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RESEARCH ARTICLE

INFLUENCE OF TEACHERS SERVICE COMMISSION COMPENSATION PRACTICES ON TEACHER INSTRUCTION PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KENYA. A STUDY ACROSS SCHOOLS IN RACHUONYO NORTH SUB COUNTY

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ABSTRACT

Concerns have been raised globally that human resource management practices do influence employee performance. In Kenya the performance in the Kenya Certificate of Secondary Education mean scores in Rachuonyo North Sub County in comparison with neighboring sub counties of Homa Bay County for the past 3 years has been below average (3.11 in 2017, 4.07 in 2018 and 4.36 in 2019) Rachuonyo East (3.4940, 4.672, 4.9468), Rangwe (5.24048, 5.0257, 3.416), Suba (3.5722, 4.4310, 4.3097), Mbita (3.5983, 4.4706, 4.860) and Homa bay sub county (4.2920, 4.860, 4.7904). At the same time, the Teachers Service Commission still deploys various human resource practices to manage teachers. Concerns have been raised that these practices have a hand in the deteriorating performance hence a study was necessary to establish the extent and degree to which these practices influence teacher instruction performance. The objective of the study was to examine the extent to which Teachers Service Commission compensation practices influence teacher instruction performance in public secondary schools in Rachuonyo North, Kenya. The findings revealed that Teachers Service Commission compensation practices moderately influenced teachers' instructional performance. The study recommended an improvement on positive practices and reduction on negative practices in order to realize full potential of the teachers as they affect teachers' instruction performance. The study findings are significant to stakeholders in education as they inform policy formulation, review and implementation on Teachers Service Compensation transfer, compensation and career progression practices.

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INTRODUCTION

The impact of education has direct influence on society across many levels, which facilitate growth and development. A good indication of this is where developed nations of the world have high literacy rate and productive human resource (Lee, 2008). Many of these nations have also started imparting their human resource with selective training and education programs in order to meet the rising technical and business demands.

Employees equipped with high education impart powerful knowledge and skills in order to be effective in a competitive environment. Higher education is identification to a better life in improving the standard of living, to meet the demand for higher pay from an organization and to adapt fast technology changing in global. Good Human Resource management practices are a key drive of staff performances. The human resource practices can be listed using the Bersin study (2019) which analyzed 140 HR best practices to find which ones had

the highest impact opportunities for companies. The study listed disciplinary, career development, recruitment and selection, transfer, transparency, employee benefits, employee incentives, compensation and evaluations, compliance, and terminations practices as being the key practices in any organization. This research paid special attention to the five most important of Teachers Service Commission Human Resource Practices that influence the teacher performance which are Disciplinary, Career Progression, recruitment, transfer and compensation practices. By critically observing these practices, the Teachers Service Commission be able to motivate, attract and retain employees to support the mission, objective and organizational strategy towards the enhancement of Teacher and student performance. Saani, (2013) investigated the influence of compensation and teacher supervision on teacher work performance. A total of 103 randomly selected private basic school heads and teachers in the Ashaiman community of Tema, Ghana completed the questionnaire. It was found out that compensation and teacher supervision relate positively to teacher work performance; however, the two variables do not directly predict work performance. They do so only if teachers are satisfied with the forms of compensation available to them. The study was based in Ghana while the current study was conducted in Kenyan schools in Rachuonyo North Sub County in order to fill the knowledge using Kenyan scenario.

