

Impact of Non-Financial Reward Strategies on Teachers' Performance: A Study of Secondary Schools in Nyamira County, Kenya

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Abstract

The teaching profession has in the recent past suffered from exodus of teachers moving from both public and private schools to other fields of employment. Mass exodus of trained teachers to other fields, lack of commitment to work itself as a teacher and decimal performance in national examinations and co-curricular activities, all indicate lack of satisfaction by teachers as employees. The study explored non-financial reward strategies employed to enhance higher levels of academic achievement, lower labour turnover and enhance teacher's commitment to their basic roles. The purpose of the study was to assess the impact of non-financial reward strategies on teachers' performance at secondary schools. The objectives of the study were: to determine the effects of recognition on teachers' performance; establish the effects of promotion on motivation of teachers' performance; establish the effects of effective communication on teachers' performance, and establish the effects of job enrichment on teachers' performance. The study employed a descriptive survey research design with quantitative methods. Primary data was collected using a questionnaire. The targeted population comprised of 1600 teachers from 186 public secondary schools in Nyamira County. Simple random sampling technique was used where 94 respondents formed the sample size. Descriptive and inferential statistics were used to analyze the data. The study findings revealed that non-financial reward strategies for performance in secondary schools emanate from motivation acquired through recognition, job enrichment, communication and structured promotions adopted to achieve the set objectives. The study confirmed that recognition strategy was the most influential as it was ranked first with a strength of 4.44 on a 5-point Likert scale followed by communication strategy (with a strength of 4.25), then job enrichment strategy (with a strength of 3.88) and promotion strategy (2.93) was last. A coefficient of determination, $r^2 = 0.5$ indicated a positive relationship between non-financial reward strategies adopted in secondary schools in Nyamira County and performance in national examinations. The researcher recommended that schools should embrace the use of non-financial rewards to achieve a higher level of performance in national examinations since these strategies are less costly, affordable and at the disposal of all school-managers.

Keywords: Non-Reward strategies, Teachers Performance, Promotion, Communication

1.0 Introduction

In education system, teachers play a vital role. They build up a nation. The role of a teacher is a complex one as it ranges from imparting knowledge, nurturing talents, moulding character and mentorship. In the current world, people are more concerned about the teacher's pedagogical abilities. Teachers are thus expected to help the learners and to work in complex multi-cultural educational settings to provide good educational experiences for all learners. To motivate the teachers and to make them improve their performance, effective reward is very important. Teachers who are well motivated in the learning process tend to do well in their line of duty, even when the learning environment is not ideal (Green and Awotua, 2011).

In the UK, various Surveys have gauged the performance of non-financial reward schemes over recent years. Rose (2013) contends that 75 percent of organizations surveyed in the UK have in place non-financial recognition schemes. The survey by Rose (2013) further indicates that such schemes were much more in industries that rely on high levels of customer contact. In contrast organizations based on property engineering and construction sectors seldom implicated non-financial recognition schemes. In the USA, Lynch(2012), in her study on "Keeping the Best: The Difference between Retaining and Losing top staff talent in leadership" asserts that school managers need to motivate people, teachers included, to reach their full potential. However, it is not easy to know all the factors that motivate people in life or at work, thus an effort has to be made. A study conducted by (Brown and Armstrong, 2013) estimated that 50% of the organizations use non-financial recognition schemes. The study found such schemes to be particularly prevalent in knowledge and technology-based sectors as well as service functions. Bevan (2013) suggests that in excess of 60 percent of UK employees used non-financial recognition in motivating its employees. IDS (2014) in its research on "Managing Employee Retention through Recognition," noted that there is no standard approach to non-financial reward strategies. The strategies vary with size and sector of the employer and the objective of the strategy.

