

**RELATIONSHIP BETWEEN REWARD MANAGEMENT PRACTICES AND
JOB SATISFACTION AMONG TEACHERS IN SELECTED PUBLIC
SECONDARY SCHOOLS IN IGEMBE NORTH SUB COUNTY, KENYA**

JOSPHAT MWITI KAINGA

**A Thesis Submitted to the School of Business and Economics in Partial
Fulfilment of the Requirement for the Conferment of Master of Business
Administration Degree (Human Resource Management).**

Kenya Methodist University

August, 2021

DECLARATION AND RECOMMEDATION

DECLARATION

I declare that this research thesis is my original work and has not been presented in any other university.

Signature  Date 23/09/2024

Josphat Mwiti Kainga

BUS-3-2137-3/2019

RECOMMENDATION

This research thesis has been submitted for examination with our approval as the university supervisors.

Signature  Date 23/09/2024

Mr. Abel Moguche

School of Business & Economics

Kenya Methodist University

Signature  Date 23/09/2024

Dr. Nancy Rintari, PhD

School of Business & Economics

Kenya Methodist University

COPYRIGHT

© Josphat Mwiti Kainga

All rights reserved. No part of this thesis may be reproduced, stored in any retrieval system or transmitted in any form or by any means, electronically, by photocopy or otherwise, without the prior written permission of the author or Kenya Methodist University, on that behalf.

DEDICATION

I wish to dedicate this work to my family for their love and support during my study.

Your contribution to the success of this research thesis is immeasurable.

ACKNOWLEDGEMENT

I wish to thank God for granting me good health throughout the period of this study. I sincerely appreciate expertise assistance given to me by my dedicated supervisors Mr. Abel Moguche and Dr. Nancy Rintari, PhD. My heartfelt acknowledgements go to the teachers who participated in the study by filling the questionnaires. To the typists and proof readers I really appreciate their efforts. In addition to this, my sincere appreciation goes to the Kenya Methodist University (KeMU) library staff for guiding me in ensuring that references were done in accordance to the APA 7th edition. Special thanks are due to Dr. John Muchiri, PhD director board of postgraduate studies at Kenya Methodist University whose advice and suggestions also contributed to the success of my thesis. My parents' Rael Muleo Baikanatha and Josphat Kainga M'thibaru deserve a special mention. To my colleagues at Ambaru Secondary school for their encouragement and moral support given to me, I really appreciate.

ABSTRACT

Reward practices are geared towards rewarding employees depending on their duties and responsibilities assigned to them. Job satisfaction is viewed as a catalyst of improving performance and commitment in a workplace. The rationale of the study was based on the relationship between reward management practices and job satisfaction relating to secondary school teachers confined in Igembe North sub-county. Various independent variables which included remuneration, working conditions, promotion and career advancement were used in coming up with the specific objectives of the study as well as formulating hypotheses. The relationship of these predictor variables with the dependent variable job satisfaction among teachers was statistically established. The study would be useful to the following interested parties; TSC, BOM and heads of public secondary schools and to scholars. The three theories which were relevant to the study were analysed to determine their relevance, strengths and weaknesses. They included equity, dual factor and hierarchy of needs theories of motivation. A descriptive survey design was applied as it was appropriate in obtaining quantitative data from the sampled respondents which was analysed quantitatively to describe the variables of the study. The study targeted 427 teachers who formed the total population of the study. Secondary schools were classified as boarding schools and day secondary schools in the sub-county through the application of a stratified technique of random sampling. A sample size equivalent to 129 teachers was selected representing thirty per cent of the target population. A five Likert scale closed-ended questionnaire was utilised to gather quantitative data from the selected teachers. To assess how the questionnaire was reliable and valid in accomplishing its intended task, seven teachers from Igembe South sub-county were selected for piloting purposes. This was achieved by applying a test and re-test technique. Cronbach's alpha coefficient of 0.794 was obtained which was above the recommended value of at least 0.7. Descriptive and inferential statistical tools were applied in analysing the data. Regression analysis was utilised to establish the extent to which the predictor variables could cause on the response variable while the variance for analysis (ANOVA) on its part used to compare the variables' means. For easier interpretation of the data, pie charts and tables of distributions were deemed appropriate. The study findings revealed that remuneration, working conditions, promotion and career advancement had a significant positive relationship with job satisfaction. Further, remuneration had a strong positive correlation with job satisfaction. The study established that the reward management practices had positive and statistically significant results supporting their relationship. Therefore, it recommends a similar study be replicated among private secondary schools in Igembe North in order to compare the findings. The researchers should also carry out a similar study in Meru County to capture a wider picture of the researched phenomenon.

Table of Contents

DECLARATION	ii
RECOMMENDATION	Error! Bookmark not defined.
COPYRIGHT	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vi
TABLE OF CONTENT	vii
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF ABBREVIATIONS	xi
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the study	1
1.2 Statement of the problem	7
1.3 Purpose of the study	8
1.4 Objectives of the study.....	8
1.5 Research Hypotheses	9
1.6 Study justification	9
1.7 The scope of the study	9
1.8 Limitations of the Study.....	10
1.9 Significance of the Study	10
1.10 The Study Assumptions	11
1.11 Operational Definition of Terms.....	12
CHAPTER TWO	13
LITERATURE REVIEW	13
2.1 Introduction.....	13
2.2 Theoretical Review	13
2.3 Empirical Review.....	17
2.4 Research gaps.....	36
2.5 Conceptual Framework.....	37
2.6 Operational framework	38
2.7 Summary of the chapter	41

CHAPTER THREE	42
RESEARCH METHODOLOGY	42
3.1 Introduction.....	42
3.2 Research design	42
3.3 Target population	42
3.4 Sampling design.....	43
3.5 Sample size	44
3.6 Data Collection Instruments	44
3.7 Data Collection Procedures.....	45
3.8 Research Instruments validity.....	46
3.9 Instruments reliability	46
3.10 Data Analysis and Presentation	46
3.11 Ethical Consideration.....	48
CHAPTER FOUR.....	49
RESULTS AND DISCUSSION	49
4.1 Introduction.....	49
4.2 Response rate	49
4.3 Test of reliability.....	49
4.4 Demographic Characteristics	50
4.5 Descriptive Statistics.....	56
4.6 Inferential Statistics	63
CHAPTER FIVE	69
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	69
5.1 Introduction.....	69
5.2 Summary	69
5.3 Conclusions.....	70
5.4 Recommendations.....	71
5.5 Suggestion for Further Research.....	73
REFERENCES.....	74
APPENDICES	84

LIST OF TABLES

Table 3.1: Target Population.....	42
Table 3.2: Distribution of Sample Size.....	43
Table 4.3: Test of reliability.....	49
Table 4.4: Gender of the respondents.....	50
Table 4.5: Academic qualifications of the respondents.....	52
Table 4.6: Length of service of the respondents.....	53
Table 4.7: Remuneration and job satisfaction.....	55
Table 4.8: Working conditions and job satisfaction.....	56
Table 4.9: Promotion and job satisfaction.....	57
Table 4.10: Career advancement and job satisfaction.....	58
Table 4.11: Job satisfaction.....	59
Table 4.12: Pearson's correlation matrix.....	61
Table 4.13: Regression model summary.....	62
Table 4.14: ANOVA Results.....	63
Table 4.15: Regression coefficients.....	64

LIST OF FIGURES

Figure 2.1: Conceptual Framework.....	37
Figure 2.2: Operational Framework.....	39
Figure 4.1: Age bracket of the respondents.....	51
Figure 4.2: Academic qualifications of the respondents.....	52
Figure 4.3: length of service of the respondents.....	54

LIST OF ABBREVIATIONS

BOM	Board of Management
CBA	Collective Bargaining Agreement
EFA	Education for All
KCPE	Kenya Certificate of Education
KCSE	Kenya Certificate of Secondary Education
KNEC	Kenya National Examination Council
KNUT	Kenya National Union of Teachers
KUPPET	Kenya Union of Post Primary Education of Teachers
MOEST	Ministry of Education Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation
SCDE	Sub-County Director of Education
SPSS	Statistical Package for the Social Sciences
SRC	Salaries and Remuneration Commission
TSC	Teachers' Service Commission
UNESCO	United Nations Educational, Science and Cultural Organisation
UPE	Universal Primary Education

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Reward management involves a sequence of activities carried out in managing human resource by recognising the contribution of every individual employee through a fair reward system (Armstrong & Murlis, 2007). Human resources are essential assets in an organisation towards realising the organisational objectives. Human resources are viewed as an important asset as they are an invaluable source of competitive advantage towards the organisational success, (Armstrong, 2006).

Reward management practices available to the organisation according to Gerhart and Rynes (2003), are categorised as monetary rewards such as pay both salaries and wages and non-monetary rewards which constitute schemes such as incentives and bonuses. This argument is supported by Kotelnikov (2010) who purports that reward practices include both material rewards like salaries, wages and non-material rewards such as appreciation, recognition and promotion. Organizational rewards are in form of monetary and non-monetary rewards that employees receive from their employment (Malhotra, Budhwar & Prowse, 2007). Therefore, reward management is an essential component in organisation management in helping the organisation to accomplish vital objectives within the stipulated time frame (Hansen, Smith & Hansen, 2002).

Job satisfaction has been studied globally by many scholars due to its influence it has on workers' morale and productivity. Research done on job characteristics has disclosed that the nature of a job or the organizational characteristics determine job

satisfaction (Jex, 2002). To satisfy the physiological needs of employees, Goff (2003) asserted that organisation should provide an enabling environment to their employees by offering sufficient and realistic rewards. However, lack of job satisfaction makes employees have low morale and lack a sense of belonging to the organization as a result of poor pay, lack of promotions, strict supervision, unfavourable working conditions, and lack of job security (Sang, Brenda & Kiragu, 2018).

Simatwa, (2011) defined job satisfaction as a function of all the individual needs that should be met in the workplace. According to Barasa and Kariuki (2020), job satisfaction is viewed as a catalyst of improving performance and commitment in a workplace. Therefore, if an organization is serious with its workforce, it should be conversant with reward practices to motivate them to reach their full potential (Lynch, 2000). Employees can be motivated to reach their full potential when work characteristics, amount of work, working conditions, compensation, growth and development opportunities, policies and rules of an organization are favourable to them.

1.1.1 Reward management practices in education sector

Heywood (2008) argues that workers' expectations in some countries like the United States, Korea, Germany, United Kingdom and Australia in their workplaces are almost similar; they desire to have good pay, favourable working environment, recognition and respect for their human rights although they have different individual needs. If job satisfaction is not given a sufficient weight it deserves, it can result in poor performance, (Fisher, McPail & Menghetti, 2010).

According to the research done in Malawi by Chimwenje (2003), it cited low job satisfaction to both primary school and secondary school teachers over working

conditions and remuneration. There are also problems of job satisfaction in Nigeria where secondary school teachers are dissatisfied with how the Ministry of Education compensates them and their deplorable working conditions in their schools (Nwachukwa, 2006). Akiri and Ugborugbo (2009) suggest that teachers' commitment in teaching determines the success and quality of education.

The idea of job performance is supported by Akyeampong and Bennell (2007) who argue that teachers can compromise their performance through lateness; laziness and absenteeism. These undesirable behaviours are clear indicators of the teachers' dissatisfaction in teaching whenever they are observed in schools. The school administrators should reward teachers differently according to their contributions to schools. Every teacher is different in terms of expectations. Njoroge and Kwasira (2015) contend that rewarding teachers fairly and equitably according to their academic qualifications and contributions is a motivational tool aimed at supporting the achievement of organisational set objectives through high performance.

Reward practices according to Armstrong (2010), are geared towards rewarding employees depending on their duties and responsibilities assigned to them. According to the study done by Gatere (2015), high performance and job satisfaction can be achieved based on the availability of rewards and how fair they are being utilised. This could be recognised through an increase in teacher's productivity, student engagements' and the ability of the administration to attract more capable teachers.

The education sector in Kenya according to Odhiambo (2010) should be re-aligned to the vision 2030 and the constitution 2010. UNESCO (2001) insists that teachers as the implementers of curriculum promote quality education. Today education stakeholders are emphasising on quality and relevant education. The success of Universal Primary

Education (UPE) has contributed greatly to the growth of secondary education in developing countries.

The percentage number of candidates excelling in the examinations administered by the Kenya National Examination Council determines the quality of education, (Eshiwani, 1993).

The education sector in Kenya has experienced teachers strikes agitating for better salaries, promotion and generally improved working environment especially between the years 2012 to 2015 (Chumari et al., 2018). The SRC is tasked with the harmonisation of pay in the public sector in Kenya. The Salaries and Remuneration Commission (SRC) is obligated to determine the relative worth of various jobs in order to reward employees fairly and equitably according to the employees' contribution to organisational success. Job evaluation is an exercise meant to reduce industrial strikes between employees and employers. In 2016, the SRC undertook evaluation of teachers' jobs in Kenya to curb frequent industrial unrests in order to reward them fairly which culminated in the signing of the Collective Bargaining Agreement (CBA) between the TSC and the teachers' representatives KNUT and KUPPET in 2017.

Managers and education stakeholders should use various types of rewards available to them in the right proportion to motivate teachers to work hard. Lyria (2015) affirms that continuous and improved employee performance and satisfaction are achieved through effective reward systems. The rewards offered to the employees are intended to have a positive impact on the employee's productivity and consequently increase the organisation's turnover. Employees in education institutions have varied expectations and needs; therefore should be rewarded differently to motivate them.

Job performance and satisfaction depend on how employees are being valued and rewarded, (Luthans, 2000; Storey, 2007).

The 8-4-4 system of education has been in operation in Kenya since 1984 with greater emphasis on examinations. However, in 2019 the competency-based curriculum (CBC) system of education which is 2-6-3-3-3 was enrolled replacing the former system of education which is now in grade four. To mark the end of the first eight years in the 8.4.4 system, students in class 8 sit for the Kenya certificate of primary education examination. The examination done at this level determines the type of secondary school a student joins.

The students spend four years in secondary schools where the Kenya Certificate of Secondary Education is administered to mark the completion of the four-year course. KCSE examinations prepare students for further studies in tertiary colleges and universities. University education takes four years to complete the 8-4-4 cycle of the system of education. Students in form four are expected to pass their national examinations in order to join universities. A student can join a university if he/she manages to get C+ and above in KCSE examinations. According to the KNEC Act (2012), the Kenya National Examination Council is mandated to develop various national examinations at the primary, secondary and tertiary levels of education as well as processing the examination results within the stipulated time frame in Kenya.

Teachers in primary schools, secondary schools and teachers training colleges are managed and remunerated by the T.S.C. The commission was initially established by an Act of parliament Cap 212 but it was made a constitutional commission in 2010 under article 243. The mandates of the commission include recruitment, selection, employing registered teachers in public schools, promotion, transfer and deployment, compensation and teacher development. Teachers' performance is pegged on

students' performance in national examinations. Mutua (2015) asserts that motivated teachers are likely to be satisfied with their work.

1.1.2 Public Secondary Schools in Kenya

Public secondary schools are owned and financed by the government and to some extent by local communities. Private secondary schools are funded and managed by the owners. The performance of the public secondary schools in the national examinations is not consistent as compared to private secondary schools. In 2008 free secondary schools were introduced resulting in the rapid expansion of the number of secondary schools in Kenya. To cope with the increased enrolment in public secondary schools, the class capacity size increased from 40 to 45 students. The government capitation for each student in day secondary schools stands at ksh.10265 (Oyaro, 2008). For instance in 2019, students population in both public and private secondary schools was 3.26 million from 1.9 million in 2011 (MoEST, 2019). The students usually spend four years in secondary education. There are forty-seven counties in Kenya. The KCSE performance in these counties varies considerably from one geographical area to another.

1.1.3 Public Secondary Schools in Meru County

There are eleven sub-counties in Meru County: Tigania Central, Igembe North, Igembe Central, Tigania East, Igembe South, Imenti South, Imenti North, Tigania West, Buuri West, Buuri East and Imenti Central. Meru County has 395 secondary schools. There are thirty-four public secondary schools in Igembe North, (MOEST, 2019).

In 2019, the results released by the KNEC showed that Meru school was position one in Meru County with a mean score of 8.67 albeit position 36 nationally. In Igembe North, the performance of schools in national examinations over the years is below

the average. For example, in 2019, only three secondary schools in Igembe North appeared in the top 100 in the county. Those schools with their mean scores were Mariri (4.51), St. Mary's Ntangi (4.27) and Mwerongundu (4.13) secondary, (MOEST, 2019).

The Board of Management (BOM) and heads of institutions will find this study useful in motivating teachers through fair and equitable administration of available rewards. The study area of Igembe North Sub-County in Meru County is suitable for the study as the area has low performing schools in KCSE examinations making it an area of interest to the study. In addition to this, the area has a booming miraa (khat) business which can attract secondary school teachers to engage in to increase their income.

1.2 Statement of the problem

Globally, many organisations have been competing to attract and retain competent human resources using various rewards available to them. Motivated employees are more productive and committed towards organisational goals than the ones who are less motivated, (Lotta, 2012).

