



ISSN: 0975-833X

Available online at <http://www.journalcra.com>

**INTERNATIONAL JOURNAL  
OF CURRENT RESEARCH**

*International Journal of Current Research*  
Vol. 10, Issue, 09, pp.73460-73465, September, 2018

DOI: <https://doi.org/10.24941/ijcr.32227.09.2018>

## RESEARCH ARTICLE

### INFLUENCE OF NON-FINANCIAL REWARDS ON TEACHER MOTIVATION IN PUBLIC SECONDARY SCHOOLS IN NAIROBI COUNTY

<sup>1</sup>Weldon Bii and <sup>2,\*</sup>Dr. Sedina Misango

<sup>1</sup>P.O Box 15927-00509, Nairobi

<sup>2</sup>South Eastern Kenya University, P.O Box 170 – 90200 Kitui, Kenya

#### ARTICLE INFO

##### Article History:

Received 04<sup>th</sup> June, 2018

Received in revised form

12<sup>th</sup> July, 2018

Accepted 15<sup>th</sup> August, 2018

Published online 30<sup>th</sup> September, 2018

##### Key Words:

Motivation,  
Training, Performance,  
Working Environment,  
Public Schools.

#### ABSTRACT

The vital importance of motivation cannot be underestimated in development of any organization and especially in the education sector. The value placed on education should be high because it is what transforms the pupils as a result of motivated teachers so that they can be responsible citizens. The objectives of the study included influence of training on teacher motivation in public schools and the effect of work environment on motivation. The study used a descriptive research design. The target population included teachers and head-teachers of public schools in Nairobi. The questionnaire was used for data collection and data analyzed by use of descriptive statistics. Correlation analysis was used to establish the strength and direction of the relationship between variables. The study established that there was a slight positive relationship in nature between training and motivation represented by 0.069 and 0.595. The relationship between conducive working environment and motivation was positive in nature and the strength was 0.169 and 0.188 respectively. The findings indicate that teachers enjoyed the fact that the profession provided them with a continuous learning environment as well as a good working environment. They also felt motivated when involved in decision making. The study is beneficial to the government, policy makers and other stakeholders in education who will use the information to implement strategic measures to improve motivation in schools.

*Copyright © 2018, Weldon Bii and Dr. Sedina Misango. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.*

**Citation:** Weldon Bii and Dr. Sedina Misango, 2018. "Influence of non-financial rewards on teacher motivation in public secondary schools in Nairobi county", *International Journal of Current Research*, 10, (09), 73460-73465.

## INTRODUCTION

Motivation can be defined in several ways but it is basically a management process that is aimed at influencing people and encouraging employees to work well and meet their objectives without coercion. This is best reflected in the returns earned by the organization and overall performance. Different employees react differently to different motivators. The question remains to be answered 'why do employers need to motivate staff?' According to Khan and Jain (2009), it is for the purpose of company survival as well as better performance of the organization. Motivated employees draw customers to the organization and win sales. It is therefore of great importance that managers learn to understand the effects of motivation and types of motivation processes for the organization to continue surviving and performing in a way that generates sufficient profits. The effects of negative motivation leads to: loses, absenteeism, high employee turnovers, negligence at work among others.

**\*Corresponding author: Dr. Sedina Misango**

South Eastern Kenya University, P.O Box 170 – 90200 Kitui, Kenya

Employees in organizations as well as learning institution are pleased to learn that someone cares about their work and appreciates it which in turn motivates them to work more effectively. Owens (2004) describes motivation as the compelling forces that influences people to act and behave in a given way or as they do. He further explains that motivation can be outward or inward depending on the circumstances and environment. Generally, in schools, the challenge for school heads or principals is to ensure the teachers are highly motivated so as to increase work output which translates to better results and performance for the students. One international study in the Asian countries found out that Arab workers based in the Arab Emirates were more committed to work and worked without much supervision. This was probably because job opportunities were few in these countries and the employees could not afford to lose the jobs (Cherniss, 2001). When individuals are able to meet their personal needs and objectives, they are better equipped achieve organizational objectives and are more commitment to the organization. It implies that organizational goals are met only after individual goals and needs have been achieved.