There is a public belief and civil responsibility that an employee is motivated when his efforts are recognized and appreciated, a sense of fairness and equity practiced, personal improvement or a sense of respect

and status related to one's position (UNDP, 2015). According to Armstrong, and Murlis (2013), in their study on Reward management, Non-financial appreciation can be very motivating, helping to build feelings of confidence and satisfaction. Non-financial rewards further enhance employee retention. In Africa, Zingheim and Schuster (2012), on their study on "The Different Motivational Factors that Affect Performance", define rewards as "the thing that increases the frequency of an employee's action". This definition leads toward a clear outcome of rewards and recognition: to improve performance. Compensation, on the other hand, is a contractual reward provided to any employee in case of suffering loss or physical disability while in the line of his duty. To make the teaching and performance more effective, the researcher intended to investigate on non-monetary strategies: recognition, communication, promotion and job enrichment; as possible means of motivating teachers other than money.

Naomi et al, (2012), in their study on "The analysis of factors that affect teachers' motivation in Secondary schools," gives a clear account that in Kenya, teachers are employed by Teachers Service Commission (TSC) which was established by an Act of Parliament through affirmative action. Before the establishment of the Act, teachers were employed by different church missions and organizations. The terms and conditions varied from one mission/organization to another. To a large extent, a teacher's academic attainment and training were given little attention as regards recruitment, placement, training, and deployment (Naomi et al, 2012). Further, Naomi et al (2012) reveals that these factors were not considered in determining the teacher's suitability for promotion or appointment to a position of responsibility. The Kenya National Union of Teachers (KNUT) lobbied for establishment of a single employer and unified improved terms of service for all teachers. The establishment of TSC was indeed the government's response to those calls and was a deliberate step to streamline employment of teachers for the benefits of the education system as a whole (Naomi et al, 2012). The teachers as employees of TSC were to be enumerated uniformly depending on qualification and grade. The disparities in remuneration needed to be addressed for equity and fairness. The KNUT in its mandate to lobby for better terms and service to its members, has over the years organized and staged teachers' national strikes in its efforts to compel the governments of the day to honor the teachers' demands for better terms and working conditions. It is worth to note that teachers participated in a grand Teachers' strike in 1997 which lasted for about two months. Further, KNUT has organized and staged similar strikes in 2002, 2007, 2013 and 2015.

According to Naomi et al (2012), the chronological order of teachers' strikes that have occurred over the years have had the TSC and indeed the government of Kenya improved terms of service and remuneration terms from time to time. Naomi et al (2012), further, points out that there exists a gap in terms of teachers' satisfaction thus performance and in effect the terms strikes remains perennial problem in the country. Indeed this hinder effective service delivery as is depicted in wanting results in National Examinations. It is widely acknowledged that one of the most critical human resource problems in any organization is how to influence employee satisfaction and good performance. This fact and often strikes coupled with dismal performance in national examinations besides mass departure of teachers to other sectors in search for green pastures. The researcher was indeed driven by this lack of satisfaction and wanting performance by teachers at secondary level in Nyamira County, despite often improvement on remuneration terms; to investigate on non-financial reward strategies that can enhance teacher satisfaction and impact positively on teachers' performance in secondary. An employee is more likely to be motivated to perform his duties well when some degree of autonomy and influence is bestowed upon him (Pratheepkanth, 2011).

Today's reality in the global world is that people influence important aspects of institutional performance in a multitude of ways. The rewards taking are a very prominent place and there is a consensus that rewards – motivate employees to improve their performance and ultimately enhance the quality of their services (Manolopoulos, 2013). The continued use of performance oriented remuneration Programmes as part of public sector reform has not been confined to developed countries. A number of governments in developing nations including Botswana have gone ahead to initiate related reforms. In view of sustained use of performance oriented reward systems in educational institutions, differences in customer orientation levels of reward systems that affects educational services quality has been noted. According to Gretchen (2013), if an institution has to treat its employees as its most important valuable asset, it has to be knowledgeable about what it is that motivates people to reach their full potential (Gretchen, 2013). In Kenyan schools, there has been an effort to use reward systems albeit with a lot of challenges (Naomi et al, 2012). The study by Naomi et al (2012) goes on to show that this has left most teachers dissatisfied with their work, hence making delivery of services wanting and mass exodus to other sectors in search for better and satisfying jobs besides including themselves in casual part-time jobs. It is thus important to determine the influences of teacher motivation on academic performance in Kenyan Schools with special reference to Nyamira County. A study by Ondima et al (2014) on "Effects of Motivation on teacher's performance in Kenyan Schools, a survey of Nyamira District Secondary Schools in Nyamira County" shows that there has been decimal performance of candidates in Kenya Certificate of Secondary Education examination (KCSE) results in Nyamira County especially in mathematics and sciences (MAS). The study goes on to indicate that this has been of great concern to the government, parents and other stakeholders in the society.

