MOTIVATION FACTORS INFLUENCING SUPPORT STAFFS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN LAMU COUNTY, KENYA

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A Research Project Submitted in Partial Fulfillment of the Requirements of the Award of the Degree of Master of Education in Corporate Governance

University Of Nairobi

2015
DECLARATION

This research project is my original work and has not been presented
for the award of diploma or degree in any institution of higher
learning.

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DEDICATION

I dedicate this work to my husband Aineah Kari Opulu and our lovely
daughter Patience Ongachi Kari.
ACKNOWLEDGEMENT

Many individuals have made tremendous contributions to this study. A few of them deserve mentioning and congratulations. Foremost I thank the Almighty God for His Love and Care that saw me through this study.

I acknowledge my Supervisors; Professor Winston Akala and Dr. Daisy Matula and I am most grateful and deeply indebted for the tangible help and guidance they fundamentally imparted in my work and for giving me their valuable time to guide me throughout my Higher Education. They have helped me make my dreams come true. I am deeply indebted to their mentoring, encouragement, support and discipline. I will always treasure their friendship; I thank you all for your teachings and giving me higher mind!

I do express in a special esteem, much gratitude to my colleagues and my fellow classmates for their encouragement, support and teamwork they exhibited all along. The ideas could be elaborated, could not have been developed without discussions with supportive individuals. Only by making our knowledge available to others so that they can build on that knowledge and move it another step forward.

Finally, this acknowledgement would be rendered impartial if I do not convey my sincere gratitude to my family at large. It’s a great measure of humility to thank you for your love, support and serenity.
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<td>DEO</td>
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<td>Family and Medical Leave Act</td>
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<td>GNP</td>
<td>Gross National Product.</td>
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ABSTRACT
The purpose of this study was to explore the motivation factors that influence the performance of support staff in public secondary schools in Lamu County, Kenya. The study was guided by four research objectives namely; to examine how bonus pay influences the performance of support staff in public secondary schools, to examine how fringe benefits influence the performance of support staff in public secondary schools in Lamu County, Kenya, to establish the extent to which staff empowerment influences the performance of support staff in public secondary schools in Lamu County, Kenya, and to determine the influence of leave on the performance of support staff in public secondary schools in Lamu County, Kenya. A descriptive survey design was used in this study. The population of this study was all the support staff in the 19 schools in the county schools. The questionnaire was used for the support staff while the interview schedule was used for the school principals. The study found that bonus pay influence support staff performance. The study further found out that support staff were dissatisfied with their free lunch, free transport to work, medical services they were given and free transport home and free cold drink. The study concluded that bonus pay influence support staff performance. It was also concluded that leaves were very important to an employee. The study also concluded that staff were empowered by on-job training, rewarding well job done, giving them leave allowances and ensuring they get health insurance cover. It was concluded that schools never engaged support staff in their decision making. Based on this study, and analysis of motivation factors influencing support staff performance in secondary schools, this study makes several recommendations. That the policy makers and managers of the secondary schools should empower the employee for instance ensure that they have good interpersonal relations. School administration should improve the manner in which leaves are given, and also ensure that the support staff in public secondary schools in Lamu County, Kenya are satisfied with the fringe benefits and bonus pay offered.
INTRODUCTION

1.1 Background to the study

Globalization of the economies has increased human resource mobility and organizations are looking for ways to retain talent, improve employee performance, improve their corporate image and also achieve corporate goals. Weihrich and Koontz (2001) as well as Appleby (1998) agree that the organization is an open system that operates within and interacts with both domestic and international environments. Studies on motivation indicate that managers do not motivate employees by giving them higher wages, more benefits or new status symbols (Marchington & Wilkinson, 2013). Employees are motivated by their own inherent need to succeed at challenging tasks. Kressler (2003) observed that motivation is a fundamental attitude, which is in turn initiated by desires and ‘motive’.

Dessler (2008) points out that you can do everything else right as a manager – lay brilliant plans, draw clear organization charts, set up modern assembly lines, and use sophisticated accounting controls but still fail by hiring the wrong people or by not motivating the subordinates. Motivation strategies aim to create a working environment and to develop policies and practices that will provide for higher levels of performance from employees (Armstrong, 2009). The right conditions for motivational management to work include fair pay and conditions, comfortable and safe working environment; opportunities for employees to socialize and make friends, clearly defined work responsibilities and goals, education and training opportunities, as well as career
opportunities. Weihrich and Koontz (2001) agree that through the function of leading, managers help people see that they can satisfy their own needs and utilize their potential while at the same time contributing to the aims of the enterprise. The target groups in this research are involved in the production of vehicle bodies and have to deliver within specific timelines to meet the customers’ needs (Weihrich & Koontz, 2001).

According to McCormick and Tifflin (2009), motivation can be either intrinsic or extrinsic. Intrinsic motivation stems from motivations that are inherent in the job itself and which the individual enjoys as a result of successfully completing the task or attaining his goals. While extrinsic motivations are those that are external to the task of the job, such as pay, work condition, fringe benefits, security, promotion, contractor service, the work environment and conditions of work. Such tangible motivations are often determined at the organizational level, and may be largely outside the control of individual managers.

Intrinsic motivation on the other hand are those rewards that can be termed psychological motivations and examples are opportunity to use one’s ability, a sense of challenge and achievement, receiving appreciation, positive recognition, and being treated in a caring and considerate manner. An intrinsically motivated employee, according to Ajila (2007) will be committed to his work to the extent to which the job inherently contains tasks that are rewarding to him or her. And an extrinsically motivated person will be committed to the extent that he can gain or receive external rewards for his or
her job. He further suggested that for an individual to be motivated in a work situation, there must be a need, which the individual would have to perceive a possibility of satisfying through some reward. If the reward is intrinsic to the job, such desire or motivation is intrinsic. But, if the reward is described as external to the job, the motivation is described as extrinsic. Good remuneration has been found over the years to be one of the policies the organization can adopt to increase their workers performance and thereby increase the organizations productivity. Also, with the present global economic trend, most employers of labour have realized the fact that for their organizations to compete favourably, the performance of their employees goes a long way in determining the success of the organization. On the other hand, performance of employees in any organization is vital not only for the growth of the organization but also for the growth of individual employee. An organization must know who are its outstanding workers, those who need additional training and those not contributing to the efficiency and welfare of the company or organization.

Bernard in Stoner, et al. (2005) accords due recognition to the needs of workers saying that, "the ultimate test of organizational success is its ability to create values sufficient to compensate for the burdens imposed upon resources contributed." Bernard looks at workers in an organized endeavour, putting in time and efforts for personal, economic, and non-economic satisfaction. Akintoye (2010) asserts that money remains the most significant motivational strategy. Sinclair, et al. (2005) demonstrates the motivational power of money
through the process of job choice. He explains that money has the power to attract, retain, and motivate individuals towards higher performance. Banjoko (1996) states that many managers use money to reward or punish workers. This is done through the process of rewarding employees for higher productivity by instilling fear of loss of job (e.g., premature retirement due to poor performance). The desire to be promoted and earn enhanced pay may also motivate employees. Staff empowerment is an indispensable strategy for motivating workers. Akerele (1991) observes that poor remuneration is related to profits made by organization. Wage differential between high and low income earners was related to the low morale, lack of commitment and low productivity. Kulkarni (1983) compared the relative importance of ten factors such as pay, security, etc. which are extrinsic to the job, and other intrinsic factors like recognition, self esteem, responsibility among 80 white collar employees. Support staff motivation has become an important issue given that their responsibility is to ensure the comfort, security, good learning and teaching environments and availability of other necessities in the school compound to both teachers and learners. It is argued that satisfied employees are generally more productive and can influence an organization’s/institution’s success (Mertler, 2002). Motivation, guide people’s actions and behaviour toward achievement of some goals (Analoui, 2000).

In work and other contexts therefore, motivation is often described as being intrinsic or extrinsic in nature (Sansone & Harackiewicz, 2000). Intrinsic motivation, deriving from within the person or from the activity itself,
positively affects behaviour, performance, and well being (Ryan & Deci, 2000). Extrinsic motivation on the other hand, results from the attainment of externally administered rewards, including pay (bonus pay or salary increment), material possessions (rewards), fringe benefits, and to some extent positive evaluations among others. In contrast to extrinsic motivation, intrinsic motivation is said to exist when behaviour is performed for its own sake rather than to obtain material or social reinforces. The concept of intrinsic motivation was an important challenge to behaviourism, and has roots in White’s (1959) competence or effective motivation. Maslow (2004) and Alderfer (2002) addressed similar needs. In this study, intrinsic motivation of employees will be measured in terms of job satisfaction derived from the job one does, enjoyment of that particular job, the challenging and competitive nature of the job, recognition, career achievement and control over others. Extrinsic motivation of employees on the other hand, will be measured in terms of externally administered rewards like salary and bonus payments, free accommodation, free meals, routine leaves and advance payments in case of financial problems, leave of absence and free medical care (fringe benefits) among others. After psychologists introduced these intrinsic needs, management scholars developed the important distinction between intrinsic motivation (a hypothetical construct presumably residing within the person/employee) and intrinsically motivating tasks. Tasks are intrinsically motivating when they are characterized by key motivators such as responsibility, challenge,
achievement, variety, and advancement opportunity. Task variety, task identity, task significance, autonomy, and feedback are key task characteristics that generate internal motivation. Perceptions of personal (as opposed to external) control satisfy these needs, and constitute the fundamental feature distinguishing intrinsically motivated behaviour from extrinsically motivated behaviour. Support staff performance is a concern of everybody in the school societies.

Support staff do most of the jobs as it is in most developing countries (Bennell, 2004). While other professionals (engineers, medical doctors and lawyers) enjoy a high degree of self-regulation and are successful in maintaining high barriers to entry in terms of qualification requirements and registration, recruitment of members of the public as members of the support staff for different institutions do not require much qualifications, if not very minimal, for consideration. All it takes is the willingness of the applicant to accept the workload involved against the pay being offered. The question that arises is: “why do managers need to motivate employees?” (Herzberg, 2009). According to Smith (2004) it is because of the survival of the company. Amabile (2003) adds to this statement by arguing that it is important that managers and organisational leaders learn to understand and deal effectively with their employee’s motivation; since motivated employees are necessary for the success of the organisation in the next century. She also argues that unmotivated employees are likely to expend little effort in their jobs, avoid the workplace as much as possible, exit the organisation and produce low quality
of work. In the case that employees are motivated; they help organisations survive in rapidly changing workplaces (Lindner, 2009). Lindner also argues that the most complex function of managers is to motivate employees; because what motivates employees changes constantly (Bowen & Radhakrishna, 2002). In this paragraph the different perspectives of motivation are described.

