

Effect of Worker Compensation on Learners' Academic Performance in the Adventist Church-Maintained Schools in Ranen Conference, Kenya

Berine Otieno Ngore¹, Dr. Steve Ondieki², Dr. Janet Wagude²

¹Rongo University (PDSHM Candidate)

²Rongo University (PhD)

Abstract: Schools' administrations have developed diverse motivational strategies that have highly affected academic performance and character-building in these schools. The purpose of the study was to establish the effect of worker compensation on learners' academic performance in the Adventist church-maintained schools in the Ranen Conference, Kenya. The study adopted a descriptive research design. The study involved a census of all the 68 workers (44 teaching staff and 24 non-teaching staff) in Adventist church-maintained schools in the Ranen Conference. Both qualitative and quantitative data were collected using interview schedules and questionnaires, respectively. Quantitative data were analyzed through descriptive and inferential statistics. The study found that the salary packages for the workers were not motivating them for good service delivery hence compromising quality learners' academic performance. There was a significant positive relationship between worker compensation and learners' academic performance. Therefore, the study recommends that the management review up the salary and remunerations to increase workers motivation for good service delivery and good service academic performance of the learners.

Keywords: Worker compensation, Academic performance, Adventist church, School, Learner.

1. INTRODUCTION

Education is a very paramount factor that contributes much to the development of a person. It is an interactive venture between learners and teachers, and when properly handled, the actual goal is realized (UNESCO, 2010). The objective of every school is to produce learners with outstanding academic performance and character, making them responsible people in society. These achievements in academics and character-building can only be achieved by learners when our schools have motivated workers willing to offer their best to learners. What one wants to be tomorrow is likened to a prospective seed that requires proper nurturing and support. A good education provides the human mind with a chance to develop into a better personality. (Tooba 2020).

Motivation is the willingness and desire to perform a given task wholeheartedly without a compulsion to achieve a specific goal (Richard, 2014). Oludeyi (2015) sees an organization's liveliness from workers' public or personal motivation as essential in determining their work performance. Bushiri (2014) noted that the central premise of performance-related pay is a force that motivates teachers to improve their performance. He assumes that workers are primarily motivated by money. Definitions above outline that some issues are brought to mind that ignites and energizes human behavior, sustainability, and outcomes.

Collie and Martin (2017) further opined that motivation is usually expressed mainly in pursuing more motivating careers. It is also seen in the low output in performance. Motivation is such a complicated subject because it deals with people,

and people are all different and have different attitudes and emotions and, other people are motivated by different things. What then leads to employees' poor performance, inefficiency and lack of professionalism? Studies have identified two ways in which somebody achieves motivation.

In a study done by Sylvia and Hutchinson (2015) in the U.S.A., a survey among 167 teachers found that teacher motivation is due to freedom to try out new ideas, appropriate responsibility levels, and intrinsic work elements. They explain that true job satisfaction is from the gratification of higher-order needs rather than lower-order needs. Sylvia and Hutchinson further illustrate that teacher motivation is a factor for classroom effectiveness and school improvement for most tutors and teachers in American learning institutions.

In South Asia, the challenge of reforming the public education system is too significant that it has necessitated amassed consideration to parallel education provision to evade undertaking staffing issues in government schools. Too many workers in public schools are discouraged with low job morale and satisfaction, insufficient incentives, inadequate controls, and other behavioral sanctions. The 2000 Education for All (EFA) country assessment for Pakistan notes that poor worker motivation is a 'colossal problem' that is seriously compounded by 'political interference.' Recent surveys found that most teachers do not wish to teach in more prosperous developing countries like Mexico and Argentina. The teachers' ambition tends to lean on two poles: either to be a manager at the school or school level or to do another type of education-related work, such as writing textbooks and educational planning (IIEP, 2004).