Following the growing concern, the government of Kenya through the Ministry of Education Science and Technology (MOEST) and the government of Japan through Japan International Co-operation Agency (JICA) started a technical co-operation project known as Strengthening Mathematics And Sciences For Secondary School Education (SMASSE) in 1998 to improve the performance of students in Mathematics and sciences through in-service training (INSET) of teachers on new pedagogical skills. Despite the establishment of the INSET centers, the students still perform poorly in KCSE mathematics and science subjects. The number of teachers leaving the career is on the increase and the level of motivation to work is still wanting. Thus the institutional non-financial reward strategies can be applied to supplement the existing reward systems, hence improve on performance, improve working morale and increase service delivery.

1.1 Statement of the Problem

The teaching profession in Kenya has in the recent past suffered from exodus of teachers moving from both public and private schools to other fields of employment. Mass exodus of trained teachers to other fields of employment, lack of commitment to work as a teacher and decimal performance in national examinations and co-curricular activities, in Nyamira County and other parts of the Country all indicate lack of satisfaction by teachers as employees is a problem. A study by Ondima et al (2014) revealed that, in Nyamira County, there has been deteriorating standards of professional conduct including serious misbehavior in and outside work, poor preparations of teaching materials, lack of continuous student assessment and general poor professional performance. The study by Ondima et al (2014) further reveals that motivation of teachers in Kenyan Schools was key in the teaching job performance. Odell (2005) study found out that non-cash reward programs would work better than cash in such cases as reinforcing organizational values and cultures, improving teamwork, increasing customer satisfaction and influencing specific behaviours among employees. The study sought to assess the impact of performance-based non-financial reward strategies that secondary school managers in the County could employ to enhance teachers' performance

1.2 Objectives of Study

- i. To determine the effects of recognition on teachers' performance.
- ii. To establish the effects of promotion on teachers' performance.
- iii. To establish the effects of effective communication on teachers' performance.
- iv. To establish the effects of job enrichment on teachers' performance.

1.3 Theoretical Literature

The study utilized a variety of theories like based on Adams Stacy's Equity Theory (1965) of motivation, Vroom's (1964) Expectancy Theory and, Herzberg's (1975) two factors Theory.

1.3.1 Adam Stacy's Equity Theory (1965) of Motivation

Equity Theory by Adams Stacy (1965) is based on the perceptions people have about how they are treated as compared to others. The theory involves feelings and perceptions. It states that people will be better motivated if they are treated equitably and demotivated if treated inequitably. The theory's proponent, Adams (1965) suggested that there are two forms of equity. The first one-distributive equity, which is concerned with the fairness with which people feel they are rewarded in accordance with their contribution and in comparison with others. The second form which is procedural equity or procedural justice is concerned with the perceptions employees have about the fairness with which organization procedures in such areas as performance appraisal promotions and recognition are being operated. Equity Theory acknowledges that subtle and variable individual factors affect each person's assessment and perception of their relationship with their partners (Guerrovo et al, 2007). In any position an employee wants to feel that their contribution and work performance is being recognized. The idea of recognition for the job performance and the mere act of thanking the employee causes a feeling of satisfaction and therefore help the employee feel worthwhile and have better outcomes.

1.3.2 Vroom's (1964) Expectancy Theory

Expectancy Theory by Vroom (1964) helps the researcher to understand how individuals are drawn to make decisions as regards various behavior alternatives and perceptual differences among people. It also suggests that motivation is based on how much one wants something and how likely he/ she could get it (Boddy, 2008). This is because the motivational force of every individual is influenced by his or her expectancies, valences all of which depend on a personal way of perception. The expectancy Theory explains that in any given situation, the greater the number and variety of rewards that are available to the employees, the greater the probability that extra effort will be exerted in attaining the set goals or targets in the hope of getting desired rewards.