There have been complaints over the behaviour of public secondary schools' teachers during weekdays when they are supposed to be busy imparting knowledge to the students. Their negative attitude towards work is evidenced through lateness, absenteeism, sneaking out of school and trading during school days within the school compound (Gatere, 2015). Teachers' dissatisfaction with their work caused by unsatisfactory rewards is evidenced through reviewing their CBA after every four years which commenced in 2017 (Sunday Nation newspaper, February 28, 2021).

Several empirical studies have been done on rewards in Kenya. Musambi and Juma (2020) in their study researched on how promotion impacts job satisfaction of workers in Kakamega county government. Kathika (2015) researched on the role of work-life

balance on job satisfaction among workers in Makueni County. Biswakarma (2016) investigated the relationship between organisational career development and job satisfaction in Nepalese private banks.

These studies concentrated on county government employees in different counties in Kenya excluding Meru County. In addition to these, the studies aimed at the banking sector in other countries with less or no emphasis on teachers' job satisfaction. The predictor variables of the reviewed literature were different from the independent variables of the study. Therefore, there exist gaps which included contextual and conceptual that the study sought to bridge.

1.3 Purpose of the study

The purpose of the study was to establish the relationship between reward management practices and job satisfaction among teachers in selected public secondary schools in Igembe North Sub- County in Kenya.

1.4 Objectives of the study

The following were specific objectives which the study sought to achieve among public secondary school teachers in Igembe North:

- i. To investigate the effect of remuneration on teacher's job satisfaction in Igembe North
- ii. To assess the extent to which working conditions influence teacher's job satisfaction in Igembe North
- iii. To determine the effect of promotion on teacher's job satisfaction in Igembe North
- iv. To establish the effect of career advancement on teacher's job satisfaction in Igembe North

1.5 Research Hypotheses

H₀₁: There is no significant relationship between remuneration and job satisfaction among teachers in selected public secondary schools in Igembe North Sub-County; Meru County.

H₀₂: There is no significant relationship between working conditions and job satisfaction among teachers in selected public secondary schools in Igembe North Sub-County; Meru County.

H₀₃: There is no significant relationship between promotion and job satisfaction among teachers in selected public secondary schools in Igembe North Sub-County; Meru County.

H₀₄: There is no significant relationship between career advancement and job satisfaction among teachers in selected public secondary schools in Igembe North Sub-County; Meru County.

1.6 Study justification

The study may be useful to many educational stakeholders such as TSC, BOM and heads of institutions in designing rewarding tools and mixing them in the right proportion to have positive impacts on teacher's performance.

1.7 The scope of the study

The study targeted teachers in Igembe North. Only secondary school teachers who were employed by TSC were considered for the purpose of the study. That means the teachers under BOM terms of service were excluded in the study. The study focused on remuneration, working conditions, promotion and career advancement as the independent variables. The study had a timeframe of 11 months (from September 2020 to July 2021) to be completed.

1.8 Limitations of the Study

A descriptive approach was used although it was not free from weaknesses. This approach had some limitations like some statements of the questionnaires were not clear but this problem was overcome by framing statements in simple language and having short sentences. The study focused on four rewards namely remuneration, working conditions, promotion and career advancement. However, the selected variables might not be the only variables that contribute to job satisfaction; there are others such as leadership styles, recognition for exemplary performance and job level among others.

1.9 Significance of the Study

According to Kothari (2004), the significance of the study shows how the interested parties may find the research findings useful to them in making informed decisions. Therefore, the school administrators, BOM and TSC may find this study relevant to them in discharging their mandates. In addition, scholars may also have interest in the research findings.

1.9.1 School Administrators and Board of Management

To the school administrators and BOM, the research findings may be helpful to them to design and implement appropriate reward strategies to enhance teachers' efficiency.

1.9.2 Teachers' Service Commission

The TSC may find the research findings relevant to them in motivating teachers to work harder by reviewing their salaries frequently and having a clear promotional policy for teachers.

1.9.3 Contribution to Future Research

The study will supplement the already existing knowledge regarding reward management practices and job satisfaction by shedding more insight into their relationships.

1.9.4 Contribution to scholars

To the scholars, the study will provide additional materials when reviewing literature.

1.10 The Study Assumptions

The respondents willingly cooperated and voluntarily filled the questionnaires administered to them. The other assumption of this study was that the sample selection technique obtained the representative sample size.

1.11 Operational Definition of Terms

Remuneration: Payment made to the employees after rendering services to satisfy their physical needs. These are the benefits that an employee receives in the form of basic pay, wages and allowances to meet the employee's expectations at his or her job (Armstrong & Murlis, 2007).

Working condition: This refers to the working environment which affects individual's physically and emotionally (Gupta, 2009).

Promotion: This is an act of expanding responsibilities to a person in an organisation (Heery & Noon, 2001).

Career development: This involves enlarging the employees' relevant skills to enable them grow faster in their careers and to achieve their career goals (Gupta, 2009).

Job satisfaction: It is the employees' feelings and attitude they possess towards their task assigned to them, (Armstrong, 2006).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Both theoretical and empirical reviews of literature are done to shed more light on how reward management practices impact job satisfaction. The areas covered in this chapter include the concepts and theories that explain reward management practices and job satisfaction among teachers. These theories explain the rationale of each specific objective researched. The chapter also includes empirical studies relating to reward management practices.

2.2 Theoretical Review

2.2.1 Equity theory of motivation

The theory is associated with John Adams who formulated it in 1963. It is believed that an employee's job satisfaction depends on the ratio between employees' job inputs and job outputs. The theory focuses on establishing whether the distribution of rewards by the managers is fair and equitable among relational partners. Employees usually compare what they receive in terms of rewards with other referent groups.

Employees' inputs should be matched with their outputs so that the employees and the organisation they work for benefit. This symbiotic relationship is healthy as it benefits both the employees through improved rewards and the organisation through increased production. The employee's effort, hard work, ability and skills should be rewarded by offering better salaries, recognising and appreciating their exemplary performance and helping them advance their careers. For job satisfaction to be achieved, the input-output balance should be maintained. The theory stipulates that

what an employee receives after completing a task has a direct effect on their motivation.

Oyowo (2005) argues that equity theory is relevant in explaining the effects the reward systems have on the job outcomes. This theory is used to describe the relationship between employees' perception of how fairly and equitably are being rewarded in relation to their contributions to organisational success. The employees consider what other employees doing similar work in other organisations are being rewarded.

This theory can be applied in the context of Kenya's education system where the teachers' employer TSC and the teachers' representatives KNUT and KUPPET have been at loggerheads over the harmonisation of teachers' basic salary and allowances with other civil servants in the country over the years. For instance, in 2017, the TSC and teachers' representatives signed the Collective Bargaining Agreement (CBA) which was to be implemented in phases over four years between 2017 and 2021 to address the issue of teachers' salaries. The major postulate of the theory is that perceived inequality creates tension in the employees and the amount of tension is directly proportional to the magnitude of the inequality. Thus according to the equity theory, employees should be fairly rewarded to minimise the perception of inequity in their minds.

The relevance of the theory to the current study is that teachers' job satisfaction is attributed to their expectations of receiving rewards equivalent to their inputs from work done. Maicibi (2003) asserts what the employees expect from their work place can be equated to their outputs; employees feel demotivated if they perceive that their inputs are greater than the outputs. Therefore, employees doing similar jobs should be rewarded equally to meet the needs and desires of every employee to reduce

perceived inequality. Among the flaws associated with the equity theory is that it fails to incorporate all motivation factors as it only considers perception of people in job satisfaction. It is not practically possible to quantify the input-output ratio relationship when measuring individuals' perception about their jobs.

2.2.2 Dual-Factor Theory

It was formulated in 1956 by Fredrick Herzberg which proposed that people's job satisfaction depends on motivational and hygiene factors, (Riggo, 2014). According to Cole and Kelly (2011), the determinants of job satisfaction are classified into two factors: hygiene and motivators.

The intrinsic factors are motivators that make employees satisfied when present and are inherent in the work they do which includes achievement, responsibility, advancement and personal growth (Levy, 2013; Stanley, 2012). The presence of motivators is associated with the increases in job satisfaction (Hansen, Smith & Hansen, 2002). In contrast, job dissatisfaction is associated with extrinsic rewards like poor pay, unfavourable policies, job insecurity and poor working conditions (Dieleman, Cuong & Anh, 2004). The absence of motivators according to levy (2013) leads to neutrality.

The hygiene factors which are extrinsic in nature are also referred to as dissatisfies. According to Anvari, Amin and Seliman (2010), salary, company policy, working conditions, promotion, co-worker relations and supervision constitute hygiene factors. Their absence cause dissatisfaction due to employees' expectations but their presence does not increase job satisfaction (Chung, 2013; Hansen et al., 2002). This means that the hygiene factors such as salary should be satisfied before motivational factors to enable individuals to satisfy their physiological needs. The opposite of job satisfaction is not job dissatisfaction according to this theory; meaning that they exist on a

separate continuum, (Giancola, 2011). The independent variables covered in the study are classified according to the Herzberg's theory. Hygiene factors include remunerations, working conditions and promotion while career advancement is a motivational factor. However, Herzberg's theory does not take into consideration situational factors in the working environment that can have impacts on job satisfaction.

2.2.3 Maslow's Theory

The formulation of the theory was Abraham M in 1943 that assumes that human needs are sequentially arranged into five levels. His theory assumes that human needs are sequentially placed in a hierarchical structure starting with the physiological needs at the lower part of the pyramid going upward to the apex where self-actualisation needs are placed. Needs at a certain level should be fully satisfied before a person is motivated by the next level of human needs.

Physiological needs are necessary for sustaining life. Employees should be remunerated adequately to afford most of the basic needs. To satisfy the physiological needs of employees, (Goff, 2003) asserted that organisation should provide an enabling environment to their employees by offering sufficient and realistic rewards. Monetary rewards such as salary is an obligation of the employers to the employees (Chelangat, 2014). The second level of human needs is safety needs which are basically desire for protection from danger and threat. Job security is necessary in the workplace for job satisfaction.

The third level of human needs which is psychological in nature is social needs that express desires for belonging to a group or groups, (Levy, 2013). The fourth level of needs is esteem needs which constitute self-esteem and esteem by others. These can be achieved through recognition from others after achieving high status in

employment, (Maund, 2001). The fifth level of human needs is self-actualisation needs which include career development and growth to achieve one's full potential. Organisations that implement career development as part of a job satisfaction strategy motivate their employees, (Biswakarma, 2016). This theory is relevant to this study as it places the most pressing needs first in the workplace to improve teachers' job satisfaction. However, the theory is not inclusive of all cultures as it was done in America.

2.3 Empirical Review

2.3.1 Teachers' remuneration and job satisfaction

Remuneration as a reward is a major factor that influences employee performance, (Kreitner & Kinicki, 2006). Remuneration includes salary and wages. Compensation package include various monetary rewards employees normally receive from their employment, (Silva, 2009). Therefore, Boselie, Dietz and Boon (2015) believe that a company can attract and retain qualified manpower by remunerating them competitively making it have a competitive edge in the industry. A remuneration package should be well designed to boost employees' level of confidence and satisfaction in performing their duties.

Locally, Ngeny, Bonuke and Kiptum (2017) carried out a study on how working conditions influence job satisfaction towards secondary schools teachers in Keiyo South. An exploratory design and a stratified technique were used to accomplish their intended purposes. Both descriptive and inferential techniques were used to analyse the collected data. The study findings disclosed remuneration among other variables of the study impacts positively job satisfaction. The inverse of the methodology applied to the current study was that the former utilised an exploratory while the latter

utilised the descriptive design. Their study was conducted focusing on non-teaching staff in secondary schools but this study concentrated on public secondary schools' teachers.

In another review, Mutua (2015) researched on motivation and job performance. The descriptive research design described the study variables. Four hundred and nine teachers constituted the population where through the application of a stratified technique, 80 teachers were drawn to study the population. The data was collected using questionnaires while secondary data amassed by reviewing available literature related to the study. The research findings revealed that remuneration (emolument) immensely influences the improvement of the level of job satisfaction. However, the study done by Mutua (2015) was in Kirinyaga Central but the current study was conducted in Igembe North Sub-county thus presenting a contextual gap.

Muguongo, Muguna, and Muriithi (2015) carried out their study in Maara sub-county. The data from the participants was collected by the administration of questionnaires. To check on the instrument validity, both face and content validity were examined. Their study targeted a population of 474 teachers although 214 teachers were considered for the sample analysis. The data was analysed descriptively through standard deviations, and means. The Chi-square was used for testing the null hypotheses. The collected data was presented by the researchers on tables and percentages. Their research findings concluded that rewards like basic salary and work environment were crucial in the improvement of the levels of teachers' job satisfaction. The study employed chi-square to test for hypotheses but the current study used ANOVA to test for the study's hypotheses. The researchers collected qualitative data from the respondents but the proposed study employed a structured

questionnaire to gather quantitative data. These were the spaces that were addressed by the study.

Globally, Mabaso and Dlamini (2018) conducted a research in South Africa on total rewards versus organisational commitment in higher education institutions. There was utilisation of semi-structured questionnaires to enable the researchers accumulate the necessary data to arrive at conclusions regarding the subject matter. The target population was 279 participants whom constituted a research sample. The questionnaires were different in structure. In addition, the study was done in South African but the current study was done to the secondary schools' teachers in Kenya. There was a contextual gap since the study was done in South Africa.

In Malaysia, Arokiasamy, Tat and Abdullah (2018) conducted their study on rewards systems versus job satisfaction among academic staffs in private colleges. The independent variables of the study were compensation, motivation and promotion. Primary data from the respondents was collected by a closed-ended questionnaire. Through random sampling, 200 questionnaires were sent to the academic staff using their email addresses obtained from the 3 college websites. However, only 98 questionnaires were returned but 23 of them were disqualified. This translated to a 37.5 % response rate. The study conclusions revealed that compensation, motivation and promotion had a significant effect on job satisfaction. There was a contextual gap as the two studies were done in different countries.

In Nigeria, Ojeleye (2017) explored on the impacts of remuneration such as salaries, bonuses and incentives on workers in three institutions reflecting on their rate of work. Reinforcement and expectancy theory, equity theory and agency theory were used by the researcher to explain the objectives of the study. The study adopted a descriptive survey design. The researcher targeted one hundred employees of the

institutions. The questionnaires were distributed to the respondents but only eighty three questionnaires were filled and returned. The return rate of the questionnaires was eighty three per cent (83%). The data was analysed in two phases applying descriptive techniques and inferential methods with the aid of the SPSS version 16. The Pearson correlation coefficient was performed on the variables to establish the strength of each independent variable on the dependent variable (employees' performance). The Regression model was also established to determine which of the independent variable contributed more on employees' performance when there was a shift of one unit of such an independent variable when others remained invariant. The analysed results were tabulated for clarity. The statistical results of the study were significant and positive. The objectives and the independent variables of the two studies were different. The studies were done in two different countries. These facts exhibited a contextual gap and a conceptual gap. The analysed literature also showed that the sample size was selected by just applying a simple random technique while the current study jointly used stratified random sampling and simple random sampling. These were the gaps addressed by the current study.

2.3.2 Teachers' Working Conditions and Job Satisfaction

Many studies have shown that working conditions and job satisfaction are closely related in different contexts (Aiken et al., 2013; Kim, 2015). Working conditions as an extrinsic factor entails location of work, availability of facilities, hours worked, safety, proper ventilation, lighting and workload in a workplace (Muindi, 2011; Ogonda et al., 2015).

According to the research carried out among enforcement officers in Nairobi City County by Ndegwa and Minja (2018), they recommended that rewards such as job security, working conditions and a good combination of leadership styles should be

promoted to enhance job satisfaction. To satisfactory meet their research objectives; they adopted a descriptive research design. They chose this technique as it was appropriate in giving summarised information from the analysis of the primary data. This enabled the researchers to describe the variables of their study and facilitate the generalisation of the findings to the whole group or target population through inferential techniques. Their research targeted 761 officers. However, only 76 officers were selected from 761 officers to participate in the study by applying stratified and random sampling techniques. Their study focused on working conditions, work environment, leadership styles and job security revealing a conceptual gap.

A study by Nanzushi (2015) noted that workplace environment, physical environment and rewards enhance employees' performance and satisfaction with work at the county government of Nairobi. The study targeted a total of 1626 employees from their mobile telecommunication firms in Nairobi City County: Airtel, Safaricom and Telkom. A sample size of 164 employees drawn from the three telecommunication firms was obtained through stratified random sampling to enable the research to use a semi-structured questionnaire to amass usable data for analysis. The research was a descriptive design and data was analysed by use of descriptive methods which include standard deviations and means. The employees were against the management styles on their companies as they did not address their needs nor had an opportunity to air their grievances or to offer any meaningful input towards the organisational success. They therefore were of the view that the styles of management adopted by the top management should be replaced by a transformational leadership style which was more productive in nature. Furthermore, the study recommended for a broad-based reward system to cater for all the categories of the employees in their respective firms commensurate to their inputs with a view of alleviating any possible dissatisfaction

and tension among them. The study was in the context of the telecommunication companies employees.

