RELATIONSHIP BETWEEN SELECTED SUPPORT STAFF MOTIVATIONAL PRACTICES AND STUDENTS ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KENYA

HEZRON BARKEY OYOLLA

A Thesis Submitted to the Board of Postgraduate Studies in Fulfillment for the Requirements of the Degree of Doctor of Philosophy in Educational Administration of Jaramogi Oginga Odinga University of Science and Technology

DECLARATION AND APPROVAL

DECLARATION BY THE CANDIDATE

This PhD thesis is my original work and has not been presented for the award of a Degree in any other University.

HEZRON BARKEY OYOLLA

E161/4315/2015A

Signature………………….   **Date: …………………………**

APPROVAL BY THE SUPERVISORS

This PhD thesis has been submitted for examination with our approval as University supervisors

Dr. Jack Ajowi

Signature………………….   **Date: …………………………**

School of Education, Humanities & Social Sciences,

Jaramogi Oginga Odinga University of Science and Technology

Dr. Peter Jairo Aloka

Signature………………….   **Date: …………………………**

Wits School of Education,

The University of the Witwatersrand, South Africa

DEDICATION

This PhD thesis is dedicated to my late father Willis, my father in-law Samuel and my mother Dorcas who invariably sought for me a better way. In addition, I dedicate the thesis to my wife Penrose, my sons Hawkins and Eugene and my daughters Tracy and Favour, for giving me the break I needed at various levels of my education.

ACKNOWLEDGEMENT

ABSTRACT

This study was motivated by a number of Schools that use many resources in motivational practices on support staff yet good academic results are still a challenge. Despite other studies focusing on motivation of teachers and work performance, less have focused on the impact of motivation of student's performance. The study objectives were to establish relationship between support staff bonding trips and students' academic performance, determine the relationship between support staff salary and students' academic performance, establish the relationship between support staff professional growth and students' academic performance, determine the relationship between support staff recognition efforts and students' academic performance and to examine the relationship between support staff promotional opportunities and academic performance in Seme and Kisumu West Sub-counties. The study adopted Fredrick Herzberg's Two Factor Theory (1959) and concurrent triangulation design within mixed methods approach. The study population comprised of 544 participants in 24 public Secondary Schools. A sample size of 24 Heads of Departments of security, 24 Heads from kitchen Department, 24 Heads from laboratory, 24 Heads from secretary's office and 24 directors of studies, 24 Board of Management chairpersons and 24 Principals were obtained. The study used a combination of stratified proportional sampling and systematic sampling to select the respondents. In conducting the study, three sets of questionnaires were used which included support staff heads, directors of studies and Principals. The study also used three sets of interviews schedules for director of studies, BOM chairpersons and the bursars. The internal validity of questionnaires was ascertained by using the Bartlett's test. A pilot study was conducted in 7 Schools (10%) of the population to test the reliability of the instruments. Reliability of questionnaires was obtained using Cronbach's alpha and all tools were reliable. Descriptive statistics in form of mean ratings, pie charts and frequency counts using statistical package for social science was employed to analyze data. Pearson correlation was used to analyze quantitative data. The findings revealed that there was statistically significant positive correlation (r=.245, n=88, p=.022) between support staff bonding trips and students' academic performance; there was statistically significant positive correlation (r=.228, n=88, p=.033) between satisfaction on support staff of salary structure and students' academic performance; there was statistically significant positive correlation (r=.220, n=88, p=.040) between opportunities for support staff professional growth and students' academic performance, there was some positive relationship between support staff recognition efforts and students' academic performance; there was statistically significant positive correlation (r=.280, n=88, p=.008) between support staff promotional opportunities and students' academic performance; and the model regression model accounted for 14.2 percentage of the variance in students' academic performance. The study concludes that promotional opportunities among support staff made the greatest contribution to students' academic performance. The study recommends that the Board of Management of Schools should ensure that there are structures for fair and equitable offer of professional opportunities among members of support staff.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ACRONYMS

BOM   -   Board of Management

BUR   -   Bursar

DOS   -   Director of Studies

HOD   -   Head of Department

KIT   -   Kitchen

KSM   -   Kisumu

LAB   -   Laboratory

PA   -   Parents Association

PRI   -   Principal

SCR   -   Secretary

SEC   -   Security

TSC   -   Teachers Service Commission

LIST OF APPENDICES

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

Education remains key aspect of socio-economic development and contributes to almost 25% of the Gross National Product especially in countries viewed to be developing. According to (Lazear, 2002), the human productivity in one way or the other can be improved through education achievements more so through the gained knowledge, experience and abilities. Furthermore, Kreitner and Kimcki (2001) held the opinion that the guidance in terms of behaviors and right direction towards a given goal and its sustenance is fueled by motivation for any human being. Also, the internal push towards satisfaction of the desires or needs considered unsatisfactory is motivation, (Higgins, 1994). According to (Owen, 2001), motivation of staff is a historical aspect having been prioritized during the industrial revolution by the managers by then who based their philosophical thought on the fact that staff in any workplace in one way or the other would behave in correspondence to their treatment within the workplace.

Studies have shown that staff who are motivated would in turn be satisfied at their workplace, (Franek & Vecera, 2008). Consistency, (Magidi, 2010) established that staff who are not satisfied with their job may lead to high turnover and even resort to doing other jobs. According to (Ryan and Deci, 2000), motivating staff is key and cannot go unrecognized for efficiency of work. In developed nations like Wales and England, academic staff in high schools were dissatisfied from their performance reviews including signed contracts hence not motivated to continue with work and this affected academic performance of the learners. Studies from USA indicated that

job type (permanent or contract), communication flow, work life balances, working environment among others are some of the factors leading to demotivation among staff, (SHRM, 2007).

In India, stress, poor working conditions, renumeration and compensation, employee growth among others are leading factors determining employee motivation at Cement industrial Centre, (Daljeet, Manes and Dalvinder, 2001). Moreover, in USA, studies have found out that it is easy for other staff from other cadres to join other staff so long as they feel that the staff, they are joining are accorded adequate motivation. For instance, teachers have been observed to be moving away from their teaching career to join other careers due to inadequate pay, poor working conditions, as well as lack of teacher promotions. Same trend has been observed in Canada and Spain among teachers to the extent that a special parliamentary committee put in place to conduct investigation on how best the high turnover can be controlled more so reviewing motivation in learning institutions.

According to (Lovel, 2005) from UK, staff with high level of trust to their leaders and freedom to express their views on job satisfaction in many cases feel motivated at workplace unlike to those without trust at workplace. In fact, these type of employees considered any new challenge at workplace as an opportunity to grow and learn new things and remains flexible when it comes to decision making by management and welcome the idea, (Mullins, 2002).

High level of motivation for staff have been observed in UK where teachers have opportunity to attend the teacher staff development programs including in-service training thus given opportunity to participate in internal and external conferences,

(Church, 2009), and these build their confidence at workplace and remain satisfied with their work, (Robinson (2005). Additionally, (Wong and Tioh, 2009) from Malaysia found out that work policy and salaries determines how well the university staff are satisfied at workplace and that dissatisfaction at workplace in one way or the other may be contributed by lack of individual growth, high workload, and poor working conditions.

Again, poor leadership styles especially transitional and transformational styles have also been found to be leading to job dissatisfaction among Azad university staff in Iran, Hamidifar, (2014) and that the adoption of individualized consideration and Leissez Fair improves motivation among employees at workplace.

Research carried out in California reveals that employees' work performance is heavily influenced by quality of welfare and motivational practices put in place by the management than by race, class, prior achievement record or type of institutions (Guest, 2004). A study conducted in Nigeria by Nakpodia, (2010) on human resources in Schools revealed that conditions of work influence positively on performance of support staff. In addition, another study carried by Olulobe (2005) on teacher job satisfaction and motivation for School effectiveness in River state, revealed that job motivation is very crucial in terms of growth for any educational system around the world. Olulobe (2005) further posits that needs satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reason for working. According to the researcher, teachers' agitation and demands are beyond the resources of the Ministry of Education or the Government. Consequently, the Nigerian Government and Teachers Union (NUT) are in a constant standoff over the

increase in salaries and improvement of working conditions of teachers (Olulobe, 2005).

In Nigeria, good managers especially talented and highly understanding Human Resource at workplace who have employees at heart and in many cases listens to their questions and concerns contributes to high motivational level of employees, (Maicibi , 2003).

In the Republic of South Africa, a study done by Church (2009), on coping strategies in education, found that if extra payment is attached to official duty, then employees tend to go extra miles in discharging their duty. Also, employees are more satisfied at workplace if their extra efforts are recognized especially those that work extra hours, (Sharma, 2004). In Uganda, a research conducted by Karimi, Brazier and Basarir, (2016) revealed that on one hand, lecturers were relatively motivated with core work behaviour, supervision and intrinsic forces of teacher, but on the other hand, their potential sources of de-motivation were remuneration, governance and physical facilities. This could indirectly affect negatively on academic performance of the institutions.

In Tanzania, staff welfare like provision of food during teaching hours remains an important factor in determination of staff motivation and satisfaction at workplace, (Olembo, et al., 1992). Similarly, (Ssemugenyi and Asumwa, 2000) in Uganda demonstrated that a good working environment including staff welfare is key for employee satisfaction and motivation and that this is key in realization of the vision and mission of any organization especially the teaching institution.

Most employees in Kenya are subjected to public service structure and conditions which influences their working engagements terms including salaries, when wages are t which have been found to be inadequate to support teachers thus leading to staff demotivation at schools, (Republic of Kenya, 2011). Though most teachers work in secondary and primary levels, most of them end up quitting the job due to low pay and poor working conditions, (MOE, 2010).

Critics of guidelines for implementation of Free Day Secondary Education like KNUT maintains that the Government's vote head on personal emoluments meant for support staff is hardly ever enough to pay for salaries, National Hospital Insurance Fund and Retirement Benefit (MOE, 2010). This explains why all support staff need to be motivated in order to maximize their performance which finally could influence positively the students' academic performance of an institutions. Welch, (2006) observed that money, recognition, training, workers qualifications, attitudes and experience are the basic tools required to motivate and retain top performance. This is supported by Olayo (2011) who suggests that to maximize employees output, they need to be comfortable both at work and home in order to minimize stress and stressors.

Kiumi et al., (2012) in his study of School conflict in Laikipia Sub County established that Schools offering lunch programmes to support staff will minimize time wastage during lunch recess/break, resulting into increased student contact hours and timely input from teachers in Curricular and Co-curricular activities in the afternoon. In Kenya, there is discrepancy in Curricular and Co-curricular performance from one School to the other in the past years (Kisumu West Sub County Office, 2020). The level of success in each discipline has a direct relation with teachers' performance and

job satisfaction that result from good welfare practices (Otieno, 2014). Otieno (2014) investigated the effects of teachers motivational practices on their work performance by considered practices such as; Soft loan, Salary advance, recognition of individual effort, lunch program, housing facilities, travelling allowance, holiday tour, job promotion, team work, training and organized transport. Otieno (2014) further considered the effects of work performance, job satisfaction and work productivity in general. The current study aimed to investigate the influence of five selected motivational practices to support staff in public Secondary Schools and specifically their influence on students' academic performance. This was because the five practices are common in all public Secondary Schools regardless of their enrolments or sizes.

Motivation of teachers and its influence on performance has widely been studied. However, previous empirical research on support staff Motivation not been linked to students' academic performance. Therefore, problem still exist concerning the influence of support staff motivational practices on students' academic performance in Public Secondary Schools, particularly in Kenya. Support staff plays a critical role in making Schools achieve their objectives and hence many resources should go towards their motivation. In Kisumu West and Seme Sub Counties, 80% of Secondary Schools use extra resources to organize for bonding trips, increase salaries, offer accommodation and gives various psychological motivational practices to support staff (Education Office Seme Sub-County 2015).

Studies have reported that, there is poor performance (below C+) in Kenya Certificate of Secondary Education (K.C.S.E) in both Seme and Kisumu West Sub-Counties. These studies have analyzed the variables that affect students' academic performance

and established that the influence of support staff motivational practices has not been studied. Table 1 below shows the Secondary School performance in K.C.S.E in the two Sub-Counties.

Table 1: *Percentage of students who attained below C+ in Kisumu West and Seme Sub-Counties, Kisumu County 2018-2020*

Year	2018			2019			2020		
Sub-county	No of Schools	candidature	% of students below C+	No of Schools	candidature	% of students below C+	No of Schools	candidature	% of students below C+
Seme	35	2636	2226 (84.4%)	35	2498	2115 (96.8%)	35	2754	2322 (84.3%)
Kisumu west	38	2917	2324 (80%)	39	3077	2272(74%)	39	3236	2380 (73%)

Source: Kisumu County Director of Education Office, 2020

One Head of Department (HOD) in Kisumu West in 2018 observed that without supportive support staff, there would be no good results. This study focused on the relationship between support staff motivational practices and students' academic performance in public Secondary Schools in Seme and Kisumu West Sub Counties. The particular support staff motivational practices considered in this study were bonding trips, salary structure, recognition efforts, professional growth and, promotion opportunities. This because very little literature is available on these motivational practices among support staffs in Secondary Schools.

1.2 Statement of the Problem

In any workplace, organizations including learning institutions adopt various motivational practices to address the welfare of the employees thus motivating staff to do their best at workplace which in turn improves the organizational performance

including realization of the objectives and goals. Teaching and non-teaching in one way contributes to the academic performance of the students. For example, if cooks prepare meals in time, academic Programme will run smoothly. Other support staff who carry out duties that influence academic results such as lab assistants, are equally critical in practical lessons in the laboratories, secretaries and typists prepare examinations through printing and typing, security officers keep vigil to ensure students property is safe and that there is law and order in School. When these duties are well done, students' academic performance could improve.

The study on relationship between support staff motivational practices and academic performance is justified to be carried out in Kisumu West and Seme Sub-Counties because of a number of reasons; the Schools use a lot of resources on motivational practices like bonding trips and awards or offers to support staff yet good academic results are still a challenge in most Schools (Educational Office Kisumu West Sub County 2015). In addition, majority of the Schools register a mean score of C- (5.449) and below (T.S.C. County Director Kisumu County 2016). Several factors could lead to Schools registering the grade of C- and below, for example, inadequate resources and poor motivation of teachers and support staff. However, little attention on motivational practices of support staff can also contribute to poor students' academic performance and vice-versa. Few studies been carried out on relationship between support motivational practices and students' academic performance in Seme and Kisumu West Sub-Counties. This study therefore focused on the relationship between support staff motivational practices and students' academic performance in Public Secondary Schools in Seme and Kisumu West Sub Counties.

1.3 Purpose of the Study

The purpose of the study was to establish the relationship between selected support staff motivational practices and students' academic performance in Public Secondary Schools in Kisumu West and Seme Sub-Counties.

1.4 Objectives of the Study

i. To establish the relationship between support staff bonding trips and students Secondary academic performance in Public Secondary Schools in Kisumu West and Seme Sub-Counties.

ii. To determine the relationship between support staff salary structure and students' academic performance in Public Secondary Schools in Kisumu West and Seme Sub-Counties.

iii. To establish the relationship between support staff professional growth and students' academic performance in Public Secondary Schools in Kisumu West and Seme Sub-Counties.

iv. To determine the relationship between support staff recognition efforts and students' academic performance in Public Secondary Schools in Kisumu West and Seme Sub-Counties.

v. To examine the relationship between support staff promotional opportunities and students' academic performance in Public Secondary Schools in Kisumu West and Seme Sub-Counties.

1.5 Research Hypotheses

Null Hypotheses

H_{01}: There is no significant relationship between support staff bonding trips and students' academic performance in public Secondary Schools in Kisumu West and Seme Sub Counties.

H_{02}: There is no significant relationship between support staff salary structure and students' academic performance in public Secondary Schools in Kisumu West and Seme Sub Counties.

H_{03}: There is no significant relationship between support staff professional growth and students' academic performance in public Secondary Schools in Kisumu West and Seme Sub Counties.

H_{04}: There is no significant relationship between support staff recognition efforts and students' academic performance in public Secondary Schools in Kisumu West and Seme Sub Counties.

H_{05}: There is no significant relationship between support staff promotional opportunities and students' academic performance in Kisumu West and Seme Sub Counties.

1.6 Significance of the Study

This study might generate information on both physiological and psychological related motivational practices to support staff in public Secondary Schools, thus it is hoped that the information might assist the support staff to appreciate the influence of the identified motivational practices offered to them on students' academic performance. It is hoped that the information may also help School Management develop strategies for improving motivational practices among support staff in their Schools and identify areas of their weakness towards promotion of motivational

practices in their establishment, particularly Kisumu West and Seme Sub Counties. It might also enable other scholars generate and acquire scarce literature which may be useful in this field of study as well as create to the Government awareness of the necessity to motivate the support staff.

1.7 Assumptions of the Study

The study is based on the following assumptions:-

i. Bonding trips, salary structure, professional growth, recognition efforts and promotional opportunities are the major support staff motivational practices embraced by public Secondary Schools in Kisumu West and Seme Sub Counties.

ii. The motivational practices given to support staff in public Secondary Schools in Kisumu West and Seme Sub Counties have influence on students' academic performance.

iii. The Secondary Schools have structured promotional opportunities for support staff workers

iv. The Secondary Schools have adequate recognition efforts that are tangible for the support staffs.

1.8 Limitations of the Study

Some of the respondents especially the Principals had busy schedules and therefore finding them in Schools was a challenge for the researcher. In order to overcome this challenge, the researcher booked appointments with the School Principals through phone calls and arranged to travel to the School to administer questionnaires to the principal in order to minimize chances of finding them absent from School. Secondly, some parts of Seme and Kisumu West Sub Counties have bad roads and are muddy

during rainy seasons, this made accessing these areas difficult. However, the researcher used a motorbike to reach these areas. Thirdly, some of the respondents were uncooperative about sensitive information. To overcome this problem, the researcher explained to the respondents the importance of the study and assured them of confidentiality.

1.9. Scope and Delimitation of the Study

The study only covered selected public Secondary Schools in Kisumu West and Seme Sub Counties. The study was concerned with how bonding trips, salary structure, professional growth, recognition of efforts and promotional opportunities to support staff influence Secondary Schools' academic performance. In the selected Secondary Schools, the study obtained information from the Principals, Directors of Studies, Board of Management and sampled support staff heading secretary's office, security, and kitchen and laboratory departments. Herzberg Theory (1959) guided the study.

1.10 Theoretical Framework

The theoretical framework of this study was adapted from Fredrick Herzberg's Two Factor Theory (1959) which postulates that there are two job factors, when combined can result into job satisfaction, motivation or dissatisfaction. According to Herzberg et al., (1959) there are some job factors that result in satisfaction while there are other job factors that prevent satisfaction. The first group of the factors are; Hygiene factors; they included bonding trips and salary structure in the study. He also refers to them as maintenance factors as they are required to avoid dissatisfaction among employees. The factors are extrinsic to work, they describe the job environment/scenario and symbolized the physiological needs, which an individual wanted and expected to be fulfilled. The second group of job factors yields positive

satisfaction and they are inherent, intrinsic, symbolize psychological needs and were perceived as additional benefits. They included professional growth, recognition efforts, and promotional opportunities in this study (Herzberg, et al., 1959).

The School administration should emphasize more on motivational factors like professional growth and promotion of support staff in their institutions by sponsoring them for workshops, create vacations for further studies through flexible times for work. This motivates them hence higher productivity that influences academic improvement in the School. Recognition of the efforts through verbal appreciation and letters also motivates them to work hard.

The School administration can offer fringe benefits (hygiene factors) to support staff through providing tea, lunch and even health care plans, housing support staff in School and even giving salary advances or increment. This would create more time for support staff to concentrate on their duty in School hence help in timely implementation of academic Programme. However the hygiene factors alone are not enough to motivate support staff, more emphasis should be put on intrinsic factors for Herzberg says that, hygiene factors cannot at all work alone to motivate employees.

1.11 Conceptual Framework

Conceptual Framework is a diagrammatic representation of variables in a study. It demonstrates their operational definitions and how they interact in the study and how the independent variables influence the dependent variables in the study. The Conceptual framework was developed from Two Factor Theory of motivation, also known as the motivator hygiene theory by Herzberg et al., (1959). In relation to literature review, the study was based on conceptual framework understanding that various job factors (Hygiene/Maintenance factors) which are physiological, describe

job environment and are extrinsic. For example, support staff bonding trips, salary structure, professional growth, recognition efforts and promotional opportunities are independent variables that influence academic performance, which is the dependent variable in the current study. The conceptual framework for the present study is presented in figure 1.0.

Independent variables: Support Staff **Motivational Practices (Satisfiers)** - Bonding trips - Salary structure - Professional growth - Selected recognition for positive efforts - Promotional opportunities	**Dependent Variable: students Academic Performance** - Students Academic Performance

Feedback

Intervening variables (Dissatisfiers) - School policies - Leadership styles - Individual attitude - School work environment

Figure 1: *Illustrates the conceptualized relationships between the support staff motivational practices and students' academic performance*

The framework shows that bonding trips can give support staff time to relax, gather momentum and plan for the next programmes and work with commitments because they feel appreciated and this would make them readily accept extra work, which would eventually have positive effect on academic performance.

Yearly salary increment, periodic salary adjustments and fair pay according to the government guidelines or beyond can give support staff job satisfaction, increase teamwork and commitment in service to School customers. Most of their

physiological needs are fulfilled; this can make them come to School daily leading to increase in service delivery and influencing positively in academic performance.

In addition, written or verbal appreciation to an individual or a group of support staff to recognize their effort and opportunity to attend workshops or further training prepare the staff for present and future job promotions, consequently, resulting into increase in productivity that would positively affect the academic performance of the School. Promotion from one job group to another such as Deputy to Principal or Senior Master to Deputy or ordinary cook to supervisor/head cook would motivate support staff to work harder. Similarly, if support staffs were given tea and lunch by the School administration, it would improve teacher – student and support staff contact.

The framework further reveals that the School Management, teachers and support staff should be aware of the intervening variables that might interfere with the School programmes. The framework shows that School policies, leadership styles of the Principal, individualistic attitude of support staff and working environment in School are some factors that might interfere with good academic performance despite the provision of good working conditions and other additional benefits. The framework also shows that feedback from service delivery is necessary, as it would give the management and support staff opportunity for evaluation of their contribution to academic performance. The feedback would also help the School management find ways of resolving such intervening variable influences for better work performance by support staff.

1.12 Definition of Operational Terms

The following terms have been defined as used in the study:

Support Staff: Workers in a School who help teachers in non-teaching duties.

Motivational Practices: Are methods used by institutions to take care of the welfare/being of the employees.

In-Service Training: Training courses of study done while one is working in a job in order to learn new skills. Can also be referred to as in-sets training/ concept.

Education: The process of acquiring knowledge, skills and attitudes

Public Secondary Schools: Secondary Schools owned by the Government.

Work environment quality: It is all psychological and physiological motivational practices that motivates employees to work hard.

Professional growth: Activities like further training that help in acquisition of deeper skills in one's area of specialization for example. book keeping for an accountant.

Training: The process of learning skills that you need to do a job for example. learning skills for arrangement of experiment and chemicals for preparation of a practical lesson in the laboratory by lab assistant.

Workshop: A period of discussion and practical work on a particular subject or area of specialization in which a group shares their knowledge and experience for example. a poetry, drama, catering, security, accounting workshops.

Conference:	A large official meeting, usually lasting for a few days at which people with the same work or interest come together to discuss their views for example. accountants or laboratory assistants.
Promotion:	A move to a more important job, rank or position in an institution or an organization for example. a cook to head cook or accounts clerk to bursar.
Recognition:	Public praise or material reward for work done or action taken.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1Introduction

This section presents a review of related literature based on the stated objectives; relationship between staff bonding trips and students' academic performance in Kisumu West and Seme Sub Counties, relationship between Support staff salary structure and students' academic performance in Kisumu West and Seme Sub Counties, relationship between support staff professional growth and students' academic performance in Kisumu West and Seme Sub Counties, relationship between recognition efforts, promotion opportunities and students' academic performance in Kisumu West and Seme Sub-Counties.

2.2 Relationship between Support Staff Bonding Trips and Students' Academic Performance

According to Judge and Church, (2000) in order to have a good working environment, managers have to trust employees and value them and employees should know that managers will have a define process to help them get back on track. They further observe that managers should understand the basic theories of motivation, need to listen to employees and accept their workplace ideas.

MC Conell, (2006) observes that there are several ways to indicate that you value your employees. These include greetings, attach thanks in their paycheck and acknowledge employees milestones, staff gathering outside the organization, holding celebrations for success, arranging frequent contests and other team building activities. These team-building activities can also apply to support staff in order for

them to works as a tea. This eventually encourage them to work beyond normal working hours in areas like laboratories and exam offices in preparation of exams or learning materials and practicals for students. This can go a long way in improving the academic performance of students.

Taylor (2007) views taking a field trip with employees as one of the most effective ways of team building. Taylor further observes that taking a field trip is the best way to know your employees as they interact freely without a formal plan. Team building according to Taylor include annual field day complete with food, silly games (optional), prizes and quarterly trips to the movies. Taylor further observes that team building that involves getting offsite, encourages the staff to get to know each free from confines of their offices.

Salas, Rozelle, Driskell and Mullen (2010) examined the effects of team building on performance. Overall, there was no significant effect of team building on performance. However, the effects of team building varied as a function of the type of operationalization of performance. On objective measures of performance, there was a non-significant tendency for team building to decrease performance, whereas on subjective measures of performance, there was a significant, albeit small, tendency for team building to increase performance. The aforementioned study was experimental in nature and it involved a small sample size, which could limit generalizability of findings, but the present study utilized a relatively bigger sample size.

In the view of Buckley (2006), among the 6 ways to achieve employee bonding is to seek opportunities to socialize outside the workplace. Whether it is taking everyone out for lunch or a bowling alley. According to Buckley, planning a social outing away

from the workplace is a proven method for helping employees. Further observation is that when people talk about their personal lives, they build bonds based on them. Buckley explains that these bonds lead to trust and respect that lead to willingness to collaborate and perform well together. Buckley says, "In my experience, the most impactful thing a leader can do is to enhance teamwork and bonding to the team members.

According to Yates (2016), if budget permits, then a more ambitious team out should be considered, where the employer and the employees take a few days away from the office and engage in activities utterly different from what happens in their daily lives. Yates refers to this as embarking on an adventure, all of course, paid for everyone on the team cohesive and united helps create a better productivity, more employee happiness and better results.

In U.S.A, a survey carried by Matt (2015) among employees of selected organizations, found that guidance, support, and interest in life outside of work are components of good relation between the employer and employees. Matt further observes that guidance and support should take place in or outside place of work in order to discuss goals setting priorities. According to Matt. the employee – employer relationship should be professional and that employers should be professional. They should have interest in or know employees lives both inside and outside workplace and further learn more about them during team building or bonding away from workplace.

In addition, according to Matt. a survey by 15 five-survey team in 2015 in U.S.A among 1000 adults showed that only 15% of employees were satisfied with the quality of employee-employer relationship both in and away from workplace. In yet

another survey by Gullup (2015) that consisted of 7200 adults, nearly 50% left a job to get away from their manager because of bad employee-employer relationship. MC Collen (2006), Buckely (2006) Yates (2016) and Matt (2015), have all observed that team building in and outside (bonding trips) are essential in a work place. If such opportunities of team building activities are offered to support staff, they can become more dedicated in their work, go extra miles to help students, for example, in science laboratories. This can go a long way in improving academic performance of the students. The current study differs from the ones done by 15 five-survey team and Gullup because it will be specific on influence of support staff motivational practices on academic performance in Secondary Schools while the other studies sampled respondents from different organizations in U.S.A and not Secondary Schools in Seme and Kisumu West Sub-Counties in Kenya.

Ingvarson, Kleinhenz, Bervis and Carthy (2005) in New Zealand conducted a survey on teachers' workload in Secondary Schools. Ingvarson and et.al revealed that teachers' work is more demanding due to large number of students but less time for preparation and that this increased pressure has made teachers' to work for extra time at home or over the weekend to complete their workload. However, this is not commensurate with their pay. In a related study of support staff in New Zealand (2011) it was noted that challenges of support staff workload include many competing demands which interfered with their ability to effectively complete tasks, lack of time to tackle amount of work or insufficient back up in terms of work environment quality.

Ingvarson and et.al study was on teachers workload that results into a mismatch between the work and pay back and benefits arising from work environment like bonding but the current study analyzed selected motivational practices to support staff like salary and bonding trips and their influence on academic performance. Ingvarson and et al. observed that work overload on teachers makes it impossible for them to cope up with work. This can apply to support staff as well when much work is given but pay is low, for example, the lab assistant, kitchen staff, and secretaries in the exam office. This demotivated them hence dysfunctional programmes in Schools. Moreover, this leads to time mismanagement that eventually influence students' academic performance. The current study focused more on support staff motivational practices as opposed to teachers whose employer is Teachers Service Commission (TSC) and not Board Members of Secondary Schools that employs support staff.

Smithers and Robinson (2008) conducted a study on factors that influence teachers switching profession and concluded that teachers' workload, salary and work environment quality as some of the reasons. They further observed that teacher workload is likely to make teachers become ineffective in certain areas. Smithers and Robinson (2008) focused on factors that make teachers leave teaching for other professions and identified salary and work environmental quality as some of the variables. However, the current study focused on the influence of selected motivational practices on academic performance by taking into account bonding trips and salary as some of the motivational practices. Furthermore, the current study analyzed support staff and not teachers.

In Zimbabwe reward of any form from salary adjustment upward or a trip was found to play an important role in determining the effective implementation of performance appraisal system. According to Machingambi, et al., (2013) who conducted a survey on performance management system, monetary issues were paramount in the performance management system. The study further established that teachers did not receive some form of performance related rewards, for example, promised trip, for having achieved set target. This proved to be an obstacle to the success of performance appraisal system. Machingambi et al., (2013) further established that for any success to be realized, promised rewards must be paid to all deserving teachers and when they are due. Machingambi et al., (2013) suggested that the Government should be committed in performance appraisal system by awarding teachers who perform well. While a study by Machingambi et al. was on performance management system in relation to rewards, the current study focused on how the selected extrinsic rewards like salary and bonding trips influenced academic performance specifically when offered to support staff and not teachers.

In Botswana, Bulawa (2012) conducted a study on the implementation of performance appraisal system in senior Secondary Schools. The study revealed that teachers showed resistance to appraisal system due to lack of knowledge on the importance of appraisal system but the managers' positive perception was due to anticipated benefits of the appraisal system like extra pay and team building away from work station. The study carried out by Bulawa (2012) focused on senior Secondary Schools as opposed to the current study that focused on public Secondary Schools whether senior or junior or with varied enrolments. The current study therefore gave objective and realistic feedback on influence of selected motivational practices like salary and

bonding trips to support staff on academic performance. Furthermore, the current study focused on support staff as opposed to teachers in Senior Secondary Schools.

According to Mutua and Ndeti (2014), there is a need to make available avenue that will yield into more bonding and unity of purpose after release to Kenya Certificate of Secondary Examination (KCSE) results that will eventually lead to improved performance in future. They propose that Teachers, some support staff, BOM and PTA representatives be sponsored by well-wishers or donors for a bonding trip to Mombasa. The trip would not only be a bonding trip, but also a source of motivation to stakeholders as well as providing a fertile ground for progress and potential evaluation, creating unity of purpose and planning a head on how to sustain good academic performance for the School.

Cheum (2018) examined the effects of team building activities as a strategic issue on job retention at Safaricom company in Kenya. The population of the study constituted all 4,500 employees of Safaricom Company Limited. Stratified sampling was used to pick employees from the ten existing divisions of Safaricom, after which the sample size formula was used to determine the size of the sample of 138 subjects for a cross sectional survey out of which 109 responded by giving a response rate of 79%. Data analysis was done using SPSS and Excel tools to produce descriptive and correlation statistics. The findings reported that Team building activities made the respondents feel like a 'part of the family' and enjoy participating in the team building activities. The above study was done among a private company in Kenya but the present study was among support staff in public Secondary Schools.

Mokaya, and Gitari (2013) study sought to determine the effect of workplace recreation on employee performance at Kenya Utalii College. The study was descriptive covering a stratified sample of 81 respondents drawn from 162 employees. Data collected through self-administered questionnaire was analyzed using descriptive and inferential statistical tools. Participation in recreational activities was found to be useful in the management of work -life balance with a correlation of 0.61. Job satisfaction correlated highly with performance at 0.55. The study concluded that recreation is a significant factor in employee performance; increases the level of commitment, enhances bonding and improves employee wellbeing with a consequent positive effect on job satisfaction, service provision, customer satisfaction and productivity.

Furthermore, Odunga (2013) carried out a study on factors influencing job satisfaction among non-teaching staff in public Secondary School in Butula Division. The study revealed that communication structure was a two way, meaning support staff were free to discuss with administration issues concerning work. Odunga (2013) therefore recommended that although most employees in Butula division were satisfied with communication, it was important for the administration to organize regular meetings where non-teaching staff is free to discuss workplace issues that should also be implemented after discussion. The study further observes that in Secondary Schools some of these staff meeting occasionally take place away from institutions where people can share, participate in different activities discuss freely as opposed to School environment. While Odunga carried a study on factors influencing job satisfaction in general among teaching staff, the current study differed because it was specifically on the influence of support staff motivational practices on academic performance.

Kaireria and Mutai (2014) carried out a study on factors affecting implementation of performance Appraisal system in National Bank of Kenya. They found out that rewards whether to departments or individuals in any form greatly affects the implementation of appraisal system, especially when such rewards are given at a flat rate thus failing to distinguish between performers and non-performers. The current study was different from the one carried out by Kaireria and Mutai (2014) because it was carried out in public Secondary Schools as opposed to a bank. Furthermore, the current study focused on selected motivational practices to support staff like salary and bonding trips as extrinsic recognitions or rewards as opposed to rewards in general, hence the study gave detailed feedback in the areas.

Otieno, (2014), carried out a study on teaching staff welfare practices and their effects on work performance of Secondary School teachers in Bondo Sub County, Kenya. His findings revealed that staff holiday tour was one of staff welfare practices organized by the School management and most Schools done termly or yearly. Otieno, (2014), further posit that such holiday tours are meant to energize the staff and eliminate burnt out. Holiday tours as motivational practices when offered to support staff may re-energize and eliminate burn out. This can further make them manage time well such that School programmes or academic programs run effectively, for example, preparation of practical lessons, and exam materials. Therefore, with elimination of burn out, they can easily meet deadlines. This goes a long way in running academic programmes smoothly hence influence on students' academic performance. While Otieno (2014) researched on teaching staff welfare practices and their effects on work performance in general, the current study was specific on finding out the relationship between support staff motivational practices

like bonding trips and students' academic performance as opposed to teaching staff welfare effect on work performance in general.

2.3 Relationship between Support Staff Salary Structure and Students' Academic Performance

Sokoya (2000) observes that in many studies, earning level of an employee has been found as an important source of job satisfaction. According to Santhapparas and Shah, (2005), pay can entice individual to join and remain within an organization. Nezaam (2000) reiterates that wages are a significant factor in job satisfaction and that money not only helps people attain their basic needs but also is instrumental in providing upper level need satisfaction. Nezaam further observes that employees often see pay as a reflection of how management views their contribution to the organization. Darjeet, Manojand Dalvinder (2011) concurs that employees are more satisfied when their work is fairly rewarded and that employees accept salary as supervisors reward for the work they have done. One employee describes salary, as "The salary paid to me is what the company thinks of me. Thus the lesser the salary, the less appreciated", (Bokorney, 2007).

