

REVISITING TEACHER COMPENSATION PRACTICES AND JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN NAKURU WEST SUB COUNTY, KENYA

TALLAM MALDRINE^{1*}, HENRY K. KIPLANGAT²

¹Master student, School of Education, Kabarak University, Kenya

²Vice Chancellor, Kabarak University, Kenya

*Corresponding Author

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ABSTRACT

Job satisfaction plays a key role in how public secondary school teachers perform their functions. However, in Kenya, despite significant redress of issues affecting teachers' job satisfaction by multiple stakeholders, most teachers remain unsettled in their workstations while others contemplate quitting the profession altogether for other promising careers. Among other factors, these attitudes have been attributed to teachers' poor compensation strategies in Secondary schools. In Nakuru West Sub County, for example, a good number – a cumulative average of 16% between 2015 and 2018 - of teachers have been lost to other professions. This study, therefore, purposed to establish the influence of teacher compensation practices on job satisfaction among public secondary school teachers in Nakuru West Sub County. The study was descriptive in nature and data was collected using questionnaires. Data analysis was then done using descriptive and inferential statistical methods. The results of the study indicate that compensation practices ($\beta = 0.313$, $p = 0.001 \leq p = 0.05$) significantly influence job satisfaction among public secondary school teachers. The positive and moderate relationship observed between compensation practices and job satisfaction implies that emphasizing on good teacher compensation practices in the schools would lead to improved teachers' job satisfaction.

Keywords: Job satisfaction, Compensation, Secondary school, Teachers, Performance, Nakuru West sub-county.

1.0 INTRODUCTION

Employee compensation in this study refers to the extra rewards that schools design to pay teachers for their extra duties assigned outside the classroom. These duties include co-curricular activities, remedial teaching as well as participating in academic trips, among others. Employee compensation is and has been over time, one of the fundamental elements of employment relationships in any organization. Financial benefits including money is therefore an important tool for enhancing sustainable competitiveness and organizational performance in institutions of learning. Robins (2003) observes that compensation is a motivation for employees in the workplace and that any move to pay less to employees often

results in job dissatisfaction. According to Fatima and Ali (2016), employee compensation is a crucial responsibility of any organization to provide financial rewards such as salary. It is therefore noted that, the state of employee satisfaction or dissatisfaction is largely dependent on their financial rewards.

All over the world, people engage in work in order to receive payments with which to acquire necessities and luxuries needed to better their lives. Obineli (2013) reported that salary, promotion and monetary rewards significantly affect the levels of job satisfaction among employees. Teachers as workers also need money to enable them to care for members of the extended families. Some teachers experience stagnation and when this occurs, they are demoralized, frustrated and dissatisfied with their jobs and therefore they look elsewhere for greener pastures. Teachers are considered one of the most essential beings in the education sector and their rewards on work done, is cited as the driving engine to their performance, commitment to work and satisfaction with the job. This study focuses on examining the influence of teacher compensation on job satisfaction among public secondary school teachers in Nakuru West Sub County.

2.0 LITERATURE REVIEW

The term Job satisfaction is furnished as the attitude of content an employee possesses in his or her current position in an organization. In the last few decades, several scholarly studies have been conducted using the workers' satisfaction as a central research variable. It must be regarded as an obligatory attribute which is very frequently measured by organizations in order to ensure the existence of an affectionate approach of employees towards the duties and responsibilities they deal with (Shaju & Subhashini, 2017). Furthermore, Hoerr (1998) argues that any non-merit-based system is unfair for exceptional teachers because they are judged on inefficient criteria. This will arguably cause talented teachers to leave the education system since their excellence is not fairly rewarded (Odden, 2001). Only when performance is rewarded and teachers command salaries equal to the private sector without having to progress up an arbitrary salary scale, will the best talent be attracted and retained (Solomon & Podgursky, 2001).

It also discourses that shifting towards school-based incentives will improve the efficiency of resource allocation by promoting resource coordination from top to bottom, by setting organizational priorities and therefore learn from both improved resource distribution and policy coherence (Kelley, 1999). This will happen when school expectations are articulated in a performance-based compensation scheme, and teachers have an increased opportunity to exchange knowledge with administrators while they benefit from better results. Teachers' satisfaction in Nakuru West Sub County had not been analysed to determine its cause. Teacher compensation practices had not been carried out among public secondary school teachers in Nakuru West Sub County, thus, inspiring this study.