Most employers recognize that employees are the best asset an organization can have and hence need to be managed well to ensure they are motivated and remain loyal to the organization. This involves ensuring their work is appropriate, timely, well supervised and satisfying. The employer has to recognize exceptional performance or hard work and find means of motivating employees to increase output (Chiang and Birtch, 2012). Major concerns regarding rewards focus on both financial and nonfinancial aspects of the total reward. However, non-financial rewards include: career development opportunities, recognition, employee development and training (Sammer, 2011). Teacher motivation plays an important role in the performance of students and creates a conducive learning environment. Generally, motivated teachers end up motivating students to learn increasing satisfaction and fulfillment. While teacher motivation is fundamental to the teaching and learning process, several teachers are not highly motivated. In Kenya for example, a study done by Majanga, Nasongo and Sylvia (2010) on the influence of class size on teacher motivation in the Free Primary Education (FPE), found out that increased teachers' working load led to decreased motivation. They further found that teachers are de-motivated and discouraged with heavy workloads. Sirima and Poipoi (2010) in their study in Busia County in Kenya also found out that teachers were highly motivated if a right atmosphere for teaching was set. Teacher behavior and performance relates directly to job satisfaction and motivation in a study conducted by Kamunjeru, Chepkilot, Ochieng and Raja (2012). They found out that weak supervision and poor management led to low work morale leading to poor performance even for students.

Motivated employees are likely to have fewer turnovers and are more motivated to continue working for the organization and therefore increasing profits. Roberts (2005) explains that as employees get older in the organization, their commitment to the employer goes up due to: lack of other alternative jobs; for these reason, they could stay longer in an organization. Bowling (2007) in his study on employee motivation and job satisfaction found out that employees who were highly qualified had lower commitment, perhaps because they felt they had more job opportunities as well as higher expectations and will continue to change jobs so as to get their satisfaction and fulfillment. He further says that the organizations may not be able to meet all the demands of highly educated people.

**Profile of Public Secondary Schools in Nairobi:** Public secondary schools are part of the public sector government and have recently adopted the new style of management including teacher motivation among others. There are however several challenges facing teacher and school performance in Kenya has mentioned in the statement of the problem below. The education system being part of the central government that was not devolved is run under ministry of education headed by a Cabinet Secretary of education and below the office are the permanent Secretary and other state officials and representatives of various counties (Kenya Economic Survey, 2016). The Kenya government under the ministry of education is responsible for deploying teachers and posting them to different sections of the country including Nairobi County through the Teachers Service Commission (TSC). Schools in Kenya are headed by school heads that are currently known as school Principals. The school principals have been advised to use different techniques to manage schools among them employing use of motivation and discipline. These forms of management have led to improvements to a certain extent and

performance posted where discipline has been maintained. Each class has a form master to handle day to day activities of ongoing learning, follow up and ensuring students remain disciplined. The head teacher /principal has a deputy principal who assists in matters academic and administration (Sirima and Poipoi, 2010)

**Statement of the Problem:** Teachers in public schools in particular need to be motivated from time to time for effective learning to take place. Since the government may not fully satisfy teachers in monetary means, then non-financial rewards can be a good solution to encourage improved performance (Mlozi, 2013). These rewards can include, for example: satisfaction from high student achievement, recognition, influence, learning new skills, and personal growth. The lack of motivation in public schools in Kenya is perceived to be caused by different factors such as poor work environment and lack of proper rewards for teachers. Lack of motivation among teachers is believed to have affected the performance of students in secondary schools in Kenya including those in Nairobi County. This lack of motivation has been exhibited in the past by numerous strikes by teachers and underperformance in the education system as identified by Hill (2011) in his study on performance in mathematical related subjects. It has also been manifested in teacher unwillingness to participate in educational activities, extra curriculum programs, poor attendance, unexplained absence from school, canning of students out of frustration, lack of personal advancement, uncreative teaching, lack of interest in motivating students, negative attitudes towards the government when assistance is needed, lack of meeting deadlines among others. It has also been observed that the teaching profession has in the recent past suffered from exodus of teachers from public schools to other more lucrative fields as indicated by Kamunjeru, Chepkilot, Ochieng and Raja (2012) due to lack of motivation.

**Research hypothesis:** *There is no significant influence of training on teacher motivation in public schools in Nairobi County*

*There is no significant influence of working environment on teacher motivation in public schools in Nairobi County*

## RELATED LITERATURE

**Theoretical review:** Affect theory by Locke states that an individual determines how satisfied/unsatisfied they are depending on what they value most especially in relation to non financial rewards. They may value the degree of autonomy in an organization or participation in decision making (Greenberg, 1999). For example, when a person regards one area of a job has of greater value than another, his job satisfaction becomes higher and lower when what they value is not met or achieved. Job satisfaction is therefore more impacted at an individual level and not group level. It is for this reason that the theory explains the need to meet employee needs at individual level to enhance performance. Equity theory according to Duening (2006) relates to the perception of how an employee is treated at the work compared to others in similar positions. Equity theory is therefore based on the assessment by workers on matters of fairness on job output. The theory is applicable to this research since the employer will be able to assess and give that which is considered equitable to employee without necessarily causing dissonance.

