

Teacher's Management Reward System and Factors Affecting Students' Performance

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Abstract: Reward is an essential strategy used by teachers in order to prompt students' motivation in the teaching process and to increase its effectiveness and efficiency. **Aim:** The study aimed to assess the relationship between management reward system of teachers and factors affecting student's performance. **Design:** A descriptive, correlation design was utilized in carrying out this study. **Setting:** The study was conducted at Al Moutndia technical institute of nursing. **Subject:** A purposive sample composed of two groups of subjects, namely teachers group (25) and nursing students group (206). **Tools:** self-administrated questionnaire sheets to assess demographic characteristics of the teachers and nurses' students, work satisfaction and motivation questionnaire and factors affecting student performance questionnaire. **Results:** (48%) of teachers uncertainly satisfied toward management reward system, 28% of them unsatisfied, while the lowest percentage (24%) satisfied toward management reward system in the work and (41.7%) of students highly affected with teaches management reward system, (37.9%) of them moderate affected with teaches management reward system, while the lowest percentage (20.4%) of them low affected with teaches management reward system. **Conclusion:** There was a positive statistically significant correlation between total management reward system of teacher's and factors affecting students' performance. **Recommendation:** Provide support and care to the teachers regarding their profession; by doing this, teachers may find the profession well motivating and most rewarding and focused on factors influencing teachers' motivation and their job performance in nursing schools.

Keywords: Efficiency, Motivation, Performance, Reward, Satisfaction, Strategy, Student, System and Teachers.

I. INTRODUCTION

Motivation is the willingness to exert high levels of effort, towards organizational goals, conditioned by the effort's ability to satisfy some individual needs. Motivation is the force that causes people to behave the way they do (Joseph, et al., 2014). Every company has their own strategy in rewarding their employee. Organization reward system refer to the ways by which employee within an organization can be motivated to put more efforts that will lead to organizational goals. It is also can seen as those motivational tool which an organization adopts to reward their workers for high or improve productivity (Izzyana, 2014).

Rewards refer to all form of financial returns and tangible services and benefits and employee receives as part of an employment relationship. "Reward is the benefits that arise from performing a task, rendering a service or discharging a responsibility" (Aysha, 2014). Reward systems is concern with the formulation and implementation of strategies and policies whose purpose is to reward people fairly, and consistency in accordance to the values of the organization. It also about the design, implementation, maintenance and communication of reward processes in order to help the organization

International Journal of Novel Research in Healthcare and Nursing

Vol. 7, Issue 1, pp: (82-92), Month: January - April 2020, Available at: www.noveltyjournals.com

implement it (**Chepkirui, 2014**). Rewards system may include extrinsic and intrinsic rewards. Extrinsic rewards include (payment, supervisor, benefits, work condition and promotion) that the employee receives as part of their job. An intrinsic rewards include (work content, recognition and Personal characteristic) that comes from actually performing the work (**Izzyana, 2014**).

The aims of reward system include: attract, retain and motivate employee, to support the attainment of the organization's strategic and short term objectives by helping to ensure that it has the skilled, competent, committed and well-motivated work force it needs, to meet the expectations of employees that they will be treated equitably, fairly and consistently in relation to the work they do and their contribution (**Olaide, et al., 2014**).

The pride of every school rests in its ability, at the end of the particular learning cycle, to churn out to society students with excellent learning performance, that super motivated to pursue higher education goals or delve into careers that will contribute to the positive development (**Kituyi, et al., 2014**). Teacher motivation has become an important issue given their responsibility to impart knowledge and skills to learners. It is argued that satisfied teachers are generally more productive and can influence students' achievement (**Mark, 2015**).

Job dissatisfaction, stress and burnout can negatively influence motivation and job performance, Meanwhile commitment to teaching and the workplace have been observed to improve by psychic rewards (acknowledgement of teaching competence), meaningful and varied work task autonomy and participatory decision-making, positive feedback, collaboration, administrative support, reasonable work load, adequate resources and pay. Therefore learning opportunities provide challenges and accomplishment (**Joseph, et al., 2014**).