Baah and Amoako (2011) identified the motivational factors (the quality of their job, the sense of accomplishment of their jobs, the appreciation of their duties and prospects for personal development and advancement) as encouraging workers to recognize their worth in terms of the importance of their company. Furthermore, this will increase the morale level of

the workers, which can eventually increase the intrinsic satisfaction of the employees and make them satisfied.

The available compensation measurements for teachers which are designed at school level are at best only loosely related to the expertise and skills needed in the classroom (Mohrman, Mohrman & Odden, 1996). Specifically, compensation measurements were derived from concepts such as skill-based pay, pay for knowledge, pay for professional expertise, collective rewards for adding value to performance, and gainsharing characterize new compensation strategies that have been developed and used successfully in organizations outside of the schools (Jenkins, Ledford, Gupta & Doty, 1992; Lawler, 1990; Ledford, 1991; Schuster & Zingheim, 1992). These studies only identified on compensation practices that are linked to academic performance. However, the present study endeavour to examine compensation practices that are associated to extra duties assigned outside the classroom.

If the pay structure is based on classroom performance only, it inevitably produces unsatisfactory outcomes as it is not well aligned to education output (Odden, 2001). Thus, a substantial body of literature argues that performance-based reward systems are an improvement in the efficiency of salary scales. Several analysts have argued that performance-based pay schemes improve the administration and management of schools. Under a performance-based pay scheme, principals must know the quality of teachers in all classrooms (Hoerr, 1998).

A study in Pakistan by Fatima and Ali (2016) on the impact of teachers' financial compensation on their job satisfaction at the higher secondary level established that most higher secondary schools have a fixed pay system while few have variable pay systems. According to the duo, the basic pay of the teachers contains six main components including; defence allowance (DA); house rent allowance (HRA), medical allowance, gratuity, PA and conveyance allowance and the non-cash benefits such as housing, medical, retirement benefits, daycare, education reimbursement, sick leaves and vacation pay common in the compensation of teachers. On the other hand, cell phones, laptops, insurance, private use of official vehicle, food, loan, uniform and festival bonuses were not found in the compensation list of the teachers (Fatima & Ali, 2016). while most of the teachers in the study agreed that employee attraction and retention depend on the compensation, the situation in Nakuru west sub-county had not been determined.

In Kenya, Sirima and Poipoi (2014) established that teachers' appreciation of their schools is enhanced by the compensation they receive, especially when their compensation terms correspond to their levels of education, responsibilities they hold, and duties they perform in the school. Sirima and Poipoi (2014) concentrated on teachers' compensation as determined by levels of education and responsibilities they hold. However, this study specifically focussed on given teachers that should be attached to co-curricular activities.

A study by Lolchuraki (2013) investigated factors that contribute to low satisfaction of school teachers in Samburu County which showed that morale of teachers in the area was low due to lack of promotion opportunities and poor pay among other things. Much of the previous research did not make a strong distinction as to whether the teachers were unhappy with pay alone or with jobs overall. This pay pattern is also yet to be investigated in Nakuru West Sub-

County 's public secondary school. Monetary rewards refer to money-based incentives given to employees whenever they achieve or meet their expectations (Karandish, 2011). This includes an incentive that increases the compensation of an employee, such as paid holidays, salaries increments, paid internships and bonuses which are discussed in this section.

According to Merhar (2015), benefits are important to employees in any organization as they provide the means through which they meet their needs for basic necessities in life. For the employer, benefits are important as they are one of the most visible rewards in the process of recruitment. Adams (2015) conducted a study in Finland on junior staff in Helsinki University and established that rewards such as sickness payment, contributory pension schemes, medical insurance and subsidized meals contributed to job satisfaction.

Chabaya (2015) found that a greater proportion of academic staff among academic professionals in tertiary institutions in Zimbabwe was unlikely to be satisfied with their jobs. Dissatisfaction emanated mainly from inadequate salaries and allowances, inaccessibility to loans to facilitate the purchase of houses and cars as well as the increasing volume of work. Nyangaya's (2015) study in Kayole Sub County also indicated that majority of the teachers were not satisfied with the benefits awarded to them in the form of compensation. Only a few teachers were satisfied with the transport allowances they received. Further, the study established that the manner of rewarding teachers in comparison with the existing discontent with the long term benefits for teachers has made incentives not to yield the desired impact in terms of boosting teachers' satisfaction with their jobs. The study concluded that compensation should come with other fringe benefits for teachers compared with other civil servants, like the proper medical cover, other allowances like sitting allowances and leave allowance, among others. Therefore, the present study aimed at investigating the relationship between compensation practices and job satisfaction among teachers in Nakuru West Sub-County 's public secondary schools.