## Empirical Review

**Influence of Training on Employee Motivation:** In today's economy where organizations face stiff competition, the worker has to be at their best in terms of performance so that the firm can stay at the top (Nassazi, 2013). This therefore implies that an organization that trains their employees or updates their skills will have significant difference in output than those which do not train. A study conducted by Purcell, Kinnie, Hutchinson, Rayton and Swart (2003) on employee performance upon training indicated that employees who were trained performed better than those that were not trained. Wright and Geroy (2001) note that employee work behavior change through effective training. The training not only improves the individual performance of the employee, but the overall performance. Training also enables the employees to carry out many tasks and assignments at the same time. It enables dissatisfaction reduction, absenteeism and reduced turnover. This is because the employees are competent and are able to carry on their duties with great satisfaction (Kamoche, 2002). Most of the benefits are well derived from training when the training is well organized, planned in line with employee development and relevant to the job at hand. According to Carter (2008) planned and timely training is the deliberate training intervention aimed at ensuring the employees achieve the learning necessary for improved job performance.

A study by Walsh and Taylor (2007) indicates that in organizations where employees receive the education, they tend to work and assume greater responsibilities. The study indicates that training and development activities are directly correlated with high performance and employee retention. Employees undergoing extensive training are more likely to get better job openings than those not trained. Teachers who have undergone training to develop educational skills that are compatible with education policies are better equipped to handle students leading to improved performance. According to Gustafsson (2003), the management has to come up with effective training programs that can retain teachers because this is a complex task that impacts on student performance hence the need to be very strategic. Several other factors need to be taken into consideration when developing education programs or training programs. These factors include: the ability to convey knowledge with ease, ability to communicate well, ability to handle the scope and relevance of knowledge of the subject matter. Varga (2007) in his study on education found out that that some of the factors characterizing education in schools such as class size, ability of students to learn, do not have demonstrable effects on student performance but teacher quality or performance (measured by skills, knowledge and qualifications) plays a big role in students' overall progress. Teachers who were trained and equipped with several skills on and off had good relationships with students compared to those who did not undergo any form of training. This positive effect was also reported in the performance of final examinations by students. Schools that excelled in final examinations were reported to have had their teachers trained during the year as compared to those that did not train as indicated by Suan (2014). Ferguson (2012), suggested that teachers who are well trained end up being creative and do not just rely on the syllabus to teach student but are involved in areas that go beyond day to day activities such as research and innovation. In the US for example, greater attention is given to teacher motivation so as to build a rounded society (NCTAF, 2008).

A study by Darling (2011) found out teacher performance and effectiveness is highly influenced by continuous teacher development as a ways of motivation. In the current education system in Kenya, teachers are granted days where they have to be trained using an in service mode for a few days during holidays so as to keep abreast with modern management practices as described by Nyangarora (2006) on factors affecting instruction methods and in particular performance of business studies in schools in Kenya.

**Influence of Conducive Working Environment on Employee Motivation:** The productivity of employees cannot be ignored and is heavily determined by the environment in which they work. These include all the aspects that influence the employee's mind, physical body, intellect and health as they carry on with their daily activities. The environment should not be monotonous, boring, dirty and unsafe as this could also lead to injury (Jain and Kaur, 2014). The term work environment is therefore an actual comprehensive approach which encompasses the physical environment (such as lighting, safety, noise, equipment, machinery, ventilation etc), psychological and social welfare. The psychological aspects or mental environment include; refreshments and recreation facilities, social networking, work groups, health and safety facilities, water, and sanitation among others. The psychological climate according to Armstrong (2004) also describes people's perceptions of the situation such as good allocation of roles, autonomy, challenge, friendliness, goal emphasis and use of effective work groups to perform duties.

Working conditions also have a direct impact on production or output of the employee. If the employee is working in a tiresome job that is characterized by long hours of work, they indeed will have under performance endangering not only the company property but also result into accidents which may further involve such incidents like loss of life. This might have adverse effects on the morale of the entire work force (Kinicki and Kreitner, 2007). According to a study by Clements-Croome (2000) on work environment, people are affected by their surrounding and facilities as they engage in their chores and work related activities. The study found out that the tasks workers perform in modern office buildings are very complex and depend on heavy technology hence the need to equip employees well in advance so that they can handle such machinery and work load. Work space and modern facilities also play an important role in motivation and performance. Those employees in squeezed office space worked poorly and did not accomplish their tasks according to a study by Dilani (2004). This is due to the fact that their health was jeopardized by absence of space, ventilation, air quality and lighting. According to a study by Macfie (2002), the psychological aspects of the environment and other colleagues heavily affected work performance.

