



FINANCIAL AND NON-FINANCIAL REWARDS AS PREDICTORS OF TEACHERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN KIAMBU COUNTY, KENYA

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Abstract:

The study expounds on the influence of financial and non-financial rewards on teachers' job commitment in public secondary schools in Kenya. While financial incentives such as competitive salaries, allowances, and bonuses are often emphasized in educational management, literature review suggests that non-financial rewards in the form of recognition, professional development, and supportive leadership also play an equally critical role in shaping teacher motivation and institutional loyalty. The expectancy theory, proposed by Victor Vroom in 1964, explains how individuals make choices based on expected outcomes, emphasizing that motivation depends on the belief that effort will lead to desired performance and rewards. Guided by a descriptive survey design and rooted in the positivist paradigm, this study sampled 73 principals and 367 teachers across 73 secondary schools using stratified and simple random sampling techniques. Quantitative data were analyzed using chi-square tests and multiple linear regression to determine the relationship between reward types and job commitment. The findings reveal a statistically significant positive relationship between financial rewards and teachers' job commitment ($p < 0.015$). Moreover, non-financial incentives, including recognition for extra work, exposure through professional networking events, and communal celebrations, were also positively correlated with increased affective commitment among teachers. Despite government policy frameworks aimed at enhancing teacher motivation, a large proportion of educators reported dissatisfaction

with current reward systems, particularly in high-pressure counties like Kiambu. These findings underscore the importance of a holistic approach to teacher motivation, integrating both financial and non-financial rewards. The study recommends that school leadership prioritize equitable reward systems that foster both extrinsic and intrinsic motivation among teachers to improve commitment and ultimately, learning outcomes.

Keywords: financial rewards, non-financial rewards, teachers, job commitment, secondary schools, Kiambu County

1. Introduction

Globally, the role of teachers in shaping educational outcomes is widely acknowledged, and their commitment to the profession is crucial for the success of any education system. Studies such as those by Bennell and Akyeampong (2007) have shown that both financial and non-financial rewards play a significant role in influencing teachers' job satisfaction, motivation, and commitment. According to Mochengo, Atambo, and Abuga (2016), competitive salaries, clear career progression, and supportive work environments are essential to retain quality teachers and sustain their enthusiasm in the profession. Without adequate incentives, teachers may feel undervalued, leading to reduced morale, high turnover, and declining performance. Commitment in relation to teachers and their work refers to the emotional, psychological, and professional attachment that a teacher has toward their job, school, and the teaching profession (Mokhtar, Maouloud, Omowunmi & Nordin, 2023). It reflects the degree to which a teacher is dedicated to their responsibilities, students' success, and the overall goals of the school.

Teachers' commitment is an investment of personal resources and is closely connected to teachers' work performance. Centres of commitment are currently considered to be external to the teachers, and include commitment in the school or organization, students, career continuance, professional knowledge base and the teaching profession. Taneja, Srivastava and Ravichandran (2024) perceived that the fairness of employees' rewards (or the lack thereof) is often at the root of why employees leave organizations. Further, three types of commitments include normative (sense of obligation to stay), continuance (fear of losses) and affective (affection related to the job). The idea of fairness also determines if an employee will make an extra effort to reach organizational goals or even the objective of his/her own job (Oyowo, 2015).

Further, affective commitment is achieved when a teacher is satisfied with the job they are doing. Affective commitment is shown by having good relations and emotional attachment to the school. On the other hand, normative commitment refers to a feeling of responsibility towards the mission and goals of an organization. Lastly, continuance commitment was expressed as the fear of job loss, where a staff analyses the cons and pros of leaving an organization (Mokhtar *et al.*, 2023).

Teachers' commitment is an internal force that drives teachers to invest more time and energy in keeping up involvement in the school by creating effective learning environments endeavouring to increase the learning potential of the student (Werang, Agung, & Pio *et al.*, 2024). It has also been argued that students' outcomes are more likely to improve if distributed leadership is adopted in schools and teachers' collective decisions related to teaching are taken into consideration (Bouwman, Runhaar, Wesselink & Mulder, 2017). When learning outcomes are favourable, and proportional to the teachers' efforts, then they are more likely to enhance their commitment.

Teacher motivation and skills both matter for enhanced student performance. Further, the World Bank (2017) report, as shown by Han and Yin (2016), asserted that low teacher motivation is reflected in deteriorating standards of professional performance and teacher commitment. Teacher absenteeism is an acceptably high and rising. Time on task is low and teaching practices are characterized by limited effort with heavy reliance on traditional teacher's centred practices (Kaume-Mwinzi, 2018).