The term motivation arose in the early 1880’s; before that time the term “will” was used by philosophers as well as social theorists when discussing effortful, directed and motivated human behaviour (Forgas, Williams & Laham, 2005). According to them, motivation used to be considered as: *an entity that compelled one to action*. Lately, various researchers proposed different definitions of motivation. Mitchell (2002) stresses that although there is some disagreement about the importance of different aspects in the definition of motivation, there is consensus about some underlying properties. Namely, that motivation is an individual phenomenon, it is described as being intentional, it is multifaceted and that the purpose of motivational theories is to predict behaviour. Mitchell (2002) also argues that motivation is concerned with action and the internal and external forces that influence one’s choice of action. And that motivation is not the behaviour itself, and it certainly is not performance. In relation to this, Mitchell (2002) proposes his own definition of motivation: “*motivation becomes the degree to which an individual wants and chooses to engage in certain specified behaviours*”.
There is a strong lobby propounding the view that human resources and their management are the source of competitive advantage for the business, rather than, say, access to capital or use of technology. It is therefore logical to suggest that, attention needs to be paid to the nature of this resource and its management as this will impact on human resource behaviour and performance and consequently the performance of the organisation. Indeed Mertler (2002) argue that there is no need to prove the relationship between firm critical influence on performance and labour management as it is self evident that the quality of human resource management is a critical influence on the performance of the firm. Concern for strategic integration, commitment flexibility and quality, has called for attention for employees motivation and retention. Given this perception, the principal in an organization feels unable to predict an agent’s behaviour in any given situation and so brings into play various measures to do with incentives in other to tie employee’s needs to those of their organisation.

Thus getting employee’s identification with respect to the organisation, and thus increasing their commitment level. As an approach to mediate the employment contract, elements of human resource strategy (especially those to do with rewards and retention) can offer a way of ensuring an efficient transaction process that enables both parties to get committed towards the fulfillment of each other needs. The fundamental problem, dealt with is what drives or induces people to exploit their potential resources in the way they do in organizations. The issue of motivation and performance are positively
related by focusing on the financial aspect of motivation like bonus system, allowances perks, salaries, etc. By paying attention to the financial aspect of motivation, the current study intend to probe into the role this aspect has on enhancing employee performance. It is hypothesized that motivation has become the most concern in today’s organisations, and tying to Maslow’s basic needs, non-financial aspect only comes in when motivation has failed.

To evaluate the methods of performance, motivation factors like satisfiers and dissatisfies will be used to evaluate how employee motivation is enhanced and other aspects of motivation in this study.

Many factors influence the performance of support staff in Kenyan secondary schools. According to Kusereka (2003), the primary factor that contributes to good performance of support staff is strong motivation. Motivated support staff are often associated with high job performance (Atkinson, 2010). Thus, in order to bring change to an educational system, factors that enhance support staff motivation are essential. Planning for such improvements would require the planner to know the existing state of support staff motivation and motivational factors affecting support staff’s performance. Performance is defined as the act or process of carrying out something or execution of an action or a repetitive act or fulfillment or implementation (Hornby, 2000). In this respect, support staff performance connotes the staff’s role of ensuring the comfort and safety of students outside the classroom and also ensuring that support staff and other school administrators get the most conducive working environment. The key aspects of support staff involve the use of different
machinery for example lawn mowers, cleaning of the surrounding environment, ensuring security within and out of the school compound, ensuring the availability of food for the support staff, administration, visitors, students and fellow support staff and by extension guidance and counseling to the students. Therefore, support staff performance is the ability to integrate their experience with their work in delivering subject matter to the institution/school. Support staff performance in this study will be measured by how regular and early they report to work, their participation in the duties assigned to them, their correlation with fellow employees and respect for the school authority. It is evident that managers need to motivate employees to obtain the desirable results for the organisation. And it can be stated that there is consensus about the fact that motivation is an individual phenomenon, it is described as being intentional, it is multifaceted and that the purpose of motivational theories is to predict behavior.

1.2 Statement of the problem

Support staff performance has become an important issue given that their responsibility is to ensure the comfort, security, good learning and teaching environment and availability of other necessities in the school compound to both teachers and learners. Despite this, some support staff are still not effective in the performance of their duties. This is due to lack of comfort ability at the place of work brought about by various factors; Lamu County mischaracterized by a hot environment therefore performing a heavy casual task, for instance ground work in the harsh environment is a problem. This has
been established through information obtained from the DEO’s office Lamu in January 2013 to ascertain the originality of this study. Support staff in Lamu county do not seem to be motivated towards the performance of their duties yet motivation is the key to the success of an organization. Motivation guide people’s actions and behaviour toward achievement of some goals. Despite the issues highlighted above, there’s still scanty information on support staff motivation in Lamu County. A research gap seems to exist in the county on the comfort ability of the support staff resulting to a decline in their performance hence the need for this study. What could be the influence of the existing motivation factors on support staff job performance in public secondary schools in Lamu county, Kenya.

1.3 Purpose of the study

The purpose of this study is to explore the motivation factors that influence the performance of support staff in secondary schools in Lamu County, Kenya.

1.4 Objectives of the study

The objectives of the study were:

i. To examine how bonus pay influences job performance of support staff in public secondary schools in Lamu county, Kenya.

ii. To examine how fringe benefits influence the job performance of support staff in public secondary schools in Lamu county, Kenya.

iii. To establish the extent to which staff empowerment influences the job performance of support staff in public secondary schools in Lamu county, Kenya.
iv. To determine the influence of leave on the job performance support staff in public secondary schools in Lamu county, Kenya.

1.5 Research Questions

The following were the research questions:

i. What is the influence of bonus pay and performance on support staff in public secondary schools in Lamu County, Kenya?

ii. What influence do fringe benefits have on the performance of support staff in public secondary schools in Lamu county, Kenya?

iii. To what extent does staff empowerment influence the performance of support staff in public secondary schools in Lamu county, Kenya?

iv. What influence do leaves have on the performance of support staff in public secondary schools in Lamu county, Kenya?

1.6 Significance of the study

The researcher hopes that the findings of the study may help parents, students and administrators gain needed insights on how motivation factors that influence workers’ performance can be handled in a better way to improve the work performance of the support staff in secondary schools. The findings of the study can be generalized to other parts of the country especially those areas characterized by a hot environment. The results of the study may also provide useful information to policy makers that can enable them to come up with clear policies that are acceptable on how the support staff should be handled or to identify and fill the gaps that may be in the existing in the ways of handling the support staff. The study contributes to Human resource
management practice by providing an understanding on how to boost motivation and performance of workers. The management of secondary schools in Lamu county therefore understands the links between motivation and job satisfaction and hence performance. Researchers who might be interested in this topic could find the results opening up new avenues for further research. The study will also be of benefit to other researchers who may feel the need to further research on the same problem in their areas of specialization. Employees and bureaus who do staff placement and who are expected to know and understand the requirements of the employees before they take them in will also benefit from the study.

1.7 Limitations of the study

As mentioned earlier, this study hopes to find out how motivation factors, influence support staff performance in secondary schools in Lamu County. However this study uses the comfortability of the support staff which is a general way of evaluation and it measures the outcome of the fulfillment of the motivation factors rather than the process involved in achieving this. Another limitation is on the research tools used; questionnaires and interview guides thus weaknesses inherent in the use of questionnaires and interview guides to collect the type of data needed for this study might impact the validity or reliability of the data.

1.8 Delimitations

The study was carried out in public secondary schools in Lamu County only. It involved seeking information from support staff and the principals as the
main respondents. The students and the principals were also interviewed. The opinion of the teachers was sought too. The support staff is the group that is directly affected by the work conditions put in place in the support staff field and are also on the ground performing the tasks in this field hence gave their own experiences while the students are the direct beneficiaries of the services offered by the staff therefore information from these groups was more accurate and authoritative. The principals are the people the support staff are accountable to, a good source of information.

1.9 Basic assumptions of the study

In this study, the researcher assumed that:

1. The motivation factors that influence support staff performance are the ones enumerated in the objectives of the study.

2. Other factors have no or negligible influence on the level of performance among the support staff. Therefore, the study findings, conclusions and recommendations are pegged on the factors of the study, all other factors held constant.

1.10 Definition of significant terms

Motivation refers to those activities that direct the behaviour of support staff and how this behaviour is sustained to achieve high level performance.

Performance refers to the job related activities expected of the support staff and how well those activities were executed and hence producing “tangible” output.

Support Staff are employees within a Secondary school environment whose
job do not involve teaching but are very key to the day today running of these institutions.

**County** is an administrative division of the country, Kenya.

**Empowerment** is the process by which a support staff either individually or as a group of individuals’ capability in work is improved to enable them to take fruitful decisions.

1.11 **Organization of the study**

The study was organized in five chapters. Chapter one contains the general introduction of the research which includes the background of the study, the statement of the problem, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, basic assumptions of the study, definition of significant terms and the organization of the study. Chapter two deals with review of related literature: an introduction, bonus pay, fringe benefits, and support staff empowerment, theoretical framework, conceptual framework and summary of literature review. Chapter three consists of research methodology: introduction, research design, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedure. Chapter four deals with the presentation of the research findings while chapter five provides the summary of the findings, conclusions, recommendations and suggestions for further research.
LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review. The chapter focusses on Influence of bonus pay on the performance of support staff, influence of fringe benefits on the performance of support staff, influence of leaves on the performance of support staff, staff/Employee empowerment and performance of support staff. The chapter lastly presents the summary of literature review and research gap, theoretical and conceptual framework for the study.

2.2 Influence of bonus pay on the performance of support staff

A bonus payment is usually made to employees in addition to their base salary as part of their wages or salary (Alam, 2011). While the base salary usually is a fixed amount per month, bonus payments more often than not vary depending on known criteria, such as the annual turnover, or the net number of additional customers acquired, or the current value of the stock of a public company. Thus bonus payments can act as incentives for managers attracting their attention and their personal interest towards what is seen as gainful for their companies' economic success (Wood, 2012). There are widely-used elements of pay for performance and working well in many instances, including when a fair share of an employee’s participation in the success of a company is desired. There are, however, problematic instances, most notably when bonus payments are high (Atkinson, 2010). When they are tied to possibly short lived figures such as an increase in monthly turnover, or cash flow generated from an isolated marketing action, such figures often do not reflect a solid
reliable win for a company, and they certainly do not reflect a manager’s lasting efforts to the companies’ best (Opsah & Dunnettee, 1966). On the contrary, such figures are prone to being adjusted or even manipulated to the benefit of those employees who are responsible for reporting them, while they are already planning their leave with a golden handshake. Setting up good employment contracts may be a means to avoid that at least to some extent, but is astonishingly rare in reality (Jaques, 1961). The inverse of a bonus payment, that is when base salaries shrink on poor performance, is called a malus.

Money is the most obvious extrinsic reward. Money acquires significant motivating power because it comes to symbolize so many intangible goals (Nwackukwu, 2014). It acts as a symbol in different ways for different people and for the same persons at different times. Money can provide positive motivation in the right circumstance, not only because people need and want money but also because it serves as a highly tangible means of recognition (Lindner, 2009). Money can be considered as “scorecard” through which employees can evaluate how much an organization values them, however, argues that money works as a short-term motivation factor and it does not transform employee attitude and behavior in the long term, money only motivates employees to seek further rewards. For instance, if an employee has a set financial goal then he/she gets a financial bonus at the work, he/she will get motivated so as to achieve the financial goal (Graham & Bennett, 2011)
There’s need for reward systems to be fair and equitable. The reward should be clearly related to effort or level of responsibility and people should not receive less money/bonuses than they deserve compared with their fellow employees so that every employee feels his/her efforts are appreciated by the organization and there is fair treatment (Graham. & Bennett, 2011). It is necessary to examine the motivational power of money in order to be able to assess the value and importance of other motivators because money is the means by which employees are directly rewarded for their contributions towards the achievements of organizational goals (Heathfield, 2010). A study by Kahn and Sherer (2010) who have analyzed bonus payments and performance evaluations of 92 middle-level to upper level managers in a U.S. firm from the production sector revealed that individual performance is better rated by supervisors, if bonus payments are larger. While the studies applying aggregate data to estimate company and industry production functions (Groves et al. 1994; Jones & Kato, 1995) yield that bonus payments are correlated with higher output and productivity.

