worker boss compensation based showdowns in organizations have been so normal in this manner influencing enormously the general execution of such representatives.

PROBLEM STATEMENT

Reward management systems is definitely an area of great importance to any organization and particularly so in the current economic and business environment. Remuneration and salary administration therefore have to be competitive to enable the organization as a whole to be sustainable in the marketplace. However, companies have over the years been faced with the problem of successfully rewarding employees to their satisfaction. This can well be explained by the increase in grievances of workers arising from anomalies in earnings. There has been a challenge of measuring performance and checking the relation between the efforts of the employees and their earnings.

HYPOTHESES

H1: Motivation has a significant effect on teachers' performance in Narok North and Narok East districts of Narok County

H2: There is a significant relationship between employee creativity and their performance in Narok North and Narok East districts of Narok County

H3: Job satisfactions significantly affect teachers' performance in Narok North and Narok East districts of Narok County.

H4: Team work has a significant effect on teachers' performance in Narok North and Narok East districts of Narok County

THEORETICAL REVIEW

Equity Theory

Drawing from Adam's Equity theory, a major input into job performance and satisfaction is the degree of equity or inequity that people perceive in their work situation (Luthans, 2008). In a broader social exchange view, the author argues that the more incentive that an organization provides to an employee, the more that employee reciprocates by becoming more effectively committed to the organization and by performing at higher levels, Gardner et al. as quoted in Kuvaas (2006). According to Mondy (2008), equity theory is the motivation theory that people assess their performance and attitudes by comparing both their contribution to work and the benefits they derive from it to the contributions and benefits of comparison others whom they select – and who in reality may or may not be like them. The theory of equitable payment proposes that employees have an intuitive knowledge about their knowledge, skills and capacity to work, and compare them with their compensation to establish fairness (Kandula, 2006). According to this theory, when people feel fairly treated they are most likely to perform better. When they feel unfairly treated compared to fellow colleagues in a similar position they are prone to feelings of dissatisfaction and demotivation. In this case an employee evaluates job output and inputs with another similar position.

Goal-setting theory

In 1960's, Edwin Locke put forward the Goal-setting theory of motivation. This theory states that goal setting is essentially linked to task performance. It states that specific and challenging goals along with appropriate feedback contribute to higher and better task performance. In simple words, goals indicate and give direction to an employee about what needs to be done and how much efforts are required to be put in. The goal setting theory postulates that when employees are encouraged to participate in goal setting, determination of performance standards and defining performance evaluation methods themselves become motivational sources for higher performance (Kandula 2006). In a goal-setting activity, involvement itself becomes a bigger reward than monetary compensation. Participation of goal setting is very important and difficult goals must be agreed upon and this should be coupled with direction and guidance on how to achieve them.

EMPIRICAL REVIEW

Reward is a multi-purpose tool instrument. Employees go to work for several reasons and to ensure they are able to meet certain needs. Such needs include, earning a livelihood, to acquire luxuries; to secure their future; to gain recognition in society, and to secure a respectable place in the society. Reward system enables employees to fulfill all these needs. Kandula (2006) infers that, there exists a recurrent model amongst inspiration and execution, and inspiration and reward. He proposes that upgraded inspiration prompts higher execution, which thus prompts

higher prizes. Simply put therefore, motivated employees will perform well, and good performance will lead to employees being rewarded and as a result of rewarding, the employees will perform even better. Therefore, a fair reward structure prompts higher inspiration, which drives unrivaled execution and which brings about acquiring rewards.

A positive connection between monetary motivators and execution is profoundly established in scholastic speculations of inspiration. This paper dissects exactly the connection amongst pay and execution. Herpen, Praag and Cools (1990) contend that, financial and mental speculations anticipate that the plan and usage of an execution estimation and pay framework influence the inspiration of workers. Associations are progressively embracing Pay for Performance (PFP) not exclusively to urge their representatives to be more profitable and proficient, yet in addition to draw in and hold exceedingly esteemed workers and to create positive demeanors toward the association (Kuvaas, 2006).