1.3.3 Frederick Herzberg's (1957) two factor Theory

The motivation hygiene theory was proposed by Frederick Herzberg (1957). The theory is rooted into two underlined parallel sets of needs namely Man's needs as an animal to avoid pain and as a human being the need for psychological growth. In his theories he divided these factors into two major categories namely hygiene

factors (dissatisfiers) and motivators (satisfiers). Under hygiene factors he stated factors such as; working conditions, company policies, administrative practices, salary and benefits, supervision status, job security, co-workers and personal life while the motivator factors include factors such as recognition and appreciation, achievement, advancement, autonomy, growth, responsibility and job challenges. One set of needs is associated with what a person does while the other is concerned with the situation in which it is done.

The motivators have the ability to create an effective motivation in individuals in order to be able to perform and exert considerable effort while the dissatisfiers describe the work environment but do not have much effect in creating positive job attitudes. The hygiene factors are dissatisfies because they form the environment in which man is persistently trying to adjust while the motivators create motivation because they are the tasks available to facilitate the achievement of growth. Herzberg argues that hygiene factors must be initially observed in the job before motivators can be used to stimulate the employee and the resultant feeling of motivation to be achieved. This implies that you cannot use motivators until all the hygiene factors have been fulfilled. Hygiene theory thus spells our unique and distinct issues which people need in their work to enable them feel motivated to perform well. Motivators, which is satisfiers are those factors that are directly concerned with the satisfaction gained from a job. They include the level of recognition by both colleagues and management, the level of responsibility, opportunities for advancement and the status provided. Motivators lead to satisfaction because of the need for growth and sense of self achievement. Lack of motivators leads to over concentration of hygiene factors which are those negative factors which can be seen and therefore form the basis of complaint and concern. Hygiene factors lead to dissatisfaction with a job because of the need to avoid unpleasantness. Herzberg's theory is relevant in educational settings as hygiene factors have satisfied significance in affecting teachers' satisfaction and retention. The personality of the principal is a factor which controls the attitude of teachers and that of organizational climate of schools which contribute to teacher satisfaction or dissatisfaction. Achievement and recognition are ranked first and second factors contributing to good feelings about the job for a teacher.

1.4 Empirical literature

Early motivational thinkers as Maslow (1954), Herzberg (1966) and Deci (1975) despite differences in their approaches, generally agrees there are two distinct motivational systems: intrinsic and extrinsic motivation. Though they agree that intrinsic motivation involves internal feelings or thoughts that feed one's desires to achieve, they fail to demonstrate the factors or aspects of working environment that arouses this intrinsic motivation hence the gap. Pfeffer, (1998) notes that organizations that emphasis on financial rewards neglects and ignores non-financial aspects of motivation. He argues further that people work for money implying that companies that neglect non-financial rewards are eventually bribing their employees to work and are likely to pay the price in the lack of loyalty and commitment to work. Chung (1977) asserts that, organizations need to identify the different needs of employees in question, the incentives available for use by the organization and matching these individual needs with the organizational incentives. He fails to establish some of these incentives, how they can be employed to create employee motivation moreover sustain it for optimum performance.

Green and Awotua (2011) revealed that teachers who are well motivated in the learning process tend to do well in their line of duty even when the learning environment is not ideal. To avoid over expensive compensation Programmes, management must think carefully how to compensate their teachers and still keep them motivated. However, green and Awotua (2011) do not suggest the less expensive compensation strategies that can be employed and still attain optimum performance. Lengnick-hall (1999); Milkovich, Newman and Gerhart (2013) notes that employees contribute in meeting strategic business needs when they are motivated enough to work within the organization constrains. Manzoor (2012) revealed that there is a significant impact of empowerment and recognition of efforts on employee's motivation. Both Manzoor (2012) and Gerhart (2013) did not elaborate further on how employees need to be recognized and how often in order to bring a motivational effect to the employee in the organization. Robin and Pattison (2005) argues that employees' recognition programmes are very useful in economic downturn which causes freezing of training programs, layoffs, reduced increments and increased workload on each employee. In this regard identification and implementation of recognition strategies in an organization are crucial in achieving employee motivation hence optimum performance.