2.3 Influence of fringe benefits on the performance of support staff

Fringe benefits are additional to wages of workplace compensation. fringe benefits can act as substitutes for wages. Baughman, DiNardi and Holtz-Eakin (2008) examined employer survey data and found that employers decreased wages once several benefits had been offered to employees after a few years. Woodbury (1983) found that workers also view benefits and wages as substitutes, willing to give up wages in exchange for more benefits. This
substitution can increase job satisfaction if the worker’s marginal income tax rate increases. The less taxed fringe benefits can be substituted for wages and increase job satisfaction by saving the worker from increased tax burden. The fringe benefits for example, for the support staff in learning institutions improve their performance by having a positive, motivating work climate, increases in productivity, excellent quality and relations. Many people believe that increasing fringe benefits, or benefits whether mandatory or not, establishes loyalty and boosts production among employees. Although some argue these beliefs are incorrect, many others support them. It would be difficult to examine the effects of all possible fringe benefits, but looking at a few can give employers a sense of how employee productivity might be increased by offering fringe benefits (Baughman, DiNardi & Holtz-Eakin, 2008).

The developed countries offer free healthcare to the employed, but in a country like Kenya, employees need to buy insurance. Offering health insurance is a fringe benefit, and the quality of it could be directly tied to employee productivity. In general, sick employees are not productive employees, and any insurance offered to workers should be affordable and offer reasonable amounts of coverage. Affordability should additionally take into account things like copayments and deductibles (Heywood, & Wei, 2006).

Higher payments and deductibles lower employer costs, but if they bar lower paid employees from seeking medical care, the insurance isn’t benefiting sick
employees. Coverage should extend to family, as worker productivity may also be affected if family members get ill. When employees have affordable healthcare for themselves or family when needed, worker productivity can increase due to better physical health and as a result of company loyalty for receiving this benefit (Kiker, & Rhine, 2006).

Unless employees feel that their good performance is appreciated, they will have no incentive to make recognized performance. Individual-performance-based rewards are argued to be important for empowerment. Individual incentives enhance empowerment by: recognizing and reinforcing personal competencies and providing individuals with incentives for participating in and affecting decision–making process at work (Woodbury, 2013). People are motivated to perform well when three conditions exist: rewards are perceived to be tied to performance and the rewards that are tied to performance are valued and effective performance is perceived to be achievable (Woodbury, 2013).

If the organization expects competence, innovation and good performance from its employees, it should provide a reward system that is valued by the employees. To develop an effective empowering environment within an organization, both aspects of empowerment, psychological and relational, should be considered. Empowerment requires that both individual and organizational goals are aligned benefit (Kiker, & Rhine, 2006). Otherwise, people will be empowered to do things that are not in the organization’s interest and, alternatively, people will be empowered to do things in the
organization’s interest but not motivated to do so because it is not in their own self interest (Vieira, 2008).

According to Dyck and Zingales (2001), one standard deviation increase in the size of the private benefits is associated with a 48 percent reduction in the ratio of external market capitalization of equity to GNP, a six percent reduction in the percentage of equity held by non-controlling shareholders, and a 35 percent increase in the number of privatized companies sold in private negotiation rather than through public offering. This evidence gives support to the prominent role that private benefits have come to play in corporate finance. However, the existence of private benefits is not necessarily bad, since private benefits are another face of fringe benefits and fringe benefits frequently serve as a good instrument for motivating employees. Zingales (2005) argues that the level of private benefits has no efficiency consequence, but only distributional ones. There are more aspects related to private benefits but this study limits our research scope to pay-performance relationship.

Many recent agency theory-based research papers agree that compensation can be useful for aligning the actions of agents with desired organizational outcomes (Jensen & Murphy, 2000; Tosi & Gomez-Mejia, 2009). For example, Murphy (1985) studies the pay-performance relationship of 501 managers in 72 companies and finds that salary, bonus, and total compensation are positively related to total shareholder return and growth in firm sales. Abowd (2000) analyzes the incentive pay-firm performance
relationship among 225 companies and finds that greater use of the compensation is positively related to total shareholder return and gross economic return. However, Bebchuk and Fried (2005) show that the flawed compensation has been widespread, persistent, and systematic. Furthermore, the problems have not resulted from temporary mistakes or lapses of judgment that boards can be expected to correct on their own, but have stemmed from structural defects in the underlying governance structure that enable executives to exert considerable influence over their boards. In fact, the negative view is supported by the corporate governance scandals in the U.S. that began erupting in 2001.

The wave of corporate scandals shook confidence in the performance of public company boards and drew attention to possible flaws in their executive compensation practices. Even before the corporate scandal alerted advanced economies, the managerial slack brought the financial crisis in Asia in the 1990s. Notably, one of the reasons for the Korean financial crisis was mismanagement of the corporate financial strategies due to the managerial slack. Banks collapsed because they failed in collecting fraudulent loans, which had been practiced within the loosely-monitored internal system. Top managers at Daewoo, previously one of the top five business groups in Korea, were accused of embezzlement. As a result, regardless of countries, there is now widespread recognition that employees, even the board members, do not necessarily serve shareholders’ interests benefit (Kiker, & Rhine, 2006).

Principal-agent theory posits that the agent’s rational self-interest and effort
aversion create the potential for moral hazard. The agent may act to maximize his or her outcomes (e.g., compensation) without extending efforts toward achieving the principal’s objectives (Eisenhardt, 2009). In spite of the importance in compensation structure, there are few theoretical or empirical consensus on the impact of different forms of compensation on managerial decision and, thus, on agency costs (Depken, Nguyen & Sarkar, 2005). The literature on agency theory generally confirms that cash compensation alone does not provide the necessary incentive to lower agency conflicts. Equity compensation such as stock options and restricted stocks are generally seen as more efficient solutions among internal mechanisms because both make congruent the interests of the agents and the shareholders toward a common financial benefit. However, as seen from Enron, WorldCom, and other cases for overpaying executives given their contributions to the firms, the effectiveness of equity incentives is still questionable.

Ideally, principals can simply structure compensation contracts in favor of agents’ preferences for fixed pay: a wage or salary (Baiman, 2000; Eisenhardt, 2009; Stiglitz, 2007). However, because factors such as low task programmability and information symmetries (Eisenhardt, 2009) make it more difficult to monitor agents’ efforts, principals must rely more heavily on pay scheme to align agents’ interests (Jensen & Murphy, 2000). While the existing studies tend to focus on the major compensation items such as salary or bonus, we expect that fringe benefits also affect firm performance.
Spreitzer (2002) states that relational and psychological empowerments are believed to be related because psychological empowerment may be an outcome of relational empowerment. Similarly, Quinn and Spreitzer (2007) emphasize that one perspective of empowerment should not be considered more important than the other. They claim that empowerment programs fail possibly because company decision makers emphasize either the relational or the psychological approach in their attempt to find the best way to empower their employees. Quinn and Spreitzer suggest that a true empowering program must contain elements drawn from both prospective. Workplace behaviour is posited to be determined by a person’s current need state in certain universal need category. Cognitive choice approaches to work motivation emphasise two determinants of choice and action: expectations, and subjective valuation of the consequences associated with each alternative. These expectancy value theories are intended to predict an individual choice or decision. Goal framework to work motivation emphasise the factors that influence goal striving which focuses on the relationship between goals and work behaviour.

The assumption is that an employee’s conscious intentions (goals) are primary determines of task-related motivation since goals direct their thoughts and action”.

It is worth noting that an in-depth review of all the different theories mentioned above, is beyond the scope of this thesis. However, the personality-based perspective of work motivation within which Maslow need theory of motivation and Alders ERG theory falls, provides the main support and serves
as a foundation for the research reported in this thesis, specifically, as organisational scholars have paid a great deal of attention to the idea that people are motivated to use their jobs as mechanisms for satisfying their needs. The following are the some fringe benefits that learning institutions (and in the case of this research, Secondary Schools) offer to their support staff so as to motivate them and enhance their maximum productivity:

i. Health insurance: Health insurance is the most common benefit in most organizations. But in the event that the schools cannot afford to cater for this they can give the employees free medical care from the school clinics/dispensaries so as to ensure a healthy work force and maximize on performance. This will also significantly reduce cases of sick leaves hence minimise absenteeism.

ii. Leave Travel Allowances: The schools provide leave travel allowances) to their employees, in which they are given vacations with pay and some extra amount in the form of travel allowance. It is generally agreed that vacations are essential to the well-being of an employee. This benefit also favors employees who need extra time to care for their aging parents or those simply wishing to spend time with their family. This way the employees concentrate on their work since they do not to worry about their families back home or how they will be able to take care of them hence posting better performance at their work stations
iii. Meals: In many school operations, employees receive one free meal per daily shift. In Kenya, for example, the support staff are normally offered free meals in the schools’ kitchen. In this manner, their performance is enhanced because they are energetic and also feel cared for.

iv. Uniform: Every school provides more than one set of uniform to each support staff which is always replaced when worn out. This reduces the burden of purchasing work station uniform which gives the employees a peaceful working condition with no worries.

2.4 Influence of leaves on the performance of support staff

Access to FMLA and employer-provided leave has been associated with more leave-taking and less unmet need for leave among parents of children with special health care needs. Effects of leave-taking are, however, unknown. Although leave-taking may improve child health, it may also require employment-related and financial sacrifices that might harm parents and families, creating a complex picture of benefits and costs. Parents' perceptions of effects are particularly important to understand. Studies have shown that parental perceptions of child health are a primary determinant of health care utilization (Berra, 2006). Similarly, perceptions of leave effects will likely shape parents’ decisions about childcare and employment, responses to future child illnesses, and reactions to new employer or government initiatives. Moreover, differences in the perceived effects of paid and unpaid leave may influence how employers and policymakers weigh costs of leave programs.
Similar to employee health insurance benefits, paid leave allows sick employees to stay home and recover without jeopardizing their paychecks. Paid leave, like paid vacation, can take many forms. For example, maternity and paternity leave, examples of paid sick leave, are given to new parents who need to stay home with newborn children (Berra S, et al., 2006). Paid leave can also apply to employees who come down with the common cold or flu.

In some cases, these basic employee benefits are called "personal days," which implies that they can be used for reasons other than injury or illness (Spreitzer, 2002). Some employees simply need a mental health day to recuperate from the stress at work; personal days give them that option.