A VSO report (2016) based on Zambia, Malawi, and Guinea Papua, settles that challenges in the teaching profession hinder national governments from reaching their agreed targets of expanding and improving education. In many developing countries, workers in learning institutions are demoralized and frustrated. The report looks into four areas: the condition of workers in employment, teacher situation as educators; their relationship with the local community; and their voice in educational policy. It shows many negative factors in all these areas and not many redeeming features in the educational systems involved. Of particular concern is poor worker management at all levels, from the Ministry of Education to the schools. There is workers' perception that a decline in their pay has adversely affected their status both nationally and locally. Other problems highlighted include delayed salaries, housing shortages, insufficient upgrading opportunities, lack of learning materials, poor workers' appraisal, and inadequate involvement of teacher representatives in policymaking. Bennel and Akyeampong (2012) surprisingly reported high teacher morale in Kenya, Uganda, and Tanzania. However, a VSO report (2011) presents strong evidence that in Tanzania, most workers of learning institutions are unhappy with their salaries, housing arrangement, benefits, workload, and status within their communities.

Since the beginning of Free Primary Education (FPE) in Kenya, increased enrolment has led to overcrowding in classrooms, making the teachers work heavy since they cannot quickly move in the class (Chuma, 2012). Besides, workers of the school non-teaching staff are complaining of too much work in the school. On the other hand, the government accuses these school workers of negligence, laziness, purposeful lethargy, and lack of dedication and zeal to their work. They further argue that school workers' efficiency and effectiveness seek salary increases, incentives, and better working conditions. Presently, there is limited understanding of worker motivation and its effects on learners' academic performance. Against this backdrop, the present study seeks to assess the extent to which worker motivation affects learners' educational outcomes in the Adventist church-maintained schools in the Ranen conference.

Compensation influences the performance of workers and, ultimately, their productivity. It is a drive to excel and accomplish challenging tasks and achieve a standard of excellence, recognition, the work itself, responsibility, and prospects for career advancement (Collinson, 2016). In applying this factor to education, if school improvement depends on an improvement in teaching, then management should also improve methods of teacher motivation.

Although both private and public schools periodically recruit qualified workers to handle learners to perform and achieve excellence in their academics and character building, it has been observed that these qualifications alone may not make a teacher/worker give their best to the learners to realize the expected performance (Ifinedo, 2013; Demet & Erkut, 2018; Edo & Nwosu, 2018). It has been observed that Church-maintained schools, both primary and secondary learning institutions, have continued to register poor academic performance, as witnessed in the recently released national exams. Consequently, the schools' administrations have developed diverse motivational strategies that have highly affected academic performance and character-building in these schools. Therefore, this study conducted exploration on the effect of worker compensation on learners' performance in the Adventist church-maintained schools in Ranen Conference.

The study will be based on Herzberg's two factor theory (1959). Herzberg's two-factor theory established sufficient intrinsic factors that positively contribute to the gratification of a worker. The factors are two, and the first consists of achievement, recognition, responsibility, and advancement, which are crucial. According to Herzberg's theory, it would be unrealistic to insist that the intrinsic factors are exclusive (independent factors). Both intrinsic and extrinsic factors generate satisfaction and dissatisfaction. The presence of certain variables leads to joy, whereas their absence leads to dissatisfaction. Intrinsic factors, according to Herzberg, are a reward from the job itself; these include self-respect, a sense of achievement, and personal growth. Extrinsic factors such as salaries, fringe benefits, and job security benefit from the work environment. However, the motivation-hygiene theory overlooks the personality characteristics of workers, which play a vital part in satisfaction. For instance, a teacher who has a strong need for achievement could be highly dissatisfied when they perceive themselves as not achieving their teaching profession.

2. EMPIRICAL LITERATURE

Brudett and Smith (2013) carried out a study on the effects of Worker Compensation on teachers' service delivery. The study used a descriptive survey design and a sample of 57 schools in England and Wales, from which 384 teachers were administered questionnaires for quantitative data. Data were analyzed through descriptive statistics. The study found that attractive packages, recognition, and social incentives motivate teachers to good service delivery. The study, therefore, concluded that good worker compensation programs and incentives promote good service delivery among teachers.