From the current studies, on the subject of fringe benefits; it is evident that studies have not pointed out with certainty whether such benefits were provided to the teachers. Therefore, it is important to establish how compensation and benefits influence job satisfaction among teachers as purposed by this study. Hence, the present study seeks to establish the influence of compensation for teachers on their job satisfaction in public secondary schools in Nakuru West sub-county.

3.0 MATERIALS AND METHODS

3.1 Research Design

This study used a descriptive research design. This was to enable the measurement of the relationship between compensation and job satisfaction. As opined by Oso and Onen (2009) the major purpose of a correlation study is to determine whether or not an association exists between two or more paired and quantifiable variables. It collects data from two or more quantifiable variables from the same group of subjects and compares how they vary (Nardi, 2018).

3.2 Population and Sampling

The study was carried out among public secondary schools in Nakuru West Sub County, Nakuru County, Kenya. These schools were chosen because the problem of teacher attrition was manifest. The schools in the region were also found to have lost many teachers on an average of 16% to other professions (Nakuru County Education Office, 2019). The sub-county as established at the time of the study had 9 public secondary schools (Nakuru County Education Office, 2019). The target population consisted of 326 teachers from all the 9 public secondary schools. In determining the participants in the study, Nassiuma's (2000) sampling formula was used to compute the sample size thus;

$$n = \frac{Nc^2}{c^2 + (N-1)e^2}$$

Where n = sample size, N = population size, c = coefficient of variation ($\leq 30\%$), and e = error margin ($\leq 5\%$). In this study, c is taken as 50% as recommended by Nassiuma (2000), e to be 2% and $N = 535$, therefore, fitting this into the formula:

$$n = \frac{326 * (0.5)^2}{(0.5)^2 + (326 - 1) * (0.03)^2} = 150.23 \approx 150$$

Consequently, 150 teachers participated in the study.

3.3 Data collection and Analysis

Data collection was done using questionnaires from which primary data was obtained from the teachers. Questionnaires that were directly issued by the researcher were self-administered by the respondents. Questionnaire method is most commonly used in survey studies and was preferred in this study because it is an efficient way of generating large amounts of data, of reaching a wide population and is also easy to administer. Items in the questionnaire were in the form of a four-point Likert scale format. The response categories were assigned weights from 1 to 4. The scoring scheme to be used was to give a score of 4 to each response marked under 'strongly Agree', a score of 3 to each response marked under 'Agree', a score of 2 to each response marked under 'Disagree' and a score of 1 to each response marked under 'Strongly Disagree'.

The collected data was then analysed using the Statistical Package for Social Sciences (SPSS) version 22. Both descriptive and inferential statistical methods were adopted and presented in form of frequencies and percentages to describe the basic characteristics of the population and regression analysis to determine the correlation between the two variables respectively.

4.0 RESULTS AND DISCUSSION

This paper sought to establish the influence of the compensation practices on job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya. Compensation practices was described in terms of teachers' salaries and monetary awards. A four-point Likert scale was used to rate responses ranging from; 1 = strongly disagree to 4 = strongly agree.

4.1 Job Satisfaction among public secondary school teachers in Nakuru West Sub County

The study selected questionnaire items on job satisfaction and their percentage scores were computed and the means and standard deviations determined. This provided the basic trends of the data from which the reactions could be analysed and conclusions are drawn. The findings are presented in Table 1.

Table 1: Job Satisfaction among public secondary school teachers

Statement	SD %	D %	A %	SA %	Mean	St. Dev
I am satisfied with the compensation	74.5	23.6	1.8	0	1.27	0.487
I am satisfied with my teaching job	71.8	25.5	2.7	0	1.31	0.52
I feel a sense of pride doing my job	40	52.7	7.3	0	1.67	0.607
I am satisfied with the school working environment	45.5	51.8	2.7	0	1.57	0.55
I am satisfied with the office space provided	45.5	50	4.5	0	1.59	0.579
I am satisfied with the relationship I have with my colleagues	43.6	53.6	2.7	0	1.59	0.547
I am satisfied with level of support I receive from my co-workers	38.2	60	1.8	0	1.64	0.52
I receive recognition of job done well	43.6	53.6	2.7	0	1.59	0.547
I feel good about working in this school	61.8	35.5	2.7	0	1.41	0.547
I am satisfied with the level of supervision in my school	37.3	55.5	7.3	0	1.7	0.599
I am committed to work	43.6	48.2	8.2	0	1.63	0.619
Aggregate					1.543	0.557