Ohide and Mbogo (2017) carried out a study in South Sudan. The researchers concentrated on private primary school teachers to find out the influence of working conditions on performance and job satisfaction. The information from 110 teachers selected was obtained through questionnaires. Tables and histograms were used by the researcher to present the analysed data. The relationships of the variables were determined through regression analysis. Physical facilities were not enough in the private schools which led to more pressure on the available resources and consequently teachers' dissatisfaction.

In their study, Saqib et al. (2015) explored how tangible and intangible rewards impact employees' commitment in organizations by taking a case of the textile sector in Pakistan. The research findings recommended managers in their respective organisations to have a strategic alignment of different rewards in order to balance their impacts on the employees' commitment towards achieving organisational goals. They cited the need to balance salaries and improve working conditions for workers to create an environment suitable for working as well as meeting their diverse needs. The study further proposed that financial rewards must be fulfilled before non-financial rewards. However, the study revealed a contextual gap as it was done in the textile sector in Pakistan.

Rafia and Shipon (2020) in Bangladesh carried out a research targeting two government departments of Agriculture and Rural Electrification Board. The study had four independent variables which formed the specific objectives and hypotheses of the study. The four variables were physical, social, security and financial. The purpose was to establish the relationship between working environment and job

satisfaction among the employees of the mentioned departments in the selected district. Fifty respondents formed the population of the study and also the sample size. The questionnaires were used to collect the data from the employees whom the researchers targeted to accomplish the purpose. Both quantitative and qualitative analyses were applied in the data analysis. The sample was analysed using both descriptive and inferential techniques to describe and generalise the sample and population respectively. Hypothesis testing was done using regression and analysis of variance. The correlation analysis determined the magnitude and direction of the independent variables on job satisfaction. The study established significant results between working environment and job satisfaction because their p-values were less than the accepted value of 0.05. The physical facilities should be available to the employees to boost their morale hence increasing organisational productivity. The discussed study had some similarities and differences with the other study in the sense that it differed contextually in relation to where they had been carried out. The researchers carried out their study in two distinct sectors of the economy in Bangladesh which had different ways of motivating their employees and also having different working environments. The other study was concentrated on the teachers in the same sector of economy. The former study was carried out in Bangladesh and the latter in Kenya. The two studies again differed conceptually as far as their independent variables were concerned. These were the gaps that the current study sought to bridge through the application of a descriptive research.

2.3.3 Teachers' Promotion and Job Satisfaction

Promotion is defined as an upward shift of workers in an organisation hierarchy which is accompanied by an increase in responsibilities and improved salary packages, (Heery & Noon, 2001). According to them, promotion is usually followed

by an increase in responsibility and salary. There are two popular methods used for promoting teachers in public secondary schools. There are promotions by seniority where the length of service is taken as the base for promotion. Another method for promoting teachers is on merit where qualifications are considered.

Many researchers link promotion opportunities with job satisfaction (Peterson, Puia & Suess, 2003). This idea is supported by Musambi and Juma (2020) in their study, when they researched on how promotion impacts job satisfaction of workers in Kakamega county government. The study targeted 381 employees who were working in the revenue department. The data generated from the completed questionnaires was analysed using percentages and the statistical results tabulated for easy interpretations. The correlation between promotion and job satisfaction was arrived at through multiple and bivariate linear regressions analyses. Promotion and job satisfaction had a positive correlation which was significant. There was a contextual gap since the studies focused on different sectors of the economy. There was also a methodological gap as the study derived its inferences from both bivariate and multiple linear regression analyses while the current study utilised multiple linear regression analysis. Owhondah, Onuaha and Akhigbe (2016) investigated the relationship between promotion and turnover intentions in Nigerian oil firms. The research was done in rivers state to analyse how promotion has direct bearing on turnover intentions as the employees in these oil companies' retention rate was low. The study established through empirical analysis that promotion and turnover intentions had a huge correlation among the employees of the selected oil companies in Nigeria. The researchers distributed 186 copies of questionnaires. Out of the total number of questionnaires distributed, 126 copies were returned. It was established that promotion and turnover intentions had a negative relationship. This finding reflected

the study carried out by Ayodogdu and Asikgil (2011) who concluded that when organisations have no clear promotion policy for their esteemed employees, the turnover intentions is high. Promotion according to the study is seen as a tool for helping retain staff in their organisations because their needs of upward mobility in the organisational hierarchy are satisfied.

There was a contextual gap because the study was done in Nigeria. In addition, the dependent variable of the study was employee turnover intention but the current study's dependent variable was job satisfaction.

Boamah (2014) carried out a research regarding the impacts of promotion towards employees' satisfaction in Cocoa marketing company in Ghana. The research findings equated promotion with 67% wage increase on workers with other determinant factors of job satisfaction being invariant. The study disclosed that workers valued promotion more than wage increases. This study revealed a contextual gap that the current study sought to address.

From the study carried out in Pakistan by Shoib, Alamzeb, Muhammad and Muhammad (2015) to explore how employees' retentions in institutions of higher learning are impacted by the total rewards, promotion had a positive relationship employees' retention. Three hundred and fifty (350) self-administered questionnaires were distributed to faculty members of both public and private universities selected which combined together were 10 in number. The response rate of the questionnaires was 53.42%. The study was very useful for the top management of the universities to address the recurrent problems of employees' turnovers. The findings of their study provided clear guidelines regarding the management of total reward strategies. The study was done in the context of the university staff of Pakistan.

Muhamad and Nawaz (2017) carried out a study in commercial banks to prove the implications of numerous rewards in particular promotion, pay and recognition among the bankers of all age groups on job satisfaction. They achieved their intended purpose through the application of questionnaires which were distributed to the respondents in the commercial banks of Karachi with a view of amassing the primary data as the secondary data was obtained through reviewing past literature which had close relevance to their targeted topic. Both junior and middle employees of the commercial banks filled the questionnaires.

The researchers targeted a group of three hundred and fifty eight employees as they deemed the number sufficient for accomplishing their research purposes. The primary data from the questionnaires was analysed in two phases to describe the characteristics of the sample and thereafter the researchers had hypotheses to be proved. This was done by formulating regression model containing three independent variables pay, promotion and recognition. Correlation analysis also supported the regression model to establish the significance of the predictors by testing the null hypotheses. The Pearson correlation coefficients revealed a clear strong correlation of the independent variables on the employees' job satisfaction. This study took place in Karachi but the current study was researched being confined in Igembe North among the post primary school teachers employed by the Teachers Service Commission. Among the variables incorporated in the study, recognition which was the only intrinsic reward investigated exhibited a strong correlation with job satisfaction.

A study by Abdul, Sarpan and Ramlan (2018) found that promotion and job satisfaction were strongly correlated. They carried out their study in Makasar government region in Indonesia to explain the significance of the predictor variable promotion on the response variable job satisfaction. They solicited primary data from

the respondents by employing two methods (questionnaires and interviews). They used questionnaires and interviews to collect both quantitative and qualitative data. They targeted 50 respondents in the region who were identified through selection using a simple random technique. So the fifty respondents were the target population and the sample size. The researchers adopted a descriptive survey design as it was considered appropriate in producing the reliable and original information regarding the respondents being studied. They also reinforced the descriptive survey with explanatory technique. The two techniques took care of both quantitative and qualitative data. The data obtained from the instruments was analysed using the frequency distribution and path analysis.

The analysed data was tabulated showing the profile of respondents, descriptive results and inferential results. The hypothesis testing of establishing the significance of promotion and job satisfaction was done through path analysis. The conclusions of the study revealed a strong positive correlation of promotion on job satisfaction which was also statistically significant with job satisfaction on employees' performance. The study recommended for fair promotion policies favouring all the employees in Makasar region. This study revealed some gaps that needed to be bridged by the current study. The study was carried out in Indonesia. The dependent variable was employees' performance which was not in tandem with the current study dependent variable job satisfaction. In the methodology adopted, the hypothesis testing was done using the path analysis while in the current study; hypotheses were tested by employing analysis of variance (ANOVA). The former study solicited primary data through questionnaires and interviews. This implied that both quantitative and qualitative data were used for drawing conclusions of the study. Therefore, the current

study strived to address these gaps by altering the dependent variable and the study being done in Kenya. The hypothesis testing was also performed through ANOVA.

2.3.4 Teachers' Career Advancement and Job Satisfaction

Career advancement can be defined as pursuing short term career goals through career paths. Most of the employees aspire to advance and grow in their careers to meet their desires and expectations. Career prospects enable individuals to acquire values that foster employees' development (Gupta, 2009). Career advancement provides a mutual benefit to both the employee and the organisation. The organization that pays attention to career development planning is likely to benefit from a properly trained, skilled, and talented labour force. However, managers are confronted with the problem of managing employees who are at their career plateau to reduce labour turnover in their organisations. Yamamoto (2006) argues that employees at their plateau stage tend to leave the organisations they work for due to minimal chances of progression in their careers.

Empirical studies have attempted to link opportunities for career advancement with job satisfaction in different fields. Kamau and Kamara (2017) researched on public universities in Kenya. The findings disclosed a positive correlation existing between training and retention. Since their study focused on one organisation, this was a limiting factor to the current study.

Irene and Hazel (2016) undertook a research with a view of investigating the effect of career development on the productivity of employees. This was done in the National Cereal and Produce Board (NCPB) in Nairobi where they focused essentially on the reward of career development with its effect on productivity of the employees in the board. Various theories were applied to explain the objectives of the study. The theories were Krumboltz's theory, social cognitive career theory, super's theory of

career development and trait and factor theory. A descriptive survey was applied. The researchers targeted two hundred employees. They undertook to collect the primary data from these 200 employees through a structured questionnaire. Fifty per cent of the respondents were selected from the total population equivalent to one hundred employees in the national cereal and produce board in Nairobi. The sample size was selected by applying a stratified random sampling. The collected data was analysed using the computer software version 20 to arrive at results to facilitate conclusions and recommendations.

The study manifested a crystal clear relationship between career development and employees performance. This was a case study which was a limitation to the current study. The theories used in their study were different from the ones used in the current study. The former study concentrated on the employees in the agricultural sector while the latter concentrated on the education sector. The two studies had different independent variables; their study had employees' performance and the current study had job satisfaction. These were the gaps that the current study addressed.

Lydia and Joyce (2018) in their study established that career development programs are significant and correlated positively with employees' working rate. To achieve their objectives a descriptive design was employed in in the research methodology. Four hundred and twenty employees of the National Hospital Insurance Fund (NHIF) constituted a target population. The technique of segmenting a sample size was just computing thirty percent of the total population. Therefore, the sample size was 120 employees at the headquarters. Only 80 questionnaires were received having been correctly filled. The response became 66.67%. Cronbach Alpha was used to ascertain the reliability of the questionnaires.

Descriptive statistics and inferential statistics were employed to analyse the collected data. Both correlation and regression analyses were utilised to establish the level of correlation of the variables and the significance relationship of the predictor and response variable. The study recommended that the state owned corporation should focus seriously on improving programs related to career development to enhance the employees' performance. More trainings and seminars were recommended to be organised to enable the employees to acquire useful skills and competencies. The NHIF also needed to increase counselling programs to cater for the varied needs of the diversity of the employees in the organisation. To prepare the employees for future responsibilities, the organisation according to the recommendations needed to introduce mentoring programs. This study differed from the current study because it dealt with a single organisation at the headquarters becoming a disadvantage to the current study. The study was done in Nairobi City County while the current study was done in Meru County exhibiting a contextual gap.

Koech (2005) researched the relationship between job satisfaction and career development among Kenya Airways workers. It was disclosed that most of the employees are inclined to pursue career development when they are not satisfied with their current occupation with intention of quitting their jobs.

Miringu, Ngugi, Were and Odhiambo (2017) carried out a study in Kenya investigating the impacts of career progression on labour mobility. The study disclosed a negative correlation between the two variables of their study.

According to a research carried out by Ikechukwu, Paschal and Jane (2017), the study revealed a positive correlation of career growth with the employees of Michael Okpara University of Agriculture. This correlation was also significant. The specific objectives of their study were explained by trait and facto theory, Tiedeman and

O'hara ego identity theory and acquired needs theory. The study targeted two thousand six hundred and thirty non-academic staff at the university. This formed the population of the study which was sufficient in segmenting the sample used.

The researchers adopted Taro Yamane's formula to select a sample size of three hundred and forty six (346) respondents. The data from the selected sample of the respondents was solicited through structured questionnaires. Tabulation of the collected data was done to summarise the raw data. The analysis of the solicited data was performed in two phases both descriptively and inferentially. It was established that career advancement was correlated to the employees' performance and satisfaction positively. The study recommended a raft of stringent measures to sustain and improve the employees' performance and satisfaction at the university. Some of these measures included aligning the programmes of the university with career development programmes, increasing career opportunities and making every non-academic staff to have equal chances to promote fairness for self-development.

There was also a need to promote career advancement among the employees to enable them acquire the latest skills and knowledge. This study focused on one institution of higher learning implying that it was a case study which was limiting. The dependent variable of the study was employees' performance which was not in tandem with the current study dependent variable job satisfaction. The theories of the studies were also different. The two studies differed in context as they were carried out in different countries. Furthermore, there was a methodological difference in estimating the sample size. The former adopted Taro Yamane's formula while the latter used 30% of the total population.

Asfaw, Bayisa and Argaw (2015) researched on employees performance through training and development in enhancing employees delivery of services in the

Administrative Office in Ethiopia. The researchers employed a cross-sectional design with a sample of 100 employees. The study established that training had a positive and significant relationship with employees' effectiveness. This study was done in the Kenyan context in reflecting how the availability of reward management practices change levels of job satisfaction of secondary school teachers.

Mohammed (2016) researched training practices on job satisfaction concerning the employees of the UNESCO for Africa. The study showed that methods of training influences the level of employee contentment in the organisation resulting in improved performance of the United Nations Economic Commission for Africa in discharging its mandate of encouraging member states to cooperate in various sectors of economies to alleviate poverty levels.

In another review, Biswakarma (2016) investigated organisational career development and job satisfaction in Nepalese private banks. Using data from the 290 employees from the banking sector, it was established that employees seek career development to accelerate their promotion goal, gain high remuneration and increase their professionalism in the career lines. Therefore, the study found out that the organisations that implement career development are likely to double their employees' job satisfaction level. However, the proposed study was done in the Kenyan context in the education sector.

Imran and Tanveer (2015) in Pakistan carried out their research investigating employees' performance in relation to training of employees in the commercial banks. The information that was utilised in the study was gathered conveniently using questionnaires. The convenient sample size selected was 150 respondents. The majority of the respondents were of the view that training acts as a vessel for

channelling new skills and relevant knowledge to them which increases job satisfaction and consequently increasing performance.

2.3.5 Job satisfaction

Armstrong (2006) defines job satisfaction as the employees' feelings and attitude they possess towards their task assigned to them. Various factors such as absenteeism, productivity, accidents rate and turnover intentions are likely to produce varying levels of job contentment. Job satisfaction is characterised by low absenteeism, high productivity and punctuality. Salary, promotion and recognition of employees are necessary in job contentment. A high job satisfaction level reveals that a teacher really likes her/his job, and thinks well about it. Lack of job satisfaction for teachers can be characterised by absenteeism, lateness for duty and laxity in the performance of their duties, (Kaliski, 2007). Several empirical studies according to Abdullah and Djebavni (2011) have been done in relation to job satisfaction towards performance of duties.

Wangechi, Kiragu and Sang (2018) investigated the influence reward systems have on job satisfaction. One hundred and sixty two (162) employees were targeted for the study in Nyeri County. The researchers collected data using questionnaires which were self-administered. The reliability of these research questionnaires was confirmed by adopting Cronbach's alpha method to determine the acceptable range of coefficients.

The frequencies and percentages were calculated from the data collected to ease the understanding of the data. The relationship of the variables was ascertained through multiple linear regressions. The research findings disclosed that rewards and job satisfaction had a significant correlation. The study however presented a contextual gap as the study was done on the county government employees.

In another study done in Ethiopian Universities by Admassie (2019) reward systems had a significant influence on job satisfaction. Primary data was amassed using a structured questionnaire. The study targeted two hundred and eighty (280) university staff that included lecturers and administrative staff drawn from various departments of the institution.

However, the study disclosed both conceptual and contextual gaps. The conceptual gap was presented by the differences in independent variables. In addition, the contextual gap was presented as the study was conducted in the university.

Velmurugan (2016) carried out a study in Coimbatore Uganda on the teachers in private schools. The factors that were considered in his research were salary, working conditions, working time, promotion and professional growth. The data was collected from the two hundred and ten (210) teachers drawn from the selected secondary schools. It was discovered that the mentioned factors were statistically positive and significant on job satisfaction.