Previous studies have identified various financial and non-financial rewards that significantly influence teachers' job commitment. Financial rewards such as competitive salaries, housing allowances, medical benefits, and performance-based bonuses have been found to enhance teachers' job satisfaction and reduce turnover intentions (Ngimbudzi, 2009). On the other hand, non-financial rewards such as recognition, opportunities for career advancement, a positive working environment, and professional development programs also play a crucial role in motivating teachers. For instance, research by Bennell and Akyeampong (2007) highlights that teachers value being appreciated and involved in decision-making processes, which increases their sense of belonging and commitment to their institutions. Moreover, supportive leadership, job security, and manageable workloads have also been linked to higher levels of teacher morale and loyalty (Adedeji & Olaniyan, 2011). These findings underscore the importance of a holistic reward system that integrates both monetary and non-monetary incentives to enhance teacher commitment.

In the African context, the issue of teacher motivation remains a persistent challenge, with many countries grappling with inadequate remuneration, poor working conditions, and limited professional development opportunities. Bawalla, and Omolawal (2022) indicate that in Nigeria, and in sub-Saharan Africa in general, teacher absenteeism and low levels of classroom engagement are often linked to insufficient rewards and recognition. Moreover, non-financial incentives such as recognition, job autonomy, and access to training have proven to be just as critical as financial compensation in enhancing teacher commitment across several African countries (Oluase, Henney, & Olateju, 2021; Kassim & Onyango, 2022).

The expectancy theory, proposed by Victor Vroom in 1964, explains how individuals make choices based on expected outcomes, emphasizing that motivation depends on the belief that effort will lead to desired performance and rewards (Vroom, 1964). The theory involves three key elements: expectancy (belief that effort leads to performance), instrumentality (belief that performance will be rewarded), and valence

(value placed on the reward). It suggests that employees, such as teachers, will be more committed and perform better if they believe their efforts are linked to meaningful rewards (Turcan, 2010). This study adopted the expectancy theory to examine how principals' motivation strategies influence teachers' job commitment, aligning with research that shows expectancy theory effectively predicts work motivation and performance across various contexts (Zboja, Jackson, & Grimes-Rose, 2020).

Despite government efforts through policies like the Teachers Service Commission (TSC) remuneration framework and capacity-building programs, public secondary school teachers often report dissatisfaction with their compensation and working conditions. According to the Kenya National Union of Teachers (KNUT, 2020), many educators cite inadequate financial rewards and a lack of appreciation or growth opportunities as reasons for declining job commitment. These issues are particularly pronounced in counties like Kiambu, where increasing student populations and limited resources strain teacher effectiveness and morale.

Kiambu County, located in the central region of Kenya, has a diverse mix of urban and rural secondary schools, each facing unique challenges in motivating teachers. With rising educational demands, understanding the role of both financial rewards (such as salaries, allowances, and bonuses) and non-financial rewards (such as recognition, career development, and supportive leadership) is critical in promoting sustained teacher commitment.

The objectives were:

- 1) to determine the influence of principals' school-based financial rewards, and
- 2) principals' non-financial rewards on teachers' job commitment in public secondary schools in Kiambu County.

2. Methodology

2.1 Study Design

This study adapted a descriptive survey research design to assess the influence of principals' motivational strategies on teachers' job commitment in public secondary schools in Kiambu County, Kenya. The picking of descriptive research is because it aligns well with the positivist paradigm in this study on teacher motivation and their performance, particularly because both share key assumptions about objectivity, measurability, and the ability to observe and quantify phenomena. This method was considered most appropriate because it enabled the researcher to collect information about principals' motivation strategies and their impact on teacher commitment. The study used a positivist paradigm, which focused on quantitative approaches for data collection. The ontology associated with positivism is that there are hidden rules governing learning and teaching processes, which need to be uncovered. Further, the epistemology of this study is that the data needs to be derived from reliable and valid tools to uncover rules and patterns. Positivist design paradigm focuses on the question,

what works? The method that works best for data collection is quantitative approaches, where questionnaires were used in this study.

2.2 Sampling Technique and Sample Size

The study focused on the target population of 284 principals' and 4420 teachers all spread across 284 schools, and 1 TSC County Director of Education in Kiambu County (Kiambu County Education Office, 2019). Using Yamane formula, the sample size for schools was established as 73, representing 73 principals. For the teachers, a sample size of 367 teachers was established.

The following is the summary of the sample size.