The support staff are a significant part of the school and the education system. Employees have a unique value to the educational organizations because they are human beings. Marriott and Brown (2007), believe that the cornerstone of job success has always been “take care of your employees, and they will take care of your customers”. As they argue when employees know that their problems will be taken seriously, so obviously they are more comfortable and confident. Hence they are better equipped to deliver their best on the job and to the customer. Therefore everyone wins: the company, the employee and the customer. So paying attention to the employees is very important and vital.

According to Wiley (2007) at some point during our lives, virtually every person may have to work. He claims that working is such a common phenomenon that the question “what motivates people to work is seldom asked. Wiley went on to say that “we are much more likely to wonder why
people climb mountains or commit suicide than to question the motivational basis of their work”. Therefore, exploring the attitudes that employees hold concerning factors that motivate them to work is important to creating an environment that encourages employee motivation. From the much amount of literature available on employee motivation, it is clearly evident that a lot of surveys regarding employees and what motivates them have been undertaken. These employee motivation surveys have been conducted in many different job situations, among different categories of employees using different research methods and applications.

One of the very first survey to be conducted was on industrial workers by (Hershey & Blanchard, 1969) over the years, similar or different survey employees have been carried out see (Kovach, 1987, 1993) (Wiley, 1995), (Lindner, 1998, 1999).

According to a research carried out by Kovach on industrial employees who were asked to rank ten “job rewards” factors based on personal preferences where the value 1 represented most preferred and 10 being the least preferred, the results were as follows (1) full appreciation of work done (2) feeling of being (3) sympathetic help with personal problems (4) job security (5) Good wages and salaries (6) interesting work (7) promotion & Growth (8) employees loyalty (9) Good working conditions (10) tactful discipline.

Bad performance leaves direct impact on students’ and teachers’ experience. But on the other side, if the employees are satisfied and happy with their job, they will have positive attitude and this will be felt and seen in everything they
do, and hence it has positive impacts on the students’ and teachers’ experience, so the everyone in the school will be satisfied.

2.5 Staff/Employee empowerment and performance of support staff

Employee empowerment is a process by which an individual or a group’s capability is improved to enable them to take fruitful decisions. Many organizations today are using employee empowerment as a motivational technique to increase its productivity. Through empowerment, employees get the opportunity to attain intrinsic rewards from their work, such as a greater sense of achievement and a feeling of importance.

Motivated employees give more effort to attain organizational goals as well as their own. Empowering makes employees feel that they are appreciated and to make it possible, continuous and positive feedback on their performance is essential (Smith, 1997). According to Pastor (1996), for victorious appliance of empowerment, it is essential for an individual to do efforts and take actions in an environment where they are responsible for what they are doing (Amin, 2010). Employee contribution and their energetic participation in configuring up the organization are tremendously essential to the hale and hearty place of work (Matthew J, 2009).

There are various factors that promote staff/employee empowerment. Some of these factors emanate from the work itself while others are individually instigated. For example; job enrichment-The work itself can motivate employee behaviour. If the conditions for the work are attractive and creative (Cuendet, 1996) and the responsibilities are constantly renewed by the
management, employees will be motivated. Such an example job enrichment provides employees with more variety and responsibility in their jobs. Employees gain new skills and get a better understanding about the organization. A job can be enriched by allowing the employees some authority in decision making, encouraging their participation, providing feedback on their performance, and involving them in analysis of challenging tasks.

Flexible work schedules- Flex time is a work schedule in which employees set their own work hours within set boundaries. The organisation/institution allows each employee to choose arrival and departure time on the job and establishes a fixed time of the day when everyone must be at work. This way the employee feels that he/she is part of the team that sets a conducive working time and environment and hence his/her involvement acts as a motivating factor. Also flexibility in incentives allows every employee an opportunity for self fulfillment which may lead to self actualization. If employees are allowed to choose their own incentives, they get motivated and perform well (Green 2000). For example, if there is an option that they can select cash, or a customized trip, or even a holiday as a reward, they feel it convenient for them to make proper utilization of the benefit and get energized to perform better.

Another aspect that can also be considered when empowering employees is behaviour modification. In this system positive rewards are given to encourage desirable actions and punishments for undesirable ones, though research has shown that the positive reinforcements are far more effective.
Experts suggest that management should reward quality, loyalty, and productivity.

A wellness/fitness program is yet another way of ensuring maximum productivity of employees through the staff/employee empowerment platform. Different wellness programs like stress reduction, healthy eating and living clinics, weight-loss and smoking-cessation programs, exercise facilities, massage breaks, and health screenings among others, in workplace boost up employee performance (Kreitner, 2005).

Finally, teamwork plays a major role in achievement of set goals. A team is a group of workers/employees performing together as a unit to accomplish a common objective. Within the team, each member has a role to play. In addition to the team leader role, various members may play the task-specialist roles. In a team, every member gets closer to one another and sometimes there arises informal relations among them. As they have one common goal, they put full effort for the accomplishment. Teamwork also provides a platform for social interactions hence promoting peaceful co-existence of the employees with one another and therefore a healthy working environment which in turn boosts employees’ performance.

Every organization needs to identify and share its mission, vision, and policy with its employees in order to set a clear path toward successful empowerment. Therefore, a clear and shared mission statement and vision, policy would play an important role in management development. Moreover, this would create an environment where employees act
autonomously in their work rather than wait for permission and direction from top management. Clear vision and policy would provide challenge to employees, stretching their capability to improve themselves and the organization (Quinn and Spreitzer 2007). Organizations implementing empowerment, or planning to do so, cannot achieve their goals without having an efficient information network that allows everybody in the organization to access and share information. Bowen and Lawer (2002, p.23) state “…for empowerment to work, information about the organization’s performance must be shared with front line employees.”

Similarly, Kanter suggests that: “In order to be empowering, organizations must make information more available to more people at more levels through more devices” (1989, p.5). Moreover, sharing critical and useful information can play a big role in decision making. In other words, empowered employees will never be able to respond swiftly and promptly and reach an appropriate decision without updated information related to the specific decision at hand.

In the same context, Potterfield (1999, p.53) indicates:

The empowered organization is ideally an open system, where information is shared freely and where communication takes place in all directions – including across departmental boundaries and even upward from the front-line workers to the corporate chiefs. Similarly, Conger and Kanungo (1998) discuss the need for a good information network to facilitate good decision making. They see that any disruption in sharing information can increase an employee’s uncertainty level.
Furthermore, in companies with a good information sharing system, the element of trust between employees and the company is strengthened. Today, Information Technology (IT) makes the task easier and more efficient. It ensures that information is available to those who need it, and in a form that is useful. Collins (1990, p238), referring to this powerful management tool, states that:

Information technology is becoming increasingly the key to national economic well being, affecting virtually every industry and service. One would be hard-pressed to name a business that does not depend on the effective use of information: to design products and services, to track and respond to market demands or to make well informed decisions. Information technology will change the world more permanently and more profoundly than any technology so far seen in history, and will bring about a transformation of civilization to match. We notice that environmental trends like globalization and heightened international competitions are speeding the movement toward increased IT use by corporations. Dramatic technological developments and considerable decrease in prices of hardware, software, and telecommunication have simultaneously pushed the utilization of IT further along.

Key information that needs to be shared for financial empowerment;

i. The financial trends, current situation, and projections for the organization.

ii. Present and potential changes in markets, customers, and competition.
Delegation of authority is considered a cornerstone for empowerment. To be empowered, the employees must have the authority to make decisions without getting prior approval from a manager, and without having their decisions overruled. In this context, Lashley (2009) states that the success of a particular initiative will be dependent in the first instance on the empowered being given the authority and freedom to make decisions which they themselves consider to be valuable, significant and important.

Delegation of authority is the process managers use to transfer formal authority from one position to another within the organization. Similarly, delegation is defined by Nelson (2004) as entrusting power and authority to a person acting as one’s representative. During the process of delegating, team members are assigned a task or responsibility. They are given authority to complete the task, and they assume accountability for the completion of the task.

Providing delegated authority can enable employees to control their own work. Furthermore, delegating authority to employees gives managers greater opportunities to concentrate on senior level work. Nelson (2004) indicates: Delegation gives you an opportunity to handle aspects of the job that no one
else can do. These activities might include project, planning, monitoring team members, and handling personnel problems as they arise. Using delegation, you can focus on doing a few tasks well rather than too many tasks poorly.

Delegation of authority benefits the organization, managers, and employees. In this context, Nelson (2004) identifies the following advantages of delegating authority: frees managers’ time so they can do more important work, develops employee’s skills, demonstrates confidence in delegates, reduces the time managers spend on decisions, increases flexibility of work, increases productivity of the organization and increases the capability for taking quick decisions.

Nelson (2004) argues that most managers don’t delegate because they believe that they can do the job better, they lack the confidence in their employee’s ability, they fear that delegation diminishes their authority, they are interested in the task and do not want to share the stratification gained from a task accomplishment, they are insecure about their own abilities. At the same time, Nelson (2004) argues that employees resist accepting delegation because they don’t want to take responsibility, they lack confidence, they lack incentives for motivation, they fear criticism and also lack competence. Delegation of authority is a must for empowering an organization. It involves allowing members to assume the responsibility and authority to make decisions. Authority must be shared through trust, assurance, motivation, and support.

Empowering organizations requires performance management systems that provide a clear understanding of work responsibilities and tools for measuring
quality and success. According to Nelson (2004). Communicating the performance standards by which the team member will be evaluated ensures that the team member knows what good performance is. Performance standards help you and employees monitor performance and serve as a basis for evaluation. Employees need to know if their goals and performance meet the organization’s overall objectives and strategy. They also need management feedback on their performance and management suggestions to ensure optimal performance. Nelson (1994, p.63) states: “…setting performance standards provides a mechanism for measurement and feedback.”

A good employee performance is necessary for the organisation, since an organisation’s success is dependent upon the employee’s creativity, innovation and commitment (Ramlall, 2008). Good job performances and productivity growth are also important in stabilizing our economy; by means of improved living standards, higher wages, an increase in goods available for consumption, etc (Griffin et al., 2001). Griffin et al. also argue that therefore research of individual employee performance is important to society in general. Employee production and employee job performance seems to be related; e.g. in the U.S. performance is in some cases measured as the number and value of goods produced. However, in general productivity tends to be associated with production-oriented terms (e.g. profit and turnover) and performance is linked to efficiency or perception-oriented terms (e.g. supervisory ratings and goal accomplishments) (Pincus, 2006).
According to Hunter and Hunter (2004), crucial in a high job performance is the ability of the employee himself. The employee must be able to deliver good results and have a high productivity. Hunter and Hunter (2004) also argue that this is something the organisation can know at forehand; they can select employees with the required abilities or they can recruit those employees themselves. The latter is more time consuming, but can obtain better results in the end (Hunter, 2006).

Employees are one of the primary focus of managers (Benedein, 1993). An individual’s degree of willingness to exert and maintain an effort towards organizational goals will influence productivity and quality of services (Franco, Bennet & Kanifer, 2002). A motivated and qualified workforce is crucial to increasing the level of performance and quality of education services in order to contribute to achieving the goals of a school. Due to the growing concern about the ability of an organization to succeed in an increasingly competitive world economy, and for public and non-profit organization to become more performance oriented and efficient, the quest for means of enhancing workers productivity continues to intensify (Bruce and Blackburn, 2002). The challenge for managers is how to create this kind of motivation.