Mohammad, Seyed and Mostafa (2018) carried out a study in the banking sector in Iran. The study employed individual questionnaires and proprietary questionnaires as the data collecting tools. The data collected was analysed using inferential and descriptive techniques. The study employed the Cochran formula to select the sample size. The factors investigated in the study were direct responsibility, colleagues, compensation, working conditions and promotion which constituted the independent variables. The variables relationships were ascertained through the application of linear regression. Statistically promotion, remuneration, colleagues and employees' satisfaction had a positive relationship. However, the working conditions and direct responsibility portrayed a negative relationship.

The study recommended that the managers of banks should pay maximum attention to colleagues, promotion, and compensation to satisfy their employees at their workplace. The reviewed study was done in the context of employees' satisfaction in financial institutions in Iran. The sample size of the study was selected using the Cochran formula but the current study sample size was equivalent to 30 % of the target population, (Mugenda & Mugenda, 2003).

Hee, Ong, Ping, Kowang and Fei (2019) conducted a study in Malaysian higher institutions of learning among faculty members to unearth the factors that contribute to job satisfaction. In their study both motivators and hygiene factors were considered. Their study was guided by a two-factor theory which had proximity in its application to their study because both extrinsic and intrinsic factors were the ones which were being analysed. The revelation of the findings showed considerable implications of hygiene factors towards job satisfaction of the Malaysian lecturers. It was noted that the absence of the hygiene factors could lead to a serious employee's dissatisfaction resulting in a drastic decline in their performance. Therefore, the study recommended that the hygiene factors such as pay and working conditions should be availed to the employees in the right quantity at the right time to maintain and boost their morale. Their study was different from the current study in context. The obvious disparity existed in the theoretical framework where the researchers adopted a two-factor theory while the latter adopted the three theories which were vital in explaining the four specific objectives of the study. The three theories were a two-factor theory, an equity theory and Maslow's theory of motivation. Their study was carried out in Malaysia while the other study was carried out in Kenya exhibiting a contextual gap.

Lai (2018) carried out a research study in the private universities in Malaysia. The objective was to establish how job satisfaction had influence on job performance.

Various rewards relating to job performance were analysed statistically in order to arrive at reasonable conclusions regarding the two variables that formed the study. The researcher adopted a descriptive survey design to accomplish the intended purpose of the study through the empirical analysis.

The data from the academic staff was amassed utilising a five likert closed ended questionnaires. To the convenience of the researcher a convenience sampling design was used to select the sample to be used for analysis so that its results could be used for generalisation. The researcher prepared eighty questionnaires which were dispatched to the targeted respondents but only fifty-six of them were returned equivalent to 70% return rate. The reliability of these research instruments were confirmed using Cronbach's alpha test which gave the result of + 0.941. The study showed that all the variables under the study correlated positively and were also significant to job performance. The proximity of this study in terms of context was close although it differed from the current study in methodology and concept. The former study adopted a convenience sampling design but the latter adopted both stratified and simple random sampling designs to collect the research sample. Lai's study was done in Malaysia.

2.4 Research gaps

The empirical review on available literature disclosed numerous gaps that this study strived to address. Most of the studies reviewed were done outside Kenya (Abdul, Sarpan, & Ramlan, 2018; Hee, Ong, Ping, Kowang, & Fei, 2019; Ikechukwu, Paschal, & Jane, 2017; Lai, 2018; Ojeleye, 2017; Rafia & Shipon, 2020; Mabaso & Dlamini, 2018; Muhamad & Nawaz, 2017; Arokiasamy, Tat & Abdulla, 2018; Ohinde & Mbogo, 2017; Saqib et al. 2015; Owhonda, Onuaha & Akhigbe, 2016; Boamah, 2014; Velmurungan, 2016; Mohammad, Seyed & Mostafa, 2018; Shoaib, Alamzeb,

Muhammad & Muhammad, 2015; Biswakarma, 2016; Imran & Tanveer, 2015; Asfaw, Bayisa & Argaw, 2015 and Admasse, 2019). These studies had varied findings and it was not possible to generalise the findings because they were carried out in foreign countries.

Further studies were done in Kenya but outside Meru County (Irene and Hazel, 2016; Lydia and Joyce, 2018; Ndegwa and Minja, 2018; Nanzushi, 2015; Musambi and Njuma, 2020; Miringu, Ngugi and Odhiambo, 2017; Ngeny, Bonuke and Kiptum, 2017; Muguongo, Muguna and Murithi, 2015; Wangechi, Kiragu and Sang, 2018). Some of these studies targeted county government employees (Ndegwa & Minja, 2018; Nanzushi, 2015; Musambi & Njuma, 2020; Kamau, & Kamara, 2017; Wangechi, Kiragu & Sang, 2018). Ngeny, Bonuke and Kiptum (2017) adopted an exploratory research design in their study in Keiyo south. This presented both contextual and methodological gaps since the present study was carried out in Igembe North where a descriptive design was applied.

Muguongo, Muguna and Murithi (2015) did their study in Maara sub-county where they collected qualitative data and chi-square tested the null hypotheses. Their study was different from the current study because the latter involved collection of the quantitative data only and the null hypotheses were tested using ANOVA.

2.5 Conceptual Framework

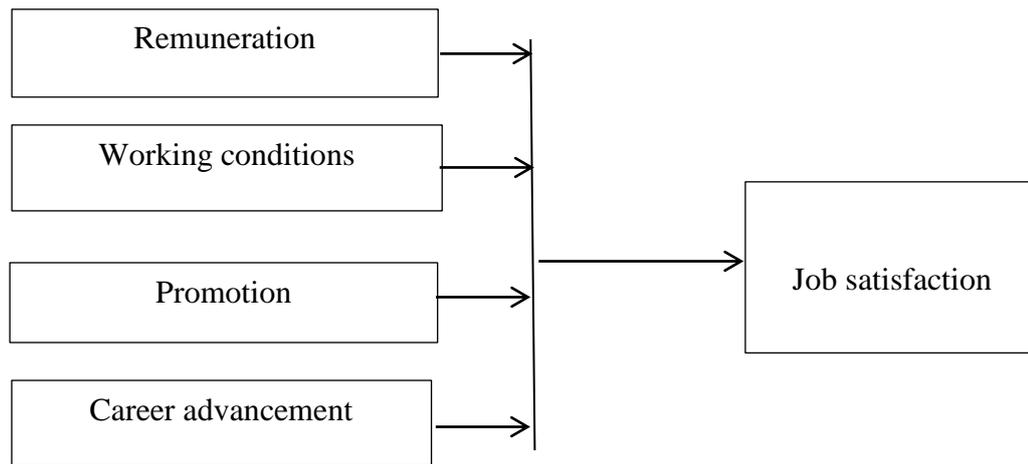
The study independent variables included; remuneration, working conditions, promotion and career advancement while job satisfaction was the dependent variable.

Teachers' reward management practices have a direct bearing on the teaching and learning process which in turn affects teachers' job satisfaction. The figure depicts job

satisfaction as a function of reward management practices which were selected for the purpose of the study.

Figure 2.1

Conceptual Framework



Independent variables

Dependent Variable

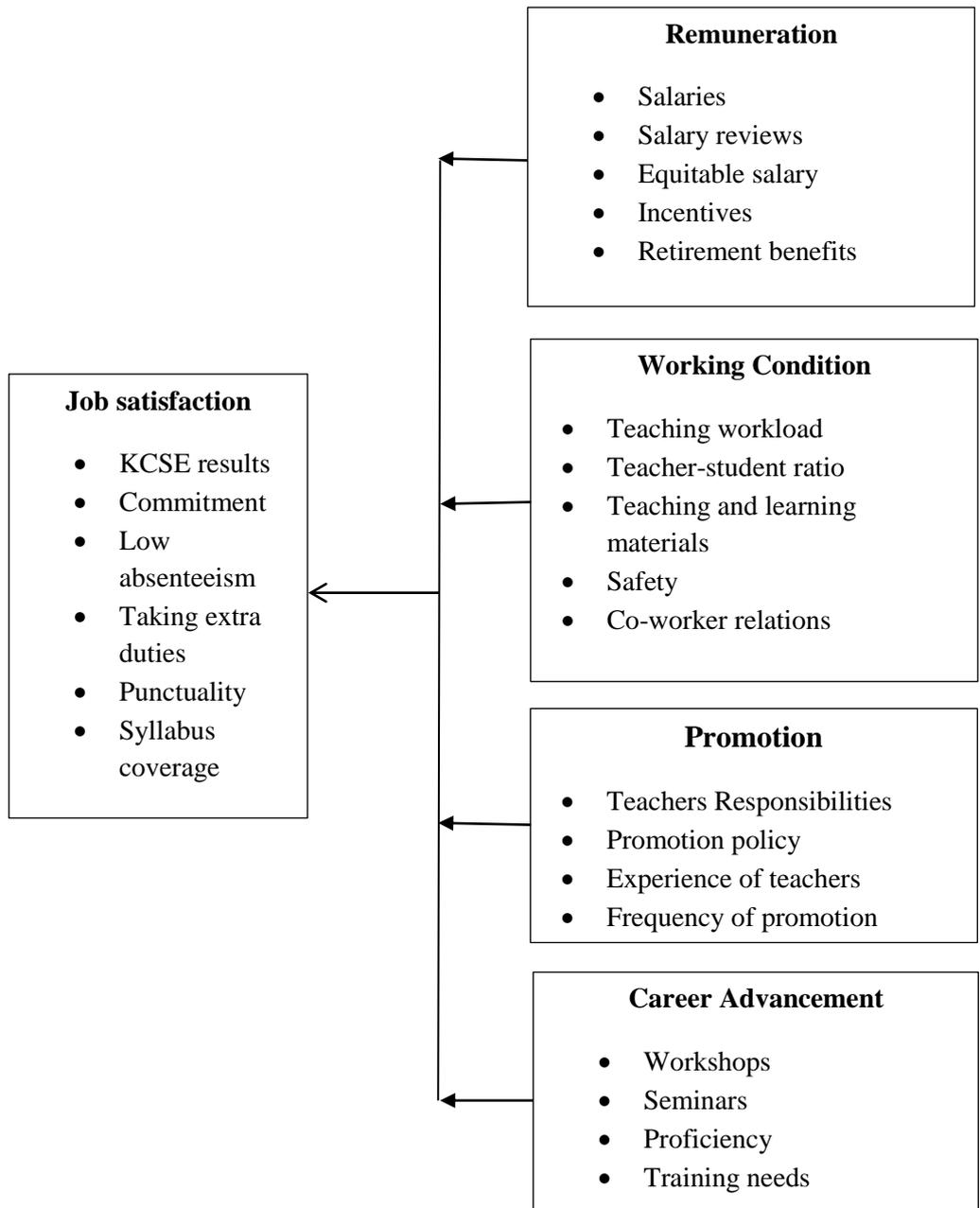
2.6 Operational framework

The operational framework outlines the independent variable (reward management). Firstly, remuneration was measured using salary, salary reviews, equitable salary, incentive and retirement benefits (Aluvisia 2016; Gerald 2011; Maliku, 2014). Secondly, working conditions were assessed through teaching workload, teacher-student ratio, teaching and learning materials, safety and co-worker relations (Muindi, 2011; Mutua, 2015; Ogonda et al. 2015; Orodho, 2009). Thirdly, promotion was measured through teachers’ responsibilities, promotion policy, experience of teachers and frequency in which teachers are promoted. Fourthly, career advancement facilitates teachers’ growth in their profession through attending seminars, workshops and attending proficiency courses after identifying their training needs (Biswakarma,

2016; Bratton & Gold, 2003; Imran & Tanveer, 2015). The dependent variable was job satisfaction that had the following indicators of measurability; KCSE results, teachers' commitment to their work, low absenteeism, punctuality, syllabus coverage and extra duties , (Graban, 2016; Ogonda, Orwa, Peter & Jedida, 2015).

Figure 2.2

Operational Framework



Dependent Variable

Independent variables

2.7 Summary of the chapter

This chapter reviews job satisfaction theories which try to explain both the independent variable and the dependent variable of this study. This study was grounded on theoretical frameworks of equity, two-factor and hierarchy of needs theories which are explained in detail in this chapter. The related literatures on the variables used were reviewed both locally and globally. The variables and their indicators of measurability are clearly depicted on the conceptualisation framework.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter covers methodologies to be applied in collecting, analysing and presenting data in a meaningful manner. This needs to be done systematically from the type of research design to be applied, population targeted and how to draw an appropriate sample size and how to collect data. This should be followed by analysing data to describe and generalise the findings. Finally, this chapter also covers ethical considerations that were followed during the period of the study.

3.2 Research design

A descriptive survey research design was adopted. Orodho (2009) argues this type of research design is used by researchers to gather and collect raw data from the selected respondents through questionnaires or conducting interviews. Saunders, Lewis and Thornhill (2007) maintain a descriptive survey depicts a profile of persons, situations or events. A descriptive research design generates an original report of the prevailing conditions without distorting its real meaning and its appropriateness in studying a large population (Mugenda & Mugenda, 1999).

3.3 Target population

This is a population that can be objects or people that the researcher aims to undertake a study on so as to generalize the findings, (Kombo & Tromp, 2006). The target population is also defined by Kothari (2004) as the total number of items under investigation. This study targeted four hundred and twenty seven teachers.

Table 3.1*Target Population*

S.N	SCHOOLS CATEGORY	NO. OF SCHOOLS	TEACHERS
1	Day secondary schools	27	318
2	Boarding secondary schools	7	109
Grand total		34	427

Source: Igembe North Sub-County Education Office (2020)

3.4 Sampling design

A sample is a fractional portion of an entire population obtained through probability sampling techniques (Creswell & Creswell, 2017). The units in the sampled population should have common characteristics to those of the entire population to facilitate the idea of drawing conclusions. This is the procedure of obtaining a sizeable sample from the total population enough for use in the study for drawing conclusions about the entire population, (Mugenda & Mugenda, 2003). Sampling design is an organised procedure that directs the researcher on how sampling should be conducted (Cox & Hassard, 2010).

Stratified and simple random techniques were applied in obtaining a representative sample. These techniques provided better coverage of the target population within a stipulated time frame. The schools were selected and categorised using stratified random sampling depending on categories of public secondary schools as either a boarding school or a day school under different learning environments. Simple random sampling was used on every category of secondary school to select teachers.

3.5 Sample size

This is a subset of an entire population enough for drawing conclusions, (Cooper & Shindler, 2014; Denscombe, 2014). Mugenda and Mugenda (2003) recommend a sample size equivalent to 30% as sufficient for generalisation of the target population. The idea of taking a sample size equivalent to thirty per cent of the target population is supported by (Kombo and Tromp, 2006) for social sciences. By applying a stratified random sampling, the study involved 12 public secondary schools. Therefore, this study sampled 30% of the target population from categories of schools.

Table 3.2

Sample Size Distribution

S.N	SCHOOLS CATEGORY	TEACHERS	SAMPLE SIZE
1	Day secondary schools	318	96
2	Boarding secondary schools	109	33
Grand total		427	129

3.6 Data Collection Instruments

These are the tools that are used for amassing data from the targeted sample to enable the researcher to measure variables (Kothari, 2004). The questionnaire provides anonymity and maintains the confidentiality of the respondents, (Dessler, 2000). Questionnaires are affordable and easier to administer than interviewing many respondents, (Creswell, 2014).

Therefore, the researcher used a closed-ended questionnaire to gather quantitative data from the sampled teachers from the selected public secondary schools. According to Amin (2005) the Likert scale is mostly used by researchers because they are more flexible and easier to construct than other types of attitude scales. The researcher framed questions depending on the specific variables under study. The first section contained demographic information like academic qualifications, gender and age directly related to the respondents while the second section entailed the main variables of the study: remuneration, working conditions, promotion, career advancement and job satisfaction.

3.7 Data Collection Procedures

Before starting the actual fieldwork, the researcher applied for a license from the National Commission for Science, Technology and Innovation (NACOSTI) to collect data in Igembe North Sub-County. The researcher notified the principals of the sampled schools through letters informing them of the intentions to visit their schools.

The study used a drop and pick method in collecting the quantitative data from the selected respondents using the closed-ended questionnaire. According to Mugenda (2008), questionnaires are a research instrument regarded as the most appropriate means of gathering information. The researcher paid a visit to the selected schools to meet the respondents face to face to administer the questionnaires. The researcher and the respondents mutually agreed on the strategic points where the filled questionnaires were to be dropped. The filled questionnaires were collected three days after dispatching them.

3.8 Research Instruments validity

Validity is defined by Cooper and Schindler (2011) as the degree to which research instruments are capable of measuring what they should measure. A pilot study was done among the 7 respondents in Igembe South equivalent to 5% of the sampled population of the respondents with a view of checking their effectiveness. Pilot test study ensures accuracy and effectiveness of the questionnaires, (Kothari, 2012). The content validity was enhanced through the supervisors' expertise input. The experts' judgement focused on weak areas of the questionnaires to enhance simplicity and clarity.