Fisher (2000) postulates that Herzberg's two factor theory of motivation provided five motivators at work place as: achievements, recognition, advancement, responsibility and the work itself. However, fisher fails to explain how these motivators can be communicated to employees to bring about these desired impacts. Hart and Murphy (1990) notes that teachers feel either motivated or frustrated when they receive positive or constructive comments from their students. The positive feedback constitutes intrinsic motivation of teachers which helps them unmistakably recognize their actual complements across appropriate platforms whereas negative feedback offers teachers necessary guidelines to improve their instructional prowess provided that their autonomy and authority is not threatened. However, there is need to explore on how feedback from the school

administration impacts on the teacher's performance of duty as well since a teacher plays a central role. The world over there is increased interest on resource investment and resultant productivity and hence organizational performance. The education sector has not been left behind. It is objectively focused on performance of teachers, learners and schools in general as regards both capital and human investments into organizations. Studies have been conducted on how non –financial rewards influence teacher achievement. However, most of these studies have concentrated on factors that affect motivation and job satisfaction. Various scholars; Adhiambo (2013), Munga (2013), Wekesa and Nyaroo (2013), Kamenju, Chepkilot, Ochieng and Raja (2012) have concentrated their studies on reward systems and organizational performance. There is however lack of information on the linkage between non financial reward strategies and the impact they cause on performance, job satisfaction and employee turnover in the context of Kenya's secondary level of education which has continued to have wanting performance in KCSE National Examinations resulting in high wastage rate. Besides teachers have persistently remained unsatisfied with their work as is depicted by high number of teachers leaving the profession to seek for the greener pastures in other sectors. This study therefore the study focused on the impact of non financial reward strategies on teacher's motivation, job satisfaction and thus overall performance of teachers.

2.0 Research Methodology

The study adopted a survey design. The targeted population comprised of 1600 teachers from 186 public secondary schools in Nyamira County Kenya. The study sample size consisted of 94 respondents selected by simple random sampling technique. A structured questionnaire was used for data collection. Quantitative data collected was analyzed using descriptive and inferential statistics. Descriptive statistics was used to summarize the data in form of frequency tables. A 5–point Likert scale was used to assess the strength of the variables in the study.

3.0 Issues incorporated in the Principles of Non-Financial Rewards

The study established issues incorporated in principles of non-financial reward strategies which act as propellers of performance. the results are as in table 1

Table 1: Issues incorporated in the Principles in Non-Financial Rewards

Issues incorporated	A very great extent (5)	A great extent (4)	Moderate extent (3)	Little extent (2)	No extent (1)	$\sum f_i$	$\sum w_i f_i$	$\sum w_i f_i / \sum f_i$
Thoughtful planning	18	54	18	4	0	94	368	3.92
Consultation and involvement of teachers	26	50	10	6	2	94	374	3.97
Job redesigning to provide fulfilment	33	38	21	2	0	94	384	4.08
Creation of ownership of strategies	7	19	46	13	9	94	284	3.02
Individualized setting of performance levels	15	13	42	19	5	94	296	3.15

Table 1 reveals that job redesigning to provide fulfilment of the employees are incorporated to a great extent (4.08) as a non financial reward to boosting performance of employees. Consultation and involvement of teachers was rated to moderate extent (3.97), this value indicate that it is equally strong as job redesigning as its magnitude is close to each other in relation to the extent to which it is incorporated in the principles of non financial rewards. Thoughtful planning is incorporated to moderate extent (3.92); also creation of ownership of strategies and individualized setting of performance levels were all rated at 3.02 and 3.15 magnitude of moderate extent as level of incorporation.