It is only after the establishment of Teachers Service Commission (TSC) in 1967 that the employment and management of teachers has been overly centralized, (TSC Act Cap 212 Laws of Kenya). Charged with the management of all teachers employed in public education institutions, the TSC has since had its headquarters in Nairobi with some units at regional, county and sub county levels countrywide. Currently with effect from 2012, TSC has delegated/ decentralized some of its functions to TSC Country Directors, Regional Directors, Boards of Management, Sub County directors and principals. While a lot has been done over its 54 years of existence, in its current structure and operation TSC still faces a number of challenges in nearly most of its functions. Critical amongst these is political interference in the functions of the commission, blurred lines of responsibilities with ministry of Education, lack of national register of teachers, over centralization of teacher services and management due to partial delegation, slow and sometimes ineffective teacher promotion and disciplinary actions as well as integrity issues. The audit report by Ethics and Anti-corruption commission, of 2007 on Teachers Service Commission revealed that there exist opportunities for corruption and corrupt practices in all areas examined. It also highlights inefficiencies in the management and operations of the Teachers Service Commission. However, TSC has made major reforms through reviewing its policies in discipline functions, decentralization, promotions through CBA signing, Human Resources Practices and study leave policies, Performance contracting, Teacher Performance Appraisal and Development. According to the Homabay County Education Office (2019), Public Secondary schools in Rachuonyo North Sub County have not been performing well in National examinations since the year 2017. They noted that this has not gone down well with the key stakeholders in the County's education sector including the parents, sponsors, student and the community at large. There has been a lot of pressure from the stakeholders on the Secondary schools to improve their performance in the national examinations; unfortunately, this has not come to fruition. The Ministry of Education in the state

department of Basic Education would find that principals of public secondary schools in Rachuonyo North Sub County can link the possible underlying factors that may have negatively affected public secondary schools' performance to TSC human resource management practices not being effective and not involving the teachers in formulating the policies. Nonetheless, this remained unknown.

Table 1. Rachuonyo North Sub County Teachers Service Commission Human Resource Management practices

Teachers Service Commission Human Resource practices	2017	2018	2019
Interdiction of teachers	2	1	2
Transfer of teachers	10	14	19
Teachers' turnover	10	15	18
Teacher establishment	432	532	620

Source: TSC Sub County Office, Rachuonyo North Sub County (2020).

From Table 1, it can be observed that teacher turnover has been on the increase since 2017 while teacher transfers are also on the rise. This can be attributed to unfavorable working conditions including compensation and career progression. At the same time, teacher establishment still remains low and this can be attributed to challenges with TSC recruitment practices. With this in mind, the performance of public secondary schools in Rachuonyo North Sub County is as in Table 2.

Table 2. Kenya Certificate School Education Performance analysis for Homa-Bay Sub counties

Sub Counties	Kenya Certificate School Education Performance		
	2017	2018	2019
Rachuonyo North	3.1194	4.0695	4.3578
Rachuonyo East	3.4940	4.672	4.9468
Rangwe	5.24048	5.0257	3.416
Suba	3.5722	4.4310	4.3097
Mbita	3.5983	4.4706	4.8857
Homabay	4.2920	4.4860	4.7904

Source: County Education Office, Homa Bay County (2020).

Table 2 above shows that public Secondary schools in Homabay County have performed dismally over the past three years in Kenya Secondary School Education. In 2017, Rachuonyo North Sub County had the lowest mean of 3.11194 compared to the seven Sub Counties in Homabay County. However, it has posted a marginal positive deviation from 2017 to 2019 with a mean score of 4.0695 and 4.3578. According to Haki Elimu (2019), the poor performance of public Secondary schools in Rachuonyo North Sub County can be attributed to poor teacher selection strategies, discriminatory teacher code of conduct, teacher turnover, teacher transfer and weak reward/compensation systems. These Teachers service Commission Human Resource management practices are explicit in Rachuonyo North Sub County thus involving all these factors such as transfers of teachers, disciplinary practices, career progression, recruitment and compensation. There is therefore a link between these practices and teacher performance as depicted in students Kenya Secondary School Education performance. The link has not been established, yet it has been perceived thus a study is necessary to ascertain this. There has not been a single study to ascertain these speculations specifically in Rachuonyo North Sub County leaving a huge knowledge gap to be filled which was filled by this study.