## RESEARCH DESIGN AND METHODOLOGY

The researcher made use of descriptive research design to carry out this study. The study was carried out in Nairobi County because that is the central headquarters of ministry of education and the County is frequented by high rate of employee strikes in schools. The target population for this research was 60 public secondary schools in Nairobi County and it targeted principals and teachers in the County hence the total group of people as per Cohen and Manion (1996). There are approximately 1200 teachers in secondary schools in

Nairobi County. The researcher employed systematic random sampling by picking the 3<sup>rd</sup> school from a non alphabetical list of 60 schools giving the number of schools under study to be 20. The respondents were picked purposively and they included the head teacher of each school and the class teacher of each form (form 1-4). The sample size was an adequate representation of the population as proposed by Mugenda and Mugenda (2003). The sample size selected were 20 head teachers (that is from every 3<sup>rd</sup> school out of 60) and 80 class teachers from each school giving a total of 100 teachers. Questionnaires were used to collect data

## Data findings and presentation

**Influence of training on teacher motivation:** Response rate was 62%. Respondents were required to give their level of agreement to the assertion that they are highly motivated in the school. From the responses 58% of the respondents indicated as having agreed to the statement, 22.6% indicated as not being sure, while 16.1% disagreed with the statement. Respondents were asked to list some of the reasons that make them committed to the school. From the findings the study revealed 29% of the respondents agreed that the environment in the school is encouraging while 25.8% of the respondents said that they are in the school as a source of living. Also the study found out that 16.1% are in profession because of their interest in children, 12.9% of the respondents indicated that they are in the school because of their desire to make a difference, 6.45% are because of the results of their work. This indicates that they are in the school because of the environment and the people in the institutions. Majority of the respondents (45.2%) indicated that they have attended seminars and workshops within the duration that they have worked. Holiday classes taken were represented by 32.3% of the respondents. In house training and other forms of trainings are as indicated at 19.4% and 3.2% respectively. Respondents were requested to indicate whether the school took them for training. 67.7% of the respondents indicated that the schools sponsor the trainings fully whereas 25.8% of the respondents were partially sponsored by the schools. 6.5% of the respondents indicated that they are not sponsored by their schools. Thus the study indicates that majority of the trainings are fully sponsored by the schools. 87% of the respondents have learnt new skills while only 13% of the respondents have not learnt new skills since they joined the school. 32.3% of the respondents have gained skills in teaching and leadership, 22.6% indicated that they have gained skills in management and counseling, 16% and another 16% have acquired skills in ICT and Integrity respectively. Those who have skills in Drama and music were at 9.3%, other respondents 3.2% have gained new skills in handling examinations. This was an indication of leadership development in the schools. Respondents were required to indicate whether the training received was of any influence and they indicated the following: 57.5% of the respondents indicated that they had improved in performance, 20% had remained in the same school; hence low turnover, 12% had been motivated to continue to perform better without supervision and 10.5% of the respondents indicated that their level of absenteeism had dropped. Respondents indicated that performance improved after training as represented on table 1 below:

**Correlation results of Training on Performance:** The result on table 2 below indicates the correlation between training and

performance. The elements show a relationship that is slightly positive in nature (0.069 and 0.595). This infers that as training increases, performance increases respectively.