3.1 Adoption of Non-financial Reward Strategies

The study established the extent to which non-financial reward strategies in this study were adopted or implemented in the various institutions in Nyamira County. The response rates obtained from the field were recorded as in table 2.

Table 1: Level of Adoption of Non-Financial Reward Strategies

Non-Financial Reward Strategies	A very great extent (5)	A great extent (4)	Moderate extent (3)	Little extent (2)	No extent (1)	$\sum f_i$	$\sum w_i f_i$	$\sum w_i f_i / \sum f_i$
Recognition	65	15	3	9	2	94	414	4.40
Job enrichment	14	53	12	8	7	94	341	3.88
Communication	63	13	7	7	4	94	400	4.25
Promotion	9	15	45	11	14	94	276	2.93

Table 2 indicates that recognition strategies were implemented to the greatest extent (4.40), communication was adapted to a great extent (4.25) as job enrichment was adopted to moderate extent (3.88) while promotion strategy was implemented to the least extent (2.93).

3.2 Effects of Recognition on Teachers' Performance

Based on further data analysis, the study revealed that recognition strategies geared towards performance need to be adapted to the great extent for letter of appreciation (4.07) and moderate extent (3.74) for certificates issued to teachers for job well done (Table 3). These findings concur with Milkovich et al (2013) which reveals that for a number of people in an organization, receiving a generous note of thanks is far more important than receiving something in terms of monetary rewards because one of the greatest employee's needs is to feel appreciated at the workplace. Lengnick-Hall (1999) and Schuler and MacMillan (2006) had indicated that human beings naturally like to feel appreciated in recognition of their good deeds. Recognition encourages members of the organization to bring their best performance that would contribute in meeting strategic business needs. These findings strongly indicate that employee recognition programs are very useful to motivate employees; this concurs with Robins and Pattison (2005).

Table 3: Effects of Recognition on Teachers' Performance

Effects of Recognition	A very great extent 5	A great extent 4	Moderate extent 3	Little extent 2	No extent 1	$\sum f_i$	$\sum w_i f_i$	$\sum w_i f_i / \sum f_i$
Letter of appreciation	55	15	6	12	6	94	383	4.07
Certification	51	19	8	11	5	94	352	3.74

3.3 Effects of Communication on Teachers' Performance

The study established the effects of communication strategy on teacher's performance in schools in the county. The response rates were presented as in table 4.

Table 4: Effects of Communication on Teachers' Performance

Communication Strategy	A very great extent (5)	A great extent (4)	Moderate extent (3)	Little extent (2)	No extent (1)	$\sum f_i$	$\sum w_i f_i$	$\sum w_i f_i / \sum f_i$
Verbal communication	45	20	10	8	11	94	369	3.93
Official letter	44	24	20	2	4	94	327	3.47
Internal memo	40	25	8	12	9	94	357	3.79
Short Message Service (SMS)	40	18	19	6	11	94	352	3.74
School bulletins	36	23	15	12	8	94	349	3.71
Job redesigning	41	36	13	3	1	94	395	4.2

The communication strategy as indicated by the results in table 4 show that communication on job redesigning influence performance to great extent(4.2) as verbal communication influence teachers performance to moderate extent at magnitude of 3.93; internal memo's contributed to moderate extent (3.79) magnitude also the short message and school bulletins contributed to moderate extent of 3.74 and 3.71 respectively. For official letters communication was least rated at 3.47 moderate extent.

3.4 Effects of Promotion on Teachers' Performance

The study established the effects of promotion on teacher's performance and the results were as in table 5.