Performance appraisal can be defined as the ongoing process used for identifying, measuring and developing an individual's in accordance with an organization's strategic goals (**Elliott, 2015**). Teachers and student performance being inseparable it was logical to use standardized students assessment results as the basis for judging the motivation of teachers. Teachers are charged with other responsibilities such as guiding and counseling, disciplining students, managing classes and participating in curriculum development panels other than teaching. Managers should recognize that teachers are major contributors to the efficient academic achievement of the education sector. In many education institutions, managers bear little attention to ensuring job satisfaction that in turn influence teacher motivation and this implicates more on student performance (**Kemunto, et al., 2015**).

Significance of the study

Teacher's motivation is one of the important factors in realizing educational objectives in achieving high learning performance; Low teacher motivation has impact on student performance in learning process. Thus the learning environment and teachers' motivation upon knowledge development relatively need attention in our schools (**Kemunto, et al., 2015**).

Teachers' performance is very vital such that poor performance by teachers (lateness, absenteeism, laziness) can seriously compromise teaching quality and learning outcomes. The quality of education depends on teachers as reflected in the performance of their duty, majority of teachers and students have agreed that payment of poor remuneration, in terms of salary and allowances for teachers, affects their performance which as a result contributed greatly to students' mass failure (**Bala, et al., 2017**). Job satisfaction for teachers is vital. It is very important to provide teachers with facilities, teachers should be satisfied with the job status so that, better performance of teachers can only be expected if they are satisfied with their jobs (**Okeke, et al., 2017**). So it's important to assess the relationship between teacher's reward management system and student's performance factors.

Aim of the study:

The aim of this study will be to assess the relationship between management reward system of teachers and factors affecting student's performance through: assess management reward system of teachers in technical institute of nursing, assess factors affecting student's performance in technical institute of nursing and find out the relationship between management reward system of teachers and factors affecting student's performance.

Research question:

What is management reward system of teachers in technical institute of nursing?, What is factors affecting student's performance in technical institute of nursing? And What is the relationship between management reward system of teachers and factors affecting student's performance?

II. BODY OF ARTICLE

Subject and Methods
I. Technical Design
Research Design

A descriptive correlational design was utilized in conducting this study.

Study Settings

This study was conducted at Technical Institute of Nursing, Al-Muetamdia.

Subjects

The subjects of this study were consisted of two groups: namely teachers group and nursing students' group.

a. Teachers group

This group consisted of (25) teachers working in the aforementioned schools during the time of the study were eligible for inclusion in the study sample.

b. Nursing students group:

This group consisted of (206) nursing students enrolled in the aforementioned schools during the time of the study were eligible for inclusion in the study sample.

$$\text{Sample equation} = \frac{N \times p(1-p)}{[N - 1 \times (d2 \div Z2)] + P(1-P)}$$

Tools of Data Collection

The data for this study was collected using two tools as follows:

First tool: Work Satisfaction and Motivation Questionnaire it used to collect the required data from teachers. Consist of the following two parts:

Part 1: Personal characteristic data for teacher: such as age, sex, marital states, education level, years of experience... etc.

Part 2: Work Satisfaction and Motivation Questionnaire: A self – administrated questionnaire was developed by researcher after the reviewing the literature and based on Herzberg's two-factor theory (**Roperts, 2005**). It was adopted from (**De Beer, 1987**) to assess reward system of teachers in technical institute of nursing .This tool was consists of 40 items that comprise eight subscales: (work content (17 statements), recognition (4 statements), personal (2 statements), payment (4 statements), promotion (3 statements), benefits (3 statements), work condition (3 statements), leader / Supervisor (4 statements).

Scoring system: Each teachers response to each item is rated on 3-point likert scale, (agree=3, uncertain=2, disagree=1), than the scores was sum-up then divided by the number of the statements and converted into a percent, Thus the total reward system of teachers was classified to (< 50% = Zero < 40 Unsatisfied, < 75% = 40 < 60 Uncertain, ≤ 100% = 60 ≤ 80 Satisfied).

Second tool: Factors affecting student performance questionnaire it used to collect the required data from students. Consist of the following two parts:

Part 1: Personal characteristic data for student: such as age, sex, marital states, father education.... etc.

