

INFLUENCE OF TEACHERS SERVICE COMMISSION NON-MONETARY REWARD MANAGEMENT IN SUSTAINING PRIMARY TEACHERS PERFORMANCE IN KISUMU CENTRAL SUB-COUNTY, KENYA

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DECLARATION

This project is my original work and has not been presented for a degree in any other university



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E55/89909/2016

This Project has been submitted for examination with our approval as university supervisors

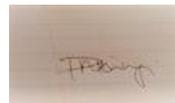


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DEDICATION

I dedicate this work to family.

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I wish to express my sincere gratitude to Almighty God for His immeasurable blessings of good health and energy that enabled me to carry out this study and may His name be glorified forever. I am heavily indebted to my supervisor, Dr. Dorice Khatete and Sr. Dr. Petronilla Kingi for their judicious guidance, support, advice and for being my academic mentors. Their support was priceless and may the Almighty reward them. My sincere thanks go to my colleagues who offered advice and encouragement that enabled me to accomplish this task. Finally, my heartfelt appreciation goes to my family that offered unwavering support and persevered as I spent time away from them to carry out this task. May the Almighty God reward all who participated in ensuring this study was a success immensely.

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LIST OF ABBREVIATIONS AND ACRONYMS

HRM	:	Human Resource Management
ILO	:	International Labor Organization
MOE	:	Ministry of Education
MOEST	:	Ministry of Education Science and Technology
NACOSTIC	:	National Council for Science Technology and Innovation
NGO'S	:	Non-Governmental Organizations
OECD	:	Organization for Economic Co-operation and Development
SPSS	:	Statistical Package for Social Sciences
TSC	:	The Teachers Service Commission
UNESCO	:	United Nations Education Scientific and Cultural Organization

ABSTRACT

Teaching as a profession is demanding, stressful, under supported employment, that leads to high teacher turnover, strikes, absenteeism low attendance and early retirement. TSC also concentrate on the member based rewards rather than the performance based rewards. The purpose of this study is to investigate the influence of (TSC) Non-Monetary Reward management in sustaining primary teachers performance in Kisumu Central Sub-County. The particular goals of this investigation were; to inspect the impact of TSC preparing and improvement management in sustaining teachers execution, to explore the influence of TSC recognition management in sustaining teachers performance, to investigate the influence of TSC promotion management in sustaining teachers performance and to examine the influence of TSC Well-Being management in sustaining teachers performance. This study was guided by Equity Theory. The study adopted a mixed method design. The target population of this study constituted of 34 public primary schools, 34 head teachers, 700 teachers and one Sub-County director in Kisumu Central Sub-County. The study employed stratified random sampling technique to sample 10 primary schools, census survey was used to select 34 head teachers and simple random sampling was also applied to select 210 teachers. Data was collected using questionnaires and interview schedule. The coded data was entered accordingly in the computer for analysis using the Statistical Package for Social Sciences (SPSS). Quantitative data was to be analyzed through descriptive and inferential statistics (person correlation and regression analysis) while qualitative data was analyzed by arranging them according to the themes. The findings was then presented using frequency tables. Based on the findings, TSC training and development management had a significant influence on sustaining teachers performance ($r=0.202$, $p=0.008$, <0.05) for the teachers respondents. The head teachers findings also showed a relationship ($r=0.494$, $p=0.06$, <0.05). TSC recognition management had a significant influence in sustaining teachers performance since the framework used by TSC to award excellent teachers has motivated them to produce good results ($r=0.226$, $p=0.003$, <0.05) and ($r=0.557$, $p=0.001$, <0.05). It was clear that availability of promotion opportunities for teachers can encourage them to improve their performance ($r=0.357$, $p=0.018$, <0.05) and ($r=0.491$, $p=0.010$, <0.05). Finally, the study also established TSC well-being management had a significant influence on sustaining teachers performance ($r=0.539$, $p=0.047$, <0.05) for teachers and ($r=0.403$, $p=0.018$, <0.05) for head teachers. The study concluded that TSC training and development management, TSC recognition management, TSC promotion management and TSC Well-Being management had a significant influence on sustaining teachers performance. The study recommends that the Teachers Service Commission (TSC) to mount mandatory sponsored regular training and teacher professional development for teachers at least once a term to ensure they keep abreast with current changes in the scope and teaching and in order to sustain their performance. Furthermore, the school administration should continue to provide more support to teacher promotion in order to boost not only teachers performance as well as their students' academic performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to Study

Global report indicate there is a deficiency of 24 million teachers in primary schools where by 21million leave the workforce and needs to be replaced UNESCO (2016). (US), Netherlands and Hong Kong (Tehseen, and Hadi, 2015) (Odendo, 2018) are in support of the report. The achievement of schooling 2030 system for activity has not been attained due to shortage of teachers. The teachers are the vital force behind value, access and quality in instruction which is a key to Sustainable Global development. However their training and development, recognition, promotion and well-being remain pre-occupying (OECD, 2015).

Organizations spend a lot of resources on reward programs to retain, commit and attract employees for sustainability of performance. Motivated teachers are innovative, dedicated, determinant, contented and enthusiastic. However there is no profound evidence of the practice in the education sector (Armstrong, 2010).When teachers are not protected and rewarded, there low performance compromise the education quality (Shindler, 2015). Adopting a strategy for staff retention is not easy, but it may greatly boost the performance sustainability of an organization by employees (Atkinson and Lucas, 2013). Execution is related by quality and idealness of yield, participation on work, the effectiveness and effectiveness with which the work is done. The indicators of performance sustainability on checks are teachers' attendance, turnover, grievances and discipline (Ticle, Chang & Kim, 2011).

A report by Naharuddin and Sadegi (2013) states that presentation rely upon ability and transparency of representatives to manage their responsibility.

There are many challenges facing reward management in Sub Saharan Africa, Asia and Latin America (UNESCO, 2016). In order for employers to compete for restricted abilities, the fascination and maintenance of value workers as arisen as a test in human resources the executives (Terera and Ngirande 2014). There is need for reward programs that value the contributors. Rewarded teachers tend to perform optimally even in unfavorable environment (Green and Antony, 2011). Reward management programs ensure the effective functioning and survival of the organization (Cheng & Nasurdin, 2011). Hierarchical brain research states that people get importance from their work that reaches out past monetary pay (Rosso, Dekas and Wrzenewski, 2010). However, not all people look for importance in an employment some are driven by monetary thought processes (Net Impact, 2012).

Report established by Uzzona (2013) after a study in Cyprus a developed country between Europe and Asia indicated that non-monetary rewards are more effective to workers performance than the monetary rewards. In Zambia Chitimwango (2016) did a study which established that non-monetary rewards positively influenced performance of teachers. These had a realization on reduced absenteeism, completion of the syllabus and self-motivation. Hitesh (2017) asserts that Monetary rewards are bonuses that encourage workers to meet their goals without compromising on quality output nor loyalty. However

Allan (2013) States that recognition through merit pay foster motivation. Subsequently it isn't right to expect that everybody shares a normal motivator to expend their performance.

A study done in Uganda by Akinyi (2015) realized that inspiration is the mental power that decides the bearing of persons behavior level of exertion and level of industriousness in an association. Non-monetary rewards make employees become more engaged, loyal and productive in their performance. This include training and development, recognition, promotion and provision of well-being management programs. Robert (2014) and Shindler (2015) concur with the study report indicating that, employee training acquire enormous settlements for the association connection to increment in information, efficiency, commitment and steadfastness. The teachers are motivated to competence and self-efficacy through workshops, seminars , insets, study leaves and on job training. However (Raja, 2015) reveals that the end client of its advantages is simply the association .

In Kenya, Waiganjo, Mukulu and Kahiri (2012) states that there is need for high-level performance in organizations. Therefore, how policies and programs are implemented and how an organization accomplishes its strategic intention regarding its mission and vision is of great concern. Similarly, Peter (2012) indicate failure of teacher promotion, career headway, acknowledgment and challenges in upward movement in the showing calling among Kenyan grade teachers was the leading cause of job dissatisfaction (Bett, Maria, Onyango and Bantu,2013) deduced that customary reason for

educator pay on long periods of administration and instruction level provide very minimal motivation for sustainability of teachers performance.

The Teachers Service Commission, under Article 237 of the Constitution has the responsibility to attract, develop and retain high quality teachers. The Commission (TSC) has therefore developed a policy for recognizing teachers who demonstrate exemplary performance. This policy gives guidelines on recognition, reward and sanctions to teachers in public learning institutions employed by Teachers Service Commission .The Commission has previously put in place various initiatives to recognize reward and sanction performance in the teaching service, such as teachers of the year (TOYA) and principals of the year (POYA), letter of recognition, implementation of the Code of Regulations for Teachers and withdrawal from positions of responsibility among others. However there is no effective and efficient comprehensive policy in place for Non-Monetary rewards TSC Policy Frame Work (2018) .

The TSC rewards policy attach performance to students achievement by use of TPAD results. The demotivating measures such as transfers, Non-recommendation for promotion, dismissals and interdictions has created job insecurity among teachers. Sustainability for the teachers performance still remains a challenge in Kenya. A well-established reward system is crucial to good employment relationships as all employees expect their efforts to be recognized by their superiors and colleagues. TSC is losing teachers to other organizations on managerial positions and making recruitment expensive and a challenge on sustainability of required talents.

1.2 Statement of the Problem

Teachers Service Commission(TSC) an autonomous body in charge of employing teachers in Kenya pay large sums of money towards their rewards program that is focused on inspiring, maintaining, committing and attracting employees (TSC Sector Plan, 2019-2023). Literature reviewed does not provide evidence that in the education sector in Kenya , the Non-Monetary reward management in use are efficient and results to the intended outcome of sustaining teachers performance. . A study done in Kenya by (Wandia, 2015)in Tetu Sub-County (Nyeri) reports that teaching as a profession is demanding, stressful, under supported employment, that leads to high teacher turnover, strikes, absenteeism low attendance and early retirement. TSC concentrate on the member based rewards rather than the performance based rewards.

TSC experience very high teachers turnover in specific subject areas such as ICT that are in high demand even in private sectors. This has interfered with the principal of equity and education curricula (Teachers Service Commission (TSC) Sector Plan, 2019-2023) .The last four months of 2019, TSC lost 1591 primary school teachers nationally through natural attrition. Kisumu county lost 45 teachers (TSC Report,2019).There is little evidence to show how TSC Non-Monetary reward management influence sustainability of teachers performance in Kisumu Central-Sub County. Specifically in public primary schools. This is a motivating factor for investigating that area.

1.3 Purpose of the Study

The reason for this assessment is to explore the effect of (TSC) Non-Monetary Reward management in sustaining primary teachers performance in Kisumu Central Sub-County.

1.4 Objectives of the Study

The investigation was guided by the accompanying research objectives:

- i) To examine the impact of TSC training and development management in sustaining teachers performance in Kisumu Central Sub- County
- ii) To investigate the influence of TSC recognition management in sustaining teachers performance in Kisumu Central Sub- County.
- iii) To investigate the influence of TSC promotion management in sustaining teachers performance in Kisumu Central Sub- County.
- iv)To analyze the impact of TSC Well-Being management in sustaining teachers performance in Kisumu Central Sub- County.

1.5 Hypotheses

The investigation was guided by the accompanying hypotheses:

HO1: There is connection between TSC training and development management and sustainable teachers' performance in Kisumu Central Sub-County

HO3: There is connection between TSC recognition the executives and sustainable instructors ' execution in Kisumu Central Sub- County

HO4:There is connection between TSC promotion the executives and sustainable instructors ' execution in Kisumu Central Sub- County

HO5: There is connection between TSC well-being the executive and sustainable instructors ' execution in Kisumu County

1.6 Significance of the Study

The research discoveries may benefit TSC Human Resource Management on how they can develop Non-Monetary reward strategy within their organization that is acceptable to their employees. The study may give out some reality on the effectiveness of maintaining a reward management for the human capital for an expected outcome. The report may guide teachers to notice the non-Monetary rewards that enhance their performance sustainability, through attraction and retention to stay longer in the profession. The government through the appointed strategy creators can think of approaches on how teachers can be rewarded to reduce the turnover rate. The study may contribute to literature on the Non-Monetary rewards in sustaining teachers performance in public primary schools. It may be a base for later researches to investigate those factors that would affect teachers performance.

1.7 Limitations of the Study

The examiner may be restricted by shortage of information and absence of ebb and flow research concentrates regarding TSC Non-Monetary rewards in sustaining performance of primary school teachers. This is to be handled by looking at concentrates in changed nations and deriving to the different exploration discoveries. The primary data is to be collected during the Covid-19 pandemic when schools are closed. The questionnaires were administered online which is a big challenge. It added an extra cost and time not planned

for initially. The study had to stretch an extra mile on cost and time. The sample group was of convenience sampling and may not adequately represent the target population. The researcher may not have the option to control the mentalities of the respondents which may influence the legitimacy of their responses. But there was assurance of confidentiality and results was used for academic purposes only. The limitation is to be addressed by the researcher on the questionnaire that is to be designed using short and precise questions to the needed answers.

1.8 Delimitation of the Study

The investigation is to be delimited on focus and scope. A lot of researches done in Rewards management focus on other organizations and higher institutions of learning. There is less researches on TSC as an institution in charge of teacher management in Kenya. In terms of geographical coverage, the study focus on Kisumu Central Sub-County within Kisumu County, although Kisumu County has other Sub-Counties which are also fit for the study. However the coverage chosen is to help concentrate in investigating patterns that could be summed up to other Sub-Counties. It would involve the public primary school teachers because they provide a range of categories from Counties Primary Boarding and Primary Day Schools.

1.9 Basic Assumptions of the Study

The investigation was completed depend on the accompanying suppositions:

- i. That the school head instructors had the necessary data for the investigation and were co-employable during the examination.
- ii. That all respondents focused by this examination were accessible, co-usable and honest during the investigation
- iii. That there are TSC reward management systems that influence primary school teachers' work performance based on Retention.

1.10 Definition of Significant Terms

Non-financial Rewards; in this investigation these are rewards which are given in non-financial structures, for instance, career advancement, acknowledgment, promotion and well-being practices on teachers performance.

Performance; in this study it refers to quality and timeliness of teachers work, their attendance and presence on job.

Advancement; in this investigation advancement alludes to chances for educators to get elevated to higher positions and to go to preparing projects or courses

Recognition; in this study it is a management reward practice that appreciates teachers good job performance

Reward Management; in this study allude to programs set up by TSC to compensate execution and persuade educators on individual or gathering levels to support their exhibition

Reward: In this investigation reward alludes to all the money related, non-financial and mental installments that TSC accommodates Primary Teachers in return for the work performance

Sustainability; in this investigation it is a strategy to attract and retain top talent

Training and Development; in this study it is a management reward practice that provides the employees an opportunity to improve their competencies

Well-Being; in this study it is a management reward practice that check on teachers health and working environment for job performance

1.11 Organization of the Study

This investigation was coordinated in five sections. Part one to consist of foundation of the investigation, articulation of the issue, motivation behind the examination, destinations of the examination, research questions, criticalness of the examination, restriction of the examination, delimitation of the investigation, Fundamental suspicion of the investigation, organization of the study and definition of significant terms. Section two to incorporate writing survey synopsis of related writing audit, hypothetical system and reasonable structure and calculated. Part three involved exploration plan that was utilized in the target people, test size and reviewing framework, research instruments, authenticity of the instruments, steadfastness of the instruments, data combination systems, data assessment strategies and good examinations. Section four covered the findings, interpretation and discussions from data analysis based on research questions. Section five gave the outline of the discoveries, finishes, recommendations and proposal for additional exploration contemplates.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This part contained the reviewed literature on the concept of TSC reward management on sustainable teachers performance which was relevant to the study. This included TSC training and development on teachers sustainable performance, TSC promotion on teachers sustainable performance, TSC recognition on teachers sustainable performance, TSC well-being on teachers sustainable performance, outline of writing survey and hypothetical system to show the interactive relationships.

2.2 The Concept of HR Non-Monetary Rewards Management

Reward management are practices that provide guidelines on approaches to managing rewards which is central to HRM functions (Shindler, 2015). Performance rewards involve the interest of all employees directly or indirectly. The rewards are an extension beyond the work place of an employee. The use of Non-Monetary rewards as a means of influencing performance is supported by many writers when offered equitably, fairly and consistently. Maslow's theory of motivation regard rewards as a basic need. Non-Monetary rewards cover a better part of attractive things that are conceivably at the removal of the association, there increase in financial position is meagre and don't make life better but they attract employees. There is pressure both internally and externally in human resource management. The main challenge is retention of talented employees. This has led organizations into innovation of fresh ways of rewarding practices.