Most organizations function under the principal of rationality, that is, that the primary goal of management is to increase efficiency by getting the greatest output at the lowest cost (Scott and Hart, 2000). Therefore, any behavior that contributes to greater efficiency will be what management will want to
encourage. The important point is that the motivational system that will be established by the organization must clearly be able to influence the behavior in question. It is constructed according to the assumptions held by management about what behaviours are important for effectiveness and what factors influence these behaviours.

An organization needs to influence satisfiers through performance management—the measuring, monitoring and enhancing the performance of staff using a range of human resources management (HRM) tools such as; job descriptions, supervision, performance appraisals, continuous education, rewards and career development. However, performance management is often underdeveloped in the public sector in resource-poor settings and published studies are limited, hunted, often focusing only on certain aspects of performance management, such as supervision (Martinez and Martineau, 2001). Individuals who are empowered move in the right direction to achieve result. Empowerment is an element of motivation and motivation is a goal-directed behavior. Cole (2005) argues that motivation is an important aspect of management that requires human behavior to be manipulated in order to harmonize an individual’s goals with those of the organization. He adds that an understanding of motivation can be an important tool of management in practice. The motivational drive between individuals therefore will certainly differ and at different times (Robbins and Coulter, 2003). Motivating oneself involves setting the direction independently and then taking a course of action that will ensure one gets there. The amount of force one exerts and the
duration for which one remains persistent will be key to ensuring the goals are achieved.

Management should focus on rearranging work so that employee empowerment can take effect. Thus, an individual should be provided with enabling environment to perform and produce the desired results. The employee being an instrument of this success requires the physical, psychological, economical and social comfort. Locke (2006) asserts that every organization, if it has to succeed must have contented workers.

As a means of achieving personal goals, employees contribute their efforts to the attainment of organizational objectives. Empowerment is thus the key to individual wellbeing and organizational success. Delivery of quality service entails the development and adherence to policies and procedures. It is important when providing quality service to tune into the needs of the beneficiaries, understand their perceptions and deliver service accordingly.

However, job performance is more than the ability of the employee alone. Herzberg (2009) and Lindner (2009) refer to the managerial performance. According to Herzberg (2009) performance is: *let an employee do what I want him to do*. This implies that the organisation’s hierarchy and task distribution are also critical for a good employee performance. Lindner (2008) adds to this statement by arguing that employee performance can be perceived as “obtaining external funds”. According to Vroom (1964) an employee’s performance is based on individual factors, namely: personality, skills, knowledge, experience and abilities. Many researchers agree that job
performance is divided in those five factors (e.g. Hunter & Hunter, 2004). Some researchers even argue that a person’s personality has a more specific role in job performance (Barrick & Mount, 2001).

However, according to various researchers, it is not what performance exactly means, but how it is composed and how it is measured (Furnham, Forde & Ferrari, 2008; Barrick & Mount, 2001). Vroom’s (2004), Hunter & Hunter’s (2004), Hunter’s (2006), etc. results are evident. Namely, Job performance can be divided in personality, skills, knowledge, experience and abilities. Some researchers even argue that personality has a more specific role in job performance. However, according to Bishop (2009) and others, job performance contains a problem; namely the measurement of performance.

When people are treated with care, shown trust, listened to and encouraged to do better, they reciprocate by being responsible and productive (Nyaoga, Simeon & Magutu, April 7, 2010). In linking human resource management with individual employee performance, Armstrong (2009) says that the factors that affect the level of individual performance are motivation, ability and opportunity to participate. In the same vein he states that the link between human resources management and the organizational performance has three propositions; HR practices can make a direct impact on employee characteristics such as engagement, commitment, motivation and skill; if employees have these characteristics it is probable that organizational performance in terms of productivity, quality and the delivery of high levels or customer service will improve; if such aspects of organizational performance
improve, the financial results achieved by an organization will improve. Armstrong (2009) perceives performance as a function of ability and motivation, thus job performance = f[(ability) (motivation)]. Vroom in his theory of expectancy suggested that people needed both ability and motivation to perform well and that if either ability or motivation is zero, there will be no effective performance. Marchington and Wilkinson (2003) agree that employees need the necessary skills and the tools materials to do a good job and without these, having highly motivated employees does not necessarily equate with good job performance. Motivated and skilled employees who have had inadequate training and are provided with inappropriate raw materials are also unlikely to do a job to the required standard (ibid). Weihrich and Koontz(2001) agree that performance is a function of ability, the perception of the task required and effort. Effort is influenced by the value of rewards and the perceived effort-reward probability hence performance accomplishment is in turn related to rewards and satisfaction (ibid). Armstrong (2009) asserts that motivation is only likely when a clearly perceived and usable relationship exists between performance and outcome and the outcome is seen as a means of satisfying needs. Vroom focused especially on those factors involved in stimulating an individual to put effort into something, since this is the basis of motivation (ibid). Cole (2004) indicates that management can achieve high performance when employees see their membership of a work group to be ‘supportive’, that is to say when they experience a sense of personal worth and importance from belonging to it.
High producing managers and supervisors tend to foster just such relationships with and within their groups. The process theories of motivation offer an opportunity to understand and reflect on the dynamic contextual and individual factors, which constitute the ‘bundle of expectations’, which in turn influences workplace behaviour (International Management Journals, 2004 – 2012). Lindner (June 1998), observes that understanding what motivated employees and how they were motivated was the focus of many researchers following the publication of the Hawthorne Study results. The Hawthorne Study, he argues began the human relations approach to management, whereby the needs and motivation of the employees became the primary focus of managers.

Armstrong (2009) observes that employee engagement takes place when people at work are interested in and positive even excited about their jobs and are prepared to go the extra mile to get them done to the best of their ability. Bevan S, Barber L, and Robinson D. (1997) consider an engaged employee as someone ‘who is aware of business context and works closely with colleagues to improve performance within the job for the benefit of the organization’. Graham and Bennett (2011) further state that everyone who has control over others shares in human resource management and that is not a function which the individual manager can avoid and leave to specialists.

As Schwalbe (2007) puts it, people determine the success and failure of an organization and managing human resources effectively is one of the toughest challenges for managers. Graham and Bennett (1998) argues that the purpose
of human resource management is to ensure that the employees of a company are used in such a way that the employer benefits from their abilities and the employees benefit through both material and psychological rewards from their work. Armstrong (2009) in commenting on the commitment-oriented nature of human resources management says that one of the aims of human resources management is to promote commitment – the strength of an individual’s identification with, and involvement in, a particular organization.

2.6 Summary of Literature Review and Research Gap

This starts with an introduction in which its purpose is given. Then there is a look at how bonus payment influences employees’ performance whereby Kochan (2002), asserts that money is the most obvious extrinsic reward and acquires significant motivating power because it comes to symbolize so many intangible goals. It acts as a symbol in different ways for different people and for the same persons at different times. It also provides positive motivation in the right circumstance, not only because people need and want money but also because it serves as a highly tangible means of recognition. Therefore, money can be considered as "scorecard" through which employees can evaluate how much an organization values them.

Fringe benefits are then discussed where it is realized that many people believe that increasing fringe benefits, or benefits whether mandatory or not, establishes loyalty and boosts production among employees. Although some argue these beliefs are incorrect, many others support them. But it is also difficult to examine the effects of all possible fringe benefits, but looking at a
few can give employers a sense of how employee productivity might be increased by offering fringe benefits.

When looking at leave taking among the support staff, it is clearly evident that leave-taking may improve employees’ health, though, it may also require. Employment-related and financial sacrifices that might harm employees and their families, creating a complex picture of benefits and costs. Employee empowerment was delved into where (Smith, 1997) observed that through empowerment employees get the opportunity to attain intrinsic rewards from their work, such as a greater sense of achievement and a feeling of importance and therefore motivated employees give more effort to attain organizational as well as their own goals.

2.7 Theoretical Framework

This study is based on Maslow’s Need theory. Maslow (1943) suggests that human needs can be classified into five categories and that these categories can be arranged in a hierarchy of importance. These include physiological, security, belongings, esteem and self-actualisation needs. Maslow in 1943 reasoned that human beings have an internal need pushing them on towards self actualization (fulfillment) and personal superiority. Maslow came up with the view that there are five different levels of needs and once we happen to satisfy a need at one stage or level of the hierarchy it has an influence on our behavior.

At such level our behavior tends to diminish, we now put forth a more powerful influence on our behavior for the need at the next level up the
hierarchy. Firstly, individuals are motivated by Psychological needs: By Maslow this psychological needs forms the basic need for survival and this may include food, warmth, clothing and shelter. When people are hungry, don’t have shelter or clothing, there are more motivated to fulfill these need because these needs become the major influence on their behavior. But on the other hand when people don’t have a deficiency in those basic needs (psychological needs), their needs tend to move to the second level where it is equally seen by Maslow as the higher order of needs.

The second level is seen as the security needs: Security tends to be the most essential need to people at this level. This is expressed in safety in the employee’s health and family. The third level of needs by Maslow was the social needs. When feeling secured and safe at work, employees will now place job relations as their focus that is trying to build up a good friendship, love and intimacy. As we keep moving up the lader we will have self-esteem needs: This fourth level of needs by Maslow presents the recognition to be accepted and valued by others. The highest or last level of Maslow’s need is self-actualization needs: Self actualization was to develop into more and more what one is to become all that one is competent of becoming. (Srivastava 2005, 69) Figure 1 illustrates Maslow’s five hierarchy of needs.

According to him a person is motivated first and foremost to satisfy physiological needs. As long as the employees remain unsatisfied, they turn to be motivated only to fulfill them. When physiological needs are satisfied they cease to act as primary motivational factors and the individual moves “up” the
hierarchy and seek to satisfy security needs. This process continues until finally self actualisation needs are satisfied.

According to Maslow, the rationale is quite simple because employees who are too hungry or too ill to work will hardly be able to make much a contribution to productivity hence difficulties in meeting organisational goals. From the literature gathered for the purpose of this study, the factors that enhance employee motivation and thereby influencing their performance include; bonus pay, fringe benefits (free lunch, free transport to work, free morning tea, medical services, free transport home, insurance), empowerment and leave. When these are adequately provided, it promotes respect, joint decision making, quality of supervision, adequate working relationships, appreciation, chances for growth, loyalty of organization, identification, recognition, inspiration, a feeling of importance among the employees and it also creates safe working conditions.

Relating the theory to the study, the support staff should be assisted to move up the hierarchy by first having their physiological needs met. This way, they will feel fulfilled and have the morale to work as they also make effort of achieving the other needs. This study has used Maslow’s hierarchy of need theory of motivation as a foundation to identify the factors that motivate today’s employees, and in the process determine a ranking order of factors that motivate these employees. In this study the factors that motivate the support staff towards achieving greater heights have also been ranked in order of importance.
2.8 Conceptual Framework.