International Journal of Novel Research in Healthcare and Nursing

Vol. 7, Issue 1, pp: (82-92), Month: January - April 2020, Available at: www.noveltyjournals.com

Part 2: Factors affecting student performance questionnaire: A self – administrated questionnaire will be developed by researcher after the reviewing the literature and based on (Jennilynbalbalosa, 2010). To assess student performance (factor related to student, factor related to teacher). This tool consists of 43 items that comprise eight subscales: (interest (7 statements), study habits (10 statements), personality traits (9 statements), teaching skills (5 statements), Method of learning (12 statements).

Scoring system: Each student response to each item is rated on 3-point likert scale, (always=3, sometime=2 and never=1), then the scores was sum-up then divided by the number of the statements and converted into a percent, Thus the total factor affecting students' performance classified to (< 50% = Zero < 43 Low effect, < 75% = 43 < 64 Moderate effect, ≤ 100% = 64 ≤ 86 High effect).

II. Operation Design

The operational design for this study consisted of three phases, namely preparatory phase, pilot study, and fieldwork.

Preparatory Phase

This phase included reviewing of literature related to management reward system of teachers and factors affecting student's performance by using books, articles, journals, and internet. This served to develop the study tools for data collection. During this phase, the researcher also visited the selected places to get acquainted with the personnel and the study settings. Development of the tools was under supervisors' guidance and experts' opinions were considered.

Validity of the tools:

Validity of the tools were done namely face validity and content validity. It was translated into Arabic and was tested by a jury group of the five experts specialized in nursing administration from two university namely Helwan university and Ain shams university through an opinionnaire sheet to measure the validity of the tools.

Face validity:

Jury opinions were elicited regarding the tools format, layout and clarity of parts.

Content validity:

Content validity was conducted to determine the appropriateness of each item to be included in the questionnaire sheet. Minor modifications were done based on the jury recommendations.

Reliability of the tools:

Reliability of the tools was tested using Cronbach's alpha coefficient to determine the extent to which the questionnaire item were related to each other. Test of reliability for work satisfaction and motivation questionnaire Cronbach's alpha showed (0.870). Also test reliability for factors affecting student performance questionnaire showed (0.857). Statistical equation of Cronbach's alpha reliability coefficient normally ranges between 0 and 1, higher values (more than 0.7) this indicated that both instruments were showed an excellent reliability.

Pilot Study

Pilot study was carried out on 10% of the total number of the teachers and students in the previous mentioned sittings to test the clarity, feasibility and applicability of the study tools. The pilot has also served to estimate the time needed for each subject to fill in the questions. Those partspants inn the pilot study were excluded from the study sample. According to the results of the pilot, some modification of items was done and the final version was prepared for distributing to the study subject. The pilot participants were not included in the main study sample.

Fieldwork

The actual fieldwork started at the beginning of March 2019 after securing all official permissions. It was completed by the end of August 2019. The researcher meeting the director of Al- moutmdia technical institute of nursing explaining the aim and get official written consent, than The researcher collected data through meeting the teachers and students individually and groups, explaining the aim and obtaining a verbal consent to participate of the study then explaining of filling out the questionnaire, the time needed by the teachers to complete the first tool was ranged between (10 to 15

minutes), and the second tool was ranged between (20 to 25 minutes) by the student. The researcher checked the completeness of each field sheet after the study subject complete it to insure absents of any missing data. Questionnaire sheet will be completed by the researcher from each teacher and student 2 days / week (Sunday -Thursday) from 10am - 12pm mid-day.

III. ADMINISTRATIVE DESIGN:

To carry out the study, official letters were issued from the Faculty of Nursing Helwan University. The researcher introduced official letter to manger of Al-Muetamdia technical institute of nursing. Explained the aim and objectives of the study to get official written consent to conduct the study. The researcher also met each teachers and students and informs him or her about the aim to gain their cooperation to poteen oral consent.

Ethical Consideration:

The study protocol was approved by the Scientific Research Ethical Committee in the Faculty of Nursing Helwan University. Official permissions to conduct the study were secured. The researcher introduced official letter to manger of Al-Muetamdia technical institute of nursing. Explained the aim and objectives of the study to get official written consent to conduct the study. All participants gave their oral informed consent to participate in the study sample. They were informed about the study purpose, procedure and about their rights to refuse or withdraw without giving reasons from the study at any time without giving reasons. They were reassured about the anonymity and confidentiality would be granted of the information collected, and that it would be used only for the purpose of scientific research.