Table 1: Summary of sample size per sub-county

Sub County	Target schools	No of Schools	Teachers	County director
Gatundu North	17	5	26	1
Gatundu South	21	4	20	
Githunguri	24	6	28	
Juja	26	7	35	
Kabete	20	6	30	
Kiambaa	22	7	35	
Kiambu	19	6	32	
Kikuyu	28	7	35	
Lari	23	6	30	
Limuru	26	5	26	
Ruiru	31	6	32	
Thika	27	8	38	
Total	284	73	367	1

2.2.1 Sampling Strategies

A stratified sampling method was used in the first stage of sampling to pick 73 schools distributed across the 12 sub-counties. Stratified sampling with proportionate allocation was selected for this study because it provides a fair distribution of the sample size across the 12 sub-counties (Singh, Singh, & Gamage, 2016; Orodho, Khatete, & Mugiraneza, 2016). The researcher then randomly picked teachers from each of the 73 schools until the sample size was achieved. The TSC county education director was selected to participate in the interview.

2.3 Research Instruments and Administration of the Tools

2.3.1 Questionnaire for the Teachers

According to Holmes (2023) and Bartram's (2019) questionnaires are appropriate for educational research as they are affordable in terms of cost and save time as an instrument for collecting data. The teachers' questionnaire had two sections: section A on demographic data, while section B had information on principals' motivational strategies. Further, there was an interview schedule for the TSC County Director.

2.4 Piloting, Validity and Reliability

In this study, the researcher did a pilot study equivalent of 5% of the sample size in the study areas across the sub-county. Content validity was adhered to by having both open- and closed-ended questions that covered all the research objectives (Tobi & Kampen, 2018). Piloting was done in selected schools to enhance validity, where ambiguous or difficult items were modified accordingly (Flake, Pek & Hehman, 2017).

Similarly, to measure the internal consistency of the data collected through the questionnaires, Cronbach's alpha reliability coefficient method was used. The questionnaires were administered to 4 (four) schools in Juja and Thika Sub-counties in Kiambu County, and randomly selected five teachers in each of the schools.

2.5 Data Analysis and Presentation

The quantitative data were organized, coded and entered into the computer using Statistical Package for Social Sciences (SPSS) software version 26. With the help of the software, the quantitative data were analysed using descriptive statistics (frequency and percentages) and presented in tables. Pearson's correlation was applied to examine the direction and strength of the association between independent variables and dependent variables as per the research hypothesis.

A multiple linear regression model was employed to examine whether there was a significant association between the independent variables and the dependent variables as well as to measure the relationship at a 95% confidence interval (0.05 significance level). Multilinear simple regression helped in analysis of variance (ANOVA) to determine whether the regression model was significant or not (Kothari & Garg, 2014). Data was presented in tables, charts and verbatim for the qualitative data. Ethical considerations were adhered to, including anonymity, informed consent, and confidentiality of data collected.

3. Results on Financial and Non-Financial Rewards on Teachers' Job Commitments

3.1 Response Rate

The study managed to get 214 out of the sampled 367 teachers. This represented 58.3% of the entire sample for teachers. This sample was considered adequate to inform the findings, as Hasan and Kumar (2024) suggested that a sample size of 50% or above, depending on the nature of the target population, is adequate to inform findings.

3.2 Summary of Demographic Information for Principals and Teachers

The following is the summary of the demographic information.

Table 2: Demographic Information for Teachers (N= 214)

No	Demographics	Teachers (n=214)		
		Category	Freq (n)	Percent
1.	Gender	Male	122	57.0
		Female	92	43.0
		Total	214	100.0
2.	Age in years	Below 25 years	45	21
		26-30 years	84	39.3
		31-35 years	49	22.9
		36-40 years	12	5.6
		40 years and above	24	11.2
	Total		214	100.0
3.	Education level	Diploma teacher	51	23.8
		Bachelor of education	144	67.3
		Masters	19	8.9
		PhD	--	---
4.	Experience in teaching	1-5 years	124	57.9
		6-10 years	71	33.2
		10 years and above	19	8.9
	Total		214	100.0
5..	Responsibility in school	Class teacher	152	71
		Games teacher	29	13.6
		Senior teacher	32	15
		Nil/none	1	0.5
	Totals		214	100.0

In terms of gender, the majority, 65.3% of the principals, were male, while women were at 34.7%. For the classroom teachers, 57% were male, while women had 43%. A majority of the teachers were between 26 and 30 years. Those who were between 36 and 40 years represented the smallest percentage at 5.6% while those who were 40 years and above had a value of 11.2%.

The data also showed that a majority (67.3%) of the classroom teachers had a bachelor's degree qualification in education, while only a few of them (8.9%) had attained the master's level of education. Those who had diplomas in education had a value of 23.8%.

