

# Perceived Relationship between Remuneration, Recognition and Job Satisfaction among Public School Teachers in Nairobi County Kenya

Samwel Makori Oyaro

Nationality: Kenyan

Email: [samoyaro@gmail.com](mailto:samoyaro@gmail.com)

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## **Abstract**

*The study sought to determine the perceived relationship between remuneration, recognition and job satisfaction among public secondary school teachers in Nairobi County. Therefore, 240 teachers from twelve randomly selected public schools completed the job satisfaction questionnaire. Data was analyzed using descriptive statistics and Pearson product moment. The results showed there is a positive relationship between remuneration, recognition and job satisfaction.*

**Key words:** Remuneration, Recognition, and Job satisfaction.

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## **1.0 Introduction**

Reward is regarded as any contingency that can deliver a consequence that can be associated with an increase in the future likelihood of a behavior in a similar situation (Horner, 2013). Notably, rewards play a critical role in establishing and sustaining the commitment among the employees of an organization that enhances a high performance levels (Wang, 2014). Premised on the two factor theory that was coined by Herzberg, the rewards are categorized to intrinsic or extrinsic that impact on the level of employee satisfaction with their jobs (Hong and Wong, 2012). Intrinsic rewards are inherent to job or they exist within the job itself such as variety, challenge and autonomy.

On the other hand, extrinsic rewards may include pay, promotion, progress opportunities availed within the organizations, and better workplace conditions. Further research findings elucidate that while intrinsic rewards may probably be more salient in enhancing job involvement (Driscoll and Randall, 2009), satisfaction derived from extrinsic rewards may lead to continuance in commitment with the organization resulting an increase in customer satisfaction and loyalty (O'Reilly, 2011). Both the intrinsic and extrinsic rewards boost the level of job satisfaction of the employees in organizations. Job satisfaction is a critical and integral component of an organization's health and an important component in industrial relations. Job satisfaction level has been cited to have association with various aspects of the workplace behavior that is not limited to accidents, turnover, absenteeism, and productivity (Gupta, 2008).

Remuneration and recognition can foster a definite change in work motivation. A study that was executed by Gordon (2013) established that there is strong and positive effect of monetary reward and recognition on the job satisfaction among teachers in Kenya. Katou

(2008) found out that job performance of the Kenyan teachers can be considerably increased if more attention is directed to teacher rewards and their recognition by their employer, Teachers Service Commission. Nakera and Wesangula (2010) study established that there is fragility in the perceived teacher job satisfaction level in Kenyan schools generally.

There are a range of factors that have an influence job satisfaction of teachers in Kenya including remuneration, teacher promotions, their recognition, and training. It is against this background that the present study seeks therefore to determine the perceived relationship between remuneration, recognition, and job satisfaction of teachers in Public secondary schools in Nairobi County.

### **Research Objectives**

- i. To find out whether remuneration influences job satisfaction of teachers in public secondary schools in Nairobi County.
- ii. To find out whether recognition influences job satisfaction of teachers in public secondary schools in Nairobi County.

### **2.0 Methodology**

The present study is to determine the perceived relationship between remuneration, recognition and job satisfaction of teachers in public secondary schools in County.

#### *2.1 Research Design*

This study adopted a correlational approach in determining the relationship between remuneration, recognition, and job satisfaction.

#### *2.2 Participants*

The sample consisted of 240 teachers who were selected randomly from public secondary schools in Nairobi County. They completed remuneration and recognition questionnaires.

#### *2.3 Measures*

This study adopted a job satisfaction questionnaire and utilized it in data collection.

##### *2.3.1 Job satisfaction Questionnaire*

The tool was developed by Desh Bandari (1998) and comprises of 20 items based on a 4-point Likert scale ranging from strongly disagree (1) to strongly agree (4)

Reliability and the validity of the data collection instrument were determined. Notably, Cronbach alpha was computed and found to be .75. On the other hand, validity was determined by use of factor analysis with Comparative Fit Index and found to be .78.

#### *2.4 Data Analysis*

The quantitative data was analyzed using descriptive statistics and Pearson product moment was used in determining the association between the variables that were being studied.

### **3.0 Results**

#### **Relationship between Remuneration and Job Satisfaction**

In order to determine, teachers were therefore asked to indicate their level of satisfaction based on statements regarding remuneration and how satisfied they felt.