3.9 Instruments reliability

Kothari (2004) defines reliability as the ability to yield steady results after repeated trials. The study used a test and re-test technique which was conducted among 7 teachers from Igembe South. The questionnaires were filled twice by the same teachers in the pilot study within an interval of two weeks without altering the initial conditions. Depending on the sample size, 1% to 10% of the sampled population is suitable for piloting (Mugenda & Mugenda, 2003). The seven teachers who participated in the pilot study were equivalent to 5 % of 129 teachers who had been selected randomly from the target population. The seven questionnaires filled by the seven teachers were analysed with the help of the SPSS version 23.0. The Cronbach's alpha test for reliability was used where the coefficient of + 0.794 was obtained which was above the recommended value of + 0.7 for the research instruments in producing consistent outcomes (Creswell & Poth, 2017).

3.10 Data Analysis and Presentation

Once the questionnaires were filled and returned, they were checked to ascertain their completeness. Then, the data from the completed questionnaires was organised into

categories and frequencies tallied. The data was keyed into the computer programme for analysing statistical problems after coding. The analysis of the raw data was done in two stages; the first stage was through descriptive statistics where the means and standard deviation were computed. The means and standard deviations are good measures for central tendency and the spread of the data respectively, (Mugenda & Mugenda, 2003). Therefore, the descriptive statistics helped to establish trends of the analysed data for easier understanding and interpretation. Tables and pie charts were used to present the respondents' characteristics.

The second stage of data analysis was by inferential statistics. Correlation coefficients, ANOVA and multiple linear regression were determined using the SPSS. The following general form of a multiple linear regression with four independent variables was established.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon \quad \text{Where,}$$

Y = dependent variable (Job satisfaction)

β_0 : regression constant (scalar)

$\beta_{1, 2, 3, 4}$ are regression coefficients.

X_1 = Remuneration

X_2 = Working condition

X_3 = Promotion

X_4 = Career advancement

ε = error term (residual)

3.11 Ethical Consideration

Authorisation was sought from NACOSTI to conduct research in the selected public schools. To carry out the research, the SCDE was notified. Once the researcher was cleared by the sub-county director of education, principals or deputy principals in charge of the selected schools were informed with a view of booking appointments to visit their schools to carry out the research. The respondents were briefed about the study before administering questionnaires.

The identity of the respondents was concealed as their names were not indicated on the questionnaires. It was a voluntary exercise. The information obtained from the respondents was confidential. The study was meant for academic work.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter contains the analysis of the data collected as well as the critical discussion of the findings of the study. The questionnaire's return rate is presented in this chapter. The demographic characteristics of the respondents are covered to understand the respondents' varied background. To check whether the research data collection instruments were reliable, the results of the reliability of the variables are presented. This is followed by the descriptive findings and discussion of the outcomes. The last part of this chapter presents inferential findings and related discussions of the results. Hypotheses testing are also done under inferential statistics.

4.2 Response rate

The researcher prepared and distributed 129 questionnaires to various targeted secondary schools. Only 117 questionnaires were returned constituting a large percentage of 90.7% of the questionnaires correctly filled and returned. Mugenda and Mugenda (2003) proposed that 50%, 60% and at least 70% of the return rate are adequate, good and very good respectively. Their assertions implied that the return rate was very good. This big response rate could be contributed by a drop and pick method employed to distribute and collect them.

4.3 Test of reliability

This was determined through the application of the Cronbach's alpha. The number of items in each variable of the study was considered for reliability testing where the

overall reliability of the research instrument was found to be 0.794. This value was appropriate for the study as it was in agreement with the Cronbach's alpha value recommended by Creswell and Poth (2017). They recommended the coefficient value of + 0.7 and above. The results of the summary of the predictor variables and the outcome variable regarding their respective indicators are depicted in table 4.3

Table 4.3

Test of reliability

Variables	Quantity	Coefficient value	Conclusion
Remuneration	5	0.773	reliable
Working condition	5	0.768	reliable
Promotion	4	0.713	reliable
Career advancement	4	0.701	reliable
Job satisfaction	6	0.782	reliable
Overall	24	0.794	

4.4 Demographic Characteristics

This part of the chapter presents the profile of the teachers whom the questionnaires were administered to. Their demographic characteristics were captured here which the study sought such as gender, age, academic qualification and length of service in their current stations.

4.4.1 Gender of the Respondents

The collected questionnaires which were correctly filled indicated that male and female were 56 % and 44 % respectively. This distribution is presented in table 4.4.

Table 4.4

Gender Distribution

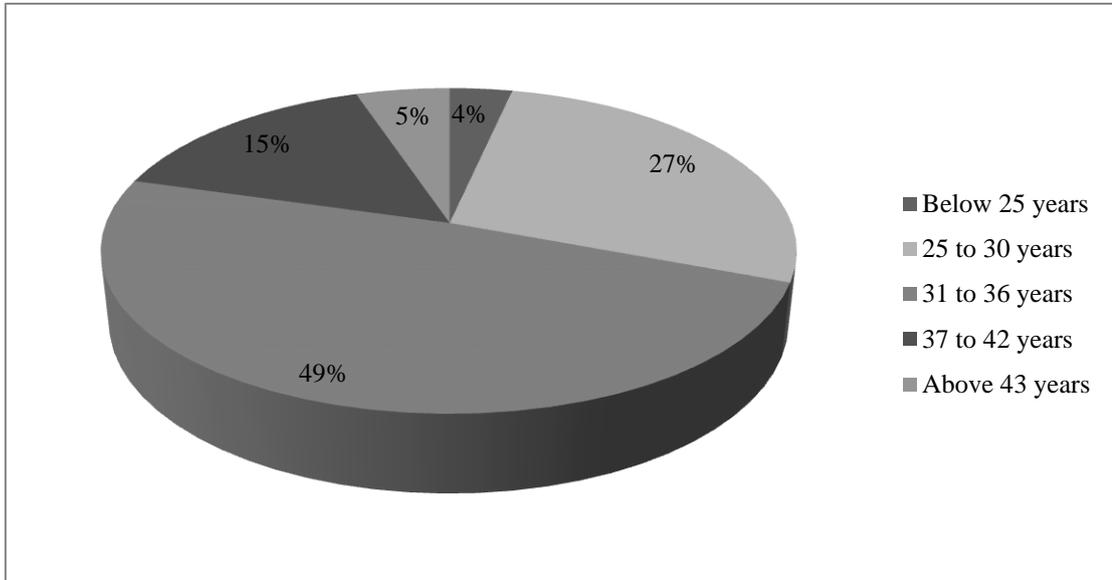
Gender	Frequency	Percentage (%)
Male	66	56
Female	51	44
Aggregate	117	100

The majority of the teachers in public secondary schools in Igembe North are male teachers. Although the findings revealed that male teachers are many, recruitment exercises for employing new teachers to fill vacancies seem to be fair as both genders are represented in schools to promote gender inclusivity and parity in the teaching profession. Therefore, the data obtained from these teachers was appropriate for generalisation of the target population in drawing conclusions.

4.4.2 Age of Respondents

Figure 4.1

Age Bracket



Another demographic characteristic that the study sought to establish was age distribution which was clustered in age brackets. Many teachers were in the age of 31-36 years. This number of teachers was equivalent to 49%.

Further, the research findings also established that those respondents of the age bracket between 25-30 years followed at 27%. Those respondents who were in the age categories of 37- 42 were 15%. Those who were below 25 and above 43 years according to the findings represented 4% and 5% of the respondents who duly filled questionnaires respectively. The majority (49%) of the teachers were youth. This implies that they are energetic who can help their respective schools to excel in various endeavours such as in core-curricular and extra-curricular activities. Age as an individual factor has a direct relationship with performance of duties, (Pillai & Al-Malkawi, 2018).

4.4.3 Academic Qualification

The study sought to establish academic qualification of the respondents and the results are shown below in both tabular form and in a pie chart.

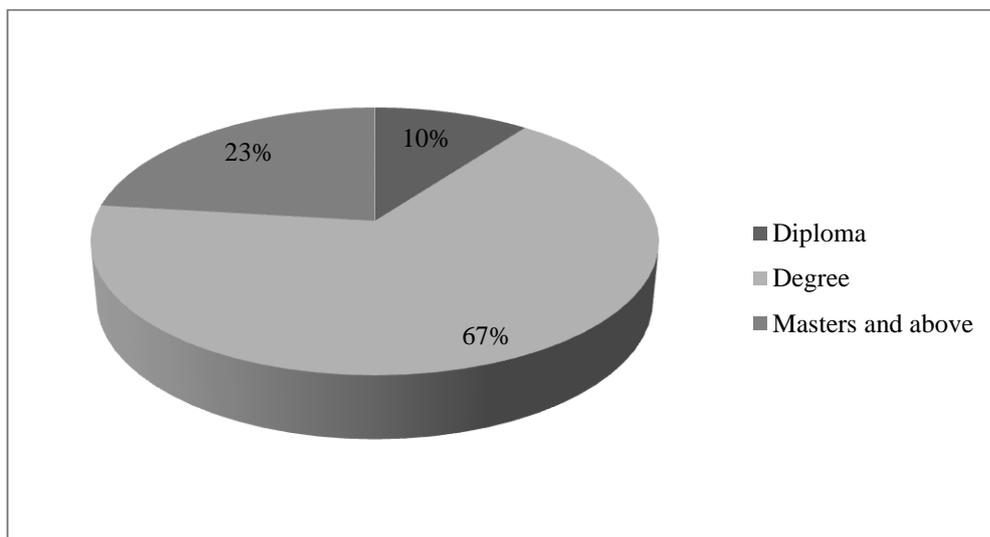
Table 4.5

Academic Qualification

Educational Level	Occurrence	Percentage (%)
Diploma	12	10
Degree	78	67
Masters and above	27	23
Total	117	100

Figure 4.2

Academic Qualification



The study findings established that the majority (67%) of those who filled questionnaires correctly had attained bachelor's degrees. The respondents who had attained masters were 23% and diploma holders were 10%. The study findings established that diploma holders were the least (10%); this phenomenon may be contributed by the fact that some diploma teachers once they secure permanent jobs, they enrol for degree programmes. The number of teachers who had acquired masters and above comes second with 23% showing that teachers are also upgrading their bachelor's degrees to masters and PhD.

The results of the study implied that the teachers had attained the minimum requirements to teach in public secondary schools. The respondents were also in a pole position to interpret items of the questionnaires correctly because the items related directly to their work.

4.4.4 Length of Service

The respondents indicated their teaching experience in their current stations and the results of the findings are depicted below.

Table 4.6

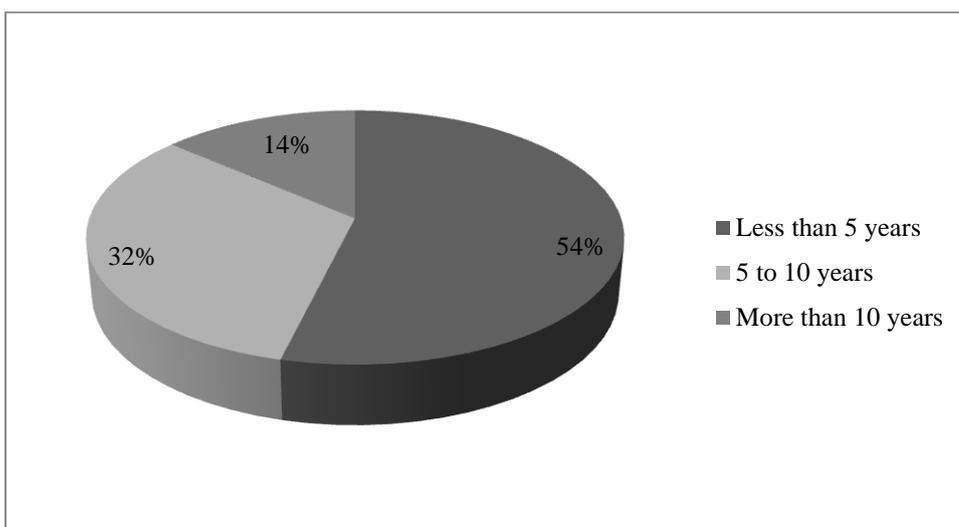
Length of Service

Work length	Frequency	Percentage (%)
< 5 years	63	54
5 – 10 years	38	32
> 10 years	16	14
Total	117	100

The presentation of the above data can also be shown in a pie chart.

Figure 4.3

Length of Teaching



The study sought to ascertain the length of service of the respondents in their current stations. The results of the findings revealed that more than half (54%) of the respondents had served for less than five years in their respective schools. The respondents who had served for 5-10 years represented 32% of those who participated in the study. The findings established that the respondents (14%) with more than ten years in their current stations were minority. Majority had teaching experience of less than five years. The newly established day secondary schools could be attracting fresh graduates from colleges and universities during recruitment of new teachers to fill teaching vacancies.

The least respondents were the ones who had served for more than ten years. The teachers who had served for more than ten years in their current stations were probably the ones who are working in hardship areas and fear losing their hardship allowances by transferring to other schools or simply because of their convenience.

4.5 Descriptive Statistics

The variables of the study were analysed through descriptive statistics. The means and standard deviations are good measures for central tendency and the spread of the data respectively, (Mugenda & Mugenda, 2003).

4.5.1 Remuneration and Job Satisfaction

The results regarding to what extent the respondents agreed with the statements in the questionnaires relating to remuneration and job satisfaction, their responses were shown below in terms of means and standard deviations in table 4.7.

Table 4.7*Remuneration and job satisfaction*

Statement on teachers' remuneration	Mean	Std. Deviation
I am satisfied with my monthly salary	3.91	0.89
Frequency of salary reviews by TSC is satisfactory	3.64	1.17
Teachers' salary is equitable with other civil servants	3.12	0.83
Incentives have increased my teaching morale	4.26	0.79
The retirement benefits scheme is satisfactory	3.85	1.01
Overall Mean	3.76	

Table 4.7 indicates that rewards such as incentives offered to the teachers whenever their subject mean scores improved, increased job satisfaction as evidenced with 4.26 mean. These findings are in harmony with that of Muguongo, Muguna and Muriithi (2015) who asserted that rewards were crucial in the improvement of the levels of teachers' job satisfaction. They were also moderately satisfied with their monthly salaries and retirement benefits with a mean of 3.91 and 3.86 respectively.

Further, the respondents slightly agreed that their employer TSC frequently reviews their salaries with a mean of 3.64. If the salary review is done satisfactorily, it can lead to job satisfaction. The respondents were not sure whether their salaries are equitable with other civil servants which had the least mean of 3.12.

4.5.2 Working Conditions and Job Satisfaction

Table 4.8

Working conditions and Job satisfaction

Statement on working conditions	Mean	Std. Deviation
I am satisfied with my teaching workload	4.09	0.51
Teacher-student ratio per class is satisfactory	3.39	0.94
There are enough teaching and learning materials	3.84	0.92
Our school working environment is safe	3.42	1.14
Teachers relate well within the school compound	3.99	0.76
Overall Mean	3.75	

The overall mean of 3.75 indicated that working conditions improved satisfaction in schools. The teachers agreed that working conditions played a significant role in job satisfaction.

Further, the study findings established that teachers agreed that the lessons workload per week as evidenced by (M=4.09, SD=0.51) are manageable. As for their relationships at school, the teachers agreed (M=3.99, SD=0.76) that they related well within the school compound. The results also disclosed that the respondents agreed (M=3.84, SD=0.92) that there were enough teaching and learning materials in their schools. This could be contributed by the government of Kenya initiative of

subsidising the cost of secondary education in boarding secondary schools and free day secondary education.

The results also indicated that the teachers were uncertain of their school working environment safety ($M=3.42$, $SD=1.14$). In addition to these, the findings also established that the teachers who responded to the items of the questionnaires were not sure whether the teacher-student ratio per class was satisfactory, ($M=3.39$, $SD=0.94$). The aggregate mean of 3.75 indicated that the respondents agreed that working conditions increased job satisfaction. These study findings reflected that of Ohide and Mbogo (2017) who established that working conditions were positively significant to job satisfaction.

4.5.3 Promotion and Job Satisfaction

Here, the respondents were asked to indicate the level of agreement on promotion. The questionnaires were administered to the respondents, filling them correctly and rating the items of the questionnaires from each variable using a five Likert scale.

Table 4.9*Promotion and Job satisfaction*

Statement on Promotion	Mean	Std. Deviation
Promotion increases responsibilities of teachers	3.70	0.90
Teachers' promotion policies are fair to all teachers	3.47	0.85
Teachers are promoted based on the number of years they serve	4.06	1.07
Teachers are frequently promoted after every three years	3.32	0.93
Overall Mean	3.64	

The teachers who participated in the study agreed that promotion increases responsibilities of teachers (M=3.70, SD=0.90). The teachers agreed promotion is based on the number of years they had served (M=4.06). Further, the respondents gave varied responses as they were not sure whether promotion policies are fair scoring a mean of 3.47.

Finally, the results portrayed uncertainty on the frequency of promotion after every three years scoring the least mean of 3.32.

4.5.4 Career advancement and Job satisfaction

The teachers were requested to rate the items of the questionnaires and the descriptive results depicted in table 4.10.