Mansfield et al. (2012) carried out a study on factors influencing the motivation of graduating teachers in Bangladesh. Using a descriptive study design, the study sampled 281 high school teachers through a simple random sampling technique. Data were gathered through issuing of questionnaires that were later analyzed through descriptive statistics. The findings were presented in tables and bar graphs. The study found that teachers did not enter the profession for the money but rather the intrinsic satisfaction of working with children. Yet, when they left the job, teachers reported low pay as the second reason for leaving following the lack of efficacy. The combination of discovering teaching both difficult and financially unrewarding discourages longevity in the profession, citing dissatisfaction. It was further found that high beginning salary levels attracted well-trained individuals into teaching and that higher average salaries reduced teacher turnout rates.

Onderi et al. (2017) studied teachers' income (salary, subsidies, and honorarium) for teachers' performance to quality education at elementary schools in Kericho Sub County. The research used sample of 372 teachers by using a stratified cluster sampling technique. Technical analysis of data uses S.E.M. (Structural Equation Modelling) with the program A.M.O.S (Analysis of Moment Structure) Version 4.01. The study found that salaries conducted by the government's salary and Institution's salary influenced teachers' performance and influenced quality education at elementary school. The government undertook school subsidies in the form of grants from the central government, regional grants from the government, and school committees have influenced teachers' performance and affected education quality. Third, the teacher's payment activates extracurricular activities and activates learning.

Odhiambo (2011) sought to determine the factors influencing job satisfaction among public secondary school teachers in Rachuonyo South District. The study conducted a descriptive survey study with a sample of 270 teachers from all the public secondary schools in Rachuonyo South District obtained using stratified random sampling. Structured questionnaires were used to get views on factors influencing job satisfaction. Data were analyzed using descriptive statistics in the form of frequencies and percentages. Factor analysis was used to identify the underlying variables that explain the correlation pattern within the set of observed variables in the study. The study established that job satisfaction factors included empowerment, job enrichment, compensation, supervision, interpersonal relations, organizational policies, workload, communication, advancement, and achievement of targets. The degree of these factors influencing job satisfaction, however, varied. The teachers indicated that they were satisfied with the communication, achievement of targets, organizational policy, interpersonal relation, and supervision, while they were dissatisfied with advancement, compensation, job enrichment, and workload. The study recommends that the school administration should give the teachers more varied and challenging tasks. The Teacher's Service Commission and the Ministry of Education should ensure the salary and benefits package is commensurate to work done by teachers.

3. RESEARCH METHODOLOGY

The study adopted a descriptive research design to answer a critical question of worker compensation and its effects on learners' performance. This study was carried within the Adventist church-maintained school in the Seventh-day Adventist church in Ranen Conference situated in Migori County in Kenya. It targeted the entire workers within Ranen Adventist Secondary School, Nyabikaye Adventist Secondary School, Ranen Adventist Primary School, and Solbaken Adventist Primary School. These schools are served by a total of 44 teaching staff and 24 non-teaching staff. Hence the target population of the study shall be 68 respondents.

The study employed the census technique due to the smaller size of the population targeted. A self-administered questionnaire was used to collect qualitative data. The questionnaires were given to all school principals, head teachers, teachers, and non-teaching staff of the four schools. Data were analyzed using descriptive and inferential statistics.

4. FINDINGS

4.1 Response Rate

A total of 42 questionnaires were duly filled and returned for analysis, hence the study achieving a 95.5% response return rate. Further, out of the 24 anticipated interview sessions with the non-teaching staff members, 18 respondents participated fully in the interview, making the study achieve a 75.0% response return rate for the respondents in this category. A presentation of study respondents' background information is provided on table 4.1 shows the response.