Smithers and Robinson (2008) conducted a study on factors determining teachers to leave profession and concluded on the following: Teachers work load, salary and work environment quality make teachers to switch profession. They further observed that teacher workload is likely to make teachers become ineffective in certain areas. Likewise, support staff may also become ineffective and relaxed in their duties if there is work overload and low pay. For example, lab assistants and cooks may deliberately sometimes make mistakes, which may result in time wastage that

eventually affect students' academic performance. Smithers and Robinson (2008) study focused on factors that make teachers leave teaching for other professions and identified salary and work environmental quality as some of the factors. The current study focused on the influence of selected motivational practices on academic performance but took into account specifically bonding trips and salary as some of the motivational practices. Furthermore, the current study interest was on support staff and not teachers.

According to Boggie (2005), inequity in terms of lack of recognition and poor pay often contributes to a problem with employee retention. Cyders and Smith, (2007) believes that motivation by good pay /salary can lead to cost reduction by reducing absenteeism, technical errors and employee turnover. In public Secondary Schools, just like many organizations reduction in absenteeism, technical errors and employee turnover among support staff results into efficient running of School programmes hence high productivity from support staff which might positively influence academic performance in an institution. Studies by Case Hammerstein, and Woolhahdler (2002) have shown that wages coupled with lack of provision programmes and insurance are often connected to low level of productivity at work due to absenteeism. According to Sazari and Judge (2004), individuals view their remuneration as an indication of their value to the organization. They compare their inputs to received outputs relevant to that of others.

Ingvarson, Kleinhenz, Bervis and Carthy (2005) in New Zealand conducted a survey study on teachers' workload in Secondary Schools. Ingvarson and et.al revealed that the demand as a teacher is in increasingly more work, more students, less time for

preparation and this increased pressure has made teachers' work for extra time at home or over the weekend to complete their work unbearable and this is unlikely to commensurate with their pay. In a related study, research division in New Zealand (2011) in a survey of support staff productivity noted challenges of support staff workload as including many competing demands which interfered with their ability to effectively complete tasks, lack of time to tackle amount of work or insufficient back up in terms of work environment quality.

Ingvarson et al., (2005) study was on teachers' workload that makes it unbearable to work effectively, resulting into a mismatch between the work and pay back like salaries and benefits arising from work environment like bonding while the current study was on selected motivational practices to support staff like salary and bonding, trips and their influence on academic performance. The current study focused more on support staff motivational practices as opposed to teachers whose employers is Teachers Service Commission and not Board Members of Secondary Schools, which employs support staff.

In UK, a study conducted by Oshagbelm (2000), among United Kingdom academies on statistical pay, employee rank & job satisfaction confirmed that there exists a relationship between pay and rank of employee and their level of job satisfaction. A study by Grace and Khalsa (2003), at Massachusetts higher education institutions on professional development and salary packages established that salary and professional development are linked to job satisfaction factor. However, a survey carried out by Young (2006) in the public sector in United States failed to identify a significant relationship between pay and job satisfaction. While the study by Young (2006) was

on relationship between pay and job satisfaction, the current study was different because it aimed at finding out the relationship between support staff salary and students' academic performance.

In U.S.A, Wenely and Bonreau (2007) conducted a study on employee attitudinal effects on performance appraisal and reported that there is need to study the effects of appraisal system in an organization and that appraisal system is used for certain purposes, while the employee does not feel it is actually used for the purposes intended for but promotion, salary adjustment or general as the main purposes. While study by Wenely and Boureau (2007) study focused on performance appraisal system, the current study was different because it focused on students' academic performance in relation to selected motivational practices, besides the current study was specific on support staff as opposed to employees in general in relation to appraisal system.

Oyebolu and Muraina (2010) study reported that increased wages enhanced performance of teachers. For example, in early December 2000, the Ministry of Education unveiled a new teachers' bonus experiment in forty-nine Israeli high Schools. The main feature of the Programme was an individual performance bonus paid to teachers based on their own students' achievements. The experiment included all English, Hebrew, Arabic and Mathematics teachers who taught classes in grades ten through twelve in advance of matriculation exams in these subjects in June 2001. The aforementioned study was a review of a Programme but the present study was empirical in nature.

A study conducted by Ademokoya (2006), in Nigeria on influence of working conditions on the performance of sign language interpreters and teachers of deaf students in Oyo state revealed that poor working conditions like delay in promotion, salary payments, unattractive office and accommodation have a significant adverse influence on working performance of both teachers and interpreters. The study further revealed that hours expected to work, annual wages and job security play a vital role in the association between health and work related performance of both teachers and interpreters. Low and late salary pay may also apply to support staff and influence students' academic performance since they may opt for a go slow or be absent from duty hence loss of learning hours because of delay in the implementation of academic programmes. This may affect students' academic performance. The current study differed from a study carried by Ademokoya in that the previous study was done among sign language and teachers of deaf students, while the current study was carried out among support staff in Secondary Schools and focused on salaries and students' academic performance in Kisumu West and Seme Sub Counties.

Adewusi, Adedeji, Kalejaiye and Anabajo (2017) study examined employment status, pay and perceived performance of workers in selected foreign-owned manufacturing industries in southwest Nigeria. As a descriptive study, it adopted cross-sectional research design. Data was gathered using questionnaire and in-depth interview guide and was analyzed through quantitative and qualitative methods respectively. The study also discovered that there was a positive significant relationship between employment status, pay and workers performance. The study then concluded that workers dignity has come under attack by foreign industrialists despite local and international norms. An examination of this study may help us know the relationship

between support staff salary and students' academic performance, low pay demotivates hence lack of urge to beat deadlines. The above reviewed study was among industrial employees of foreign industries carried out in Nigeria but the present study was carried out in Kenya among support staff in public Secondary Schools.

Odoh, (2011) examined the effects of wage incentives and other fringe benefits on the productivity of Nigerian Workers. The methodology adopted in this study was empirical approach. Data for the research were generated from both primary and secondary source. Primary sources included questionnaire and personal interview. In the area of Secondary sources, documented materials used include textbooks, journals, conference and seminar papers, newspapers, the internet and other non-classified documents. The major findings of this study was that irregular and inadequate wages/salaries, low level of fringe benefits and lack of collective bargaining process brought about low productivity of workers of Enugu State Local Government Service Commission. The research also found out that financial as well as non-financial reward, promotion and conversion are strategic in the promotion of productivity in organizations. The reviewed study above was carried out in Nigeria among workers in general but not Kenya as was the case of the present study, which was more specific on public Secondary Schools' support staff whose results were more specific in education sector and not general about workers.

Iyida (2015) studied the Effect of Increase in Wage and Fringe Benefits on the Productivity of Workers in Nigeria: A case study of federal Ministry of Transportation (works) Enugu. The analysis revealed among other things that increase wage in the Federal Ministry of Transportation enhance the productivity of workers

largely thereby affecting their attitude to work, thus, the monetization of fringe benefits has improved the performance of workers thereby leading to job satisfaction among workers. The study also showed that the monetized fringe benefits could only satisfy the basic needs of workers to a very small extent because of high cost of living. The reviewed study above was carried out in Nigeria among workers in ministry of transport but not in Kenya as was the case of the present study among support staff of public Secondary Schools.

Adekoya (2015) looked at the impact of organizational compensation management system on the performance of employees in the public sector. The result focused on the analysis of data collected from the field using the questionnaire. It includes the frequency distribution table and the chi-square analysis as well as the inferences made from the analysis. That compensation management system has a great impact on employee's efficiency and performance at the Nigeria ports authority. There is a relationship between compensation management policy and employee's performance and that compensation management will lead to positive impact on employee's performance. Increase in wages or salary can result in job satisfaction among staff, for example, reporting to work in time and working beyond normal hours. Eventually this could influence students' academic performance positively. The above reviewed study was quantitative in nature but it lacked a qualitative aspect that captures the insider meaning of participants. Therefore, the present study adopted a mixed methods approach.

Okeke, Nwele and Archilike (2017) study examined the impact of effective wages and salary administration on civil service productivity in Nigeria using Anambra State as case study. As a descriptive survey design, an item structured instrument was

developed to reflect the modified 5 points Likert Scale format that elicited information from the respondents. The sample of 557 respondents was selected. Chi-square (x2) test of independence and T- test for independent large sample, (n> 30) were used to test the hypotheses. The study revealed that employees need effective salary and wage administration to achieve high productivity in the civil service. If effective salary and wage is put in place, support staff can have a sense of financial security and reliability of pay. This can make them do their duties effectively hence help the administration and management of time, which may result in implementation of School programmes effectively. This eventually leads to good academic performance. The above reviewed study was carried out in Nigeria but the present study was done in Kenya among support staff in public Secondary Schools and not among civil servants.

Umoh et al (2014) study examined the effect of Pay Structures on Continuance Commitment in the Nigerian manufacturing industry. A total of 357 employees were randomly drawn from a population of 3386 employees of the 31 manufacturing companies in Nigeria. The instruments used for data collection were questionnaire and oral interview. The findings revealed that Pay Structures is significantly related to economic exchange and few alternatives. Based on these findings it was concluded that Pay Structures has significant influence on Continuance Commitment. The above reviewed study was carried out among employees in manufacturing companies but the present study analyzed support staff in Secondary Schools.

In Zimbabwe, salary adjustment upward or a trip was found to play an important role in determining the effective implementation of performance appraisal system. According to Machingambi, Mutukwe, Maphosa and Ndofirepi (2013) who conducted a survey study on performance management system, monetary issues were

found to be paramount in the performance management system. The study further established that teachers did not receive some form of performance related rewards, for example, salary rewards, proved to a challenge to the success of performance appraisal system. Machingambi et al., (2013) further established that for any success to be achieved, promised rewards must be paid to all deserving teachers and when they are due. Machingambi et al., (2013) suggested that the government should be committed to performance appraisal system by awarding teachers who perform well the related pay or bonuses.

A promised reward like salary increment upon achieving some targets is a motivational practice. If this practice is offered to support staff, it makes them ready to help students even outside normal working hours. Security is enhanced within the school and any other duties assigned to them All these efforts may go a long way in influencing students' academic performance.

While a study by Machingambi et al., (2013) was on performance management system in relation to rewards, the current study focused on how the selected extrinsic rewards like salary and bonding trips will influence academic performance specifically when offered to support staff and not teachers.

A study by Businge (2004) in Uganda on the effects of government policies on Post Primary Education made the following recommendations to the government in its report; the need for Government to increase educational facilities, increasing instructional materials, monitor crash Programme of teachers, training and in-service training of teachers besides remunerating teachers properly for teaching extra load. The current study differed from the study carried by Businge (2004) in many ways. The previous study considered all Post Primary Institutions while the current study

only considered public Secondary Schools. The previous study was on Government educators policies effects on education in post primary education while the current study concentrated on influence of support staff salary on Secondary Schools academic performance. The current study was specific on the support staff salaries and not teachers' salaries or pay for extra load as was in case in the previous study.

In Botswana, Bulawa (2012) conducted a study on the implementation of performance appraisal system in senior Secondary Schools. The study revealed that teachers showed resistance to appraisal system due to lack of knowledge on the importance of appraisal system but the managers' positive perception was due to anticipated benefits of the appraisal system like extra pay and team building away from work station.

The study carried out by Bulawa (2012) focused on senior Secondary Schools as opposed to the current study, which investigated public Secondary Schools whether senior or junior, or with varied enrolments. The current study therefore gave objective and realistic feedback on influence of selected motivational practices like salary and bonding trips to support staff on academic performance. Furthermore, the current study focused on support staff as opposed to teachers in Senior Secondary Schools.

In Kenya, Onyango (2015) conducted a study on challenges facing implementation of TSC Teachers performance appraisal system in public Secondary Schools in Rarieda Sub- County. The study established that TSC does not use performance appraisal system for any reward to teachers as recognition of effort shown. Onyango (2015) further noted that appraisal system would motivate teachers if it were rating result to reward like salary adjustment to teachers. The study further revealed that Teachers Service Commission (TSC) was not using Appraisal system process for the purpose it had intended like transfers, placement pay change, promotion, separation and

reprimand teachers therefore view in appraisal system as a more formality whose undertaking had no consequences in relation to their profession.

While a study by Onyango (2015) focused on challenges in the implementation of performance appraisal system, the current study focused on selected motivational practices like salary, some extrinsic recognition, and their influence on academic performance. In addition, Onyango (2015) used simple random sampling to sample Heads of Departments, the current study used proportional stratified sampling and systematic samplings that were more representative hence gave objective information.

Abaja and Ochieng (2014) conducted a study on the effects of appraisal system on employees' productivity in supermarkets in Nakuru Kenya and concluded that workers should be given reward through offering timely salary adjustment after appraisals. Abaja and Ochieng carried out a study among supermarket workers only in one town while the current study focused on support staff of public Secondary Schools spread out in two Sub-Counties.

Opondo (2013) analyzed the influence of the working conditions of support staff on work performance on selected Secondary Schools in Rarieda Sub County and observed that lack of training, housing, low and late pay and low motivation in general affect performance of support staff. Late or low salary to support staff may result into collusion with students in order to get favours from them hence increased in discipline of students.

In addition, this may also result in absenteeism or lateness of staff due to engagement in other sources of income. All these drawbacks may in the end interfere with academic performance of students. While the study carried by Opondo (2013) looked

at the influence of working conditions on work performance in general and observed that low and late pay in general are among some of the conditions that influence general work performance, the current study was interested on how support staff motivation influence academic performance. This was the gap that the current study was meant to fill. The study also covered 2 Sub Counties (Kisumu West and Seme) with 68 Secondary Schools and had a greater percentage of return rate expected from respondents compared to the previous study which was only carried out in Rarieda Sub County with 34 Secondary Schools in Siaya County. Hence the current study gave more details.

Ongiri and Abdi (2004) carried out a survey on academic performance in KCSE and reported that many of the Country's 4000 Secondary Schools had bad exam results in KCSE and that there are only about 600 Schools that excel and if a student is not in any of these Schools, she/he is not expected to get a credible grade, hence need to explore reasons for poor performance and bridge the gaps even through recognition of academic success of students and teachers. Ongiri and Abdi (2004) study focused on KCSE results and not on factors that contribute or influence academic performance that the current study analyzed.

Kaireria and Mutai (2014) carried out a study on factors affecting implementation of performance Appraisal system in National Bank of Kenya. They found out that salary increment whether to departments, or individuals in any form greatly affects the implementation of appraisal system especially when such rewards are given at a flat rate thus failing to distinguish between performers and non-performers. The current study therefore was carried out in public Secondary Schools as opposed to a bank. Furthermore, the current study focused on selected motivational practices to support

staff like salary and bonding trips as extrinsic recognition or rewards as opposed to rewards in general.

2.4 Relationship between Support Staff Professional Growth and Students' Academic Performance in Public Secondary Schools

Gorddard and Raid (2006) define training as planned intervention that is designed to enhance the determinants of an individual's job performance. Training is one of the important factors to employees' motivation or satisfaction in enhancing the growth and development to the employees. They further observe that if the training content is more reliable and focused, it will then pave way for maximum resource utilization and productivity. The formal training Programme provide employee with skills and knowledge safe for the work place while the informal training help up the managers and employees to maintain and sharpen skills, Gorddard and Raid, (2006). They continue to observe that employers should give employees opportunities to learn a job and train for promotion and even cross-train for this will show them that they are not in a dead end job. This will also help keep them motivated for future rewards and opportunities. Employees appreciate the opportunity of developing their skills and knowledge without having to leave their workplace. Internal training provides a worker with expertise and motivation. In addition, employees can train other employees on information they have learnt in a seminar.

According to Barret (2003), in-service training and education is one way of providing motivation to employees. Barret adds that employee training increases skills, technology and knowledge. Barret further asserts that the right employee training provides a big pay off, productivity, contribution and loyalty and that it is related to

skills which are seen necessary by management of a particular organization. This leads to increased probability for the organization.

Moreover, Barret asserts that the right employee training leads to big pay off and increases employees' loyalty. It is possible that support staff can be loyal and accept extra hours in their areas of specialties like in the laboratory, library and exam offices .This leads to good students' academic performance.

Bernstein (2009) concurs that it is important for the employee to be trained for improved effectiveness in their jobs. Bernstein continues to observe that training employee perfect their performance leading to increased interest in the job and this will result into motivated employees who are committed, satisfied and possibly productive in their job. Bernstein (2009) observes that external training meant to develop new skills and ideas enhances employees' motivation. Bernstein further notes that employee training helps them in reducing frustration or anxiety that is brought by work demands that they are not familiar with. Bernstein (2009) further asserts that when employees are motivated through training, they tend to be more knowledgeable, skilled, well experienced and dedicated.

Observation by Berstein (2009) can apply to support staff in both external and internal training offered to them for motivation. It is possible that they can accept new responsibilities to assist students upon acquiring new skills. This can go a long in improving students' academic performance because of increased interest and commitment to their job.

Arduser and Brown (2004) observe that, when employees are not trained they feel demotivated by the organization and this leads to dissatisfaction that may eventually

lead to high employee turnover. Arduser and Brown (2004) noted that training enhances the employees' knowledge and experience that is essential to the changing work environment. Further training is an important part of corporate behaviour because it not only enhances behaviour, but also moulds it according to the expectations. In addition, they observe that good leaders motivate their employees through training.

Arduser and Brown (2004) observed that motivation through training and experience reduces mistakes and employees who do not train their workers make them do more mistakes. Welch (2006) observes that money, recognition, training, workers qualification, attitudes, and experience are the basic tools required to motivate and retain top performance. Sharma (2004) observes that any fringe benefit attached either to official or extra work has the effect of causing the individual sacrifice towards work. Deci (2000) noted that motivation and well-being in the work organization counts. In Wales and England, Secondary School support staff felt less motivated with their posts in general, their contracts and conditions of employment and professional development or growth available to them. A research carried out by society for Human Resources Professional (SHRM 2007) in U.S.A indicates that the top five contributors to adequacy of motivation were job security, communication between employee and senior management, benefits of flexibility to balance work life issues and feeling safe in the work environment.

In Britain it was observed that in-service training provided opportunity for growth through training and development (Church, 2000). Consequently, all trained teachers have a professional obligation to attend conferences, seminars, workshops and other learning activities, which can help contribute to one's growth and development

(Robin, 2005). Conferences have proven to be very effective opportunities when they are part of a teachers' career growth (Campbell, 2003). In-Service teacher education shows clearly that the education of teachers does not stop with the award of a degree, diploma or a certificate at the end of initial training (Harris, 2000). Harris observed that a single course of pre-service teacher education, however long it takes and however excellent it may be can no longer suffice the face of the many major in-service training-taking place in education.

In U.S.A. studies carried out on motivational and welfare practices revealed that in-service of training of teachers is based on the assumption that a well-trained labour force is labour productive (Lofasto, 2008). Lofasto (2008) carried out a study on Training influence on managerial responsibilities. The results indicated that in service training provide employees an opportunity to recharge and therefore averting the problem of burnt out. The study further revealed that teacher training does not adequately prepare teachers for managerial responsibilities and therefore, in service training is necessary. Mullins (2002) posits that management cannot achieve remarkable results and therefore teamwork is a necessity. The current study was different from the aforementioned study done by Lofasto (2008). This is because Lofasto considered influence of in service training on managerial responsibilities among managers while the current study considered the influence of support staff in-service training in Secondary Schools on students' academic performance.

A research done by Guest (2004) in California State on the influence of motivation shows that employees' work performance or productivity is more heavily influenced by the quality of motivation knowledge or welfare practices put in place by the management than the race, class, prior achievement or records of type institution.

Bush (2003) carried out research on human resource management in California State and concurs with Guest (2004) that employees' content of knowledge also influenced productivity, for example, teachers who teach the same subjects for long are particularly effective. The study by Guest further reveals that teachers who have professional education training or pedagogy, produce high student achievement in various School activities than those who lack educational training. However, since the teachers cannot attain full knowledge required during the first training, in-service training is recommended. While Guest (2004) carried a study on influence of motivation and productivity in general in relations to quality of motivation and welfare practices in relation to retraining of teachers, the current study considered influence of support staff and not teacher in-service training specifically on students' academic performance and not general productivity.

Majority of support staff in Schools lack initial training and this is a major barrier to professional development, Beason (2003). Blair, (2010) who contends that support staff needs opportunities for training and career development to enable them to progress and further contribute to School development supports this argument. Njonje further supports this and Nyangore (2010) observes that education and training are needed to successfully run micro and small enterprises. This is because entrepreneurs with more education and training performed better than those with lower levels of education.

It was observed in United Kingdom that in-service training provides an opportunity for growth through training and development, and consequently all trained teachers have professional obligation to attend conferences, seminars, workshops and other learning activities, which can help in contributing to their professional growth and

43

development, Church (2009). In Turkey, Lablebics (2009) carried out a study on the impact of work place environment on employees' productivity in a bank. The study revealed that the quality of environment like professional growth determines the level of employees' motivation and subsequent performance and productivity. Lablebics focused on workers in the bank and work place environment in general but the current study investigated the selected support staff motivational practices, professional growth in particular and its specifically influence on students' academic performance and not employees productivity in a bank.

Saud et al., (2017) examined the influence of career development on employee performance in public sector, mediated by perceived organizational support, work motivation, and affective commitment. By analyzing the perceptions of 250 civil servants in 15 regional branches of Ministry of Finance of Indonesia, and using structural equation analysis with Smart PLS 2.0 program, the findings reveal that career development has positive direct influence on perceived organizational support, motivation, and affective commitment. However, career development has no direct influence on performance. The indirect examination shows that mediating variables are perceived to have significant influence in strengthening that relationship. The above reviewed study was carried out in Indonesia among civil servants in the ministry of finance unlike the present study, which was done in Kenya among support staff of public Secondary Schools.

In Britain Campbell (2003) carried out an investigation on teacher Education Programmes which revealed that there were some challenges and shortcomings that must be considered in the planning and implementation of in-service education programmes. Campbell (2003) found that the in-service education programmes needs organized funding system and continuous supply of personnel for in servicing of

educators. Campbell (2003) carried out a study on education programmes on teacher education, but the current study focused on motivational practices to support staff with professional growth as one of the independent variables and its influence on academic performance in public Secondary Schools in two-selected Sub –Counties.

In India, Cecil (2002) carried out an investigation on funding of Education Programmes. The investigation revealed that financing in-service education programmes is the most serious challenge particularly in developing countries. Cecil (2002) further observed that facilities for in-service teacher education are also inadequate. Cecil (2002) however noted that in order to provide efficient education and training services, the capacity and skills of staff in the various offices and organizations involved should be commensurate with the tasks they perform. Cecil (2002) investigation focused on funding of education programmes, while the current study focused on motivational practices and professional growth among the support staff and their influence on students' academic performance in public Secondary Schools.

Pillay, Dawood and Mahomed (2015) investigated the effect of career advancement on motivation in South Africa. The study employed a case study research design where information was solicited using self-administered questionnaires. The findings indicate that when asked whether career advancement is imperative, the majority of respondents indicated in the affirmative. In particular, career advancement after training was positively and statistically significantly and related to environmental factors. The finding indicated strong internal consistency and reliability for the career advancement after training portion of the questionnaire, α = .839 (N=47). The aforementioned study was carried out in South Africa but the present study was done in Kenya and focused on influence of re-training of support staff on students'

academic performance. Furthermore, this former study focused on companies, while the current studies focused on support staff of public Secondary Schools.

Okuna (2010) and Maicibi (2003) separately carried studies on staff/human resource management in general in Nigeria in relation to motivation. The current study did differ from these studies because the current study focused on support staff motivational practices influence on students' academic performance and not management of the staff or human resource in general. An investigation carried out in Uganda by Businge (2004) on effects of government policies on post Primary Education made the following key recommendations to the government in its report; need for government to increase educational facilities, increasing educational materials, monitoring crash programmes for teacher training and in service training of teachers in addition to remunerating teachers for extra teaching loads. The current study did differ from that of Busenge (2004) which was on the effect government policies on Post Primary Education in general while the current study focused on support staff motivational practices like in-service training on students' academic performance.

Ssmugenyi (2006) in Uganda carried out a study on staff management practices and asserted that every institution primarily needs committed and dedicated staff that will help the institution to meet its objectives. However, for the staff to be committed, a conducive and satisfactory working environment, promotion and proper communication channels are imperative. The findings revealed that motivational practices or in-service to employees are one of the practices that provide a satisfactory working environment. The current study did differ from the one conducted by Ssmugenyi (2006) in Uganda because unlike Ssmugenyi (2006), it focused on the

influence of motivational factors like professional growth and communication among support staff on academic performance in Secondary Schools.

In Uganda a study by Businge (2004), investigating the effects of government policies on post primary education made the following key recommendations to the government in its reports; the need for the government to increase educational facilities including housing, increasing instructional materials, mounting a crash Programme of teacher training and in-service training of teachers besides remunerating teachers properly for teaching extra loads. While the study by Businge, (2004) in Uganda was concerned with education in post primary levels, the current study is different because it was specific on improvement of selected motivational practices like professional growth which was treated as a specific objective and an independent variable in the study hence gave more information on professional growth as a support staff motivational practice in public Secondary School and its influence on students' academic performance in Kenya.

In Uganda, Opolot (2008) researched on education administration in Kansanga and asserted that government financial support has greatly affected the provision of quality education. In addition, Muindi (2012) found that the issue of finance in education sector in African countries has affected the effort for provision of adequate infrastructure, quality service to students and in-servicing training of teachers. While Opolot (2008) researched on education administration in general, the current study focused on motivational practices to support staff and their influence on academic performance.

In 2006, Kenya recommended that Universities should strategize on how to improve the working conditions of support staff through provision of the necessary infrastructure or services such as computers, office space and furniture. These would motivate them and improve their inter personal relationships between them, administration and teachers which will eventually improve academic performance..

Moreover, Oloo (2010) recommended that education stakeholders such as parents and School managers should source for funds by writing proposal and mobilizing resources from well-wishers in order to improve educational facilities and instructional materials. In order to design effective programmes of in-servicing Secondary School educators, it is necessary to make both short-term and long-terms plans. This will ensure that in-service courses are continually evaluated and updated using the information gathered and priority areas identified. While Oloo (2010) focused on teachers and their role in students' academic performance, the current study was different because it focused on the professional growth of support staff for example. The current study considered support staff roles.

Opondo (2013) carried out a study on the working conditions of support staff towards work performance. Opondo (2013) views staff training as an organized procedure through which one acquires knowledge or skills for definite purposes. Training aimed at enhancing ideas, skills and attitudes that need imparting on the employee (Republic of Kenya, 2011). This is re-enforced by Bakhda (2004) who observed that in-service training refreshes the skills of professionals by updating them on new trends in the profession.

Human development of in order to meet current and changing job demands is important. The main purpose of training is to raise competence as well as standards with a view of helping and motivating employees to meet their potentials (Republic of Kenya, 2011). According to Makpocha, (2010) among all the factors of production, human resource appears to be the most important because without human efforts, all other factors are inept and this is why it is necessary to train and retrain the staff in any organization for better production. The current study was different from the one carried out by Opondo (2013) because it covered 2 Sub-Counties with 68 Schools and large study population. This study therefore gathered more details on the area of study.

Ngala and Odebero (2010) carried out a study on motivation of teachers by head teachers in Eldoret Municipality and found out that there exists a positive relationship between teacher – motivation practice and pupil achievement in Eldoret Municipality. While Ngala and Odebero (2010) conducted their study in an Urban Environment, the current study was conducted in a rural setting. The former study focused on primary Schools and teachers while the current study focused on the relationship between support staff and not teachers, motivational practices and students' academic performance in public Secondary Schools.

Wamalwa, (2010) in Kenya carried out a study on human resource management and recommended that in order to strengthen the capabilities of human resource involved in the discharge of education services, there is need to expedite the decentralization of education services and deploy senior and experienced managers to lower level structures.

Similarly, the capacity and programmes of Kenya Education Management Institute (KEMI) should be expanded to provide in-service training to all heads of education and training institutions and other personnel involved in the various aspects. Sifuna (2006) added that the course should be held regularly for both inspectors and teachers. The current study was different from the one carried out by Wamalwa, (2010) on human resource management which was general but the current study focused specifically on support staff in relation to their professional growth and students' academic performance in public Secondary School and not teachers and education managers.

Aboga (2018) conducted a study on relationship between Principals' leadership styles and motivation of support staff in public Secondary Schools in Nyamira County in Kenya. Aboga (2018) recommended regular relevant in-service courses for support staff and Principals in order to maximize motivation with an emphasis on Human Resource Management and interpersonal relationship. While Aboga (2014) study focused on the relationship between Principals' leadership styles and motivation of support staff, the current study focused on professional growth specifically on support staff and their influence on students' academic performance. Emphasis on motivational geared towards enhancing interpersonal relationship that was suggested by Aboga (2018) could enhance teamwork among support staff. Re-training support staff could also make them more knowledgeable to deal with students professionally. Aboga used purposive and random stratified sampling methods to collect data from the respondents, the current study used proportional stratified and systematic sampling methods that made sure every category of School in terms of enrolments is catered for hence objective information due to a fair representation of all categories of Schools was gathered.

Mwashila, (2018) studied the influence of career development on academic staff performance in Kenyan Public Universities in the Coast Region. The study adopted a descriptive survey research design of which the target population was the 577 full time academic staff in the three Public universities in Coast region. A Five Point Likert Type Scale questionnaire was used to collect primary data for the study. The questionnaires were then coded and responses analyzed using the Statistical Package for Social Sciences (SPSS). Pearson's Product Moment Correlation Coefficient was used to determine the relationship between career development practices and academic staff performance. The study found out that Career advancement had significant influence on academic staff performance in Kenyan Public Universities at the Coast Region. This reviewed study was done among employees of a University but the present study focused on support staff in Secondary Schools particularly support staff and not academic staff.

Kakui, and Gachunga (2016) study sought to determine the effects of career development on employee performance in the Public sector with reference to National Cereals and Produce Board. The study adopted a descriptive survey. There was a total of 200 employees at National Cereals & Produce Board head office in Nairobi. Sampling frame consisted of employees working at all levels of management. The study revealed that on job training influences the performance of an employee by expansion of key competencies and job specification, leads to motivation, reduces intimidation, provides additional skills knowledge and capabilities and employees are able to network. The above reviewed study was carried out among employees in the public sector at the while the present study was done among support staff in public Secondary Schools in 2 sub-counties.

Diriye, (2016) study sought to establish the perceived relationship between career development and employee commitment and engagement at Nairobi County Government. A descriptive survey research design was adopted. The target population was 443 employees at Nairobi County government. The researcher used a questionnaire as the primary data collection instrument. Descriptive statistics involved the use of absolute and relative (percentages) frequencies, measures of central tendency and dispersion (mean and standard deviation respectively). The study found that career development practices (career planning, coaching, counseling and mentoring) greatly affected employee commitment and engagement at Nairobi County Government. The study reviewed investigated employees of Nairobi City Council but the present study analyzed support staff in rural areas of public Secondary Schools in Kisumu West and Seme Sub-Counties. The current study used questionnaires and interview schedules as tools and a mixed approach designed.

2.5 Relationship between Support Staff Recognition Efforts and Students' Academic Performance in Public Secondary Schools

There are several ways of appreciating your employees such as greetings and attaching thanks notes in their paychecks (MC Connel 2006). Managers should understand basic theories of motivation to help them understand how to motivate employees (Judge & Church, 2000). Sharma (2004) observes that any fringe benefit attached either to official or extra work or a sign of recognition has the effect of increasing individual efforts towards work. This can also apply to support staffs such as lab assistants and secretaries who in turn sacrifices their time and this goes a long way in improving students' academic performance. Welch (2006) observed that money, recognition, training, workers qualification, attitudes and experiences are the

basic tools required to motivate and retain top performance. Olaya (2011) notes that to maximize employees output, they need to be comfortable at both work and home to minimize stress and stressors. According to Thomson (2002) posits that trust is one of the most vital elements in the recognition and development of a productive work environment. Thomson (2002) maintains that trust stimulates security and confidence and that it is a perquisite to innovation, creativity and good communication system.

Shazia Khan, Tayyaba Zarif and Bilqees Khan (2011) investigated the efficacy of recognition-based rewards on employees' motivation to be efficient and effective on the job as compared to usual incentives particularly the monetary ones. A close-ended questionnaire was used to infer the relation between supervisors' recognition and employees' performance, their desire to remain with the organization, and their long term effectiveness in within the organization. Al-Karam Towel Industries (Pvt.) Ltd. Karachi was selected for the study whereas sample size of 100 employees was opted for. The effect of supervisory recognition on employees was examined using chi2 inferential test. the statistical results showed that Chi-Square 27.5 is more than the tabulated value of 9.488 and at 1% level of significance and DF = 4, the statistical results again showing that Chi-Square 27.5 is more than the tabulated value 13.277. In both the cases, it was found that when recognition based rewards are increased it creates positive impact on employees' performance. When recognition efforts to support staff are increased, they can frequently help the students, hence students can improve their academic performance.

Shariful, Alshahani, Ahmed, Saceed, Sahabuddin and Akter (2014) analyzed the impact of employees' recognition on their contribution to the organization, with special reference to the service industry. The research design has been a descriptive

research by using the prepared questionnaire. In this survey the number of sample was only 109. Regression analysis has been used to investigate the impact of employee recognition, as a factor, on their actual contribution to their organizations. Results of this study shows that the relationship between employee contribution and appreciation is significant with $\beta=0.597(\rho=0.001)$. The result further indicates that the direction of the associations is positive in which it implies that the more the appreciation is given to the employees, the possibility of them to perceive of recognition will be higher.

The study conducted by Ong and Teh (2012) on reward system and performance within Malaysian commercial banks found that most of the commercial banks provide both monetary and non-monetary rewards; adoption of reward system is not influenced by age and size of the organization. The study however, found a negative relationship to exist between extrinsic rewards and financial performance of organizations and intrinsic rewards are positively related to financial performance of organizations. Quresh, Zaman and Shah (2010) in their Pakistan in cement industry found that there is a direct relationship between extrinsic rewards, intrinsic rewards and the employees' performance. The study also found that recognition techniques (approaches) used in cement factories are good for the maximum performance of employee's. The support staff for example. cooks can be recognized extrinsically and intrinsically, this could motivate them to meet deadlines of meals preparations and save time so that lessons start in time hence improving the academic performance of students. This study is relevant but different from the current study as the latter is dealing with target population of support staff in Secondary Schools in Kenya, while the former examined factory workers.

Aktar, Sachu and Ali (2012) examined the impact of recognition, learning opportunities, challenging work, advancement, and extrinsic rewards (basic salary and performance bonus) on employee performance in twelve commercial banks of Bangladesh as is in this study. The study found that each factor within both extrinsic and intrinsic reward was a highly significant factor which affects employees' performance. In contrast, the study conducted by Yasmeen, Farooq and Asghar (2013) on the impact of rewards on organizational performance in Pakistan revealed that there exists insignificant and weak relationship between salary, bonus and organization performance. However it found that there exists moderate to strong relationship between promotion and organization performance.

Olurotimi et al., (2016) examined employees' perceptions of recognition and appreciation among Telekom Malaysia (TM) employees in Melaka and the psychological influence it has on their job satisfaction, performance, productivity, and commitment towards the organizational goals. Thus, it has been positively affirmed that every human being like to be recognized and appreciated because it is an innate aspiration. Conversely, even though there is nothing complex about recognition and appreciation, studies has found that these items consistently receive the lowest ratings from employees. Furthermore, research conducted over so many eras constantly and consistently discovered that people care about fair treatment, thus, recognition and appreciation of employees must be done appropriately and timely in order for the program to be effective and efficient and achieve its full objective and set goal of motivation. The above reviewed study was among employees in telecommunication sector but the present study was done among support staff in public Secondary Schools.