Luthans (2008) attests that, if a man's apportion isn't equivalent to the others', he or she will endeavor to reestablish the proportion to value. He additionally expresses that, this endeavoring to reestablish value is utilized as the clarification of work inspiration and the quality of such inspiration, is in guide extent to the apparent disparity that exists. Adams as cited in Luthans (2008) recommends that, such inspiration might be communicated in a few structures. The creator expresses that to reestablish value, the individual may modify the sources of info or results, intellectually mutilate the information sources and results, or leave the field.

The changing perspective of authoritative prizes and representative inspiration has prompted a huge number of speculations of precisely how the activity rewards impact the inspiration and execution of workers. Steers (1987) expressed that "a far reaching hypothesis of inspiration at work must deliver itself to no less than three essential arrangements of factors which constitute the work circumstance" i.e. the qualities of the individual, the attributes of the activity and the qualities of the workplace. These three arrangements of factors, alongside cases of each, are delineated in Steers calls attention to that, at introduce, no model exists that records for factors from every one of the three noteworthy zones, expressing that "what exists is an arrangement of various speculations that deliver themselves to at least one of these arrangements of factors, none of which, be that as it may, is totally and completely far reaching" (Steers 1987).

Following Badawy (1988) who set that inspirational states of mind of representatives are vital for the change of their inventiveness and imaginative gifts into genuine creative yields, we propose that uplifting dispositions of R&D workers are basic elements, which would add to their imaginative execution. Past explores have learned that representatives who are sure about their work will probably be fulfilled and focused on their employments (Randall, Cropanzano, Bormann & Birjulin, 2007). By a similar token, inquire about researchers and architects with inspirational states of mind toward R&D work will probably be happy with, included with, and focused on their employments and will at last apply more endeavors in R&D work. Past research

demonstrates that expanded activity endeavors are probably going to offer ascend to more elevated amounts of employment execution (Brown and Leigh, 1996).

Numerous studies demonstrated that the association's reward framework assumes a basic part in persuading workers to perform imaginatively (Eisenberger & Rhoades, 2001). As a push to invigorate workers' imagination, numerous administrators have utilized extraneous prizes (e.g. money related motivators and acknowledgment) to propel their workers (Fairbank & Williams, 2001; Van Dijk & Van cave Ende, 2002). While experimental research have demonstrated that extraneous prizes help improve people's inventive execution, the writing is as yet separated with regards to its consequences for people's inventiveness (Baer et al., 2003). For instance, Baer et al. (2003) announced that a few examinations showed negative (Amabile, Hennessey & Grossman, 1986) or feeble impacts (Joussemet & Koestner, 1999) of extraneous rewards on imagination.

Prizes administration is firmly identified with inspiration speculations and occupation fulfillment. The term of occupation fulfillment has turned into an exceptionally noteworthy one, now that directors look for rehearses which are probably going to make individuals more fulfilled and consequently, more beneficial. In spite of the fact that few papers inside the most recent writing, it is straightforward that activity fulfillment is very hard to quantify while it is considered as real determinant of authoritative execution (Riketta, 2002) and viability (Laschinger, 2001). As indicated by Smith et al (1969), the issues related with the estimation of fulfillment are the same with those experienced in the estimation of any mentality. Nonetheless, Smith et al (1969) in their exploration, characterize work fulfillment as the emotions that a laborer has for his activity. They additionally stretch the requirement for a more extensive setting when chatting on work fulfillment, as there are a few parts of the circumstance that add to add up to fulfillment.

Inspiration is fundamental in any activity, if an individual is to be as beneficial and successful as could be allowed. Furthermore, as indicated by Armstrong and Murlis (2008) inspiration is a mind boggling process contingent upon singular needs and desires; both natural and outward persuading factors; desires; value and decency; attributions; self-viability; the social setting (Deci et al., 2009). However, chief, among all, the key speculations of inspiration are those of Maslow (2004), McGregor (1985) and Herzberg (2008), which manage the necessities chain of command, the man's state of mind to work (the X-Y hypothesis) and the components of fulfillment and disappointment individually. Besides, hypotheses of inspiration center around fulfillment of the requirements for self-rule, skill and relatedness (Gagne & Deci, 2005), or work outline qualities that prompt profitable mental states.