2.3 TSC Training & Development Management and Sustainable Teachers Performance

Global study on employee engagement report, 2013 ranked career opportunity as the highest driver of employee engagement. The organizations are to invest in employees through training and development making sure they remain connected and committed and enthusiastic about the organization they work for. Advancement implies the activities that help individuals with achieving new information or capacities that are fundamental for their self-awareness. According to (Demeter and Tapardel, 2013. Dimba, 2010; Subramanian, 2011; AL-Qudah, 2014; and Jiang, Lepak, Han, Hong, Kim & Winkler, (2012) that there is a positive connection between preparing programs such as workshops, seminars, provision of study leaves , on job training and inspiration of representatives. The investigation discovered that preparation improves the expert advancement aptitudes of representatives making them to play out the hard assignments all the more effectively and to get the positive results for the associations in which they work for Subramaniam, (2011) fought that readiness and headway could affect the introduction of a relationship considering the way that the aptitudes, data, and limits of laborers could be improved reliably. AL-Qudah, Osman, Ab Halim, and Al-Shatanawi (2014) communicated that a basic relationship exists among preparing and improvement and hierarchical execution. The study suggested that a formation that improves the skills of current workers leads to few employees leaving work. However Manu (2016) did a research among Nigerian college bookkeepers and discovered that there was a convoluted connection between

responsibility, turnover and preparing. He further noticed that human asset get inspiration and learns new abilities through preparing which empower them value their jobs and have a broader view of the organization in which they work in hence leading to improvement in the performance and productivity.

TSC link career progression to a teachers performance and professionalism conduct. The commission encourage teachers to be responsible over their career progression (TSC career progression guideline, 2018). However (Robert, 2014) states that training of workers raises the ability. HRM need to check on how work is done to get work done

2.4 TSC Recognition Management and Sustainable Teachers Performance

Gratefulness is a central human need like Abraham Maslow (1950) placed in his order of necessities. Delegates respond to gratefulness conveyed through affirmation of their extraordinary work since it confirms their work is regarded. Right when agents and their work are regarded, their satisfaction and productivity rises, and they are roused to keep up or improve their incredible work and extraordinary advantages achieved. Approval and affirmation are crucial to a remarkable workplace. An examination done in Malasya by Harrison, (2015) demonstrates that representatives appreciate acknowledgment through close to home, made, electronic and public recognition from those they respect at work, surrendered an opportune, explicit furthermore, sincere way. This regular affirmation is the fundamental kind of affirmation.

Rizwan and Ali (2010) declare that when compelling prizes are executed inside an affiliation, incredible working environment is conveyed which rouses delegates to rule in their introduction. Laborers acknowledge affirmation as their assumptions of huge worth and gratefulness and consequently it ups certainty of delegate which finally fabricates benefit of affiliations. This compensation should be aligned with organizational structure and, business systems to achieve goals and objectives of the organization. We can't anticipate that our staff should advance and train prosperity and positive practices on the off chance that we are not strolling the discussion ourselves. It is significant that staff feel esteemed and a feeling of having a place.

A study by Bosco (2014) on Nakumatt Supermarket realized that between financial and non-monetary prizes had more noteworthy impact since they include rewards, for example, perceiving successful people and astounding entertainers of the association and giving advancement on legitimacy, furnishing representatives with great workplace, offering employee training programs and giving opportunity for career advancement. This equips the employee with skills for better performance Wanjala, Wamalwa, &Egessa (2014). Impact of chosen human asset rehearses on instructors' exhibition in open grade schools: An instance of Bungoma West Sub-Muguchu (2013) contends that prizes lead to inspiration of educators while Ofoegbu (2004) accepts that prizes prompts homeroom viability. Then again, Munga (2013) is of the sentiment that the honor of remunerations prompts educator maintenance while Gatere (2015) accepts that prizes prompts instructor

adequacy. This investigation zeroed in on non-financial rewards: recognition and working environment.

Organizations are to organize for employee recognition as a reward. This will create an equity between organization goals and employees goals that results to high morale of employees (Selden & Sowa, 2015) .However Teachers Service Commission (TSC) recognition takes a longer time for there is a limited number given. They recognize only one teacher per year nationally by provision of certificates, trophies and trips abroad. TSC evaluate performance through professionalism and ethical conduct of teachers (TSC Sector plan 2019-2023). TSC may need to organize for employee retention by investing a lot on developing employees sustainable performance.

2.5 TSC Promotion Management and Sustainable Teachers Performance

Advancement is seen as attractive by representatives due to the impact a progression has on pay, authority, commitment and the ability to affect more broad legitimate dynamic. Progression raises the status of the specialist who gets a headway which is a perceptible sign of respect from the business (Heathfield, 2011). Advancement can cause representatives themselves to feel to be a powerful benefactor and in this way will make them to be more happy with their work (Asvir, 2011). An examination on occupation execution among English instructors of grade schools in Malaysia expressing that Promotion can make an extraordinary expansion in the compensation of a worker just as in the degree of power and control.

Promotion can be said that any employee decision making for their level of job Vocation movement had a critical negative relationship with work portability goals of TSC tertiary organizations showing staff in Kenya. Deciphered as, at whatever point the educators got occasions to rise vocation insightful, got perceived, applauded, offered occasions to prepare by the establishment where they work, it supports however different examinations found an opposite assessment of a positive relationship with turnover because of expanded aptitudes that make them more serious (Muchemi 2014),their assurance in this way decreasing need to leave. They will be faithful to the business.

Promotion is done depending on years of service and academic qualification in some organizations (Karachiwalla, 2010).The time for promotion is spread over the years which has no motivation. Reports of stagnation in certain lower job groups are discouraging in Kenya (Benjamin, 2014, Kunyiha, 2015). TSC offer promotion on productivity and not academic qualification . Study done in Kenya by Wandia in Nyeri County (2015) encouraged TSC to re-evaluate its non-monetary reward practices to make teachers improve in performance.

2.6 TSC Well- Being Management and Sustainable Teachers Performance

The effect that various elements of human asset (HR) rehearses have on worker execution has pulled in a great deal of consideration in the human asset the board (HRM) writing in the course of recent years (Van De Voorde and Beijer, 2015). In the previous twenty years, specialists additionally started to zero in more straightforwardly on worker focused results, for example,

representative prosperity and to look all the more carefully at the impact that HR rehearses have on representative prosperity (Jiang, 2012). Positive relationships, healthy and safe environment are the key to a good life (Grammar, 2016). The Harvard Grant Study (Vaillant, 2012) discovered that strong and healthy relationships motivate employees to deliver optimal performance in the work place.

Prosperity is firmly connected with wellbeing and profitability. Examination shows that representatives who are in acceptable physical, mental, and enthusiastic wellbeing are bound to convey ideal execution in the working environment than workers who are not steady (Wanjala, Wamalwa, &Egessa(2014). Impact of chosen human asset rehearses on educators' presentation in open elementary schools: An instance of Bungoma West Sub-region acknowledge that having a superior personal satisfaction, a lower danger of infection and injury, expanded work profitability, and a more prominent probability of training power adding to their networks than representatives with more unfortunate prosperity.

Lack of well-being as a non-monetary reward is Linked to under recruitment, poor retention and staff absenteeism. Report of violation are increasing among teachers inform of sexual misconduct, corporal punishment and alcoholism among others(Kipkirui, 2015). There is need for TSC to plan for structured induction, and mentoring programs for teachers (Sardener&Galdanes,2010). The outcome is resilience, confidence and be able to cope with stressful situations. However TSC suspect that non-adherence to the law by teachers is

as a result of inadequate mastery of discipline procedures and process TSC Policy Report (2018). There is a gap on relationship between TSC non-reward management and sustainability of teachers ‘performance.

2.7 Summary of Literature Review

Predicting execution of educators in open elementary schools in Kisumu County remains very unclear. In addition, there are hiccups on distribution and utilization of teachers (Wanjala, Wamalwa & Egessa, 2014). Confirmation by (TSC Sector plan 2018-2023) indicates that the Commission has experienced a high turnover of teachers even in the private sector. This calls for development of well-designed reward systems by TSC to optimize teachers’ performance. Vesely (2013) revealed that negative perspectives, low efficiency, decreased worker consistency standards and expanded truancy among the teachers is an indication of poor management reward systems by HRM. According to ILO, (2019) nonattendance of affirmation on the need to propel authorities thriving may offer raise to workplace issues, for instance, stress, torturing, hardship, alcohol and prescription abuse and mental prosperity wrecks. Therefore, the investigation look to build up the degree to which TSC Non—Monetary rewards influence the sustainability of teachers execution of public elementary schools in Kisumu Central Sub-County, where comparable investigation has not been done previously.

2.8 Theoretical Framework

The investigation was guided by Equity Theory by Adam (1965). He realized that the workers performance and satisfaction in work depends on the Equity

and Inequity that persons perceive in their working environment. Equity is dictated by contrasting possesses own circumstance with the others of the same level. Inequity is realized when the Input (education, working hours, experience, social status and seniority) and Output which is also known as rewards (salary, well-being, promotions, recognition, training and development) ratio is out of balance. Workers can deduce strategies of balancing the output/input ratio through constant absenteeism, less productivity, sick leaves, turnover and prolonged strikes.

The theory was applicable to the investigation as in that primary school teachers compare themselves with the other persons whom they share the profession but moved to other sectors like NGOs and county government with the same qualification but are better rewarded. The teachers experience inequality and this may result to their movement to other sectors of employment. Sustainability of the teachers performance may be influenced by the provision of incentives by TSC that are attractive to them. The theory stipulates that sustainability of performance is highly influenced by the available motivation at the workplace. One of the remedies for inequity (stagnant promotions, insecurity, absence of training and development unhealthy conditions and sanctions) asserted by (Githinji, 2010) is employee turnover. This helped the study to find out how TSC Non-rewards the board affected the maintainability of teachers performance.

2.9 Conceptual Framework

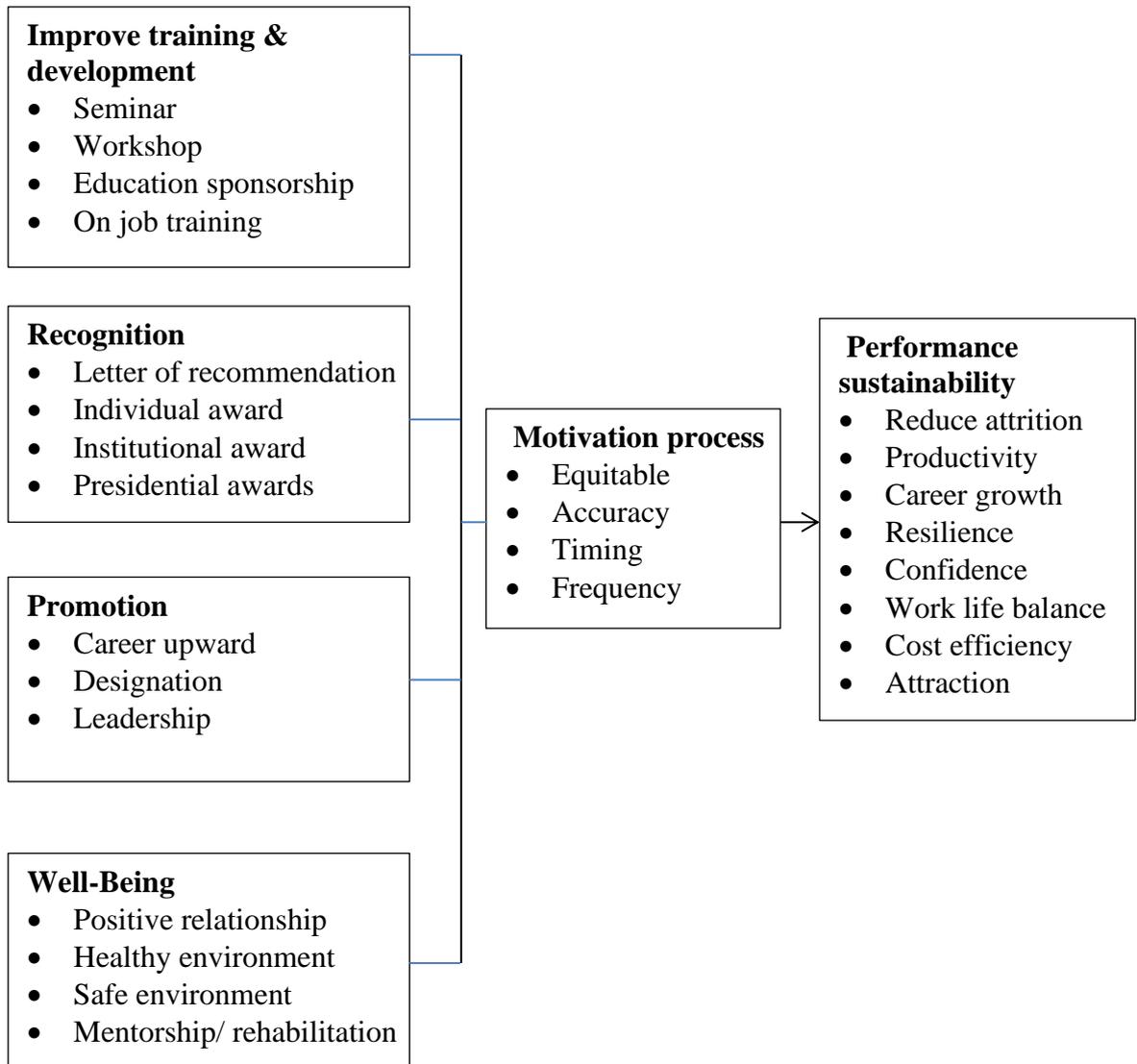


Figure 2.1: Conceptual Framework

The conceptualization of the study is based on the assumption that Human resource practices Influences teacher performance in public primary schools.

The dependence variable is teacher performance and independent variables are training and development, employee recognition programs, promotion and work well-Being. The relationship of the variables is illustrated in figure 2.1

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This part includes the procedure that was used in the assessment. It bases on exploration plan, the goal people, test size and looking at systems, research instruments, authenticity and steadfast nature of the assessment instruments, data collection techniques and data examination methodology and good thoughts.

3.2. Research Design

This investigation embraced a blended strategy plan. Blended techniques research is a way to deal with request that joins subjective and quantitative information. Blended techniques plans give a thorough way to deal with addressing research questions by strengthening the study's conclusions (Creswell, 2014). Because of the idea of the investigation, mixed design was the most appropriate since it not only determines but also reports the way things are and also attempts to describe issues like possible behavior, attitudes, feelings, values, and characteristics. Mixed design was appropriate in collection of data with regards to the opinions, perceptions and experiences of head teachers and teachers on the influence of TSC Non-Monetary Reward management in sustaining primary teachers performance in Kisumu Central Sub-County.

3.3. Target Population

The target populace is the sum total of all the participants under the study (Whitley & Kite, 2012). This refers to categories of institutions, persons or objects with common characteristics that are used in research. The objective populace of this examination constituted of all schools in the 3 zones of the sub-county, which had 34 public primary schools, 34 head teachers, 700 teachers and one Sub-County director in Kisumu Central Sub-County.

3.4 Sample and Sampling Procedure

The study utilized separated irregular inspecting technique to sample 10 primary schools from the total population of 34 schools which represented 30% of the target population (Mugenda & Mugenda, 2008). Separated examination technique was utilized to assemble the schools into layers which included the three zones public primary schools within Kisumu Central Sub-County. It was invaluable to test each sub-gathering or layer freely. This empowered shared restrictiveness of each component in the populace that was allotted to just a single layer and it was additionally all in all comprehensive, that is, each populace component got an opportunity to be incorporated.

After delineation of the schools, evaluation overview was utilized to choose the head educators who represented 100% of the target population. Census is

an approach that is used in a study to select the entire population as the sample and is attractive for small population of less than 200 in order to achieve a desirable level of precision (Yamane, 1967). Since the population under study was too small the study employed census survey to select the whole population of 34 head teachers. The head teachers were chosen so as to give a realistic picture of what is happening on the ground and also provided information required from each of the sampled schools. The purpose for sampling the head teachers was also to ensure that each sub-bunch trademark was spoken to in the example along these lines raising the outer legitimacy of the investigation. Purposive examining was utilized to choose the Sub-County director in Kisumu Central Sub-County.