In his study on job satisfaction in universities, Edward (2009) identified the factors that measure job satisfaction of faculty members in two major universities in Malaysia. The conclusions drawn from this study are that, the major source of job satisfaction for Malaysia faculty members are shown to be institution policy and salary. According to his study, the relevant sources of dissatisfaction are interpersonal relations, recognition, responsibility, supervision, the work itself and overall working conditions. While Edward (2009) carried out a study on job satisfaction in two universities, the current study focused on influence of selected support staff motivational practices on academic performance which is more specific hence the study gave detailed information in the considered area of study. Furthermore the former study focused on university workers while the current study focused on support staff in public Secondary Schools, the former study only took into account 2 universities for the study while the current study considered 24 public Secondary Schools in 2 sub-counties hence gave good representatives in number of institutions considered for the study.

Mbah, Mgbemena, Ejike and Daniel (2016) study examined the impact of effective reward system as a tool for employee performance in civil service using Anambra state civil service as case study. As a survey design, an item structured instrument developed by the researcher to reflect such options as strongly agree, agree, disagree, strongly disagree and undecided popularly referred to as the modified five (5) points Likert Scale, was used to elicit information from the respondents. Out of the 1481 senior civil servants identified through the nominal roll of various ministries at the state secretariat, Awka Anambra state, 315 was estimated as the sample size. Statistical tools considered most appropriate for analyzing the data generated from the

fieldwork were Pearson correlation coefficient and multiple regression analysis. Findings from the study shows that pay reward and some non-financial rewards of employee recognition, conducive work environment and staff development are positively and significantly related to employee performance in civil service. The above reviewed study was quantitative in nature but it lacked a qualitative aspect which could have provided participants feelings and experiences. Thus, the present study adopted a mixed methods approach.

Bradler, Dur, Neckermann, and Arjan (2011) conducted a field experiment in a natural working environment. More than 400 students were hired for a three-hour job. Participants worked individually on a data entry task in groups of eight. It was reported that the provision of recognition to all workers in a group increases subsequent performance. In contrast, scarce recognition that is only provided to the best performers in a group raises subsequent performance substantially. Remarkably, workers who did not receive recognition were responsible for this performance increase. These results are consistent with workers having preferences for conformity and being reciprocal at the same time. In addition, worthless rewards have a statistically significant impact on performance. In line with conformity models that predict that subjects adjust their performance to correspond to average performance, this effect is larger when there is a relatively large number of recipients. It is possible that support staff can be recognized in groups for example. kitchen staff, this could make them work hard as a team to beat deadlines of preparing meals and cleaning in the kitchen and dining hall. This could go a long way in improving students' academic performance because all lessons can start promptly hence syllabus coverage is done in and on time. The above reviewed study was done among students hired for

3 hours while the present study was done among support staff who are employees of public Secondary Schools.

Norida, Oluorotimi, Shonubi, Rahman and Hamid (2016) study examined previous literatures on employee intrinsic motivational factors and using those studies as background knowledge for this present study on employees perception of recognition and appreciation and the influence it has on their job satisfaction, performance, productivity and commitment towards the organization goals and objectives. Recognition and appreciation which can also be referred to as intrinsic motivation are basic psychological process, therefore, becoming significance and inevitable to every human. However, this present study aims to utilize survey research method, vast of the constructs that was used in this study was operationalized using previously-validated and originally developed measures with little or no modifications where necessary to suit the present research context. Structural equation using modeling technique was also be utilized to find the level of influence of recognition and as well as the level of appreciation towards TM employees" job satisfaction and performance. The above reviewed study was from different findings unlike the present study which was empirical in nature.

In Turkey, Leblebics (2009) carried out a study on the impact of work place quality on employees productivity in a bank. The study revealed that the quality of environment like recognition in a work place determines the level of employee motivation, subsequent performance and productivity. The current study was carried out in 24 public Secondary Schools and not among workers in one bank like the former study conducted by Leblibics (2009). The present study therefore gathered objective information.

Kube, Michael and Puppe (2012) in their study reported that non-financial gifts are more effective at increasing worker performance than financial ones. In contrast to that study, we provide recognition that has no material value and vary its scarcity. Moreover, we provide recognition for a job well done after some time of working, while Kube et al. (2012) provide gifts at the start of the job, in our treatments with scarce recognition, it is provided conditional on past performance, which is another important departure from most gift-exchange studies.

Amoatemaa and Kyeremeh (2016) examined employee recognition, its benefits and the various types of employee recognition programs in Ghanaian universities. It is thus, recommended that management of Ghanaian universities should commit credible resources to the design and implementation of employee recognition programs to yield the needed outcome. From the forgoing, the most effective ways to motivate employees to achieve the desired goals of the organization involve creating an environment with strong, respectful and supportive relationships between the organization and employees and a focus on genuine expressions of appreciation for specific employee achievements, service milestones and a day-to-day acknowledgement of performance excellence. Above reviewed study was carried out among employees in Ghanaian universities unlike the present study which was done in Kenyan support staff in public Secondary Schools.

In Nigeria, according to Ademokoya (2006), recognition, trust, training and motivation are prerequisite in a congenial working environment and that School creates a working environment that stimulates productivity by constantly giving proper recognition to support staff for proper working environment. Amedokoya further observes that recognition demonstrates that employer needs to appreciate

employee's contribution and continues to note that recognition motivates people to volunteer their services. Ademokoya asserts that giving recognitions stimulates people to use their creativity to achieve the group organizations goal and objectives. On the other hand Deci (2000), is of the opinion that when people are publicly praised for their contribution and achievements, others are more willing to work at the same job because they also can expect recognition.

It can be possible for support staff if recognized to be motivated hence volunteer their services. The support staff working in the exam office and laboratory can offer their services to work extra hours to help teachers do revision and even create extra lessons hence timely syllabus coverage and consequently improvement of students' academic performance.

In Malawi, Mulwa (2010) conducted a study on behavior of workers in an institution in the country and the findings revealed that workers would be more ready to give a second thought and cooperate with those who promised some kind of immediate materials or fringe benefits including recognitions than those who promised them some better future. While Mulwa conducted a study of behavior of workers in an institution, the current study was conducted in 24 public Secondary Schools hence the information obtained was more objective and representative. The current study considered students' academic performance as a dependant variable and not behavior of workers as a dependant variable. Furthermore, the current study considered selected motivational practices like recognition efforts to workers and not all possible practices which can influence behavior of workers in their work place.

In Zimbambwe reward in any form of salary adjustment upward or a trip was found to play an important role in determining the effective implementation of performance

appraisal system. According to Machingambi, Mutukwe, Maphosa and Ndofirepi (2013) who conducted a survey study on performance management system, monetary issues are paramount in the performance management system. The study further established that teachers did not receive some form of performance related rewards having achieved set target, proved an obstacle to the success of performance appraisal system. Machingambi et al., (2013) further established that for any success to be realized, promised rewards must be paid to all deserving teachers and when they are due. Machingambi et al., (2013) suggested that the government should be committed to performance appraisal system by awarding teachers who perform well the related pay or bonuses.

Promised rewards can apply to support staff, if they are fulfilled support staff can closely work to implement the School academic programmes but if not they will be demotivated and this may negatively influence students' academic performance. While a study by Machingambi et al., (2013) was on performance management system in relation to rewards, the current study focused on the selected extrinsic rewards like salary, bonding trips and recognition efforts and students' academic performance specifically when offered to support staff and not teachers.

Olembo (2010) in his study on management of Education in Tanzania asserted that the performance or productivity of workers towards achieving the common objectives and goals of the institution will increase if the popular welfare practices like free meals to staff and recognition efforts are put in place. The former study was carried on management of education in relation to performance in general while the current study focused on motivational practices offered to support which is an aspect of management of education. The current study therefore gathered detailed information

on management of support staff through selected motivational practices on management of motivational practices like recognition efforts.

Kikoito, (2015) examined the impact of recognition systems on organizational performance in commercial banks in Mwanza city, Tanzania. The study used descriptive research design, which incorporated both quantitative and qualitative approaches. The study surveyed 65 employees from three commercial banks (CRDB, NBC and NMB) in Mwanza City, using self-administered questionnaire. It also interviewed selected employees. The data was analyzed using descriptive statistics and data presented as frequency distribution tables and histograms. The findings of this study showed that the three commercial banks in Mwanza city offer both extrinsic (salary, bonus and promotion) and intrinsic (praise, recognition and genuine appreciation) rewards to their employees. However, the results found that employees were not satisfied with the current reward packages and salary level was viewed to be too low and did not reflect cost of living in Mwanza city. While in former study based on employees of 3 commercial banks, the present focused on support staff employees of 24 public Secondary Schools.

In Uganda, Semugenyi, (2000), in his study on staff management practices, ascertained that every institution primarily needs committed and dedication staff that will help the institution meet its objectives, however for the staff to be committed, a conclusive and satisfactory working environment is a necessity. In his findings, he emphasized that provision of welfare service to employees is one of the practices that provide a satisfactory working environment. While Semugenyi (2000), focused on staff management, the current study was specific on selected support staff motivational practices which are aspects of staff management. The current study

therefore gathered more information in the management of the staff through the selected motivational practices like recognition efforts to support staff.

In Kenya, Onyango (2015) conducted a study on challenges facing implementation of TSC Teachers performance appraisal system in public Secondary Schools in Rarieda Sub- County. The study established that TSC does not use performance appraisal system for any reward to teachers as recognition of effort shown. Onyango (2015) further noted that appraisal system would motivate teachers if it were rating result to reward like salary adjustment to teachers. The study further revealed that teachers service commission (TSC) was not using Appraisal system process for the purpose it had intended like transfers, placement pay change, promotion, separation and reprimand of teachers, therefore view appraisal system as a mere formality whose undertaking had no consequences in relation to their profession.

While a study by Onyango (2015) focused on challenges in the implementation of performance appraisal system, the current study focused on selected motivational practices like salary and some extrinsic recognitions and their influence on academic performance, Onyango (2015) used simple random sampling to sample Heads of Departments, the current study used proportional stratified and systematic sampling which are more representative hence gathered objective information.

Njoroge, (2011) investigated the relationship between reward system and civil service motivation in the government ministries. This was a descriptive survey. The target population of this study was 43 human resource management in the government Ministries. The research used census design. The study used primary data collected using self-administered questionnaires to carry out the study. Analysis was done quantitatively and qualitatively by use of descriptive statistics. From the findings, the

study concludes that the ministries use non-monetary rewards, monetary rewards and performance contingent rewards. The study deduced that the ministries use salary increment and promotion, which are fairly applied to all employees. The study also concludes that rewards affect motivation of employee and hence the performance of the ministries and foster co-operation within a ministry hence improved performance. It also revealed that the ministries use social rewards, internal equity, individual equity and external equity all of which have a great effect on employee motivation. The above reviewed study was done among employees in the public sector but the present study was done among support staff in public Secondary Schools.

In Kenya, Wichenje (2011) conducted a study on human resource challenges of head teachers in public Secondary Schools in Kakamega East District. The study revealed that limited training and lack of recognitions are challenges of support staff. Lack of recognition of support as a challenge for Head teachers as observed by Wichenje (2011) may as well demotivate support staff for example. Kitchen staffs, librarians, secretaries lab assistants may fail to meet the deadlines for implementation of academic programmes hence negative influence on students' academic programmes. The current study differed from the one carried out by Wichenje (2011) because it focused on specific motivational practices as opposed to the general human recourse challenges for Head teachers, it therefore gave more details on the selected motivational practices and their influence on students' academic performance in the sampled public Secondary Schools.

Mureithi (2011) did a study on Kenya Public Universities noted that there are no guidelines for qualifications of support staff. Support staff complained that they were seldom considered for opportunities for staff development. In addition Mureithi reports that the non-teaching staff were ignored and were grossly underpaid, saying

"support staff enter the service at job group "A" and retire at job group "A", a bursar enters with certified public Accounting qualifications at Job Group "G" and retires at the same job group. The report by Republic of Kenya (2006) looked at conditions of work of University employees in general. The current study did differ because it focused on selected motivational practices of support staff like recognition efforts and their academic performance in public Secondary Schools.

Abaja and Ochieng (2014) conducted a study on effects of appraisal system on employees productivity in supermarkets in Nakuru Kenya and concluded that workers should be given reward or recognition through offering timely salary adjustment after appraisal feedback. Abaja and Ochieng carried out a study among supermarket workers only in one town while the current study focused on support staff of public Secondary Schools spread out in two sub-counties and not in a town hence covered a wide area and resulting into objective feedback.

In Kenya, Ongiri and Abdi (2004) carried out a survey on academic performance in KCSE and reported that many of the Country's 4000 Secondary Schools had bad exam results in KCSE and that there are only about 600 Schools that excel and if a student is not in any of these Schools, she/he is not expected to get a credible grade, hence need to explore reasons for poor performance and bridge the gaps even through recognition of academic success of students in various way as a motivational practice. Ongiri and Abdi (2004) focused on KCSE results and not factors that contribute or influence academic performance as was embraced by the current study and specially the contribution of support staff to academic performance because of selected motivational practices like recognition efforts among other practices.

Kiplangat (2014) carried out a study on causes of poor academic performance in Kericho County, Kenya. The study revealed that according to the students, low academic achievement and low motivation like inadequate recognition are some of the causes of poor performance on their side. Teachers listed motivational orientation as one of the causes of poor academic performance. Kiplangat (2014) study was on causes of poor academic performance amongst students but the current study focused on academic performance but in relations to motivational practices offered to support staff like recognition efforts and not recognition of students in relation to their performance in Kenya Certificate of Secondary Education.

2.6 Relationship between Support Staff Promotional Opportunities and Students' Academic Performance in Public Secondary Schools

Promotion plays a crucial role in staff development and enhancement of performance. Promotion in any organization is aimed at influencing the achievement level as people work effectively and efficiently to be promoted (Nyongesa, 2007). Scott (2003) observes that happy workers behave positively and are productive and further suggests job satisfaction indicator of good treatment, which include incentives like appraisal and promotion. This reflects how well an organization performs. Sharma (2004) observes that any fringe benefit attached either to official extra or work or promise of promotion has majorly in effect of causing the individual sacrifice towards work. It is possible that a promised promotion to a support staff or an individual make them sacrifice towards work hence improvements of students' academic performance.

Welch (2006), adds that money, recognition, training, workers qualifications, attitudes and experience are the basis tools required to motivate and train top performance. This is pointed out as well by Olaya, (2011) who suggests that to maximize

employees output, they need to be comfortable at both work and home to minimize stress and stressors. Udin, Sani and Martono (2018) investigated mutation and promotion system and its relation to employee satisfaction and job performance of West Kalimantan Immigration Office. This study used descriptive qualitative research approach with Explanatory Research. 50 people were taken as sample using judgmental sampling method only to employees who have been transferred. Data was collected through questionnaires and analyzed using path analysis model. The results indicated that there is a significant influence of promotion on job performance. The data diversity was explained using path analysis model of 62.2%, while the rest was explained by other variables not included in the model and error. The above reviewed study was quantitative in nature but it lacked a qualitative aspect which could have provided participants feelings and experiences. Thus, the present study adopted a mixed methods approach.

Saharuddin, (2016) examined job satisfaction and morale as a mediator of the relationship between the promotion and compensation with productivity as well as reviewing the moderating effect of job satisfaction and morale variable. It examined 91 employees at the Department of Water and Mineral Resources Energy of North Aceh district. The analytical tool used is path analysis using SPSS. The results show that the variables of promotion and compensation have significant and positive impact on job satisfaction, morale and work productivity; job satisfaction has significant and positive impact on work productivity; and morale has significant and positive impact on work productivity. The variable of job satisfaction and morale mediate exogenous variables with partially endogenous variables. The effect of promotions on work productivity through job satisfaction of 0.308 x 0.313 = 0.096 (9.6%). The effect of promotion (X1) to job satisfaction (M1) is 0,308 (30.8%). The above reviewed study

was quantitative in nature but it lacked a qualitative aspect which could have provided participants feelings and experiences. Thus, the present study adopted a mixed methods approach.

A study carried out in India by Daljeet and Dalvinder, (2001) on factors influencing motivation and job satisfaction at work in a cement industry of Chhattisgarh revealed that three variables namely; environmental stress and work conditions, organizational factors like fair promotional opportunities and behavioural factors like adequate authority, salary and supervisors have a positive impact on motivation of workers. A fair promotion given to workers may encourage support staff in different departments to do their best at individual levels in their areas of specialties for example. implementation of academic programmes where they possibly interact with students who may give feedback about their performance in academics. This may result into one's promotion. The current study focused on selected motivational practices like promotional practices unlike Dalvinder (2000) who considered factors influencing motivation and job satisfaction in general. The former study focused on workers in a cement factory while the current focused on support staff in public Secondary Schools.

Naveed, Usman, and Bushra, (2011) investigated whether promotion can predict job satisfaction or not in employees of glass industry in Lahore, Pakistan. Four glass companies were selected using proportionate stratified random sampling. A total 200 questionnaires were administered through human resource managers, out of which 156 filled in questionnaires were received back and then the data analyzed. The analysis shows that promotion has a modest and positive effect on job satisfaction. Thus the results show that promotion is a predictor of job satisfaction. The above

reviewed study was done among employees of glass industry but the present study was done among support staff in Kenyan in public Secondary Schools. The former study only used questionnaire structure to collect data, the present study used interview as well hence gauged responses from both instruments of data collection.

A research carried out by Leblibics (2009) in Turkey on the impact of work place environment and employees productivity in a bank revealed that, quality of environment with promotional opportunities in a work place determines the level of employees motivation, subsequent performance and productivity. Leblibics (2009) focused on impact work place quality, which constitutes all factors in work place that impact positively, or negatively on an employee's productivity while the current study focused on specific work conditions related motivational practices like promotional opportunities.

Mustapha and Zaizura (2013) study determined the influence of promotion opportunity on job satisfaction among lecturers in four Public Universities in Kelantan, Malaysia. Sample was selected through systematic random sampling and data was collected from 320 lecturers using self-administered questionnaire. The result indicated that there was a positive significant relationship between promotion opportunity and job satisfaction. Organization should consider this variable in promoting satisfaction among employees in order to retain their best brain. The above reviewed study was done at university level among lecturers unlike the present study which was carried out in Kenyan Secondary Schools among support staff.

Herzberg (1968) analyzed work place environment and revealed that if working conditions are not conducive, hardworking employees who can find job elsewhere

leave, while mediocre employees would stay and compromise practices of success. Line (2007) concurs with Herzberg by asserting that good working conditions satisfies employees and can determine their performance. While Herzberg (1968) and Line (2007) focused on working place conditions environment and in relation to satisfaction, dissatisfaction, or performance in general, the current study focused on the influence of selected motivational practices like promotional opportunities on specifically on academic performance and not satisfaction or dissatisfaction in general.

Koppensteiner, (2017) study in Brazil reported that after the adoption of automatic promotion in treatment Schools, the difference between treated and control Schools almost completely disappears. The effect of automatic promotion is much smaller for the top two quantiles and not statistically significant, yet still negative and non-negligible in magnitude. This paper examines the effect of automatic grade promotion on academic achievement in 1,993 public primary Schools in Brazil. The adoption of automatic promotion leads to a decrease in test scores of 6.65% of a standard deviation. Almost the entire fraction of the outcome originates from the pre-treatment difference between control and treatment Schools. The inverse u-shaped distribution of effects is consistent with the interpretation of the estimates as disincentive effect of automatic grade promotion, such that the treatment effect is largest for students left of the centre of the distribution close to the assumed grade promotion threshold and smaller for high performing students that are unlikely to be retained. The above reviewed study was done in Brazil primary Schools and not Kenya where the present study was done among support staff in public Secondary Schools with reference to their influence on promotion on students' academic performance.

Katumile (2002) in a study on the impact of fringe benefits on performance of workers in Botswana observed that fringe benefits are a source convenience to employees work. If fringe benefits like promotion are offered to workers, it will motivate and make them come to School early and consequently accomplish the School programme in time hence improvement in the academic performance. While Katumile carried a study on the impact of fringe benefits in general performance of workers, the current study focused more specifically on the influence of motivational practices like promotion which was treated as a major objective of study and at the same time the current study focused specifically on support staff in public Secondary Schools.

In Republic of South Africa, Lovel (2005) in his study on management of education in Johannesburg observed that equity is one of the principles of provision of social welfare. Lovel (2005) further observes that a School principal should deal impartially and equitably with all individuals and groups. The principal must avoid showing any favoritism to particular people or department in an effort to enhance social welfare as indicated by Borland (2009) in a study of staff development practice in Sandton, Johannesburg, South Africa. Brainbridge (2003) advises that an administrator should intend to raise the quality of life of all people and departments through equitable distribution of resources and services, while Borland (2009) carried a study on staff development practices, the current study was different because it was specific on promotion specifically as one of the selected staff development practices hence gathered more information on promotion among other four independent variables on academic performance.

A study carried out in Nigeria by Origin (2004) on promotion of teachers by the Ministry of Education established that the practice contributes towards increasing teacher job satisfaction. It is a way of rewarding people for their effort and service, adds Adebayo (2011). Musaazi (2002) concurs with the views but in his study of job satisfaction in educational institution in Abuja, Musaazi (2002) added that promotion helps to boost the morale of teachers and motivates them to work harder in their jobs. Still in Nigeria a research done by Maicibi (2003) on human resource management confirmed that all institutions depend on human resources or workers and other non-human resources when brought together, can manipulate other resources towards realizing institutional goals and objectives. Okuna (2010) on a study of staff management asserted that a motivated human resourcesin rank in real terms is the epicenter of a success of an organization. Owolabi (2007) carried out a study on policymaking and education policy in Nigeria and recorded that the quality of human resource has a high correlation with the level and quality of institution performance and productivity. It therefore follows that every institution should strive to attract and retain the best of human resources by offering the best welfare and motivational practices like promotion that will motivate workers according to Yara (2003). The current study did differ from the one carried out by Owolabi which focused on policymaking and education policy. The current study focused on motivational practices like promotion of support staff and not policy making and educational policy, which are general or wide.

Nwude and Uduji, (2013) study was undertaken to identify ways of improving the job performance of the health workers in the federal teaching hospitals in Nigeria. A sample of 560 health workers was chosen purposively. It was revealed that the model relationships are significant. This indicates that on its own, an intense desire for

promotion will not motivate a health worker to a greater effort. The above reviewed study was done in Nigeria focusing on health workers but not in Kenya as was the case of the present study focusing on support staff in public Secondary Schools. The current study did differ from the one carried out by Origin (2004) in Nigeria on effects of promotion of leaders by the Ministry of Education on job satisfaction because it focused on the influence of motivation factors like promotion of support staff on academic performance and not teachers' job satisfaction.

In Nigeria, Ademokoya (2006) conducted a study on influence of working conditions on the performance of sign language interpretation and teachers of deaf students in Oyoo state. The study sample was 81 interpreters and teachers who were purposively selected from same Secondary Schools for deaf students. The findings revealed that poor working conditions like delay in promotion, and salary payment, unattractive office and housing have significant adverse influence on working performance of both teachers and interpreters. The study further revealed that hours expected to work, arrival wage and job security play a vital role in the association between health and work related performance of both teachers and interpreters.

Late delay in promotion can apply to support staff which may influence students' academic performance because the kitchen staff, the lab assistants and the staff processing in the instructional materials may get demotivated or work reluctantly leading to failure to beat the deadline set for implementation of academic programmes. Peter (2016) assessed the impact of promotion to employees' performance at Dar es Salaam City Council of Tanzania. A case study research design was adopted for the study to allow an investigation concerning the implementation of promotion practice, the relationship between promotion and employee's performance and its implications towards employees' performance. A sample of 150 was

employed. Primary data from the study were collected using self-administered questionnaires and interview guides. The research findings have shown that promotion has impacts to individual and organizational performance as it induces motivation, good performance, good relations and increased remunerations. The findings of study indicate that there were impacts for non-adherence to promotion procedure which affects individual performance and organization such as poor performance, accumulated promotion, poor relations and labour turnover. The above reviewed study was done out among employees of city council in Tanzania, but the present study focused on support staff in Kenyan public Secondary Schools.

The current study differed from a study by Ademokoya in that Ademokoya carried out a study among sign language interpreters and teachers of deaf students while the current study was carried out among support staff in Secondary Schools in Kisumu West and Seme Sub-counties. Furthermore, the current study used stratified proportional sampling and systematic sampling which are more representative and hence gave detailed information.

In Nigeria, Ozigi (2004) in a study on promotion of teachers by the Ministry of Education established that the practice contributes towards, increasing teacher's job satisfaction. It is a way of rewarding people for their efforts and services Adder Adeyemi (2011). Musaazi (2002) concurs with these views, but in his study of job satisfaction in education institution in Abuja added that promotion helps to boost the morale of teachers and motivates them to work harder in their job. While Ozigi (2004) carried, a study on promotion of teachers, the current study was different because the study did not only considered promotion, but also recognition, professional opportunities, salary structure and bonding trips as motivational practices to support staff and their influence on academic performance in particular.

In Uganda, Semugenyi (2000) who carried out a study on staff management practices observes that every institutional primarily needs committed and the institution to meet its objectives, however, and a satisfactory working environment is a necessity. In his findings, he emphasized that provision of welfare services to employee is one of the practices that provide a satisfactory working environment. While Semugenyi (2000) focused staff management practices in general, the current study narrowed down on motivational practices, which were aspects of staff management practice. The current study was therefore more detailed especially in motivational practices like promotion as an aspect or example of staff management practices.

Olembo, (2010) in his study on management of education in Tanzania asserted that the performance or productivity of workers towards achieving the common objectives and goals of the institution will increase if the popular welfare practices like free meals to staff and the other opportunities are put in place. Olembo (2010) carried out a study on management of education in relation to performance in general while the current study focused on motivational practices like promotion offered to support staff which is an aspect of management of education. The current study therefore gathered detailed information on management of staff through selected motivational practices like promotional opportunities.

In Kenya, a study carried out by Ngala (2010) on motivation of teachers by Head teachers and its influence on pupils academic achievement in primary Schools in Eldoret, concluded that teachers appreciate a professional career and promotion that allows them to grow and thus a positive academic influence on academic achievement of pupils. Ngala (201) observed that promotion of teachers allow them to grow. This is applicable to support staff since their promotion and consequent motivation may make them grow, thus the lab assistants, secretaries, kitchen staff and accountants/

bursars may readily work hard in areas where they academically interact with students expecting more promotions hence influence on students' academic performance. The current study did differ from the former one because it was carried out in rural Schools where resources for motivation are wanting, besides that, the study was carried out in primary Schools while the current one was carried out in Secondary Schools in rural areas and mainly among majorly support staff and not teachers.

Mureithi (2011) reported on Kenya Public Universities by members of parliament, Republic of Kenya (2006) and debate on the plight of support staff in Schools and noted that there are no guidelines for qualifications of such workers and that head teachers do not allow non-teaching staff to join trade unions. Support staff complained that they were not considered for staff development. Mureithi (2011) reports that support staff were grossly underpaid, and that a support staff enters service at Job group "A" and retires at Job group "A", a bursar enters with Certified Public Accounts qualifications at Job group "G" and retires at job group "G". The report by Republic of Kenya (2006) looked at conditions of university employees in Kenya as well, however, the current study focused on support staff in public Secondary Schools and the relationship between selected motivational practices like promotion opportunities offered to support staff and academic performance.

Kimutai and Atieno (2018) on transfer, promotion and appraisal of teachers reported that Sossion (2018) of Kenya National Union of Teachers (KNUT) observes "Teachers Professional Appraisal Development (TPAD and appraisal is a salary system, which must be abolished and teachers particularly those who have new and higher qualification must get promotion."According to Kimutai & Atieno(2018), Sossion (2018) further asserts that teachers have opposed a plan that will force them

to undergo training at their own cost so that they can be considered for promotion. The trade unionist further notes that under the old arrangement of promotion, all non graduate teachers in job group G would progress through automatic promotion to Job group L and those promotions were effected every 3 years and based on annual appraisal. The teacher could also move from Job group L to N through interviews.

Macharia (2018) asserts that under the new arrangement all teachers will be required to undertake modular training in selected institutions, which will issue certificates that will guide TSC on promotion. Teachers will take training for each of the six modules. TSC developed modules will cost between Kshs. 7000 to Kshs. 12,000 but the Sossion (2018) wants teachers to be promoted for going back to class. However, Teachers Services Commission Secretary Machari (2018) insists that job evaluation report conducted by the School and Remuneration Commission be the guide, that is a teacher be paid according to the work that she/he is doing.

While Kimutai and Atieno (2018) reported on opinion about TSC policy transfers, promotion and appraisal of teachers, the current study was concerned with selected support staff motivational practices, promotional opportunities being one of the practices and their influence on academic performance in public Secondary Schools.

Onyango (2015) conducted a study on challenges facing implementation of TSC Teachers performance appraisal system in public Secondary Schools in Rarieda Sub-county. The study established that TSC does not use performance appraisal system for any reward to teachers as a recognition of effort shown. Onyango (2015) further noted that appraisal system would motivate teachers if it's rating result to reward like salary adjustment to teachers. The study further revealed that teachers service commission (TSC) was not using Appraisal system process for the purpose it had intended like

transfers, placement pay change, promotion, separation and reprimand of teachers, therefore view appraisal system as a formality whose undertaking had no consequences in relation to their profession.

Onyango (2015) notes that appraisal system among the mechanisms of identifying hardworking teachers for placement and promotion. This may be applicable to support staff who may be appraised based on their efforts to assist students do their best in academics. Such staff may be identified for promotion by the management. While the study by Onyango (2015) focused on challenges in the implementation of performance appraisal system, the current study focused on selected motivational practices like promotion, professional growth among others and their influence on students' academic performance, Onyango (2015) used simple random sampling to sample Heads of Departments the current study used proportional stratified sampling systematic sampling which are more representative hence obtained objective information.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter covered research methodology by focusing on the research design, the area of the study, study population, sample and sampling techniques, instruments for data collection, reliability and validity of instruments, data collection procedures and finally data analysis.

3.2 Research Design

According to Van Wyk and Carbonatto, (2018), a research design is the overall plan for connecting the conceptual research problems to the pertinent (and achievable) empirical research. For the present study, the Concurrent Triangulation design was used. The Concurrent Triangulation design is within the mixed methods approach. This study adopted mixed methods approach, which included both quantitative and qualitative methods. Mixed methods begin with the assumption that investigators gather evidence based on the nature of the question and theoretical orientation. Quantitative methods are ideal for measuring pervasiveness of 'known' phenomena. Qualitative methods allow for identification of previously unknown processes and explanations of why and how phenomena occur and the range of their effects (Creswell, 2014). Typical reasons for use of mixed methods were that researcher sought to view problems from multiple perspectives to enhance and enrich the meaning of a singular perspective. The researcher also wanted to contextualize the information, to take a macro picture of a system and add information.

Triangulation refers to a combination of methodologies in a study of the same phenomenon (Creswell, 2014). In this design therefore, both quantitative and qualitative data are collected and analyzed at the same time of the research study. The researcher therefore gave equal priority to both components. This involves quantitative and qualitative data collected phases where priority should be equal but can be given to their approach. This design was chosen for the present study because it assists to merge quantitative and qualitative data to develop a more complete understanding of a problem, to compare, validate or triangulate results; to provide illustrations of context for trends or to examine processes/experiences along with outcome.

3.3 Area of the Study

This study was carried out in public Secondary Schools in Kisumu West and Seme Sub Counties. Kisumu West Sub County borders Kisumu East to the East, Emuhaya and Gem Sub Counties to the North and both Sub Counties border Lake Victoria to the South. Both Sub – Counties borders Vihiga to the North West. Seme borders Rarieda and Bondo Sub Counties to the West. The 2 Sub Counties cover a total area of $403.1km^2$. The population of Kisumu West and Seme Sub Counties was 230,051 according to 1999 Population census, (Kisumu West and Seme Sub Counties Development plans 2008 -2012). The population was projected to be 260,958 by 1915. The Sub Counties lie within longitude 33.5^o, 15' E and 35° 20' E and latitude 0° 15' S and 0° 40' S (Kisumu West and Seme sub counties Development plans 2008 – 2012). Within the two Sub – Counties are large nucleated settlements which include Maseno, Kombewa, Holo, Riat, Kiboswa, Otonglo and small nucleated settlement like Chulaimbo, Darajambili, Lela, Kisian, Kolenyo, Dago and Kit Mikayi along Kisumu – Kisumu, Bondo and Kisumu Busia tarmac roads. Most settlements are scattered.

Two main sources of income in this region is fishing and farming apart from small scale enterprises involving animals, grains, fish and assorted goods in shops.

The area of study which includes the Kisumu West and Seme Sub – Counties have been chosen for the study because of two main reasons; the Schools use a lot of resources on motivational practices like bonding trips and awards or offers to support staff yet good academic results are still a challenge in most Schools (Educational Office Kisumu West Sub County 2015), besides the QASO Kisumu West confessed their office holds no information on support staff of Schools. (Kisumu West Sub – County office (2015).

3.4 Study Population

There are 68 public Secondary Schools in Kisumu West and Seme Sub-Counties. The study population consisted of 544 participants consisting of 68 Principals, a total of 68 head of security officers, 68 laboratory assistants, 68 Board of Management chairpersons, 68 Director of Studies, 68 head of sectaries and 68 head of kitchen departments and 68 bursars. The study population was considered appropriate for the present study because the accurate information on support staff motivational practices could only be obtained from them.

3.5 Sample Size and Sampling Techniques

The sample is selected in such a way as to ensure that certain sub-groups are represented in the sample in proportion to their number in the population (Kombo & Tromp, 2006). The advantages of this method are that one will be to represent not only the overall population, but also key sub groups of the population. Stratified sampling results are more reliable and detailed (Kothari, 2014).

Proportional stratified sampling was used in the selections of the respondents involved in the study. The technique of the sampling was used because the 2 Sub-Counties are divided into 4 divisions as shown in the table 3.2. This ensured proportionate representation of the population since a proportion of Schools was selected from each division depending on the number of Schools in that division. The study population consisted 68 Principals, 68 Board of Management chairpersons, 68 Director of Studies and 272 support staff who heads security, laboratory, kitchen and academic/secretariat departments. Support staff that head different departments are also referred to as support staff H.O.Ds.

A minimum of 30% of the population is considered representative according to Mugenda and Mugenda (2005). Thirty five percent of the study population from the Board of Management, Principals, Director of Studies and support staff heads from the different sections or departments in the School were involved in the study. Stage one in the sampling procedures involved selection of representative Schools from each division. This process involved the stratification of School according to enrolment in each division. It also considered representation or sampling 35% of Schools from each division for the study. The divisions are as shown on table 3. Hence a list of all the public Secondary Schools and their enrolment in each division was prepared. Systematic sampling was used to identify the 35% of the School to be considered for the study in each of the 4 divisions in the two sub-counties. The table that follows the sample size of the study.

Table 2: *Study Population and Sample Size*

Sub-Counties		Study Population								Sample Size								
	Division	Pri	BOM	SEC	KIT	LAB	SCR	DOS	BUR	Pri	BOM	SEC	KIT	LAB	SCR	DOS	BUR	%
Kisumu	Maseno	15	15	15	15	15	15	15	15	5	5	5	5	5	5	5	5	35
West	Otonglo	10	10	10	10	10	10	10	10	4	4	4	4	4	4	4	4	35
	Nyahera	9	9	9	9	9	9	9	9	3	3	3	3	3	3	3	3	35
Seme	Kombewa	34	34	34	34	34	34	34	34	12	**12**	**12**	**12**	**12**	**12**	**12**	**12**	35
Total	**4**	**68**	**68**	**68**	**68**	**68**	**68**	**68**	**68**	**24**	**24**	**24**	**24**	**24**	**24**	**24**	**24**	**35**

3.6 Instruments of Data Collection

The major instruments used for data collection for this study included questionnaires and interviews schedules. Each questionnaire comprised of open-ended and closed-ended questions. Open-ended questions also enabled the researcher to get information on preference and beliefs of the respondents. Questionnaires were used for data collection because they enabled the researcher to gather information from a large number of respondents within a limited time (Gay, 2002) like support staff, Principals and DOS in 24 Secondary Schools. It is most commonly used method when respondents can be reached and are willing to co-operate. Questionnaires also enabled the researcher to get responses that some respondents would feel shy to give in a face-to-face interview (Fraenkel & Wallen (2009). Questionnaires were administered to support staff heads of sections or departments, Principals and directors of Studies.