For the classroom teachers, a majority of them could be young and new in the profession, as only 8.9% had taught in these schools for more than 10 years. A significant number of them (57.9%) had taught in these schools for less than five years, while 33.2% of them had taught between 6 and 10 years. Gameda and Tynjälä (2015) found that teaching experience helps principals in determining the form of motivation needed.

3.3 Commitment among Teachers

Commitment refers to an employee's perceived emotional attachment to their organization. Affective commitment is present when an employee feels like their personal values and priorities are in line with the mission of the company, and they feel

at home while working in the organization. The summary of findings is shown in Table 3.

A majority of teachers, at 40.2% and 29.0% agreed and strongly agreed that they felt their work (job) utilized their skills. Similarly, another 43.5% and 31.3% of the teachers agreed and strongly agreed, respectively, that they felt they were doing a worthwhile job. There were about 45.8% and 27.6% of the teachers who felt they had accomplished their jobs. There were 46.3% and 22.4% of the teachers who agreed and strongly agreed, respectively, that they got full credit for the work they do. Further, there were 45.1% and 24.4% of the teachers who felt that their immediate managers let them know how they were performing.

Table 3: Teachers' Responses on Affective Commitment (n=214)

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard deviation
I feel my work (job) fully uses my skills	7 (3.3%)	6 (2.8%)	53 (24.8%)	86 (40.2%)	62 (29%)	3.89	0.967
Feel am doing a worthwhile job	3 (1.4%)	9 (4.2%)	42 (19.6%)	93 (43.5%)	67 (31.3%)	3.99	0.899
Get a feeling of accomplishment from my job	2 (0.9%)	11 (5.1%)	44 (20.6%)	98 (45.8%)	59 (27.6%)	3.94	0.878
Feel valued by senior management	2 (0.9%)	12 (5.6%)	44 (20.6%)	95 (44.4%)	61 (28.5%)	3.94	0.894
Get full credit for the work I do	3 (1.4%)	6 (2.8%)	58 (27.1%)	99 (46.3%)	48 (22.4%)	3.86	0.846
My immediate manager lets me know how I am doing	4 (1.9%)	11 (5.2%)	50 (23.5%)	97 (45.1%)	52 (24.4%)	3.85	0.914
Feel my opinion counts at the institution	3 (1.4%)	9 (4.2%)	41 (19.2%)	101 (47.2%)	60 (28.0%)	3.96	0.877
Major satisfaction comes from handling my work	6 (2.8%)	10 (4.7%)	45 (21.0%)	98 (45.8%)	55 (25.7%)	3.87	0.945
Overall Mean						3.91	0.903

Among the various factors examined under this idea, the study revealed that teachers majorly felt that their opinion counted at their schools at 47.2% while only 0.9 % of them felt less valued by their school principals. For teachers, major satisfaction came from handling their work diligently at 45.8% while only 2.8% of them felt less satisfied.

3.4 School-Based Financial Rewards Influence on Their Job Commitment

Financial incentives from school principals were assessed to determine how much they can impact the commitment of teachers in the selected schools. Teachers were asked to state whether they strongly agree, disagree, are neutral, agree or strongly agree with the provision of financial rewards based on their performance. Financial rewards included monetary bonuses, salary increments, or commissions provided to well-performing staff. The summary of the above information is shown in Table 4.

The responses from teachers on school-based financial rewards for job commitments were presented in Table 4.

Table 4: Teachers' Responses on Financial Incentives from School Principals (N=214)

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard deviation
Provide financial rewards to teachers based on best performance	33 (15.4%)	14 (6.5%)	44 (20.6)	64 (29.9)	59 (27.6)	3.48	1.366
Provide monetary rewards for extra work done by teachers	20 (9.3%)	27 (12.6)	52 (24.3)	64 (29.9)	51 23.8	3.46	1.243
Provides financial bonuses for teachers who excel in their work	17 (8.0%)	29 (13.6)	53 (24.9)	62 28.6	53 (24.9)	3.49	1.227
Supports financial rewards to teachers for best improved subjects	17 (7.9%)	37 (17.3)	48 (22.4)	65 (30.4)	47 (22)	3.41	1.229
Provides financial benefits for teachers who are committed and performers	32 (15.1%)	32 (15.1)	52 (24.5)	64 (29.7)	34 (15.6)	3.16	1.288
Provides commissions to teachers based on extra efforts done	25 (11.7%)	34 (16)	59 (27.7)	49 (23.0)	47 (21.6)	3.27	1.288
Overall mean						3.38	1.274