The examination likewise applied basic arbitrary testing to choose 210 instructors who spoke to 30% of the all out 700 educators. The example size was about 30% of the objective populace which is affirmed by Mugenda and Mugenda (2003) to be adequate. Straightforward arbitrary examining was utilized to evade biasness and permit each educator in the tested schools to take an interest in the investigation. This is as appeared in Table 3.1.

Table 3. 1 Sample Frame

Zone	Schools		Head Teachers		Teachers	
	Target	Sample (30%)	Target	Sample (100%)	Target	Sample (30%)
Central/urban	14	4	14	14	375	112
Manyatta	12	4	12	12	220	66
Southern/urban	8	2	8	8	105	32
Total	34	10	34	34	700	210

Source: Author, (2020)

3.5 Data Collection Instruments

Information was gathered utilizing surveys and interview schedule which was designed by the researcher. McMurray, Pace and Scott, (2004), states that use of multiple methods or techniques adds depth and richness to the research design and data collection. Best & Khan (2006) concur with the same idea of using multiple methods or techniques for reliability. The choice of these instruments was guided by the idea of the information to be gathered just as the destinations of the investigation. The scientist utilized surveys to gather data from the educators and head instructors while the meeting plan was utilized to assemble information from a few key informants, the head teachers and the sub-county director of education. They were required to give their views in order to determine the influence of TSC Non-Monetary Reward

management in sustaining primary teachers performance corresponding to the goals of the investigation.

3.5.1 Questionnaires for Teachers and Head Teachers

The investigation utilized survey to gather essential information from the educators and head instructors. The surveys contained both open and shut finished inquiries. The poll contained articulations dependent on investigation targets on five - point Likert scale whereby 5: speaks to unequivocally agree, 4: speaks to concur, 3: speaks to Neutral, and 2: speaks to Disagree, 1 speaks to Strongly Disagree. The survey was partitioned in five segments A, B, C, D and E Sections. Segment A caught segment information of the respondents, area B covered the training and development, section C: recognition, section D: covered promotion, section E: covered well-being reward management and section F covered sustainability of teachers performance. Questionnaire was used in this study due to the nature of the study that covered a wide range on TSC Non-Monetary Reward management and its influence on teachers' work performance. Orodho (2009) states that the use of questionnaire is affordable, easy to analyze statistically compared to other instruments

3.5.2 Interview for Sub-county Director and Head Teachers

A meeting guide is a bunch of structures or unstructured inquiries used to gather information (Lunenburg and Beverly, 2008). The meeting guide for this examination comprised of organized open-finished inquiries whose purpose allowed respondents more freedom and creativity to respond yet stick to the pre-determined objectives of the study. Interview schedules was chosen

because they gave the researcher the opportunity to collect data which might not have been collected using questionnaire. They enabled the researcher to probe the respondents to get the information and clarifications regarding the subject under study during the interview. It was designed to answer research questions i, ii, iii and iv (Appendix IV).

3.6 Validity of Instruments

The instruments used in this study were polls for instructors and head educators and meeting plan for TSC sub-area chief. These instruments ought to adequately cover the goals of the investigation. As indicated by Ngechu (2004) legitimacy is the degree to which the example of test things connote the substance the test is intended to gauge. The validity of the instruments was tested through piloting three (3) public primary schools and involved 3 head teachers, 70 teachers and 1 sub-county director that were not sampled for the actual research, in order to get their clarity and relevance. Corrections, adjustments, and rephrasing of statements were verified by qualified Lecturers in the University of Study before being administered. This assisted with creating and better the substance legitimacy of the information to be gathered.

3.7 Instrument Reliability

Mugenda and Mugenda (2003) characterize unwavering quality as a proportion of how much an examination instrument yields steady outcomes or information after rehashed trials. It enabled the specialist to appraise mistake and make rectifications assuming any. The examination instrument was tried to survey their unwavering quality. To test the dependability of the instruments, the researcher used the test-retest trials according to (Mugenda & Mugenda, 2003). The researcher administered the questionnaires to the respondents to fill in and then after one week, the same questionnaires were given again to similar respondents. The two arrangements of scores were related utilizing the Pearson Product Moment Correlation Coefficient equation, to decide the relationship coefficient (r). As per Mugenda and Mugenda (2003) a dependability of coefficient of 0.7 to 1.00 was thought of. A dependable instrument thusly, was the one that reliably delivers the comparable outcomes. As per Gaya (1992) any exploration instrument with connection coefficient somewhere in the range of 0.7 and 1.00 is acknowledged as solid enough. The correlation was accepted when the r values were above 0.7.

3.8 Data Collection Procedure

Permission was looked for from the School of instruction in University of Nairobi. This empowered the analyst to get an exploration license from National Commission of Science, Technology and Innovation (NACOSTI).

Grant was introduced to the County Director of Education and County Commissioner Kisumu County to permit the specialist to lead research. The letter empowered the analyst to get permission from Sub County director of Education who granted permission to visit schools to collect data. Permission was also sought from the sampled school head teachers to administer the questionnaire to the respondents and conduct interviews. The researcher then conducted a pilot study before the actual study. During the meeting plan, a recording device was utilized with agree to record the meeting cycle to decrease the inclination for the questioner making oblivious choice of information throughout the account. This was additionally valuable as the tape could be played back and concentrated more completely than would been the situation if just notes are to be taken.

3.9 Data Analysis Techniques

The raw information collected was sorted, coded and arranged serially according to the type of data whether quantitative or qualitative. The coded information was entered as needs be in the PC for examination utilizing the Statistical Package for Social Sciences (SPSS). Quantitative information was to be investigated through enlightening and inferential measurements (individual connection and relapse examination) while subjective information was broke down by masterminding them as per the topics. The discoveries was then introduced utilizing recurrence tables.

3.10 Ethical Considerations

Moral issues identifies with the protection of conceivable and real members, deliberate nature of support, the option to pull out incompletely or totally from the cycle, assent, conceivable misdirection of members and upkeep of secrecy of information gave by people or recognizable members and their obscurity (Saunders, Lewis & Thornhill 2011). Thus, care was taken in this research to avoid harm to all respondents for example, consent was to be obtained first before any engagement and their personal identity was to be held confidential during interviews and questionnaires. Respondents were not to be pressured or coerced to give information and data was to be collected at the convenient time to both parties.

CHAPTER FOUR

RESULTS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This section presents the discoveries, understandings and conversation of the investigation. The discoveries of the investigation have been introduced based on the examination destinations and exploration addresses which were to inspect the influence of TSC training and development management in sustaining teachers performance, to investigate the influence of TSC recognition management in sustaining teachers performance, to investigate the influence of TSC promotion management in sustaining teachers performance and to examine the influence of TSC Well-Being management in sustaining teachers performance. Clear measurements was utilized to portray and sum up the information educate regarding tables, frequencies, rates, mean and standard deviations. The inferential measurements was utilized to help make deductions, connections, make inferences and were utilized to respond to explore questions. Measurable Package for Social Sciences (SPSS) rendition 21.0 was utilized to break down the information. Qualitative information was analyzed thematically in line with the study objective.

4.2 Response Rate

The examination test size comprised of teachers, head teachers and county Director of TSC in gathering information concerning the impact of TSC Non-Monetary Reward management in sustaining primary teachers performance in Kisumu Central Sub- County. The study sampled a total of 210 teachers, 34 head teachers and 1 county Director of TSC. From the study, responses were

obtained from 172 out of the sampled 210 teachers translating into a response rate of 81.9%. The study also sampled 34 head teachers and 1 county Director of TSC translating into a response rate of 100% and 100%, respectively. The high response rate was achieved because the researcher personally administered the research instruments and also did a follow up within the selected primary schools. The response rate of above 75% was considered adequate to allow the data analysis to continue according to This response rate is considered appropriate because Okelloh (2015) argues that a response rate of above 75% is adequate. Table 4.1 presents the outcomes for reaction rate for the tools obtained.

Table 4. 1 Response Rate

Respondents category	Number administered	Number returned	Percentage returned
Head Teachers	34	34	100
Teachers	210	172	81.9
Sub-County TSC Director	1	1	100

Source: Researcher Data, (2020)

4.3 Demographic Information of the Respondents

The foundation data gave discoveries on sex, age section, scholarly capability and years of experience. The profile was presented in tables below.

4.3.1 Gender of the Respondents

The study sought to find out the gender distribution among the teachers and head teachers of primary schools in Kisumu county. 4.3.1 Gender of the Respondents

The examination tried to discover the sex appropriation among the

Table 4. 2 Gender of the Respondents

Gender	Teachers		Head Teachers	
	Frequency	Percent	Frequency	Percent
Male	84	48.8	19	57.1
Female	88	51.2	15	42.9
Total	172	100.0	34	100.0

Source: Researcher Data, (2020)

Table 4.2 shows that majority share 88(51.2%) of the educators were female and the remaining 84(48.8%) were male. The study findings also showed that majority 19(57.1%) of the head teachers were male while the 15(42.9%) were female. This is an indication that there is sex equality among the instructors and head educators since the gap between the male and female was not that big. This indicates that the study findings represent the views of both genders.

4.3.2 Age Bracket of the Respondents

The examination investigated the age section of the respondents. The outcomes are as appeared in Table 4.3.

Table 4. 3 Age Bracket of the Respondents

Age	Teachers		Head Teachers	
	Frequency	Percent	Frequency	Percent
Below 30 years	38	22.1	0	0.0
30 – 40 years	82	47.7	12	35.3
40-50 years	31	18.0	17	50.0
50-60 years	21	12.2	5	14.7
Total	172	100.0	34	100

Source: Researcher Data, (2020)

Table 4.3 indicates that 38 (22.1%) of the teachers were 30 years and below, majority 82 (47.7%) were between 30-40 years and 31 (18.0%) were between 40-50 years. The findings also showed that the remaining 21(12.2%) were in the age group of 50-60 years. It was also clear that 12(35.3%) of the head teachers were between 30-40 years, 17(50.0%) were between 40-50 years and the remaining 147% were 50-60 years of age. The above findings indicated that the researcher was able to get information regarding TSC Non-Monetary Reward management and sustaining primary teachers performance from all age groups.

4.3.3 Academic Qualification of the Respondents

The investigation examined the degree of instruction of the respondents. The outcomes are as appeared in Table 4.4.

Table 4. 3 Academic Qualification of the Respondents

Academic Qualification	Teachers		Head Teachers	
	Frequency	Percent	Frequency	Percent
Certificate	42	24.4	0	0.0
Diploma Level	110	64.0	0	0.0
Degree Level	12	7.0	21	61.8
Masters Level	5	2.9	11	32.4
Doctorate/PhD Level	3	1.7	2	5.9
Total	172	100.0	34	100

Source: Researcher Data, (2020)

From the results, 42(24.4%) of the teachers were authentication holders while greater part 110(64.0%) of the instructors accomplished the confirmation level of schooling,12(7.0%) were degree holders, 5(2.9%) had attained masters level of education and the remaining 3(1.7%) had Doctorate/PhD Level of education. The findings also showed that 21(61.8%) of the head teachers had attained bachelor's degree, 11(32.4%) had attained masters, 2(5.9%) had PhDs and there was no head teacher who had certificate and diploma level of instruction. This shows that larger part of the respondents were taught and

accordingly were in a superior situation to address questions and offer an expert input regarding the matter of the investigation.

4.3.4 Years of Experience of the Respondents

The investigation broke down the work insight of the respondents. The outcomes are as appeared in Table 4.5.

Table 4. 5 Years of Experience of the Respondents

Years of Experience	Teachers		Head Teachers	
	Frequency	Percent	Frequency	Percent
Less than 5 years	27	15.7	0	0.0
6 - 10 years	72	41.9	0	0.0
11 – 15 years	30	17.4	16	47.1
16 – 20 years	19	11.0	13	38.2
More than 21years	24	14.0	5	14.1
Total	172	100.0	34	100

Source: Researcher Data, (2020)

Table 4.5 shows that 27(15.7%) of the teachers had worked for less than 5 years, majority 72(41.9%) of the respondents had a working encounter of 6-10 years while 30(17.4%) had a working encounter of 11-15 years, 19(11.0%) had a worked for 16-20 years and the remaining respondents who had worked for 21 years and above accounted for 14.0%. The discoveries additionally indicated that 16(47.1%) of the head educators had a working encounter of 11-15, 13(38.2%) had worked for 16-20 years and the remaining 5(14.1%) had

worked for over 21 years. The discoveries showed that differed reactions could be gathered from the respondents thinking about that the individuals who had little insight and the individuals who had a ton of involvement partook in the examination.

4.4 TSC Training and Development Management and Sustaining

Teachers Performance

The first target of this investigation was to survey the impact of TSC preparing and Development the board on supporting Teachers Performance. The instructors discoveries are arranged as appeared in Table 4.6. Table 4.6 presents teacher findings on the influence of TSC training and Development management on sustaining Teachers Performance

Table 4. 4 Teachers Response on Influence of TSC training and Development Management on Sustaining Teachers Performance(n=172)

Statements		SA	A	UD	D	SD	Mean
I am usually supported and facilitated to attend seminars and workshops	F	74	31	9	15	43	3.45
	%	43.0	18.0	5.2	8.7	25.0	
I am given opportunities to advance my courses within teaching methodology	F	60	81	29	1	1	4.17
	%	34.9	47.1	16.9	0.6	0.6	
I am fully enrolled in a fully sponsored in-service training program	F	79	21	21	35	16	3.65
	%	45.9	12.2	12.2	20.3	9.3	
My performance has improved through participation in international conferences	F	27	86	15	7	37	3.34
	%	15.7	50.0	8.7	4.1	21.5	
I am given the opportunity to attend leadership courses.	F	32	65	24	27	24	3.31
	%	18.6	37.8	14.0	15.7	14.0	
There is lack of adequate opportunities for in-servicing training	F	86	28	26	21	11	3.91
	%	50.0	16.3	15.1	12.2	6.4	
I have learnt new subject content knowledge through training	F	23	77	14	56	2	2.96
	%	13.4	44.8	8.1	32.6	1.2	
I am not encouraged and motivated	F	85	20	30	12	25	3.74

to attend training	%	49.4	11.6	17.4	7.0	14.5	
My teaching methods has improved due to in-service training	F	30	52	15	32	43	2.97
The TSC has not organized any seminar for us	F	26	44	18	41	43	2.82
	%	15.1	25.6	10.5	23.8	25.0	
Grand Average Mean							3.14

Key: SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, Des-descriptive.

Source: Researcher Data, (2020)

Table 4.6 shows that 61% of the instructors were of the opinion that they are usually supported and facilitated to attend seminars and workshops, 5.2% were not sure and 33.7% disagreed. The mean score for this statement was 3.45 meaning the teachers agreed with this statement. The findings also showed that 82% of the teachers agreed that they are given opportunities to advance their courses within teaching methodology, 16.9% were not certain and the remaining 1.2% disagreed as shown with an average of 4.17 hence this implies that majority of the respondents emphatically consented to the assertion. The study discoveries likewise demonstrated that 58.1% of the educators concurred that they are fully enrolled in a fully sponsored in-service training program, 12.2% were not certain and 29.6% disagreed. The assertion had a mean score of 3.65 significance the respondents consented to the assertion. The findings further indicated that 66.4% of the teachers agreed that their performance has improved through participation in international conferences, 8.7% were not sure and 25.6% disagreed (mean=3.34). It was also clear that 56.4% of the teachers indicated that they are given the opportunity to attend leadership courses, 14.0% were not sure with the statement and 29.7% disagreed that they are given the opportunity to attend leadership courses. The assertion had a mean of 3.31 suggesting that the respondents concurred with the assertion.

The discoveries likewise indicated that 66.3% of the teachers agreed that there is lack of adequate opportunities for in-servicing training, 15.1% were not sure and 18.6% disagreed with the statement as shown with a mean of 3.91.

The findings further showed that 58.2% of the respondents agreed that they have learnt new subject content knowledge through training, 8.1% didn't know and 33.8% oppose this idea. The assertion had a mean of 2.96. The findings shows that 61.0% of the teachers agreed that they are not encouraged and motivated to attend training ,17.4% were not certain and 21.5% disagreed (Mean=3.74) implying that the teachers agreed with the statement. It was also clear that 47.6% of the teachers agreed that their teaching methods has improved due to in-service training, 8.7% were not certain and 43.6% disagreed with the opinion (Mean=2.97). it was also clear that 40.7% of the teachers agreed that the TSC has not organized any seminar for them and 10.5% were not sure. The remaining 48.8% disagreed with his statement as shown with a mean of 2.82.