The interview schedules were administered to the Director of Studies, School bursars and the chairpersons of Board of Management of the respective Schools. Interviews helped solicit more detailed information from the respondents as it gave the researcher opportunity to probe the respondents for more information (Tromp and Kombo, 2006). This is supported by Kendall (2008) who states that interviews provides context where participants can ask for more clarifications, elaboration on ideas and explain perspectives in their own words. Berg, (2009) who says interviews allow greater flexibility to explore new areas of unfamiliar ideas that a participant has reported on further supports this. Interviews was also be used to gauge the consistency of the responses from the questionnaire on the same items.

3.6.1 Support Staff Questionnaire

Support staff head of departments' questionnaire consisted of 6 parts. Part I consisted of general information, part II made inquiry on support staff bonding trips and students' academic performance, part III did sought information on relationship between support staff salary and students' academic performance, part IV did seek information on how in the opinion of support staff department, professional growth and academic performance. Part V consisted of questions requiring support staff to give information on recognition efforts given and students' academic performance. Part VI was on promotional opportunities and students' academic performance. The questionnaire was administered to 960 support staff from the selected Schools (Appendix C). The response format consisted of a 5-point Likert Scale: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD).

3.6.2 Directors of Studies Questionnaire

Directors of Studies questionnaire consisted of 6 parts. Part I consisted of general information, part II made inquiry on support staff bonding trips and students' academic performance, part III did sought information on relationship between support staff salary and students' academic performance, part IV did seek information on how in the opinion of support staff department, professional growth and academic performance. Part V consisted of questions requiring support staff to give information on recognition efforts given and students' academic performance. Part VI was on promotional opportunities and students' academic performance. It administered to 24Directors of Studies and forms appendix D. The response format consists of a 5-point Likert Scale: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD).

3.6.3 Principals Questionnaire

DOS questionnaire consisted of 6 parts. Part I consisted of general information, part II made inquiry on support staff bonding trips and students' academic performance, part III did sought information on relationship between support staff salary and students' academic performance, part IV did seek information on how in the opinion of support staff department, professional growth and academic performance. Part V consisted of questions requiring support staff to give information on recognition efforts given and students' academic performance. Part VI was on promotional opportunities and students' academic performance. The questionnaire was administered to 24 Principals from the sampled public Secondary Schools. The questionnaire forms Appendix E. The response format consists of a 5-point Likert Scale: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD).

3.6.4 BOM Chairpersons Interview Schedule

The BOM chairpersons' interview schedule consisted of 5 parts. Part I consisted of interview questions which did sought responses on relationship between support staff bonding trips and academic performance, part II did sought responses on staff salary and academic performance in public Secondary Schools, part III did seek responses on support staff professional growth and students' academic performance and part IV did seek information on recognition efforts and academic performance and finally promotional opportunities and academic performance. This interview schedule was administered to 24 BOM chairpersons. (Appendix F).

3.6.5 Director of Studies Interview Schedule

The DOS interview schedule consisted of 5 parts. Part I consisted of interview questions which did sought responses on relationship between support staff bonding trips and academic performance, part II did sought responses on staff salary and academic performance in public Secondary Schools, part III did seek responses on support staff professional growth and students' academic performance and part IV did seek information on recognition efforts and academic performance and finally promotional opportunities and academic performance. This interview schedule was administered to 24 directors of studies. The D.O.S co-ordinates with support staff who prepares or process exams in the academic department in the selected Secondary Schools. See Appendix G.

3.6.6 Bursars Interview Schedule

The bursar interview schedule consisted of 5 parts. Part I consisted of interview questions which did sought responses on relationship between support staff bonding trips and academic performance, part II did sought responses on staff salary and academic performance in public Secondary Schools, part III did seek responses on support staff professional growth and students' academic performance and part IV did seek information on recognition efforts and academic performance and finally promotional opportunities and academic performance. This interview schedule was administered to 24School bursars. The interview schedule forms Appendix I.

3.7 Validity of the Instruments

It is important to determine the validity since it reflects the extent to which the instrument measure was accurate (Orodho, 2009a). Oswald& Price (2006), defined face validity as the degree to which an instrument appears to measure what it claims to measure. Validity determines whether an instrument is measuring what it is required to measure or target (Creswell, 2005). The instruments considered were questionnaires and interview schedules. Kombo and Tomp (2006) assert that validity of instruments shows how well the instruments measures what it is supposed to measure.

Harber et al., (2003) reports that if questionnaires are to produce meaningful results, then it should be valid. According to Mugenda and Mugenda, (2005), validity is the accuracy and meaningfulness of influences, which are based on research results. To attest this, the items in the questionnaire was made simpler and arranged from simply to complex. For this particular study, the researcher presented the data collection instruments to two experts in the Department of Educational Administration and Management, JOOUST for perusal to establish the content construct and face validity of the instruments. The suggestion or advices of the experts were incorporated to produce the final documents. Feedback from the pilot study also informed the researcher on which questions to drop or re-state/reframe to collect valid data.

Although pilot study was done to improve external validity of the instruments, internal validity of the constructs was tested by subjecting the survey data to suitability tests using the Kaiser-Meyer-Oklin measure of sampling adequacy (KMO Index) and the Bartlett's Test of Sphericity. This internal validity of the constructs was tested for each sub-scale, as summarized in Table 3.

Table 3: *KMO and Bartlett's Test of Internal Validity*

Subscale	Kaiser-Meyer-Olkin (KMO index)	Bartlett's Test of Sphericity		
		Approx. Chi-Square	df	Sig.
Support staff bonding trips	.812	330.715	15	.000
Support staff salary satisfaction	.734	278.234	15	001
Support staff professional growth	.842	351.351	15	.000
Support staff recognition efforts	.814	252.169	21	.000
Support staff promotional opportunities	.851	248.370	15	.000

Source: Survey data (2018), SPSS Analysis

The results of the Kaiser-Meyer-Oklin measure of sampling adequacy (KMO Index) and the Bartlett's Test of Sphericity for each subscale of the questionnaire are presented in Table 3. Kaiser (1974) asserts that the Kaiser-Meyer-Oklin measure of sampling adequacy index ranging above 0.6 is of adequate internal validity. The Bartlett's Test of Sphericity on the other hand relates to the significance of the study and indicates the validity of responses obtained in relation to the problem that the study seeks to address. Creswell (2014) observes that Bartlett's Test of Sphericity test statistic should be less than 0.05.

In the current study, the value of Bartlett's test of Sphericity was significant ($p \leq 0.001$) for all the subscales of the questionnaire. In addition, the Kaiser-Meyer- Olkin indexes were all $> .6$ which is a threshold for a sufficient internal validity. Creswell (2014) asserts that if the Bartlett's test of Sphericity is significant, and if the Kaiser-Meyer-Olkin measure is greater than 0.6, then condition of adequate internal validity is met. Given the results of the validity tests met these conditions, it implies that questionnaires were of required validity levels and data collected were suitable for inferential analysis.

3.8 Reliability of the Instruments

Reliability is the degree to which the result is consistent and accurate over time, represents that target population, and checks whether the results can be replicated under a similar methodology (Joppe 2014). Reliability is a measure of the consistency of the instrument in eliciting similar response every time the instrument is utilized (Orodho 2012). Gakuu (2013) observes that reliability is an instrument's readability, understandability and general usefulness. Through piloting, item vagueness, omissions and ambiguity are uncovered (Frankel & Wallen, 2009).

Mugenda and Mugenda, (2003) defines reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials, this concurs with Orodho & Kombo, (2002) who states that a test-retest technique which involve administering the same instrument twice to the same group of respondents after a time lapse between the first test and second test will give a clue on the reliability of the instruments used for the study. This also concurs with Kasomo, (2006) who defines reliability as how consistent a research procedure or instrument is. Gupta (2007) notes that a sample size of at least 10% of the population is adequate for piloting in a social scientific research. The researcher used 10% (approximately 7) of the Schools in the two Sub – Counties for pilot study for establishing the reliability of the instruments. The test and retest was used. The test was administered to the same respondents twice in 7 Schools at an interval of two weeks. The 7 Schools was not be involved in the study. The test – retest method was aimed at identifying the major problems (ambiguous items that might have gone unanswered), instruments deficiencies and suggestions for

improvement. The items soliciting irrelevant answers were corrected to avoid miss-interpretation on the final documents. A reliability coefficient of r = 0.6 was considered appropriate for the instruments according to Kothari (2004).

Besides the use of split-half to establish reliability index, the internal consistence of the items in each subscale was measured. The most standard test of inter-item consistency reliability is Cronbach's alpha coefficient. Joppe (2014) noted that internal consistence defines the degree to which an instrument is error free, reliable and consistent across time and across the various items in the scale. Hence, the Cronbach's alpha coefficient test was used to measure the internal consistency of the instruments. The reliability for multi-item opinion items were computed separately for all the five subscales in the support staffs' questionnaires and the coefficient alpha of these variables were reported in Table 4.

Table 4: *Internal Consistency: Cronbach's Alpha Results for the Questionnaire*

Scale	No. Items	Cronbach's alpha	Cronbach's alpha based on standardized items
Support staff bonding trips	6	.897	.898
Support staff salary satisfaction	6	.652	.667
Support staff professional growth	6	.905	.906
Support staff recognition efforts	7	.834	.833
Support staff promotional opportunities	6	.856	.852

Source: Author (2018),SPSS Analysis.

Table 4 reveals that all the sub-scales met the required level of internal consistency of reliability, with the Cronbach's alpha values ranging from a low of 0.652 (support staff salary structure) to a high of 0.905 (support staff professional growth). These findings

were in line with the rule of thumb proposed by Frankel & Wallen (2009) that; a coefficient of 0.60 is an average reliability while coefficient of 0.70 and above indicates that the instrument has a high inter-item consistency reliability standard. The Cronbach's alpha for all the subscales reveals that the instruments had adequate reliability for the study. Deleting any of the items in the subscales would not result to further increase in Cronbach's alpha, that is, it would not cause improvement in the internal consistency. It was also noted that all items correlated with the total scale to a good degree. Hence, the questionnaires were generally suitable for data collection because they adequately measured the constructs for which they were intended to measure.

3.9 Data Collection Procedures

The Board of Post Graduate studies, JOOUST authorized data collection thereafter NACOSTI gave the permit to collect the data. An introductory letter was also obtained from the sub-county Directors of Education offices after which the questionnaires were distributed to the sampled Schools. A research assistant was trained to help in data collection which took place with a period of 1 – 3 weeks before collection for analysis.

The interviews were conducted using audio tapes at the time of collecting filled in questionnaires. The interviews were conducted under trees to avoid interference within the offices, to ensure confidentiality and to have a different environment. Each interview lasted for a period between 45 minutes to 1 hour. The whole process of data collection took 4 months.

3.10 Data Analysis Techniques

3.10.1 Quantitative Data Analysis

Quantitative data analysis included presentations of both descriptive statistics such as frequency counts and percentages while inferential statistics included Pearson Correlation measures. Quantitative data was analyzed with the aid of Statistical Package for Social Science (SPSS) version 24.0. The Pearson Correlation Coefficient was used to ascertain the relationship between independent variables and dependent variables. Refer to table 5 on quantitative data analysis matrix below.

Table 5: *Quantitative Data Analysis Matrix*

Research Hypotheses	Independent Variable	Dependent Variable	Statistical Tests
Null Hypotheses			
$H_{.01:}$ There is no statistically significant relationship between support staff bonding trips and students academic performance in public Secondary Schools in Kisumu West and Seme sub counties.	Support staff bonding trips	Students academic performance	Descriptive statistics (percentages and frequencies) Pearson correlation
$H_{.02:}$ There is no statistically significant relationship between support staff salary structure and students academic performance in public Secondary Schools in Kisumu West and Seme sub counties.	Support staff salary structure	Students academic performance	Descriptive statistics (percentages and frequencies) Pearson correlation
$H_{.03:}$ There is no statistically significant relationship between support staff professional growth and students academic performance in public Secondary Schools in Kisumu West and Seme sub counties.	Support staff professional growth	Students academic performance	Descriptive statistics (percentages and frequencies) Pearson correlation
$H_{.04:}$ There is no statistically significant relationship between support staff recognition efforts and students academic performance in public Secondary Schools in Kisumu west and Seme sub counties.	Support staff recognition efforts	Students academic performance	Descriptive statistics (percentages and frequencies) Pearson correlation
$H_{.05:}$ There is no statistically significant relationship between support staff promotional opportunities and students academic performance in Kisumu west and Seme sub counties.	Support staff promotional opportunities	Students academic performance	Descriptive statistics Pearson correlation

3.10.2 Diagnostic Tests

The study checked the suitability of the data collected for correlation and regression analysis. This was done through testing the assumptions of; normality, multi-collinearity, independency, heteroscedasticity and homoscedasticity

3.10.3 Normality Test Results

Normality of the data was tested with formal test using Kolmogorov-Smirnov and Shapiro-Wilk tests, as shown in Table 6.

Table 6: *Tests of Normality of the Data Set*

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Staff Bonding Trips	.094	88	.051	.970	88	.057
Salary satisfaction	.091	88	.068	.976	88	.098
Professional Growth	.108	88	.043	.970	88	.052
Staff Recognition Efforts	.067	88	.200[*]	.983	88	.297
Staff Promotional opportunities	.098	88	.056	.971	88	.067

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Initial tests on the variables indicate violation of normality by the variables of "staff bonding trips" and "professional growth"; hence, these two variables had to be transformed first to remove skewness that was observed in the original data. Normality tests in Table 6 shows the results after transformations. Although the Normality test results in Table 6 shows both Kolmogorov-Smirnov (K-S) and Shapiro-Wilk (S-W) test results, this study used the S-W to interpret the normality of the variables. Creswell (2014) recommends that Shapiro-Wilk's test should be used for small and medium samples up to n = 2000. Shapiro-Wilk is comparable to the correlation between a given data and its corresponding normal scores, with S-W = 1 when their correlation is

perfectly normal. This means that a significantly (p<.05) smaller S-W than 1 imply that the normality is not met. Hence, the data is normal when Shapiro-Wilk (S-W) $\geq$ .05. It is evident from Table 6 that all the variables follow normal distribution given that there were no statistical significant differences noted in any of the variables with their corresponding normal scores.

3.10.4 Test of Assumptions of Multi-Collinearity

The study sought to investigate whether the data met multi-collinearity assumptions. This was done to find out whether there is one predictor variable in the multiple regression model that could be linearly predicted from the others with a substantial degree of accuracy. Leech, Barrett and Morgan (2005) assert that multi-collinearity is excessively high level of inter-correlation among the independent variables, such that the effects of the independent variables on the dependent variable cannot be easily detached from each other. Although correlation matrix is usually used to investigate the pattern of inter-correlation among all the variables, Leech, Barrett and Morgan (2005) observed that use of correlation matrix to indicate signs of lack of multi-collinearity among the variables is not adequate. Hence, this study assessed the multi-collinearity assumption by examining tolerance and the Variance Inflation Factor (VIF). Table 7 shows SPSS output indicating tolerance and Variance Inflation Factors.

Table 7: *Tolerance and Variance Inflation Factor (VIF) Statistics*

Model	Collinearity Statistics	
	Tolerance	**VIF**
Staff Bonding Trips	.598	1.672
Salary satisfaction	.411	2.435
Professional Growth	.784	1.275
Staff Recognition Efforts	.696	1.436
Staff Promotional opportunities	.522	1.917

a. Dependent Variable: Students Academics Performance

Tolerance is the proportion of variance in the predictor that cannot be accounted for by the other predictors. Therefore, a small value indicates that a predictor is insignificant, and tolerance values that are less than 0.1 may require further investigation. The variable's tolerance is $1-R^2$, while VIF is its reciprocal. Hence, a variable whose VIF value is greater than 10 may also need to be investigated. A small tolerance value indicates that the variable under consideration is almost a perfect linear combination of other independent variables already in the equation and that it should not be added to the regression equation. From Table 7, it is evident that collinearity conditions were met, given that each of the variables had adequate tolerance (tolerance value > .10) and Variance Inflation Factor (VIF <10), indicating that there was no violation of multi-collinearity assumptions which is a requirement for multiple regression analysis.

3.10.5 Test for Independence of Observations

Another assumption of multi-regression is that the observations are independent. This assumption is that the observations in the sample are independent from each other, meaning that the measurements for each sample subject are in no way influenced by or related to the measurements of other subjects. The Durbin Watson test was used to check

if the assumptions of regression that the observations are independent were met, as indicated in Table 8.

Table 8*: Test of Independence: Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.377[a]	.142	.090	1.06788	2.025

a. Predictors: (Constant), Staff Promotional opportunities, Staff Bonding Trips, Professional Growth, Staff Recognition Efforts, Salary satisfaction

b. Dependent Variable: School Academic Performance

Oso and Onen (2009) indicate that if there is no autocorrelation (where subsequent observations are related), the Durbin-Watson statistic should be between 1.5 and 2.5. Table 8 shows that the Durbin-Watson statistic is 2.025 which is between 1.5 and 2.5, implying that the data was not auto-correlated, indicating that the assumption of independence was not violated.

3.10.6 Heteroscedasticity and Homoscedasticity

The study investigated the assumption of heteroscedasticity and homoscedasticity, which describe a situation in which the error term is the same across all values of the independent variables. Creswell (2014) points out that if a model is well-fitted, then there should be no clear pattern to the residuals plotted against the fitted values. If the variance of the residuals is non-constant then the residual variance is said to be heteroscedastic. This study used graphical method to show this by fitting residuals versus fitted (predicted) values, as shown in Figure 2.
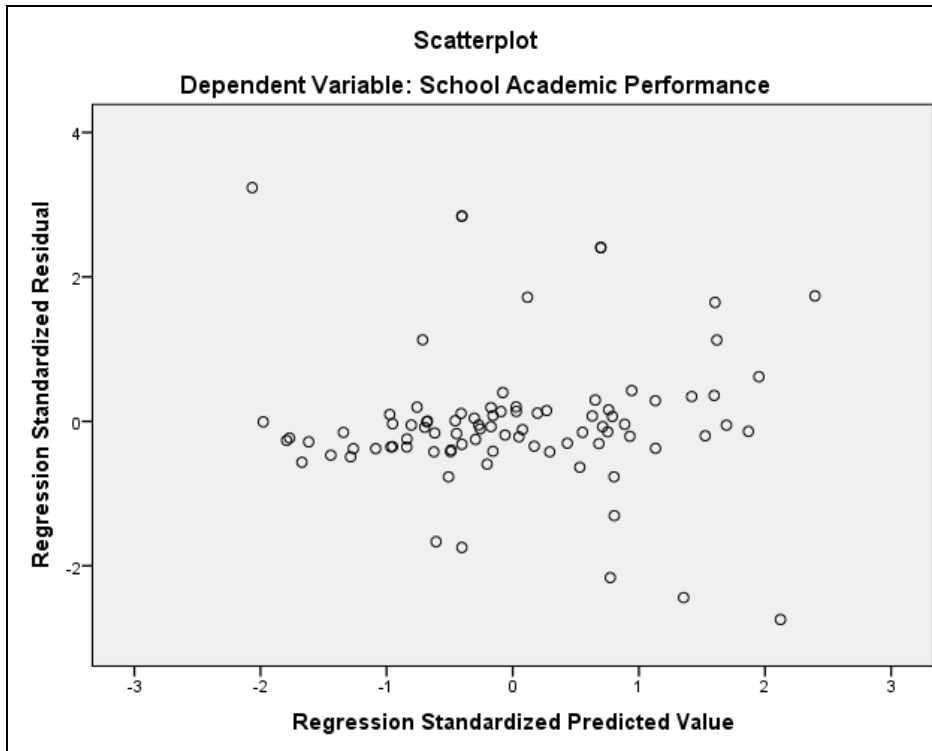
Figure 2: *Scatter plot of standardized residuals against standardized predicted values*

Heteroscedasticity is implied when the scatter is not even; fan and butterfly shapes are common patterns of violations. Figure 2 shows that the pattern of the data points formed almost pattern less cloud of dots indicative of homoscedasticity. Therefore, the assumption of homoscedasticity, which refers to equal variance of errors across all levels of the independent variables, was not significantly violated. This means that it was assumed that errors were spread out consistently between the variables, indicating that the variance around the regression line was the same for all values of the predictor variables.

3.10.7 Qualitative Data Analysis

Qualitative data collected by open-ended sections of the questionnaire and interviews was analyzed on content on the on-going process as themes as sub-themes emerged.

According to Braun & Clarke, (2006), qualitative analysis is a method of identifying, analyzing and reporting patterns (themes) within data. Qualitative research allows for open discovery and documentation of personal perspective and views, which focuses on participants, perception and experiences and ways of making sense of their lives (Creswell 2014). This therefore made qualitative approach also appropriate for the study. The researcher transcribed all the information tape – recorded during the interview. The analysis of the interview data followed a simplified version of the general steps of thematic analysis psychology as described by Braun & Clarke (2006). Analysis also helped in familiarizing with the data in order to get the general sense and the overall meaning of data.

Generating initial codes, coding can be defined as the process of organizing the material into chunks or segments of texts before giving meaning to information Creswell, (2014). These segments were then be tabled with terms that describe the data on different levels of notion.

- Searching for themes by sorting onto the different codes into potential themes (Braunk& Clarke 2006).
- Reviewing themes by setting clear and identifiable distinction between themes.
- Defining and naming the themes by refining the themes that were presented for analysis.

- Producing the report of a fully worked out themes, the write of which had sufficient evidence of the themes within the data.

3.11 Ethical Considerations

In terms of ethical thought Leady and Ormrod, (2005) categorizes ethical issues into four classifications namely; protection from harm, right of privacy, informed consent and professional honesty with colleagues. According to Field, (2009) ethical considerations give guidelines that ensures that research is carried out in a way that is in the best interest of the respondents, some of the key ethical issues relating to research process according to Saunder, Lewis and Thornhill, (2007) are; privacy of possible and actual participants, voluntary nature participation, consent and possible deception of participation and maintenance of confidentiality of data provided. Prior to conducting interviews, the researcher followed the due processes by obtaining permission from the Post Graduate studies JOOUST, NACOSTI and sub-county Directors of Education.

The respondents were also given a consent form. The consent form was discussed and steps taken to protect the respondents from harm and ways were outlined to the respondents in which that data was kept confidential and anonymous. The consent was reviewed with participants prior to starting the interview and each participant was given opportunity to ask questions about the study procedures. The consent form included information regarding the intent of the study, the voluntary nature of the study, risks and benefits of participating in the study, each participant was also being told that they had the right to stop the interview at any time.

On ethical considerations, the researcher, treated the data and information obtained from respondents with extreme confidentiality. In addition to respondent, all institutions were not being identified by name. Getu and Tegbar (2006) advice that one should state confidentiality of information right on the top of the first page of the questionnaire, use code number instead of names and aim of the study should be explained at the beginning. The analyzed data would also be availed to the Schools involved in the on request.

CHAPTER FOUR

4.0 RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the findings and interpretation of the study as indicated in the research methodology. It is sub-divided into sections and subsections. The research findings are presented based on the study objectives and hypothesis. The quantitative data has been analyzed using both descriptive and inferential statistics. Descriptive statistics was used to describe the views of the respondents on each sub-scale, while the inferential statistics aided to make inferences and draw conclusions. Statistical tests, Pearson Product-Moment of Correlation and multiple regression analysis were used to investigate the relationship between the variables.

Pearson Moment Correlation Coefficient analysis was used to investigate the relationship between support staff bonding trips, support staff salary, support staff professional growth, support staff recognition efforts and support staff promotional opportunities, and students' academic performance in Public Secondary Schools in Kisumu West and Seme Sub-counties. Multiple regressions were used to; establish a linear model, investigate how well the set of the independent variables was able to predict the level of public Secondary Schools students' academic performance, investigate relative contribution of each of the variables and establish how much unique variance in the dependent variable, each of the independent variables explained. All tests of significance were computed at $\alpha = 0.05$. The Statistical Package for Social Sciences (SPSS) version 21.0 was used to analyze the quantitative data. This chapter also presents qualitative results and discussions of the data collected from in-depth interviews with chairpersons of BoM,

Directors of Studies and the Bursars. For the qualitative data, a thematic analysis approach was used.

4.2: Questionnaire Return Rate and Demographic Information

4.2.1: Questionnaire Return Rate
The following table 9 shows the summary of return rate of instruments from the respondents, reveals that the return rates were adequate for the study.

Table 9: *Instruments Return Rate*

Respondents	Questionnaires administered	Questionnaires returned	Return rate (%)
Support Staff	96	88	91.7
Principals	24	24	100.0
Director of Studies	24	24	100.0
Overall	**144**	**136**	**94.4**
Respondents	Interviews anticipated	Interviews done	Return rate
BOM Chairs	24	24	100.0
Director of Studies	24	24	100.0
Bursars	24	24	100.0

Source: Survey data (2018)

The study targeted 144 respondents (Support Staff, Principals and Director of Studies) on whom the questionnaires were administered. Out of this number, 136 of them returned their questionnaires, translating to an overall response rate of 94.4%. This response rates was sufficient, representative and follows the Mugenda and Mugenda (2009) specification that a response rate of 50% is adequate, 60% is good and a response rate of 70% and above is excellent for analysis and reporting on a survey study. Based on this assertion, the current study's response rate of 94.4% is therefore excellent. The recorded high response rate was attributed to the fact that the instruments in this study were

personally administered by the researcher to the respondents, who were pre-notified of the intended and intention of the study. It was also due to extra efforts that were made in form of visits to the respondents to fill-in and return the questionnaires, the researcher made follow up calls to clarify queries as well as prompt the respondents to fill the questionnaires.

4.2.2: Demographic Information

The study sought to investigate the demographic characteristics of the respondents. Demographic information, which investigated bio-data regarding the respondents' characteristics, was considered necessary for the determination of whether the respondents were representative sample of the target population for generalization of the results of the study. Table 10 shows the information on gender, age, level of education and marital status of the respondents in the survey.

Table 10: *Personal Bio-Data of the Respondents*

Bio-data	Support Staff (n=88)		Principals (n=24)		Director of studies (n=24)	
	F	%	f	%	f	%
Gender						
Male	43	48.9	15	62.5	22	91.7
Female	45	51.1	9	37.5	2	8.3
Total	88	100.0	24	100.0	24	100.0
Age in Years						
30 and below	17	19.3	0	0.0	2	8.3
31-40	51	58.0	3	12.5	14	58.3
41-50	19	21.6	17	70.8	6	25.0
51-60	1	1.1	4	16.7	2	8.3
Total	88	100.0	24	100.0	24	100.0
Highest Educational Level						
Primary	21	23.9	0	0.0	0	0.0
Secondary	19	21.6	0	0.0	0	0.0
College	38	43.2	3	12.5	2	8.3
University	10	11.4	21	87.5	22	91.7
Total	88	100.0	24	100.0	24	100.0
Type of School						
Boys	19	21.6	6	25.0	7	29.2
Girls	9	10.2	4	12.5	3	12.5
Mixed	60	68.2	14	62.5	14	58.3
Total	88	100.0	24	100.0	24	100.0
Length of Stay in the School						
1-9	61	69.3	22	91.7	19	79.2
10-19	21	23.9	2	8.3	4	16.7
20 and above	6	6.8	0	0.0	1	4.2
Total	88	100.0	24	100.0	24	100.0

Source: Survey data (2018)

It is evident that there was a glaring imbalance in Secondary School leadership in terms of gender, with males taking the larger proportion of School leadership positions (Principals and director of studies). This was reflected by the demographic analysis results which showed that more than three out of five (62.5%) of Principals and over nine out of ten (91.7%) of the directors of studies in the Secondary Schools which were sampled for the survey were males. On the other hand, although the gender disparity was narrower among the support staffs, it was evident that majority (51.1%) of the support

staff in Public Secondary Schools in Kisumu West and Seme Sub-counties were females. Given that the sampling procedures employed in this study gave equal opportunity for participation of both gender, it can be inferred that females only dominate low cadre jobs within the education sector in the area of the study. However, this concurs with the recent survey conducted by UNICEF (2018) which indicated that in Kenyan Secondary Schools, 62.6% of the teaching staff is males.

On their ages, it was established from the results of the survey that a significant majority (87.5%) of the Principals are above forty years. This was not surprising because Principals' positions are usually given to teachers based on their accumulated years of experience in the profession. On the contrary, most of the support of the staff and director of studies are still in their youthful ages (under 40 years). In fact, close to a fifth (19.3%) of the support staff is under thirty years of age.

On their level of education, it was established from the results of the survey that the support staff had a varied level of education. However, many (43.2%) of them had college education, while those who had university education formed the least proportion (11.4%) of the support staff who were surveyed. Other levels of education were also represented, implying that the influence of intervening factor (support staff level of education) on the relationship between support staff motivational practices and leaners academic performance has therefore been significantly excluded from the study. Support staff level of education is touted as a correlate of the support staffs' level of efficacy and by extension academic performance in School. Nonetheless, the fact that support staff with varied educational qualification was represented in the study implies that the results

of this study can be generalized across the students' population in Kisumu West and Seme sub-counties, with very minimal precaution.

With regard to the type of Schools where the respondents came from, the exploratory data analysis show that majority (68.2%) of the support staffs were from mixed Secondary Schools. This was in agreement with revelation that 62.5% of the Schools were mixed Secondary, as reflected by the distribution of the Principals. Further, the results of the survey has shown that most of the respondents were under nine years of stay in their current working Schools.

4.3 Relationship between Support Staff Bonding Trips and Students' Academic Performance in Public Secondary Schools in Kisumu West and Seme Sub-counties

The first objective of the study was to investigate the relationship between support staff bonding trips and students' academic performance in public Secondary Schools in Kisumu West and Seme Sub-Counties. This objective was addressed by; first, investigating the importance of support staff bonding trips and, second, an inferential statistics was used to establish whether the support staff bonding trips has statistically significant with School academic performance among Secondary School students.

The importance of support staff bonding trips among the selected Secondary Schools was analysed through the use a questionnaire, which helped the respondents (support staff, Principals and director of studies) to rate the value of the bonding trips towards enhancing academic performance. The rating was a five point Likert rating ranging from strongly agree (5) to strongly disagree (1). For easy interpretation and applicability in inferential statistics analysis, the responses were converted into continuous scale ranging

from 1 to 5, where higher scores represented high influence of support staff bonding trips and vice versa. Table 11 presents the findings on importance of support staff bonding trips summarized in mean and standard deviation.

Table 11: *Importance of Support Staff Bonding Trips on Students' Academic*

performance

Item	Support staff		Principals		DoS	
	Mean	**SD**	**Mean**	**SD**	**Mean**	**SD**
Support staff bonding trips are part of our School programmes.	3.01	1.28	3.13	1.23	3.00	1.21
We have had support staff bonding trips frequently.	2.43	1.09	2.67	1.20	2.70	1.18
Support staff bonding trips have helped un increase our productivity at work.	2.82	1.24	2.88	1.23	3.09	1.20
Support staff bonding trips have had a positive influence on academic performance.	2.97	1.18	3.33	0.96	3.30	1.02
During bonding trips support staff have motivational speakers	2.65	1.25	2.88	1.19	2.91	1.12
Bonding trips are offered to support staff between 1 – 3 times a year	2.39	1.25	2.54	1.14	2.35	0.98
Overall Mean	2.71	0.99	2.90	0.98	2.89	1.00

Source: Survey data (2018)

The findings of the study in table 11 established that there is generally moderate importance of the support staff bonding trips towards enhancement of students' academic performance, as observed by the respondents. This was revealed by a mean rating of 2.71 (SD=0.99), 2.90 (SD=0.98) and 2.89 (SD=1.00), as rated by the support staff, Principals and director of studies, respectively. On individual ratings, it came out that the Principals and director of studies generally have higher perception of importance of support staff

bonding trips on students' academic performance than the support staff themselves. For example, whereas the Principals and director of studies believed that support staff bonding trips have had a fairly neutral influence on students' academic performance in their Schools as denoted by their mean ratings of 3.33 (SD=0.96) and 3.30 (SD=1.02) respectively, the support staff themselves held a neutral position as reflected by their response of rate 2.97 (SD=1.18). In agreement, Otieno (2014) revealed that staff holiday tour was one of the teaching staff welfare practices organized by the School management and in most Schools, it is done termly but more so yearly. Otieno, (2014), further observed that such holiday tours are meant to energize the staff and to eliminate burnt out.

From qualitative findings, one theme which emerged from staff bonding trips was commitment to work. This meant that bonding trips enhanced work commitment among support staff and this led to increased academic performance of the School. Some respondents reported that:

> *The bonding trips add commitment to work since it makes them feel attached to students hence help them without discrimination* (DOS, 9)

> *The staff morale are boosted by the bonding trips hence they manage their time well. This makes them to serve students in a committed manner* (BOM Chair, 1)

> *It motivates them and makes them to be committed at work. After the bonding trips, the support staff are very positive in helping students and teachers hence the School academics programmes are not delayed* (DOS, 9)

From the qualitative results above, it can be concluded that staff bonding trips are key in influencing students' performance since it enhances commitment to work. This finding is

supported by Odunga (2013) who revealed that communication structure was a two way, meaning support staff were free discuss with administration about work place issues, this is done through holding staff meetings termly where workers were free to air their views. The Principals and the directors of studies held a general belief that support staff bonding trips activities goes a long way to improve workplace relationships among the support staff, which then translates to a positive impact on the students' academic performance. Although the support staff respondents remained weakly convinced on the importance (mean=2.82, SD=1.24) of bonding trips, the director of studies strongly believed that the support staff bonding trips have helped to increase the support staff productivity at work, as indicated by their rating of 3.09 (SD=1.20). Both the Principals and the directors of studies observed that the collaborative nature of a bonding trips activities challenge teaches the support staff how to work together more effectively and allows the staff to see that each one of them has different skills and approaches to a problem. This knowledge is then transferable to the School environment, as they understand how to make best use of each other's gifts and abilities. The result is that work is done more efficiently, translating to improved students' academic performance. This finding agrees with Mutua and Ndeti (2014), who reported that there is need to make available an avenue that will yield into more bonding and unity of purpose after release to Kenya Certificate of Secondary Examination (KCSE) results that will eventually lead to improved performance in future.

Another theme which emerged from staff bonding trips was feelings of recognition. This meant that the support staff felt recognized by School administration and this made them to work better. Some respondents reported that:

the bonding trips have made the support staff to be highly recognized thus they co-operate with teachers and School administration in ensuring that they help students attain academic excellence, I serve students in my office promptly so that they maximize their time for academic work or lesson attendance (bursar, 1)

The support staff feels recognized by the School Board of Management as part of the system. They offer services willingly and diligently by beating deadlines thus it saves time for students and teachers to concentrate in class (BOM Chair, 3)

After the bonding trips, the workers are highly motivated to serve students as they feel to be part of the School (bursar, 3)

From the qualitative data, it can be concluded that staff bonding trips enhance feelings of recognition among support staff and this made them put extra effort in their work. Those respondents who believed on the importance of support staff bonding trips observed that during bonding trips support staff occasionally has motivational speakers. This further motivates the support staff (mean=2.65; SD=1.25) hence higher productivity that in turn influence academic improvement of the student. This finding agrees with Bulawa (2012) who revealed that teachers showed resistance to appraisal system due to lack of knowledge on the importance of appraisal system but the managers' positive perception was due to anticipated benefits of the appraisal system like extra pay and team building away from work station.