Teamwork has turned into an essential piece of the working society and numerous organizations now take a gander at cooperation aptitudes while assessing a man for business. Most organizations understand that cooperation is critical in light of the fact that either the item is

adequately mind boggling that it requires a group with numerous abilities to deliver, as well as a superior item will come about when a group approach is taken. Along these lines, it is essential that understudies figure out how to work in a group domain with the goal that they will have collaboration expertise when they enter the workforce. Additionally, inquire about reveals to us that understudies gain best from errands that include doing undertakings and include social collaborations (Martell & Leavitt, 2002). Collaborative learning ought to be incorporated into relatively every classroom, except a few educators battle with having understudies work helpfully. There are various explanations behind this battle, which incorporate the need to grow great group practices and the additional trouble in evaluating the individual execution of the colleague.

RESEARCH METHODOLOGY

This study adopted descriptive design. According to Mugenda and Mugenda (2003), descriptive design is used when the problem has been well designed and where the researcher can engage in a field survey by going to the population of interest in order for the respondents to explain certain features about the problem under study. Both qualitative and quantitative data will be collected and analyzed. The study focused on teachers in 33 public primary schools in Narok North and Narok East districts of Narok County out of which 3 respondents shall be picked from each school giving a total sample size of 99 teachers. The target number of teachers is about 396. Simple random sampling technique will be used. This technique will involve giving a number to every subject or member of the accessible population, placing the numbers in a container and then picking any number at random (Mugenda & Mugenda, 1999). From the 33 public primary schools in Narok North and Narok East districts of Narok County with a total of 396 teachers, a few teachers will be randomly selected. From each school 3 teachers will be randomly selected giving a total of 99 respondents. This gives a sample size of 25% from the target population.

Questionnaires were administered to the respondents to collect data. According to Mwangi (2005), questionnaires collect information that is not directly observable as they inquire about feelings, motivation, attitudes and accomplishments as well as experiences of individuals. Mwangi (2005) also observed that questionnaires elicit information on appropriate areas to which respondents respond objectively and they are free to offer information because they are assured of their anonymity. The data for this study will be collected from detailed questionnaires. It will also call for the researcher to visit each sampled school so as to administer the questionnaires to the teachers. The data analysis tool of Statistical Package for Social Scientists (SPSS) was used, to give a deeper insight into the responses from the respondents into the subject of the research. The generated data was quantitative in nature. The data was analysed by use of descriptive statistics (e.g. mean score and standard deviation) and inferential statistics; Correlation and multiple regression.

The model specification is as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon.$$

Where: Y = Employee performance; X1 = Motivation; X2 = Creativity; X3 = Job satisfaction; X4 = Team work; ε = error term; β = coefficient; α = constant

RESULTS AND DISCUSSION

Demographic Information

The overall objective of the study was to identify factors contributing to employee strikes in the education sector in Kenya. While the specific objectives were to determine how pay reward, workplace environment, career development as well as employee promotion contributes to employee strikes in the education sector in Kenya. From the 33 public primary schools in Narok North and Narok East Districts of Narok County with a total of 396 teachers, 3 teachers were randomly selected from each school giving a total of 99 respondents which was a sample size of 25% of the population. The response rate for this study was 76.0% since 85 out of 99 of the questionnaires which were distributed among teachers were returned. According to Mugenda and Mugenda (2004), a response rate of between 40 to 80% of the total sample size can be generalized to represent the opinion of the entire population. The questionnaires were administered through drop and pick or by personal administration depending on which method was convenient to the specific respondents.

In the general overview of the study, of the 85 teachers who participated in this study, 50 (58.8%) were males while 35(41.2%) were females. Concerning participants academic qualification most of participants 39 (45.9%) were diploma holders, followed by college certificate holders accounting to 35 (41.2), high school certificate holders were only 2 (2.4%) and the fourth of the teachers who participated in the study indicated that they were university degree holders accounting to 9 (10.6%). Most of the teachers who participated in the study belonged to the age bracket of between 31-40 years accounting to 38 (44.7%), followed 17 (20%) who were within 51-60 years age bracket, 16 (16%) belonged to the age bracket of 20-30 years and finally those within age bracket of 41-50 years were the least since they accounted to 14 (16.5%) of the sampled population. The finding indicates that most teachers in Narok North and Narok East Districts of Narok County are young-energetic and could be expected to be productive in their teaching professional. Most public primary teachers in Narok County indicated that they take other responsibilities apart from teaching such as discipline matters, guidance/ counseling, sports etc. as shown by a proportion of 57.6 % while 42.4% of the teacher do not hold any extra positions in the school, however from the same findings 60% of the teachers felt that their positive contribution to the school are not recognized by their employers while only 40% think their extra effort is normally recognized by their employer.