The above findings can be deduced that the responses for all the items on influence of TSC training and development on sustaining performance of teachers achieved above average mean scores and had an overall mean of 3.14. This is because the lowest mean was 2.82, which is above the average mean of 2.5 out of 5.0 and the highest was 4.17. From Table 4.7, it very well may be noticed that the respondents concurred that educators are offered occasions to advance my courses within teaching methodology (mean= 4.17).This shows that in-service training plays an important role to the teachers to equip them

with the necessary skills and knowledge that is critical in their profession to improve on the teaching methodology. Teacher competence is very much important and is improved in the in-service training. Teachers improve in their competencies and acquire new skills that can enable them deal with emerging issues.

The above research findings are consistent with those of Manu (2016) who did a research among Nigerian college curators and discovered that there was a confounded connection between duty, turnover and preparing. He further noticed that human asset get inspiration and learns new abilities through preparing which empower them value their jobs and have a broader view of the organization in which they work in hence leading to improvement in the performance and productivity.

4.4.1 Correlation between TSC training and Development Management and Sustaining Teachers Performance

The study sought to set up the connection between TSC training and Development management and sustaining Teachers Performance. It also sought to test the alternative speculation that there is at connection between TSC training and Development management and sustaining Teachers Performance. Pearson correlation was conducted and is appeared in table 4.7. Table 4.7 shows the relationship between TSC training and Development management and sustaining Teachers Performance

Table 4. 5: Correlation between TSC training and Development

Management and Sustaining Teachers Performance

		Sustaining Teachers Performance	TSC training and Development
sustaining	Pearson relationship	1	.202**
Teachers	Sig. (2-tailed)		.008
Performance	N	172	170
TSC training	Pearson relationship	.202**	1
and	Sig. (2-tailed)	.008	
Development	N	170	170

** . Relationship is significant at the 0.05 level (2-tailed).

The findings from the above table shows that TSC preparing and improvement had a significant correlation with sustaining of teachers performance($r=0.302$, $p=.008$). TSC training and development had a statistically significant relationship with sustaining teachers performance because the p-value of 0.008 was less than 0.05.

The researcher also sought to test the elective speculation that there is a critical connection between TSC training and development had a significant relationship with sustaining of teachers performance. The p-value was found to be 0.008 which was under 0.05 degree of critical. The speculation was acknowledged since there was a critical connection between TSC training and development and sustainability of teachers performance. The above findings concurs with Bando and Li (2014) who did a study in USA and concluded that teacher training may be effective at improving student learning since students improved their performance. Exposure of teachers to new and relevant areas in

curriculum through in-service education puts them in a position to be efficient and effective in class thereby resulting in high test scores.

4.4.2 Regression Analysis

Relapse examination was utilized to build up the relationship between TSC training and development and sustainability of teacher performance as shown in the following Tables. Table 4.8 shows the model rundown between TSC training and development and sustainability of teacher performance.

Table 4. 6 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.202 ^a	.241	.335	.47411

a. Predictors: (Constant), TSC training and development

According to Table 4.8, the R² in this model was 0.241, which meant that the TSC training and development as an indicators could clarify about 24.1% of the variety in continuing the exhibition of educators. This showed that the study could predict to a greater extent, effects of TSC training and development on sustaining the performance of teachers. Table 4.9 shows the Anova results between TSC training and development and sustainability of teacher performance.

Table 4. 7 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.603	1	1.603	7.133	.008 ^b
	Residual	37.764	168	.225		
	Total	39.367	169			

a. Dependent Variable: sustainability of teacher performance

b. Predictors: (Constant), TSC training and development

The ANOVA result according to Table 4.9 showed that TSC training and development was a significant predictor of sustaining Teacher Performance (F=4.891, p< 0.05).

Table 4.10 shows the coefficients between TSC training and development and sustainability of teacher performance

Table 4. 8 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.679	.262		10.242	.000
	A	.202	.076	.202	2.671	.008

a. Dependent Variable: sustainability of teacher performance

Results presented in Table 4.10 indicates that TSC training and advancement has a positive coefficient when utilized as an indicator of supporting educator execution in the relapse model ($\beta = 0.202$; $t = 2.671$; $p=0.008 < 0.05$) at 5%

level of significance indicating that TSC training and development would have a beneficial outcome on continuing instructor execution in elementary schools. This shows that a unit increment in TSC preparing and improvement would prompt an expansion in sustaining teacher performance by 0.202 units.

Thus the regression equation was:

$Y = 2.679 + 0.202X_1$, meaning that when TSC training and development expanded by 1 unit, instructors' exhibition expanded by 0.202 units.

The head teachers were also requested to respond to items related to the influence of TSC training and Development management on sustaining Teachers Performance. The items responses were on a Likert scale going from 5 (Strongly consent) to 1 (Strongly oppose this idea). The outcomes are appeared in Table 4.11.

Table 4.11 presents the reaction from the head instructors because of TSC preparing and Development the executives on continuing educators execution.

Table 4. 9 Head Teachers Response on Influence of TSC training and Development Management on Sustaining Teachers Performance (n=34)

Statements		SA	A	UD	D	SD	Mean
Teachers are usually	F	14	4	1	7	8	3.26
supported and facilitated to	%	41.2	11.8	2.9	20.6	23.5	
Teachers are given	F	6	14	10	1	3	3.56
opportunities to advance	%	17.6	41.2	29.4	2.9	8.8	
Teachers are fully enrolled	F	16	2	8	1	7	3.56
in a fully sponsored in-	%	47.1	5.9	23.5	2.9	20.6	
Teachers performance has	F	3	20	9	1	1	3.74
improved through	%	8.8	58.8	26.4	2.9	2.9	
Teachers are given the	F	6	8	4	9	7	3.48
opportunity to attend	%	17.6	23.5	11.8	26.4	20.6	
There is lack of adequate	F	6	10	2	7	9	2.91
opportunities for in-	%	17.6	47.1	5.9	20.6	26.4	
Teachers have learnt new	F	6	13	3	6	6	3.21
subject content knowledge	%	17.6	38.2	8.8	17.6	17.6	
Teachers are not	F	6	12	4	5	7	3.15
encouraged and motivated	%	17.6	35.3	11.8	14.7	20.6	
Teachers teaching methods	F	9	12	2	6	5	3.41
has improved due to in-	%	26.5	35.3	5.9	17.6	14.7	
The TSC has not organized	F	7	6	4	8	9	2.82
any seminar for Teachers	%	20.6	17.6	11.8	23.5	26.5	

Key: SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, Des-descriptive.

Source: Researcher Data, (2020)

Table 4.11 shows that 53% of the head teachers agreed that teachers are usually supported and facilitated to attend seminars and workshops, 2.9% were not sure and the remaining 44.1% disagreed with the statement. Although the mean response was 3.26, which was above average, it can be argued that the Head teachers were generally undecided on this statement. The findings also showed that 58.8% of the head teachers agreed that teachers are given opportunities to advance their courses within teaching methodology, 29.4% were not certain and 11.7% were in a disagreed with the opinion. As the mean response for this item was 3.56, it implies that head teachers generally agreed with the statement.

There was an agreement for most of the head teachers (53%) that teachers are fully enrolled in a fully sponsored in-service training program, 23.5% were not sure and 23.5% disagreed with the statement with a mean of 3.56. The mean score of 3.56 implies that the head teachers generally agreed with the statement.

Further, findings showed that 67.6% of the head teachers agreed that teachers performance has improved through participation in international conferences, 26.4% were uncertain and 5.8% disagreed with the statement as shown with a mean of 3.74 implying that that the head teachers generally agreed with the statement. It was also clear from the findings that 41.1% of the head teachers agreed that teachers are given the opportunity to attend leadership courses, 11.8% were not sure and 47% disagreed with the opinion

(Mean=3.48) implying that the head teachers slightly agreed with the statement.

The study findings also established that 64.7% of the head teachers agreed that there is lack of adequate opportunities for in-servicing training, 5.9% were not sure and 47% disagreed with a mean of 2.91. Although the mean response was 3.26, which was above average, it can be argued that the Head teachers were generally undecided on this statement. On the issue of teachers have learnt new subject content knowledge through training, 55.8% agreed with the statement, 8.8% were undecided and 35.2% disagreed with the statement. A mean of 3.21 implied that the head teachers slightly agreed with the statement. It was also established that 52.9% of the head teachers agreed that teachers are not encouraged and motivated to attend training, 11.8% were uncertain and 35.3% were in a disagreement with the statement (Mean=3.15).

Further, 61.8% of the head teachers agreed that Teachers teaching methods has improved due to in-service training, 5.9% were not sure and 32.3% disagreed as shown with a mean of 3.41. Finally, on the statement that The TSC has not organized any seminar for Teachers, 38.2% were agreeing with the statement, 11.8% were uncertain and 50% disagreed with the statement (Mean=2.82) meaning that the Head teachers were generally undecided on this statement.

The preceding responses from the teachers and head teachers showed that the schools' management and teachers in the sampled schools acknowledge the importance of providing TSC training and development programmes to

teachers as shown by the grand average mean of 3.14 and 3.31 respectively. Through this, teachers are kept abreast of the current advances in the world of academia and teachers' performance has improved through participation in international conferences. Consequently, the teachers are equipped with the requisite skills for the dissemination of knowledge to their learners.

The above research findings are consistent with those of Manu (2016) who did a research among Nigerian university librarians and found out that there was a complicated relationship between commitment, turnover and training. He further noted that human resource get motivation and learns new skills through training which enable them value their jobs and have a broader view of the organization in which they work in hence leading to improvement in the performance and productivity.

Interview findings concurred with this finding, as head teachers emphasized that in-service training of a teacher influences academic performance of learners both in school and national examinations (KCPE) to some extent. Majority 19(56%) of the head teachers held the opinion that teacher's in-service training plays a significant role on their performance since this can be seen in learners' performance as they are able to handle their work, improve their teaching methodology.

However, according to the TSC county director, felt that the teachers are reluctant in attending capacity building programs such as training since they were of the view that they are not rewarded fully.

For instance, the TSC director said that:

“The teachers are competent and have enhanced self-confidence in their own skills, knowledge and capacities. They are also empowered with the skill of assisting the learners, however, they are reluctant in attending capacity building programs because they believe that they are not rewarded fully(TSC county director).

Another head teacher lamented that:

I can attest that seminars and educational workshops have really made my school to improve in various subjects since some of the subjects have recorded an improved on mean performance (Head teacher 8).

The findings from head teacher 8 concurs with Bando and Li (2014) who did a study in USA and concluded that teacher in-service training may be effective at improving their performance as well as the learning outcomes and learners performance.

Table 4.12 shows the correlation between TSC training and Development management and sustaining Teachers Performance from the head teachers findings.

Table 4. 10 Pearson Correlation Analysis between TSC training and Development Management and Sustaining Teachers Performance

		Sustaining Teachers Performance	TSC training and Development
sustaining Teachers Performance	Pearson Correlation	1	.494
	Sig. (2-tailed)		.006
	N	34	33
TSC training and Development	Pearson Correlation	.494	1
	Sig. (2-tailed)	.006	
	N	33	33

**. Correlation is significant at the 0.01 level (2-tailed).

The above table shows that TSC training and Development management and sustaining Teachers Performance had a significant relationship with correlation coefficient of $r = .494, p = 0.006 < 0.05$.

4.4.3 Regression Analysis

The model summary from the head teachers findings is as shown on Table 4.13

Table 4. 11 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.164 ^a	.427	.114	.43215

a. Predictors: (Constant), TSC training and development management

From the findings in the above table the value of adjusted R squared was 0.114 AND R square of 0.427 an indication that there was variation of 11.4 percent and 42.7 percent of TSC training and development management on sustaining teachers performance at 95 percent confidence interval.

The Anova results are as shown below in Table 4.14

Table 4. 12 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.160	1	.160	4.857	.001 ^b
	Residual	5.789	31	.187		
	Total	5.949	32			

a. Dependent Variable: sustaining teachers performance

b. Predictors: (Constant), TSC training and development management

The Anova results shows that there is a significant difference between TSC training and development management and sustaining teachers performance (F=4.857, p=0.001 <0.05). Table 4.15 below shows the coefficients results

Table 4. 13 Coefficients

Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	3.010	.578		5.204	.000
	TSC training and development	2.163	.176	.164	2.926	.006

a. Dependent Variable: sustaining teachers performance

From the regression coefficient in Table 4.15 shows that TSC training and development has a positive coefficient when used as a predictor of sustaining teacher performance in the regression model ($\beta = 2.163$; $t = 2.926$; $p < 0.05$) indicating that TSC training and development would have a positive effect on sustaining teacher performance in primary schools. Thus, A unit increase in TSC training and development would lead to an increase in sustaining teacher performance by 2.163 units.

Thus the equation will be:

$$Y=3.010+2.163X_1$$

4.5 TSC Recognition Management and Sustaining Teachers Performance

The second objective of this study sought to find out the influence of TSC recognition management on sustaining Teachers Performance. The findings are shown in Table 4.16

Table 4.16 shows the response from the teachers on the influence of TSC recognition management on sustaining teachers performance

Table 4. 14 Teachers Response on Influence of TSC recognition Management on Sustaining Teachers Performance (n=172)

Statements		SA	A	UD	D	SD	Mean
TSC recognizes teachers through awarding the best performing teacher	F	60	33	17	47	15	3.44
	%	34.9	19.2	9.9	27.3	8.7	
The framework used by TSC to award excellent teachers has motivated me to produce good results	F	79	59	3	14	17	3.98
	%	45.9	34.3	1.7	8.1	9.9	
Recognition of teachers work has enabled them to be productive in school	F	67	39	44	17	5	3.85
	%	39.0	22.7	25.6	9.9	2.9	
There is an inclusive award system that keeps teachers motivated to do their work effectively	F	44	68	12	24	24	3.48
	%	25.6	39.5	7.0	14.0	14.0	
The school management do supports the recognition system used in our school	F	15	45	75	18	19	3.11
	%	8.7	26.2	43.6	10.5	11.0	
TSC takes time to recognize and award performing teachers	F	52	76	7	3	34	3.63
	%	30.2	44.2	4.1	1.7	19.8	
Awarding of teachers is not done fairly	F	18	90	18	28	18	3.36
	%	10.5	52.3	10.5	16.3	10.5	
We are satisfied the way awarding of teachers by TSC and our school is done	F	74	28	15	39	16	3.61
	%	43.0	16.3	8.7	22.7	9.3	
Every teacher has been rewarded individually in our school	F	20	39	18	40	55	2.59
	%	11.6	22.7	10.5	23.3	32.0	
We are given letter of recommendations by TSC	F	12	30	27	45	58	2.38
	%	7.0	17.4	15.7	26.2	33.7	
Grand Average Mean							3.34

Key: SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, Des-descriptive.

Source: Researcher Data, (2020)

Table 4.16 shows that 54.1% of the teachers agreed that TSC recognizes teachers through awarding the best performing teacher, 9.9% were sure and 36% of the teachers disagreed. The mean score for this statement was 3.44 implying that the teachers agreed with the statement. The study findings also showed that 80.2% of the teachers agreed that the framework used by TSC to award excellent teachers has motivated them to produce good results, 1.7% were not certain and the remaining 18% disagreed (Mean=3.98). The findings also shows that 61.7% of the teachers agreed that recognition of teachers work has enabled them to be productive in school, 25.6% were not sure and the remaining 12.8% disagreed. The statement scored a mean of 3.85 meaning the mean score is above average, implying that teachers perceive the statement favourably. The findings also showed that 65.1% of the teachers agreed that there is an inclusive award system that keeps teachers motivated to do their work effectively, 7.0% were not sure and the remaining 28.0% disagreed (Mean=3.48). The mean score of 3.48 implies that teachers generally agreed with the statement.

It was also clear that 34.9% of the teachers agreed that the school management do supports the recognition system used in their school, 43.6% were not certain and 21.5% disagreed as shown with a mean of 3.11 implying that respondents are generally in agreement with the statement. The findings also showed that 74.4% of the teachers agreed that TSC takes time to recognize and award performing teachers, 4.1% were not sure and the remaining 21.5% disagreed. The mean for the statement was 3.63, implying that the respondents were generally in agreement with the statement.