IV. STATISTICAL ANALYSIS

The data obtained were synthesized, analyzed, and presented in the form of tables and figures using the Statistical Package for Social Sciences version 20.0 (SPSS). Qualitative variables were presented in the form of frequencies and percentages; quantitative variables were presented in the form mean and standard deviation. Test of significance was used to find out associations between study variables. Chi-square (χ^2) test of significance was used in order to compare proportions between two qualitative parameters. Spearman's rank correlation coefficient (r) was used to assess the degree of association between two sets of variables if one or both of them was skewed. The confidence interval was set to 95% and the margin of error accepted was set to 5%. So, the (p-value) was considered significant as the following:

V. RESULTS

Table 1: Distribution of the teachers according to their personal characteristic data (no. =25)

Items	No.	%
Age		
25-35	9	36
36-44	4	16
≥45	12	48
Mean ± SD	47.3±2.1	
Gender		
Male	11	44
Female	14	56
Marital status		
Married	18	72
Single	7	28
Experience		
< 5	4	16
5-10	6	24
≥11	15	60
Mean ± SD	20.6±3.4	

Table (1): Shows that, about half of study teachers (48%) their age were between 45 years old with mean scores and standard deviation (47.3±2.1). Also, more than half of them were females, married and they had more than 10 years' experience respectively (56 %, 60%, &72%)

Table 2: Distribution of the student according to their personal characteristic data (no. =206)

Items	No.	%
Age		
15-19	171	83
>19	35	17
Mean ± SD	17.5±1.8	
Residence		
Rural	120	58.6
Urban	86	41.7

Table (2): Reflects that, the majority (83%) of the study students. Age was range between 15 to 19 years old with mean scores and standard deviation (17.5±1.8).More than half (58.6%) of them from rural areas.

Table (3): Means scores of teachers according to their total satisfaction regarding management reward system (no. =25)

Variables	Mean ±SD
Work content	33.24±2.29
Recognition	8.0±1.19
Personal	4.45±0.76
Payment	7.80±2.23
Promotion	6.04±1.57
Benefits	6.00±1.95
Work condition	5.88±1.44
Leader / Supervisor	6.31±2.21
Total reward system	77.72±13.64 (Moderate level)

Table (3): Arrays that, the distribution of the teachers levels satisfaction regarding management reward system in their work, with mean and stander deviation, it shows the highest mean and stander deviation was (33.24±2.29),while the lowest mean and stander deviation (4.45±0.76), and total (77.72±13.64). It was conceders moderate level .

Table (4): Means scores of studied students according to their total performance affected with teachers management reward system (no. =206)

Variables	Mean ±SD
Interest	17.72±2.43
Study habits	26.42±2.71
Personality traits	22.14±2.68
Study habits	14.83±2.56
Method of learning	28.94±2.47
Total affected	110.05±12.85 (High level)

Table (4): Explains, the distribution of the students affected with teachers management reward system levels, with mean and stander deviation, it shows the highest mean and stander deviation was (28.94±2.47), while the lowest mean and stander deviation (14.83±2.56) and total (110.05±12.85) which considered high effect level.

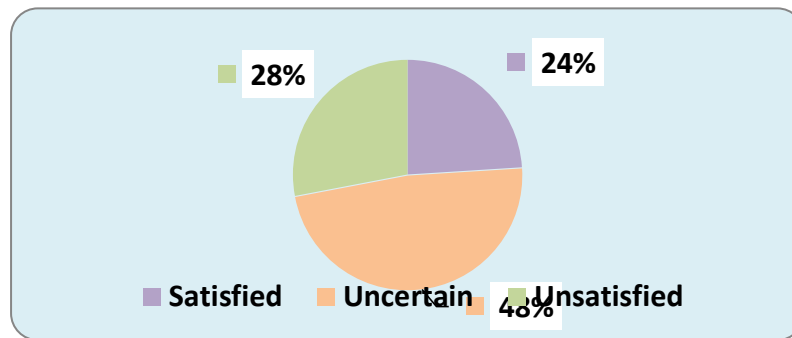


Fig.1. Distribution of the teachers according to their total satisfaction regarding management reward system in the work (no. =25)

Figure (1): Regarding management reward system in the work. It shows that, the highest percentages (48%) of teachers uncertainly satisfied toward management reward system, (28%) of them unsatisfied, while the lowest percentage (24%) satisfied toward management reward system in the work.