Employee Performance

From the findings, employee performance had a mean score of 4.69; innovation and change had a mean score of 4.60, Operating efficiency had a mean score of 4.59, while financial performance and customer satisfaction had mean scores of 4.58 and 4.56 respectively. The findings therefore means that teachers performance, innovation and change, operating efficiency, financial performance are the teachers performance measures used in Narok North and Narok East districts of Narok County Headquarters.

Research findings further indicated that willing to bet job on quality of the information had a mean score of 4.65; Measures are used to drive organization change had a mean score of 4.58. Measures are used for regular management reviews had a mean score of 4.55 while Information is highly valued had a mean score of 4.54. Measures are used for resource allocation and Measures are reported for external users had mean scores of 4.53 and 4.50. The findings thus indicate that in Narok North and Narok East districts of Narok County Headquarters there is willing to bet job on quality of the information, Measures are used to drive organization change, for regular management reviews, while Information is highly valued.

Motivation on Employee Performance

From the findings, improved motivation systems frequently have positive effects on staff morale and output had a mean score of 4.75. Motivation is essential so that employees are made aware of the relationships between cost and profit had a mean score of 4.66. Motivation enhances teacher's performance and prospects had a mean score of 4.64. Motivation ensures employee cooperation and lack of motivation results in lack of confidence with the management had mean scores of 4.61 and 4.58 respectively. Managers have failed to motivate employees and motivation is generally not regarded as the norm in the organization had low mean scores of 2.43 and 1.61. The findings thus indicate that improved motivation systems frequently have positive effects on staff morale and output; motivation is essential so that employees are made aware of the relationships between cost and profit; and also enhances teacher's performance and prospects Motivation ensures employee cooperation.

Employee Creativity on Teachers Performance

From the results, creativity enhances positive attitudes of employees important for the transformation and innovative talents into actual innovative outputs had a mean score of 4.75. As an effort to stimulate employees' creativity, the organization managers have used extrinsic rewards had a mean score of 4.67. Employee creativity make a major change in a product or procedure, they are accepted as an exemplification of creative performance had also a mean score of 4.67. Employee creativity enhances technological innovation had a mean score of 4.66. Training programmes can help secure the commitment of workers who are able to visualize their current and future roles in the organization had a mean score of 4.59 while through creativity

there is satisfaction and commitment in performance had a mean score of 4.55. The findings thus indicate that creativity enhances positive attitudes of employees important for the transformation and innovative talents into actual innovative outputs; the organization managers have used extrinsic rewards; employee creativity make a major change in a product or procedure, they are accepted as an exemplification of creative performance and employee creativity enhances technological innovation.

Job Satisfaction on Teachers Performance

From the results, when employees benefit from motivation pay they enhance their satisfaction hence performance had a mean score of 4.70. The most common reward scheme is geared towards employee job satisfaction for effective performance had a mean score of 4.69. Promotion enhances job satisfaction had a mean score of 4.66. Employees should be appropriately and equitably rewarded for their effort for job satisfaction had a mean score of 4.61. Self-efficacy and the social context are enhanced through job satisfaction and Promoting expectations and attributions within an organization leads to job satisfaction had mean scores 4.59 and 4.58 respectively. The findings mean that when employees benefit from motivation pay they enhance their satisfaction hence performance; the most common reward scheme is geared towards employee job satisfaction for effective performance; promotion enhances job satisfaction and self-efficacy and the social context are enhanced through job satisfaction.

Teamwork on Teachers Performance

From the findings, organizations function better when employees are encouraged to work together as teams rather than on their own had a mean score of 4.70. Team working provides workers with a forum through which they can learn various skills from one another had a mean score of 4.69. Group forces are important not only in influencing the behavior of individual work groups with regards to productivity, waste, but also behaviour of entire organization had a mean score of 4.67. Team working has a positive impact on performance due to social interaction, peer pressure and work norms had a mean score of 4.56. The findings indicate that organizations function better when employees are encouraged to work together as teams rather than on their own; team working provides workers with a forum through which they can learn various skills from one another; while group forces are important not only in influencing the behaviour of individual work groups with regards to productivity, waste, but also behaviour of entire organization.