Another theme which emerged from qualitative findings was the promotion of interpersonal relations. This meant that the use of staff bonding trips enhanced interpersonal relations among support staff and this enhanced academic achievement among support staff. Some respondents reported that:

It promotes inter-personal relations between the support staff and academic staff, where they share ideas on how to deal with students which eventually enhances academic achievement among students (DOS, 29)

when we are going out for a trip, we share a lot with one another, point areas of weaknesses at work, encourage each other to work hard and when back in School we feel that we are one family, we are together with teachers and the technicians sometimes do experiments with students beyond working hours (bursar, 5)

From the interview results above, it can be concluded that staff bonding trips enhanced relations between the School administration and the support. This cohesion enhanced academic achievement among students. This finding disagrees with Machingambi, Mutukwe, Maphosa and Ndofirepi (2013) who established that teachers did not receive some form of performance related rewards having achieved set target, proved an obstacle to the success of performance appraisal system.

On the other hand, when the respondents were asked how frequently the support staff go to bonding trips, the results of the study show that the trips are very rare in most of the Schools. This was reflected by a low response rate of 2.43 (SD=1.09) by the support staff themselves on the item "we have had support staff bonding trips frequently". Equally, this finding was corroborated further when majority of the respondents rejected the researcher's claim that "bonding trips in their Schools are offered to support staff between 1-3 times a year'' as was interpreted by low rating of 2.39 (SD=1.25), 2.54 (SD=1.14) and 2.35 (SD=0.98) by the support staff themselves, Principals and director of studies who took part in the survey, respectively. This finding concurs with Ingvarson, Kleinhenz, Bervis and Carthy (2005) in New Zealand who revealed that the demand as a teacher is in increasingly more work, more students, less time for preparation and this

increased pressure has made teachers' work for extra time at home or over the weekend to complete their work unbearable and this is unlikely to commensurate with their pay. In a related study, research division in New Zealand (2011) noted challenges of support staff workload as including many competing demands, which interfered with their ability to effectively complete tasks, lack of time to tackle amount of work or insufficient back up in terms of work environment quality.

Despite the fact that most Schools in the area of the study rarely engage their support staff on bonding trips, it emerged from the results of the survey that support staff bonding trips are part of School programmes in a number of Schools. This was reflected by rating scales of 3.01 (SD=1.28), 3.13 (SD=1.23) and 3.00 (SD=1.21) by the support staff, Principals and director of studies who participated in the study, respectively. This finding agrees with Buckley (2006), who revealed that these bonds lead to trust and respect, which lead to willingness to collaborate and perform well together.

Another theme which emerged from staff bonding is increased synergy. This meant that the support staff performed their work with increased synergy, which led to academic improvement among support staff. Some respondents reported that:

> *After bonding trips, the support staff are always very energetic and they serve students better. The bonding sessions refreshes the support staff as well as kitchen staff always prepare meals in time and our academic programmes are implemented timely.*(DOS, 5)

> *The bursar and secretary work extra hard to organize support staff to help students in School* (bursar, 8)

From the qualitative findings above, it can be concluded that staff bonding trips enhanced increased synergy. This eventually enhanced academic achievement of students in School. This finding agrees with Mokaya, and Gitari (2013) who reported that recreation is a significant factor in employee performance; increases the level of commitment, enhances bonding and improves employee wellbeing with a consequent positive effect on job satisfaction, service provision, customer satisfaction and productivity.

4.3.1 Relationship between support staff bonding trips and students' academic performance in Public Secondary Schools in Kisumu West and Seme Sub-counties.

H_01: *There is no statistically significant relationship between support staff bonding trips and students academic performance in Public Secondary Schools in Kisumu West and Seme Sub-counties.*

To investigate whether there was any statistical significant relationship between support staff bonding trips and students' academic performance in Public Secondary Schools, the null hypothesis was tested. A parametric test, Pearson Product Moment Correlation Coefficient was computed, with scores on support staff bonding trips as the independent variable and students' academic performance as dependent variable. The level of support staff bonding trips was computed from frequency of responses and converted into continuous scale, where high scale ratings implied high-perceived level of support staff bonding trips and vice-versa. Students' academic performance was computed as average from School KCSE mean for the last four years. The significant level (p-value) was set at .05. Such that, if the p-value was less than 0.05, the null hypothesis would be rejected and conclusion reached that a significant difference does exist. If the p-value was larger than

0.05, it would be concluded that a significant difference does not exists. Table 12 shows the correlation analysis results in SPSS output.

Table 12: *Relationship between Support Staff Bonding Trips and Students Academic Performance*

		Staff Bonding Trips	Students Academic Performance
Staff Bonding Trips	Pearson Correlation	1	.245[*]
	Sig. (2-tailed)		.022
	N	88	88
Students Academic Performance	Pearson Correlation	.245[*]	1
	Sig. (2-tailed)	.022	
	N	88	88

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

The finding of the study shows that there was statistically significant positive correlation (r=.245, n=88, p=.022) between support staff bonding trips and students' academic performance, with improved support staff bonding trips associated to better students' academic performance and vice-versa. Observing that the relationship is statistically significant, the hypothesis that, "*there is no statistically significant relationship between* support *staff bonding trips and students' academic performance*" was rejected. Therefore, it was concluded that there is statistically significant positive relationship between support staff bonding trips and students' academic performance. This implies that for students' to have high academic performance there must adequate support staff bonding trips. This finding disagrees with Salas et al., (2010) who established that there was no significant effect of team building on performance. However, the effects of team building varied as a function of the type of operationalization of performance: On objective measures of performance, there was a non-significant tendency for team building to

decrease performance, whereas on subjective measures of performance, there was a significant, albeit small, tendency for team building to increase performance.

However, to estimate the level of influence of support staff bonding trips on students' academic performance, a coefficient of determination was computed using of regression analysis and the result was as shown in Table 13.

Table 13: *Model Summary on Regression Analysis of Influence of Support Staff Bonding trips on Students' Academic Performance.*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.245[a]	.060	.049	1.09143	2.098

a. Predictors: (Constant), Staff Bonding Trips
b. Dependent Variable Students' Academic Performance

The model summary reveals that the level of Staff Bonding Trips accounted for 6.0%, as signified by coefficient R^2=.060, of the variation in Students' Academic Performance. This finding implies that variation in the level of Staff Bonding Trips explains about 6.0% of the variability in Students Academic Performance. This is sizeable influence by one predictor on a dependent variable; hence, it reveals the importance of Staff Bonding Trips on students' academic performance. This finding is in agreement with Cheum (2018) who reported that team building activities made the respondents feel like a 'part of the family' and enjoy participating in the team building activities.

However, most participants also reported that there no bonding trips in School and this affected them negatively as they lacked the opportunity to socialize and refresh like the other workers in other Schools.

> *We had one bonding trip about 6 years ago and ever since, there has been none in the School* (bursar, 15)

> *We rarely have bonding trips due to shortage of funds, but the last one we had over three years ago had a lot of impact on the teachers* (BOM Chair, 5)

From the qualitative data reported by the above respondent, few Schools practiced bonding frequently and some took too long to enhance this practice. This finding agrees with Taylor (2007) who reported that taking a field trip is the best way to know your employees as they interact freely without a formal plan. Team building according to Taylor include annual field day complete with food, silly games (optional), prizes and quarterly trips to the moves. Taylor further observes that team building involving getting offsite and encourage the staff to get to know each free from confines of their offices.

4.4 Relationship between support staff salary structure and Academic Performance in Public Secondary Schools in Kisumu West and Seme Sub-Counties.

The second objective of the study was to examine the relationship between support staff salary structure and students' academic performance in public Secondary Schools in Kisumu West and Seme Sub-Counties. This objective was addressed by; first, investigating the level of satisfaction of support staff on their salary structure and, second, an inferential statistics was used to establish whether the support staff salary structure in the view of respondents has statistically significant relationship with students' academic performance in Secondary Schools.

4.4.1: Findings on satisfaction on support staff salary structure in Public Secondary Schools

The study sought to know how much do the support staffs earn as monthly salary. Figure 3 summarizes the distribution of their monthly salary.
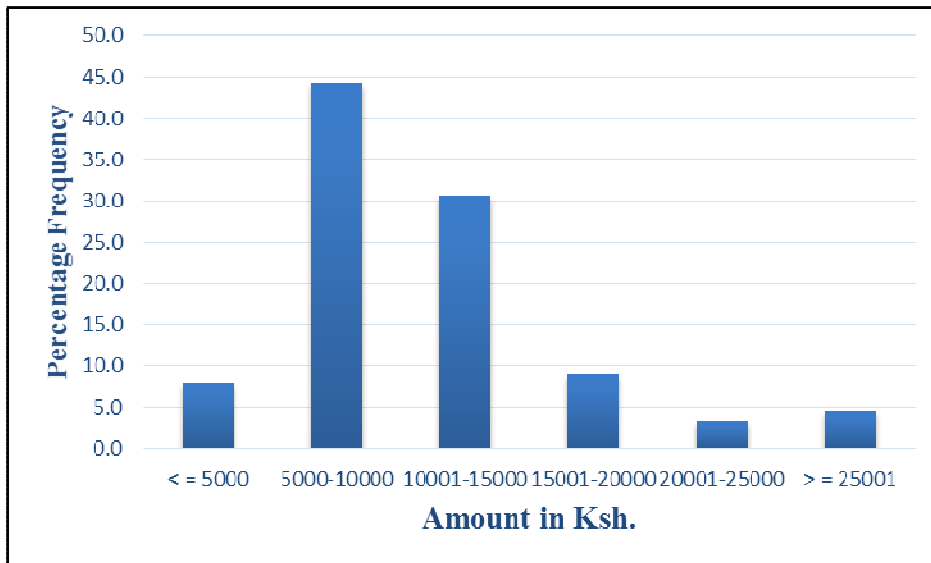
Source: Survey Data (2018)
Figure 3: *Distribution of Monthly Salary of Support Staff*

From Figure 3, it is evident that close to three quarters of the support staffs in Secondary Schools in Kisumu West and Seme Sub-Counties earn between Ksh.5000 and 15000 as monthly salary. This is certainly not able to enable the support staff to enjoy a descent standard of living. Low income of employees negatively affects their performance. It is known that an employee is more likely to perform better when he is satisfied with his salary. This is because he feels motivated to do a good job, for the reason that he wants to please his employer to retain his position. Hence, an employee satisfied with his pay is more productive and motivated. When the study sought to find out how many of the

support staffs were satisfied with their monthly salary, the results summarized in Figure 4

reveals that a significant majority of them were not satisfied at all with their salaries.
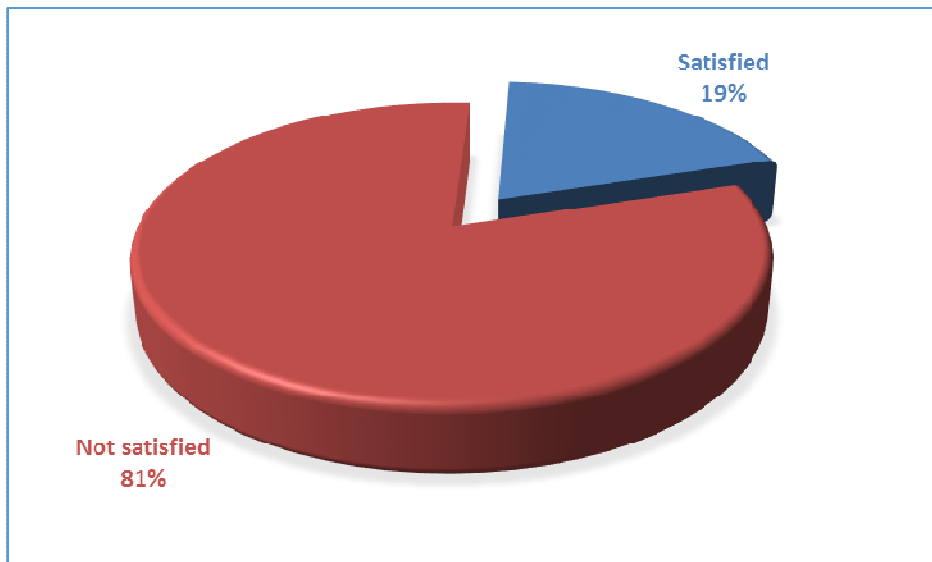
Source: Survey Data (2018)
Figure 4: *Support Staff view on their Satisfaction with their Salary*

Further, the study sought to investigate the level of satisfaction of support staff on their

salary structure. This was investigated using a Likert-itemed rating scaled questionnaire,

which helped the respondents to rate the value of the salary structure towards enhancing

academic performance. This was accomplished using the rating on a five point Likert

rating ranging from strongly agree (5) to strongly disagree (1), where higher scores

represented high influence of support staff salary structure on students' academic

performance and vice versa. Table 14 presents the findings on support staff salary

structure as summarized in mean and standard deviation.

Table 14: *Satisfaction on Support Staff Salary Structure*

Item	Mean	SD
My salary is adequate for my normal expenses	2.68	1.25
My salary is equivalent to my qualifications and experience	2.41	1.24
I can live on my salary income alone	2.13	0.97
What am paid compares favourably with what other institutions pay as salaries	2.80	1.23
My salary is commensurate to my job	2.84	1.11
I am motivated to work because of what I am paid as my salary	2.16	0.92
Mean level of satisfaction on salary	2.50	0.69

Source: Survey data (2018)

The findings of the study show that majority of the support staffs in Secondary Schools in Kisumu West and Seme Sub-Counties are barely satisfied with their salaries. This was indicated by their mean rating of 2.50 (SD=0.69) in the salary satisfaction scale of 1 to 5. This implies that the support staffs are generally not motivated to work which could have negative impact on their performance. It is known that an employee is more likely to perform to his highest potential if he is happy with the salary he is earning; those earning a high salary feels motivated to do a good job, because he wants to please his employer to retain his position.

From qualitative findings, one theme, which emerged, was enhanced Service delivery by support staff. It was reported that salary structure determined the service delivery in the School hence higher academic achievement among students. Participants were of the opinion that Schools with better salary structures had greater service delivery among staff. For example, some participants reported that:

The salary structure boosts morale of staff hence good service delivery to students, I readily help students when they approach me to help them understand some accounting concepts in business studies.(Bursar, 1)

The support staff support School activities positively for example, the laboratory technician assists students in practical, this applies to other departments.(BOM Chair, 7)

It affects performance because the well paid workers give prompt service delivery in their respective departments in School. (Bursar, 16)

From the interview excerpts, it can be concluded that salary structure enhanced service delivery among support staff and this eventually led to increased students' academic achievement. This finding agrees with Santhapparas and Shah, (2005), who reported that pay can entice individual to join and remain within an organization. Nezaam (2000), reiterates that wages are a significant factor in job satisfaction and that money not only helps people attain their basic needs but is instrumental in providing upper level need satisfaction.

The results of the survey also indicate that quite a respectable proportion of the support staffs are demotivated. This was reflected by their response on the statement, "I am motivated to work because of what I am paid as my salary", which only attracted a low response rate of 2.16 (SD=0.92). This means that their low salary brings them a feeling of insecurity, hence there is nothing to propel them to put in extra hours in their work because they feel that their salaries as financial rewards are not fair trade-offs. This lack of satisfaction with their pay makes them to be less motivated and productive. This finding concurs with Darjeel, Manoj and Dalvinder (2011) who concurs that employees

are more satisfied when their work is fairly rewarded and that employees accept salary as supervisors reward for the work they have done.

Another theme, which emerged from qualitative findings, was increased motivation. Motivation is derived from the word - motive - which means needs, desires, wants or drives within the individuals. Some respondents reported that increased motivation was realized as a result of the salary structure. Some respondents reported that:

> *Workers are highly motivated thus serve best in helping students do better, I usually observe that laboratory technicians willingly help teachers in the supervision of practical exams even after official working hours on some days when I stay behind to do some work in my office.*(bursar 3)

> *It has positive influence in that the workers are dedicated to give their best for example cooks prepare food within the prescribed time and this makes students save time and therefore concentrate more in their study work.* (bursar 7)

> *Salary increment or adjustment makes the School workers to serve students better in their respective areas hence the academic programmes are effectively implemented.* (DOS, 5)

> *The salary structure positively affects academic achievement among students because it motivates them to perform their duties in time making the School programme to run smoothly.* (BOM Chair, 10)

From the interview results, it can be concluded that the salary structure enhanced motivation among support staff, which eventually led to students' academic achievement. This finding is in agreement with Adewusi, et al (2017) who reported that there is a positive significant relationship between employment status, pay and workers performance. The study then concludes that workers dignity has come under attack by foreign industrialists despite local and international norms.

In fact, it emerged that most of the support staffs are not able to solely rely on their monthly salary to meet their basic needs. On the scale of 1 to 5, when the support staffs were asked to rate the statement "I can live on my salary income alone", it only generated response rate of 2.13 (SD=0.97) an indication that they can hardly survive of their salary income alone. In addition, many of them observed that their salary is inadequate for their normal expenses, as indicated by a response rate of 2.68 (SD=1.25). This finding agrees with Odoh, (2011) who reported that that financial as well as non-financial reward, promotion and conversion are strategic in the promotion of productivity in organizations.

Another theme, which emerged from salary structure, was increased job satisfaction. Job satisfaction or employee satisfaction is a measure of workers' contentedness with their job, whether or not they like the job or individual aspects or facets of jobs, such as nature of work or supervision. A few respondents reported that the salary structure enhanced job satisfaction among support staff. Some respondents reported that:

> *The support staff are highly satisfied and they work extra hard in their respective areas. They liaise with teachers to help in areas of students weaknesses or where students relax, security officers are usually keen to ensure no students leaves through the gate without leave out sheet as this may make him lose learning hours* due to laziness.(Bursar 5)

> *It enhances job satisfaction hence it has positive influence. Satisfaction prompts the workers to work hard and diligently to implement academic programmes* (BOM Chair, 13)

> *It enhances satisfaction among the workers so that they can work diligently and minimize time wastage for students when its class time* (Bursar, 8)

> *Satisfaction with their salaries makes workers in School to do their duties well and beat deadlines as stipulated by the School principal as per the School academic programs hence minimal time wastage for class work.* (BOM Chair, 18)

From the qualitative findings, it can be concluded that the salary structure enhanced satisfaction among support staff, which minimises time wastage in performing duties. This finding agrees with Iyida (2015) who reported that the monetized fringe benefits could only satisfy the basic needs of workers to a very small extent because of high cost of living. It also came out that majority of the support staff held a general feeling that what they are paid do not much with their level of qualifications.

Many of them alluded that they are paid far much, below what they merit. This was reflected by a mean rating of 2.41 (SD=1.24) on the statement that "my salary is equivalent to my qualifications and experience". Further, many of the support staffs refuted the claim that their salary is commensurate to their job, as interpreted from a mean of 2.84 (SD=1.11). In fact, only a few (mean=2.80, SD=1.23) of them agreed that what they are paid compares favourably with what other institutions pay as salaries. This means that majority of them are not satisfied with what they are paid and they are always in the lookout for other better-paid jobs or a similar position with better pay. This finding was confirmed by the results on the question, "When given a chance, would you look for a job elsewhere?" where 47.7% of the support staffs in Secondary Schools in Kisumu West and Seme sub-county said they would look for another well paid job when opportunity comes. Generally, an employee who does not 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 comparable nature at another company. This finding concurs with Adekoya (2015) who reported that compensation management system has a great impact on employee's efficiency and performance at the Nigeria ports authority.

Another theme, which emerged from the qualitative findings, was increased work commitment. This meant that the support staff developed increased work commitment and were now more diligent because of improved salary structure. Some respondents reported that:

The salary structure affects the academic achievement of our students because the workers will do assignments even exceeding School working hours. They will work with very minimum supervision. (DOS, 22)

When the salary payment is prompt, then workers show lots of interest in work they keep time in implementing academic programmes in School. (DOS, 16)

From the qualitative findings, it can be concluded that salary structure led to work commitment among support staff, which eventually enhanced students' academic achievement of students. In agreement, Umoh et al (2014) reported that Pay Structures has significant influence on Continuance Commitment. Similarly, Machingambi and et.al (2013) further established that for any success to be realized promised rewards must be paid to all deserving teachers and when they are due.

4.4.2 Relationship between support staff salary structure and students' academic performance in Public Secondary Schools in Kisumu West and Seme Sub-counties.

$H_0 2$: *There is no statistically significant relationship between support staff salary structure and students academic performance in Public Secondary Schools in Kisumu West and Seme Sub-counties.*

To establish whether there is any statistical significant relationship between support staff salary structure and academic performance in Secondary Schools, the null hypothesis was tested. A Pearson Product Moment Correlation Coefficient analysis was used, with scores

on the level of satisfaction of support staff on salary structure as the independent variable and students' academic performance as dependent variable. The level of satisfaction on support staff salary structure was computed from frequency of responses and converted into continuous scale, where high scale ratings implied high-perceived level of satisfaction on support staff salary structure and vice-versa. Students' academic performance was calculated from School KCSE mean scores for the last four years. The significant level (p-value) was set at .05. If the p-value was less than 0.05, the null hypothesis would be rejected and conclusion reached that a significant difference exists. If the p-value was larger than 0.05, it would be concluded that a significant difference does not exists. Table 15 shows the correlation analysis results in SPSS output.

Table 15: *Relationship between level of satisfaction on support staff salary structure and Students Academic Performance*

		Satisfaction of Salary Structure	Students Academic Performance
Satisfaction of Salary Structure	Pearson Correlation	1	.228[*]
	Sig. (2-tailed)		.033
	N	88	88
Students Academic Performance	Pearson Correlation	.228[*]	1
	Sig. (2-tailed)	.033	
	N	88	88

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

The finding of the study in Table 15 shows that there was statistically significant positive correlation (r=.228, n=88, p=.033) between satisfaction on support staff of salary structure and students' academic performance, with high satisfaction on support staff of salary structure associated to enhanced students' academic performance and vice-versa. Noting that the relationship is statistically significant, the hypothesis that, "*there is no statistically significant relationship between* satisfaction on support staff of salary structure

and students' academic performance" was rejected. Therefore, it was concluded that there is statistically significant positive relationship between satisfaction on support staff of salary structure and students' academic performance. This suggests that better students' academic performance is enhanced by high satisfaction of support staff on their salary structure. However, to estimate the level of influence of satisfaction on support staff salary structure on students' academic performance, a coefficient of determination was calculated using of regression analysis and the result was as shown in Table 16.

Table 16: *Model Summary on Regression Analysis of Influence of Support Staff Salary Structure on Students' Academic Performance*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.228[a]	.052	.041	1.09606	2.008

a. Predictors: (Constant), Satisfaction on Salary Structure
b. Dependent Variable: Students Academic Performance

The model summary in Table 16 indicates that the level of satisfaction on support staff salary structure explains about 5%, as signified by coefficient R^2=.052, of the variation in Students' Academic Performance. This finding suggests that variation in the satisfaction on support staff salary structure explains accounts for about 5.0% of the variability in students' academic performance. Although the influence is small, it is a significant influence on students' academic performance; hence, it denotes the importance of support staff salary structure on students' academic performance. This finding concurs with Kaireria and Mutai (2014) who found out that rewards whether to departments, or individuals in any form greatly affects the implementation of appraisal system especially

when such rewards are given at a flat rate thus failing to distinguish between performers and non-performers.

4.5 Relationship between support staff professional growth and Students' Academic Performance in Public Secondary Schools in Kisumu West and Seme Sub-counties.

The third objective of the study was to investigate the relationship between support staff professional growth andstudentsacademic performance in public Secondary Schools in Kisumu West and Seme Sub-counties. To address the objective; the level of prospects of support staff professional growth was investigated and an inferential statistics was used to establish whether there was a significant relationship between support staff professional growth and students' academic performance in Secondary Schools.

4.5.1 Findings on prospects of support staff professional growth in Public Secondary Schools

The prospects of professional growth of support staff in the Secondary Schools was investigated through the use of a Likert-itemed rating scaled questionnaire, which was used by the respondents to rate the availability of opportunities of professional growth among the support staff towards enhancing studentsacademic performance. The rating on a five point Likert ranged from strongly agree (5) to strongly disagree (1), where higher scores represented high influence of support staff prospects of support staff professional growth on students academic performance and vice versa. Table 17 presents the findings on support opportunities of professional growth as summarized in mean and standard deviation.

Table 17: *Prospects of Support Staff Professional Growth*

Item	Support staff		Principals		DoS	
	Mean	**SD**	**Mean**	**SD**	**Mean**	**SD**
The School administration usually give the support staff opportunities for professional growth in or go for further training.	3.13	1.23	3.79	0.98	3.43	0.99
The School administration usually give the support staff opportunities for professional growth in or go for in-service training.	2.94	1.17	3.63	0.92	3.43	0.99
The School administration usually give the support staff opportunities for professional growth in or go for workshops.	3.14	1.20	3.58	0.88	3.57	1.08
The School administration usually give the support staff opportunities for professional growth in or go for conferences.	2.82	1.16	3.33	0.92	3.22	0.90
Opportunities are fairly offered to each member of the support staff if opportunities for professional growth arise.	2.90	1.16	2.96	1.22	3.22	1.13
Opportunities for attending professional growth course are given to members of support staff regularly.	2.57	1.03	2.71	0.95	3.17	1.07
Mean average	2.91	0.95	3.34	0.78	3.34	1.03

Source: Survey data (2018)

The findings of the survey in Table 17 revealed that there is slightly above average rating on the availability of opportunities for professional growth among the support staff employees in Secondary Schools in Kisumu West and Seme counties. However, the support staff respondents' ratings on the opportunities available for their professional growth of was lower (mean=2.91; SD=0.95) than both the Principals' and directors' of studies ratings (mean=3.34). This finding was also reflected by the ratings on the individual items. This finding agrees with those of Katumile (2002) who reported that if

fringe benefits like professional growth are offered to workers, it would motivate and make them come to School early and consequently accomplish the School Programme in time hence improvement in the academic performance.

From qualitative findings, one theme, which emerged on opportunities for professional growth, was in-service training. This training is offered to teachers while they are in service to enhance their teaching skills. Most respondents reported that there were cases of in-service training to support staff but it was limited mostly to staff in some departments but not all. For the staff that underwent training, it helped them to have better skills hence served students in a better way. Two respondents reported that:

> *The bursar and lab technician have a programme of between one to two months studies during the holidays when students close. This has made them to be very efficient in their areas of work in School as a Bursar, I make accurate records and limit mistakes in fee balances which would make students be sent home for fee wrongly hence losing learning time.*(Bursar, 12)

> *The store keeper and cateress always undergo in-service training during holidays. This has helped them acquire skills on how to do their duties much better hence students get quality services, the cateress at times has an opportunity to share with home science students the skills acquired during training that are relevant to topics in home science as a subject.*(Bursar, 6)

However, some participants also reported that the opportunities for growth were not fairly distributed, as only staff in finance department was favoured in most cases. This finding corelates with Musaazi (2002) who reiterated that professional growth helps to boost the morale of teachers and motivates them to work harder in their jobs.

For example, whereas all the respondents agreed that the support staffs are usually given opportunity for professional growth, their ratings varied with support staffs being the lowest. The support staff were only in moderate acceptance (mean=3.13), compared to

Principals' (mean=3.43) and directors' of studies (mean=3.79) that the School administration usually give the support staff opportunities for professional growth to go for further training. Similarly, although they all agreed that sometimes the School administration usually give the support staff opportunities for professional growth to go for in-service training, the support staff respondents ratings of 2.94 was the least. This finding correlates with Okuna (2010) who asserted that motivated human resources in rank in real terms are the epicentre of a success of an organization.

Another theme, which emerged from qualitative findings, was further training for support staff. This was evident in many aspects but was available for only the staff from finance department. Two respondents reported that:

> T*he support staff such as bursar and laboratory technician get skills from such training and this helps them to be effective in their areas of work, with knowledge acquired after farther training, the laboratory technicians at times share with students topics in Chemistry that he is knowledgeable in*(DOS, 9)

> *Only the bursar has benefited from further training in accounting. The skills gained in accounting helps him to sharpen himself and hence more efficient but pay from his own pocket.* (BOM Chair, 20)

> *The bursar has always attended the further training on accounting skills and this has improved his efficiency in balancing books accurately and promptly, hence students don't spend much time making lines to handle financial issues, but save time to be in class for lessons or personal studies.*(DOS, 16)

From the qualitative findings, it can be concluded that there were cases when some support staff were taken and considered for further training, but this was limited to some few participants and not all support staff. Hence, the impact was not felt for the whole support staff. This finding agrees with Owolabi (2007) who reported that the quality of

human resource has a high correlation with the level and quality of institution performance and productivity.

It also emerged that some Secondary Schools allow their support staffs to go for workshops and conferences as avenue for professional growth. On the scale of 1 to 5, the support staff respondents rated opportunities given to them by the School administration go for workshops and attend conferences at mean of 3.14 and 2.82, respectively. On the other hand, the Principals and the director of studies had higher ratings on opportunities given to the support staff by the School administration to attend workshops and conferences. The Principals and the director of studies held a strong conviction that the administration always gives the support staff opportunities to attend both workshops and conferences when such opportunities arise for professional growth. This finding also concurs with Semugenyi (2000) who observed that every institutional primarily needs committed and the institution to meet its objectives, however, and a satisfactory working environment is a necessity.

Another theme, which emerged from qualitative findings, was the attendance of workshops by support staff. This was reported as one of the opportunities for growth and it was adopted by some Principals to train some support staff. Two respondents reported that:

> *The secretaries and accounts clerk workshops are available and the skills learnt help them to serve students efficiently, less time wastage and improves communication skills. This makes students to spare more time for class work lessons or personal studies in School.* (DOS, 22)

> *In our School since I came into my office of Board chairman, the accounts clerk has attended workshops on book keeping and this reduces inefficiency while serving students.* (BOM Chair, 14)

The School nurse and driver have attended workshops and this helps them to reduce time wastage due to proper record keeping and efficient service to students hence more time to study. (DOS, 8)

From the qualitative findings, it was reported that there was to a little extent the use of workshops for training support staff, which enhanced the School achievement. This finding agrees with Mustapha and Zaizura (2013) who reported that there was a positive significant relationship between promotion opportunity and job satisfaction.

Equally, it came out clearly that most of the support staff who took part in the survey held a general opinion that even when such professional growth opportunities come they are never given to them fairly. They believe that some members of the staff are treated differently from others, as reflected by their mean response rate of 2.90 (SD=1.16). On contrary, both the Principals and director of studies insisted that the opportunities professional growth is fairly offered to each member of the support staff, when they arise.

On how frequently are such opportunities given, the results of the survey established that although all the respondents agreed they were not very frequent, the support staff respondents insisted that they are very rare (mean=2.57; SD=1.03). The Principals and director of studies who were surveyed held a contrary opinion; they believed that the opportunities for attending professional growth courses for the support staff are fairly regular. Similarly, Saharuddin, (2016) agreed that variables of professional growth and compensation have significant and positive impact on job satisfaction, morale and work productivity; job satisfaction has significant and positive impact on work productivity; and morale has significant and positive impact on work productivity.

4.5.2 Relationship between opportunities for professional growth and students' academic performance in Public Secondary Schools in Kisumu West and Seme Sub-counties.

$H_0$3: *There is no statistical significant relationship between opportunities for support staff professional growth and students' academic performance in Public Secondary Schools in Kisumu West and Seme Sub-counties.*

To find out whether there is any statistical significant relationship between opportunities for professional growth and students' academic performance in Secondary Schools, the null hypothesis was tested. A Pearson Product Moment Correlation Coefficient analysis was used, with scores on the opportunities for support staff professional growth as the independent variable and students' academic performance as dependent variable. The opportunities for support staff professional growth was computed from frequency of responses and converted into continuous scale, where high scale ratings implied high-perceived opportunities for support staff professional growth and vice-versa. Students' academic performance was computed from School KCSE mean scores for the last four years. The significant level (p-value) was set at .05, such that if a p-value less than 0.05 means the null hypothesis would be rejected and conclusion reached that there is significant difference. However, a p-value larger than 0.05 would be concluded that a significant difference does not exists. Table 18 shows the correlation analysis results in SPSS output.

Table 18: *Relationship between opportunities for support staff professional growth and Students' Academic Performance*

		Support Staff Professional Growth	Students Academic Performance
Support Staff Professional Growth	Pearson Correlation	1	.220[*]
	Sig. (2-tailed)		.040
	N	88	88
Students Academic Performance	Pearson Correlation	.220[*]	1
	Sig. (2-tailed)	.040	
	N	88	88

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

The results in table 18 reveals that there was statistically significant positive correlation (r=.220, n=88, p=.040) between opportunities for support staff professional growth and students' academic performance, with many opportunities for support staff professional growth associated to better students' academic performance. Given that the relationship between the two variables is statistically significant, the hypothesis that,

"*There is no statistically significant relationship between opportunities for support staff professional* growth *and students' academic performance*" was rejected. Therefore, it was concluded that there is statistically significant positive relationship between opportunities for support staff professional growth and students' academic performance. This suggests that better students' academic performance is enhanced when the support staff is aware that they have opportunities for professional growth.

On the other hand, to estimate the level of influence of support staff professional growth on students' academic performance, a coefficient of determination was computed using of regression analysis and the result was as shown in Table 19.

Table 19: *Model Summary on Regression Analysis of Influence of Support Staff Professional Growth on Students Academic Performance.*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.220[a]	.048	.037	1.09819	2.095

a. Predictors: (Constant), Support Staff Professional Growth
b. Dependent Variable: Students' Academic Performance

The model summary in Table 19 reveals that about 5% of variation in Students' Academic Performance was accounted for by Support Staff Professional Growth, as connoted by coefficient R^2=.048. This finding means that variation in the Support Staff Professional Growth explains about 5.0% (R^2=.048) of the variability in students' academic performance. Even though the influence is small, it is a noteworthy influence on students' academic performance; hence, it indicates the importance of Support Staff Professional Growth on students' academic performance. This finding agrees with Peter (2016) in Tanzania who reported that professional growth has impacts to individual and organizational performance as it induces motivation, good performance, good relations and increased remunerations. The findings of study indicate that there were impacts for non-adherence to promotion procedure, which affects individual performance and organization such as poor performance, accumulated professional growth, poor relations and labor turnover.

137

4.6 Relationship between Support Staff Recognition Efforts and Students' Academic Performance in Public Secondary Schools in Kisumu West and Seme Sub-counties.

The fourth objective of the study was to examine the relationship between support staff recognition efforts andstudentsacademic performance in public Secondary Schools in Kisumu West and Seme Sub-Counties. To investigate this objective, the study explored the level of support staff recognition efforts by the administration and an inferential statistics was used to establish whether the support staff recognition efforts has statistical significant relationship withstudentsacademic performance in Secondary Schools.

4.6.1: The Level of Support Staff Recognition Efforts in Public Secondary Schools

The level of support staff recognition efforts among the selected Secondary Schools was investigated using Likert-itemed rating scaled questionnaire. The items were rated using a five point Likert rating ranging from strongly agree (5) to strongly disagree (1). For easy interpretation and applicability in inferential analysis, the response scores were converted into continuous scale ranging from 1 to 5, where higher scores represented high level of recognition efforts of the support staff by the administration and vice versa. Table 20 presents the findings on ratings of recognition of efforts of support staff by the administration summarized in mean and standard deviation.