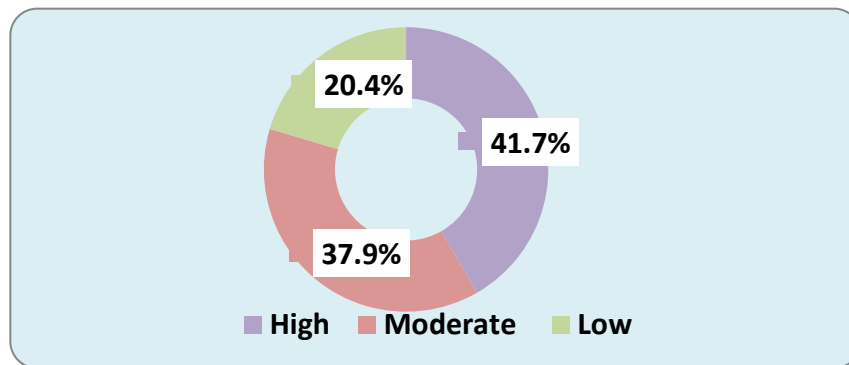


Fig.2. Distribution of studied students according to their total performance affected with teaches management reward system (no. =206).

Figure (2): Displays that, distribution of studied students according to their total performance affected with teaches management reward system, more than one third of studied students (41.7%) there was highly affected with teaches management reward system.

Table (5): Correlations between management reward system of teacher's dimensions and factors affecting student's performance

Factors / Dimensions	Work content	Recognition	Personal	Payment	Promotion	Benefits	Work condition	Leader/ Supervisor
Interest	0.51	0.67*	0.61*	0.42	0.83**	0.73*	0.47	0.67*
Study habits	0.43	0.48	0.56	0.67*	0.85**	0.82**	0.49	0.57*
Personality traits	0.44	0.73*	0.80**	0.93**	0.81**	0.78*	0.40	0.68*
Skills	0.41	0.81**	0.84*	0.91**	0.86**	0.84**	0.45	0.72*
Method of learning	0.53	0.80**	0.81*	0.90**	0.84**	0.79**	0.64*	0.80**
Total	0.46	0.69*	0.72*	0.77*	0.84**	0.79*	0.41	0.69*

Table (5): Reveals that, a positive correlation between management reward system of teacher's dimensions and factors affecting student's performance with statistically significant differences at ($p \leq 0.05$).

Table (6): Correlation between total management reward system of teacher's and factors affecting student's performance

Item	Reward system	
	r	P-Value
Student Performance	0.67	0.03*

Table (6): Show that, there was a positive correlation (P-Value=0.03*) between total management reward system of teacher's and factors affecting student's performance with statistically significant differences at ($p \leq 0.05$).

Table (7): Correlation between total management reward system of teacher's and student's grads

Item	Reward System	
	r	P Value
Student Grades	0.61	0.04*

Table (7): Plays that there was a positive correlation between total management reward system of teacher and student's grades with statistically significant differences at ($p \leq 0.05$), (P value ≤ 0.05 was considered significant, P value ≤ 0.001 was considered as highly significant, P value > 0.05 was considered insignificant).

VI. DISCUSSION

Reward works to attract and retain key talented persons and popular type of long-term incentive is some form of a restricted stock plan. Rewards based on performance measures over times larger than one year are long-term incentive rewards. By using this, a company can reward employees for their outstanding work performance to maximize the firm's long-term value. (Nelson & Eddy, 2018).

This study aimed to assess the relationship between management reward system of teachers and factors affecting student's performance through; assess management reward system of teachers in technical institute of nursing, assess factors affecting student's performance in technical institute of nursing and find out the relationship between management reward system of teachers and factors affecting student's performance.