The majority of teachers, 57.5% (29.9% agree and 27.6% strongly agree), believe that the principals provided financial rewards to teachers based on best performance. On the contrary, there were 15.4% of the teachers who strongly disagreed that providing financial rewards to them could greatly influence how they carried out their duties, such as teaching, disciplining and ensuring that learners did well in their studies. Also, the provision of monetary rewards to teachers to appreciate them for their extra work, such as teaching very early in the morning, during lunch breaks and in the evening, was assessed to determine if these rewards impacted how committed they were in their roles (53.7% agreed). This showed that the majority of the teachers who responded to the questionnaires valued or preferred financial incentives as the best way to motivate them when they perform well in their various tasks. Similarly, the study showed that 53.7% (29.9% agree and 23.8% strongly agree) of the participants agreed that providing monetary rewards to them when they took part in extra work greatly impacted how committed they were in their roles. On the other hand, 9.3% of the teachers strongly disagreed that monetary rewards greatly impacted how committed they were to their duties. From this observation, it is evident that the minority of the teachers who responded to the questionnaires prefer other means of motivation in addition to financial rewards.

Financial bonuses, for instance, were also studied on how they impact the commitment of teachers and make them perform their duties. From this study, it has been revealed that 24.9% of the teachers agreed that financial bonuses were some of the best incentives that helped them perform better in their roles at school by increasing their commitment. About 24.9% of the teachers strongly agreed that principals use financial bonuses to increase their commitment to work, while only 8.0% strongly disagreed that financial bonuses could improve their commitment to work. These results showed that providing financial bonuses to teachers in school greatly increased their commitment to the school.

The study also sought to examine the teachers' views on their principals providing financial support for those who worked harder in their subjects and how this impacted their commitment to the teaching and learning process. Further, 22.0% of the participants

strongly agreed that the provision of financial rewards to those who excelled in their respective areas of specialization greatly impacted how they performed and remained committed in those areas. On the other hand, 7.9% strongly disagreed with this type of motivation and said that the provision of financial incentives as a motivation would do very little to improve their commitment and performance in their respective subjects.

The study also sought to determine if the provision of financial rewards to teachers who perform very well in their respective subjects could help improve their commitment to the workplace and their performance. It was found that 15.6% of the teachers strongly agreed that having financial rewards improved their commitment to the workplace, while 15.1% strongly disagreed with this mode of motivation.

The provision of commissions to teachers who did well in their respective areas was also assessed against the other financial incentives discussed earlier. Provision of commissions to teachers who did well had a mean of 3.27, while those who agreed were 44.6% (23.0% agreed and 21.6% strongly agreed) that these forms of rewards supported teachers' commitment to their performance. There were 27.7% of the teachers who strongly disagreed that principals provided commissions to teachers based on their extra efforts. The finding is that over 55.4% of the teachers either disagreed (27.7%) or were neutral (27.7%) that their principals and schools provided commissions to the teachers for extra efforts.

When interviewed, Principal 1 in Kabete sub-county said,

"In my school, we have introduced money awards for teachers for every A scored in national examinations alone. There are no financial rewards for teachers when they perform well in internal examinations."

Principal 2 from Kikuyu Sub-County noted;

"For my school, we do award teachers money when their learners obtain quality grades in their various teaching areas. For example, we award sh.1500 for teachers whose students score As, A- and B+s, sh.1000 for those who score B, B- and C+, while those who fail to get any of those grades receive only sh. 500 overall for their input."

When interviewed, the TSC county director noted,

"The County does not have any financial rewards for the teachers. However, we encourage school heads to consider introducing such motivation to their staff to improve their job commitment at work and make them feel appreciated for their roles and dedication to the school."

This pointed out that there was a need to have some financial rewards for teachers. Further, Principal 3 noted;

“The sub-county and county do not have any financial rewards for the teachers.”

This pointed out that there was a need to have some financial rewards for teachers. Many of the heads (56.4%) responded to the interview questions, but on condition of anonymity and clarified that county and sub-county TSC administration should consider introducing such levels of motivation to their staff and support school heads in actualizing these ideals.

3.5 Cross-tabulation and Regression of Financial Rewards and Commitment

The researcher did a cross-tabulation and regression to establish the influence of financial rewards and teacher commitments. The findings are shown on Table 5.

Table 5: Chi-square results for financial rewards and commitment

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.934 ^a	1	0.015
Continuity Correction ^b	5.208	1	0.022
Likelihood Ratio	5.876	1	0.015
N of Valid Cases	214		
0 cells (0.0%) have expected count less than 5. The minimum expected count is 25.08.			
b Computed only for a 2x2 table			

The result points to the fact that financial rewards were significantly correlated with teachers' commitment ($X^2=5.934$, $df=14$, $p<0.015$). The findings strongly connect teachers' commitments (affective, continuance and normative) with the financial rewards provided by the principals. The findings therefore show that principals need to design financial awards for teachers to enhance their job commitment.