SYNTHESIS OF LITERATURE ON INFLUENCE OF TEACHER SERVICE COMMISSION'S COMPENSATION PRACTICES ON TEACHER INSTRUCTION PERFORMANCE: Saani (2013) investigated the influence of compensation and teacher supervision on teacher work performance. A total of 103 randomly selected private basic school heads and teachers in the Ashaiman community of Tema, Ghana completed the questionnaire. It was found out that compensation and teacher supervision relate positively to teacher work performance; however, the two variables do not directly predict work performance. They do so only if teachers are satisfied with the forms of compensation available to them. The reviewed study established the influence of compensation and supervision on teacher work performance in Ghana where the rates of teacher remuneration and supervision frameworks are different and hence it was necessary to establish the same in Kenya. Wekesa and Nyaroo (2013) in a study to examine the effect of compensation on performance of public secondary school teachers in Eldoret Municipality Uasin Gishu County, Kenya adopted descriptive survey design. Simple random sampling was used to select the teachers and purposive sampling to select the head teachers. The sample population comprising of 114 teachers and 14 head teachers, was selected for the study. Based on the findings the study concluded that fair compensation has an effect on public secondary school teachers' performance this is because the compensation policy in place demoralizes the teachers, does not enhance task performance and negatively affects the productivity of the teachers in the schools. The study was done prior to the new CBA and TSC compensation policy which was brought into force on 2017. Since then, little research has been done to determine how the new compensation framework as a human resource practice influences the performance of teachers.

A similar study by Julie, Otengah, and Omolo (2018) was conducted to investigate the influence of compensation on performance of part-timers in Rongo and Kisii Universities. The study was guided Goal setting theory, Equity theory, Expectancy theory, and Human Capital theory. Empirical review was done in line with the study objectives. The study employed a descriptive cross-sectional survey design. The target population comprised of 740 part-time lecturers across all schools at Rongo and Kisii Universities. Using Taro Yamane (1967) statistical formulae for determining sample size, the tabulated sample comprised of 260 respondents who were proportionately allocated based on the schools in the respective universities.

The study established that compensation ($r = 0.444$) positively influenced performance of part-time lecturers. The R value of 0.254 implied that 25.4% of the variations in performance of part-time lecturers could be explained by the variations in compensation. The study employed a cross-sectional survey while the current study will employ a descriptive survey design which is more appropriate in reporting the data as it is. The study focused on part time lecturers in two universities to determine the influence of compensation on job performance while the current study focused on secondary schools to determine the extent to which compensation practices influence teacher performance hence the results may be different. It is only after the establishment of Teachers Service Commission in 1967 that the employment and management of teachers has been overly centralized, (TSC Act Cap 212 Laws of Kenya). Charged with the management of all teachers employed in public education institutions, the TSC has since had its

headquarters in Nairobi with some units at regional, county and sub county levels countrywide. Currently with effect from 2012, Teachers Service Commission has delegated/decentralized some of its functions to TSC Country Directors, Regional Directors, Boards of Management, Sub County directors and principals. While a lot has been done over its 54 years of existence, in its current structure and operation TSC still faces a number of challenges in nearly most of its functions. Critical amongst these is political interference in the functions of the commission, blurred lines of responsibilities with ministry of Education, lack of national register of teachers, over centralization of teacher services and management due to partial delegation, slow and sometimes ineffective teacher promotion and disciplinary actions as well as integrity issues. The audit report by Ethics and Anti-corruption commission, of 2007 on TSC revealed that there exist opportunities for corruption and corrupt practices in all areas examined. It also highlights inefficiencies in the management and operations of the Teachers Service Commission.

However, Teachers Service Commission has made major reforms through reviewing its policies in discipline functions, decentralization, promotions through CBA signing, Human Resources Practices and study leave policies, Performance contracting, Teacher Performance Appraisal and Development. According to the Homabay County Education Office (2019), Public Secondary schools in Rachuonyo North Sub County have not been performing well in National examinations since the year 2017. They noted that this has not gone down well with the key stakeholders in the County's education sector including the parents, sponsors, student and the community at large. There has been a lot of pressure from the stakeholders on the Secondary schools to improve their performance in the national examinations; unfortunately, this has not come to fruition. The Ministry of Education in the state department of Basic Education would find that principals of public secondary schools in Rachuonyo North Sub County can link the possible underlying factors that may have negatively affected public secondary schools' performance to Teachers Service Commission human resource management practices not being effective and not involving the teachers in formulating the policies. Nonetheless, this remained unknown.