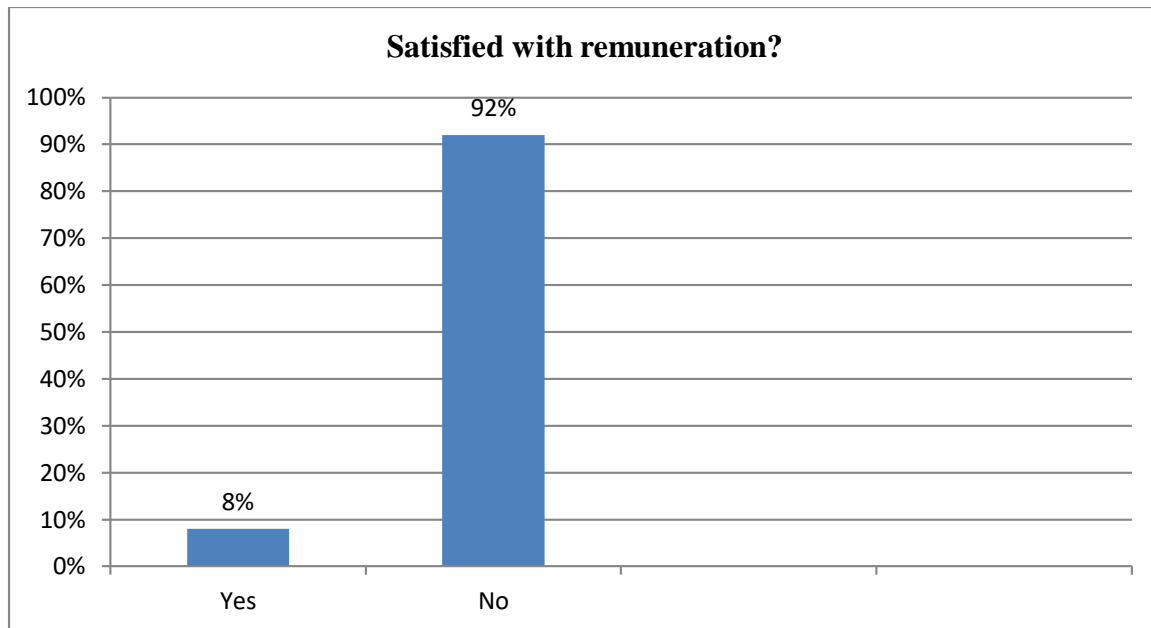


Figure 4.3 Satisfaction of remuneration level

Based on the study findings, majority of the teachers, 80%, in public secondary schools in Nairobi County reported that they are not satisfied with the remuneration by Teachers Service Commission. Only 8% of the respondents acknowledged being satisfied with the pay.

Table 3.1 Pearson product moment correlation

		Remuneration	Job satisfaction
Pearson correlation			
Remuneration	Sig. (2-tailed)	1	.811**
	N	111	111
Pearson correlation			
Job satisfaction	Sig. (2-tailed)	.811**	1
	N	111	111

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

This study found a strong positive relationship ( $r_{xy} = .811$ ) between remuneration and job satisfaction. This study therefore established that job satisfaction is enhanced when workers perceive equitable pay compared to their input. Dissatisfaction sets in when workers feel that they are inequitably remunerated. The lack of satisfaction results to rampant absenteeism and turnover that may be interpreted as a protest against poor pay.

**Relationship between Recognition and Job Satisfaction**

The researcher sought to determine the influence of recognition on job satisfaction among teachers in public secondary schools in Nairobi County. Thus, participants were asked to give their perceptions regarding how recognition influences job satisfaction.