CORRELATION ANALYSIS

The Pearson correlation coefficient, r , can take a range of values from +1 to -1. A value of 0 indicates that there is no association between the two variables. As cited in Wong and Hiew (2005) the correlation coefficient value (r) range from 0.10 to 0.29 is considered weak, from 0.30 to 0.49 is considered medium and from 0.50 to 1.0 is considered strong. However, according to

Field (2005), correlation coefficient should not go beyond 0.8 to avoid multicollinearity. Since the highest correlation coefficient is (0.752) being indicated between job satisfaction and motivation which is less than 0.8, there is no multicollinearity problem in this research. From the table below all the predictor variables were shown to have a positive association between them; with the strongest (0.752) being indicated between job satisfaction and motivation, while the weakest (0.118) between job satisfaction and creativity.

Table 1: Pearson Correlation coefficients

	Employee performance	Motivation	Creativity	Job satisfaction	Team work
Employee performance	1.000	.733*	.712*	.654*	.534*
Motivation	.733*	1.000	.536*	.752*	.467*
Creativity	.712*	.536*	1.000	.118*	.247*
Job satisfaction	.654*	.752*	.118*	1.000	.247*
Team work	.534*	.467*	.247*	.247*	1.000

Note: *Correlation significant at the level 0.001 (two-tailed)

REGRESSION ANALYSIS

The F-Statistics produced (F=1.242) was significant at 0 per cent level (Sig. F<.000) thus confirming the fitness of the model. Analysis in table below shows that the coefficient of determination (the percentage variation in the dependent variable being explained by the changes in the independent variables) R² equals 0.843 that is, motivation, creativity, job satisfaction and team work explain 84.3 percent of teachers’ performance.

Table 2: Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
				R Square Change	F Change	df 1	df2	Sig. F Change
.918(a)	.843	.805	.51038	.843	1.242	4	96	.000

Predictors: (Constant), motivation, creativity, job satisfaction and team work

Dependent Variable: teachers performance

From these findings, it can be noted that motivation, creativity, job satisfaction and team work relate to teachers performance, where a significant increase in each of these influences teachers performance.

Table 3: Coefficients of regression equation

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.260	.460		0.565	.231
Motivation	X1 .131	.048	.254	2.729	.001
Creativity	X2 .170	.045	.300	3.778	.002
job satisfaction	X3 .251	.023	.113	2.217	.002
Team work	X4 .575	2.074	.056	2.444	.000

Dependent Variable: employee performance

The established multiple linear regression equation becomes:

$$Y = 0.260 + 0.131X_1 + 0.170X_2 + 0.051X_3 + 0.575X_4$$

Where: Constant = 0.260, shows that if motivation, creativity, job satisfaction and team work =0, then teachers performance would be 0.260; X₁= 0.131, shows that one unit change in motivation results in 0.131 units increase in teachers performance; X₂= 0.170, shows that one unit change in creativity results in 0.170 units increase in teachers performance; X₃= 0.251, shows that one unit change in job satisfaction results in 0.251 units increase in teachers performance; X₄= 0.575, shows that one unit change in team work results in 0.575 units increase in teachers performance.

HYPOTHESES

H1: Motivation has a significant effect on teachers’ performance in Narok North and Narok East districts of Narok County

H2: There is a significant relationship between employee creativity and their performance in Narok North and Narok East districts of Narok County

H3: Job satisfactions significantly affect teachers’ performance in Narok North and Narok East districts of Narok County.

H4: Team work has a significant effect on teachers’ performance in Narok North and Narok East districts of Narok County

From the finding in table 4 shows that all the alterative hypothesis were accepts since the P value were less than 0.005. The hypothesis that Motivation has a significant effect on teachers performance in Narok North and Narok East districts of Narok County P=0.001 was accepted. The hypothesis that there is a significant relationship between employee creativity and their performance in Narok North and Narok East districts of Narok County had a P value of 0.002 and was accepted. The hypothesis that Job satisfaction significantly affects teachers’

performance in Narok North and Narok East districts of Narok County with P value of 0.002 was accepted. The hypothesis that Team work has a significant effect on teachers performance in Narok North and Narok East districts of Narok County with P value was 0.000 was accepted.