The conceptual framework of the study is presented in Figure 2.1

**Figure 2.1 Interrelationship between variables in the motivation factors influencing support staff job performance in public secondary schools in Lamu County, Kenya**

- **Bonus Pay**
  - Compensation
  - Equity at work

- **Fringe benefits**
  - Free lunches
  - School fees for children

- **Leave**
  - Annual leave
  - Sick leave

- **Staff Empowerment**
  - Accountability
  - Work autonomy

The conceptual framework shows Interrelationship between variables in the motivation factors influencing support staff job performance in public secondary schools in Lamu County, Kenya. The framework shows that bonus Pay, fringe benefits, leaves and staff empowerment have an influence of support staff job performance. All these factors are the various forms of motivation and will impact directly on the productivity whereby well motivated employees will produce optimumly while poorly or non motivated
employees will post low levels of production. Motivation is dependent on various aspects; giving the support staff bonus pay goes a long way in boosting their performance. The other factor that motivates this group of employees are the fringe benefits: an employee that is given fringe benefits such as free meals, free transport to work, is more motivated than one who is not. Staff empowerment also helps create engaged employees willing to put forth their discretionary energy for the job. Leaves help the non-teaching attach great value to work because though they work, they still have time for their personal engagements. However, coercion as opposed to cooperation negatively influences the performance of workers.
RESEARCH METHODOLOGY

3.1 Introduction
This chapter presents the research methodology of the study. It will highlight the research design, study population, sampling procedure, data collection instruments and methods of data analysis.

3.2 Research Design
A descriptive survey approach was used in this study for the assessment of the factors which led to motivation of the support staff in public secondary schools in Lamu County and to measure the extent to which those motivation factors have been adopted. According to Lokesh Koul (2004), descriptive research is designed to obtain pertinent and precise information status of the phenomena. Descriptive survey designs are used in confirmatory and exploratory studies to allow the researcher to gather information, summarize, present and interpret for the purpose of classification. The choice to use descriptive survey approach in this study was influenced by a number of advantages this method presented to the researcher. These include; ability to accommodate large sample sizes' generalization of results, ability to distinguish small differences between diverse sample groups among others.

3.3 Target Population
The study focused on the motivation factors influencing the performance of support staff of secondary schools in Lamu County. The population of this study was all the support staff in the 19 schools in the county schools. There
were 300 support staff in the 19 schools in the county (School records, 2015).

3.4 Sample size and Sampling procedure

Best and Kahn (2004) define a sample as a small proportion of the population that is selected for observation and analysis. To sample the support staff for the study, the table by Krejcie and Morgan (1970) was used to determine the sample for the support staff. The table shows that out of 300 subjects, 169 should be selected. To sample individual respondents, the 169 was divided by the 19 schools which yielded 8 respondents and in some cases 9. Each individual was chosen randomly and entirely by chance in that each individual had the possibility of being chosen at any age during the sampling process. Since the number of the principals were few, all of them were selected for the study. The sample was therefore 169 support staff and 19 school principals.

3.5 Research instruments

The research instruments for this study were questionnaires and interview guides. The questionnaire was used for the support staff while the interview was used for the school principals. A questionnaire is a research instrument that gathers data over a large sample (Kombo & Tromp, 2006). The questionnaire consisted of four sections. Section one focused on demographic information, section two consisted items on bonus pay and job performance of support staff, section three had items on how fringe benefits influence the job performance of support staff, section four contained item on how staff empowerment influences the job performance of support staff while section five had items on how leave affected job performance of support staff in
public secondary schools in Lamu county. The interview schedule contained items on the variables bonus pay, fringe benefits, staff empowerment and leave, and how these influenced staff performance.

3.6 Instrument Validity

Validity as noted by Robinson (2002) is the degree to which result obtained from the analysis of the data actually represents the phenomenon under study. To ensure content validity of the instruments, the research supervisors were involved. A HR practitioner was also sought to review the instruments. This ensured that the content addressed the intended response and also helped in avoiding ambiguity. Validity in relation to research is a judgment regarding the degree to which the components of the research reflect the theory, concept, or variable under study (Streiner & Norman, 1996). The validity of the instrument used and validity of the research design as a whole are important criteria in evaluating the worth of the results conducted. Internal validity was done to show the likelihood that staff motivation indeed was responsible for the difference in staff performance while the external validity was to show the extent to which the results of the study can be generalized to the larger population (Polit & Hungler, 1999).

3.7 Instrument Reliability

Reliability refers to a measure of the degree to which research instruments yield consistent results (Mugenda & Mugenda, 2003). A test and re-test was conducted where randomly selected respondents were exposed to the tools of data collection. This was used to ensure the research is accurate, correct and
meaningful. The questionnaires and interview guides were also pre-tested through a pilot test in order to reflect their stability and consistency in measuring the effects of motivation on the support staff performance. The procedure for extracting an estimate of reliability will be obtained from the administration of test-retest reliability method which will involve administering the same instrument twice to the same group of subject with a 2 weeks time lapse between the first and second test. A Pearson’s product moment correlation coefficient formula was used.

\[
r = \frac{N \Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N \Sigma (x)^2 - (\Sigma x)^2][N \Sigma (y)^2 - (\Sigma y)^2]}}
\]

According to Mugenda and Mugenda (2003) a coefficient of 0.80 or more was simply to show that there is high reliability of data. Where;

\[\Sigma x=\text{sum of raw } x \text{ scores,}\]

\[\Sigma y=\text{sum of raw } y \text{ scores,}\]

\[\Sigma xy=\text{sum of the product of each } x \text{ times each } y,\]

\[\Sigma x^2=\text{sum of the squares of each } x \text{ scores,}\]

\[\Sigma y^2=\text{sum of the scores of each } y \text{ score ,and}\]

\(N=\text{number of paired } x \text{ and } y \text{ scores}\)

3.8 Procedure for data collection

The researcher sought permission to conduct the study from the National Commission for Science, Technology and Innovation (NACOSTI) and permissions sought from the County Director of Education (CDE) (Lamu
North Sub County,) in order to carry out research in the county. Once the permit was received the researcher visited the selected schools to make appointments for the administration of questionnaires and the interview guides. Upon visiting the schools, the researcher built a rapport with the support staff who were the main respondents and explained the purpose of the study and how to respond to the questionnaire. The questionnaires were self-administered so as to explain the purpose of the study and specific difficulties in the instrument. Furthermore in a self-administered questionnaire returns are high (Mulusa 1988). The researcher also conducted interview with the school principals.

3.9 Data Analysis Techniques

According to Orodho (2004), data analysis usually involves reducing accumulated data to a manageable size, developing summaries, looking for patterns, and applying statistical techniques. The analysis will be based on descriptive statistics. On receipt of the completed questionnaires, the collected data was checked for to ensure that there were no mistakes in responses, no omissions, exaggerations or biases. The data was then integrated into experience and perception indexes for each of the motivation factors and then re-checked for further mistakes. Data was analysed using descriptive statistics like frequency distributions; percentages and averages. Statistical tally system was used to generate frequency counts from the responses so as to prepare frequency distributions. Percentages in the 5 point rating likert scale responses out of the total study sample response per item was calculated. Averages were
calculated in respective items. Qualitative will be analyzed following the steps suggested by Miles and Huberman (1994). Miles and Huberman (1994) suggest that qualitative data analysis consists of three procedures namely data reduction, data display and conclusion drawing/verification. The first step, mass of qualitative data will be reduced and organised, for example coding, writing summaries, discarding irrelevant data and so on. In this step, the researcher will try and discard all irrelevant information. In data display step, the researcher will draw conclusions from the mass of data. Miles and Huberman (1994) suggest that a good display of data, in the form of tables, charts and other graphical formats is essential. In the third step, the researcher will draw conclusion and or verification. The researcher will use the data to develop conclusions regarding the study.

3.10 Ethical considerations

This study increases awareness of ethical considerations in the conduct of research in that it makes one knowledgeable about the dilemmas associated with conducting a research such as research misconduct, conflict of interest, authorship and respect for persons (individuals were to be treated as autonomous agents thus the researcher was to ensure that the subject has received full disclosure of the nature of the study, the risks, the benefits and alternatives with an extended opportunity to ask question.
DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter focuses on the return rate of the questionnaires, demographic information of the respondents, data interpretation and discussions of findings. The presentations were done based on the research questions.

4.2 Questionnaire return rate

Completion rate is the proportion of the sample that participated as intended in all the research procedures. In this study, out of 169 questionnaires issued to the support staff, 162 (95.8%) were returned. 19 principals were actively involved in the interview with the researcher. These percentage return rates were above 90% and hence were rendered adequate for analysis.

4.3 Personal information of the support staff

This section covers the personal information of the support staff. The information was based on gender, age, marital status, level of education and the duration of support staff in the school.

Figure 4.1 presents gender of the support staff
The above therefore implies that 95 of support staff were male while 67 of support staff were female. This shows fair presentation of gender of support staff during the study.

Figure 4.2 presents their age

**Figure 4.1 Distribution of support staff according to gender**

The pie chart shows that 58.60% of support staff are female and 41.40% are male.

**Figure 4.2 Distribution of support staff according to age**

The bar chart shows the distribution of support staff across different age groups.
The data presented above shows that the support staff were relatively old and hence were in a position to provide information on the motivation factors that influence the performance of support staff in secondary schools.

Asked to indicate their marital status, the support staff indicated as Figure 4.3

**Figure 4.3 Distribution of support staff according to marital status**

Majority 112(69.1%) of support staff were married, 12(7.4%) of staffs were single. Data further shows that 30(18.5%) of support staff were separated, 2(1.2%) of support staff were divorced while 6(3.7%) of support staff were widowed. This showed good representation of the support staff in terms of marital status during the study, hence giving the study adequate information.

Figure 4.4 presents support staff level of education
Data shows that 18(11.1%) of staffs had certificate education level, 57(35.2%) of support staff had diploma level, 67(41.4%) of staff had higher diploma while 20(12.3%) of support staff had degree level of education. This implies that the support staff had the required education to serve in secondary schools.

Findings shows that 24(14.8)%0 of support staff had been in the school for less
than 5 years, 38(23.5%) of support staff for between 6 and 10 years. Data further shows that 40(24.7%) of support staff had been in the school for between 11 and 15 years, 18(11.1%) of support staff for between 16 and 20 years while 42(25.9%) of support staff had been in the school for between 21 and 25 years. This shows that the staffs had been working for relatively number of years and hence were in a position to understand the motivation factors that influence their performance in the school.

4.4 Bonus pay and the performance of support staff in public secondary schools

The purpose of the study was to explore the motivation factors that influence the performance of support staff in secondary schools. Specifically, the study sought to determine how bonus pay influences the performance of support staff in public secondary schools. Data is presented in the following section: Asked whether bonus pay influence their performance, the support staff responded as Table 4.1

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>121</td>
<td>74.7</td>
</tr>
<tr>
<td>No</td>
<td>41</td>
<td>25.3</td>
</tr>
<tr>
<td>Total</td>
<td>162</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority 121(74.7%) of support staff revealed that bonus pay influence their performance while 41(25.3%) of support staff indicated that their performance was not influenced by bonus pay. This shows that when staffs were given their
bonuses, there was fair share of their participation in the success of the school.