The findings further shows that 62.8% of the teachers agreed that awarding of teachers is not done fairly, 10.5% were not sure and 26.8% disagreed with the statement (Mean=3.36).A mean of 3.36 implied that the teachers generally agree with the statement. Further, 59.3% of the teachers agreed that they are satisfied the way awarding of teachers by TSC and our school is done, 837% were not certain and 32.0% of the teachers disagreed as shown with a mean of 3.61.

It was also established that 34.3% of the respondents agreed that every teacher has been rewarded individually in their school, 10.5% were not sure and 55.3% disagreed with the opinion. (Mean=2.59).Although the mean shows a general disagreement with the statement, the mean score is above average, implying that teachers perceive the statement favorably. Finally, 24.4% of the teachers agreed that they are given letter of recommendations by TSC, 15.7% were not certain and 59.9% disagreed (Mean=2.38) meaning that the teachers favorably agreed with the statement.

From the above findings in Table 4.8, it illustrates that TSC recognition had a positive influence on sustaining the performance of teachers as the teachers' rating was in agreement and motivated them to produce good results a shown with a grand average mean of 3.34 This finding therefore implies that the more a teacher is recognized through awards, the better they perform and this would be realized through commitment, learners performance in test scores, lower attrition and many others. The above findings contradicts the findings of Wandia (2015) conducted in Nyeri County and postulated that TSC offer

promotion on productivity and not academic qualification, therefore TSC should re-evaluate its non-monetary reward practices to make teachers improve in performance. Table 4.17 shows a correlation results between TSC recognition management and sustaining teachers performance

Table 4. 15 Correlation Analysis between TSC Recognition Management on Sustaining Teachers Performance

		Sustaining Teachers Performance	TSC recognition management
Sustaining	Pearson Correlation	1	.226**
Teachers	Sig. (2-tailed)		.003
Performance	N	172	170
TSC	Pearson Correlation	.226**	1
recognition	Sig. (2-tailed)	.003	
management	N	170	170

** . Correlation is significant at the 0.05 level (2-tailed).

Table 4.17 indicated that there was a small significant relationship between TSC recognition management and sustaining Teachers Performance ($r=0.226$, $p=.003$). TSC recognition management had a statistically significant relationship with performance of teachers because the p-value of 0.003 was less than 0.05. According to Lowry (2014), correlation coefficient have values which ranges from negative 1 to positive 1 whereby a correlation value of negative 1 indicates that there is a perfect negative correlation, correlation value of positive 1 specifies a perfect positive correlation and a correlation value of 0 implies that there is no correlation between variables under study.

Pallant (2007) also points out that small correlation have r values of .10 to .29, medium correlations have r values of between .30 to .49 while large correlations have r values of between .50 to 1.0.

4.4.4 Regression Analysis

Table 4.18 presents the model summary of TSC recognition management according to the findings of the teachers.

Table 4. 16 Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.226 ^a	.051	.045	.47147

a. Predictors: (Constant), TSC recognition management

The R² in this model was 0.051, which meant that TSC recognition Management could explain about 5.1% of the variation in sustaining the performance of teachers. This also showed that the adjusted R square is 0.045 thus the study could predict 4.5% to a greater extent, effects of TSC recognition Management on sustaining the performance of teachers.

Table 4.19 also presents the Anova results of TSC recognition management according to the findings of the teachers.

Table 4. 17 Anova

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regressi on	2.012	1	2.012	9.049	.003 ^b
	Residual	37.343	168	.222		
	Total	39.355	169			

a. Dependent Variable: sustaining Teachers Performance

b. Predictors: (Constant), TSC recognition management

The ANOVA results in Table 4.19 revealed that TSC recognition Management was a significant predictor of Sustaining Teacher Performance ($F=9.049$, $p=0.003$, < 0.05). This means that TSC recognition Management really influence Sustaining Teacher Performance in primary schools. It explains a significant amount of the variance in Sustaining Teacher Performance in primary schools.

Table 4.20 presents the coefficients results of TSC recognition management and sustaining teachers performance according to the findings of the teachers.

Table 4. 18 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.486	.297		8.368	.000
	TSC recognition management	.265	.088	.226	3.008	.003

a. Dependent Variable: sustaining Teachers Performance

The findings in Table 4.20 also showed that TSC recognition was a significant factor to sustaining teacher performance ($\beta = 0.265$; $t = 3.008$; $p=0.003 < 0.05$). This finding indicates that improvement on TSC recognition through rewards in the schools would significantly lead to sustaining of teacher performance in primary schools and vice versa.

The hypothesis that there was relationship between TSC recognition management and sustainable of teachers' performance was accepted since the p-values were less than 0.05 ($p=0.003$), then the alternative hypothesis was accepted.

Thus the equation will be:

$Y=2.486+0.265X_2$, meaning that when TSC recognition management increased by 1 unit, teachers' performance increased by 0.265 units.

The head teachers were also requested to respond to items related to the influence of TSC recognition management on sustaining Teachers Performance. The items responses were on a Likert scale ranging from 5(Strongly agree) to 1 (Strongly disagree). The results are shown in Table 4.21.

Table 4.21 presents the response from the head teachers on TSC recognition management and sustaining Teachers Performance.

Table 4. 19 Head Teachers Response on influence of TSC recognition**Management on Sustaining Teachers Performance (n=34)**

Statements		SA	A	UD	D	SD	Mean
TSC recognizes teachers through awarding the best performing teacher	F	11	13	2	3	5	3.65
	%	32.4	38.2	5.9	8.8	14.7	
The framework used by TSC to award excellent teachers has motivated them to produce good	F	10	12	3	3	6	3.50
	%	29.4	35.3	8.8	8.8	17.6	
Recognition of teachers work has enabled them to be productive in school	F	5	15	4	3	7	3.24
	%	14.7	44.1	11.8	8.8	20.6	
There is an inclusive award system that keeps teachers motivated to do their work effectively	F	13	5	3	10	3	3.44
	%	38.2	14.7	8.8	29.4	8.8	
The school management do supports the recognition system used in our school	F	6	8	4	7	9	2.85
	%	17.6	23.5	11.8	20.6	26.5	
TSC takes time to recognize and award performing teachers	F	9	8	3	8	6	3.18
	%	26.5	23.8	8.8	23.8	17.6	
Awarding of teachers is not done fairly	F	6	7	4	9	8	2.82
	%	17.6	20.6	11.8	26.5	23.5	
We are satisfied the way awarding of teachers by TSC and our school is done	F	10	9	4	6	5	3.38
	%	29.4	26.5	11.8	17.6	14.7	
Every teacher has been rewarded individually in our school	F	7	10	5	5	7	3.15
	%	20.6	29.4	14.7	14.7	20.6	
We are given letter of recommendations by TSC	F	6	10	3	7	8	2.97
	%	17.6	29.4	8.8	20.6	23.5	
Grand Average Mean							3.22

Table 4.21 shows that 70.6% of the head teachers agreed that TSC recognizes teachers through awarding the best performing teacher, 5.9% were not certain

and 23.5% disagreed. This statement had mean of 3.65 meaning the head teachers agreed with the statement. It was also clear that 64.7% of the head teachers agreed that the framework used by TSC to award excellent teachers has motivated them to produce good results, 8.8% were not sure and 26.4% disagreed with a mean of 3.50 implying that the head teachers agreed with the statement.

The findings also showed that 58.8% of the head teachers agreed that recognition of teachers work has enabled them to be productive in school, 11.8% were not sure and 29.4% disagreed with a mean of 3.24 meaning that the head teachers agreed with the statement. It was also clear that 52.9% of the head teachers agreed that there is an inclusive award system that keeps teachers motivated to do their work effectively, 8.8% were not sure and 38.2% disagreed (Mean=3.44) thus implying that the head teachers agreed with the above statement. Findings also showed that 41.1% of the head teachers agreed that the school management do supports the recognition system used in their school, 11.8% were uncertain and 47.1% disagreed as shown with a mean of 2.85.

The findings further revealed that 50.3% of the head teachers agreed that TSC takes time to recognize and award performing teachers, 8.8% were not certain and 41.4% disagreed with the statement. The mean score for this statement was 3.18 meaning that the head teachers agreed with the above statement. On the issue of awarding of teachers is not done fairly, 38.2% agreed with the statement, 11.8% were undecided and 50% disagreed with the statement

(Mean=2.82) thus implying that the head teachers slightly agreed with the statement. The findings further showed that 55.9% of the head teachers agreed that they are satisfied the way awarding of teachers by TSC and their school is done, 11.8% were not sure and 32.3% disagreed with the statement (Mean=3.38). Majority (50%) of the head teachers also agreed that every teacher has been rewarded individually in our school, 14.7% were unsure and 35.3% disagreed. The statement had a mean of 3.15 meaning the head teachers agreed. Finally, 47.0% of the respondents agreed that they are given letter of recommendations by TSC, 8.8% were not sure and 44.1% disagreed (Mean=2.97).

From the above findings, it can be concluded that promotion management of a teacher can in one way affect the performance of teachers as shown with the grand average mean of 3.22. On the other hand, the findings are in agreement with Fulton and Leech (2014) whose study established that teachers recognition allows the teachers to know and understand that their work is valued and appreciated hence improved performance from them

Similar findings were revealed during interviews with the head teachers and county TSC director. Majority of the head teachers indicated that all the teachers are accorded equal recognition and others receive awards and praise for their work done. This has improved their commitment at work thus they are satisfied with the teachers work.

This was captured in a statement by one head teacher who stated that:

“Recognition programs offered in my school is accorded equally to the teachers and has enhanced teachers commitment at work (Head teacher 10).

From the above excerpt, it can be concluded that recognition of teachers helps them to improve in performance and helps in motivating them to be committed at work. The excerpt from head teacher 10 are in consistent with the study findings of Siringa (2011) who found among other motivational factors, recognition did not cost the school much though contributed to the teacher performance positively.

Similarly another head teacher lamented that:

“Teachers are just like any other workers in school and they deserve to be recognized for their great performance, therefore they need to be complemented for their work. My school complements the teachers through appreciations, gifts, recognition and monetary rewards due to good work done and this will make the teachers be retained in school, committed to their duties, produce good results/mean such as school mean score and covered their syllabus in time (Head Teacher 18).”

From the above excerpts it can be concluded that teacher compliment plays a significant factor on their [performance. The above findings from Head teacher 18 are consistent with Herzberg Two Factor Theory by Fredrick in 1959 who earlier recognized that employees need to be complimented by the administrators attending to both sets of reward characteristics which include intrinsic and extrinsic reward mechanisms. Further, the findings concurs with the findings of Chengo’li (2012) who noted that school create a unique culture

of rewarding and complimenting the efforts of teachers since it is a significant factor of high school teacher performance and retention.

On the same note, the TSC county director stated that:

“The TSC ensures that both monetary and non-monetary recognitions, awards and appreciations are offered to teachers for the good results posted on their subject.” This makes them to work even harder in their respective schools.

From the above excerpt, it can be realized that teachers need to be highly recognized through rewards if higher performance is to be achieved. This finding is in agreement with Zwilling (2012) in Southern University, Philippines whose study found out that monetary gifts and other financial rewards to teachers contributes to improvement in their performance. Table 4.22 presents the correlation findings from the head teachers between TSC Recognition management and sustainability of teacher performance

Table 4. 20 Correlation between TSC recognition management and sustainability of teacher performance

		Sustainability of teacher performance	TSC recognition management
Sustainability of teacher performance	Pearson Correlation	1	.557
	Sig. (2-tailed)		.001
	N	34	34
TSC Recognition management	Pearson Correlation	.557	1
	Sig. (2-tailed)	.001	
	N	34	34

TSC recognition had also a strong, positive and significant relationship with sustaining teachers performance($r=0.557$, $p=.001$) since the p value is less than 0.05. Pallant (2007) also points out that small correlation have r values of .10 to .29, medium correlations have r values of between .30 to .49 while large correlations have r values of between .50 to 1.0.

4.4.5 Regression analysis

Table 4.23 presents model summary of TSC Recognition management according to the head teacher's findings.

Table 4. 21 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.357 ^a	.223	.228	.43154

a. Predictors: (Constant), TSC Recognition management

Table 4.23 shows that the R² in this model was 0.223 and adjusted R square is 0.228, which meant that the TSC Recognition management could explain about 22.3% and 22.8% respectively of the variation in sustaining the performance of teachers. Table 4.24 presents the Anova results of TSC Recognition management according to the findings from the head teachers

Table 4. 22 Anova

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.019	1	.019	4.603	.004 ^b
	Residual	35.959	32	.186		
	Total	38.978	33			

a. Dependent Variable: sustaining teachers performance
b. Predictors: (Constant), TSC Recognition management

Table 4.24 on the Anova results showed that TSC recognition had also a strong, positive and significant relationship with sustaining teachers performance where the F value was 4.603 and p value was 0.004 meaning its less than 0.05. therefore it explains a significant amount of variance in sustaining teachers performance.

Table 4.25 presents the coefficient results of TSC Recognition management and sustaining teachers performance according to the findings from the head teachers.

Table 4. 23 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.342	.639		5.231	.000
	BB	.063	.197	.057	.321	.000

a. Dependent Variable: sustaining teachers performance

The findings also showed that TSC recognition was a significant factor to sustaining teacher performance ($\beta = 0.063$; $t = 0.321$; $p < 0.05$). This finding indicates that improvement on TSC recognition in schools would significantly lead to sustaining of teacher performance in primary schools and vice versa.

Thus the equation will be: $Y=3.342+0.063X_2$ meaning that when TSC training and development increased by 1 unit, teachers' performance increased by 0.063 units. The hypothesis that there was relationship between TSC recognition management and sustainable of teachers' performance was accepted since the p-values were less than 0.05 ($p=0.000$), then the alternative hypothesis was accepted. This finding is in agreement with Zwilling (2012) findings that recognizing the employees accomplishments, through provision of career advancement opportunities translates into improved performance.

4.6 TSC Promotion Management and Sustaining Teachers Performance

The third objective was to determine the influence of TSC Promotion Management on sustaining Teachers Performance.

Teachers were asked to respond to question items related to influence of TSC Promotion Management on sustaining Teachers Performance. The findings are as indicated in Table 4.26

Table 4. 24 Teachers Response on Influence of TSC Promotion**Management on Sustaining Teachers Performance (n=172)**

Statements		SA	A	UD	D	SD	Mean
We are being promoted to leadership positions hence adding more effort at school	F	90	23	46	10	3	4.10
	%	52.3	13.4	26.7	5.8	1.7	
We are not being promoted to higher job groups	F	30	53	34	30	25	3.19
	%	17.4	30.8	19.8	17.4	14.5	
Our promotion is based on performance and further studies	F	44	64	8	40	16	3.47
	%	25.6	37.2	4.7	23.3	9.3	
Recommendation is done by school leaders for our	F	39	68	47	9	9	3.64
	%	22.7	39.5	27.3	5.2	5.2	
The TSC has delayed to promote some of us	F	30	75	36	23	8	3.56
	%	17.4	43.6	20.9	13.4	4.7	
My performance at school is not based on promotion	F	55	62	34	10	11	3.56
	%	32.0	36.0	19.8	5.8	6.4	
Many of us have stagnated in one job group for over ten years without promotion	F	52	57	26	13	24	3.58
	%	30.2	33.1	15.1	7.6	14.0	
We have been promoted to higher job groups	F	24	58	15	36	39	2.95
	%	14.0	33.7	8.7	20.9	22.7	
T.S.C has been fairly implementing policy for teachers promotion	F	50	42	19	26	35	3.27
	%	29.1	24.4	11.0	15.1	20.3	
We are being promoted immediately after our courses	F	27	37	15	45	48	2.71
	%	15.7	21.5	8.7	26.2	27.9	
Grand Average Mean							3.40

Key: SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, Des-descriptive.

Source: Researcher Data, (2020)

Table 4.26 shows that 65.7% of the respondents agreed that they are being promoted to leadership positions hence adding more effort at school, 26.7% were not sure and 7.5% disagreed. This statement had a mean of 4.10 meaning that the respondents agreed to the opinion.