Research Objective: The research objective was to examine the extent to which Teachers Service Commission compensation practices influences teacher performance in public secondary schools in Rachuonyo North Sub County.

CONCEPTUAL FRAMEWORK

The conceptual framework (Figure 1) postulates the influence of Teacher Service Commission compensation Practices on teacher instruction performance. The conceptual framework depicts the influence of Teachers Service Commission compensation practices' that is, salaries, allowances and reimbursements on teacher instruction performance. When teachers are well compensated in terms of salaries, they are bound to commit their effort and time to instruction of students. The results are that the school mean school will improve. Similarly, when the teachers allowances are appropriate that is, they allow them to access the required goods and services, commitment to work becomes unquestionable and therefore

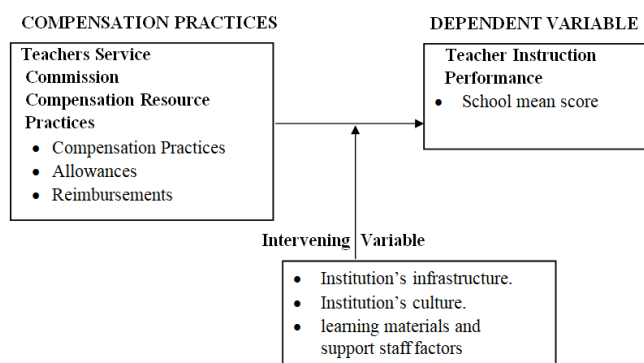


Figure 1. Influence of Teachers Service Commission Compensation Practices on Teacher Instruction Performance in Schools

improvement in their performance in school. Such allowances include; house allowance, leave allowance, remedial allowances, commuting allowance among others. Timely reimbursement for teachers when need arises motivates them to commit their time and effort to work. Nevertheless, if the compensation practices are inappropriate to the expectations of teachers, the chances are that teachers will seek alternative engagement to boost their income so that they meet their daily demands. In this case therefore they will not commit their time and effort to work such that very little time will be spend on instruction leading to decline in performance. Confounding factors also moderate the influence of compensation practices on teacher performance. For instance, availability, adequacy and quality infrastructure or enhances the influence. Similarly, institutions, culture and teaching learning materials also enhances performance when appropriate for institutions. If these confounding factors are not appropriate in the institution then they will act negatively on the influence of compensation practices and this will lead to a decline on teacher performance.

RESEARCH METHODOLOGY

The study used descriptive survey designs. A conceptual framework consisting of the independent variable (Teachers Service Commission Human Resource Management Practices) and the dependent variable (teacher performance) was used to guide the study. The target population was 57 principals, 563 teachers, 9 Curriculum Support Officers) Teachers Service Commission Sub County Director and 1 Teachers Service Commission County Director totaling to 631. Simple random sampling and purposive sampling were used to obtain a sample size of 50 principals, 228 teachers, 9 Curriculum Support Officers, 1 Teachers Service Commission Sub County Director and 1 TSC County were selected for the study totaling to 289 respondents. The researcher used questionnaires, interview guides and document analysis guide to collect data. The data collection tools were validated by experts in the area of education administration whose input was incorporated in the final draft. Reliability of the instruments was established by piloting in 7 schools (12.3%) and the schools used for piloting were not involved in the final study. Cronbach's alpha coefficient was used to determine the reliability whereby a coefficient of 0.720 at a p-value of 0.05 was obtained hence reliable. Quantitative data was analyzed using frequency counts, percentages, means and t-tests. Qualitative data was transcribed and analyzed in emergent themes and sub themes.