Table 4.2 Tabulates support staff responses on the influence of bonus pay on performance

**Table 4.2 Support staff responses on the influence of bonus pay on performance**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I highly value bonus payments</td>
<td>132</td>
<td>30</td>
</tr>
<tr>
<td>F % 81.5</td>
<td>F % 18.5</td>
<td></td>
</tr>
<tr>
<td>I am fairly compensated for the work I do</td>
<td>132</td>
<td>30</td>
</tr>
<tr>
<td>F % 81.5</td>
<td>F % 18.5</td>
<td></td>
</tr>
<tr>
<td>I am satisfied with the various bonuses offered by the school</td>
<td>41</td>
<td>121</td>
</tr>
<tr>
<td>F % 25.3</td>
<td>F % 74.7</td>
<td></td>
</tr>
<tr>
<td>There is equity: when I compare my salary and bonus with that of academic staff with similar qualifications</td>
<td>36</td>
<td>126</td>
</tr>
<tr>
<td>F % 22.2</td>
<td>F % 77.8</td>
<td></td>
</tr>
<tr>
<td>Given a choice I would still choose this school in terms of bonus payments</td>
<td>35</td>
<td>127</td>
</tr>
<tr>
<td>F % 21.6</td>
<td>F % 78.4</td>
<td></td>
</tr>
</tbody>
</table>

Majority of the support staff agreed that they highly value bonus payments, and that they were fairly compensated for the work they did. Majority 121(74.7%) of support staff disagreed that they were satisfied with the various bonuses offered by the school, where they disagreed that there was equity: when they compare their salary and bonus with that of academic staff with similar qualifications, it was reported that some of them were underpaid. Majority 127(78.4%) of support staff disagreed that if they were given choice they would still choose their current school in terms of bonus payments. The finding implies that bonus payments were significant motivating power as they
symbolized so many intangible goals. It was a positive motivation as it serves as a highly tangible means of recognition of the staff in their work.

Findings from the principals’ interview guide reported that the school provided motivation to the support staff by rewarding them in form of money and tangible items. The principals also revealed that support staff was directly rewarded for their performance.

4.5 Fringe benefits and the performance of support staff in public secondary schools

To establish the influences of fringe benefits to the performance of support staff in public secondary schools, the support staff and principals were posed with items that sought the same. Data is presented in the following section:

Table 4.3 Support staff responses on their satisfaction with fringe benefits

<table>
<thead>
<tr>
<th></th>
<th>Very Satisfied</th>
<th></th>
<th>Satisfied</th>
<th></th>
<th>Dissatisfied</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Free lunch</td>
<td>6</td>
<td>3.7</td>
<td>49</td>
<td>30.2</td>
<td>107</td>
<td>66.0</td>
</tr>
<tr>
<td>Free transport to work</td>
<td>30</td>
<td>18.5</td>
<td>0</td>
<td>0.0</td>
<td>132</td>
<td>81.5</td>
</tr>
<tr>
<td>Free morning tea</td>
<td>33</td>
<td>20.4</td>
<td>51</td>
<td>31.5</td>
<td>78</td>
<td>48.1</td>
</tr>
<tr>
<td>Medical services</td>
<td>8</td>
<td>4.9</td>
<td>7</td>
<td>4.3</td>
<td>147</td>
<td>90.7</td>
</tr>
<tr>
<td>Free transport home</td>
<td>36</td>
<td>22.2</td>
<td>12</td>
<td>7.4</td>
<td>114</td>
<td>70.4</td>
</tr>
<tr>
<td>Insurance</td>
<td>0</td>
<td>0.0</td>
<td>37</td>
<td>22.8</td>
<td>125</td>
<td>77.2</td>
</tr>
<tr>
<td>Free cold drinks</td>
<td>24</td>
<td>14.8</td>
<td>24</td>
<td>14.8</td>
<td>114</td>
<td>70.4</td>
</tr>
</tbody>
</table>

Majority 107(66.0%) of support staff were dissatisfied with their free lunch, majority 132(81.5%) of staffs were dissatisfied with free transport to work. Data further shows that majority 147(90.7%) of staffs were dissatisfied with
medical services they were given. Majority 114(70.4%) of support staff were dissatisfied with free transport home and free cold drink they were offered while majority 125(77.2%) of support staff were dissatisfied with the insurance cover they got. This implies that the fringe benefits in the schools were on low quality which would affects staffs productivity. The insurance cover of support staff dissatisfied them since it was not affordable and maybe never offers reasonable amounts of coverage.

Table 4.4 tabulates support staff responses on influence of fringe benefits to the performance of support staff

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th></th>
<th>Disagree</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I am provided with Free lunch</td>
<td>33</td>
<td>20.4</td>
<td>129</td>
<td>79.6</td>
</tr>
<tr>
<td>I am provided with Free transport to work</td>
<td>39</td>
<td>24.1</td>
<td>123</td>
<td>75.9</td>
</tr>
<tr>
<td>I am provided with Free morning tea</td>
<td>52</td>
<td>32.1</td>
<td>110</td>
<td>67.9</td>
</tr>
<tr>
<td>I am provided with Free cold drinks</td>
<td>34</td>
<td>21.0</td>
<td>128</td>
<td>79.0</td>
</tr>
<tr>
<td>I am provided with Free transport home</td>
<td>40</td>
<td>24.7</td>
<td>122</td>
<td>75.3</td>
</tr>
<tr>
<td>I am provided with Free evening tea</td>
<td>10</td>
<td>6.2</td>
<td>152</td>
<td>93.8</td>
</tr>
</tbody>
</table>

Findings shows that majority 129(79.6%) of support staff disagreed that they were provided with free lunch, majority 123(75.9%) of staffs were not provide with free transport to work, majority 110(67.9%) of support staff were not provided with free morning tea. Data further shows that majority 122(75.3%) of staff were not provided with free transport home while majority 152(93.8%)
of support staff were not provided with free evening tea. This implies that the staff felt that their performance was not appreciated. They lacked incentive for their recognized performance.

Data from principals’ interview guide shows that their support staffs were given food and drinks as fringe benefits. Little had been done on the transport of the support schools to and from work.

4.6 Staff empowerment and the performance of support staff in public secondary schools

To establish the influences of staff empowerment to the performance of support staff in public secondary schools, the support staff and principals were posed with items that sought the same. Data is presented in the following section:

<table>
<thead>
<tr>
<th>Table 4.5 Staff responses on their empowerment and the performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statement</strong></td>
</tr>
<tr>
<td>There is a lot of creativity and innovation in my job</td>
</tr>
<tr>
<td>I am allowed to make decisions and schedule my own work</td>
</tr>
<tr>
<td>There is little supervision from my boss</td>
</tr>
<tr>
<td>I have a good work relationship with my boss</td>
</tr>
<tr>
<td>My ideas are valued by my boss</td>
</tr>
<tr>
<td>Management shares information on how work is planned</td>
</tr>
<tr>
<td>Support staff are allowed to share key decisions with management</td>
</tr>
</tbody>
</table>
Majority of support staff disagreed that there was a lot of creativity and innovation in their job, majority of support staff disagreed that they were allowed to make decisions and schedule my own work. Majority of staff disagreed that there was little supervision from their boss, majority of support staff disagreed that their ideas were valued by their boss. Majority of support staff disagreed that management shares information on how work is planned while majority of support staff disagreed that they were allowed to share key decisions with management. This shows that schools never engaged support staff in their decisions making. This could be done to develop an effective empowering environment within the school. The staff was to be empowered to do things in the schools interest for good performance.

The principals indicated that to ensure that the support staffs were empowered, they allowed then for on-job training, rewarding well job done, giving them leave allowances and ensuring they get health insurance cover. The principals strengthened their relationship with support staff by ensuring they have empowerment programs and emphasizing good relationship among the support staff.

4.7 Leave and the performance of support staff in public secondary schools

To establish the influences of leave to the performance of support staff in public secondary schools, the support staff and principals were posed with items that sought the same. Data is presented in the following section:
Table 4.6 Staff response son the influence of leave to performance

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th></th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaves are very important to an employee</td>
<td>120</td>
<td>74.1</td>
<td>42</td>
</tr>
<tr>
<td>I am satisfied in the manner leaves are given</td>
<td>140</td>
<td>86.4</td>
<td>22</td>
</tr>
<tr>
<td>I am satisfied in the periods leaves are given</td>
<td>60</td>
<td>37.0</td>
<td>102</td>
</tr>
<tr>
<td>I am aware of the importance of leave days</td>
<td>127</td>
<td>78.4</td>
<td>35</td>
</tr>
<tr>
<td>I have positive attitude towards leave</td>
<td>124</td>
<td>76.5</td>
<td>38</td>
</tr>
<tr>
<td>I am given enough leave days</td>
<td>29</td>
<td>17.9</td>
<td>133</td>
</tr>
<tr>
<td>Leaves promote a cordial relationship between an employer and an employee</td>
<td>115</td>
<td>71.0</td>
<td>47</td>
</tr>
</tbody>
</table>

Data shows that majority 120(74.1%) of support staff agreed that leaves were very important to an employee, majority 140(86.4%) of support staff agreed that they were satisfied in the manner leaves were given. Majority 102(63.0%) of staffs disagreed that they were satisfied in the periods leaves were given, majority 127(78.4%) of support staff agreed that they were aware of the importance of leave days. Data further shows that majority 124(76.5%) of support staff agreed that they had positive attitude towards leave, majority 133(82.1%) of support staff disagreed that they were given enough leave days while majority 115(71.0%) of support staff agreed that leaves promote a cordial relationship between an employer and an employee. This agrees with Berra S, et al., (2006) who revealed that perceptions of leave effects staff performance and these days may influence how employers and policymakers weigh costs and benefits of paid leave programs. The principals further indicated that the support staff had average of 30 working days for their annual leave. The support staff had positive attitude towards their leave days as indicated by the principal during the interview.
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, summary of findings, conclusions, recommendations and suggestions for further study.

5.2 Summary of the study

The purpose of this study was to explore the motivation factors that influence the performance of support staff in secondary schools in Lamu County, Kenya. The study was guided by four research objectives. Research objective one sought to examine how bonus pay influences the performance of support staff in public secondary schools, research objective two sought to examine how fringe benefits influence the performance of support staff in public secondary schools, research objective three sought to establish the extent to which staff empowerment influences the performance of support staff in public secondary schools while research objective four sought to determine the influence of leave on the performance support staff in public secondary schools in Lamu county, Kenya. A descriptive survey approach was used in this study for the assessment of the factors which led to motivation of the support staff in public secondary schools. The population of this study was all the support staff in the 19 schools in the county schools. The questionnaire was used for the support staff while the interview schedule was used for the school principals.
5.3 Research Findings

5.3.1 Influence of bonus pay on the performance of support staff

The study found out that bonus pay influence support staff performance as indicated by majority of support staff. The support staff agreed that they highly value bonus payments, and that they were fairly compensated for the work they did. Findings further indicated that majority of support staff disagreed that they were satisfied with the various bonuses offered by the school. It was also found out that if the support staff were given a chance, they would still choose their current school in terms of bonus payments.