It was also clear that 48.2% of the respondents agreed that they are not being promoted to higher job groups, 19.8% were no certain and 31.9% disagreed as shown with a mean of 3.19. A mean of 3.19 implies that it is greater than the average 2.5 implying that the respondents agreed with the statement. It was also clear that 62.8% of the teachers also agreed that their promotion is based on performance and further studies, 4.7% were not sure and 32.6% disagreed (Mean=3.47). a mean of 3.47 implies that the respondents also agreed with the above statement.

The findings further revealed that 62.2% of the respondents agreed that recommendation is done by school leaders for their promotion, 27.3% were not sure and 10.4% disagreed. This statement had a mean of 3.64 and this mean score was above average, it implies that most of the teachers also agreed with the statement. It was also clear that 61% of the teachers agreed that the TSC has delayed to promote some of them, 20.9% were not certain with the statement while 18.1% disagreed as shown with a mean of 3.56 meaning the teachers also agreed with the statement.

The findings also showed that 68.0% of the teachers agreed that their performance at school is not based on promotion, 19.8% were nit certain and 12.2% disagreed. The mean score for the statement was 3.56, hence this

implies that majority of the teachers agreed to the statement. Further, 63.3% of the teachers agreed that Many of them have stagnated in one job group for over ten years without promotion, 15.1% were not certain and 21.6% disagreed (Mean=3.58) meaning the teachers agreed with the statement. It was also established that 47.7% of the teachers agreed that they have been promoted to higher job groups, 8.7% were not sure and 43.6 were in a disagreement with the statement as shown with a mean of 2.95. findings also shows that 53.5% of the teachers agreed that T.S.C has been fairly implementing policy for teachers promotion, 11.0% were not sure and 35.4% disagreed (Mean=3.27) and this implies that they agreed with the statement. It was also clear that 37.2% of the teachers agreed that they are being promoted immediately after our courses, 8.7% were not sure and 54.1% disagreed as shown with a mean of 2.71 meaning a majority of the teachers agreed to the statement.

The findings from Table 4.9 revealed that TSC promotion management plays a significant role in influencing the performance of teachers as the teachers' overall mean rating was (Mean=3.40). This finding therefore implies that when teachers are promoted, their work output increases and might play an important role in learners' good academic performance in terms of improvement of the school subject mean score, mean grades and points obtained by learners. Further, teachers are committed to their work and increased in productivity. The above findings from the teachers was similar to Karachilla and Park (2015) in China which showed that promotion of teachers

to higher job groups enhances competition among them to the level that they work very hard to achieve higher promotions and this may eventually influence their performance. Table 4.27 presents teachers findings on Correlation between TSC Promotion Management and sustaining Teachers Performance

Table 4. 25 Correlation Analysis Between TSC Promotion Management and Sustaining Teachers Performance

		Sustaining Teachers Performance	TSC Promotion Management
sustaining	Pearson Correlation	1	.357**
Teachers	Sig. (2-tailed)		.018
Performance	N	172	172
TSC	Pearson Correlation	.357**	1
Promotion	Sig. (2-tailed)	.018	
Management	N	172	172

Table 4.27 shows that there was a significant medium positive correlation between TSC Promotion Management and sustaining Teachers Performance ($r=0.357$, $p=0.018$). Pallant (2007) points out that r values of .10 to .29 indicate a small correlation, .30 to .49 indicate a medium correlation and .50 to 1.0 indicate a larger correlation. Correlation coefficient have values which ranges from negative 1 to positive 1 whereby a correlation value of negative 1 indicates that there is a perfect negative correlation, correlation value of positive 1 specifies a perfect positive correlation and a correlation value of 0 implies that there is no correlation between variables under study (Lowry,

2014). The results therefore reveal that TSC Promotion Management can have a small and significant positive influence on the and sustaining Teachers Performance since the p value is less than 0.05 ($p > 0.05$).

4.4.6 Regression Analysis

Table 4.28 shows the model summary on TSC Promotion Management according to the teachers findings.

Table 4. 26 Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.007 ^a	.443	.332	.48306

a. Predictors: (Constant), TSC Promotion Management

Table 4.28 shows that The R² in this model was 0.443, which meant that the TSC promotion management could explain about 44.3 percent of the variation in sustaining the performance of teachers.

Table 4.29 shows the Anova results on TSC Promotion Management according to the teachers findings.

Table 4. 27 Anova

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.002	1	.002	5.008	.002 ^b
	Residual	39.669	170	.233		
	Total	39.671	171			

a. Dependent Variable: sustaining Teachers Performance
b. Predictors: (Constant), TSC Promotion Management

The ANOVA results in Table 4.29 revealed that TSC promotion management was a significant predictor of Sustaining Teacher Performance($F=5.008$, $p<0.05$). This means that TSC promotion really influences Sustaining Teacher Performance in primary schools.

Table 4.30 shows the coefficients results on TSC Promotion Management and sustaining teachers performance according to the teachers findings.

Table 4. 28 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.396	.303		11.208	.000
	TSC Promotion Management	.285	.091	.241	3.173	.018

a. Dependent Variable: sustaining Teachers Performance

TSC promotion management was also a significant predictor of sustaining teacher performance in primary schools ($\beta = 0.285$; $t = 3.173$; $p=0.018$). These findings reveal that where TSC promotion management exists in a school, it has a significant effect on sustaining teacher performance.

Thus the equation will be:

$Y=3.396+0.285X_3$, meaning that TSC promotion management would increase by 1 unit, thus sustainability of teachers performance increased by 0.285. The hypothesis that there was relationship between TSC Promotion management and sustainable of teachers' performance was accepted since the p-values were less than 0.05 ($p=0.018$), then the alternative hypothesis was accepted. The above findings agree with a study conducted by Wandia (2015) whose findings showed that teachers empowerment and promotions of teachers has substantially improved commitment among many teachers in their schools.

The head teachers were also asked to indicate their levels of agreement with statements related to the influence of TSC promotion management on sustaining teachers performance. Their responses are shown in Table 4.31 below.

The head teachers response on influence of TSC Promotion Management on sustaining Teachers Performance are as shown in Table 4.31.

Table 4. 29 Head Teachers Response on influence of TSC Promotion**Management on Sustaining Teachers Performance (n=34)**

Statements		SA	A	UD	D	SD	Mean
Teachers are being promoted to leadership positions hence adding more effort at school	F	17	11	3	2	1	4.21
	%	50.0	32.4	8.8	5.9	2.9	
Teachers are not being promoted to higher job groups	F	6	13	1	5	9	3.06
	%	17.6	38.2	2.9	14.7	26.5	
Teacher promotion is based on performance and further studies	F	10	4	7	7	6	3.15
	%	29.4	11.8	20.6	20.6	17.6	
Recommendation is done by school leaders for teacher promotion	F	4	15	3	3	9	3.11
	%	11.8	44.1	8.8	8.8	26.5	
The TSC has delayed to promote some of the teachers	F	7	7	4	9	7	2.94
	%	20.6	20.6	11.8	26.5	20.6	
Teacher performance at school is not based on promotion	F	7	10	2	9	6	3.09
	%	20.6	29.4	5.9	26.5	17.6	
Many of the teachers have stagnated in one job group for over ten years without promotion	F	4	6	5	9	10	3.04
	%	11.8	17.6	14.7	26.5	29.4	
Teachers have been promoted to higher job groups	F	4	6	6	8	10	2.59
	%	11.8	17.6	17.6	23.5	29.4	
T.S.C has been fairly implementing policy for teachers promotion	F	5	9	4	8	8	2.85
	%	14.7	26.5	11.8	23.5	23.5	
Teachers are being promoted immediately after their courses	F	4	7	5	9	9	2.65
	%	11.8	20.6	14.7	26.5	26.5	
Grand average Mean							3.07

Key: SA-Strongly Agree, A-Agree, U-Uncertain, D-Disagree, SD-Strongly Disagree, Des-descriptive.

Source: Researcher Data, (2020)

Table 4.31 shows that 82.4% of the head teachers agreed that teachers are being promoted to leadership positions hence adding more effort at school, 8.8% were undecided and 8.8% disagreed. This statement had the highest mean of 4.21 meaning that majority of the head teachers strongly agreed with the statement. The findings also showed that 55.8% of the head teachers agreed that teachers are not being promoted to higher job groups while 2.9% were not sure and 41.2% disagreed with the opinion as shown with a mean of 3.06 implying that the head teachers slightly agreed with the opinion.

Further 41.2% of the head teachers agreed that teacher promotion is based on performance and further studies whereas 20.6% were undecided and the remaining 38.2% disagreed with the statement. This statement had a mean of 3.15 meaning that the head teachers agreed with the above statement. On the statement that recommendation is done by school leaders for teacher promotion, 55.9% of the head teachers agreed, 8.8% were uncertain and the remaining 35.3% disagreed (Mean=3.11) implying that the head teachers also agreed with the statement.

The findings also revealed that 41.2% of the head teachers agreed that the TSC has delayed to promote some of the teachers, 11.8% were not sure and 47.1% disagreed with a mean of 2.94. The study findings indicated that 50% of the head teachers agreed that Teacher performance at school is not based on promotion, 5.9% were not certain and 44.1% disagreed with a mean of 3.09 showing that the head teachers agreed with statement. It was also established that 29.4% of the head teachers agreed that many teachers have stagnated in

one job group for over ten years without promotion, 11.8% were not sure and 55.9% disagreed (Mean=3.04). on the issue of teachers have been promoted to higher job groups, 29.4% agreed, 17.4% were undecided and the remaining 52.9% disagreed (Mean=2.59) meaning that the head teachers slightly agreed with the above statements.

It was also clear that 41.2% of the head teachers agreed that T.S.C has been fairly implementing policy for teachers promotion, 11.8% were undecided and 47% disagreed. This statement had a mean of 2.85 meaning that the head teachers also slightly agreed with the statement. Finally on the statement that teachers are being promoted immediately after their courses, 14.7% were unsure and 53% disagreed (Mean=2.65) implying that the head teachers also slightly agreed with the statement.

From the above responses from the teachers and head teachers, the findings were interpreted to mean that TSC promotion management had a significant influence on the sustainability of teachers performance as shown by the overall average mean of 3.21 and 3.07 respectively. The above findings from the heads teachers was in concurrence with Kimani et al. (2013) in a study carried out in Kenya which concluded that teacher promotion enhances teacher competition for better individual teacher subjects results thus influencing quality test scores among learners.

During interviews with the head teachers and TSC county director, the study established that teacher upward mobility like TSC promotion from one job group to another and to leadership positions does in one way or another

positively affect the performance of teachers. However, many teachers continue to stagnate in one job group and this could negatively affect their performance.

One head teacher stated that:

“In most schools, teachers are stagnating in one job group and this has tended to reduce teachers’ morale making many of them to seek alternative avenues to achieve professional development and attainment of personal goals outside the school setup hence this has affected their performance. In as much as teachers should be promoted on basis of performance it is equally fine to consider those teachers who have been in one grade for many years without promotion because posting good results alone if considered leaves many teachers outside since our schools are not equally well resourced (Head teacher 29).

From the above excerpt from head teacher 29, it shows that promotion of teachers to higher job groups makes them more productive in classrooms but since most of them are stagnating in one job group, this may negatively affect their performance in class as well national examinations.

The findings from head teacher 29 was similar to the finding by Fung and Gordon (2016) who identified that the promotion of teachers leads to good performance and was in concurrence with Kimani et al (2013) in a study carried out in Kenya which contends that promotion of teachers in terms of job groups highly motivates them to work hard and had a significant and positive relationship with teacher performance.

Most (80%) of them suggested that promotion should be pegged on value addition and not just good performance or top grades by classes taught by teachers to avoid biasness on those teachers teaching schools with pupils with poor entry scores.

Majority (75%) of the head teachers felt that academic qualifications, experience, participation in co-curricular activities and pupils performance in KCPE in the subject taught by the teacher led to some of the teachers being promoted and this has affected positively the performance of the teachers. One head teacher felt that promoting teachers to higher job groups has recently introduced competition among them and this work towards increasing the performance.

The excerpt from head teacher 2 who lamented that:

“Before the introduction of courses, teachers were promoted in relation to their performance and this used to encourage teachers to compete in improving the mean score of students in certain subjects. This shows during those days there were more good classroom teachers and this helped in improving the performance in various subjects” (Head teacher 2).

The findings from head teacher 2 confirms the findings of Chu et al. (2014) who demonstrated that higher job groups has a positive and significant impact on the achievement of an average learner due to teacher commitment to teaching duty in the classroom.

During the interviews with the county TSC director the study established that majority of teachers had been promoted after undergoing the teachers' proficiency courses or further studies and a few through performance.

The county TSC director said that:

“Most of the teachers and school heads were promoted to leadership positions and job groups because they went for further studies or had taken courses in proficiency as the only way indicated by Teachers service Commission (TSC).

The findings from TSC director confirms the Republic of Kenya (ROK) (2015) assertions that teacher promotions must be pegged on performance and professional development. There could be the fear that if teachers would go for further studies, they would leave learners unattended to. Those who remain in class would have higher teaching loads and this would negatively impact on academic achievement.

Table 4.32 presents the correlation results between TSC promotion management and sustaining performance of teachers according to the head teachers findings.

Table 4. 30 Correlation Between TSC Promotion Management and Sustaining Performance of Teachers

		Sustaining Performance of Teachers	TSC Promotion management
Sustaining	Pearson Correlation	1	.491
Performance of	Sig. (2-tailed)		.010
Teachers	N	34	34
TSC	Pearson Correlation	.491	1
Promotion	Sig. (2-tailed)	.010	
management	N	34	34

Table 4.32 indicated that there was a positive and significant relationship between TSC Promotion management and the sustainability of teacher performance in primary schools ($r=0.491$, $p=.010$).

4.4.7 Regression analysis

Regression model was run to establish the relationship between the variables. The findings are presented below. Table 4.33 presents the model summary of TSC promotion management and sustaining performance of teachers according to the head teachers findings.

Table 4. 31 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.491 ^a	.568	.523	.43046

a. Predictors: (Constant), TSC Promotion management

The R^2 in this model was found to be 0.568 as indicated on Table 4.33, which means that TSC Promotion management could explain about 56.8% of the variation in sustainability of teacher performance in primary schools.

Table 4.34 presents the correlation results between TSC promotion management and sustaining performance of teachers according to the head teachers findings.

Table 4. 32 Anova

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.049	1	.049	43.265	.010 ^b
	Residual	55.929	32	.185		
	Total	59.978	33			

a. Dependent Variable: sustainability of teacher performance

b. Predictors: (Constant), TSC Promotion management

The significance of the overall model in providing any predictive value was assessed using the F-test/ANOVA. Results from the analysis of variance are provided in Table 4.30 and shows that the overall regression model was significant and have some predictive value ($F = 43.265$; $p < 0.05$).

Table 4.35 presents the coefficients between TSC promotion management and sustaining performance of teachers according to the head teachers findings.

Table 4. 33 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.325	.435		7.636	.000
	TSC Promotion management	2.073	.989	.282	2.226	.010

a. Dependent Variable: sustainability of teacher performance

Results as presented in Table 4.35 indicates that TSC Promotion management has a positive coefficient when used as a predictor of performance of teachers in the regression model ($\beta = 2.073$; $t = 2.226$; $p=0.010 < 0.05$) indicating that TSC Promotion management would have a positive influence on performance of teachers of Kisumu sub-central as measured through productivity, increase test scores, low attrition and commitment at work.

The regression model equation thus was:

$Y=3.325+2.0735X_3$. This shows that when TSC promotion management increased by 1 unit, teachers' performance increased by 2.0735 units.

The hypothesis that there was relationship between TSC Promotion management and sustainable of teachers' performance was accepted since the p-values were less than 0.05 ($p=0.010$), then the alternative hypothesis was not rejected. The above findings agree with a study conducted by Wandia (2015) whose findings showed that teachers empowerment and promotions of teachers has substantially improved commitment among many teachers in their schools.

4.7 TSC Well-Being Management and Sustaining Performance of Teachers

The fourth objective was to determine the influence of TSC Well-Being management on sustaining Teachers Performance. Teachers were asked to respond to question items related to influence of TSC Well-Being management on sustaining Teachers Performance. The findings are as indicated in Table 4.36.