RESULTS

Demographic Characteristics of the Respondents: The demographic characteristics of the study respondents assessed were distribution by gender, age, level of education, designation, school category, school type and teaching experience of the sampled Principals and teachers. Table 3 presents demographic characteristics of the study respondents. Table 3 illustrates that 70% of the sampled principals were males while 30% were females. This means that most public secondary schools are headed by male persons, although there are a significant number of institutions headed by female persons. This factor could be attributed to the absence of women in leadership positions that have become common all over the world (Sabatier, 2015). With regard to the sampled teachers; Table 3 indicates that 64.3% were males while 35.7% of them were females. This implies that there is gender balance in the population of teachers in the sampled public schools. Issues of gender bias were therefore not expected to interfere with the opinions of the respondents.

Concerning age distribution, Table 3 illustrates that 50% of the sampled principals were above 50 years old; 45% were between 41 and 50 years; and 5% were between 31 and 40 years. Table 3 also indicates that 47.6 % of the sampled teachers were over 40 years of age; 38.1% were between 31 and 40 years of age; and 14.3% were between 26 and 30 years. This indicates that only 14.3% of the teachers were less than 30 years of age. It could therefore mean that teachers who participated in the study were of relatively mature age, thus were expected to be objective in their opinions concerning influence of TSC Human Resource Practices on teacher performance. This meant that the respondents were mature and could understand the aspects of TSC Human Resource Practices as well as performance of their schools. Majority (70%) of the principals had B.Ed. level of education; and (30%) had master's level of education, while (66.7%) of teachers had B.Ed. level of education; (16.7%) had Master's Degree; (11.9%) had a diploma level of education and the rest (4.8%) had Ph.D. and BA/BSC. With over 50% of the sampled principals and teachers having bachelor degree and above qualifications, it was expected that professionalism is adequately observed in as far as TSC Human Resource Practices are concerned. Table 3 further illustrates that of the 94 teachers (47.6%) were just classroom teachers; (26.2%) were senior teachers; (19%) were head of departments; and (4.8%) held other positions. This implies that the study covered a variety of respondents at different levels hence representative of the target population. Also (65%) of the principals were from county schools; (20%) were from sub county schools while (15%) were from extra county schools. On the same note, (64.3%) of the teachers were from county schools, (33.3%) were from Extra County schools and (2.4%) were from sub county schools. Table 3 also demonstrates that majority of the principals (70%) and teachers (54.8%) were from mixed secondary schools; (20%) of the principals and (14.3%) of teachers were from girls' schools; lastly (10%) of the principals and (28.6%) of the teachers were from Boys' schools. (90%) of the principals had above 15 years of experience while only (10%) of the principals had 10-15 year experience implying the TSC career progression and promotion policy which is solely on the experience and not academic qualifications.

Table 3. Demographic Characteristics of the Respondents

Background Information			Frequency	Percent
Gender	Principals	Male	35	70
		Female	15	30
		Total	50	100
	Teachers	Male	127	64.3
		Female	71	35.6
		Total	198	100
Age	Principals	20-30 years	0	0
		31-40 years	3	5
		41-50 years	22	45
		Over 50 years	25	50
		Total	50	100
	Teachers	26-30 years	28	14.3
		31-40 years	76	38.1
		Over 40 years	94	47.6
		Total	198	100
		Total	198	100
Highest level of Education	Principals	BED	35	70
		Masters	15	30
		Ph.D.	0	0
		Total	50	100
	Teachers	BA/BSC	5	2.4
		BED	131	66.7
		Masters	33	16.7
		Ph.D.	5	2.4
		Diploma	24	11.9
		Total	198	100
Designation	Teachers	HOD	38	19
		Teacher	94	47.6
		Senior teacher	52	26.2
		Others	2	10
		Total	193	97.6
		Total	193	97.6
School category	Principals	Extra County	8	15
		County	32	65
		Sub-County	10	20
		Total	50	100
	Teachers	Extra County	66	33.3
		County	127	64.3
		Sub-County	5	2.4
		Total	198	100
School type	Principals	Girls	10	20
		Boys	5	10
		Mixed	35	70
		Total	50	100
	Teachers	Girls	28	14.3
		Boys	57	28.6
		Mixed	108	54.8
		Total	193	97.6
Experience	Principals	10-15 years	5	10
		15 and above	45	90
		Total	50	100
	Teachers	Below 5 years	28	14.3
		5-10 years	61	31
		10-15 years	52	26.2
		15 and above	57	28.6
		Total	198	100