According to the findings in Table 1, most teachers strongly disagreed with the propositions that they were satisfied with the compensation (74.5%). This was the case in various contexts where compensation among teachers has been found to be a cause of lack of teacher job satisfaction. This was especially in the case of compensation which was done at the school level as salaries were determined by the teachers' employer which was the Teachers Service Commission, in the case of Kenya. According to Fatima and Ali (2016), the compensation practices and job satisfaction are highly correlated with each other but compensation practice in itself has no significant impact on the job satisfaction because job itself can be a very powerful factor in the compensation equation.

The majority also disagreed that they were satisfied with the school working environment (51.8%), with the office space provided (50%). A good working environment has been linked with job satisfaction while very poor conditions breed frustration and regret and consequently a high sense of dissatisfaction. Such conditions suitable temperature, humidity, ventilation,

lighting, cleanliness of the workplace and adequate tools and equipment (such as public address system, computer, resource materials for teaching, good offices) are important in job satisfaction. Okonkwo and Obineli (2016) stressed that in Nigeria, many teachers in public schools lack motivation and job satisfaction because of the poor condition of the environment of their workplace.

The majority (53.6%) of the teachers also reported that they were not satisfied with the relationship they had with their colleagues. The findings also suggest that most teachers were not satisfied with the level of support they receive from their co-workers (60%). Relationship with co-workers is an important job satisfaction constructs as indicated by Khanka (2017). According to Iqbal et al. (2016), relationship with colleagues is important because it is one of the primary factors of work.

The majority also disagreed that they receive recognition of job done well (53.6%). Most of the teachers (61.8%) also strongly disagreed that they felt good about working in their schools. These findings suggest that most secondary school teachers in the area were not satisfied with their jobs. The findings agree with those of Nzomo's (2016) examination of factors affecting job satisfaction among public secondary school teachers in Machakos County, Kenya, which revealed that most teachers had low levels of job satisfaction.

The majority (55.5%) of the teachers also disagreed that they were satisfied with the level of supervision in their schools and also disagreed that they were committed to their work (48.2%). This was in contrast to Mghanga (2013), who found out that majority of the teachers were slightly satisfied with the support by the immediate supervisor AEO/DEO/head of administration. However, this could not be generalized as supervision practices vary with context and individual dispositions.

4.2 Descriptive Statistics on the Perception of the Compensation Practices

The authors analysed compensation construct, reported the percentage scores, computed means as well as the standard deviations. This provided the basic trends of the data from which the reactions could be analysed and conclusions are drawn. The findings are presented in Table 2.

Table 2. Compensation Practices on Job Satisfaction

Statement	SD	D	A	SA	Mean	St. Dev
	%	%	%	%		
I am paid for involvement in co-curricular activities	8.2	50	41.8	0	2.34	0.625
I am paid when I take student out for games	1	20.9	77.3	1	2.78	0.457
I am paid when I take student for academic trips	0	19.1	80	1	2.82	0.41
I get paid when I teach remedial classes	1	53.6	45.5	0	2.45	0.517
I get paid when my students surpass the mean marks	84.5	14.5	1	0	1.16	0.396

I get paid my students get the best grade in K.C.S.E exams	83.6	13.6	2.7	0	1.19	0.459
I am paid when I do extra duties in the school	86.4	13.4	0	0	1.14	0.345
Aggregate					1.983	0.458