Regarding Disruption of personal characteristics of the study subjects the current study findings illustrated that, nearly half of studied teachers' age was 45 years old with mean scores and standard deviations (47.3 ± 2.1) and more than half of them were females, married and had more than 10 years' experience. This study finding were supported by the study of Lynnette (2013), who studies the effects of institutional teacher reward systems students' performance in Kenya, mentioned that the majority of the teachers in the studied sample were aged more than 40 years old, and had from 10 to 15 years of experiences. On the other hand conversely with shahnawaz and Fatima (2013), mentioned that the majority of teacher in studied sample were aged between 18 and 25 years.in a study of "the impact of reward system on teacher motivation".

Concerning the studied students group, the current study findings revealed that the age of the majority of the study students ranged from 15 to 19 years old with mean scores and standard deviations (17.5 ± 1.8). Also, more than half of them from rural areas. The study results were in an agreement with the study of Lucinda & Deborah (2015), who study "the effects of reward systems on academic performance"; found that, most of the studied sample was in the age group of 16 and more but the majority of them were for urban areas, the researcher believes that this age related to the high schools age registration was nearly the same in all high schools in addition the rural or urban areas this may be due to the settings of the study.

International Journal of Novel Research in Healthcare and Nursing

Vol. 7, Issue 1, pp: (82-92), Month: January - April 2020, Available at: www.noveltyjournals.com

Concerning the distribution of the teacher's total satisfaction regarding management reward system in the work, the current work revealed that, less than half of study teachers were uncertainly satisfied with management reward system, while less than one third of them were satisfied toward it. The findings of this study were in agreement with the study of **Armstrong (2011)**, which was about "Managing reward systems"; reported that, less than one third of the studied group were satisfied with management reward system.

In addition, the current study outcomes revealed that, more than one third of the students were highly affected with teacher's management reward system. This was in accordance with **Kelley, et al. (2012)**, who studied "Teacher motivation and school-based performance awards"; clarified that, one third of the students were highly affected with their teachers reward system.

Regarding correlations between management reward system of teachers and student's performance, the current study revealed that there was positive correlation between factors affecting student's performance to each other with statistically significant difference between them. These outcomes in agreement with **Lynnette, (2016)**, whose study was about "effects of institutional teacher reward systems on students' performance"; reported that, there was positive correlation between management reward system of teachers and student's performance

Also, there was a positive correlation between total management reward system of teacher's and factors affecting student's performance with statistically significant difference between them. These outcomes were in agreement with **Bacal, (2011)**, whose study was about "Why improving performance management systems is so difficult"; reported that, there was a positive correlation between total management reward system of teacher's and factors including (methods of learning, skills, and personality traits) affecting student's performance with statistically significant difference between them .

Also the current work concluded that, there was grads positive correlation between total management reward system of teacher's and student's grades with statistically significant difference between them. This was in the same line with the study of **Ngala and Odebero,(2012)**, which was about "Motivation of teachers and its influence on academic achievement" mentioned that, there was positive correlation between management reward system of teacher's and the student's grades.

VII. CONCLUSION

Based on the study finds, it can be concluded that, about half of the study subject (teachers) hand uncertainly satisfaction toward management reward system in their work, on the other hand the study subject (students) highly affected with teaches management reward system. Finally there was a positive correlation between total management reward system of teacher's and factors affecting students' performance.

VIII. RECOMMENDATIONS

Based upon the results of the current study recommendation the following:

- Promotion, salary increment and extra payments should be provided to teachers.
- Teachers should be involved in decision making, so as motivate them for advancing teachers effectiveness and efficiency in completing their duties and responsibilities.
- Review policies on nursing education. The policies should be well-designed and implemented to meet the demands of teachers; for example by making them participating and have a say on matters regarding and provide more opportunities for training and development teachers will likely be motivated.
- The community should provide support and care to the teachers regarding their profession; so teachers may find the profession well-motivating and most rewarding.
- Plans and strategies towards improving teachers' conditions are made possible with the proper allocations of funds
- The District Council should also work hard to minimize the teachers' problems that are originating from the council itself, for example delays in sending reports on teachers' employment records to the responsible government authorities
- Further research study is recommended to focus on factors influencing teachers' motivation and their job performance in nursing schools.

International Journal of Novel Research in Healthcare and Nursing

 Vol. 7, Issue 1, pp: (82-92), Month: January - April 2020, Available at: www.noveltyjournals.com
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