Table 4. Distribution of Mean Scores by Principals

Score	Principals (n=50)	%	Teachers (n=193)	%
1.00-3.00	0	0	14	7.2
3.01-5.00	35	70	52	26.4
5.01-7.00	12	25	90	45.6
7.01-9.00	3	5	19	9.6
9.01-11.00	0	0	14	7.2
11.01-12.00	0	0	4	2.4
Total	50	100	193	97.6

On the same note, (31%) majority of the teachers had a 5-10 year experience; (28.6%) had 15 and above year experience; (26.2%) had 10-15 year experience; and only (14.3%) had below 5 year experience.

Performance by Principals and Teachers: The respondents in their questionnaires were required to fill in the KCSE Mean scores for their Main subject and second subject for the last 3 years. The average of the 3 years was entered as their performance as indicated in Table 4. The respondents were asked to indicate their mean scores for the respective subjects they taught and their school for the past three years. The average of the three years was calculated and grouped into percentiles. Most principals (70%) indicated that they had an average mean score of between 3.01 and 5.00 while (25%) scored between 5.01 and 7.00 and only 5% scored above 7.01. Noteworthy is the fact that over 70% were below the average Kenya National Examination Council score of 6.00. Teachers on the other hand indicated that on their mean score of their individual subjects, most of them (45.6%) scored an average mean of between 5.01 and 7.00, while 26.4% scored between 3.01 and 5.00, 9.6% scored between 7.01 and 9.00, 7.2% between 9.01 and 11.00, 7.2% between 1.00 and 3.00 and only 2.4% scored more than 11.00. This implies that more than 50% of the schools and teachers performed less than average (6 points) for the last three years.

Research Objective: Research objective was to determine the extent to which Teachers Service Commission compensation practices influences teacher performance in Public secondary schools in Rachuonyo North Sub-County. To determine whether there existed any significant difference in the mean rating between principals and teachers on the influence of compensation practices on teacher performance, a two tailed t-test for independent samples was carried out. The results for the test are displayed in Table 5. The findings in Table 5 reveals that at 0.05 level of significance, there is a statistically significant difference between the population means of teachers (MR=2.26) and principals (MR=3.30) on the compensation offered by TSC being within the market rate. This implied that both teachers and principals were in agreement that the compensation offered was not within the market rates and this had an influence on teacher performance.

On the issues of teachers having the opportunity to earn bonuses for Performance outcomes, the mean difference between the mean ratings of teachers (MR= 2.17) and principals (MR=2.95) was significant at 0.05. The mean rating by teachers was 3.34 and by principals 3.70. The difference between these means were not statistically significant at $t(243) = -0.98, p=0.33$. This finding suggests that when a teacher is motivated, their performance through participation in innovative teaching increases. Teachers (MR= 4.20) and principals (MR=3.10) disagreed on whether the rate of remuneration should be pegged on qualification and experience of the teacher. The difference in their mean ratings showed slight difference which was significant at $t(238) = 4.95, p=0.00$. It can be understood that there are principals who are less qualified and experienced than some teachers. Much as this most teachers would want this argument to be considered, it will meet the opposition of principals out rightly hence the different views aforementioned. Both teachers and principals were in agreement that the reward system/remuneration affect the performance of their schools. The mean rating for teachers was 3.73 while that of principals was 3.15.