Table 4.10

Career advancement and Job satisfaction

Statement on career advancement	Mean	Std. Dev.
Teachers are sponsored by schools to attend workshops	3.51	1.03
Teachers are sponsored by schools to attend seminar	3.74	0.63
Career advancement enhances my proficiency in teaching	3.44	1.07
Our principal assists us in identify our training needs	3.38	1.16
Overall Mean	3.52	

Table 4.10 manifested that the teachers concurred that they are sponsored by their schools to attend seminars which is clearly depicted by the descriptive statistics results (M=3.74, SD=0.63). This is followed by the statement that the teachers are sponsored to attend workshops (M=3.51, SD=1.03). This manifested that some public secondary schools in Igembe North are serious about helping the teachers to update and upgrade their competencies and skills for effective service delivery.

On the statement whether career advancement enhanced their proficiency in teaching, it came third in rating scoring a mean of 3.44. However, the teachers were not sure whether their principals assist them in identifying training gaps which is manifested by a mean of 3.38.

The aggregate mean of 3.52 indicated that the teachers slightly agreed that career advancement increased job satisfaction. The findings are consistent with the study

done by Biswakarma (2016) which established that the organisations that implement career development are likely to double their employees' job satisfaction levels.

4.5.5 Job satisfaction

Several issues relating to the dependent variable were addressed in the questionnaires to determine satisfaction of the teachers targeted. The rating of the issues was done using a five Likert scale.

Table 4.11

Job satisfaction

Statement on job satisfaction	Mean	Std. Dev.
I am happy with KCSE school performance	2.61	0.94
I am highly committed to my work	4.74	0.44
I don't get bothered when absent from school	1.46	0.40
I feel satisfied with the extra duties assigned to me	3.72	0.92
I am punctual with reporting for duty and lesson attendance	4.67	0.50
Timely coverage of syllabus	4.47	0.66
Overall Mean	3.61	

The descriptive statistics results from table 4.11, depicted varied results pertaining to how satisfied the respondents were with those issues raised in the questionnaire. The teachers strongly agreed that they were highly committed to their work (M=4.74,

SD=0.44). On punctuality of the teachers in reporting for duty and lesson attendance, they agreed that they observe time when discharging their duties (M=4.67, SD=0.50).

The teachers strongly disagreed that they do not get bothered when absent from school which is supported by (M=1.46, SD=0.40). Lack of job satisfaction for teachers can be characterised by absenteeism, lateness for duty and laxity in the performance of their duties, (Kaliski, 2007). The teachers expressed their feelings on how their schools perform in KCSE where its rating had a mean of 2.61. This result indicated that they were neutral on their school performance. The study also established that the teachers were committed to their work as witnessed by the timely coverage of syllabus manifested by the (M=4.47, SD=0.66) and taking extra duties assigned to them as manifested by (M=3.72, SD=0.92).

4.6 Inferential Statistics

4.6.1 Correlation analysis

This was performed using the Pearson's correlation coefficient to ascertain the magnitude and direction of the relationship of the variables discussed in the study.

Table 4.12*Pearson correlation matrix*

	Job sat.	Remuneration	working c.	promotion career adv.
Pearson correlation(r) 1		0.9056	0.871	0.8937
Significance level		0.0000	0.0000	0.0000
N		117	117	117

Correlation is significant at 0.05

As shown in table 4.12, the variables of the study which were being investigated depicted a clear picture of the varied strength and directions pertaining to the linear relationship of the dependent variable (job satisfaction) and the independent variables. Remuneration, promotion, working conditions and career advancement manifested positive relationships and their strength of 0.9056, 0.871, 0.8937 and 0.8902 respectively in that order.

Remuneration had a strong positive correlation with job satisfaction. This is in harmony with the study done by (Mabaso & Dlamini, 2018).

Further, the findings revealed that working conditions had a positive correlation with the response variable. This study is in agreement with the study done by (Velmurugan, 2016).

Promotion had the least Pearson correlation coefficient of 0.871 but it was positive in correlation with job satisfaction. This study again is in agreement with the study done by Shoaib, Alamzeb, Muhammad and Muhammad (2015) which revealed that promotion had a positive relationship with the employees' retention.

Statistically, career advancement had a significant positive correlation to job satisfaction of the teachers in the sub-county. Therefore, the study findings regarding career advancement of the teachers is in agreement with the study done by Asfaw, (Bayisa & Argaw, 2015).

4.6.2 Test of research hypotheses

This study was guided by the four null hypotheses which were tested using the inferential tools like ANOVA.

Table 4.13

Summary Model

Model	R	R²	R-Square Adjusted	Std. Error of the Estimate
1	.9348	.8739	.8694	.517

a. Independent variable :(Constant), Remuneration, Working co., Promotion, Career adv.

b. Dependent variable: Job satisfaction

From the above table 4.13, an R² value of 0.8739 indicated that 87.39 % of the shift in job satisfaction can be contributed by the total variations of the independent variables investigated in the study which included remuneration, working conditions, promotion and career advancement. This revelation of the magnitude of the R² showed that the remaining percentage equivalent to 12.61% of the changes in job satisfaction could be contributed by extra variables not incorporated.

4.6.3 Analysis of variance (ANOVA)

ANOVA was conducted to establish the significance relationship between reward management practices and teachers job satisfaction in public secondary schools in Igembe North.

Table 4.14

ANOVA Results

Source	SS	DF	MS	F	P-value
Regression	207.5171	4	51.8793	38.7535	0.0000
Residual	149.9360	112	1.3387		
Total	357.4531	116			

a. Dependent variable: Job satisfaction

b. Predictors: (Constant), Remuneration, Working conditions, Promotion, Career advancement

The overall model indicated a significant relationship between reward management practices and job satisfaction ($F=38.7535$, $P = 0.0000 < 0.05$). The research data was therefore ideal for reaching conclusions on the variables involved as this was supported by the study significance level less than 0.05.

4.4.4 Regression coefficients

Table 4.15

Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		p-value
	Beta	Std. Error	Beta	t	
(Constant)	-0.5468	0.2291		-2.3867	0.0186
Remuneration	0.3302	0.1640	0.2786	2.0134	0.0464
Working conditions	0.269	0.1325	0.1749	2.0302	0.0446
Promotion	0.3259	0.1148	0.2540	2.8389	0.0053
Career advancement	0.4082	0.1272	0.2926	3.2091	0.0017

a. predictors:(constant), remuneration, working conditions, promotion, career advancement

The multiple linear regression equation derived from the inferential statistical analysis of the quantitative data as shown in table 4.15 becomes $Y = -0.5468 + 0.3302X_1 + 0.269X_2 + 0.3259X_3 + 0.4082X_4$ where;

Y=Job satisfaction

X₁: Remuneration

X₂: Working conditions

X₃: Promotion

X₄: Career advancement.

The above regression results revealed that career advancement had the largest beta coefficient of 0.4082. This was followed closely by remuneration with the beta coefficient of 0.3302. Promotion and working conditions recorded the coefficients of 0.3259 and 0.269 in that order. When the predictor variables remain invariant, then the change in the criterion variable (job satisfaction) would be -0.5468. When remuneration changes with one unit, there would be a corresponding change of 0.3302 in teachers' job satisfaction. A unit increase in working conditions, promotion and career advancement would lead to the corresponding increase of 0.269, 0.3259 and 0.4082 in job satisfaction of the teachers' respectively. Therefore, career advancement contributes most of the job satisfaction.

The formulated research hypotheses were tested using the regression results. The results from table 4.15 show that remuneration, working conditions, promotion and career advancement had p-values of 0.0464, 0.0446, 0.0053 and 0.0017 respectively. Since the P-values of the independent variables were less than 0.05, it could be concluded statistically that all the null hypotheses (H_{01} , H_{02} , H_{03} and H_{04}) were rejected and the alternative hypotheses taken instead.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This is the last chapter of the study which is split into three parts. The first part covers the summary of the whole study. The second part sheds more light on the conclusions that were arrived at and the last part entails recommendation of the study.

5.2 Summary

The purpose of the study was to establish the relationship between reward management practices and job satisfaction among teachers in public secondary schools in Igembe North. The study concentrated on establishing the relationship between reward management practices (remuneration, working conditions, promotion and career advancement) and job satisfaction among the targeted respondents in the sub-county of Igembe North.

On the literature review, both theoretical and empirical reviews were done. The part of the theoretical review in the study highlighted equity theory, dual factor theory and hierarchy of needs theory of motivation. These three theories supported each other as none of them was sufficiently enough to cover the whole study. Empirical review was done on the related past studies on the research problem and gaps identified.

This study adopted a descriptive design and the total population targeted was 427 teachers drawn from 34 public secondary schools. A sample size of 129 teachers was selected by adopting simple random sampling and stratified random sampling although 117 teachers filled the questionnaires and returned them. Primary data was

collected using five Likert scale questionnaires after consent from the NACOSTI. The research instrument validity was enhanced through supervisors' expertise input. The seven questionnaires piloted in Igembe South were analysed using SPSS to check their level of reliability which was found to be 0.794. Data was analysed using both descriptive statistics techniques and inferential statistics techniques. The study observed the highest ethical considerations pertaining the conduct and identity of the respondents.

Hypothesis testing was carried out where the research results obtained indicated all the null hypotheses (H_{01} , H_{02} , H_{03} and H_{04}) rejected as the p-values of the variables were less than 0.05. This implied that their corresponding alternative hypotheses were taken instead.

The results of the regression model in table 4.15 disclosed that remuneration, working conditions, promotion and career advancement were positively significant to job satisfaction holding other factors constant.

5.3 Conclusions

Inferential statistics results show that remuneration had a strong positive correlation ($r = 0.9056$) with job satisfaction among teachers. Further, the regression results show that remuneration was statistically positive and significant to job satisfaction ($\beta = 0.3302$, $P < 0.05$). Incentives given to the teachers after attaining high scores had huge effects on the morale of teachers in performing their work. The teachers were not satisfied with the notion that their salaries are fair with other workers and their retirement benefits.

Research results showed that working conditions had a positive correlation ($r = 0.871$) with job satisfaction of public secondary school teachers in Igembe North. Further,

the regression analysis results indicate that working conditions were statistically positive and significant to job satisfaction ($\beta=0.269$, $P < 0.05$). The teachers agreed that there were enough teaching and learning materials in their schools indicating free secondary education is real. They also agreed that the teaching workload is manageable showing a moderate shortage of teachers. The teachers also relate well in the environment in which they agreed was safe.

Promotion had a positive correlation ($r = 0.8902$) with teachers' job satisfaction which was also significant. Further, the multiple regression analysis results show that promotion was positively significant with job satisfaction ($\beta=0.3259$, $P < 0.05$).

Research results also established that career advancement had a significant positive correlation with job satisfaction ($r = 0.8902$, $P < 0.05$). Further the findings revealed that career advancement was statistically positive and significant to the levels of job satisfaction ($\beta=0.4082$, $P < 0.05$).

5.4 Recommendations

Based on the research findings, the following recommendations should be made with regards to the objectives achieved;

5.4.1 Remuneration and job satisfaction

The effectiveness of monetary rewards towards motivating teachers is useful to both the board of management and school administrators. Teachers should continuously be rewarded after attaining set targets in their respective areas of specialisation as the incentives increase individual teacher job satisfaction. The Teachers' Service Commission (TSC) should work with the Salary and Remuneration Commission (SRC) to aid in evaluating teachers' work to harmonise their salaries with other

government employees having the same academic qualifications and the length of service in other sectors. This will increase teachers' satisfaction hence increasing their output. The teachers' input is also needed in determining their retirement benefits.

5.4.2 Working conditions and job satisfaction

As regards working conditions for teachers, it was established that they had a positive correlation with job satisfaction. The teacher-student ratio (1:45) should be maintained to enable teachers to serve students according to their abilities to increase contact hours with students. This can be achieved through building enough classrooms and employing enough teachers to ease the burden of overcrowding in the classrooms. The researcher also recommends that the BOM and the school administrators should make sure that the working environment is conducive for learning.

5.4.3 Promotion and Job satisfaction

The research findings established that promotion positively correlated to job satisfaction. The researcher recommends that the TSC should rethink on promotion policies. Promotion should be fair to all cadres of teachers which should be pegged on length of stay since employment, academic qualifications, work performance and individual performance during interviews. This will make promotion fair to all cadres of teachers in various job groups.

5.4.4 Career advancement and Job satisfaction

The results obtained from the multiple linear regression function revealed that career advancement was positive and significant to job satisfaction. A unit increase in career advancement will lead to a shift of 0.4082 in job satisfaction. Therefore, the

researcher recommends that secondary school principals should increase monitoring their teachers' training gaps to help them grow professionally. BOM and principals should consider organising and facilitating workshops and seminars in their schools for their teachers. These initiatives will help teachers grasp current trends in marking examinations and updating their methodologies in teaching through interacting with experienced teachers and facilitators invited.

5.5 Suggestion for Further Research

The study was done targeting public secondary schools in Igembe North. The researcher recommends for another similar study be done in the same sub-county focusing on private schools in order to compare the two research findings. Since it was done in Igembe North, a similar study should be replicated in Meru County covering all the eleven sub-counties. The study was limited to the four reward management practices that relate to job satisfaction. Therefore, the researcher recommends for further studies be carried out covering other possible factors that affect job satisfaction such as leadership styles, recognition, fringe benefits and demographic factors.

REFERENCES

- Abdul, R., Sarpan, S., & Ramlan, R. (2018). Influence of promotion and job satisfaction on employee performance. *Journal of Accounting, Business and Finance Research*, 3(1), 18-27. <http://dx.doi.org/10.20448/2002.31.18.27>
- Abdulla, J., & Djebavni, R. (2011). Determinants of job satisfaction in the UAE: A case study of Dubai police. *Personnel Review*, 40 (1), 126-146. <http://dx.doi.org/10.1108/00483481111095555>
- Admassie, G. A. (2019). Impact of rewards management system on employees' satisfaction. A case of Debre Birhan University Administrative Staffs. *Journal of Investment and Management*, 8(1), 16-24. <http://dx.doi.org/10.11648/j.jim.20190801.13>
- Aiken, L.H., Sloane, D.M., Bruyneel, L., Van den Heede, K., & Sermeus, W. (2013). Consortium nurses' reports of working conditions and hospital quality of care in 12 countries in Europe. *International Journal of Nursing Studies*, 50(2). 143-153. <https://doi.org/10.1016/j.ijnurstu.2012.11.009>
- Akiri, A.A., & Ugborugbo, N.M. (2009). Teachers' effectiveness and students' academic performance in public secondary schools in Delta State, Nigeria. *Study Home Communication Science*, 3(2), 107-113. <https://doi.org/10.1080/09737189.2009.11885284>
- Akyeampong, K., & Bennell, P. (2007). *Teacher motivation in Sub-Sahara Africa and South Asia*. DFID.
- Aluvisia, H.K. (2016). *Factors influencing employees' performance in the Kenyan public sector. A case of the Kenyan national highways authority*. [Unpublished Master's thesis, University of Nairobi]. Kenya. <http://erepository.uonbi.ac.ke/handle/11295/100987>
- Amin, M.E. (2005). *Social science research conception; methodology and analysis*. Makerere University Press.
- Anvari, R., Amin, M., & Seliman, S. (2010). Personal needs assessment approach in strategic training and affective commitment. *International Journal of Business and Management*, 23(2), 144 – 157. <http://dx.doi.org/10.5539/ijbm.v5n7p144>
- Armstrong, M., & Murlis, H. (2007). *Reward management: a handbook of remuneration strategy and practice*. Kogan Page Publishers.
- Armstrong, M. (2006). *A handbook of human resource management practice*, (10th Ed.). Kogan Page Publishers.
- Armstrong, M. (2010). *A handbook of human resource management practice*, (10th Ed.). Kogan Page Publishers.
- Armstrong, M. (2012). *A handbook of reward management practice: improving performance through reward*. Kogan Page Publishers.
- Arokiasamy, A. R. A., Tat, H. H., & Abdullah, A. (2018). The effects of reward system and motivation on job satisfaction: evidence from the education