Table 4: Hypothesis Testing

Hypothesis	T statistics	Coefficient Values	P-	Conclusion
Ho: Motivation has a no significant effect on teachers performance in Narok North and Narok East districts of Narok County H1: Motivation has a significant effect on teachers performance in Narok North and Narok East districts of Narok County	2.729			Accept H1. Reject H0
Ho: There is no significant relationship between employee creativity and their performance in Narok North and Narok East districts of Narok County H1: There is a significant relationship between employee creativity and their performance in Narok North and Narok East districts of Narok County	3.778		P=0.001<=0.05 P=0.002<=0.05	Accept H1. Reject H0
Ho: Job satisfactions significantly affect teachers’ performance in Narok North and Narok East districts of Narok County. H1: Job satisfactions significantly affect teachers’ performance in Narok North and Narok East districts of Narok County.	2.217		P=0.002<=0.05	Accept H1. Reject H0
Ho: Team work has a significant effect on teachers performance in Narok North and Narok East districts of Narok County H1: Team work has a significant effect on teachers performance in Narok North and Narok East districts of Narok County	2.444		P=0.000<=0.05	Accept H1. Reject H0

CONCLUSIONS

From the findings the study concluded that in Narok North and Narok East districts of Narok County Headquarters; teachers’ performance, innovation and change, operating efficiency, financial performance and Customer satisfaction are applied as the teachers performance measures.

On motivation the study concluded that improved reward systems frequently have positive effects on staff morale and output. It is also essential so that employees are made aware of the

relationships between cost and profit, while also enhancing teachers' performance, prospects and employee cooperation. The findings were supported by these statistics: $\beta = .131$, $t = 2.729$, $p < .001$. The alternative hypothesis that Motivation has a significant effect on teachers' performance in Narok North and Narok East districts of Narok County was accepted.

On employee creativity, the study concluded that, creativity enhances positive attitudes of employees and is important for the transformation and innovative talents into actual innovative outputs. If the organizations managers use extrinsic rewards, employee creativity is enhanced and makes a major change in a product or procedure, they are accepted as an exemplification of creative performance and employee creativity enhances technological innovation. These findings were supported by the following statistics $\beta = .170$, $t = 3.778$, $p < .002$. The alternative hypothesis that there is a significant relationship between employee creativity and their performance in Narok North and Narok East districts of Narok County was accepted.

On job satisfaction, the study concluded that when employees benefit from proper reward pay they enhance their satisfaction hence performance. The most common reward scheme is geared towards employee job satisfaction for effective performance, promotion also enhances job satisfaction and self-efficacy and the social context are enhanced through job satisfaction. These finds were supported by these statistics, $\beta = .251$ $t = 2.217$ $p < .002$. The alternative hypothesis that Job satisfactions significantly affect teachers' performance in Narok North and Narok East districts of Narok County was accepted. On teamwork, the study concluded that organizations function better when employees of work together as teams rather than on their own. Team working provides workers with a forum through which they can learn various skills from one another, while group forces are important not only in influencing the behaviour of individual work groups with regards to productivity, waste, but also behavior of entire organization thus to encourage team work proper reward system should be in place. The findings were supported by these statistics: $\beta = .575$, $t = 2.444$, $p < .000$. The alternative hypothesis that Team work has a significant effect on teachers' performance in Narok North and Narok East districts of Narok County with was accepted.

RECOMMENDATIONS

From the foregoing summaries and conclusions, the study recommended that the schools should put in place proper reward systems to enhance employee. On motivation the study recommends that management should improve reward system because it has positive effects on staff morale and enhances performance. Creativity should be encouraged because it transforms innovative talents to into actual innovative inputs. Job satisfaction is enhanced through proper reward system hence performance. Teamwork should always be encouraged because organizations function better as a team, thus the need for Narok North and Narok East districts of Narok County to have proper reward systems to encourage team work.

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