The t-test computation showed a difference between the means that was not significant; $t(243) = 1.62, p=0.11$. This result that the compensation system was in detrimental to the performance of teachers and that reconsideration of the system would lead to a better performance of teachers and consequently of the schools. Similarly, Strikes against Compensation practices consume a lot of class time. This statement was supported by both teachers and principals since their mean ratings were 4.10 and 3.95 respectively. The difference between these means was not significant at $t(243) = 0.452, p=0.653$. The findings further revealed that significant mean differences also slightly existed between teachers (MR=2.93) and principals (MR=4.05) on TSC compensation is lower with respect to the amount of work the teacher does; $t(243) = 3.04, p=0.004$. The results suggest that teachers felt that there was a huge work load which did not match with the compensation presented to them. This in turn negatively influenced their performance since motivation is not achieved. Normally, the principal understands better the work load since he is actively involved in assigning duties and lessons to teachers.

Therefore, the results specifically suggests that TSC compensation was not in commensuration the amount of work done by the teacher and this influenced their performance. Also, teacher and principle could not concur that poor compensation has led to experienced teachers leaving the teaching profession. The mean ratings for teachers was 3.98 while that of principals 3.15. These means were significantly different at $t(238) = 2.713, p=0.009$. This finding suggested that teacher turnover could be explained by poor compensation that does not match teachers work load. Overall results showed a difference between the mean rating of teachers (MR=3.50) and principals (MR=3.29) that was not statistically significant at $t(243) = 1.24, p=0.22$. These results suggests that both teachers and principals were in agreement that TSC compensation influenced teacher performance.

DISCUSSION

The findings reveal that there existed a difference in mean ratings between teachers and principals as to the extent to which Teachers Service Commission practices instruction influenced teacher performance. The difference could be attributed to the fact that when the school performs better, only the principal primarily takes credit and is awarded instead of the individual teacher being considered. TSC does not have a scheme to reward scheme to award teachers who meritoriously perform well. With regard to the compensation system motivating teachers, thereby increasing their participation in contributing to innovative teaching, the results revealed that both teachers and principals held same views as regarding to the extent to which this influenced teacher performance. Both teachers and principals felt that strikes as a result of poor compensation ate much of their quality time which they could use to prepare lessons or cover their syllabuses on time. This in turn has negative effects on teacher performance. The results suggests that an improvement on the teacher compensation will alleviate the strikes and lead to an optimal performance by teachers. The results suggests that both teachers and principals were in agreement that TSC compensation influenced teacher performance. They however slightly differed as to the extent and degree of influence but it can be deduced that an improvement in teacher compensation, would show reflect the same in teacher performance.

Table 5. Teachers and Principals Responses on Influence of Kenya Secondary School Education Compensation Practices on Teacher Performance

Aspects of Compensations Practices	Resp.	RATINGS							MR	T-test
		1	2	3	4	5	T			
The compensation offered by TSC is within the market rate.	Trs	F	75	42	23	28	14	183	2.26	t(233)=-2.6, p=0.01
		SC	16	18	15	24	15	88		
		%	38.1	21.4	11.9	14.3	7.1	92.9		
	P	F	13	2	7	13	14	50	3.30	
		SC	5	2	9	16	30	62		
		%	25	5	15	25	30	100		
Teachers have the opportunity to earn bonuses for Performance outcomes.	Trs	F	89	42	19	23	19	193	2.17	t(243)=-2.0, p=0.05
		SC	19	18	12	20	20	89		
		%	45.2	21.4	9.5	11.9	9.5	97.6		
	P	F	7	18	7	5	12	50	2.95	
		SC	3	14	9	8	25	59		
		%	15	35	15	10	25	100		
The compensation system motivates teachers, thereby increasing their participation in contributing to innovative teaching.	Trs	F	33	38	14	47	61	193	3.34	t(243)=-0.98, p=0.33
		SC	7	16	9	40	65	127		
		%	16.7	19	7.1	23.8	31	97.6		
	P	F	0	2	17	23	8	50	3.70	
		SC	0	2	21	36	15	74		
		%	0	5	35	45	15	100		
The rate of remuneration being pegged on qualification and experience of the teacher.	Trs	F	0	9	28	66	85	187	4.20	t(243)=4.95, p=0.00
		SC	0	4	18	56	90	168		
		%	0	4.8	14.3	33.3	42.9	95.2		
	P	F	0	0	2	38	10	50	3.10	
		SC	0	0	3	60	20	83		
		%	0	0	5	75	20	100		
The reward system/remuneration affect the performance of our school.	Trs	F	37	5	9	61	80	193	3.73	t(243)=1.62, p=0.11
		SC	8	2	6	52	85	158		
		%	19	2.4	4.8	31	40.5	97.6		
	P	F	0	8	30	10	2	50	3.15	
		SC	0	6	36	12	5	59		
		%	0	15	60	20	5	100		