Table 20: *Importance of Support Staff Recognition Efforts on Students' Academic performance*

Item	Support staff		Principals		DoS	
	Mean	**SD**	**Mean**	**SD**	**Mean**	**SD**
The School authorities usually recognize support staff through greetings.	4.02	1.05	4.67	0.56	4.17	0.83
Support staffs are always verbally appreciated by the School management.	3.74	1.12	4.46	0.59	3.96	0.82
The principal always recognize support staff for work well done through writing.	2.77	1.27	3.29	1.04	3.48	0.79
Support staff efforts are usually recognized individually or in a group by being given prizes/individual award.	3.33	1.27	3.83	0.87	3.70	0.88
Members of support staff are usually recognized through publicly praises by authorities.	3.13	1.27	3.92	0.83	3.87	0.63
Support staff usually are recognized by organizing celebrations in the School.	2.70	1.26	3.13	0.95	3.26	0.81
The School authorities always give cash awards to support staff.	2.95	1.31	3.38	1.13	3.48	0.90
Overall Mean	3.24	0.86	3.81	0.85	3.70	0.81

Source: Survey data (2018)

The findings of the study in table 20 established that there is reasonable level of recognition efforts of the support staff by the School administrations, as observed by the respondents. This was revealed by a mean level of recognition of efforts ratings of 3.24 (SD=0.86), 3.81 (SD=0.85) and 3.70 (SD=0.81), as rated by the support staff, Principals and director of studies, respectively. This finding demonstrates the understanding of the School administration on the fact that effort recognition stimulates productivity and by constantly giving proper recognition to support staff creates proper working environment.

Generally, effort recognition exhibits that the administration appreciates support staff contribution, which motivates them to go extra-mile to accomplish duties, assigned to them. This finding agrees with Thomson (2002), who pointed that trust is one of the most vital element in the recognition/development and maintenance of a productive work environment.   Thomson maintains that trust stimulates security and confidence and that it is a perquisite to innovation, creativity and good communication system.

From qualitative findings, one theme, which emerged, was verbal appreciation. This language involves positive verbal or written expressions of appreciation. Most respondents reported that School Principals commonly used verbal appreciation on support staff. Some respondents reported that:

> *Yes.. This is very common in School since in most cases, the principal commends support staff who work well in their respective areas. He would encourage the staff to continue working harder and be more diligent in the respective areas of operations to increase School efficiency. The secretary and the staff involved in processing exams and instructional materials sometimes come to School on weekends to work so that such materials are ready in time for students simply because they have been recognized in the past and expect more recognitions.* (DOS, 4)

> *Yes. This happens a lot in our School since the principal always enhances interpersonal relationship with the support staff by giving verbal praises and comments for any work done in a better way.* (Bursar, 8)

From the interview excerpts, it can be concluded that verbal appreciation enhances the motivation of support staff which eventually affects their commitment to student matters in School. In agreement, Leblebics (2009) revealed that the quality of environment like recognition in a work place determines the level of employee motivation, subsequent performance and productivity.

On individual ratings, it emerged that the Principals and director of studies generally have higher equity on level of recognition of effort of the support staff by the School administration than the support staff themselves. For instance, while the Principals and director of studies strongly believed that support staff are always verbally appreciated by the School management, as denoted by their mean ratings of 4.46 (SD=0.59) and 3.96 (SD=0.82) respectively, the support staff themselves held a indifferent position as reflected by their response of rate 3.74 (SD=1.12). The Principals and the directors of studies held a strong opinion that verbal appreciation of the efforts of support staff goes a long way to motivate them resulting into a positive impact on the students' academic performance. This finding concurs with Ademokoya (2006), that recognition is a prerequisite in a congenial working environment and that School creates a working environment that stimulates productivity by constantly giving proper recognition to support staff for proper working environment.

Another theme, which emerged from qualitative findings, was the use of written appreciation. It was reported that most Principals utilized written appreciation to motivate their support staff especially during the School functions. Some respondents reported that:

> *The headmaster of the School and Board of Management recognizes the position of support staff in School by giving us certificates of commendation for a good job done in the year hence we work hard to maintain this always. This enhances academic performance of the students because those entrusted directly with duties related to implementation on academic programs like laboratory technicians and support staff in academic office strive to meet the targets set for them for timely implementation of academic programs.(bursar, 9)*

> *The principal always recognizes the role of support staff and appreciates their hard work by giving certificates of*

> *commendations. This boosts the self-esteem of support staff and hence they work harder in their departments.* (DOS, 10)

From the qualitative findings, it was reported that the use of written appreciation was well perceived by the support staff and it motivated them. In agreement, Mulwa (2010) revealed that workers would be more ready to give a second thought and cooperate with those who promised some kind of immediate materials or fringe benefits including recognitions than those who promised them some better future.

However, what came out clearly from the results of the survey is that all the respondents including the support staff themselves agreed that the School authorities usually recognize support staff through greetings. This was confirmed by ratings of 4.02 (SD=1.05), 4.67 (SD=0.56), and 4.17 (SD=0.83) by the support staff, Principals and the director of studies, respectively. It emerged that School administrations use varied ways to recognize or show that they value the work that the support staff do. For example, it emerged that in some Schools the support staff efforts are usually recognized individually or in a group by being given prizes/individual awards. This was confirmed by mean ratings 3.33 (SD=1.27), 3.83 (SD=0.87) and 3.70 (SD=0.88) by the support staff, Principals and director of studies. In agreement, Kube et al. (2012) study reported that non-financial gifts are more effective at increasing worker performance than financial ones.

Another theme, which emerged from qualitative findings, was the use of cash awards recognition on support staff. This involved appreciation of support staff using cash tokens. Most School Principals practiced this. Some respondents reported that:

During the annual general meetings, we give the support staff cash awards in recognition of the work done in the previous year. The support staff are shown that they are important to the School performance as well, kitchen staff are recognized because they help save time for timely and maximum lesson attendance by preparing meals in time. (DOS, 6)

The use of cash awards is usually done during the School prize giving days where the support staff are appreciated for a job well done in their respective areas. The most diligent staff are rewarded and this motivates them to assist in their various areas hence support academic efforts by teachers. (BOM Chair, 19)

From the interview excerpts, it can be concluded that the use of cash awards recognition enhanced motivation among support staff and this made them to be more committed in serving students. Njoroge, (2011) who revealed that the ministries use social rewards, internal equity, individual equity and external equity all of which have a great effect on employee motivation, supports this finding.

Similarly, the results of the survey show that in some Schools the support staff is sometimes recognized by organizing celebrations in the School, where the School authorities always give cash awards to support staff because of their exemplary performance. On the other hand, when the respondents were asked whether recognition is given through writing, the results of the study show that the recognition through writings are not very common in most of the Schools. This was reflected by a low response rate of 2.77 (SD=1.27) by the support staff themselves on the item "the principal always recognize support staff for work well done through writing". Equally, this finding was corroborated further when majority of the respondents rejected the researcher's claim that "members of support staff are usually recognized through publicly praises by authorities" as was reflected by low rating of 3.13 (SD=1.27) by the support staff who took part in the

survey. However, when workers are publicly praised for their contribution and achievements, others are more willing to do the same job or even do better to receive similar recognition. Giving recognitions stimulates employees to use their creativity to achieve the group organizations goal and objectives. In agreement, Bradler, Dur, Neckermann, and Arjan (2011) reported that the provision of recognition to all workers in a group increases subsequent performance only weakly. In contrast, scarce recognition that is only provided to the best performers in a group raises subsequent performance substantially.

Another theme, which emerged from qualitative findings, was the use of public recognition. This is when the principal in public gatherings on various areas where they have excelled recognizes the support staff. This enhances motivation among support staff. Some respondents reported that:

> *Yes...this happens a lot in our School where our support staff are recognized by the principal in public in cases where one does an exemplary job that is unique and thus the worker becomes an example to the rest of the students who are always also encouraged to work hard like the recognized support staff.* (DOS, 8)

> D*uring the annual general meetings, the support staff are given envelopes by the School principal and this enhances team work among them. They are encouraged to work extra hard in their departments and this eventually enhances academic achievement among students.* (DOS, 5)

From the interview excerpts, it can be concluded that the use of public recognition was very essential and commonly used by Principals to encourage other support staff by giving relevant examples from exemplary workers. This finding is supported by Olurotimi et al (2016) who reiterated that every human being like to be recognized and appreciated because it is an innate aspiration.

4.6.2 Relationship between support staff effort recognition and students' academic performance in Public Secondary Schools in Kisumu West and Seme Sub-counties.

H₀4: *There is no statistically significant relationship between support staff recognition efforts and students' academic performance in Public Secondary Schools in Kisumu West and Seme Sub-counties.*

To establish whether there is any statistical significant relationship between support staff recognition efforts and academic performance in Secondary Schools, the null hypothesis was tested. A Pearson Product Moment Correlation Coefficient analysis was used, with scores on the support staff effort recognition as the independent variable and students' academic performance as dependent variable. The support staff recognition efforts variable was calculated from frequency of responses and changed into continuous scale, where high scale ratings implied high perceived support staff effort recognition and vice-versa. Students' academic performance was taken as average mean of School KCSE scores for the last four years. The significant level (p-value) was set at .05, such that a p-value less than 0.05 means the null hypothesis would be rejected and conclusion reached that there is statistically significant relationship between the variables. However, a p-value larger than 0.05 would be concluded that a significant relationship does not exists. Table 21 shows the correlation analysis results in SPSS output.

Table 21: *Relationship between support staff effort recognition and Students' Academic Performance*

		Staff Recognition Efforts	Students Academic Performance
Staff Recognition Efforts	Pearson Correlation	1	.181
	Sig. (2-tailed)		.092
	N	88	88
Students Academic Performance	Pearson Correlation	.181	1
	Sig. (2-tailed)	.092	
	N	88	88

From Table 21 it is evident that although there was some positive relationship between support staff effort recognition and students' academic performance, the relationship was not statistically significant (r=.181, n=88, p=.092). Given that p-value was greater 0.05 there was no sufficient evidence to reject the null hypothesis that, "*there is no statistically significant relationship between support staff effort recognition and students' academic performance.*" Therefore, it was concluded that although there are some positive relationship between support staff recognition efforts and students' academic performance, the relationship is not statistically significant.

Another theme, which emerged from qualitative findings, was the use of Salutation by School Principals. This meant greeting support staff and sharing with them ideas on how to perform their duties well. Some respondents reported that the Principals extensively utilized this method as it enhanced their self-esteem and teamwork. Some respondents reported that:

> *The greetings from the principal and teachers to support staff enhances interpersonal relationship among School workers hence this helps in delivery as they feel appreciated by the other staff in School. This makes support staff also learn to have a good interpersonal relationship between their fellow workers as well as*

146

with students hence create a conducive learning environment for students.(Bursar,7)

This is a common method that the principal uses to make the support staff feel very close to him. It motivates support staff since they feel they are close to the principal and they work diligently with very minimal supervision. (DOS, 1)

From the interview excerpts above, it can be concluded that the use of salutation made support feel recognized by the principal and this enhanced teamwork and cohesion with the School workers. This finding agrees with Amoatemaa, and Kyeremeh (2016) who reported that the most effective ways to motivate employees to achieve the desired goals of the organization involve creating an environment with strong, respectful and supportive relationships between the organization and employees and a focus on genuine expressions of appreciation for specific employee achievements, service milestones and a day-to-day acknowledgement of performance excellence.

However, a coefficient of determination (R Square) was computed using of regression analysis to further estimate the level of influence of support staff effort recognition on students' academic performance and the result was as shown in Table 22.

Table 22: *Model Summary on Regression Analysis of Influence of Support Staff Effort Recognition on Students Academic Performance.*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.181[a]	.033	.021	1.10708	1.956

a. Predictors: (Constant), Staff Recognition Efforts
b. Dependent Variable: Students Academic Performance

The model summary shows that only about 3% of variation in Students Academic Performance was accounted for by Support Staff Effort Recognition, as indicated by coefficient $R^2=.033$. This finding means that variation in the Support Staff Effort Recognition explains about 3% ($R^2=.033$) of the variability in students' academic performance, which is statistically insignificant. Nevertheless, it is notable that at least there is some positive influence of support staff effort recognition on students' academic performance. This therefore it indicates the importance of support staff effort recognition on students' academic performance, meaning that it cannot be totally ignored. In agreement, Shariful et al (2014) who reported that the relationship between employee contribution and appreciation is significant. The result further indicates that the direction of the associations is positive in which it implies that the more the more appreciation is given to the employees, the possibility of them to perceive of recognition will be higher.

Another theme, which emerged from qualitative findings, was the use of group recognition by the School Principals. This was evident mostly during the School gatherings and it was majorly applicable when the support staff had done some commendable work. Some respondents reported that:

> *We feel motivated and appreciated especially during the School Annual General Meetings. We are given tokens in material manner to show that we have been working well in School as a team. This has made us to willingly assist students in School to work harder, since we extend the same teamwork when we deal with students' issues or helping implement their academic programs with the help of teachers.* (Bursar, 8)

> *There are departmental appreciation given to us by the School administration. This enhances team work among support staff hence they are more eager to help students in School in their respective areas"* (bursar 10)

From the qualitative findings above it can be concluded that the School Principals commonly and frequently used the use of group recognition and it enhanced staff motivation, which eventually enhanced studentsacademic achievement among students. This finding agrees with Mbah et al (2016) who reported that that some non-financial rewards of employee recognition, conducive work environment and staff development are positively and significantly related to employee performance in civil service.

4.7 Relationship between Support Staff Promotional Opportunities and Students' Academic Performance in Public Secondary Schools in Kisumu West and Seme Sub-counties.

The fifth objective of the study was to investigate the relationship between support staff promotional opportunities andstudentsacademic performance in public Secondary Schools in Kisumu West and Seme Sub-counties. To address the objective; the level of support staff promotional opportunities was examined and an inferential statistics was used to establish whether the support staff promotional opportunities has statistically significant relationship withstudents academic performance in Secondary Schools.

4.7.1: Findings on relationship between support staff promotional opportunities professional growth and students' academic performance in Public Secondary Schools

A Likert-itemed scaled questionnaire was used rate the level of support staff promotional opportunities towards enhancing students academic performance. The rating on a five point ranged from strongly agree (5) to strongly disagree (1), where higher scores represented high influence of promotional opportunities of support staff on students

academic performance and vice versa. Table 23 presents the findings on promotional opportunities summarized in mean and standard deviation.

Table 23: *Level of Support Staff Promotional Opportunities*

Item	Support staff		Principals		DoS	
	Mean	**SD**	**Mean**	**SD**	**Mean**	**SD**
The School management always promote support staff to the next superior rank or position if such opportunities arise.	2.68	1.25	3.33	0.96	3.78	0.95
The School management always promote support staff to the next job group if one deserves it.	2.41	1.24	3.46	1.02	3.48	0.90
The School authorities usually use certificates as an evidence for advancement to the next job group or position/rank.	2.13	0.97	3.25	0.99	3.70	0.88
The management usually look into experience or length of service/stay to promote a support staff to the next job group or position/rank.	2.80	1.23	3.58	0.93	3.52	1.04
The management usually considers closeness to School authority for promotion of a support staff to the next rank/position or job group.	2.84	1.11	2.08	0.88	2.48	0.99
The promotion to the next job group or position/rank is usually done by the School management fairly in this School.	2.13	0.97	3.79	0.98	3.70	1.02
Mean average	2.42	0.65	3.25	0.66	3.44	0.71

Source: Survey data (2018)

The results of the survey revealed that although there are largely low promotional opportunities for the support staff in Secondary Schools in Kisumu West and Seme counties, there is a mixed rating among the study respondents. The support staff respondents' ratings on the opportunities available for their promotion was lower (mean=2.42; SD=0.65) than both the Principals' and directors' of studies ratings which

were at 3.25 (SD=0.66) and 3.44 (SD=0.71), respectively. This finding was also reflected by the ratings on the individual items. This finding agrees with Sharma (2004) who observes that any fringe benefit attached either to official extra or work or promise of promotion has majorly in effect of causing the individual sacrifice towards work. Welch (2006), added that money, recognition, training, workers qualifications, attitudes and experience are the basis tools required to motivate and train top performance. This is pointed out as well by Olaya, (2011) who suggests that to maximize employees output, they need to be comfortable at both work and home to minimize stress and stressors.

From qualitative findings, one theme, which emerged, was use of job experience in promotion. This was utilized in appointment to higher grades among support staff within School. However, it was not uniformly applied among all support staff. Some respondents reported that:

> *We work very efficiently and our promotion is based on years of experience in one's job. I was promoted to a higher job group after I had stagnated for so long.* (Bursar, 2)

> *Promotions are determined by the job experience in one's area. One of our cooks was promoted to the position of head cook because he had served the longest in that department, was handy in timely preparations of meals which enhance implementation of academic programs, he even became more useful in beating deadlines in his work in the department.* (BOM Chair, 6)

From the interview excerpts above, it can be concluded that promotion was available but it depended on years of experience of support staff. In agreement, Leblibics (2009) in Turkey reported that in quality of environment like promotional opportunities in a work place determines the level of employees' motivation, subsequent performance and

productivity. For instance, whereas all the respondents agreed that the support staffs are sometimes given opportunity for promotion when chance arise, their ratings varied with support staffs being the lowest. The support staff were only in moderate acceptance (mean=2.68), compared to the Principals' (mean=3.33) and directors' of studies (mean=3.78) rating that the School administration usually give the support staff opportunities for promotion.

The support staff eluded that although their School management sometimes promote support staff to the next superior rank or position, such opportunities are extremely rare. Similarly, although they all agreed that sometimes the School management promote support staff to the next job group if one deserves it, the support staff respondents ratings of 2.41 was the least. This finding agrees with Musaazi (2002) who concurs that job satisfaction in educational institution in Abuja, Musaazi (2002) added that promotion helps to boost the morale of teachers and motivates them to work harder in their jobs. Another theme, which emerged from qualitative findings, was the use of certificates acquired by a support staff. This meant that promotion was awarded on the bases of new certificates that were acquired by the support staff. Some respondents reported that:

> *We have had promotions which resulted from acquired papers, like our bursar, got promoted to another higher job group because he had attained higher accounting qualifications, we encourage students to follow their examples by working hard to get good grades for promotion to the next class or university in case of candidates.*
> (DOS, 3)

> *The support staff are promoted on the bases of the papers they obtain. In our case, once an individual attains some higher papers, they get promoted and this makes them work harder in their areas and serve as an example to the students that hard work pays.*
> (Bursar, 6)

From the interview data above, it can be concluded that the promotional opportunities that are available due to use of certificates makes support staff to be more diligent at work and this further enhancesstudents academic achievement of students. This finding is in agreement with Koppensteiner (2017) study in Brazil, which reported that after the adoption of automatic promotion in treatment Schools the difference between treated, and control Schools almost completely disappears. The effect of automatic promotion is much smaller for the top two quartiles and not statistically significant, yet still negative and non-negligible in magnitude.

It also emerged that some Secondary School authorities use certificates as an evidence for advancement to the next job group or position/rank for support staff. However, on the scale of 1 to 5, the support staff respondents rated level of using certificates as an evidence for promotion at mean of 2.13, indicating they hold the notion that their administrations hardly recognize their certificates. On the other hand, the Principals and the director of studies had higher ratings on the use of support staff certificates as an evidence for promotion to the next level of employment position.

The Principals and the director of studies who took part in the survey held a strong conviction that promotions to the next job group or position/rank are usually done by the School management fairly to those who deserve. On the contrary, the support staff who participated in study did not fully believe that School management are always fair during promotion of the support staff to the next rank, a low rating of 2.13 reflected this. Equally, it came out clearly that most of the support staff who took part in the survey held a general opinion that the management hardly look into experience or length of

service/stay to promote a support staff to the next job group or position/rank, as indicated by a mean of 2.80. They believe that some members of the staff are not treated equally; they purport that some are favoured than others. This finding corelates with Mustapha and Zaizura (2013) who reiterated that there was a positive significant relationship between promotion opportunity and job satisfaction. Organization should consider this variable in promoting satisfaction among employees in order to retain their best brain.

Another theme which emerged from the qualitative finding was the length of stay in School. This meant that some School workers were promoted on the bases of having been in School for quite long. This made the support staff felt appreciated. Some participants reported that:

> *Yes.. we use length of stay in School as well to promote support*
> *staff. At times the principal promote workers who have been at the*
> *School for long due to their loyalty.* (Bursar, 10)

> *This happens in School since there are workers who have stayed for*
> *so long in School without promotion. This has helped some workers*
> *to move from one grade to a higher grade.* (DOS, 7)

From the qualitative findings, it can be concluded that promotion was available on the bases of length of stay in School. This made the support staff to feel that their skills are appreciated and they would then work harder to assist students. This finding agrees with Peter (2016) study in Tanzania, which reported that promotion has impacts to individual and organizational performance as it induces motivation, good performance, good relations and increased remunerations. The findings of study indicate that there were impacts for non-adherence to promotion procedure, which affects individual and

organization performance such as poor performance, accumulated promotion, poor relations and labour turnover.

On the contrary, both the Principals and director of studies insisted that the opportunities for promotion are fairly given to deserving support staff employees, when they arise. This was denoted by rating of 3.46 (SD=1.02) and 3.48 (SD=0.90) by the Principals and director of studies, respectively. The administrations believe that ppromotion plays a crucial role in staff development motivation and enhancing performance; it is aimed at influencing the achievement level as the support staff work effectively and efficiently to be promoted Another theme, which also emerged from qualitative findings, was fairness in promotion. Most participants reported that the promotions were relatively fair and without favouritism in the manner in which they were done. One of the participants reported that:

> *Our promotions are done fairly and they are in line with standard procedures. This encourages other support staff to be very positive and work hard.* (Bursar, 18)

From the interview excerpt above, it can be concluded that fairness in promotions led to increased work commitment, which would eventually enhance studentsacademic achievement among students. This finding is similar to Saharuddin's, study (2016) who reported that the variables of promotion and compensation have significant and positive impact on job satisfaction, morale and work productivity; job satisfaction has significant and positive impact on work productivity; and morale has significant and positive impact on work productivity.Similarly, Naveed, Usman, and Bushra, (2011) also reported that promotion has a modest and positive effect on job satisfaction.

4.7.2 Relationship between support staff promotional opportunities and students' academic performance in Public Secondary Schools in Kisumu West and Seme Sub-counties.

H$_0$5: *There is no statistically significant relationship between support staff promotional opportunities and students' academic performance in Public Secondary Schools in Kisumu West and Seme Sub-counties.*

A Pearson Product Moment Correlation Coefficient analysis was used to investigate whether there is any statistical significant relationship between support staff promotional opportunities and students' academic performance in Secondary Schools. This was done by testing the null hypothesis, with scores on the support staff promotional opportunities as the independent variable and students' academic performance as dependent variable. The support staff promotional opportunities was computed from frequency of responses and converted into continuous scale, where high scale ratings implied high-perceived opportunities for support staff promotional opportunities and vice-versa. Students' academic performance was computed from School KCSE mean scores for the last four years. The significant level (p-value) was set at .05, such that if a p-value less than 0.05 means the null hypothesis would be rejected and conclusion reached that there is significant difference. However, a p-value larger than 0.05 would be concluded that a significant difference does not exists. Table 24 shows the correlation analysis results in SPSS output.

Table 24: *Relationship between support staff promotional opportunities and Students Academic Performance*

		Staff Promotional opportunities	Students Academic Performance
Staff Promotional opportunities	Pearson Correlation	1	.280[**]
	Sig. (2-tailed)		.008
	N	88	88
Students Academic Performance	Pearson Correlation	.280[**]	1
	Sig. (2-tailed)	.008	
	N	88	88

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

The findings presented in Table 24 reveals that there was statistically significant positive correlation (r=.280, n=88, p=.008) between support staff promotional opportunities and students' academic performance, with high opportunities for support staff promotions associated to better students' academic performance. Given that the relationship between the two variables is statistically significant, the hypothesis that, "*there is no statistically significant relationship between support staff promotional opportunities and students' academic performance*" was rejected. Therefore, it was concluded that there is statistically significant positive relationship between support staff promotional opportunities and students' academic performance. This suggests that students' academic performance is improved when the support staff is aware that they have promotional opportunities. This finding agrees with Udin, Sani and Martono (2018) who reported that there is a significant influence of promotion on job performance. The data diversity was explained using path analysis model of 62.2%, while the rest was explained by other variables not included in the model and error.

On the other hand, to estimate the level of influence of support staff promotional opportunities on students' academic performance, a coefficient of determination was computed using of regression analysis and the result was as shown in Table 25.

Table 25: *Model Summary on Regression Analysis of Influence of Support Staff*
Promotional Opportunities on Students' Academic Performance.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.280[a]	.079	.068	1.08053	2.011

a. Predictors: (Constant), Staff Promotional opportunities

b. Dependent Variable: Students Academic Performance

The model summary reveals that about 8% of variation in students' academic performance was accounted for by the availability of support staff promotional opportunities, as signified by coefficient R^2=.079. This finding means that variation in the support staff promotional opportunities explains about 8% (R^2=.079) of the variability in students' academic performance. This finding agrees with Nwude and Uduji, (2013) who reported that an intense desire for promotion would not motivate a health worker to a greater effort.

4.8 Multiple Regression Analysis

The study sought to establish a linear model that could be used to describe the optimal level of students' academic performance given various aspects of support staff motivational practices. This was done by use of standard multiple regression analysis, where all the five aspects of support staff motivational practices used as independent variables were factored in the model at once. A multiple-regression was suitable because it helped to investigate how well the set of the independent variables was able to predict the students' academic performance. The analysis provided information about the relative contribution of each of the variables that make up the model. Each independent variable was evaluated in terms of its predictive power, over and above that offered by all the

other independent variables. It enabled the researcher to know how much unique variance, in the dependent variable, each of the independent variables explained. Table 26 is a regression analysis model summary SPSS output.

Table 26: *Regression Analysis Model summary output: Support Staff Motivational Practices on Students Academic Performance*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.377[a]	.142	.090	1.06788	2.025

a. Predictors: (Constant), Staff Bonding Trips, Staff Promotional opportunities, Support Staff Professional Growth, Staff Recognition Efforts, Satisfaction of Salary Structure

b. Dependent Variable: Students Academic Performance

In the model summary "R" column represents the value of *R*, the multiple correlation coefficients, which is a measure of the quality of the prediction of the dependent variable (students' academic performance) in public Secondary School. The value of .377 indicates a good level of prediction. However, the value of R Square (.142) indicates how much of the variance in the students' academic performance was explained by the support staff motivational practices. This value expressed as a percentage means that the model accounted for 14.2 percentage of the variance in students' academic performance. This is the proportion of variance in the students' academic performance that is explained by the support staff motivational practices alone; it is the proportion of variation accounted for by the regression model above and beyond the mean model. However, to assess the statistical significance of the result it was necessary to look at the ANOVA results shown in Table 27.

Table 27: *ANOVA-Support Staff Motivational Practices and Students' Academic Performance*

		Sum of Squares	df	Mean Square	F	Sig.
	Regression	15.460	5	3.092	2.711	.026[b]
1	Residual	93.511	82	1.140		
	Total	108.971	87			

a. Dependent Variable: Students' Academic Performance
b. Predictors: (Constant), Staff Bonding Trips, Staff Promotional opportunities, Support Staff Professional Growth, Staff Recognition Efforts, Satisfaction of Salary Structure

The ANOVA was used to test the null hypothesis that multiple R in the population equals 0. In this case the model reached statistical significance [F $(5, 82)$ $=2.711$, $R^2=.142$, sig.$=.026$], implying that the model was highly significant and adequate enough to explain the variance in academic performance in Secondary Schools. In other words, the results show that the support staff motivational practices significantly predict the students' academic performance, meaning the regression model is a good fit of the data.

Evaluating Contribution of each of the Independent Variables

The study sought to investigate the level of contribution of the individual support staff motivational practices variables factored in the model in the prediction of the students' academic performance. This was shown by coefficients values; a look at the coefficients values reveals that each independent variable contributes differently to the model, as in Table 28.

Table 28: *Coefficient Output: School Support Staff Motivational Practices and Students' Academic Performance*

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	3.260	.558		5.844	.000	2.150	4.370
Staff Promotional opportunities	.379	.182	.294	2.078	.041	.016	.741
Staff Recognition Efforts	.028	.159	.022	.179	.858	-.344	.287
1 Support Staff Professional Growth	.144	.136	.122	1.054	.023	008	.296
Satisfaction of Salary Structure	.210	.273	.133	.769	.004	.005	.424
Staff Bonding Trips	.301	.151	.264	1.994	.049	.001	.601

a. Dependent Variable: Students' Academic Performance

To compare the level of influence of different support staff motivational practices, a standardized coefficient was used because the values for each of the different variables were converted to the same scale (standardized) so that they could be easily compared. From the model it is evident that the various aspects of support staff motivational practices contributed differently in influencing students' academic performance. For example, availability of support staff promotional opportunities had the highest influence on students' academic performance, while support staff recognition of effort made the least contribution in explaining the variability of the model. The variable 'support staff promotional opportunities' had the largest beta coefficient of .294, implying it made the strongest unique contribution in explaining the variability in students' academic performance. This means that a one standard deviation rise in the level of support staff promotional opportunities leads to a .294 standard deviation rise in students' academic performance, with the other variables held constant. The beta value for the support staff recognition of effort was the lowest at .022, indicating that it made the least contribution to the model; a one standard deviation improvement in support staff recognition of effort

161

would only leads to a 0.022 standard deviation increase in students' academic performance, with the other variables in the model held constant, however this effect was not significant (p=.858). In other words, it did not make statistically significant unique contribution to the model.

The regression prediction model

The study sought to develop a regression model for the relationship between the support staff motivational practices and students' academic performance. This model was appropriate because each of the explanatory variables was independent and non-mutually exclusive.

In this model: $Y = \beta_o + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + \beta_5 x_5 + \varepsilon.$

Where: Y is School academic performance

X_1 Support staff promotional opportunities

X_2 Support staff recognition effort

X_3 Support Staff Professional Growth

X_4 Support Staff Salary Structure

X_5 Support staff bonding trips

Predicated optimum level of students' academic performance was presented by:

$3.2601 units + .379x_1 units + .028 x_2 units + .144 x_3 units + .210x_4$ units + $.301x_5$ units + error

From the model, the coefficients indicate how many the students' academic performance varies with an independent variable when all other independent variables are held constant. For example, the unstandardized coefficient, X_1, for support staff promotional opportunities is equal to .379 means that for each one-unit increase in support staff promotional opportunities in a School, there is an increase in students' academic

performance of .379 units. Similarly, for each one-unit increase the support staff bonding trips, there is an improvement in School academic performance of .301 units. On the contrary, for a unit increase in support staff effort recognition, there would be only .028 units' improvement in students' academic performance.

In general, although one variable (support staff effort recognition) was not statistically significant, it was concluded that the model was adequate to predict students' academic performance; it was statistically significant significance [F (5, 82) =2.711, R^2=.142, sig. =.026].A respectable variability (≈14%) in students' academic performance is explained by motivational practices.

CHAPTER FIVE

5.0 SUMMARY OF FINDINGS, CONCLUSION & RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, conclusion & recommendations of the study.

5.2 Summary of Findings

5.2.1 Relationship between Support Staff Bonding Trips and Students Academic Performance in Public Secondary Schools

The first objective of the study was to investigate the relationship between support staff bonding trips and students' academic performance in public Secondary Schools in Kisumu West and Seme Sub-counties. The findings of descriptive statistics established that there is generally moderate importance of the support staff bonding trips towards enhancement of students' academic performance, as observed by the respondents. This was revealed by a mean rating of 2.71 (SD=0.99), 2.90 (SD=0.98) and 2.89 (SD=1.00), as rated by the support staff, Principals and director of studies, respectively. On individual ratings, it came out that the Principals and director of studies generally have higher perception of importance of support staff bonding trips on students' academic performance than the support staff themselves.

From inferential analysis, there was statistically significant positive correlation (r=.245, n=88, p=.022) between support staff bonding trips and students' academic performance, with improved support staff bonding trips associated to better students' academic performance. The model summary reveals that the level of Staff Bonding Trips accounted for 6.0%, as signified by coefficient $R2=.060$, of the variation in Students' Academic

Performance. This finding implies that variation in the level of Staff Bonding Trips explains about 6.0% of the variability in Students' Academic Performance. This is sizeable influence by one predictor on a dependent variable; hence, it reveals the importance of Staff Bonding Trips on students' academic performance.

From qualitative findings, the themes, which emerged from staff bonding trips, was commitment to work. This meant that bonding trips enhanced work commitment among support staff and this led to increased students' academic performance in the School. Another theme, which emerged from staff bonding trips, was feelings of recognition, promotion of interpersonal relations and increased synergy.

5.2.2 Relationship between support staff salary structure and Students' Academic Performance in Public Secondary Schools in Kisumu West and Seme Sub-counties.

The second objective of the study was to examine the relationship between support staff salary structure andstudentsacademic performance in public Secondary Schools in Kisumu West and Seme Sub-counties. The findings of the study show that majority of the support staffs in Secondary Schools in Kisumu West and Seme Sub-Counties are barely satisfied with their salaries. This was indicated by their mean rating of 2.50 (SD=0.69) in the salary satisfaction scale of 1 to 5. This implies that the support staffs are generally not motivated to work which could have negative impact on their performance.

There was statistically significant positive correlation (r=.228, n=88, p=.033) between satisfaction on support staff of salary structure and students' academic performance, with high satisfaction on support staff of salary structure associated to enhanced students' academic performance. The model summary indicates that the level of satisfaction on

support staff salary structure explains about 5%, as signified by coefficient R^2=.052, of the variation in Students Academic Performance. This finding suggests that variation in the satisfaction on support staff salary structure explains accounts for about 5.0% of the variability in students' academic performance.

From qualitative findings, the themes, which emerged, were enhanced Service delivery by support staff. It was reported that salary structure determined the service delivery in the School hence higher academic achievement among students. Other themes, which emerged from qualitative findings, were increased motivation, increased job satisfaction, and increased work commitment.

5.2.3 Relationship between support staff professional growth and Students' Academic Performance in Public Secondary Schools in Kisumu West and Seme Sub-counties.

The third objective of the study was to investigate the relationship between support staff professional growth andstudentsacademic performance in public Secondary Schools in Kisumu West and Seme Sub-counties. The findings of the survey revealed that there is slightly above average rating on the availability of opportunities for professional growth among the support staff employees in Secondary Schools in Kisumu West and Seme counties. However, the support staff respondents' ratings on the opportunities available for their professional growth of was lower (mean=2.91; SD=0.95) than both the Principals' and directors' of studies ratings (mean=3.34). This finding was also reflected by the ratings on the individual items.

There was statistically significant positive correlation (r=.220, n=88, p=.040) between opportunities for support staff professional growth and students' academic performance, with many opportunities for support staff professional growth associated to better students' academic performance. The model summary reveals that about 5% of variation in Students' Academic Performance was accounted for by Support Staff Professional Growth, as connoted by coefficient R^2=.048. This finding means that variation in the Support Staff Professional Growth explains about 5.0% (R^2=.048) of the variability in students' academic performance. Even though the influence is small, it is a noteworthy influence on students' academic performance; hence, it indicates the importance of Support Staff Professional Growth on students' academic performance.

From qualitative findings, the themes which emerged on opportunities for professional growth was in-service training, further training for support staff, attendance of workshops by support staff.

5.2.4 Relationship between Support Staff Recognition Efforts and Students' Academic Performance in Public Secondary Schools in Kisumu West and Seme Sub-counties.

The fourth objective of the study was to examine the relationship between support staff recognition efforts andstudentsacademic performance in public Secondary Schools in Kisumu West and Seme Sub-counties.The findings of the study established that there is reasonable level of recognition of efforts of the support staff by the School administrations, as observed by the respondents. This was revealed by a mean level of recognition of efforts ratings of 3.24 (SD=0.86), 3.81 (SD=0.85) and 3.70 (SD=0.81), as rated by the support staff, Principals and director of studies, respectively.