The financial reward was regressed against teachers' commitment to establish if there was any statistical influence on the predictor variable, where the results are shown in Table 6.

Table 6: Regression Results for Financial Rewards and Teachers' Commitment

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.472	0.103		14.247	0
	Financial rewards	0.153	0.062	0.167	2.459	0.015
a Dependent Variable: Teachers' Commitment						

From the inferential statistics presented in Table 6 above, it is clear that school heads needed to use more financial resources in rewarding the performing members of staff to attract and retain the best talent for the betterment of students' education objectives and achievement. The inferential statistics indicated that financial rewards significantly influenced teachers' job commitment ($r=0.153$, $p<0.015$). Further, the results showed that for every unit increase in financial rewards, there was a positive linear increase of 0.153 times in teachers' commitment. The findings correlate with the bivariate correlation

results (Chi-square findings) that financial rewards had a strong statistical influence on teachers' motivation.

3.5.1 Discussion on Financial Rewards and Teacher Commitment

In relation to other studies, the findings in the current study that 63.2% agreed that adding commissions to teachers enhanced their commitment reflect similar findings. For instance, Gatere (2015) revealed that performance-based financial rewards for teachers were aimed at solving the two-fold issue of motivating high performance of these teachers while at the same time attracting and retaining good teachers under conditions where their effort is not realized or rewarded.

The findings in this study concur with what Sakwa, Mugwe and Macharia (2023) established that performance-based financial rewards for teachers were critical in solving the two-fold issue of motivating the high performance of these teachers while at the same time attracting and retaining good teachers. The current study agrees with the study by Sakwa *et al.* (2023) that providing financial incentives works well in impacting their commitment and productivity at work. As a consequence, school principals were urged to ensure they provided some financial incentives to teachers who did well in their learning areas. This is because most of them agree strongly that financial incentives were the greatest motivator that could push them to greater job commitment.

3.6 Non-financial Management and Job Commitment

The study also sought to determine the impact of teachers' commitment if school principals decided to use non-financial rewards as a way of improving their commitment at work and performance. The summary of the responses is shown in Table 7.

Table 7: Teachers' Responses on Non-Financial Rewards and Job Commitment (N=214)

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	S.D
Recognizes teachers who excel in their work.	17 (8.0%)	16 (7.5%)	54 (25.4%)	70 (32.9%)	56 (26.3)	3.62	1.182
Gives teachers non-monetary rewards for extra work done.	15 (7.0%)	23 (10.8%)	67 (31.5%)	54 (25.4%)	54 (25.4)	3.51	1.184
Gives recognition letters to outstanding teachers.	15 (7.0%)	23 (10.7%)	58 (27.1%)	69 (32.2%)	49 (22.9)	3.53	1.161
Organises school trips and other exposure trips for teachers	13 (6.1%)	23 (10.7%)	55 (25.7%)	71 (33.2%)	52 (24.3)	3.59	1.146
Organises goat eating parties	13 (6.1%)	17 (7.9%)	60 (28.0%)	70 (32.7%)	54 (25.2)	3.63	1.126
Provides free meals for teachers during weekdays	6 (2.8%)	20 (9.4%)	56 (26.3%)	65 (30.5%)	66 (31)	3.77	1.075
Overall mean						3.61	1.146

Table 7 illustrates teachers' responses to non-financial incentives and how they influence their job commitments. The majority, 59.2% (32.9% Agree and 26.3% Strongly Agree), believe that the principals recognize teachers who excel in their work. With a mean of 3.62 and a standard deviation of 1.182, the teachers agreed that using recognition in staff meetings or during parents' visiting day was a better strategy to improve teachers'

commitment and performance at the workplace. On the other hand, 15.5% (8.0% Strongly Disagree and 7.5% Disagree) of the teachers felt that using recognition alone as a method of rewarding good performance could not serve much in increasing teachers' commitment at the workplace. There were, however, 25.4% the teachers who remained neutral and failed to disclose whether the recognition form of rewarding teachers helped in improving their commitment.