Table 4. 34 Teachers Response on influence of TSC Well-Being Management on Sustaining Teachers Performance (n=172)

Statements		SA	A	UD	D	SD	Mean
TSC ensures my fundamental needs like Healthcare and housing are catered for	F	29	41	13	48	41	2.82
	%	16.9	23.8	7.6	27.9	2.8	
The school provides me with a good conducive working environment	F	27	66	16	30	33	3.14
	%	15.7	38.4	9.3	17.4	19.2	
The quality relationship between the TSC and teachers has improved my quality of teaching	F	49	62	10	29	22	3.51
	%	28.5	36.0	5.8	16.9	12.8	
There is division of time between work, hobbies and engagement in family life	F	46	52	19	16	39	3.29
	%	26.7	30.2	11.0	9.3	22.7	
The school management ensures I have the necessary equipment to teach learners	F	65	45	2	27	33	3.48
	%	37.8	26.2	1.2	15.7	19.2	
The school environment is not good and healthy for me to work	F	17	37	14	56	48	2.53
	%	9.9	21.5	8.1	32.6	27.9	
Lack of necessary resources has hindered my performance	F	31	42	17	46	36	2.92
	%	18.0	24.4	9.9	26.7	20.9	
Mentorship is not done to teachers	F	28	44	15	43	42	2.84
	%	16.3	25.6	8.7	25.0	24.4	
TSC does not ensure that teachers having problems are rehabilitated and counselled	F	22	44	15	51	40	2.75
	%	12.8	25.6	8.7	29.7	23.3	
The work environment is safe for us thus reduces attrition	F	37	47	14	43	31	3.09
	%	21.5	27.3	8.1	25.0	18.0	
Grand average Mean							3.04

Key: SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, Des-descriptive.

Source: Researcher Data, (2020)

Table 4.36 shows that 40.7% of the teachers agreed that TSC ensures their fundamental needs like Healthcare and housing are catered for, 7.6% were not sure and 30.7% disagreed with the statement as shown with a mean of 2.82 implying that the mean score is above the average of 5.0 meaning that the teachers agreed to the statement. The findings further shows that 54.1% of the teachers agreed that the school provides them with a good conducive working environment, 9.3% were not certain with the statement and 36.6% were in a disagreement with the statement (Mean=3.14). a mean score of 3.14 implies that majority of the teachers agreed to this statement.

The findings further established that 64.5% of the teachers agreed that the quality relationship between the TSC and teachers has improved my quality of teaching, 5.8% were not sure and 29.7% disagreed with the statement as shown with a mean of 3.51 implying that the teachers agreed with the statement.

It was also clear that 56.9% of the teachers agreed that there is division of time between work, hobbies and engagement in family life, 11.0% were not sure and 32% disagreed with a mean of 3.29. It was also established that 64% of the teachers agreed that the school management ensures they have the necessary equipment to teach learners, 1.2% were not sure and 34.9% disagree with the statement. The mean score for this statement was 3.48 implying that the teachers agreed with the statement.

It was also established from the study findings that 31.4% of the teachers agreed that the school environment is not good and healthy for them to work,

8.1% were not certain and 60.5% disagreed with the statement (Mean=2.53). The mean score was moderately above the 2.5 meaning that the respondents moderately agreed with the statement. On the issue of lack of necessary resources has hindered my performance, 42.4% of the teachers agreed with the statement, 9.9% were not sure and 47.6% disagreed with the opinion with a mean of 2.92. The study findings also established that 41.9% of the respondents agreed that mentorship is not done to teachers, 8.7% were not sure and 49.4% disagreed. The mean score for this statement was 2.84 implying that the teachers favorably agreed with the above statement.

The findings also established that 38.4% of the teachers agreed that TSC does not ensure that teachers having problems are rehabilitated and counselled, 8.7% were uncertain and 53% disagreed with a mean of 2.75. The study also showed that 48.8% of the teachers agreed that the work environment is safe for them thus reduces attrition, 8.7% were not sure and 43% disagreed (Mean=3.09).

The above findings showed that TSC well-being management such the environment in which teachers work and good quality relationships affected teacher job performance as well as satisfaction of the job. This impacts immensely on whether a teacher continued working at the same school or not. Therefore, conducive working environment, adequate resources, quality relationships with colleagues in schools creates high morale on teachers making many of them not to seek transfers to other schools as shown on the overall mean of 3.04. The above findings are in line with Ladislaus and

Philbert (2016) who found out that those schools with less safety and security concerns are more able to have a good relationship and provide a good working environment for teachers' hence encouraging performance of teachers in such schools.

In addition the above study findings were interpreted to mean that a school with adequate teaching and learning resources is likely to retain the teachers than a school without adequate resources. This concurs with Lumuli (2009) study findings who noted in his study that physical materials in terms of adequacy and quality have great impact on teacher motivation, retention and performance in schools. Head teachers should work harder to make available learning and teaching materials to teachers as enhancement of good performance which also motivates teachers to work longer in such schools.

Table 4.37 shows the Correlation results between TSC well-being management and sustaining teachers performance according to the findings from the teachers.

Table 4. 35 Correlation between TSC Well-Being Management and Sustaining Teachers Performance

		Sustaining Teachers Performance	TSC Well-Being Management
Sustaining Teachers Performance	Pearson Correlation	1	.539
	Sig. (2-tailed)		.047
	N	172	172
TSC Well-Being Management	Pearson Correlation	.539	1
	Sig. (2-tailed)	.047	
	N	172	172

***. Correlation is significant at the 0.05 level (2-tailed).**

Table 4.37 indicated that there was a strong, positive and significant relationship between TSC Well-Being Management and sustaining teachers performance ($r=0.539$, $p=.047$). Hence, according to the above findings of this study, if TSC reward management such as TSC wellbeing were effective, then the teachers would perform effectively in school, and if it was not high, then teachers' performance would be dismal. The findings of the current study correspond with the findings of James and Amy (2015) who in their study found that there is a positive relationship between rewards and teacher performance and retention in Paris.

Table 4.38 shows the Anova results between TSC well-being management and sustaining teachers performance according to the findings from the teachers.

Table 4. 36 ANOVA on TSC Well-Being Management and Sustaining Teachers Performance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.385	23	.408	1.987	.008
Within Groups	29.982	146	.205		
Total	39.367	169			

Source: Researcher, Data (2020)

One way Analysis of variance (ANOVA) was conducted in order to explore whether or not there was a significant difference in teachers performance between the teachers who received TSC wellbeing management. The results

are shown in Table 4.38. The data was subjected to ANOVA to establish whether or not the TSC wellbeing management was a significant predictor of sustaining teachers performance. From Table 4.38, it can be observed that TSC wellbeing management was a statistically significant predictor of sustaining teachers performance as indicated by sig value of .008. The calculated p- value of 0.008 was less than the critical p- value of 0.05. Thus there is a significant difference in sustaining teachers performance receiving TSC wellbeing management $F=1.987, p<0.05$.

The results therefore clearly indicate that TSC wellbeing management does influence the performance of teachers in terms of commitment at work, productivity, and improved mean and grades of learners.

4.4.8 Regression analysis

Table 4.39 shows the Correlation results between TSC well-being management and sustaining teachers performance according to the findings from the teachers.

Table 4. 37 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.247 ^a	.362	.454	.48253

a. Predictors: (Constant), TSC wellbeing management

According to Table 4.39, it shows that TSC wellbeing management accounted for 36.2 percent of the variation in sustaining performance of teachers.

Table 4.40 shows the Anova results between TSC well-being management and sustaining teachers performance according to the findings from the teachers.

Table 4. 38 Anova

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.088	1	.088	4.379	.047 ^b
	Residual	39.582	170	.233		
	Total	39.671	171			

a. Dependent Variable: Sustaining Teacher Performance

b. Predictors: (Constant), TSC wellbeing management

The ANOVA results in Table 4.40 revealed that TSC wellbeing management was a significant predictor of Sustaining Teacher Performance ($F=4.379$, $p=0.047 < 0.05$).

Table 4.41 shows the coefficients results between TSC well-being management and sustaining teachers performance according to the findings from the teachers.

Table 4. 39 Coefficients

Model		Unstandardized		Standardized	T	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	3.214	.254		12.676	.000
	TSC wellbeing management	2.053	.086	2.047	.615	.047

a. Dependent Variable: sustaining teacher performance

The findings further established that there is a significant relationship between TSC wellbeing and sustaining teacher performance ($\beta = 2.053$; $t = .615$; $p=0.047 < 0.05$).

Therefore;

The regression equation $Y = 3.214 + 2.053X_4$, showing that when TSC wellbeing increased by 1 unit, teachers' performance increased by 2.053 units.

The hypothesis that there was relationship between TSC well-being management and sustainable teachers' performance was accepted since the p-values were less than 0.05 ($p=0.047$), then the alternative hypothesis was accepted. The above findings, agree with Bosom and Frase (2010) whose findings revealed that that schools with fewer environmental issues related to hostile and strikes from students provide favourable working conditions that encourage output of teachers performance. On the other hand, the schools that are struggling more to maintain a safe environment for teachers and students usually have difficulty in retaining teachers.

Head Teachers were also asked to indicate their levels of agreement with statements related to the influence of TSC Well-Being Management on Sustaining Teachers Performance. Their responses are shown in Table 4.42. Head teachers were also requested to respond to influence of TSC Well-Being Management on Sustaining Teachers Performance. this is as shown in Table 4.42.

Table 4. 40 Head Teachers Response on influence of TSC Well-Being Management on Sustaining Teachers Performance (n=34)

Statements		SA	A	UD	D	SD	Mean
TSC ensures teachers fundamental needs like Healthcare and housing are catered for	F	1	21	1	1	10	3.06
	%	2.9	61.8	2.9	2.9	29.4	
The school provides teachers with a good conducive working environment	F	2	17	8	3	4	3.29
	%	5.9	50.0	23.5	8.8	11.8	
The quality relationship between the TSC and teachers has improved their quality of teaching	F	6	18	3	4	3	3.59
	%	17.6	52.9	8.8	11.8	8.8	
There is division of time between work, hobbies and engagement in family life	F	16	9	4	4	1	3.06
	%	47.1	26.5	11.8	11.8	2.9	
The school management ensures teachers have the necessary equipment to teach learners	F	16	2	2	3	11	3.26
	%	47.1	5.9	5.9	8.8	32.4	
The school environment is not good and healthy for teachers to work	F	7	11	3	6	7	3.15
	%	20.6	32.4	8.8	17.6	20.6	
Lack of necessary resources has hindered teachers performance	F	2	1	12	3	16	2.12
	%	5.9	2.9	35.3	8.8	47.1	
Mentorship is not done to teachers	F	2	14	3	3	12	2.74
	%	5.9	41.2	8.8	8.8	35.3	
TSC does not ensure that teachers having problems are rehabilitated and counseled	F	1	2	22	1	8	2.38
	%	2.9	5.9	11.4	2.9	23.5	
The work environment is safe for teachers thus reduces attrition	F	3	17	10	1	3	3.47
	%	8.8	50.0	29.4	2.9	8.8	
Grand Average Mean							3.01

Key: SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, Descriptive.

Source: Researcher Data, (2020)

Table 4.42 shows that 64.7% of the head teachers agreed that TSC ensures teachers fundamental needs like Healthcare and housing are catered for, 2.9% were undecided and 32.3% were disagreeing with the statement (Mean=3.06). it was also clear that 55.9% agreed that the school provides teachers with a good conducive working environment, 23.5% were not sure and 20.6% disagreed as shown with a mean of 3.29. on the statement that the quality relationship between the TSC and teachers has improved their quality of teaching, 70.9% agreed, 8.8% were not certain and 20.6% disagreed (Mean=3.59).

The study findings further indicated that 69.6% agreed that there is division of time between work, hobbies and engagement in family life, 11.8% were not sure and 14.7% disagreed (Mean=3.06). findings also showed that 53% of the head teachers agreed that the school management ensures teachers have the necessary equipment to teach learners, 5.9% were not sure and 41.2% disagreed. The statement had a mean of 3.29 meaning the head teachers agreed with the statement. On the issue of The school environment is not good and healthy for teachers to work, 53% agreed, 8.8% were undecided and 38.2% disagreed (Mean=3.15). The findings showed that 8.8% agreed that lack of necessary resources has hindered teachers performance, 35.3% were undecided and 55.9% disagreed (Mean=2.12). It was also clear that 47.1% agreed that Mentorship is not done to teachers, 8.8% were not sure and 44.1% disagreed (Mean=2.74). Findings also showed that 8.8% agreed that TSC does not ensure that teachers having problems are rehabilitated and counseled, 11.4% were uncertain and 26.4% disagreed. Finally, 58.8% of the head

teachers agreed that the work environment is safe for teachers thus reduces attrition, 29.4% were not sure and 11.7% disagreed (Mean=3.47).

Findings from the interviews from the head teachers and TSC county director concurred with the above findings since the head teachers also felt that TSC wellbeing management influences the sustaining of the teacher performance of to some extent. This was stated by head teacher number 6 that:

“My good relationship with the teachers has helped in retaining them in the school and increasing their morale to improve on their performance.” The school has also a good conducive environment which is safe making the teachers increase their performance at work.” (Head teacher 6).

The findings of Head teacher 6 disagree with that of Cara (2012), who found out that socio- status of the teacher, examination stress and school environment do not affect the performance of teachers, but rewards and incentives, self-confidence, economic status of the teacher and financial incentive affect the performance of teachers.

The TSC directors also lamented that:

“The TSC has a policy that caters for the wellbeing of teachers and the presence of this policy has ensured that teacher performance is improved. With a well-structured mentoring programme, schools pairs more experienced teachers in a discipline with another less experienced teacher in a similar area, with the goal to develop specific competencies, provide performance feedback, and design an individualized career development plan and commitment to work.”

Table 4.43 shows the correlation results between TSC well-being management and sustaining teachers performance according to the head teachers.

Table 4. 41 Correlation Between TSC Well-Being Management and Sustaining Teachers Performance

		Sustaining Teachers Performance	TSC Well- Being Management
Sustaining Teachers Performance	Pearson Correlation Sig. (2-tailed) N	1 34	.403* .018 34
TSC Well- Being Management	Pearson Correlation Sig. (2-tailed) N	.403* .018 34	1 34

***. Correlation is significant at the 0.05 level (2-tailed).**

Table 4.43 indicated that there was a medium significant relationship between TSC Well-Being Management and Sustaining Teachers Performance($r=0.403$, $p=.018$). TSC Well-Being Management had a statistically significant relationship with Sustaining Teachers Performance because the p-value of .018 was less than 0.05. Pallant (2007) points out that small correlation have r values of .10 to .29, medium correlations have r values of between .30 to .49 while large correlations have r values of between .50 to 1.0.

4.4.9 Regression Analysis

Regression model analysis was done to determine the relationship between TSC Well-Being Management and Sustaining Teachers Performance according to the head teachers. The findings are shown below.

A model summary as presented in Table 4.44 shows the results between TSC well-being management and sustaining teachers performance.

Table 4. 42 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.403 ^a	.163	.136	.39553

a. Predictors: (Constant), TSC Well-Being Management

The findings in Table 4.44 showed that the R square was 0.163 therefore this indicates that TSC Well-Being Management can explain 16.3% of the change in Sustaining Teachers Performance. Table 4.40 shows the Anova results between TSC well-being management and sustaining teachers performance.

Table 4. 43 Anova

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.972	1	.972	6.214	.018 ^b
	Residual	5.006	32	.156		
	Total	5.978	33			

a. Dependent Variable: Sustaining Teachers Performance
b. Predictors: (Constant), TSC Well-Being Management

The above results in Table 4.45 reveal that the overall regression model was significant and have some predictive value ($F= 6.214$; $p=0.018$, <0.05).

Table 4.46 shows the coefficients between TSC well-being management and sustaining teachers performance.

Table 4. 44 Coefficients

Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	2.445	.447		5.471	.000
	TSC Well-Being Management	.357	.143	.403	2.493	.018

a. Dependent Variable: Sustaining Teachers Performance

TSC Well-Being Management had a significant effect on Sustaining Teachers Performance ($\beta = 0.357$; $t = 2.493$; $p < 0.05$). This finding indicates that improvement on TSC Well-Being Management in primary schools would significantly lead to improvement of teacher performance and vice versa.

Therefore;

The regression equation $Y = 2.445 + 0.357X_4$ meaning that when TSC wellbeing increased by 1 unit, teachers' performance increased by 0.357 units.

The hypothesis that there was relationship between TSC well-being management and sustainable teachers' performance was accepted since the p-

values were less than 0.05 ($p=0.018$), then the alternative hypothesis was not rejected.