- industry in Malaysia. *World Applied Sciences Journal*, 24(12), 1597-1604.
<http://dx.doi.org/10.5829/idosi.wasj.2013.24.12.13294>
- Asfaw, A. M., Argaw, M. D., & Bayissa, L. (2015). The impact of training and development on employee performance and effectiveness: A case study of District Five Administration Office, Bole Sub-City, Addis Ababa, Ethiopia. *Journal of Human Resource and Sustainability Studies*, 3(4), 188-202.
<http://dx.doi.org/10.4236/jhrss.2015.34025>
- Ayodogu, O., & Asikgil, B. (2011). An empirical study of the relationship among job satisfaction, organizational commitment and turn over intention. *International Review of Management and Marketing*, 1(3), 43-53.
<https://ideas.repec.org/a/eco/journ3/2011-03-2.html>
- Barasa, L.B., & Kariuki, A. (2020). Transformation leadership style and employee Job satisfaction in Kakamega County, Kenya. *International Journal of Research in Business and Social Sciences*, 9(5), 2147-4478.
<https://doi.org/10.20525/ijrbs.v9i5.821>
- Biswakarma, G. (2016). Organisational career growth and employee's turnover intentions: empirical evidence from Nepalese private commercial banks. *International Academic Journal of Organisational Behaviour and Human Resource Management*, 3(2), 10-26.
https://www.academia.edu/22427800/Organizational_Career_Growth_and_Employees_Turnover_Intentions_An_empirical_evidence_from_Nepalese_Private_Commercial_Banks
- Boamah, V. K. (2014). An assessment of promotional satisfaction among the workers of cocoa marketing company limited. *IOSR Journal of Business and Management*, 2(3), 54–62.
<http://ir.knust.edu.gh/bitstream/123456789/7731/1/Victoria%20Korang%20Boamah.pdf>
- Boselie, P., Dietz, G., & Boon, C. (2015). Commonalities and contradictions in HRM and performance research. *Human Resource Management Journal*, 15(3), 67-94. <http://dx.doi.org/10.1111/j.1748-8583.2005.tb00154.x>
- Bratton, J., & Gold, J. (2003). *Human resource management, theory and practice*. Palgrave Macmillan.
- Chelangat, J. (2014). *Reward system and performance of board employed teachers in public secondary schools in Chepalungu District*. [Unpublished PhD Dissertation, Kenyatta University]. Kenya. <https://ir-library.ku.ac.ke/bitstream/handle/123456789/18820/Rewards%20and%20teacher%20performance%20of%20public%20secondary...pdf?isAllowed=y&sequence=1>
- Chimwenje, D. (2003). *Secondary Teacher Education in Malawi*. Zomba.
- Chumari, J.M., Were, E. & Rintari, A. (2018). Relationship between employee rewards and employee performance in Machakos County, Kenya. *Strategic*

- Journal of Management*, 5(3), 850-867.
<https://strategicjournals.com/index.php/journal/article/view/852>
- Chung, K. (2013). Toward a general theory of motivation and performance. *California Management Review*, 11(3), 81-88.
<https://link.springer.com/article/10.1007/s11031-015-9521-y>
- Cole, G. A., & Kelly, P. (2011). *Management theory and practice*. Cengage.
- Cooper, D. R., & Schindler, P. S. (2011). *Qualitative research: business research methods*. McGraw-Hill.
- Cooper, D. R., & Schindler, P. S. (2014). *Business research methods*, (10th Ed.). McGraw-Hill.
- Cox, J. W., & Hassard, J. (2010). Triangulation in organizational research representation of organizational science. *Management Science*, 12(1), 109-133. <https://doi.org/10.1177%2F1350508405048579>
- Creswell, R. (2014). *Research design: qualitative, quantitative, and mixed methods approaches*. Sage Publications.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: qualitative, quantitative, and mixed methods approach*. Sage publications.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.
- Denscombe, M. (2014). *The good research guide for small-scale research projects*. McGraw-Hill.
- Dessler, G. (2000). *Human resource management*, (5th Ed.). Prentice-Hall, Inc.
- Dieleman, M., Cuong, P.V., & Anh, L.V. (2004). Identifying factors for job satisfaction for rural health workers in Vietnam. *Human resources for health*, 5(1), 1-10. <https://doi.org/10.1186/1478-4491-1-10>
- Eshiwani, G.S. (1993). *Education in Kenya since independence*. East African Educational Publishers.
- Fisher, M., & Menghetti (2010). Linking employee attitudes and behaviours with business performance: A comparative analysis of Hotels in Mexico and China. *International Journal of Hospitality Management*, 2(1,) 387-404.
<http://dx.doi.org/10.1016/j.ijhm.2009.10.021>
- Gatere, S. (2015). *Teachers' perception of the performance based rewards and commitment in public secondary schools*. [Unpublished dissertation, University of Nairobi]. Kenya.
http://erepository.uonbi.ac.ke/bitstream/handle/11295/94328/Gatere_Teachers%20E2%80%99%20perception%20of%20the%20performance%20based%20re

[wards%20and%20commitment%20in%20public%20secondary%20schools%20In%20kikuyu%20sub-countyy.pdf?isAllowed=y&sequence=1](https://www.mak.ac.ug/documents/Makfiles/theses/Ssali_Gerald.pdf?isAllowed=y&sequence=1)

- Gerald, S. (2011). *Rewards and job commitment of primary school teachers in Mityana District*. [Master dissertation, Mekerere University]. Uganda. https://www.mak.ac.ug/documents/Makfiles/theses/Ssali_Gerald.pdf
- Gerhart, B., & Rynes, S. (2003). *Compensation: theory, evidence and strategic implications*. (1st ed.). Sage publications.
- Giancola, F. (2011). Examining the job itself as a source of employee motivation. *Compensation and Benefits Review*, Vol. 43, Issue 1, pg. 23-29.
- Goff, M. (2003). *Motivation Theories*: London, Harper & Row publishers.
- Graban, M. (2016). *Lean hospitals: improving quality, patient safety, and employee engagement*. Productivity Press.
- Gupta, C.B. (2009). *Human resource management*, (10th Ed.). Sultan Chand & Sons Educational Publishers.
- Hansen, F., Smith, M., & Hansen, R.B. (2002). Rewards and recognition in employee motivation. *Compensation and Benefits Review*, 34(5), 64-72. <https://smallbusiness.chron.com/role-reward-employee-motivation-18814.html#:~:text=Rewarding%20and%20recognizing%20employees%20creates,work%20motivates%20them%20to%20stay.&text=Recognizing%20and%20rewarding%20employees%20demonstrates,and%20appreciation%20for%20their%20efforts>.
- Hee, O. C., Ong, S. H., Ping, L. L., Kowang, T. O., & Fei, G. C. (2019). Factors influencing job satisfaction in the higher learning institutions in Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 9(2), 10–20. <http://dx.doi.org/10.6007/IJARBS/v9-i2/5510>
- Heery, E., & Noon, M. (2001). *Dictionary of human resource management*. Oxford University Press.
- Heywood, J.S. (2008). *Identifying global elements of job satisfaction*. University of Wisconsin Milwaukee
- Ikechukwu, D., Paschal, A., & Jane, N. (2017). Effects of career growth on employees' performance: a study of non-academic staff of Michael Okpara University of Agriculture Umudike Abia State, Nigeria. *World Journal of Entrepreneurial Development Studies*, 5(7), 8-18. <http://dx.doi.org/10.12816/0037246>
- Imran, M., & Tanveer, A. (2015). Impact of training and development on employees' performance in banks of Pakistan. *European Journal of Training and Development Studies*, 3(1), 22-44. <https://www.eajournals.org/journals/european-journal-of-training-and-development-studies>

[development-studies-ejtds/vol-2issue-1-march-2015/impact-of-training-development-on-employees-performance-in-banks-of-pakistan-2/](https://www.strategicjournals.com/index.php/journal/article/view/299)

- Irene, M.K., & Hazel, G. (2016). Effects of career development on employee performance in the public sector: a case of national cereals and produce board. *the strategic journal of business and change management*, 3(3), 307-324. <https://strategicjournals.com/index.php/journal/article/view/299>
- Jex, S. M. (2002). *Organizational psychology: a scientist-practitioner approach*. John Wiley & Sons, Inc.
- Kaliski, B.S. (2007). *Encyclopaedia of business and finance*, (2nd Ed.). Thompson Gale.
- .Kamau, N.N., & Kamara, M. (2017). Influence of career development practices on employee retention in public universities in Kenya: a case of technical university of Kenya. *The Strategic Journal of Business & Change Management*, 4(2), 1-14. <https://strategicjournals.com/index.php/journal/article/view/448>
- Kathika. (2015). Work-related commitment and job performance: it's also the nature of the performance that counts. *Journal of Organizational Behaviour*, 19 (6), 621-634. [http://dx.doi.org/10.1002/\(SICI\)1099-1379\(199811\)19:63.0.CO;2-B](http://dx.doi.org/10.1002/(SICI)1099-1379(199811)19:63.0.CO;2-B)
- Kim, J.M. (2015). The difference in life satisfaction and job satisfaction of nursing teachers depending on their socio-demographic characteristics. *Advanced Science and Technology Letters*, 103(1), 197-201. <http://dx.doi.org/10.1016/j.colegn.2012.06.004>
- Koehn, I.K. (2005). *The influence of job design perception on job satisfaction in Kenya Airways: A comparison between pre and post privatization periods*. [Unpublished MBA thesis, University of Nairobi]. Kenya. http://erepository.uonbi.ac.ke/bitstream/handle/11295/40342/Koehn_The%20influence%20of%20job%20design%20on%20employee%20perception%20on%20job%20satisfaction.pdf?sequence=3
- Kombo, D. K., & Tromp, D. L. (2006). *Proposal and thesis writing: An introduction*. Pauline's Publications Africa
- Kotelnikov, V. (2010). *Reward systems & reward motivation (Effective Reward Systems: Increasing Performance & Creating Happier Employees)*. http://www.1000ventures.com/business_guide/crosscuttings/motivating_reward_system.html
- Kothari, C. R. (2004). *Research methodology: methods and technique*, (2nd Ed.). New Age International.
- Kothari, C. R. (2012). *Research methodology: an introduction to research methodology*. New Age International.

- Kreitner, R., & Kinicki, A. (2006). *Organizational behaviour*. McGraw- Hill.
- Lai, C. Y. (2018). An analysis on the relationship between job satisfaction and work performance among academic staff in Malaysian Private Universities. *Journal of Arts & Social Sciences*, 1(2), 64-73.
<https://www.semanticscholar.org/paper/An-Analysis-on-the-Relationship-between-Job-and-in-Yee/a506ab8c48986a70dd16d79cb42f3d3c64ff2a02>
- Levy, P. (2013). *Industrial/Organizational psychology: understanding the workplace*. Houghton Mifflin.
- Lotta, V. (2012). Returns to inventors. *Review of Economics and Statistics*, 94(4), 1173- 1190. <https://www.jstor.org/stable/23355348>
- Luthans, K. (2000). Recognition: A powerful but often overlooked tool to improve employee performance. *The Journal of Leadership studies*, 7(1), 1-10.
<http://dx.doi.org/10.1177/107179190000700104>
- Lydia, M., & Joyce, N. (2018). Effect of career development programs on employee performance in Kenya. A case of National Hospital Insurance Fund. *International Journal of Social Sciences and Information Technology*, 4(5), 2412-2944. <http://ijecm.co.uk/wp-content/uploads/2021/04/9411.pdf>
- Lynch, P. (2000). *Time based pay: strategic reward systems*. Pearson Education Publishers.
- Lyria, R. K. (2015). *Effect of talent management on organizational performance in companies listed in Nairobi Securities Exchange in Kenya*. [Doctoral dissertation, JKUAT]. Kenya.
<http://ir.jkuat.ac.ke/bitstream/handle/123456789/1571/Lyria%2C%20Rita%20Kagwiria%20E2%80%93%20PhD%20Human%20Resource%20Management-2014.pdf?sequence=1&isAllowed=y>
- Mabaso, C.W., & Dlamini, I.B. (2018). Total rewards and its effects on organisational commitment in higher education institutions. *SA Journal of Human Resource Management*, 16(1), 1-9. <http://dx.doi.org/10.4102/sajhrm.v16i0.913>
- Maicibi, A. (2003). *Pertinent issues in employees' management: human resource and educational management*. Kampala. Net Media Monitor Publishers.
- Maliku, M. K. (2014). *The perceived relationship between employee retention and organisational performance at National Oil Corporation of Kenya*. [unpublished master's thesis, UoN]. Kenya.
<http://erepository.uonbi.ac.ke/handle/11295/76453>
- Malhotra, N., Budhwar, P., & Prowse, P. (2007). Linking rewards to commitment: an empirical investigation of four UK call centres. *International Journal of Human Resource Management*, 18(12), 2095-2128.
<http://dx.doi.org/10.1080/09585190701695267>
- Maund, L. (2001). *An introduction to human resource management theory & practice*. Palgrave Macmillan publishers.

- Miringu, A.N., Ngugi, P.K., Were, S., & Odhiambo, R. (2017). Does career progression nudge labour mobility intentions of teaching personnel in Teachers Service Commission tertiary institutions in Kenya. *International Journal of Academic Research in Business and Social Sciences*, 7(1), 141-155. <http://dx.doi.org/10.6007/IJARBSS/v7-i1/2583>
- MOEST, (2012). *Aligning education and training to the constitution of Kenya (2010) and Kenya vision 2030 and beyond*. MOEST
- MOEST. (2019). *Basic education statistical booklet 2019*. Kenya
- Mohammed, U. (2016). Training practices and employees job satisfaction in the United Nations Economic Commission for Africa. *IOSR Journal of Business and Management*, 3(4), 55–62. <http://thesisbank.jhia.ac.ke/id/eprint/7792>
- Mohamed, A., Seyed, A .M. K., .& Mostafa, M. (2018). Factors influencing job satisfaction of banking sector employees. *Journal of Central Theory and Practice* 7(1), 1-18. <http://dx.doi.org/10.2478/jcbtp-2018-0009>
- Mugenda , O., & Mugenda, A. (1999). *Research methods: a quantitative and qualitative approach*. ACTS press.
- Mugenda, O., & Mugenda, A. (2003). *Research methods: qualitative & quantitative approaches*. Africa Centre for Technology Studies Press.
- Mugenda, A. G. (2008). *Social science research: theory and principles*. Acts Press.
- Muguongo, M. M., Muguna, A.T., & Muriithi, D.K. (2015). Effect of compensation on job satisfaction among secondary school teachers in Maara sub-county, Tharaka Nithi County, Kenya. *Journal of Human Resource Management*, 3(6), 47-57. <http://www.sciencepublishinggroup.com/journal/paperinfo?journalid=176&doi=10.11648/j.jhrm.20150306.11>
- Muhamad, Z.A., & Nawaz, A. (2017). Impact of pay, promotion and recognition on employees: a study on banking sector employees in Karachi. *Research gate journal*, 7(2), 1-12. <https://www.proquest.com/openview/2fc8403bd9ea5e704c3fc501ec28b046/1?pq-origsite=gscholar&cbl=2027551>
- Muindi, F. K. (2011). The Relationship between Participation in Decision Making and Job Satisfaction among Academic Staff in the School of Business: University of Nairobi. *Journal of Human Resources Management Research*, 1(1), 1-34. <https://doi.org/10.5171/2011.246460>
- Musambi, C.W., & Juma, D. (2020). Relationship between promotion and employee job satisfaction in county governments in Kenya; A case of county government of Kakamega. *The Strategic Journal of Business & Change Management*, 7(1), 458 – 468. <https://strategicjournals.com/index.php/journal/article/view/1542>
- Mutua, R. (2015). *Influence of motivation on job performance among secondary school teachers in Kirinyaga Central Sub-County, Kenya*. [Unpublished

- dissertation, Kenyatta University]. Kenya. <https://ir-library.ku.ac.ke/handle/123456789/14442>
- Nanzushi, C. (2015). *The effect of workplace environment on employee performance in the mobile telecommunication firms in Nairobi City County*. [Unpublished Master Thesis, University of Nairobi]. Kenya. <http://erepository.uonbi.ac.ke/handle/11295/93719>
- Ndegwa, E. M., & Minja, D. (2018). Determinant of employee job satisfaction among county government enforcement officers in Kenya; a case of Nairobi City County. *International Journal of Current Aspects in Human Resource Management*, 1(2), 129-148. <https://www.semanticscholar.org/paper/Determinants-of-Employee-Job-Satisfaction-among-in-Ndegwa/64205e9ec4079cee3dc9844a932427f3f5ee4808>
- Ngeny, P.K., Bonuke, R., & Kiptum, G.K. (2017). Effect of working environment on job satisfaction among non-teaching staff in secondary schools in Keiyo south sub-county, Kenya. *American Based Research Journal*, 6(10), 2304-7151. https://www.researchgate.net/publication/321708833_Effect_of_Working_Environment_on_Job_Satisfaction_among_Non-Teaching_Staff_in_Secondary_Schools_in_Keiyo_South_Sub-County_Kenya
- Njoroge, S.W., & Kwasira, J. (2015). Influence of compensation and reward on performance of employees at Nakuru county government. *Journal of Business Management*, 7(3), 569-590. <http://www.strategicjournals.com/index.php/journal/article/view/1695>
- Nwachukwu, C.C. (2006). *Teacher job satisfaction and motivation for school effectiveness*. University of Helsinki Finland.
- Odhiambo, D. (2010). *Taskforce on re-alignment of education to the constitution (2010) and vision 2030 and Beyond*. The Government of Kenya.
- Ogonda, F. O., Orwa, B. H., Peter, W. P., & Jedida, M. V. (2015). An analysis of work motivation and teacher job satisfaction in public secondary schools in Rarieda Sub-county, Kenya. *Journal of Investment and Management*, 4 (6), 377-390. <http://article.sciencepublishinggroup.com/pdf/10.11648.j.jim.20150406.22.pdf>
- Ojeleye Y. C. (2017). The impact of remuneration on employees' performance (a study of Abdul Gusau Polytechnic, Talata-Mafara and state college of education Maru, Zamfara state). *Arabian Journal of Business and Management Review*, 4(2), 34-43. <http://dx.doi.org/10.12816/0037554>
- Ohide, A. D., & Mbogo, W.R. (2017). Impact of working conditions on teacher's job satisfaction and performance in the private primary schools in Yei Town, South Sudan. *International Journal of Education and Multidisciplinary Studies*, 8(1), 122-129. <http://dx.doi.org/10.21013/jems.v8.n1.p12>