The findings in Table 2 suggest that the teachers were divided in opinion when asked whether they were paid for involvement in co-curricular activities by their school with half of them (50%) disagreeing. At least 41.8% of the teachers agreed while 8.2% who strongly agreed that they were paid for involvement in co-curricular activities. Those who disagreed (50%) in being paid for their involvement in co-curricular activities by their school may suggest that the absence of compensation schemes could affect the teachers' job satisfaction. According to Wasiche, Mwebi and Ajowi (2018), school principals had been given the mandate to raise additional non-school fees income for their schools from income-generating activities. This was the money used to compensate the teachers for co-curricular activities and was not uniformly available in all public secondary schools. Apart from their salaries, schools gave teachers compensation for extra-curricular activities in the school. However, the satisfaction levels could vary with the amount and surrounding economic conditions. For example, teachers in schools in more rural areas may not necessarily experience the same financial impact when paid equal allowances with their counterparts from schools in urban areas. Osibanjo, Adeniji, Falola and Heirmsmac (2014) indicate that compensation package must be attractive enough to prevent employees from becoming dissatisfied and looking elsewhere for fringe benefits, bonuses and incentives. Most of them also agreed that they get paid when they take students for academic trips (80%). Majority (77.3%) of the teachers also claimed that they were paid when they take students out for games. However, this could not necessarily translate to job satisfaction as reasoned out by Trevor (2017) who stated that compensation was not affected by the social, political and economic factors and that, "compensation system choices are not necessarily driven by purely economic interests nor formulated on the basis of equity". This means, the compensation is not meant to address an economic need the teacher may be facing, but simply facilitate his/her comfort in the engagement. Moreover, Fatima and Ali (2016) observed that the allowances for government teachers such as compensatory allowance, ad hoc and special allowances were often very low.

It also emerges from the findings that most teachers were not paid when they teach remedial classes as indicated by the majority (53.6%) of the respondents. While such payments can be instrumental in the job satisfaction of teachers, given that teaching remedial classes are considered extraneous duties, the nature of allowances is largely left to the discretion of the school managers as explained by De Rond and Thietart (2017), who stated that the shape and formation of compensation practice depend on the leadership of management as well as on the organizational behaviour that influences on a managerial choice about the compensation of employees.

Most of the teachers also strongly disagreed (84.5%) that they get paid when their students surpass the mean marks. Most also claimed that they do not get paid when their students get the best grade in Kenya Certificate of Secondary Education (K.C.S.E) exams as suggested by the majority (83.6%) who strongly disagreed. While this type of compensation is not factored

in the salary structure of the teachers, it is nevertheless important in motivating teachers as it affects job satisfaction. Several analysts have argued that performance-based pay schemes improve the administration of schools. Under a performance-based pay scheme, principals must know the quality of teachers in all classrooms (Adams, 2015). However, according to a study by Parsa (2017), such allowances do not directly influence the performance of teachers but rather increase their levels of creativity and this ultimately affects performance. Ultimately, this affects their job satisfaction as job performance and students’ performance are also key factors of teacher’s job satisfaction and have a significant relationship to each other (Muindi, 2011; Noordin & Jusoff, 2009).

Further, most of the teachers strongly disagreed (86.4%) that they are paid when they do extra duties in their schools. Even though extra duties are not factored in the salary schemes of the teachers, it is important for administrators to consider developing and implementing compensation procedures that seek to reward teachers.

The overall index for compensation given by the aggregate mean (1.983) and standard deviation (0.458) suggests that majority of the teachers disagreed with the statements posed indicating that they were not well remunerated for extraneous duties and their performance. This could be a reason for lack of job satisfaction among the teachers and one that could affect their performance. The findings agree with Chabaya (2015) who found that a greater proportion of academic staff among academic professionals unlikely to be satisfied with their jobs mainly due to inadequate salaries and allowances. The number of compensation teachers receive in comparison to that of their counterparts in the civil service are some of the major factors that influence teachers’ job satisfaction. According to a study by Muguongo (2015), while allowances affect teachers’ job satisfaction to a great extent in Tharaka Nithi County, the study concluded that teachers were highly dissatisfied with all aspects of compensation that they received. Despite this finding, Nakuru West Sub County has lost many teachers on an average of 16% to other professions warranting the need for the present study.

4.3 T-Test on Compensation Practices Perception based on Gender

The study also sought to assess whether there were significantly different perceptions of the compensation practices between male and female teachers in public secondary schools in the area. The independent sample T-test was used to establish whether the differences in perception of the teacher compensation practices among the two groups were indeed significant. The findings are summarized in Table 3.

Table 3. Compensation Practices on Gender of Teachers

	Gender	N	Mean	Std. Dev.	Mean Difference	df	T	F	Sig.
Compensation practices	Male	47	13.55	1.613	-0.558	108	-1.482	4.356	0.039
	Female	63	14.11	2.171	-0.558				

The results in Table 3 indicate that the perception of the compensation practices in the public secondary schools in Nakuru West Sub-County when assessed across both genders of

teachers was statistically significant different ($t = -1.482$; $f = 4.356$; $df = 108$; $p = 0.039 \leq p = 0.05$). This implies that both groups of teachers did not necessarily share the same views on the compensation practices in their schools.