5.3.2 Influence of fringe benefits on the performance of support staff

The study further found out that support staff were dissatisfied with their free lunch, free transport to work, medical services they were given and free transport home and free cold drink which were identified as the fringe benefits. It was further revealed that support staff were not provided with free lunch, free transport to and from work, free morning tea as indicated by majority of support staff.

5.3.3 Influence of staff empowerment on the performance of support staff

The researcher further found out that majority of support staff disagreed that there was a lot of creativity and innovation in their job. Majority of support staff disagreed that management shares information on how work is planned.

5.3.4 Influence of leaves on the performance of support staff.

The study further found out that leaves were very important to an employee as revealed by majority of support staff. Majority of staff disagreed that they
were satisfied in the periods leaves were given. Data further shows that majority of support staff agreed that they were aware of the importance of leave days. Data further shows that majority of support staff agreed that they had positive attitude towards leave, majority 133(82.1%) of support staff disagreed that they were given enough leave days.

5.4 Conclusions

Based on the findings of the study, it was concluded that;

1. Bonus pay influence support staff performance. Support staff highly value bonus payments and they were fairly compensated for the work they did. It was reported that bonus payments were significant motivating power as they symbolized so many intangible goals. It was a positive motivation as it serves as a highly tangible means of recognition of the staff in their work.

2. The researcher further concluded that staff were dissatisfied with their free lunch, free transport to work, medical services they were given and free transport home and free cold drink. Support staff were not provided with free lunch, free transport to and from work, free morning tea as indicated by majority of support staff.

3. It was also concluded that leaves were very important to an employee. However, the employees were not satisfied with the manner in which leaves were given.

4. The study also concluded that staff were empowered by on-job training, rewarding well job done, giving them leave allowances and ensuring they get health insurance cover. It was concluded that schools never engaged support
staff in their decisions making. The researcher lastly concluded that employees had positive attitude towards leave.

5.5 Recommendations

Based on this study, and analysis of motivation factors influencing support staff performance in secondary schools, this study makes several recommendations. That the policy makers and managers of the secondary schools should;

1. Empower the employees. Guide the employee to communicate effectively, build a good interpersonal environment within the schools, in order to create good work conditions. Improve the bonus systems to the support staff. School administration should improve the overall salary packages of employees; on the other hand, two shifts or three shifts is a way to reduce the workload of employees.

2. Improve fairness in school, create a scientific performance appraisal system in the organization. Utilize the other developed countries’ scientific performance systems, and use these systems to evaluate employee work performance and evaluate employee service quality.

3. In an attempt to empower the employees, an organization should ensure rightsizing strategy where new employees are trained appropriately for future positions.

5.6 Suggestions for Further Research.

The following are the suggestions for further research:

1. Additional research should be carried out to gain a continuous view, insight
and knowledge of how employees can be motivated to perform to their best. Furthermore factors such as technological advances, globalisation, retrenchments etc leave employees with an uncertain future, because most organisations today do not guarantee life employment for their employees as it was the case before.

2. There is the need for researchers to continue carrying out employee surveys so as to determine what motivates employees to go extra miles and thus put in 100% effort in their work.
REFERENCES


What, Why, How and When” Sloan management review, vol.33, no.3


Kothari, C. R. (2003); Research methodology methods & Techniques, K. K. Goupta, New Delhi


APPENDICES

APPENDIX 1: REMITTAL LETTER

The Respondents,
Selected Public Secondary Schools,
Lamu County,
Lamu.

Dear Respondent,

I am a Master of Education Student at the University of Nairobi carrying out a research project on Motivation Factors influencing support staff performance in public secondary schools in Lamu County, Kenya. I am humbly requesting you to kindly respond to the questions asked as sincerely as possible. The ultimate goal of the study is to provide insights into the performance aspect among the support staff and assess the motivation factors that can enhance this performance. I am assuring you that the information you will give will only be used for the purpose of this study. To assist in concealing your identity I request you not to write your name or anything that can lead to the revelation of your identity.

I will be very grateful for your co-operation.

Thank you in advance,

Yours faithfully,

Ouma Billy Achieng’.

University of Nairobi
APPENDIX II

QUESTIONNAIRE FOR THE SUPPORT STAFF

The purpose of this questionnaire is to solicit information on the motivation factors that influence the performance of support staff in secondary schools in Lamu County, Kenya. You are requested to participate in this study by filling in the questionnaire. You are assured that your identity will be treated confidentially. Please answer all the questions provided as honestly as possible, to the best of your knowledge.

Section A; Demographic data

1. Please indicate your Gender: Male ( ) Female ( )
2. Please indicate your Age:
   19-25 ( ) 26-35 ( ) 36-45 ( ) 46-54 ( ) above 54( )
3. Please indicate your marital status:
   Single ( ) Married ( ) Separated ( ) Divorced ( ) Widowed ( )
4. Please indicate your level of education:
   Certificate ( ) Diploma ( ) Higher diploma ( ) Degree ( )
5. Please indicate the Department you work:
   Library ( ) Matron ( ) Bursar/ Accounts ( ) Clerk ( ) Secretary ( )
   Laboratory ( ) Catering ( ) Messenger( )
6. Length of service at this school in years?
   Less than 5 ( ) 6-10 ( ) 11-15 ( ) 16-20 ( ) 21-25 ( ) Over 25 ( )

Section B: Bonus pay and the performance of support staff in public secondary schools

7. Does Bonus pay influence your performance?
   Yes ( ) No ( )
8. State to what extent you agree with the following statements as far as the Bonus systems at your school are concerned. ? (Choose one option where the numbers represent “1= Strongly disagree”, “2= Disagree”, “3= Undecided”, “4= Agree” and “5= Strongly agree”)

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I highly value Bonus payments</td>
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<tr>
<td>I am fairly compensated for the work I do.</td>
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<tr>
<td>I am satisfied with the various Bonuses offered by the school</td>
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</tbody>
</table>
There is equity: when I compare my salary and bonus with that of academic staff with similar qualifications

Given a choice I would still choose this school in terms of bonus payments

### Section C Fringe benefits and the performance of support staff

9. To which extent does the following aspects satisfy you:

1: Very Satisfied  2: Satisfied  3: Dissatisfied

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free lunch</td>
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<tr>
<td>Free transport to work</td>
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<tr>
<td>Free morning tea</td>
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<tr>
<td>Medical services</td>
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<td></td>
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<tr>
<td>Free transport home</td>
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<td></td>
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<tr>
<td>Insurance</td>
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<tr>
<td>Free cold drinks</td>
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</tbody>
</table>

10. In the following statements indicate the extent to which you agree with the statements

Key: SA Strongly Agree  A Agree  U Undecided  D Disagree  SD Strongly Disagree

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
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</thead>
<tbody>
<tr>
<td>I am provided with Free lunch</td>
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<td></td>
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<tr>
<td>I am provided with Free transport to work</td>
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<td></td>
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<tr>
<td>I am provided with Free morning tea</td>
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<td></td>
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<tr>
<td>I am provided with Free cold drinks</td>
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<td></td>
<td></td>
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<tr>
<td>I am provided with Free transport home</td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td>I am provided with Free evening tea</td>
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</tbody>
</table>
Section D Staff empowerment and the performance of support staff in public secondary schools

11. In the following statements indicate the extent to which you agree with the statements

Key: SA Strongly Agree A Agree U Undecided

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a lot of creativity and innovation in my job</td>
<td></td>
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<tr>
<td>I am allowed to make decisions and schedule my own work</td>
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<tr>
<td>There is little supervision from my boss</td>
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<tr>
<td>I have a good work relationship with my boss</td>
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<tr>
<td>My ideas are valued by my boss</td>
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<tr>
<td>Management shares information on how work is planned</td>
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<tr>
<td>Support staff are allowed to share key decisions with management</td>
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Section E Leave and the performance support staff in public secondary schools

12. In the following statements indicate the extent to which you agree with the statements

Key: SA Strongly Agree A Agree U Undecided

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
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</thead>
<tbody>
<tr>
<td>Leaves are very important to an employee</td>
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<td>I am satisfied in the manner leaves are given</td>
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<tr>
<td>I am satisfied in the periods leaves are given</td>
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<td>I am aware of the important of leave days</td>
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<tr>
<td>I have positive attitude towards leave</td>
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<td></td>
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<tr>
<td>I am given enough leave days</td>
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<tr>
<td>Leaves promote a cordial relationship between an employer and an employee</td>
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</tbody>
</table>
APPENDIX III
A. AN INTERVIEW GUIDE FOR PRINCIPALS

1. What type of motivation does your school provide and does it manifest in the performance of support staff?

2. In what way has the school dealt with support staff motivation in the past?

3. What guidelines can be suggested to the school on support staff motivation in order to enhance their performance?

4. What factors can act as barriers to the support staff motivation?

5. What are some of the bonuses given to your staffs?

6. What are the Fringe benefits given to the support staff in your school?

7. What measures do you take to ensure that Staff are empowered in the school?

8. How do you strengthen your relationship with support staff?

9. What is the average number of leave days given to your support staff?

10. What is the attitude of support staff towards their leave days?
B) AN INTERVIEW GUIDE FOR STUDENTS

i. What does the concept ‘support staff’ imply to you?

ii. How is the support staff motivation manifested in their work?

iii. What do you think the school should do to assist and understand problems faced by support staff?

iv. What could be the causes of such problems faced by the support staff?

v. What are some of the services offered by the support staff in your school?

vi. Do you enjoy the services offered to you by the support staff being the direct beneficiaries of the work they do?

vii. Among the services listed above, which ones do the support staff show the greatest commitment?

viii. How often do you interact with the support staff in your school?

ix. In your interaction with the support staff, are they free to share their work experiences with you?

x. What can you do as a direct beneficiary of the services offered by the support staff to ensure that they embrace their work?
CAN INTERVIEW GUIDE FOR THE SUPPORT STAFF

i. How long have you worked in this institution?

ii. What are some of the challenges you have been facing in your performance of duty?

iii. How has your interaction with the other support staff been, has it been fulfilling or what is your take on this?

iv. Supply a general opinion on the following:

   a) Fringe benefits
   b) Bonus pay
   c) Staff empowerment
   d) Leaves

v. Comment about the attitude of the co-staff on the above mentioned issues (fringe benefits, bonus pay, staff empowerment and leaves)

vii. Given a chance, would you continue working in the same institution or you would opt to get a job in another place?

..........Thank you for your cooperation..........
APPENDIX V: RESEARCH CLEARANCE PERMIT
APPENDIX VI: RESEARCH AUTHORIZATION

REPUBLI OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673560
Mobile: 0713 788 787, 0735 464 545
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

Our Ref: NCST/RCD/14/013/1496

Billy Achieng’ Ouma
University of Nairobi
P.O.Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated 13th August, 2013 for authority to carry out research on “Motivation factors influencing non-teaching staff performance in secondary schools in Lamu County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Lamu County for a period ending 31st December, 2013.

You are advised to report to the County Commissioner and the County Director of Education, Lamu County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. M. K. RUGUT, PhD, FSC
DEPUTY COMMISSION SECRETARY
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Copy to:

The County Commissioner
The County Director of Education
Lamu County.