There was some positive relationship between support staff effort recognition and students' academic performance, the relationship was not statistically significant (r=.181, n=88, p=.092). The model summary shows that only about 3% of variation in Students' Academic Performance was accounted for by Support Staff Effort Recognition Efforts as indicated by coefficient R^2=.033. This finding means that variation in the Support Staff Recognition Efforts explains about 3% (R^2=.033) of the variability in students' academic performance, which is statistically insignificant.

From qualitative findings, the themes, which emerged, was verbal appreciation. This language involves positive verbal or written expressions of appreciation, use of written appreciation, use of cash awards recognition on support staff, use of group recognition by the School Principals use of public recognition and use of Salutation by School Principals.

5.2.5 Relationship between Support Staff Promotional Opportunities and Students' Academic Performance in Public Secondary Schools in Kisumu West and Seme Sub-counties.

The fifth objective of the study was to investigate the relationship between support staff promotional opportunities andstudentsacademic performance in public Secondary Schools in Kisumu West and Seme Sub-counties. The results of the survey revealed that although there are largely low promotional opportunities for the support staff in Secondary Schools in Kisumu West and Seme counties, there is a mixed rating among the study respondents. The support staff respondents' ratings on the opportunities available for their promotion was lower (mean=2.42; SD=0.65) than both the Principals' and directors' of studies ratings which were at 3.25 (SD=0.66).

There was statistically significant positive correlation (r=.280, n=88, p=.008) between support staff promotional opportunities and students' academic performance, with high opportunities for support staff promotions associated to better students' academic performance. The model summary reveals that about 8% of variation in Students Academic Performance was accounted for by the availability of support staff promotional opportunities, as signified by coefficient R^2=.079. This finding means that variation in the support staff promotional opportunities explains about 8% (R^2=.079) of the variability in students' academic performance.

From qualitative findings, the themes, which emerged, was use of job experience in promotion, use of certificates acquired by a support staff, the length of stay in School and fairness in promotion.

5.3 Conclusion

The following are major conclusions of the study based on the findings of the study:

Bonding trips are rare in Schools and depend on availability of funds evidenced low rating by support staff, Principals and directors of studies; however, it's important in motivation and productivity according staff support, Principals and directors of the studies. It has a moderate relationship with students' academic performance taking a share of 6% among other contributing variables.

A majority of support staff earns low salary that is far from meeting their financial demands and only close to a fifth is satisfied with the salary they earn. Partially this explains the low mean score or students' academic performance in most public

Secondary Schools in Kisumu West and Seme Sub –Counties. Majority are not happy with their salaries they earn.

Support staff professional growth is offered in Schools according to the ratings of the respondents, though ratings of the administration and directors of studies are slightly higher. The study also found out that the professional opportunities are mainly confined to specific departments or individuals in most Schools, that is the accounts office and lab technicians, but for further training, the same individuals mainly carter for the financial requirements from their pockets. The study also concluded that there is a correlation between professional growth and academic performance with professional growth contribution a share of 5% among the variables.

It is evident that recognition efforts by the administration are average. Greetings and group recognitions are on the lead according to respondents rating. It is also evident that there is a correlation between recognition efforts and students' academic performance, but among the selected independent variables in this study, recognition efforts contributes the least (3%) in terms of its influence on students' academic performance.

The study revealed that although promotional opportunities are available to support staff, they are few or rare. Experience, certificates and length of stay in School, which are the yardsticks for promotion, are also rarely or hardly recognized or used for promotion. It is also clearly evident that there is a glaring difference in rating by support staff (the core respondents) whose ratings are low and the other respondents in the administration

(Principals & directors of studies) whose ratings are slightly higher in all the five independent variables which are considered to influence students academic performance in the study.

However, among the five independent variables in this study, promotional opportunities has the strongest statistical significance or level of influence or correlation to students academic performance and contributes the highest share (8%) to or on the students academic performance of the five independent variables.

5.4 Recommendations

The following recommendations were done as per the findings of the study

1. The School Principals should make bonding trips as a motivational practice more regular and structured. This is because the findings indicated that bonding trips has a moderate relationship with students' academic performance taking a share of 6% among other contributing variables.

2. The Schools Boards of Management should put in place terms and conditions of service for their employees to have structured upward mobility. There is need for School administration to streamline responsibilities to avoid work duplication so that the number of employees are reduced. The management then can increase salaries so that they can be happy because of the fair salaries given to them. This will add value in their productivity hence influence on the academic performance.

3. The Board of Management in Schools should ensure there are structures that enhance fair and equitable offer of professional growth opportunities among members of support staff so that multiplier effect of professional growth is felt in

the whole of support staff fraternity hence positive influence on academic performance

4. The Board of Management in Schools should employ systems that would identify recognition efforts that elicit high productivity, create good working good relationships and other recognition efforts that would maximize productivity among specific departments support staff cadres. The management should lay emphasis as well as vary the recognition efforts that are popular with support staff. This would maximize productivity and job satisfaction per support staff cadre hence positive influence on academic performance.

5. The Ministry of Education in Kenya should ensure that the structures in place are cost effective and there are predictable promotion procedures put in place by School management to give assurance to the support staff about their job mobility to sustain the productivity tempo. This is because the findings of this study confirm that promotional opportunities contribute the lion share to influence on academic performance compared to other independent variables considered in the study.

5.5 Suggestions for Further Research

From the study, the researcher realized that there is need to do further investigation in the following areas;

1. The researcher realized that it would be cumbersome and complex in terms of data analysis to include other possible target population like students into study as respondents, it is therefore suggested that further research should be done to gauge the perception of students and support staff about the influence of support staff motivational practices on students' academic performance.

2. A study should be carried out to rate different recognition efforts to support staff, which emerged as themes in this study and their influence on support staff work productivity and students' academic performance.

3. A study should be carried out to establish the support staff motivational practices that would influence students' academic performance among different departments or support staff cadres.

REFERENCES

Abaja, P., & Ochieng, I. (2014). Effects of Performance Appraisal on employee productivity. *International Journal of social sciences and entrepreneurship 2, 42-58.*

Aboga E. N. (2018). *Relationship between principal leadership styles and motivation of support staff in public Secondary Schools in Nyamira County in Kenya.* Unpublished PhD Thesis, Jaramogi Oginga Odinga university of Science and Technology.

Adekoya, I. A. (2015). *Compensation management and Employees' Performance in Public Sector, Nigeria.* Published Degree Project in Business Administration, Seinäjoki University Of Applied Sciences.

Ademokoya, A.J. (2006). Influence of working conditions on performance of sigri Language Interpreters and teacher of deaf students in Oyoo state Nigeria. *African Journal for the psychological study of social issues Vol. 9 (2) 2006: 233-248.*

Adewusi, C., Adedeji J., Kalejaiye, C.E., & Onabajo, M. A. (2017). Employment Status, Pay and Perceived Performance among Workers in Foreign-owned Industries in Southwest, Nigeria. *Covenant Journal of Business and Social Sciences, 8*(2), 87-97.

Adeyemi, T.O. (2011). *A comparative of students Performance in Secondary School in Ohio and Ekifi States. Nigeria, (Online).*Availablewww.aceondong.com Accessed on 18ᵗʰ April, 2016.

Aktar, S., Sachu, M. M., & Ali, M. E. (2012). The impact of rewards on employee per Performance in commercial banks in Bangladesh: An empirical study. *IOSR Journal of Business and Management, 6* (2), 9-15.

Amoatemaa, A.S., & Kyeremeh, D.D. (2016). Making Employee Recognition a Tool for Achieving Improved Performance: Implication for Ghanaian Universities. *Journal of Education and Practice, 7*(34), 46-54.

Arduser, I., & Brown, D.R. (2004). *The Encyclopedia of restaurant Training. A complete ready to use training programme*. Atlantic Publishing Com.

Bakhda, S. (2004). *Management and Evaluation of Schools.* Nairobi: DVP.

Barret, R. (2003). *Training developing and Motivating People Nelson* Theories Lmt.

Beason, C., Kerry, C., & Kerry, T. (2003). *The Role of Classroom Assistants.* Birmingham: National Primary Trust.

Beja, M. (2018). Standard Newspaper August Wednesday 15th 2018 Pg. 8; *Promotion; Teachers fight to TSC New Plan on Training.*

Bernstein, D. A. (2009). *Human Business Development Cengagie Learning.* New Delhi Anmol Publication Ltd.

Bertz, D. (2005). Put on a happy face; *High morale can lift productivity.* Nations Restaurant News. Vol. 39 No. 20.

Bokorney, J. (2007). *Salaries still rising* (Referred to 02.11.2008) http://www.aeis.com/gatewaycdi/incentive-FAQ.htm.

Boogie, T. (2005). Unhappy employees. *Credit Union Management, 28*(4), 325-344.

Borland, M.V., & Howsen, R.M. (2009). *Staff Development Practices (online)*; Available www.bainridge.ed Accessed on 20th April, 2013.

175

Bradler, C., Dur, R., Neckermann, S. & Arjan Non (2011). *Employee Recognition and Performance - A Field Experiment.* IZA Discussion Papers, No. 8311, Institute for the Study of Labor (IZA).

Braun, V., & Clarke, P. (2006). *Using Thematic Analysis in Psychology.* Qualitative Research, 377 – 101.

Briar, H. (2010). *Valuing the work of Support Staff.* London: OUP.

Bridgebridge. W.L. (2003). *School Welfare Development Practices.* London: Ark Press

Buckey, P. (2016). *Change with Confidence. online* http://www.pacychex.com.management. Retrieved on 4/6/17 at 1.49am.

Buckley, PF. (2006). Prevalence and consequences of the dual diagnosis of substance abuse and severe mental illness. *Journal of Clinical Psychiatry, 67 Suppl 7,* 5-9. PMID: 16961418.

Bulawa, P. (2012)*.* Implementation of performance management system in senior Secondary Schools in Botswana. *European Journal of Educational Research,* 1(4), 321-337.

Bush, T. (2003). *Theories of Educational Leadership and Management* London: Sage Publications.

Businge P. (2004). *Development of Your Staff*(Online) Available www.staffdeveloment.com Accessed on 20th April, 2016.

Creswell, J. W. (2005). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (2nd Ed.). Pearson Merrill Prentice Hall.

Campbell, M. (2003). *Human Resource Management.* London. Thomson Publishing.

Case, B.D., Hammerstein, G., & Woolhandler, S. (2002). No case for caregivers, declining health insurance coverage for Health Care personnel and their children. *American Journal of Public Health, 92,* 23-34.

Cecil, P. (2008). *Teaching of Life Sciences.* New Delhi Anmol Publications Ltd.

Cheum, J. (2018). *Effects of Team Building Activities as A Strategic Issue On Employee Retention: A Case Study Of Safaricom Limited.* A Research Project Report, United States International University Africa.

Church, G.W. (2009). *Rural Education. International Context (Online).* Available;www.answers.com *accessed on 20/07/2016.*

Cresswell, J.W. (2014). *Research Design Quantitative and Mixed Methods Approach* (4th Edition) university of Nebraska, Lincoln, USA SAGE Publishers Inc.

Daljeet, S.W., Manes V., & Dalvinder, S.W. (2011). A study on factors influencing employee job satisfaction. a study in a cement industry of Chhattisagarch. *International Journal of Management and Business Studies, 1,* 520-541.

Deci, P., Edward, L., Rihard, R., & Ryan, R.M. (2001). Need Satisfaction Motivation and wellbeing in the work Organization of a former Eastern Block Country*:* A cross cultural study of self-determination. *Personality and social Psychology Bulleting, 27,* 930-942.

Sub-County Director of Education Report, (2012). *KCSE School Performance.* Rarieda Sub-County Education Office

Dinham, S., & Scott C. (2000). *Moving into the third outer domain of teacher satisfaction A Journal of Educational Administration,* 30(4), 321-332.

Diriye, A.M. (2016). *Perceived Relationship between Career Development and Employee Commitment and Engagement at Nairobi City County Government*. A published Research Project, Master of Science In Human Resource Management, School Of Business, University Of Nairobi.

Field, A. (2009). *Discovering Statistics using SPSS (3ʳᵈ Edition).* London Sage A polyframework.

Franek, A.Z., & Vecera, F.Y. (2008). The effects of pay level on organization based self-esteem and performance. A field study. *Journal of Occupational Organizational Psychology, 77*, 307–322.

Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and Evaluate Research in Education* (7ᵗʰ Edition) Boston; McGraw Hill:

Gakuu, C. (2013). *Research Methods in Project Planning Management*. Oxford: Nairobi Press.

Gay, N. (2002). *Educational Research for Modern Schools.* Kenya: Froth Dimension publishing Co. Ltd.

Getu, D. & Tegbar, Y. (2006). Research *Methodology.* Ethiopia Public Health Training Initiative: University of Gondar, Ethiopia.

Grace, D. H., & Khalsa, S. A. (2003). Re-recruiting faculty and staff: The antidote to today's high attrition. *Independent School, 62*(3), 20-27.

Goddard, G.J., & Raid, A.K., (2006). *International Business Theory and Practice.* Atlantic Publishing Com.

Guest P. (2004). *Development of Your staff.* Longon; Kogan.

Gupta, J. (2007). *Fundamental of Statistics.* Himalaiya Publishers: Mumbia India.

Harris, D. (2000). *Value-Added Models and the Measurement of Teacher Quality.* Unpublished. Tallahassee: Florida State University.

Harris, M. & Warner, M. (2000). *Human Resource Management.* London ¨Thomson Publishing Company.

Hamidifar, F. (2014). A Study of the Relationship between Leadership Styles and Employee Job Satisfaction at IAU in Tehran, Iran. *AU-GSB E-JOURNAL, 3*(1), 45-56. Retrieved from http://www.assumptionjournal.au.edu/index.php/AU-GSB/article/view/406

Herzberg F., Mausner B., Synderman B. (1959). *The motivation to work.* NY: Wiley.

Herzberg, F. (1968). One More time: How do you motivate employees? *Harvard Business Review, 46,* 945-947

Higgins, G. O. (1994). *Resilient Adults Overcoming a Cruel past.* San Francisco, CA Jossey-Bass.

Ingrarbson, L., Kleinhenz, E., Benils, H., & Carlty, L. (2005). *Secondary Teachers; Workload Report ACER.* International (P) Limited, Publishers, New Delhi.

Iyida M.N (2015). The Effect of Increase in Wage and Fringe Benefits on the Productivity of Workers in Nigeria: A Case Study of Federal Ministry of Transportation, Enugu, Nigeria. *Quest Journals Journal of Research in Humanities and Social Sciences, 3*(1), 13-18.

Harber, K. D., Zimbardo, P. G., & Boyd, J. N. (2003). Participant self-selection biases as a function of individual differences in time perspective. *Basic and Applied Social Psychology, 25,* 255-264.

Joppe, M. (2000). *The Research Process*. Retrieved from
htt://www.rerson.cadmjoppe/rp.htm. ON 3RD February, 2016.

Joppe, M. 2014. *The research process. Retrieved February 2014*, from
nova.edu/sss/QR/QR8-4/golafshani.pdf

Judges T.A., & Church, ATH. (2000). *Job satisfaction*, *Research and Practice*. London:
Thomson Publishers.

Kaireria, M., & Mutai J. (2014). *Factors influencing effectiveness of performance
Appraisal* in National Bank of Kenya, Nairobi. Longhorn Press: Nairobi.

Kajubi, K. (2011). *Economic Survey Report.* Nairobi Government Printers.

Kakui, I.M., &Gachunga, H. (2016). *Effects of Career Development on Employee
Performance in The Public Sector: A Case Of National Cereals And
Produce Board*. file:///C:/Users/USER/Downloads/299-891-1-PB.pdf.

Katumule, F. (2006). *Girls and Women Education in Kenya*. Gender Perspective and
Trends. Nairobi UNESCO.

Karimi, M., Brazier, J., & Basarir, H. (2016). The Capability Approach: A Critical
Review of Its Application in Health Economics. *Value Health, 19*(6), 795-
799. doi: 10.1016/j.jval.2016.05.006.

Kikoito, J.N. (2015). *Impact of Reward Systems on the Organizations Performance in
Tanzanian Banking Industry: A Case of Commercial Banks in Mwanza City*.
A published Dissertation for the Degree of Master of Human Resource
Management, The Open University of Tanzania.

Kimutai & Atieno, (2018). *TSC Union to meet over planned strike due to transfer, promotion and appraisal performance.* Daily Nation August 20th Monday 2018 Pg 56.

Kiplagat R. K. (2014). *Perception on causes of poor Academic Performance amongst selected Secondary Schools in Kericho Sub-county.* Unpublished MED Thesis, Jaramogi Oginga Odinga University of Science and Technology.

Kisumu County Director (2016). *KCSE Schools Academic Performance Kisumu County.* Kisumu, Kenya.

Kisumu West Sub-county Directors Office, (2015). *Information on Support Staff in Secondary Schools.* Kisumu, Kenya.

Kaiser, H. F. (1974). An index of factorial simplicity. *Psychometrika, 39,* 31–36.

Kndal L (2008). *The Conduct of Qualitative Interview. Research Questions. Methodology Issue and Researching* (Online). M.J. Cairo, M. Knobel, C. Lankshear S.D.

KNEC (2011). *May 10: Peg Teachers Pay to Performance.* East Africa Standards Pg. 6.

Kombo D.K. & Trump (2006*). Proposal and Thesis Writing. Nairobi*: Paulines Publications.

Kothari, C.R. (2004). *Research Methodology Methods and Techniques.* 2nd Edition, New Age International Publishers, New Delhi.

Koppensteiner, M.F. (2017). Automatic Grade Promotion and Student Performance: Evidence from Brazil. *Working Paper No. 11*/52

Kasomo D. (2006). *Research Methods in Educational and Humanities.* Njoro, University Press Egerton.

Kiumi, K., Bosire, J., & Sang, A.K., (2012). Relationship Between Principals' Management Approaches And Students' Discipline In Public Secondary Schools In Nyandarua And Laikipia Districts, Kenya. *Global Journal Of Educational Research Vol 7*, No.1&2, 29-38.

Kreilher, R., & Akinicki, A. (2001). *Organizational Behaviour* (5th Edition). New York.

Kube, S., Maréchal, M. A., &Puppe, C., (2012). The currency of reciprocity – Gift exchange in the workplace. *American Economic Review 102* (4), 1644–62.

Lablebics D. (2010). *Impact of work place quality on employee's productivity.* Case study of bank in turkey. Tad Publishers.

Lafasto, P. (2008). *School Improvement after Inspection. School and LEA Responses.* London; Sage Publications.

Leady, P.D. & Ormrod, J.E. (2005). *Practical Research: Planning and Design (7th ed.).* Upper Saddle River, N.J; Prentice Hall.

Lev. (2010). *Handbook of Research in the Illiteracies.* (pp. 133 – 149). New York: Lawrence Erbaum Associates.

Lazear, E. P. (2002). *Entrepreneurship, Working Paper 9109, NBER Working Paper Series.* Cambridge: National Bureau of Economic Research. https://doi.org/10.3386/w9109.

Levcke R. (2003). *Management in Change and Transition Boston*: Harvard School of Business Press.

Lewls, LK. Schmissour A.M. Stephens, K.K. & Weir, K.E. (2006). Advice on Communicating During Organizational Change. *Journal of Business Communication Vol. 43. pg 772-781*

Lin 2007. Bringing the team together and improving employee morale. *EFAP Newsletter for Human Resource and occupational Health professionals,*2(4), 298-305.

Lotnato, P. (2008). *School improvement after Inspection School and LEA Responses.* London Sage Publications.

LaFasto, F. M. (2008). *When teams work best: 6,000 team members and leaders tell what it takes to succeed*. Thousand Oaks, CA: Sage Publications.

Lovel, J. A. F. (2005). *Management*. 6th Ed. London Cambridge University Press.

Macharia, N. (2018). *TSC Union to meet over Planned Strike due to transfer, promotion and Appraisal Performance*. Daily Nation August Wednesday, 2018 Pg. 10.

Machingambi, S., Maphosa, C., Ndofirepi, A., Mutekwe, E., & Wadesango, N. (2013). Perceived Challenges of Implementing the Performance Management System in Zimbabwe. *Journal of Social Sciences, 35*(3), 263-271.

Magidi, J.T. (2010). *Spatio-Temporal Dynamics in Land Use and Habitat Fragmentation in the Sandveld, South Africa*. MSc Thesis, Department of Biodiversity and Conservation Biology, University of the Western Cape, Western Cape.

Maicibi, N.A. (2003). *Human Resource Management Success.* Kampala. Net. Media Publications Ltd. Uganda.

Leech, N.L., Barrett, K.C. & Morgan, G.A. (2005). *SPSS for Intermediate Statistics, Use and Interpretation*. 2nd Edition, Lawrence Erlbaum Associates Inc.

Matt, S. (2015). *Entrepreneur media.* Inc. online http://www.entpreneur.com.article.

Mbah, S. I., Mgbemena, G. C., & Ejike, D.C., (2016). Effective Reward Management and Employee Performance in Civil Service (A Study of Anambra State Civil Service). *European Journal of Business and Management, 7*(27), 137-145.

Mc Conell, (2006). *Employee Recognition: what, why are and how* (Referred to 02.11.2008) http://www.nfib.com/object/10-31334.html.

Millennium Development Goal (MDG) report, (2010). *Education Act*. Nairobi Government Printer.

Ministry of Education, (2011). *Staffing in Education*. Nairobi Government Printers.

Mokaya, S.O. & Gitari, J.W. (2013). *Effects of Workplace Recreation on Employee Performance: The Case of Kenya Utalii College.*
http://www.ijhssnet.com/journals/Vol_2_No_3_February_2012/23.pdf

Mugenda, O., & Mugenda, A. (2003). *Research Methods Quantitative and Qualitative Approach.* Nairobi. Acts Press.

Mugenda, O. M., & Mugenda, A. G. (2005). *Research methods: Quantitative and qualitative Approaches*. Nairobi: African Centre for Technology Studies.

Mullins, L. J. (2002). *Management and Organizational Behaviour* (6th Edition). Harlow Prentice Hall.

Mulwa, E. (2010). *The Image of Education in 21st Century*, Retrieved Feb. 2nd 2016 in from http://www.emergingpracticesineducation.co.ke.

Mureithi, F. (2011). *Non Teaching staff deserves better Houses. All Africa. com. Kenya: Non teaching staff deserves better houses.* Retrieved from http://alarica.com/stories/201104211374.html on 15th February, 2016 at 1.15 pm.

Musaazi, J.C. S. (2002). *Theory and Practice of Educational Administration.* Kampala. Net Media Publishing Ltd. Uganda.

Mutua A.W., & Ndeti H. (2014).Trust for African Schools, *Motivational programme 2015-usueni* online www.trustforafricanSchools.org/require. details asp?-id=385. Retrieved 21-6-17 at 8pm.

Muvindi, D.S. (2012). *Equity in Learning. The Gender Dimension.* Dar Es Salaam Tanzania.

Mwashila, H.M. (2018).*The Influence of Career Development on Academic Staff Performance in Kenyan Public Universities in Coast Region.* Published Master of Business Administration (Human Resource Management Option) of the Technical University of Mombasa.

Nakpodia, D.E. (2010).*Human Resource Management in School Administration in Deltan State Nigeria Delta State University*, Nigeria. Kamla Raj Publishers.

Naveed, A., Usman, A., & Bushra, F. (2011). Promotion: A Predictor of Job Satisfaction A Study of Glass Industry of Lahore (Pakistan). *International Journal of Business and Social Science, 2*(16), 301-311.

Nezaam, I. (2005). *Job Satisfaction among employees at a public Health Institution in Western Cap South Africa.* Navida Press: Wynberg.

Ngala, B. & Odebero J.A. (2010). *Motivation of Teachers of Head Teachers and influence on Public Academic Achievement: A case study of Primary Schools in Eldoret, Kenya.* Proceedings of the First National Workshop for the Educational Management society of Kenya Held at Migori Teachers College.

Njoroge, J.W. (2011).*The Relationship between Reward System and Employee Motivation in Civil Service Employees in Kenya Government Ministries.* A Management Research Project, School Of Business, University Of Nairobi.

Noraani M., & Zaizura C., (2013). The Effect of Promotion Opportunity in Influencing Job Satisfaction among Academics in Higher Public Institutions in Malaysia. *International Journal of Academic Research in Business and Social Sciences 3*(3), 20-30.

Norida, A., Olurotimi, A., Shonubi, R. H., & Norhidayu, H. (2016). Recognition and Appreciation and its Psychological Effect on Job Satisfaction and Performance in a Malaysia IT Company: Systematic Review. *IOSR Journal of Humanities and Social Science (IOSR-JHSS), 21*(9), 47-55.

Nwude, E.C., & Uduji, J.I. (2013). An Analysis of How Prospect for Promotion Affects Job Performance in the Federal Teaching Hospitals in Nigeria. *Public Policy and Administration Research, 3*(3), 46-55.

Nyongesa, M.J. B. (2007). *Educational Organization and Management.* Nairobi: JKF.

Ochieng P. (2009). *January 3rd The poor Fighting a Loosing Battle. Daily Nation P. 7 Nairobi: Nation Printers.*

Odoh, F. A., (2011). *The Effects of Wage Incentives and Fringe Benefits on the Productivity of Nigeria Workers: A Study of Enugu State Local Government Service*. A published master's Thesis, University Of Nigeria Nsukka Campus.

Odunga J. (2013). *Factors influencing job satisfaction among non teaching staff in public Secondary Schools in Kenya, a case of Butula Division*. Unpublished PhD Thesis, Moi University.

Okeke, P. A., Nwele, J. O., & Achilike, N., (2017). Impact of Effective Wages and Salary Administration on Civil Service Productivity in Nigeria: A Study of Anambra State. *Asian Journal of Applied Science and Technology (AJAST), 1*(9), 421-438.

Okuna, N. (2010). *Nyanza Struggling to Make Academic Comeback.* Teachers Image Vol. 10 Nairobi. TSC.

Olayo, J. (2011). Employers to blame for workers' low output. Nairobi: *East Africa Standard….* Pg. 43, April, 18. Standard Media Group.

Olembo, J. O., Wanga, P. E. & Karagu, N. M. (1992). *Management in Education.* Nairobi: Educational Press.

Ololube, N.P. (2004). *Professionalism: An Institutional approach to teachers job effectiveness in Nigeria Schools*. Paper to the Seventh International L L in E-conference.

Ololube, N.P. (2005). Bench Making the Motivational Competencies of Academically Qualified Teachers and Professionally Qualified Teacher in Nigeria Secondary Schools. *The African Symposium, 5*(3), 67-78.

Oloo, Q. (2010). *The Role of Teachers in Students Academic Performance in Bondo Sub-county.* Unpublished M.ED Thesis, Egerton University.

Oso, W.Y., & Onen, D. (2009). *A general guide to writing research proposals and reports.* The Jomo Kenyatta Foundation, Nairobi.

Olurotimi A. S., Norida, A., Rahman, H., & Norhidayu, B., (2016). Recognition and Appreciation and the Moderating Role of Self-esteem on Job Satisfaction and Performance among IT Employees in Melaka. *Journal of Health Science, 4* 221-227 doi: 10.17265/2328-7136/2016.05.001

Ong, S., & The, H., (2012). *Reward System and Performance Within Malaysian Manufacturing Companies.* IDOSI Publications, Faculty of Economics and Management, University Putra Malaysia, Malaysia.

Onyango, G. (2015). *Challenges facing implementation of TSC IPAD system in public Secondary Schools in Rarieda Sub-county.* Unpublished Masters in Education Thesis, Jaramogi Oginga Odinga University of Science and Technology.

Opolot, P.A. (2006). *Mastery of Modern School Administration.* Unpublished Med. Thesis Makerere University, Uganda.

Opondo, A.A. (2013). *Influence of the Working conditions of the support staff on Work performance in selected Public Secondary Schools in Rarieda Sub County.* Unpublished Thesis. Bondo University College, Kenya.

Ongiri, I., &Abdi, A. (2004). *Hard work is the secret of success.* Nairobi: Kenya. The Standard, March 21st, PP5.

Orodho, J.A. (2009a). *Elements of Educational and Social Science research Methods.* Maseno: Kanzja Publishers.,

Orodho, A.J. & Kombo, D.K. (2002). *Research Methods Nairobi.* Kenyatta University Institute of Open Learning.

Orodho, J. (2012). *Elements of Education and Social Science Research Methods*. Masola Publishers: Nairobi.

Oshagbomi, T. (2003). Personal Correlates of Job Satisfaction. Empirical Evidence from UK Universities. *International Journal of Social Economics, 30*(12), 667-791.

Oswald, K., & Price, P. (2006). Validity *in Measurement, Research Methods by Dummies*. http//psch.csufresnoedu/psy144/content/measurement/validity.html. Retrieved May 2015.

Kothari, C. R. (2004). *Research Methodology; Methods & Techniques*. New Age: India.

Otieno, O.K. (2014). *Teaching Staff Welfare Practices and Their effect on work performance of Secondary School teachers in Bondo Sub County*. Unpublished PhD Thesis, Jaramogi Oginga Odinga University of Science & Technology.

Owalabi, J. (2005). *Policy Making and Educational Policy Analysis.* (2[nd]Edition) Uganda, Makerere University Printers.

Owen, J.E. (2001). *Education and Development in Kenya: A Historical Perspective,* Nairobi: Oxford University Press.

Oyebolu, S., & Muraina, K.O., (2010). "Performance-Reward Based for Teachers: Implications for Educational Outcomes in Nigerian Secondary Schools." *Academic Leadership: The Online Journal, 8(*4*)*, 48-56. Available at: https://scholars.fhsu.edu/alj/vol8/iss4/48

Ozigi, K.D. (2004). *A handbook of Personal Management Practice in Ghana.* Accra. Emage Publishing.

Peter, C. G. (2016). *Impact of promotion to employees performance At Dar es salaam city council.* A published Masters of Science in Human Resources Management Dissertation of Mzumbe University.

Pillay, N., Dawood, Q., & Mahomed, K. (2015). The Relationship Between Career Development And Staff Motivation In The South African Petroleum Sector: A Case Study Of A Durban Refinery. *Arabian Journal of Business and Management Review (Nigerian Chapter), 3*(2), 34-44.

Van Wyk , B. (2018). *Research design and methods part I* file;///C:/Users/USER/Downloads/Reseach_and Design_ I.pdf

Republic of Kenya, (2006). *Transformation of Higher Education in Kenya.* Report of the public Universities Inspection Board Nairobi; Government Printers.

- (2009). *Kisumu West and Seme Sub Counties Development Plan.* 2008 – 2012: Nairobi: Government Printers.

- (2011). *Diploma in Education Management for Secondary Schools*. Nairobi: KLB. Rarieda MOE (2012) Sub-county Directors Office.

Rice N. (2006). *Sessional Paper No. 1 on Policy Framework for Education Training and Research.* Nairobi Government Printer.

Robinson, S. (2005). *Management* 7th Edition. New York: John Wiley and Sons.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*(1), 68–78. https://doi.org/10.1037/0003-066X.55.1.68.

Saaro, I. M., & Judge, T.A. (2004). Employee Attitudes and Job Satisfaction. *Human Resource Management, 3*(4), 34-45.

Saharuddin, S. (2016). The Effect Of Promotion And Compensation Toward Working Productivity Through Job Satisfaction And Working Motivation Of Employees In The Department Of Water And Mineral Resources Energy North Aceh District. *International Journal of Business and Management Invention, 5*(10), 33-40.

Salas, E., Rozell, D., Driskell, J.,& Mullen, B. (2010).The Effect of Team Building on Performance: An Integration. *Small Group Research 30*(30):309-329.

SanthaParaj, A. S., & Shaalam S. (2005). Job Satisfaction among academic staff in Private Universities in Malaysia. *Journal of Social Sciences, 1*(2), 251-261.

Saud Napitupulu, Tulus Haryono, AsriLaksmiRiani, Hunik Sri Runing Sawitri & MugiHarsono (2017). The impact of career development on employee performance: an empirical study of the public sector in Indonesia. *International Review of Public Administration, 22:*3, 276-299, DOI: 10.1080/12294659.2017.1368003.

Ssemugenyi, F., & Asumwa, A. (2000). The Influence of Human Resource Management Practices on Employees Retention In Kenya Power Company Ltd. *G.J.C.M.P.,3*(4), 74-78

Saunders. M., Lewis, L., & Thornhill, A. (2007). *Research Methods for Business Students 94TH Edition).* Prentice Hall /Financial Times.

Scott, L.W. (2003). *Motivation and work Behaviour.* 7th Edition Boston: MC Graw Hill.

Seme Sub-County Director (2015), *Schools KCSE Performance.* Sub County Education Office.

SharifulAlam, Al Shahrani Ahmed Saeed, Sahabuddin & Selina Akter (2014).Relationship between Employee Recognition and Employee Contribution in Service Industry. *International Journal of Business and Marketing Management, 1*(1), 1-8.

Sharma, B.A. (2004). *Research Methods in Social Sciences*. New Delhi: Sterling Publishers Ltd.

Shazia K., Tayyaba Z., & Bilqees K., (2011). Effects of Recognition-based Rewards on Employees' Efficiency and Effectiveness. *Journal of Management and Social Sciences, 7*(2), 01-07.

SHRM, (2007). *A Survey report by the United States for Human Resource Management*. Hurray Press: Colorado.

Simatwa, E.M.W. (2010). *Job Satisfaction and dissatisfaction among teachers in Kenya*. Proceedings of the First Natural workshop for the educational Management Society of Kenya held at Migori Teachers.

Cyders, M. A., & Smith, G. T. (2007). Emotion-based dispositions to rash action: positive and negative urgency. *Psychological bulletin*, *134*(6), 807–828. https://doi.org/10.1037/a0013341

192

Smithers, A., & Robinson, P. (2008). *Factors affecting teachers decision to leave teaching*. Liverpool; CEE.

Sokoya, S.K. (2000). Personal Predictor of Job Satisfaction for Public Secondary Manager*:* Implications for management Practice and development in Developing Nations *Journal of Educational Management, 14*(1), 210-221.

Sossion, W. (2018). The Standard Newspaper August Wednesday 15th 2018 Pg 8. *Promotion; Teachers New Plan on Training.*

Ssemugenyi, S. (2006). *TSC roles and Hiring of 110000 Teachers Daily Nation*. 26th Ju7ly, p. 11.

Taylor, J. (2007). Five team building activities online https//www.themuse.com/advice/s.*Team building activities your employees won't hate*. Retrieved on 21-6-17 at 10.15pm.

Thompson, R. (2002). *Managing People.* London: Heinmann

Teachers Service Commission County Director (2016). *KCSE Performance.* Kisumu County.

Udin Rinaldi, Sani & Martono (2018). *Mutation And Promotion System And Its Relation To Employee satisfaction And Job Performance Of West Kalimantan Immigration Office.*file:///C:/Users/USER/Downloads/1230-3092-1-PB.pdf

United Kingdom G. Q. (2012). September, 18th). *Teachers Appraisal & Capability*, Retrieved from www.education.gov. UK publications. www.google.com

Umoh, G., Mamn, D., Amah, E., & Wokocha, I. (2014). Pay Structures and Continuance Commitment in the Manufacturing Companies in Nigeria. *IOSR Journal of Business and Managementm, 16*(2), 62-68.

Van Wyk, J. & Carbonatto, C.L. (2018). The social functioning of women with Breast Cancer in the context of the life world: a social work perspective. *Social Work/Maatskaplike Werk 52*(3),439-458

Wamalwa, R.K. (2010). *The Role of the Headteachers and the constraints. The Experience in the Guidance and Counseling of Students in Kenyan Secondary Schools. A case study of Kakamega District County.* Unpublished M, Phili. Thesis. Egerton University, Eldoret Kenya.

Wetch, H. (2006). *How to monitor employee performance*. Retrieved from http://www.com on 20/10/2016 at 11pm.