4.4 Regression of Compensation Practices and Job Satisfaction

It was also important to determine whether compensation practices significantly influenced job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya. As such, a bivariate regression analysis was conducted to determine whether there was a significant relationship between compensation practices and Job Satisfaction among teachers. The results were then used to test the corresponding hypothesis stated for the study. The decision rule was to accept the hypotheses if the corresponding p-values were greater than $p > 0.05$. The findings are summarized in Table 4.

Table 4. Regression of Compensation Practices and Teachers Job Satisfaction

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.683	3.179		0.844	0.401
Compensation practices	1.029	0.227	0.402	4.539	0.000
R	.402a	F	20.607		
R Square	0.161	Df	(1,107)		
Adjusted R Square	0.154	Sig.	.000b		

a Dependent Variable: Job Satisfaction

b Predictors: (Constant), Compensation Practices

The regression analysis in Table 4 indicates that the correlation between compensation practices and job satisfaction among the teachers was indeed significant ($r = 0.402$, $p = 0.000 < p \leq 0.05$). The result also suggests that the relationship between the variables was a positive and moderate relationship, implying that, increases in compensation practices would raise the levels of teachers' job satisfaction significantly. These results agree with Odike and Nnaekwe (2018), who reported that salary, promotion and monetary rewards significantly affect the levels of job satisfaction among employees. Sirima and Poipoi (2014) similarly established that teachers' appreciation of their jobs was enhanced by the compensation they receive, especially when their compensation terms correspond to the responsibilities they hold, and duties they perform in the school. However, the study disagreed with Samoei (2014) who found that there was no significant relationship between allowances and job satisfaction. Therefore, the study adopts the view that improving the compensation schemes of the teachers was important in raising their job satisfaction levels and this could go a long way in impacting their performance and commitment to their work and school.

4.5 Hypothesis Testing

The null hypothesis was tested, and its conclusion made as shown in Table 5

H01: Teacher Compensation practices have no significant influence on job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya.

Table 5: Regression Results of Job Context factors on Job Satisfaction

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-8.559	8.483		-1.009	0.315
Compensation Practices	0.801	0.226	0.313	3.539	0.001

a Dependent Variable: Job Satisfaction

From the results in Table 5, it is evident that there was indeed a significant relationship between the variables ($\beta = 0.313$, $p = 0.001 \leq p = 0.05$). The null hypothesis was therefore rejected, and as such, it can be inferred that improving teacher compensation practices would necessarily lead to raised levels of job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya. These results are in agreement with Adams (2015), who established that rewards such as sickness payment, contributory pension schemes, medical insurance and subsidized meals contributed to job satisfaction. The findings also support those of Sogomo (2013) who established that that morale of teachers in Nairobi primary schools was low due to poor pay among other things. Merhar (2015) observed that benefits are important to employees in any organization as they provide the means through which they meet their needs for basic necessities in life.

5.0 CONCLUSION AND RECOMMENDATIONS

The study findings presented in this paper indicate that most of the teachers were not paid for involvement in co-curricular activities even though most claimed that they were when they take students out for games and for academic trips. It also emerged from the findings that most teachers were not paid whenever they conducted remedial classes and that they were not rewarded when their students surpass the mean marks and when their students get the best grade in K.C.S.E exams. Further, most of the teachers strongly disagreed to being paid when they do extra duties in their schools. The regression results showed that compensation practices significantly influenced job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya. The null hypothesis that teacher compensation practices would necessarily lead to raised levels of job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya, was therefore rejected. In relation to the influence of compensation practices on job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya, the study concludes that compensation practices significantly influenced job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya. The positive and moderate relationship observed between the variables implied that compensation practices such as being paid for involvement in co-curricular activities as well as teaching remedial classes could enhance job satisfaction among secondary school teachers.

5.1 Recommendation

In relation to compensation practices on job satisfaction among secondary school teachers, it was observed that apart from the teachers' statutory compensation, most schools only paid allowances selectively when assigning their teachers extraneous duties. Further, most teachers did not get financial rewards for improving the performance of their students. It is also recommended concerning compensation that, the teacher compensation schemes should be done competitively and equitably in the schools by the management so as to have a considerable effect on the teacher's job satisfaction levels.

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