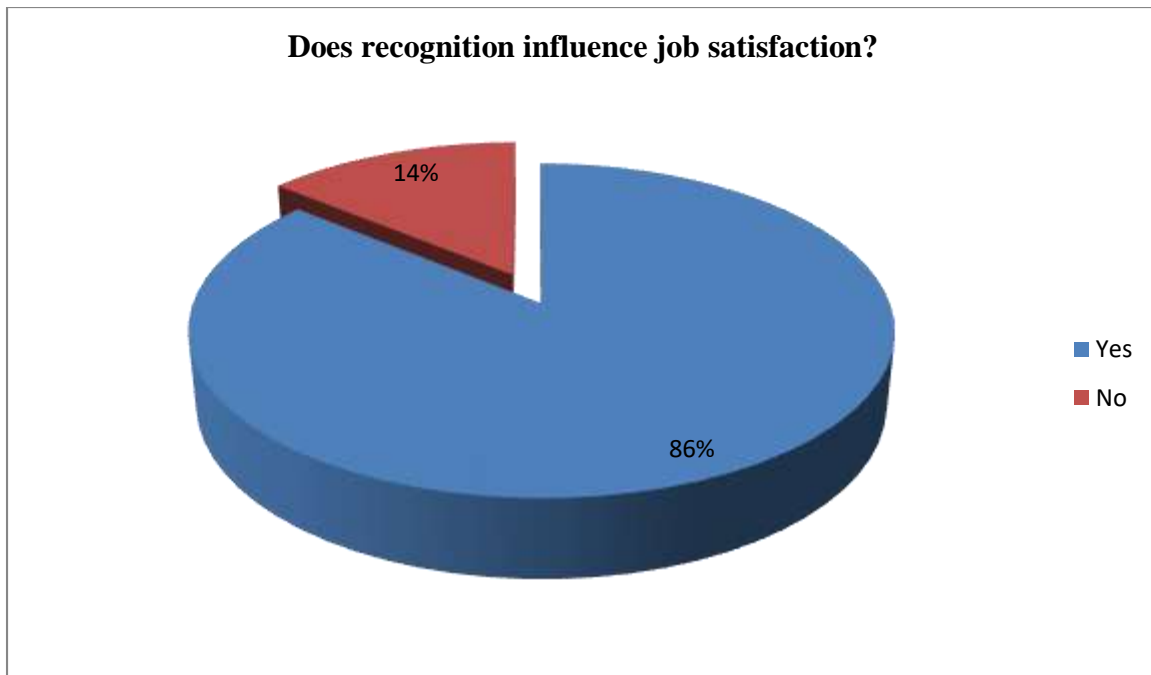


Figure 3.2 Recognition and job satisfaction

This study established that 86% of the respondents acknowledged that recognition influences job satisfaction. On the other hand, 14% of the respondents disagreed that job recognition influences job satisfaction. In addition, the researcher established the correlation coefficient in order to determine the correlation between recognition and job satisfaction among teachers in public secondary schools in Nairobi County.

Table 3.2 Pearson product moment correlation

		Recognition	Job satisfaction
Pearson correlation			
Recognition	Sig. (2-tailed)	1	.654**
	N	111	111
Pearson correlation			
Job satisfaction	sig. (2-tailed)	.654**	1
	N	111	111

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

This study found a strong positive relationship ( $r_{xy} = .654$ ) between recognition and job satisfaction. This study further established that incorporating teachers on matters pertaining curriculum development and considering their views is important in enhancing job satisfaction among teachers. In scenarios where the stakeholders such as the teacher service commission engages constructive talks when handling disputes; protracted court battles

between the teachers' union and the employer are minimized. This study found that strikes lowers integrity of the teachers and by extension their morale and job satisfaction level. The researcher also noted that employee recognition is an important determinant of job satisfaction among workers.

#### 4.0 Conclusion and Recommendations

Recognition is praise and credit for work done. Teachers would like to be respected and appreciated in whatever activity they undertake in their teaching job. Recognition infuses job execution with energy and provides employees with unsolicited and positive feedback that results to job satisfaction. Recognition awards can be in cash or noncash for example verbal recognition, trophies, certificates, plaques, dinners and tickets.

In addition, job satisfaction is enhanced when workers perceive equitable pay compared to their input. Dissatisfaction thrives in when teachers feel that they are inequitably remunerated by the Teachers' Service Commission.

#### Recommendations

- The commission should remunerate teachers well to boost self-esteem and job morale. As a result, teachers will not be forced to do other jobs to supplement their pay.
- The commission should remunerate teachers well and adopt varied recognition approaches. Well recognized and paid teachers are psychologically stable thus satisfied with their job.
- The commission should incorporate teachers on matters pertaining curriculum development and considering their views.
- The teachers' service commission to engage constructive talks when handling disputes to avoid protracted court battles. Strikes lower integrity of the teachers and their job morale.

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