Table 5: Effects of Promotion on Teachers' Performance

Effects of Promotion	A very great extent 5	A great extent 4	Moderate extent 3	Little extent 2	No extent 1	$\sum fi$	$\sum w_i f_i$	$\sum w_i f_i / \sum fi$
Autonomy decision making	45	33	7	5	4	94	392	4.17
Inset training	35	36	13	3	7	94	371	3.95
Sensitization available opportunities	20	54	9	1	10	94	355	3.78

3.5 effect of job enrichment on teachers' performance

Table 6: effect of job enrichment on teachers' performance

effect of job enrichment	A very great extent (5)	A great extent (4)	Moderate extent (3)	Little extent (2)	No extent (1)	$\sum fi$	$\sum w_i f_i$	$\sum w_i f_i / \sum fi$
Job training	41	28	15	3	7	94	375	3.99

Job enrichment involves redesigning jobs so that they are more challenging to the employee and have no repetitive work. The results of this study confirms Fredrick Herzberg (1968)'s findings which reveals that employee motivators are in descending order, whereby recognition comes first, work itself comes next followed by responsibility advancement and finally growth comes last.

3.6 Non-financial Reward Strategies and Performance

The study sought to establish the extent to which the strategies for non-financial rewards influence performance in national examinations in Nyamira County. The response rate obtained from the field was recorded as in the table 7.

Table 7: Non-financial Reward Strategies and Teacher's Performance

Non-Financial Reward Strategies	Most influential (5)	More influential (4)	Moderately influential (3)	Less influential (2)	Not influential (1)	$\sum fi$	$\sum w_i f_i$	$\sum w_i f_i / \sum fi$
Recognition	58	22	12	1	1	94	417	4.44
Communication	67	11	9	3	4	94	413	4.39
Job enrichment	16	61	4	6	7	94	355	3.78
Promotion	11	13	42	15	13	94	266	2.83

Table 7 indicate that the recognition strategies are more influential (4.44) on the performance in national examinations, communication strategies more influential at 4.39 magnitude, and promotion are influential to a moderate extent (3.78) while job enrichment strategies were less influential at 2.83 magnitude.

Table 8: Model Summary for Non Financial Rewards and Teachers' Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics F Change	Sig. F Change	Durbin-Watson
1	.537 ^a	.500	.5002	.22390	34.150	.000	2.090

a. Predictors: (Constant), Promotion, Job Enrichment, Recognition and Communication

b. Dependent Variable: Teachers of Performance

Table 8 indicate association of independent variables to dependent variables; and the independent variables explain the variation of dependent variables upto 50% and the result is statistically significant (F = 34.150, p<0.05). therefore non financial rewards promote teachers performance. The people who make up an organization are considered to be one of the most important resources of today's firms. People and how they are managed are becoming more important because many other sources of competitive success are less powerful than they used to. Recognizing that the basis for competitive advantage has changed is essential to develop a different frame of reference for considering issues of human resource management (Dyer and Reeves, 1995). An organization's success or failure is highly determined by effective and efficient utilization of resources at its disposal, such as human, material, financial, and information resources. Osterman (2000) posit that employees may be highly skeptical of the management initiatives and both actively and passively resist to the changes, resulting in unsuccessful change efforts, decrease in morale or productivity, and increases in turnover or subsequent organizational failures. Effective management teams need to recognize that positive employee attitudes are often vital to achieving organizational goals. Organizational reward system has been found to play a critical role in enhancing employee satisfaction. Mondy (2008) claims that non financial rewards can predict

employee performance as the more challenging a goal is, the higher the performance level becomes and the higher the perceived satisfaction. Mondy (2008) argues that an employee's performance is determined by the degree to which available non financial rewards are attractive, so as efforts lead to higher levels of performance (first-level outcomes) which in turn, leads to second level outcomes (praise, friendship, wages). People need non financial rewards to ensure that they are always at their optimum working condition. In turn, this will absolutely lead to optimum productivity. According to Demes (2010) the value of human resource performance is a managerial concern. Employee motivation is the classic response on this matter. This has been utilized for ages by many different entities, small- and large-scale businesses alike. It fosters mutual growth in an employer-employee relationship. Indeed, non financial rewards increase performance. Non-financial rewards can make workers more comfortable on the job. It encourages them to contribute extra effort by developing a deal that addresses a broad of issues. Therefore teachers' performance concurs with the results in this study that non financial reward strategies promote performance in secondary schools in Kenya.

4.0 Conclusion

Based on the findings the study concludes that non-financial reward strategies significantly influence teachers' performance in secondary schools in Nyamira county Kenya.

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