This was in line with the study findings of Oyagi and Kembu (2014) in public higher institutions of learning in Dares-salaam whose study found out that the decision of a teacher working or not working in particular learning institutions depends wholesomely on the safe environment and has a direct link to teachers' performance measures. Findings of the study further revealed that there was a strong positive relationship between safe work environment and performance of academic staff.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study findings, conclusions, and the necessary recommendations for action as per the specific objectives. The chapter also highlighted suggestions for further research to be done in future.

5.2 Summary of Key Findings

The purpose of the study was to investigate the influence of teachers service commission non-monetary reward management in sustaining primary teachers performance in Kisumu central sub-county, Kenya. The specific objectives of the study were to examine the influence of TSC training and development management in sustaining teachers performance, to investigate the influence of TSC recognition management in sustaining teachers performance, to investigate the influence of TSC promotion management in sustaining teachers performance and to examine the influence of TSC Well-Being management in sustaining teachers performance. The study targeted 700 teachers, 34 head teachers and 1 TSC county director, where 210 teachers, 34 head teachers and 1 TSC county director were sampled. This study utilized questionnaire, and interview schedule to collect primary data. Both quantitative and qualitative techniques were used in analyzing the data. Descriptive statistics that were used included: mean, frequencies and percentages. Inferential statistics such as regression analysis, Pearson's r and analysis of variance (ANOVA) were also used.

5.2.1 Influence of TSC training and Development Management in Sustaining Teachers Performance

The study sought to determine the influence of TSC training and development management in sustaining teachers performance. according to the descriptive statistics from the teachers, it was established that TSC training and development management had a significant influence on sustaining teachers performance whereby majority of them indicated that they were given opportunities to advance their courses within teaching methodology thus this helped in improving their performance and had a grand mean of 3.14 for teachers and 3.31 for head teachers. However, a significant number of the teachers also revealed that there is lack of adequate opportunities for in-servicing training for teachers. The regression model and correlation analysis also indicated that there was a significant relationship between TSC training and development management and sustainability of teachers performance ($r=0.202$, $p=0.008$, <0.05) for the teachers respondents. The head teachers findings also showed a relationship ($r=0.494$, $p=0.06$, <0.05).

Interview findings concurred with this finding, as head teachers and TSC county director also emphasized that TSC training and development of a teacher positively influences the sustaining of teacher performance in school and to some extent ($r=0.494$, $p=0.06$, <0.05). Majority of the head teachers held the opinion that TSC training and development plays a significant role on teachers' performance as they are able to handle their work, and students at ease and effectively hence their performance also improves.

5.2.2 Influence of TSC Recognition Management in Sustaining Teachers Performance

The study also sought to determine the influence of TSC recognition management in sustaining teachers performance. According to findings from the teachers, TSC recognition management had a significant influence in sustaining teachers performance since the framework used by TSC to award excellent teachers has motivated them to produce good results. This objective had a grand mean of 3.34 according to the teachers findings and 3.22 from the head teachers. Further, the study established that recognition of teachers work has enabled them to be productive in school. The correlation and regression results also revealed that recognition had a significant influence on teachers performance ($r=0.226$, $p=0.003$, <0.05).

Similar findings were revealed during interviews with the head teachers where they felt that recognition programs offered in their school is accorded equally to the teachers and has enhanced teachers commitment at work. Further the TSC county director also emphasized that the TSC ensures that both monetary and non-monetary recognitions, awards and appreciations are offered to teachers for the good results posted on their subject. The correlation and regression results established that recognition had a significant influence on teachers performance ($r=0.557$, $p=0.001$, <0.05).

5.2.3 Influence of TSC Promotion Management in Sustaining Teachers Performance

The study also sought to find out the influence of TSC promotion management in sustaining teachers performance with a grand mean of 3.40 according to the teachers and an overall mean of 3.09 according to the head teachers. It was clear from the teachers descriptive findings that availability of promotion opportunities for teachers can encourage them to improve their performance since majority of the teachers were of the opinion that were being promoted to leadership positions hence adding more effort at school. The findings further revealed that a significant number of the teachers indicated that recommendation done by school leaders has encouraged for their promotion. However some of them indicated that they are dissatisfied with the process of promotion opportunities hence this had negatively affected their performance.

The correlation and regression analysis according to the teachers also indicated a significant relationship between promotion and sustainability of teachers performance ($r=0.357$, $p=0.018$, <0.05). During interviews with the head teachers and TSC county director, the study established that teacher upward mobility like promotion of teachers from one job group to another and leadership positions does in one way or another positively affect the performance of teachers. However, the head teacher felt that many teachers continue to stagnate in one job group and this could negatively affect their performance. The correlation and regression analysis according to the head

teachers also indicated a significant relationship between promotion and sustainability of teachers performance($r=0.491$, $p=0.010$, <0.05).

5.2.4 Influence of TSC Well-Being Management in Sustaining Teachers Performance

Finally, the study also established if TSC well-being management has a significant influence on sustaining teachers performance and it was clear that most of the teachers agreed that the school management ensures they had the necessary equipment to teach learners and a significant of them indicated that there is division of time between work, hobbies and engagement in family life thus this improved their performance at school. The grand mean for this objective was 3.04 from the teachers findings and 3.01 from the head teachers findings. The correlation and regression analysis according to the teachers also indicated a significant relationship between TSC wellbeing and sustainability of teachers performance($r=0.539$, $p=0.047$, <0.05). In an interview with the head teachers and TSC county director, on the issue of TSC well-being management and its influence on sustaining performance of a teacher, a majority felt that TSC well-being management does have an effect on sustaining teachers' performance. The head teachers felt that the good relationship with the teachers has helped in retaining them in the school and increasing their morale to improve on their performance. The school has also a good conducive environment which is safe making the teachers increase their performance at work. The TSC county director also indicated that TSC has a policy that caters for the wellbeing of teachers and the presence of this policy has ensured that teacher performance is improved. correlation and regression

analysis according to the head teachers also indicated a significant relationship between TSC wellbeing and sustainability of teachers performance ($r=0.403$, $p=0.018$, <0.05).

5.3 Conclusion

The study investigated the teachers service commission non-monetary reward management in sustaining primary teachers performance. Therefore, based on the study objectives and findings, the following conclusions were drawn;

The first objective was to examine the influence of TSC training and development management in sustaining teachers performance in Kisumu central sub-county, Kenya. Therefore, the study concluded that TSC training and development management has a positive influence on sustaining teachers performance in primary schools ($r=0.202$, $p=0.008$, <0.05) for the teachers respondents. The head teachers findings also showed a relationship ($r=0.494$, $p=0.06$, <0.05).

The second objective was to investigate the influence of TSC recognition management in sustaining teachers performance. The study established that TSC recognition management was also a significant factor of teachers' performance in primary schools in Kisumu Central sub-county since the framework used by TSC to award excellent teachers has motivated them to produce good results ($r=0.226$, $p=0.003$, <0.05) on teachers findings and ($r=0.557$, $p=0.001$, <0.05) on the findings from head teachers.

The third objective was to investigate the influence of TSC promotion management in sustaining teachers performance and the study revealed that TSC promotion management plays a significant role in improving and sustaining the performance of teachers in Kisumu Central sub-county ($r=0.357$, $p=0.018$, <0.05). Therefore, it can be concluded that TSC promotion management positively influences sustaining teachers performance.

Finally, on examining the influence of TSC Well-Being management in sustaining teachers performance, the study concluded that TSC well-being management has a significant influence on sustaining teachers performance ($r=0.539$, $p=0.047$, <0.05) and it was clear that most of the teachers agreed that the school management ensures they had the necessary equipment to teach learners and that there is division of time between work, hobbies and engagement in family life thus this improved their performance at school.

5.4 Recommendations

In light of the above findings, the study recommends that:

- i. The Teachers Service Commission (TSC) to mount mandatory sponsored regular training and teacher professional development for teachers at least once a term to ensure they keep abreast with current changes in the scope and teaching and in order to sustain their performance.
- ii. The school administration, Board of Management and TSC should continue to provide more support to teacher promotion in order to

boost the not only teachers performance as well as their students' academic performance.

- iii. The head teachers in primary schools should introduce non-monetary rewards such as recognition through awards that would motivate teachers and the outcome is efficacy of teachers work and performance.
- iv. The TSC should come up with a clear policy governing the wellbeing of teachers and provide them with adequate resources to reduce them from seeking transfer to other school with adequate resources and encouraged improved teacher performance.

5.5 Suggestions for Further Research

The study recommends further research should be carried out in the following areas:

- i. First, the study suggests that further studies should be done on the same problem and concentrate in other schools such as secondary and institutions of higher learning in order to make a comparison.
- ii. In addition, a study should be done to investigate the influence of TSC promotion management on teachers' job satisfaction in primary schools.
- iii. Explore the factors influencing sustaining teachers' performance in primary schools.

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APPENDICES

Appendix I: Introductory Letter

University of Nairobi
College of Education and External Studies
Department of Educational Adm. & Planning
P. O Box 92,
KIKUYU

The Head Teacher,

Dear Sir/ Madam,

RE: PERMISSION TO COLLECT DATA IN YOUR SCHOOL

I am a post graduate student in the University of Nairobi, pursuing a degree of Masters in Educational administrations. I am researching on the influence of TSC Non-Monetary Reward management in sustaining primary teachers performance in Kisumu Central Sub-County, Kenya. Your school has been selected to participate in the research. You are requested to respond to the questionnaire to the best of your understanding. This research is purely for academic purpose.

Thanks in Advance.

Yours faithfully,

Kwanya Susan Ajwang.

Appendix II: Questionnaire for Teachers and head teachers

Dear respondent,

Thank you for accepting to participate in the study that requires information on the influence of TSC Non-Monetary Reward management in sustaining primary teachers performance in Kisumu Central Sub- County. Kindly respond to all questions as honestly as possible. The information obtained will be treated with utmost confidentiality for the purpose of this study.

Section A: Background information

1. What is your gender? (Please tick appropriately)

Male Female

2. Indicate your age bracket.

Below 30 years 30 – 40 years 40-50 years 50-60 years

3. Position in the school: Teacher Head teacher

4. Indicate your highest academic qualification achieved.

Certificate Diploma Level Masters Level Degree level

Doctorate/PhD Level

Any other (Specify)

5. Please show how long you have been working in your current position.

Less than 5 years 6 - 10 years 11 – 15 years 16 – 20 years

More than 21 years

Section B: General Information

Indicate the extent to which you agree with the following statements on TSC Non-Monetary Reward management in sustaining primary teachers performance in relation to the objectives where; 5 Strongly agree, 4 Agree, 3 Neutral, 2 Disagree, 1 strongly disagree

	TSC training and Development management	5 SA	4 A	3 UD	2 D	1 SD
(i)	I am usually supported and facilitated to attend seminars and workshops					
(ii)	I am given opportunities to advance my courses within teaching methodology					
(iii)	I am fully enrolled in a fully sponsored in-service training program					
(iv)	My performance has improved through participation in international conferences					
(v)	I am given the opportunity to attend leadership courses.					
(vi)	There is lack of adequate opportunities for in-servicing training					
(vii)	I have learnt new subject content knowledge through training					
(viii)	I am not encouraged and motivated to attend training					
(ix)	My teaching methods has improved due to in-service training					
(x)	The TSC has not organized any seminar for us					
C	TSC recognition management					
(i)	TSC recognizes teachers through awarding the best performing teacher					
(ii)	The framework used by TSC to award excellent teachers has motivated me to produce good results					
(iii)	Recognition of teachers work has enabled them to be productive in school					
(iv)	There is an inclusive award system that keeps teachers motivated to do their work effectively					
(v)	The school management do supports the recognition system used in our school					
(vi)	TSC takes time to recognize and award performing teachers					

vii)	Awarding of teachers is not done fairly					
viii)	We are satisfied the way awarding of teachers by TSC and our school is done					
ix)	Every teacher has been rewarded individually in our school					
x)	We are given letter of recommendations by TSC					
D	TSC promotion management					
(i)	We are being promoted to leadership positions hence adding more effort at school					
(ii)	We are not being promoted to higher job groups					
(iii)	Our promotion is based on performance and further studies					
(iv)	Recommendation is done by school leaders for our promotion					
(v)	The TSC ha delayed to promote some of us					
(vi)	My performance at school is not based on promotion					
(vii)	The school has supported our promotion to leadership positions					
(viii)	Many of us have stagnated in one job group for over ten years without promotion					
(ix)	We have been promoted to higher job groups					
(x)	T.S.C has been implementing policy for teachers promotion					
(xi)	We are being promoted immediately after our courses					
E	TSC Well-Being management					
(i)	TSC ensures my fundamental needs like Healthcare are catered for					
(ii)	The school provides me with a good conducive working environment					
(iii)	The quality relationship between the TSC and teachers has improved my quality of teaching					
(iv)	There is division of time between work, hobbies and engagement in family life					
(v)	The school management ensures I have the necessary equipment to teach learners					
(vi)	The school environment is not good and healthy for me to work					

(vii)	Lack of necessary resources has hindered my performance					
(viii)	Mentorship is not done to teachers					
(ix)	TSC does not ensure that teachers having problems are rehabilitated and counselled					
(x)	The work environment is not safe for us					
(xi)	We do not have a good working relationship					
F	Sustaining Primary Teachers Performance					
	Teachers use better teaching strategies					
	Good performance is seen among pupils					
	There is reduced attrition in our school					
	Teacher productivity has improved					
	Teachers are committed to produce good results					
	Teachers are confident in doing their work					
	Teachers have ensured quality test scores is maintained among learners					

Thank you for your contributions.

**Appendix III: Interview schedule for TSC Deputy Director and head
teachers**

1. TSC training and Development management

a) Do you provide in-service-training for teachers and how has the reward influence sustainability of teacher Performance in primary schools?

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.....
.....

b) What is the frequency of in service training in terms of the number of times in a year and how has this affected their performance and teaching?

.....
.....
.....

2. TSC recognition management

a) Do you recognize high achieving teachers and how has it influenced sustainability of teachers performance?

.....
.....
.....

b) How is recognition among teachers done?

.....
.....
.....

3. TSC promotion management

a) How do you undertake promotion of teachers in your sub-county?

.....
.....
.....

b) How has promotion influence sustainability teachers performance?

.....
.....
.....

4. TSC Well-Being management

a) What have you put in place to ensure there is staff well-Being in primary schools?

.....
.....

b) How is the reward influencing sustainability of teachers performance?

.....
.....

5. Do you have other Non-Monetary rewards management in place apart from the mentioned above? If yes explain

.....
.....
.....

Thank you for your contribution

Appendix IV: Copy of Introduction Letter from University of Nairobi



UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

Telegram: "CEES"

dept-edadmin@uonbi.ac.ke

P.O. BOX 30197
OR P.O. BOX 92 -00902
KIKUYU

October 13, 2020

OUR REF: UON/CEES/SOE/A&P/1/4

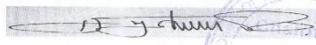
TO WHOM IT MAY CONCERN

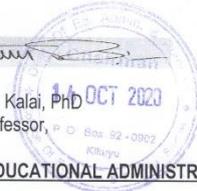
Dear Sir/Madam,

RE: KWANYA SUSAN AJWANG' – REG NO. E55/89909/2016

This is to confirm that **Kwanya Susan Ajwang'** is a Master of Education student in the department of Educational Administration and Planning of the University of Nairobi. She is currently working on her research proposal entitled "**Influence of Teachers Service Commission Reward Management Systems on Primary Teachers Work Performance in Kisumu Central Sub-County, Kenya**". Her area of specialization is Educational Administration.

Any assistance accorded to her will be highly appreciated


Jeremiah M. Kalai, PhD
Associate Professor



DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

Appendix V: Copy of NACOSTI Research Permit

 <p>REPUBLIC OF KENYA</p>	 <p>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION</p>
RefNo: 541585	Date of Issue: 23/October/2020
RESEARCH LICENSE	
	
This is to Certify that Miss. Susan Ajwang Kiwanya of University of Nairobi, has been licensed to conduct research in Kisumu on the topic: INFLUENCE OF TEACHERS SERVICE COMMISSION NONMONETARY REWARD MANAGEMENT IN SUSTAINING PRIMARY TEACHERS PERFORMANCE IN KISUMU CENTRAL SUBCOUNTY, KENYA for the period ending : 23/October/2021.	
License No: NACOSTI/P/20/7308	
541585	
Applicant Identification Number	
	Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code
	
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