Continue

Strikes against Compensation practices consume a lot of class time.	Trs	F	19	33	33	108	0	193	4.10	t(243)=0.45, p=0.653
		SC	4	14	21	92	0	131		
		%	9.5	16.7	16.7	54.8	0	97.6		
	P	F	0	8	2	25	15	50	3.95	
		SC	0	6	3	40	30	79		
		%	0	15	5	50	30	100		
TSC compensation is lower with respect to the amount of work the teacher does.	Trs	F	14	0	28	42	104	188	4.18	t(238)=6.81, p=0.000
		SC	3	0	18	36	110	167		
		%	7.1	0	14.3	21.4	52.4	95.2		
	P	F	10	20	20	0	0	50	2.20	
		SC	4	16	24	0	0	44		
		%	20	40	40	0	0	100		
Poor compensation has led to experienced teachers leaving the teaching profession.	Trs	F	9	19	28	42	89	188	3.98	t(238)=2.71, p=0.009
		SC	2	8	18	36	95	159		
		%	4.8	9.5	14.3	21.4	45.2	95.2		
	P	F	0	10	25	13	2	50	3.15	
		SC	0	8	30	20	5	63		
		%	0	20	50	25	5	100		
OVERALL	Trs.							243	3.50	t(243)=1.24, p=0.22
	P							50	3.29	

KEY: Trs. - Teachers P- principals Resp- Respondents MR- Mean Rating

Mean Rating Interpretations: 1.00 –1.44=Very Low influence; 1.45 –2.44= Low influence; 2.45 –3.44= Moderate Influence; 3.45 –4.44=High Influence; 4.45 –5.00=Very High Influence

Interview findings revealed that teachers felt dissatisfied when they learned that their compensation is lower compared to other professions like lawyers, engineers, doctors and politicians as one principal, P010 highlighted “The delay of allowances was noted is very discouraging. For instance, transfer allowances have never been given to teachers and travel to interviews and disciplinary cases were not easily reimbursed. Also, teachers earn far much less compared to other professions which are critical as teaching for instance, a nurse with a diploma earns twice the salary of a graduate teacher.”

These findings concur with those of Wekesa and Nyaroo (2013) in a study to examine the effect of compensation on performance of public secondary school teachers in Eldoret Municipality Uasin Gishu County, Kenya adopted descriptive survey design. Simple random sampling was used to select the teachers and purposive sampling to select the head teachers. The sample population comprising of 114 teachers and 14 head teachers, was selected for the study. Based on the findings the study concluded that fair compensation has an effect on public secondary school teachers’ performance this is because the compensation policy in place demoralizes the teachers, does not enhance task performance and negatively affects the productivity of the teachers in the schools.

CONCLUSION

Teacher compensation practices had a high influence on instruction performance according to teachers. This was evidenced in their rating. However, principals rated compensation practices as having moderate influence. In view of the fact that it is the teachers who perform the tasks based on the compensation they receive, it can be concluded that indeed compensation practices when positive enhance teacher instruction performance. This is evidenced in schools where compensation practices are strong and consistent as opposed to schools in which compensation practices are weak and inconsistent.

RECOMMENDATIONS

The Teachers Service Commission should improve further on compensation practices as follows:

- Improve on salaries so that they are at par with other professionals.
- Improve on allowances particularly house allowance, medical, improvement on pension scheme and commuting allowances besides leave allowance.
- Remuneration be pegged on advancement in academic qualifications and experience.
- Make provision for bonuses for teachers who excel.
- Compensation for teachers be progressive triennially based on reviews.

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