- Orita, Mulwa, Musiega & Masinde (2015). Leadership style and employee job satisfaction in Kakamega County, Kenya. *International Journal of Management Research and Review*, 5(1).1-20. http://ijmrr.com/admin/upload_data/journal_Robina%20%2010oct15mrr.pdf
- Orodho, A.J. (2005). *Techniques of writing research proposals and reports in educational and social sciences*. Masola Publishers.
- Orodho, A.J. (2009). *Element of education and social research methods*, (2nd Ed.). Masola Publishers.
- Owhondah, E.I., Onuaha, B. C., & Akhigbe J.O. (2016). Promotion and turnover intentions in selected oil firms in Rivers State in Nigeria. *International Journal of Advanced Academic Research*, 2(8), 76-84. <https://www.ijaar.org/articles/Volume2-Number8/Social-Management-Sciences/ijaar-sms-v2n8-aug16-p8.pdf>
- Oyaro, K. (2008). *Free secondary schooling policy faces testing times*. Interpress News Agency.
- Oyowo, O. (2005). *Impact of reward system in secondary schools in Kenya*. [Unpublished Dissertation, Kenyatta University]. Kenya. <https://ir-library.ku.ac.ke/bitstream/handle/123456789/18820/Rewards%20and%20teacher%20performance%20of%20public%20secondary....pdf?isAllowed=y&sequence=1>
- Peterson, D.K., Puia, G.M., & Suess, F.R. (2003). Yo Tengo La Camiseta (I have the shirt on). An exploration of job satisfaction and commitment among workers in Mexico [Electronic version]. *Journal of Leadership and Organizational Studies*, 10(2), 73-88. <https://psycnet.apa.org/record/2009-08661-008>
- Pillai, R., & Al-Malkawi, H. A. N. (2018). On the relationship between corporate governance and firm performance: Evidence from GCC countries. *Research in International and Finance*, 44(1), 394-410. <https://doi.org/10.1016/j.ribaf.2017.07.110>
- Rafia, H.T., & Shipon, M. K. (2020). Impact of working environment on job satisfaction. *European Journal of Business and Management Research*, 5(6), 715-725. [https://doi.org/10.1016/S2212-5671\(15\)00524-9](https://doi.org/10.1016/S2212-5671(15)00524-9)
- Riggio, R. E. (2014). *Introduction to industrial/ organizational psychology*. Prentice Hall.
- Sang, A., Brenda, W., & Kiragu, D. (2018). Role of reward systems on job satisfaction of employees in the county government of Nyeri, Kenya. *International Journal of Academic Research in Accounting, Finance and Management Sciences*, 1(1). 196-201. <http://dx.doi.org/10.6007/IJARAFMS/v8-i1/4045>
- Saqib, S., Abrar, M., Sabir, H., Bashir, M., & Baig, S. A. (2015). Impact of tangible and intangible rewards on organizational commitment: evidence from the textile sector of Pakistan. *American Journal of Industrial and Business Management*, 5(1), 138–147. <http://dx.doi.org/10.4236/ajibm.2015.53015>

- Saunders, M., Lewis, P., & Thornhill, A. (2007). *Research methods for business students*. (4th Ed.). Financial Times Prentice Hall
- Shoaib, A., Alamzeb, A., Muhammad, A.K., Muhammad, M.Q.A., & Jawad, H. (2015). Total rewards and retention: a case study of higher education institutions in Pakistan. *Procedia. Social and Behavioural Sciences*, 210(1), 251 – 259.
https://www.researchgate.net/publication/286541481_Total_Rewards_and_Retention_Case_Study_of_Higher_Education_Institutions_in_Pakistan
- Simatwa, E. T. (2011). *Handbook of motivation and cognition*. The Guilford Press.
- Stanley, T. L. (2012). Motivation in today's workplace. *Human Resource Journal*, 55 (7), 1-9. <https://blog.shrm.org/workforce/motivation-in-todays-workplace-the-link-to-performance>
- Storey, J. (2007). *Human resource management: a critical text*. Cengage Learning EMEA.
- UNESCO . (2001). *How children learn*. Author.
- Velmurugan, R. (2016). Job satisfaction of teachers among private higher secondary school teachers at Coimbatore District. *Journal of Research in Humanities and Social Sciences*, 9(4), 134-141.
https://www.researchgate.net/publication/332170272_job_satisfaction_among_school_teachers_in_coimbatore_district
- Wangechi, B., Kiragu, D., & Sang, A. (2018). Role of reward systems on job satisfaction employees in the county government of Nyeri, Kenya. *International Journal of Academic Research in Accounting, Finance and Management Sciences*, 8(1), 196-204.
https://hrmars.com/papers_submitted/4045/Role_of_Reward_Systems_on_Job_Satisfaction_of_Employees_in_the_County_Government_of_Nyeri_Kenya.pdf
- Yamamoto, H. (2006). The relationship between employees' inter-organizational career orientation and their career strategies. *Career Development Journal*, 11(3), 243-264. <https://psycnet.apa.org/record/2007-07514-006>

APPENDICES

Appendix I: Letter of Introduction

**Kenya Methodist University,
School of Business Administration and Economics,
PO. Box 267-60200,
Meru, Kenya.**

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH

I am a post graduate student pursuing a Master of Business Administration (MBA) degree at Kenya Methodist University. I am currently carrying out a research on relationship between reward management practices and job satisfaction among teachers in selected public secondary schools in Igembe North sub-county, Meru County. Your school has been earmarked for participation in the study. All the information you provide in the attached questionnaire will be confidential and only used for academic research purpose.

Thank you in advance.

Yours Faithfully,

Josphat Mwiti.

BUS-3-2137-3/2019

Kenya Methodist University

Statement on teachers' remuneration	5	4	3	2	1
I am satisfied with my monthly salary					
Frequency of salary reviews by TSC is satisfactory					
Teachers salary is equitable with other civil servants					
Incentives given for high scores have increased my teaching morale					
The retirement benefits scheme offered by employer is satisfactory					

(b) Working conditions

6.Using the Likert scale given below, rank the following statement regarding the effect of working conditions on job satisfaction by ticking (√) your most appropriate option; where 5 - Strongly Agree, 4 - Agree, 3 -Neutral, 2 - Disagree and 1 - Strongly Disagree.

Statement on working conditions	5	4	3	2	1
I am satisfied with my teaching workload					
Teacher-student ratio per class is satisfactory					
There are enough teaching and learning materials in school					
Our school working environment is safe					
Teachers relate well within the school compound					

(c) Promotion

7.Using the Likert scale given below, rank the following statement regarding the effect of promotion on job satisfaction by ticking (√) your most appropriate option; where 5 - Strongly Agree, 4 - Agree, 3 -Neutral, 2 - Disagree and 1 - Strongly Disagree.

Statement on promotion	5	4	3	2	1
Promotion increases responsibilities of teachers					
Teachers promotion policies are fair to all cadre of teachers					
Teachers are promoted based on the number of years they serve					
Teachers are frequently promoted after every three years					

(d) Career advancement

8.Using the Likert scale given below, rank the following statement regarding the effect of career advancement on job satisfaction by ticking (√) your most appropriate option; where 5 - Strongly Agree, 4 - Agree, 3 -Neutral, 2 - Disagree and 1 - Strongly Disagree.

Statement on career advancement	5	4	3	2	1
Teachers are sponsored by schools to attend workshops					
Teachers are sponsored by schools to attend seminar					
Career advancement enhances my proficiency in teaching leading to job satisfaction					
Our principal assists us in identify our training needs leading to job satisfaction					

(e) Job satisfaction

9. To examine how remuneration, working conditions, promotion and career advancement influence job satisfaction, kindly indicate by ticking (√) the extent to which you agree with the following statements regarding job satisfaction, where 5 - Strongly Agree, 4 - Agree, 3 -Neutral, 2 - Disagree and 1 - Strongly Disagree.

Statement on job satisfaction	5	4	3	2	1
I am happy with how our school performs in Kenya Certificate of secondary education (KCSE) Examinations					
I am highly committed to my work					
I don't get bothered when absent from school					
I feel satisfied with the extra duties assigned to me					
I am punctual with reporting for duty and lesson attendance					
Timely coverage of syllabus					

Thanks for your cooperation

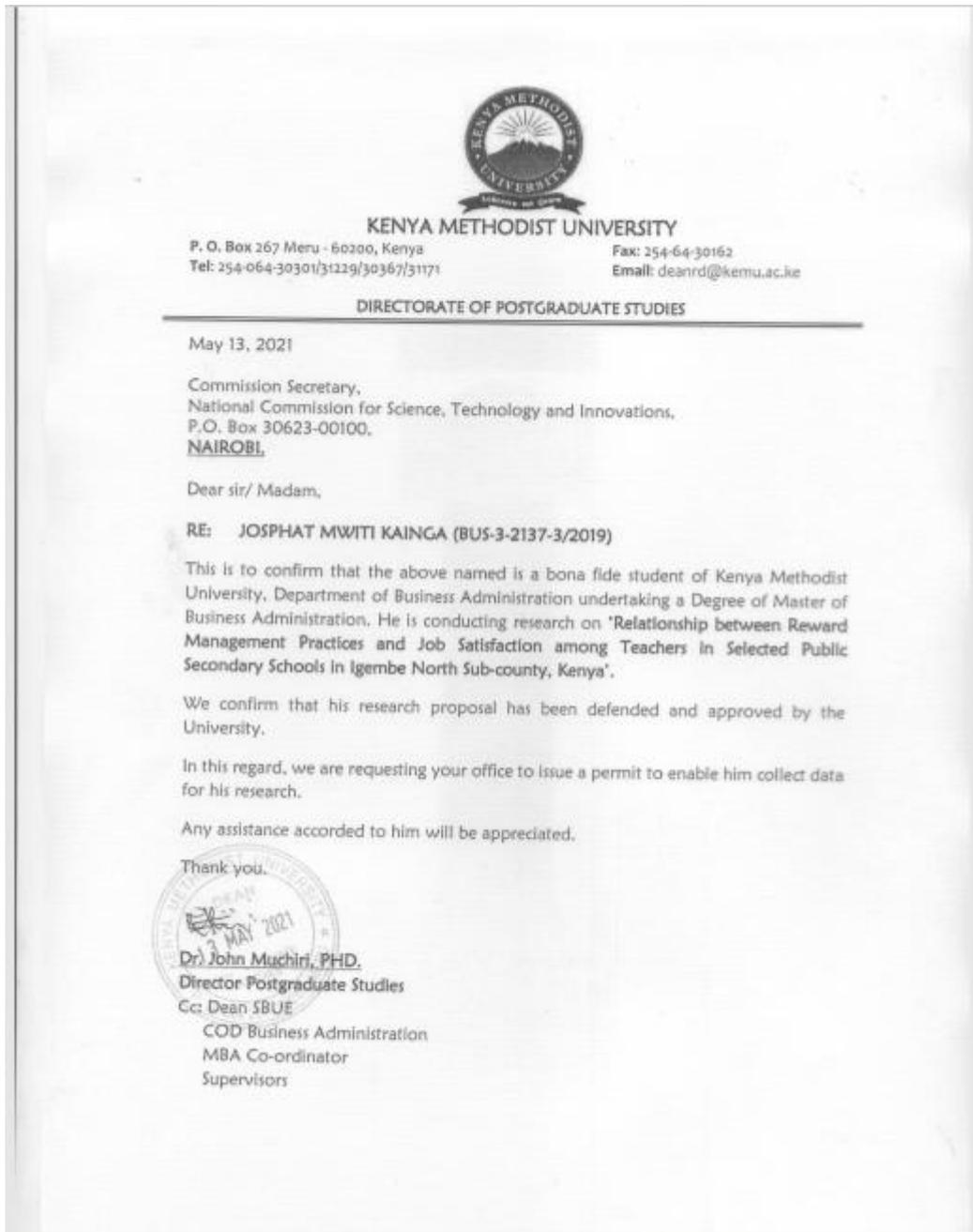
**Appendix III: List of Public Secondary Schools in Igembe North Sub-County
(2020)**

1. Ambaru mixed day
2. Kamboo mixed day
3. Leeta mixed day
4. Kathanga mixed day
5. Ngukuine mixed day
6. Mburanjiru mixed day
7. Tuuru mixed day sec
8. Nkamathi mixed day
9. Naathu Girls Boarding
10. Thitha Mixed Boarding
11. Machungulu mixed day
12. Kithetu mixed day
13. Mbayo mixed day
14. Akirangondu sec boarding
15. Mutuati Boys boarding
16. KK Baithai mixed day
17. St Mary's Ntaki mixed day
18. Inono mixed day
19. Ntunene Girls boarding
20. Mariri mixed day sec
21. Mwerungundu mixed day sec
22. Linjoka mixed day sec
23. Lukununu mixed day
24. Miune mixed day
25. Kirindara mixed day sec
26. Nkanda mixed day sec
27. Antobetwee Kiongo mixed boarding
28. Kathatene mixed day
29. Karichu mixed day sec
30. Anjalu mixed sec
31. Nairuru mixed sec
32. Kiani mixed day sec
33. Naikurio mixed day sec
34. Antuambui boys boarding

Appendix IV: Research Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 426529	Date of Issue: 20/May/2021
RESEARCH LICENSE	
	
This is to Certify that Mr.. Mwiti josphat kainga of Kenya Methodist University, has been licensed to conduct research in Meru on the topic: RELATIONSHIP BETWEEN REWARD MANAGEMENT PRACTICES AND JOB SATISFACTION AMONG TEACHERS IN SELECTED PUBLIC SECONDARY SCHOOLS IN IGEMBE NORTH SUB COUNTY, KENYA for the period ending : 20/May/2022.	
License No: NACOSTI/P/21/10708	
426529 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.	

Appendix V: Introduction Letter from KeMU



Appendix VI: Publication Information

Human Resource and Leadership Journal

ISSN 2520-4661 (online)

Vol.6, Issue No.1, pp 49 – 64, 2021



www.carijournals.org

The Relationship between Career Advancement and Job Satisfaction among Teachers in Selected Public Secondary Schools in Igembe North, Kenya

Josphat Mwiti

Post-graduate student: Kenya Methodist University, Nairobi, Kenya

Corresponding Author's E-Mail: mwitijsophat3@gmail.com

Mr. Abel Moguche

Lecturer, Kenya Methodist University (KEMU), Nairobi, Kenya

Dr. Nancy Rintari

Lecturer, Kenya Methodist University (KEMU), Nairobi, Kenya

ABSTRACT

Purpose: Job satisfaction is viewed as a catalyst of improving performance and commitment in a workplace. The rationale of the study was to establish the relationship between career advancement and job satisfaction relating to secondary school teachers confined in Igembe North sub-county. The independent variable career advancement was used in coming up with the specific objective of the study as well as formulating hypothesis. The relationship of this predictor variable with the dependent variable job satisfaction among teachers was statistically established. The study would be useful to the following interested parties; TSC, BOM and heads of public secondary schools and to scholars.

Methodology: The three theories which were relevant to the study were analysed to determine their relevance, strengths and weaknesses. They included equity, dual factor and hierarchy of needs theories of motivation. A descriptive survey design was applied as it was appropriate in obtaining quantitative data from the sampled respondents which was analysed quantitatively to describe the variables of the study. The study targeted 427 teachers who formed the total population of the study. Secondary schools were classified as boarding schools and day secondary schools in the sub-county through the application of a stratified technique of random sampling. A sample size equivalent to 129 teachers was selected representing thirty per cent of the target population. A five Likert scale closed-ended questionnaire was utilised to gather quantitative data from the selected teachers. To assess how the questionnaire was reliable and valid in accomplishing its intended task, seven teachers from Igembe South sub-county were selected for piloting purposes. This was achieved by applying a test and re-test technique. Cronbach's alpha coefficient of 0.794 was obtained which was above the recommended value of at least 0.7. Descriptive and inferential statistical tools were applied in analysing the data. Regression analysis was utilised to establish the extent to which the predictor variable influenced the response variable. For easier interpretation of the data, pie charts and tables of distributions were deemed appropriate.

Results: The study findings revealed that career advancement had a mean of 3.52 which moderately showed that the respondents agreed that it impacted positively on job satisfaction. Further, career advancement had $r = 0.8902$ indicating a strong positive correlation with job satisfaction. It had a beta coefficient of 0.4082 and a p-value of 0.0017. These statistical