Wenely, R. & Bonreau, J. (2007). *Employees Attitudinal Effect of perceived performance Appraisal use.*

Wichenje, K.M. (2011). *Human Resource Challenges for Headteachers in public Secondary Schools in Kakamega East District.* Unpublished M.ED Thesis Maseno University Kenya.

Wong, E.S., & Tioh, H.N., (2009). Case Study of Factors Influencing Jobs Satisfaction in Two Malaysian Universities. *International Business Research 2*(2), 86-96. DOI: 10.5539/ibr.v2n2p86

Yasmeen, R., Farooq, U., & Asghar, F. (2013). *Impact of Rewards on Organizational Performance: Empirical Evidence from Telecom Sector of Pakistan*, p. 938. Forique Press: Marachi.

Yates, R. (2016). *Management of Schools.* http://wwwpaychez.com.management. Retrieved on 4/6/17 at 1.49 am.

Young, T. (2006). Implementing a knowledge retention strategy. *Knowledge Management Review, 9*(5), 28-33.

APPENDICES

APPENDIX A : LETTERS OF AUTHORITY TO CONDUCT RESEARCH

APPENDIX A (i) : LETTER OF AUTHORITY FROM POST GRADUATE STUDIES JOUST

JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE & TECHNOLOGY

BOARD OF POSTGRADUATE STUDIES
Office of the Director

Tel. 057-2501804
Email: bps@jooust.ac.ke

P.O. BOX 210 - 40601
BONDO

Our Ref: E161/4315/2015A

Date: 5th December 2018

TO WHOM IT MAY CONCERN

RE: HEZRON BARKEY OYOLLA – E161/4315/2015A

The above person is a bona fide postgraduate student of Jaramogi Oginga Odinga University of Science and Technology in the School of Education pursuing PhD in Educational Administration. He has been authorized by the University to undertake research on the topic:

Relationship between selected support staff motivation practices and Students academic performance in public Secondary Schools in Kisumu West and Seme Sub-Counties

Any assistance accorded to him shall be appreciated.

Thank you.

Prof. Dennis Ochuodho
DIRECTOR, BOARD OF POSTGRADUATE STUDIES

1 3 DEC 2018

196

APPENDIX A (ii) : AUTHORITY FROM SUB-COUNTY DIRECTOR KISUMU

WEST

REPUBLIC OF KENYA

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OFBASIC EDUCATION

WHEN REPLYING QUOTE
knortheducationoffice@gmail.com

KISUMU WEST DISTRICT
P.O. BOX 3001-40100
KISUMU

Tel: 020785643/44

REF: KSM/N/ADM/SCH/2/VOL.1

3RD JANUARY 2019

TO WHOM IT MAY CONCERN

RE: HEZRON BARKEY OYOLLA - E/161/4315/2015A

The above named is a Ph.D student who is carrying out research on
Relationship between selected support staff motivation practices and Students academic
performance in public Secondary Schools in Seme and Kisumu West Sub-counties

The purpose of this letter is to ask you to give him the necessary assistance

SUB-COUNTY DIRECTOR OF
EDUCATION
KISUMU WEST SUB-COUNTY
(SCDE)

ALBERT K. LANGAT
SUB COUNTY DIRECTOR OF EDUCATION
KISUMU WEST

APPENDIX A (iii) : AUTHORITY FROM SUB-COUNTY DIRECTOR SEME

MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING & BASIC EDUCATION

Telegrams:
Telephone: Kisumu (057) 2022626
When replying please quote

REPUBLIC OF KENYA

SUB-COUNTY EDUCATION OFFICE,
SEME SUB-COUNTY,
P.O. BOX   19,

PAW-AKUCHE

SSC/GA/23/8/VOL.1/133

03/01/2019

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – HEZRON BARKEY OYOLLA – E161/4315/2015A

The above named is a PHD student at **JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE & TECHNOLOGY.**
He has been given authority to carry out research on ' *Relationship between selected motivation practices and Students academic performance in public Secondary Schools. in Seme and Kisumu West Sub-counties*

Any assistance accorded to him to accomplish the assignment will be highly appreciated.

Thank you.

SUB-COUNTY DIRECTOR OF EDUCATION
SEME SUB-COUNTY
P. O. Box 19

OTIENO BEATRICE (MRS)
SUB-COUNTY DIRECTOR OF EDUCATION
SEME.

APPENDIX A (iv) : RESEARCH AUTHORITY FROM NACOSTI

NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/19/96754/28625**

Date: **4th July 2019**

Hezron Barkey Oyolla
Jaramogi Oginga Odinga University
of Science and Technology
P.O. Box 210-40601
BONDO.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on

"Relationship between selected motivational practices and students academic performance in public Secondary Schools in Seme and Kisumu West Sub-counties.

I am pleased to inform you that you have been authorized to undertake research in **Kisumu County** for the period ending **3rd July, 2020.**

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

BONFACE WANYAMA.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kisumu County.

The County Director of Education
Kisumu County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

THIS IS TO CERTIFY THAT:
MR. HEZRON BARKEY OYOLLA
of JARAMOGI OGINGA ODINGA
UNIVERSITY OF SCIENCE AND
TECHNOLOGY, 165-40107
MUHORONI,has been permitted to
conduct research in *Kisumu   County*

on the topic: *INFLUENCE OF SELECTED*
SUPPORT STAFF MOTIVATIONAL
PRACTICES ON SECONDARY SCHOOL
ACADEMIC PERFORMANCE IN KENYA

for the period ending:
3rd July,2020

Permit No : NACOSTI/P/19/96754/28625
Date Of Issue : 4th July,2019
Fee Recieved :Ksh 2000

....
Applicant's
Signature

....
Director General
National Commission for Science,
Technology & Innovation

200

APPENDIX B : CONSENT FORM

APPENDIX B: CONSENT FORM

Study number................... Sub-Location number...................

Hello,

I am Hezron Barkey Oyolla , a post graduate student at the School of education Jaramogi Oginga Odinga University of Science and Technology. I am conducting a research *"Relationship between selected motivational practices and students academic performance in public Secondary Schools in Seme and Kisumu West Sub-counties.*

I am requesting you to participate in this study. The study has been approved by the Department of Curriculum and Educational Management, Jaramogi Oginga Odinga University of Science and Technology.

Your name will not appear on the transcript .What you tell me will be treated confidentially and will only be between you and me. There is no compensation for participating in the study

There are no perceived risks for your participation in this study. However, if a question makes you uncomfortable, you may decide not to answer it.

Participation in this study is voluntary. You are free to decline or withdraw from the study any time.

I .... Do hereby consent to participate in this study as explained to me by. .... I have been informed of the nature of the study being undertaken. I confirm that all my concerns about my participation in the study have been adequately addressed by the investigator.

Participant's Signature (or thumbprint)....................................

Date.......................

I confirm that I have clearly explained to the participant the nature of the study.

Investigator's Signature.................................. Date ....

Email;   hezronovolla@gmail.com

APPENDIX C : SUPPORT STAFF QUESTIONNAIRE

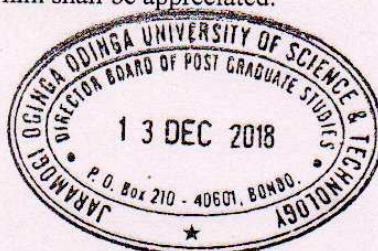The purpose of this questionnaire is to collect data for a research on relationship between support staff motivational practices and students academic performance in public Secondary Schools in Kisumu West and Seme sub-counties. You have been identified as one of the participants in this study. The information you will provide will be treated with utmost confidentiality and will only be meant for the purpose of this study. You are therefore requested to give information freely and to the best of your knowledge.

Part I: General information

1. What is your gender? Male [   ]   Female [   ]

2. What is your age range?

    20 – 30 [   ]   30 – 40 [   ]   50 – 60 [   ] 60 and above [   ]

3. What is your highest educational level?

    Primary [   ] Secondary [   ] College [   ] University [   ]

4. Indicate the type of your School

    i.   Boys boarding   [   ]   v. Mixed boarding and day [   ]

    ii.   Mixed boarding   [   ]   vi. Girls boarding and day [   ]

    iii. Girls boarding   [   ]   vii. Boys day School   [   ]

    iv.   Boys boarding and day [   ]   viii. Mixed day   [   ]

    v.   Mixed boarding and day [   ]   ix. Girls day   [   ]

    vi.   Girls boarding and day   [   ]

5. For how many years have you been in your current station?

    0 – 4 [   ]   5 – 9[   ]   10 – 14[   ]   15 – 19[   ]   20 – 24[   ]   25 – 29[   ]

6. Mention your designation in the School…………………………………………

Part II: Relationship between support staff bonding trips and students academic performance.

1.   Below is a scale or rating from 1-5 on possible responses to establish the relationship between support staff bonding trips and students academic performance, circle the one that applies to your School for each item in the list.

Key:

SA   - Strongly Agree   - 5 points   D   - Disagree   - 2 points

A   - Agree   - 4 points   SD   - Strongly Disagree   - 1 point

N   - Neutral   - 3 points

	Items	Responses				
1.	Support staff bonding trips are part of our School programmes.	SA	A	N	D	SD
2.	We have had support staff bonding t rips frequently.	SA	A	N	D	SD
3.	Support staff bonding trips have helped un increase our productivity at work.	SA	A	N	D	SD
4.	Support staff bonding trips have had a positive influence on students academic performance.	SA	A	N	D	SD
5.	During bonding trips support staff have motivational speakers	SA	A	N	D	SD
6.	Boding trips are offered to support staff between 1 – 3 times a year	SA	A	N	D	SD

7   Give ways in which bonding trips offered to support staff enhance students

academic performance if at all such trips are offered in your School

……………………………………………………………………………....

.............…………………………………………………………………………

Part III: Relationship between support staff salary and students' academic performance

1. What is your job group   [   ]

2. Please indicate how much Kenya shillings you earn per month?

   Less than 5000   [   ]   between 5000 – 7000   [   ]

   Between 7000 – 9000   [   ]   between 9000 – 11,000   [   ]

   Between 11000 – 13000   [   ]   13000 and above   [   ]

3. (a) Are you satisfied with your salary?

    Yes [   ]   No   [   ]

   (b) If no, briefly explain why..

   …………………………………………………………………………………

4. Given a chance, would you look for job elsewhere

   Yes [   ]   No [   ]

5. Who negotiates for your support staff pay in your School?

   …………………………………………………………………………………

6. Salary influences students academic performance in your School

   Strongly agree [] Agree[   ] undecided [   ]   disagree [   ] strongly disagree[   ]

7. Give ways in which salary you and other support staff earn influence students academic performance in your School

   …………………………………………………………………………….........

   .....………………………………………………………………………………....

Part IV: Relationship between staff professional growth and students academic performance:

1. Below is a scale or rating from 1 – 5 on possible responses to establish the relationship between support staff professional growth and academic performance of students, circle the one that applies to your School for each item in the list.
   Key:

   SA- Strongly Agree   -5 points   D   - Disagree   - 2 points
   A - Agree   -4 points   SD   - Strongly Disagree - 1 point
   N - Neutral   -3 points

	Items	Responses				
1.	The School administration sometimes give the support staff opportunities for professional growth in or go for further training	SA	A	N	D	SD
2.	The School administration sometimes give the support staff opportunities for professional growth in or go for in-service training	SA	A	N	D	SD
3.	The School administration sometimes give the support staff opportunities for professional growth in or go for workshops	SA	A	N	D	SD
4.	The School administration sometimes give the support staff opportunities for professional growth in or go for conferences	SA	A	N	D	SD
5.	Opportunities are fairly offered to each member of the support staff if opportunities for professional growth arise.	SA	A	N	D	SD
6.	Opportunities for attending professional growth course are given to members of support staff regularly.	SA	A	N	D	SD

8. (a) In your opinion, do you think professional growth opportunities influence students academic performance in your School?

   (b) List other types of professional growth opportunities offered to you and fellow support staff members other than the one mentioned in question 1 – 4.

Part V: Relationship between support staff recognition efforts and students academic performance:

1. Below is a scale or rating from 1 – 5 on possible responses to establish the relationship between support staff professional growth and students academic performance, circle the one that applies to your School for each item in the list:

Key:

SA	- Strongly Agree	- 5 points	D	- Disagree	-2 points
A	- Agree	- 4 points	SD	- Strongly Disagree	- 1 point
N	- Neutral	- 3 points			

	Items	Responses				
1.	The School authorities sometimes recognize support staff through greetings.	SA	A	N	D	SD
2.	Support staffs are always verbally appreciated by the School management.	SA	A	N	D	SD
3.	The principal always recognize support staff for work well done through writing.	SA	A	N	D	SD
4.	Support staff efforts are sometimes recognized individually or in a group by being given prizes/individual award.	SA	A	N	D	SD
5.	Members of support staff are sometimes recognized individually or in a group through publicly praises by authorities.	SA	A	N	D	SD
6.	Support staff sometimes are recognized by organizing celebrations in the School.	SA	A	N	D	SD
7.	The School authorities always give cash awards to support staff.	SA	A	N	D	SD

8. (a) In your opinion, do you think the recognition efforts given/offered to support staff influence students academic performance in your School?

(b) If yes in 8(a) above, give ways in which the recognition efforts given to support staff influence the students academic performance in your School……………………………………………………………………

(c) List other types of recognition efforts to the support staff other than the ones mentioned in question 1 – 7……………………………...

Part VI: Relationship between support staff promotional opportunities and students academic performance.

Below is a scale or rating from 1 – 6 on possible responses to establish the relationship between support staff professional growth and students academic performance, circle the one that applies to your School for each item in the list.

Key:

SA - Strongly Agree - 5 points

A - Agree - 4 points

N - Neutral - 3 points

D - Disagree - 2 points

SD - Strongly Disagree - 1 point

	Items	Responses				
1.	The School management always promote support staff to the next superior rank or position if such opportunities arise.	SA	A	N	D	SD
2.	The School management always promote support staff to the next job group if one deserves it.	SA	A	N	D	SD
3.	The School authorities usually use certificates as an evidence for advancement to the next job group or position/rank.	SA	A	N	D	SD
4.	The management usually look into experience or length of service/stay to promote a support staff to the next job group or position/rank.	SA	A	N	D	SD
5.	The management usually considers closeness to School authority for promotion of a support staff to the next rank/position or job group.	SA	A	N	D	SD
6.	The promotion to the next job group or position/rank is usually done by the School management fairly in this School.	SA	A	N	D	SD

7. (a) Do you think the promotional opportunities given to the support staff influence students academic performance in your School?...

   (b) If yes in 7(a) give ways in which promotional opportunities offered to support staff members influence students academic performance in your School.

8. Rate the following motivational practices between a scale of 1 – 5 with reference to their influence on students academic performance in your School:

Motivational practices   **Rating**

   1.   Bonding trips to support staff   …………………………………………

   2.   Salary structure of support staff   ………………………………………….

   3.   Professional growth of support staff …………………………………………

   4.   Recognition efforts to support staff …………………………………………

   5. Promotion opportunities to support staff   …………………………………

APPENDIX D : D.O.S QUESTIONNAIRE

The purpose of this questionnaire is to collect data for a research on relationship between support staff motivational practices and students academic performance in public Secondary Schools in Kisumu West and Seme sub-counties. You have been identified as one of the participants in this study. The information you will provide will be treated with utmost confidentiality and will only be meant for the purpose of this study. You are therefore requested to give information freely and to the best of your knowledge.

Part I: General information

1. What is your gender? Male [   ]   Female [   ]
2. What is your age range?

    20 – 30 [   ]   30 – 40 [   ]   50 – 60 [   ] 60 and above [   ]
3. What is your highest educational level?

    Primary [   ]   Secondary [   ]   College [   ]   University [   ]
4. Indicate the type of your School

    i.   Boys boarding   [   ]   vi. Mixed boarding and day [   ]

    ii.   Mixed boarding   [   ]   vii. Girls boarding and day[   ]

    iii. Girls boarding   [   ]   viii. Boys day School [   ]

    iv. Boys boarding and day [   ]   ix.   Mixed day   [   ]

    v.   Girls day   [   ]
5. For how many years have you been in your current station?

    0 – 4 [   ]   5 – 9[   ]   10 – 14[   ]   15 – 19[   ]   20 – 24[   ]   25 – 29[   ]
6. State the mean grade and score in the following years

    2015 mean   [   ]   Grade   [   ]

    2014 mean   [   ]   Grade   [   ]

    2013 mean   [   ]   Grade   [   ]

    2012 mean   [   ]   Grade   [   ]

    Average   [   ]   Grade   [   ]

Part II: Relationship between support staff bonding trips and students academic performance in Public Secondary Schools.

Below is a scale or rating from 1-5 on possible responses to establish the relationship between support staff bonding trips and students academic performance, circle the one that applies to your School for each item in the list.

Key:

SA   - Strongly Agree- 5 points   D   - Disagree   - 2 points

A   - Agree   - 4 points   SD   - Strongly Disagree   - 1 point

N   - Neutral   - 3 points

	Items	Responses				
1.	Support staff bonding trips are part of our School programmes.	SA	A	N	D	SD
2.	We have had support staff bonding t rips frequently.	SA	A	N	D	SD
3.	Support staff bonding trips have helped un increase our productivity at work.	SA	A	N	D	SD
4.	Support staff bonding trips have had a positive influence on students academic performance.	SA	A	N	D	SD
5.	During bonding trips support staff have motivational speakers	SA	A	N	D	SD
6.	Bonding trips are offered to support staff 1-3 times a year	SA	A	N	D	SD

7. Give ways in which bonding trips offered to support staff influence students academic performance in your School in any case there are such trips.

…………………………………………………………………………………....

..........……………………………………………………………………………

Part III: Relationship between support staff salary and students academic performance

1. Salary of support staff influences academic performance in your School.

   Strongly Agree   [   ]

   Agree   [   ]

   Undecided   [   ]

   Disagree   [   ]

   Strongly disagree   [   ]

2. In your opinion as D.O.S give ways in which the salary support staff earn influence students academic performance in your School.

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

   ……………………………

Part IV: Relationship between support staff professional growth and students' academic performance:

Below is a scale or rating from 1 – 5 on possible responses to establish the relationship between support staff professional growth and students' academic performance, circle the one that applies to your School for each item in the list.

Key:
SA   - Strongly Agree   -5 points   D   - Disagree   -   2 points
A   - Agree   -4 points   SD   - Strongly Disagree - 1 point

N   - Neutral   -3 points

	Items	Responses				
1.	The School administration sometimes give the support staff opportunities for professional growth in or go for further training	SA	A	N	D	SD
2.	The School administration sometimes give the support staff opportunities for professional growth in or go for in-service training	SA	A	N	D	SD
3.	The School administration sometimes give the support staff opportunities for professional growth in or go for workshops	SA	A	N	D	SD
4.	The School administration sometimes give the support staff opportunities for professional growth in or go for conferences	SA	A	N	D	SD
5.	Opportunities are fairly offered to each member of the support staff if opportunities for professional growth arise.	SA	A	N	D	SD
6.	Opportunities for attending professional growth course are given to members of support staff regularly.	SA	A	N	D	SD

7.(a) In your opinion, do you think professional growth opportunities influence students academic performance in your School? …………………………………………..

(b) List other types of professional growth opportunities offered to you and fellow support staff members other than the one mentioned in question 1 – 4.

Part V: Relationship between support staff recognition efforts and students academic performance:

Below is a scale or rating from 1 – 5 on possible responses to establish the relationship between support staff professional growth and students academic performance, circle the one that applies to your School for each item in the list:

Key:

SA	- Strongly Agree	- 5 points	D	- Disagree	-2 points
A	- Agree	- 4 points	SD	- Strongly Disagree	- 1 point
N	- Neutral	- 3 points			

	Items	Responses				
1.	The School authorities sometimes recognize support staff through greetings.	SA	A	N	D	SD
2.	Support staffs are always verbally appreciated by the School management.	SA	A	N	D	SD
3.	The principal always recognize support staff for work well done through writing.	SA	A	N	D	SD
4.	Support staff efforts are sometimes recognized individually or in a group by being given prizes/individual award.	SA	A	N	D	SD
5.	Members of support staff are sometimes recognized individually or in a group through publicly praises by authorities.	SA	A	N	D	SD
6.	Support staff sometimes are recognized by organizing celebrations in the School.	SA	A	N	D	SD
7.	The School authorities always give cash awards to support staff.	SA	A	N	D	SD

8. (a) In your opinion, do you think the recognition efforts given/offered to support staff influence students academic performance in your School?

 (b) If yes in 8(a) above, give ways in which the recognition efforts given to support staff influence the students academic performance in your School

(c) List other types of recognition efforts to the support staff other than the ones mentioned in question 1 – 7.

Part VI: Relationship between support staff promotional opportunities and students academic performance.

Below is a scale or rating from 1 – 6 on possible responses to establish the relationship between support staff promotional opportunities and students academic performance, circle the one that applies to your School for each item in the list.

Key:

SA	- Strongly Agree	-	5 points
A	- Agree	-	4 points
N	- Neutral	-	3 points
D	- Disagree	-	2 points
SD	- Strongly Disagree	-	1 point

	Items	Responses				
1.	The School management always promote support staff to the next superior rank or position if such opportunities arise.	SA	A	N	D	SD
2.	The School management always promote support staff to the next job group if one deserves it.	SA	A	N	D	SD
3.	The School authorities usually use certificates as an evidence for advancement to the next job group or position/rank.	SA	A	N	D	SD
4.	The management usually look into experience or length of service/stay to promote a support staff to the next job group or position/rank.	SA	A	N	D	SD
5.	The management usually considers closeness to School authority for promotion of a support staff to the next rank/position or job group.	SA	A	N	D	SD
6.	The promotion to the next job group or position/rank is usually done by the School management fairly in this School.	SA	A	N	D	SD

7. (a) Do you think the promotional opportunities given to the support staff influence students academic performance in your School? ....

   (b) If yes in 7(a) give ways in which promotional opportunities offered to support staff members influence students academic performance in your School.

   ……………………………………………………………………………………

8. Rate the following motivational practices between a scale of 1 – 5 with reference to their influence on students academic performance in your School:

   Motivational practices   **Rating**

   1. Bonding trips to support staff   …………………………………………

   2. Salary structure of support staff   ………………………………………….

   3. Professional growth of support staff …………………………………………

   4. Recognition efforts to support staff …………………………………………

   5.Promotion opportunities to support staff   ………… …………………………

APPENDIX E: THE PRINCIPALS QUESTIONNAIRE

The purpose of this questionnaire is to collect data for a research on relationship between support staff motivational practices and students academic performance in public Secondary Schools in Kisumu West and Seme sub-counties. You have been identified as one of the participants in this study. The information you will provide will be treated with utmost confidentiality and will only be meant for the purpose of this study. You are therefore requested to give information freely and to the best of your knowledge.

Part I: General information

1. What is your gender? Male [   ]   Female [   ]

2. What is your age range?

   20 – 30 [   ]   30 – 40 [   ]   50 – 60 [   ] 60 and above [   ]

3. What is your highest educational level?

   Primary [   ] Secondary [   ] College [   ] University [   ]

4. Indicate the type of your School

   i.   Boys boarding   [   ]   vi. Mixed boarding and day [   ]

   ii.   Mixed boarding   [   ]   vii. Girls boarding and day[   ]

   iii. Girls boarding   [   ]   viii. Boys day School [   ]

   iv. Boys boarding and day [   ]   ix.   Mixed day   [   ]

   v.   Girls day   [   ]

5. Indicate the number of

   i.   Students in your School   Boys [   ] Girls [   ] Total [   ]

   ii.   Support staff in your School Males [   ] Females [   ] Total [   ]

6. For how many years have you been in your current station?

   0 – 4 [   ]   5 – 9[   ]   10 – 14[   ]   15 – 19[   ]   20 – 24[   ]   25 – 29[   ]

7. State the mean grade and score in the following years

   2015 mean [   ]   Grade   [   ]

   2014 mean [   ]   Grade   [   ]

   2013 mean [   ]   Grade   [   ]

   2012 mean [   ]   Grade   [   ]

   Average   [   ]   Grade   [   ]

Part II: Relationship between support staff bonding trips and students academic performance in Public Schools.

Below is a scale or rating from 1-5 on possible responses to establish the relationship between support staff bonding trips and students academic performance, circle the one that applies to your School for each item in the list.

Key:

SA   - Strongly Agree   - 5 points   D   - Disagree   - 2 points

A   - Agree   - 4 points   SD   - Strongly Disagree   - 1 point

N   - Neutral   - 3 points

	Items	Responses				
1.	Support staff bonding trips are part of our School programmes.	SA	A	N	D	SD
2.	We have had support staff bonding t rips frequently.	SA	A	N	D	SD
3.	Support staff bonding trips have helped un increase our productivity at work.	SA	A	N	D	SD
4.	Support staff bonding trips have had a positive influence on academic performance.	SA	A	N	D	SD
5.	During bonding trips support staff have motivational speakers	SA	A	N	D	SD
6.	Bonding trips are offered to support staff 1-3 times a year	SA	A	N	D	SD

7. Give ways in which bonding trips offered to support staff influence students academic performance in your School in any case there are such trips.

………………………………………………………………………………....

...........……………………………………………………………………………

Part III: Relationship between support staff salary and students academic performance

1. (a) Do you think your support staff are satisfied with your salary?

   Yes [ ]

   No [ ]

  (b) If no, briefly explain why

  ………………………………………………….…………………………………...

  ....

  …………………………………………………………………………………………

  (c) Who negotiates for support staff salary in your School?

  ………………………………………………………………………..……

  ………………………………………………………..………………………

2. Salary influences students academic performance in your School

  Strongly agree [ ]

  Agree   [ ]

  Undecided   [ ]

  Disagree   [ ]

  Strongly disagree [ ]

3. Give ways in which salary your School administration pay to support staff influence students academic performance in your School.

  …………………………………………………………………………………...

  ....…………………………………………….…………………………

  ……...

  …………………………………………………………………………………

**Part IV: Relationship between support staff professional growth and students'
academic performance:**

Below is a scale or rating from 1 – 5 on possible responses to establish the relationship
between support staff professional growth and students academic performance, circle the
one that applies to your School for each item in the list.

Key:
SA   - Strongly Agree   -5 points   D   - Disagree   -   2
points
A   - Agree   -4 points   SD   - Strongly Disagree - 1 point
N   - Neutral   -3 points

	Items	Responses				
1.	The School administration sometimes give the support staff opportunities for professional growth in or go for further training	SA	A	N	D	SD
2.	The School administration sometimes give the support staff opportunities for professional growth in or go for in-service training	SA	A	N	D	SD
3.	The School administration sometimes give the support staff opportunities for professional growth in or go for workshops	SA	A	N	D	SD
4.	The School administration sometimes give the support staff opportunities for professional growth in or go for conferences	SA	A	N	D	SD
5.	Opportunities are fairly offered to each member of the support staff if opportunities for professional growth arise.	SA	A	N	D	SD
6.	Opportunities for attending professional growth course are given to members of support staff regularly.	SA	A	N	D	SD

7. (a) In your opinion, do you think professional growth opportunities influence
   students academic   performance in your School?

   …………………………………………………….....................................

(b) List other types of professional growth opportunities offered to you and fellow
   support staff members other than the one mentioned in question 1 – 4.

Part V: Relationship between support staff recognition efforts and students academic performance:

Below is a scale or rating from 1 – 5 on possible responses to establish the relationship between support staff professional growth and students academic performance, circle the one that applies to your School for each item in the list:

Key:

SA	- Strongly Agree	- 5 points	D	- Disagree	-2 points
A	- Agree	- 4 points	SD	- Strongly Disagree	- 1 point
N	- Neutral	- 3 points			

	Items	Responses				
1.	The School authorities sometimes recognize support staff through greetings.	SA	A	N	D	SD
2.	Support staffs are always verbally appreciated by the School management.	SA	A	N	D	SD
3.	The principal always recognize support staff for work well done through writing.	SA	A	N	D	SD
4.	Support staff efforts are sometimes recognized individually or in a group by being given prizes/individual award.	SA	A	N	D	SD
5.	Members of support staff are sometimes recognized individually or in a group through publicly praises by authorities.	SA	A	N	D	SD
6.	Support staff sometimes are recognized by organizing celebrations in the School.	SA	A	N	D	SD
7.	The School authorities always give cash awards to support staff.	SA	A	N	D	SD

8. (a) In your opinion, do you think the recognition efforts given/offered to support staff influence students academic performance in your School? ………………………….…

(b) If yes in 8(a) above, give ways in which the recognition efforts given to support staff influence the students academic performance in your School…………………………

(c) List other types of recognition efforts to the support staff other than the ones mentioned in question 1 – 7. …………………………………………………………………...

Part VI: Relationship between support staff promotional opportunities and students academic performance.

Below is a scale or rating from 1 – 6 on possible responses to establish the relationship between support staff promotional opportunities and students academic performance, circle the one that applies to your School for each item in the list.

Key:

SA   - Strongly Agree   -   5 points

A   - Agree   -   4 points

N   - Neutral   -   3 points

D   - Disagree   -   2 points

SD   - Strongly Disagree -   1 point

	Items	Responses				
1.	The School management always promote support staff to the next superior rank or position if such opportunities arise.	SA	A	N	D	SD
2.	The School management always promote support staff to the next job group if one deserves it.	SA	A	N	D	SD
3.	The School authorities usually use certificates as an evidence for advancement to the next job group or position/rank.	SA	A	N	D	SD
4.	The management usually look into experience or length of service/stay to promote a support staff to the next job group or position/rank.	SA	A	N	D	SD
5.	The management usually considers closeness to School authority for promotion of a support staff to the next rank/position or job group.	SA	A	N	D	SD
6.	The promotion to the next job group or position/rank is usually done by the School management fairly in this School.	SA	A	N	D	SD

7. (a) Do you think the promotional opportunities given to the support staff influence students academic performance in your School? ....

(b) If yes in 7(a) give ways in which promotional opportunities offered to support staff influence on students academic performance in your School.…………….

……………………………………………………………………………………

8. Rate the following motivational practices between a scale of 1 – 5 with reference to their influence on students academic performance in your School:

Motivational practices   **Rating**

   1.   Bonding trips to support staff   ……………………………………….

   2.   Salary structure of support staff   ……………………………………….

   3.   Professional growth of support staff ……………………………………….

   4.   Recognition efforts to support staff ……………………………………….

   5.Promotion opportunities to support staff   ……………………………………

APPENDIX F: BOM CHAIRPERSONS' INTERVIEW SCHEDULE

Part I: Relationship between support staff bonding trips and students' academic performance

1. Does your School organize bonding trips to support staff?
2. In your opinion, do bonding trips of support staff influence students' academic performance in your School if at all there are such trips?
3. Give ways in which bonding trips offered to support staff in your School influence students' academic performance if there are such trips?

Part II: Relationship between support staff salary and students' academic performance.

1. Please list the categories of job groups your support staff falls in.
2. What is the lowest and highest monthly earning per category of job group?
3. In your own opinion, do you think the salary paid to your support staff has positive or negative influence on students academic performance in your School?
4. If yes in no. 3, which ways does salary offered to support staff influence students academic performance in your School?

Part III: Relationship between support staff professional growth and students' academic performance:

1. Does your School management give chance of professional growth opportunities like in- service training, seminars, further training, workshop and conferences to support staff?
2. If the management offers professional growth, which ones of the above?
3. Do such professional growth opportunities influence students academic performance in your School.
4. In which ways do professional opportunities offered to support staff influence students academic performance in your School?

Part IV: Relationship between support staff recognition of efforts and students academic performance.

1. (a) As a principal, do you recognize the efforts of your support staff individually and in   groups verbally and in writing?

   (b) If yes, give the details of how the recognition is done.

3. As a principal in your opinion do these verbal and written recognitions to support staff have positive or negative influence on the students academic performance?

3. (a) If yes in no.2in your opinion, in which ways do verbal and written recognitions of   Support staff influence students academic performance in your School?

Part V: Relationship between support staff promotional opportunities and students academic performance.

1.Does the School management promote support staff to the next job group or position?

2. If yes in no. 1, what are the conditions for promotion?

3. As a principal, do you think the promotional opportunities offered to the support staff has influence on the students academic performance in your School?

4. If yes in No. 3, in which ways do promotions of support staff influence students academic performance in your School.

APPENDIX G: DOS INTERVIEW SCHEDULE

Part I: Relationship between support staff bonding trips and students academic performance

1. Does your School organize bonding trips to support staff?
2. In your opinion, do bonding trips of support staff influence students academic performance in your School if at all there are such trips?
3. Give ways in which bonding trips offered to support staff in your School influence students academic performance if there are such trips?

Part II: Relationship between support staff salary and students academic performance.

1. In your own opinion, do you think the salary paid to your support staff has positive or negative influence on students academic performance in the School?
2. If yes in no. 1, which ways does salary offered to support staff influence students academic performance in your School?

Part III: Relationship between support staff professional growth and students academic performance:

1. Does your School management give chance of professional growth opportunities like in- service training/seminars, further training, workshop and conferences to support

    staff?
2. If the management offers professional growth, which ones of the above?
3. Do such professional growth opportunities influence students academic performance in your School?
4. In which ways do professional opportunities offered to support staff influence students academic performance in your School?

Part IV: Relationship between support staff recognition of efforts and students academic performance.

1. (a) Does the School administration recognize the efforts of your support staff
individually and in groups verbally and in writing?

    (b) If yes, give the details of how the recognition is done.

2. As a DOS in your opinion do these verbal and written recognitions to support staff
have Positive or negative influence on the students academic performance?

3.   (a) If yes in no.2, in your opinion, in which ways do verbal and written recognitions
of   Support staff influence students academic performance in your School?

Part V: Relationship between support staff promotional opportunities and students academic performance.

1.Does the School management promote support staff to the next job group or position?

2. If yes in no. 1, what are the conditions for promotion?

3. As the in-charge of academics, do you think the promotion opportunities offered to
the support staff has influence on the students academic performance in your
School?

4. If yes in No. 3, in which ways do promotions of support staff influence students
academic performance in your School.

APPENDIX H: BURSARS INTERVIEW SCHEDULE

Part I: Relationship between support staff bonding trips and students academic performance

1. Does your School organize bonding trips to support staff?
2. In your opinion, do bonding trips of support staff influence students academic performance in your School if at all there are such trips?
3. Give ways in which bonding trips offered to support staff in your School influence students academic performance if there are such trips?

Part II: Relationship between support staff salary and students academic performance.

1.In your own opinion, do you think the salary paid to your support staff has positive or negative influence on students academic performance in your School?
2. If yes in no. 1, which ways does salary offered to support staff influence academic performance in your School?

Part III: Relationship between support staff professional growth and students academic performance:

1. Does your School management give chance of professional growth opportunities like in- service training/seminars, further training, workshop and conferences to support

    staff?
2. If the management offers professional growth, which ones of the above?
3. Do such professional growth opportunities influence students academic performance in your School?
4. In which ways do professional opportunities offered to support staff influence students academic performance in your School?

Part IV: Relationship between support staff recognition of efforts and students academic performance.

1. (a) Does the School administration recognize the efforts of your support staff individually and in groups verbally and in writing?

   (b) If yes, give the details of how the recognition is done.

2. As a DOS in your opinion do these verbal and written recognitions in your School have Positive or negative influence on the students academic performance?

3. (a) If yes in no.2, in your opinion, in which ways do verbal and written recognitions of   Support staff influence students academic performance in your School?

Part V: Relationship between support staff promotional opportunities and students academic performance.

1. Does the School management promote support staff to the next job group or position?

2. If yes in no. 1, what are the conditions for promotion?

3. As the in-charge of academics, do you think the promotion opportunities offered to the support staff has influence on the students academic performance in your School?

4. If yes in No. 3, in which ways do promotions of support staff influence students academic performance in your School?

APPENDIX I: KISUMU WEST
AND SEME SUB-COUNTIES ADMINISTRATIVE BOUNDARIES