The study also sought to determine whether giving teachers non-monetary rewards helped in improving their commitment and performance when they did extra work at school. On the other hand, school heads also confirmed that they needed to implement the ideas presented in the five objectives to motivate their teachers and even themselves. For non-financial rewards, school heads confirmed that they needed to start using financial rewards as a way to motivate their teachers. When asked if they would begin using non-financial rewards to motivate teachers and enhance their job commitment, most schoolteachers at 50.8% (25.4% Agree and 25.4% Strongly Agree) agreed that it indeed helped in improving their job commitment. There were also over a quarter (31.5%) of the teachers who were neutral on whether the principals give teachers non-monetary rewards for extra work done. There were, however, another 17.8% (7.0% Strongly Disagree and 10.8% Disagree) of the teachers who disagreed that teachers are not given non-monetary rewards for extra work done. From these results, providing non-financial rewards for extra work done by teachers did a lot by increasing their job commitment and overall performance at the workplace. With a standard deviation of 1.184, it is clear that teachers preferred the use of financial rewards to boost their commitment at the workplace.

Giving recognition letters to teachers who had done well was also assessed to determine whether it was an effective strategy for improving the performance of teachers in schools. Letters of recognition to teachers who displayed outstanding commitment and performance in their respective teaching subjects were strongly supported by 55.1% (32.2% Agree and 22.9% Strongly Agree) of the participants who said that these letters could be utilized later by teachers when seeking promotion or a salary raise from the commission. However, on this objective, 17.7% (7.0% Disagree and 10.7% Strongly Disagree) of the teachers strongly disagreed with this technique and said it could do little to improve their commitment at the workplace. There were another 27.1% who were neutral on whether giving recognition letters to outstanding teachers amounted to a positive change in job commitment. Most school heads (46.9%) reported they preferred non-financial rewards to financial ones because they are less costly and their schools can afford them. Some school heads decried the poor financial situation in their schools and reported they could not afford to give teachers money as a way to motivate them and enhance their job commitment.

The study sought to determine if other methods, such as organising school trips, vacations, and other avenues meant to expose teachers to people from other professions or fellow teachers in other schools and sub-counties, could improve their commitment at the workplace. From the participants interviewed and through the questionnaires used,

it was revealed that 57.5% (33.2% Agree & 24.3% Strongly Agree) of the participants strongly agreed with this method of motivation and said it would help improve their commitment in their respective areas. However, 16.8% (6.1% Strongly Disagree and 10.7% Disagree) of them disagreed with this method of improving their commitment at the workplace. A quarter of the teachers (25.7%) were neutral on whether the school organized school trips and other exposure trips for teachers.

Goat eating parties to motivate and improve the commitment of these teachers were also assessed as a measure to know whether teachers in secondary schools could improve their commitment at the workplace. Surprisingly, about half of the teachers at 57.9% (32.7% Agree & 25.2% Strongly Agree) agreed strongly that this initiative could work well in making them more committed to their roles. It was deduced that food could be an excellent motivator for teachers. The study revealed that providing nice meals in the morning, afternoon and evening to teachers as a form of motivation greatly increased their commitment and overall performance of learners, with a mean of 3.63.

Lastly, the study sought to establish whether the provision of free meals for teachers during weekdays, as opposed to some schools having their teachers contribute to buy food, greatly improved their commitment to the workplace. From those who were contacted on this issue, 61.5% (30.5% Agree & 31.0% Strongly Agree) of the teachers agreed that free meals were a strong motivator to their commitment, while 12.2% (2.8% Strongly Disagree & 9.4% Disagree) disagreed with principals using free meals as a motivator to improve teachers' commitment at the workplace.

From the qualitative information, Principal 4 noted,

"The teachers are motivated by recognition through letters of appreciation. We also feel that the non-financial rewards are very effective and affect teachers' job commitment positively."

This pointed out that there was a need to invest in non-financial rewards for improving job commitment among teachers. Asked about some of the non-financial rewards, the TSC director mentioned, *"letters of recommendation, letters of recognition, and letters of appreciation."* This showed that teachers got motivated by non-financial rewards.

3.7 Correlation results for teachers' non-financial rewards and teacher commitment

The author performed a correlation analysis for the teachers' views on non-financial rewards and teacher commitment. The results were presented in Table 8.

Table 8: Chi-square results for teachers' non-financial rewards and commitment

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	11.477 ^a	1	0.001
Continuity Correction ^b	10.463	1	0.001
Likelihood Ratio	11.422	1	0.001
N of Valid Cases	214		
a 0 cells (0.0%) have expected count less than 5. The minimum expected count is 25.94.			
b Computed only for a 2x2 table			

The findings show that non-financial rewards recognition, recognition letters, school trips, and certificates of merit were found to have statistically significant correlation with teachers' job commitments ($X^2(1, n=214)=11.477, p<0.001$). The findings further show that principals giving non-financial rewards were influential in their commitment to their jobs. The findings strengthen the position that principals using non-financial rewards contribute to their motivation and consequently job commitment.