4.2 Worker Compensation and Learners' Academic Performance in the Adventist Church-Maintained Schools in Ranen Conference

The respondents were asked to indicate their understanding of the following statements relating to the worker compensation and learners' academic performance in the Adventist church-maintained schools in the Ranen Conference. Table 1 gives the results:

Table 1: Worker Compensation and Learners' Academic Performance

I	SA	A	N	D	SD	Mean
My salary is reasonable for the amount of work I do	4 (9.5%)	2 (4.8%)	10 (23.8%)	14 (33.3%)	12 (28.6%)	2.33
My salary motivates me to work harder and be productive	5 (11.9%)	4 (9.5%)	9 (21.4%)	15 (35.7%)	9 (21.4%)	2.55
Our school administration uses monetary rewards like base pay, merit pay, incentives, commission, bonus, and healthy allowances to motivate us	7 (16.7%)	6 (14.3%)	12 (28.6%)	9 (21.4%)	8 (19.0%)	2.88
I believe that money is a crucial incentive to work motivation for good performance because it is what I can use to purchase the numerous need satisfying things I desire	26 (61.9%)	8 (19.0%)	4 (9.5%)	2 (4.8%)	2 (4.8%)	4.29
Our school has observed a long-term enhancement in the quality of work as a result of the reward system in place	6 (14.3%)	4 (9.5%)	7 (16.7%)	14 (33.3%)	11 (26.2%)	2.52
I use the value of money to perform the function of a scorecard by which I assess the value that the organization has placed on my services	15 (35.7%)	8 (19.0%)	9 (21.4%)	7 (16.7%)	3 (7.1%)	3.60
The school always compensate us whenever we achieve our target, and this has always motivated us to work hard for the overall performance	5 (12.0%)	3 (7.1%)	6 (14.3%)	16 (38.1%)	12 (28.6%)	2.36

As table 1 depicts, the study found that most of the respondents at 14(33.3%) disagreed that their salaries were reasonable for the amount of work they do. 12 (28.6%) strongly disagreed with the statement. In comparison, 10(23.8%) remained neutral. Only 6(14.3%) agreed that their salaries were commensurate to their work. Response of 2.33 indicates that most of the respondents confirmed that their wages were not reasonable to their work. The majority of the respondents at 15(35.7%) disagreed that their salary motivates them to work harder and be productive. 9 (21.4%) strongly agreed while another 9(21.4%) remained neutral on the statement. Only 5(11.9%) and 4(9.5%) indicated strongly agreed and agreed, respectively. Overall, (Mean, 2.55) shows that the majority of the respondents were not happy with their salaries and were not motivated. These findings agreed with that of Brudett and Smith (2013), who also found that good worker compensation programs and incentives promote good service delivery among teachers

Similarly, during the interview session with the non-teaching staff, it was found that people are often motivated by money. The salary a worker is paid by his employer can significantly influence his performance in the administration. A worker doesn't simply view his salary as a dollar amount, and he sees it as the value his employer places on him as a worker. The level of appreciation he feels can have a direct impact on his overall performance. Here is an excerpt of what one had to say;

A worker is more likely to perform to his potential if he's happy with his earnings. A person earning a high wage feels motivated to do an excellent job because he wants to please his employer to retain his position. His salary brings him a feeling of security, allows him to feel accomplished, and gives him a high-status ranking that he enjoys. A person is much more willing to put in extra hours at the office if he feels his financial rewards are a fair trade-off [Interview; Non-Teaching Staff, 6, 12th October 2021]

The study also confirmed that most of the respondents at 12(28.6%) remained neutral with the statement that their school administration uses monetary rewards like base pay, merit pay, incentives, commission, bonus, and healthy allowances to motivate them, 9(21.4%) denied the statement. In comparison, the majority vehemently rejected the information. Only 7(16.7%) strongly agreed as another 6(14.3%) confirmed the statement. Generally, (Mean, 2.88) majority of the respondents have undecided on the idea that their school administration uses monetary rewards to motivate them.

The majority of the respondents at 26(61.9%) strongly agreed with the statement that they believe that money is a crucial incentive to work motivation for good performance because it is what they can use to purchase the numerous needs satisfying things they desired, 8(19.0%) agreed with the statement. In comparison, 4(9.5%) remained neutral. Only 2(4.8% disagreed, as another 2(4.8%) strongly disagreed. This shows that money is a crucial incentive to work motivation for good performance, as confirmed by most respondents (Mean, 4.29). During the interview session with the non-teaching staff, it was found that a well-paid employee feels valued by his organization. He knows management isn't just paying him to get the job done; he's also respected for his subject matter expertise. Here is what one of the non-teaching staff had to say;

A well-paid employee is more likely to be satisfied with his job and not look for a similar position with better pay. However, an employee who doesn't feel like his organization is paying him a high enough salary is much more likely to look for and accept a higher-paying position of a similar nature at another company—[Interview; Non-Teaching Staff, 6, 12th October 2021].

The study also established that the majority of the respondents at 14(33.3%) disputed the statement that their school had observed a long-term enhancement in the quality of work due to the reward system in place, 11(26.2%) strongly disagreed with the statement. In comparison, 7(16.7%) remained neutral. Only 10(23.8%) cumulatively agreed with the statement. This shows that schools in Ranen Conference were not observing a long-term enhancement in the quality of work, as indicated by most respondents (Mean, 2.52).

The study also found that the majority of the respondents at 23(54.7%) cumulatively confirmed that they use the value of money to perform the scorecard function. They assess the value that the organization has placed on them, while only 10(23.8%) indicated otherwise. However, about 9(21.4%) remained neutral on the statement. A mean of 3.60 shows that generally, most respondents used the value of money as a yardstick to measure how the school values them.

On whether the school compensates the target achievers, the majority of the respondents at 16(38.1%) denied that their school always pay them whenever they achieve their target, and this had always motivated them to work hard for the

overall performance, 12(28.6%) vehemently denied the statement. In comparison, while only 8(19.1%) cumulatively supported the statement, 6(14.3%) remained neutral on the statement. Generally, a mean response of 2.36 shows that most respondents denied the statement that the school always compensates them whenever they achieve their target.

4.3 Results of Regression Analysis

A simple regression approach was utilized to establish the correlation between worker compensation and learners' academic performance.

Table 2: Model Summary

Model	R	R Square	Adjusted R Square	Std. An error of the Estimate
1	0.530(a)	0.281	0.267	0.154

a Predictors: (Constant), worker compensation

The model summary table indicates that the R^2 value was 0.281. This means that worker compensation explain or vary up to 28.1% with the learners' academic performance.

4.4 Coefficient Results

The regression analysis produced the regression results as shown on table 3:

Table 3: Coefficients Output

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	14.326	0.186		77.02	0.535
Worker compensation	0.577	0.068	0.559	8.485	0.000

a. Dependent Variable: Learners academic performance

The co-efficient values shown in table 3 shows a significant positive relationship between learners' academic performance and worker compensation. Therefore, the regression equation was as shown:

$$Y = 14.116 + 0.577X_1$$

Table 4.13 shows that worker compensation ($\beta=.577$, $t>1.96$; $p<0.05$) had an enormous significant effect on learners' academic performance.

5. CONCLUSIONS

The objective of the study was to establish the effect of worker compensation on learners' academic performance in the Adventist church-maintained schools in the Ranen Conference. The study found out that workers at schools under the management of Ranen Conference received salaries that were not reasonable for the amount of work they do and hence were not happy or motivated with their wages. The study also concluded that money is a crucial incentive to work motivation for good performance, as confirmed by most respondents. Schools in Ranen Conference were not observing a long-term enhancement in the quality of work, as most respondents showed. The school administration was not continuously compensating the workers whenever they achieved the set target.

6. RECOMMENDATIONS

The study found that the salary packages for the workers were not motivating them for good service delivery hence compromising quality learners' academic performance. The study, therefore, recommends that the administration for both primary and secondary schools, in Ranen Conference should relook at the salary and remunerations for its workers with a view of reviewing it up to increase workers motivation for good service delivery and good academic performance of the learners.

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