Further, the researcher performed linear regression analysis to confirm whether non-financial rewards had any statistically significant influence on teachers' motivation and commitment. The results for non-financial rewards are shown in Table 9.

Table 9: Linear Regression of Non-financial Rewards

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.382	0.101		13.723	0
Non-financial rewards	0.211	0.061	0.232	3.466	0.001
a Dependent Variable: Teachers' Commitment					

Table 9 presents the regression results of non-financial rewards against job commitment. The regression results show that non-financial rewards were significant predictors of job commitment among the teachers ($r=0.211, p<0.001$). The study established that the linear correlation meant that for every unit increase in non-financial rewards, there was a 0.211 times positive increase in teacher commitment. The findings further showed that through providing non-financial rewards, teachers were able to enhance their commitment to their jobs.

3.8 Discussion on non-financial rewards and teacher commitment

The findings also concurred with the study by Okello (2017), who established that providing non-financial reward methods such as praise and recognition for performance by school principals led to more commitment among teachers. Further, the study by Okello (2017) found similar observations where principals motivated teachers through job enrichment, recognition, communication, and structured promotions that have been adopted to achieve set objectives, hence increasing their job commitment. In this study, it was confirmed that using the recognition technique by school principals was the most influential and was ranked with a strength of 4.23 on a 5-point Likert scale. The study

recommends that school principals should not only rely on financial rewards to improve their staff commitment to performance at work, but also embrace the use of non-financial rewards to help them in achieving higher levels of performance in national examinations, as such methods are less costly, affordable and are always at the disposal of the school's principal.

The findings in this study concur with what Wekesa and Nyaroo (2013) established in their study on the impact of non-financial rewards among secondary school teachers in the Eldoret municipality of Kenya. As in this current study, Wekesa and Nyaroo (2013) also established that recognition strategies that were aimed at performance needed to be adapted mostly in ways such as using letters of appreciation to well-performing teachers at 4.07 and a moderate extent at 3.74 for certificates that would be issued to those who did well. The findings from Wekesa and Nyaroo confirmed this current study's observations that non-financial rewards influenced teacher performance.

Further, the current study findings concurred with the observations by Milkovich *et al.* (2013), who established that for several people in a given organization, receiving a generous note of thanks is far more important than receiving monetary rewards. This was because most employees felt important at the workplace when they were praised for doing well in their roles. For non-financial rewards, a majority of them also agreed to have used these strategies before, and they worked well. Therefore, findings by Milkovich *et al.* (2013) agreed with the current study findings, where most school heads (46.9%) reported they preferred non-financial rewards to financial ones because they were less costly and their schools could afford them. Some school heads decried the poor financial situation in their schools and reported they could not afford to give teachers money as a way to motivate them and enhance their job commitment.

4. Conclusions and Recommendations

Financial rewards were found to have a significant correlation with job commitment at the bivariate level ($X^2=5.934$, $p<0.015$). The study therefore established a strong positive correlation between financial rewards, bonuses, and commissions to teachers based on their best performance and their commitment.

From the regression and correlation analysis, this study established that non-financial rewards significantly influenced job commitment at the bivariate level ($X^2=11.477$, $p<0.001$) and not at the multivariate level ($p<0.196$). Non-financial incentives, such as praise and rewards where school principals showed their appreciation to teachers who did well in their areas, were strongly correlated with teacher commitment. Further, using paid school trips, offering quality meals and recognizing teachers' work in public also served well in motivating the teachers, and enhancing their commitment.

The following were the recommendations;

- 1) Principals need to appreciate teachers through financial rewards to enhance their job commitment. Principals need to institutionalize financial bonuses and

commissions for teachers whose students achieve excellent academic results (like grades A, A-, and B+).

- 2) School heads should formalize structured incentive schemes, such as clear rubrics for monetary awards, linked to individual teacher performance to boost motivation and retention.
- 3) Further, principals should encourage non-financial rewards as opposed to financial rewards because they are easy and readily available. Principals need to facilitate teacher development through exposure trips, benchmarking visits, and peer exchange programs. Such activities improve professional morale and contribute to job satisfaction and commitment.
- 4) Principals need to develop a structured non-financial reward policy at the school level that includes recognition letters, certificates of merit, and public acknowledgement during staff meetings and school events.
- 5) The Ministry of Education, through the TSC and County Education Departments, to develop frameworks or guidelines that enable and encourage school heads to provide both financial and non-financial rewards.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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