**Influence of conducive working environment on motivation:** Respondents gave information regarding level of satisfaction attained due to working in environments with good facilities and they indicated the following: Those who strongly agreed were 42%, 26% were in agreement, 19.3% were neutral to the statement. While 6.5% and another 6.5% disagreed and strongly disagreed respectively. The results therefore show that teachers enjoy working in the school because of good facilities. Good facilities in this case go beyond the classroom environment and include the following: offices, washrooms, sanitary conditions, eating arrangements, meeting places, meeting rooms among others. Respondents were requested to indicate whether they were supported to work and meet their deadlines. 38.7% strongly agreed, 22.58% agreed and another 22.58% remained neutral. It also indicated that 9.68% strongly disagreed while 6.45% disagreed. This shows that a majority of the respondents were supported to work and met deadlines. The respondents were asked to give their level of agreement on whether they were placed in the correct job assignment as per their training. 35.48% agreed they were in the correct job role, 22.58% strongly agreed, this tallied with those who strongly disagreed. 9.68% remained neutral as that of those who disagreed. This implies that the number of those who support and those who do not agree were constant thus the schools need to make efforts to place teachers in job roles that were suitable to their training. On the issue of what else would motivate teachers other than money, respondents gave their opinions as follows: They preferred they would receive regular feedback from their supervisor about their work (72.5%), helping in setting student goals (58%). Having a good relationship with colleagues and principal was considered at 72.5%. Teaching a subject that one is qualified to teach took 32% of the respondents. And finally 48% of the respondents indicated that being awarded certificates for outstanding work would serve as a form of motivation. Respondents indicated the following concerning overall effects of working in a conducive environment: improved performance, increased job satisfaction, increased commitment, reduced wastage and good time management. The data findings presented on table 2 below indicate the respondents' view of influence of working environment on motivation. 83.9% agreed that working environment contributed to motivation, 12.9% were neutral and 3.2% disagreed.

**Correlation analysis: Influence of work environment on motivation:** The result on table 2 below indicates the correlation between training and performance. The elements show a relationship that is slightly positive in nature (0.169 and 0.188). This infers that as good working conditions improve, performance increases.

**Other motivational factors to be considered by schools and the government:** Majority (90%) of the respondents would prefer that the school sponsors trips for teachers and making reporting time flexible or introduce shifts (81%). A considerable number of respondents preferred to be given well-furnished offices as a form of motivation at 52%, additionally 31% preferred that schools put up a day care center in the school for teachers with small children. 26% indicated that schools should look at other forms of motivation than the ones in this research.

**Table 1. Correlation matrix of training on motivation**

		Influence of training	Performance improved after training
Influence of training	Pearson Correlation	1	.069
	Sig. (2-tailed)		.595
	N	62	62
Performance improved after training	Pearson Correlation	.069	1
	Sig. (2-tailed)	.595	
	N	62	62

**Table 2. Correlation matrix of work environment on motivation**

		Influence of conducive working environment	Conducive work environment enhanced performance
Influence of conducive working environment	Pearson correlation		.169
	Sig. (2-tailed)	1	.188
	N	62	62
Conducive work environment enhanced performance	Pearson correlation	.169	1
	Sig. (2-tailed)	.188	
	N	62	62

Most of the respondents indicated that they would prefer the government to sponsor teachers for training (89%) and that it offers job security (81%). Respondents indicated they be involved in curriculum development (64%). The other 61% of the respondents indicated that they would wish the government to encourage dialogue in schools as a way of motivation.

### Conclusion, recommendations and areas for further research

#### Conclusion

Teachers explained that they enjoyed the fact that the teaching profession provided them with an opportunity to continue learning. They indicated that the teaching profession makes it possible for them to learn and expand their knowledge on a continuous basis. Secondly, teachers also stated that it was easier for them to pursue further studies than other professions. These trainings provided them with possibilities for advancing their careers as well as the flexibility to change career. Thirdly, teachers observed that they felt motivated when appreciated. The study found that a good working environment affects the motivation of teachers to perform better and was necessary for high performance and subsequent high levels of students' academic achievement. When teachers are well involved in decision making, planning and participation in school activities it helps to motivate them and make them feel that they are part of the working environment.

#### Recommendations

The following recommendations were made: The government through the ministry of Education should work out incentive packages to increase teachers' motivation in public schools. Special attention should be paid to teachers attending seminars and workshops so as to keep abreast with market demands and enhance their careers. Factors of motivation such as: applauding and encouragement will increase their morale to teach Leadership development, decision making, sound working conditions need to be improved to enable teachers to perform effectively. Teachers appreciate living near their respective schools so that they are on time to attend to student issues with relative ease. It is important that teachers are supported to work and meet deadlines as well as awards them for outstanding performance.

#### Further research

The results of the study have revealed inadequate forms of motivation of teachers and consequently low performance. It is the opinion of the researcher that a more in depth study be conducted in other regions beyond Nairobi County; more studies are recommended in order to establish why majority of teachers were satisfied with training yet the same teachers were not satisfied with their jobs. Studies in other levels of education may be necessary to investigate the levels of motivation and their impact on learner's academic output.

#### REFERENCES

- Armstrong, M. 2004. *A handbook of human resource management practice* (9th ed.). London: Kogan Page
- Bowling, N.A. 2007. Job Satisfaction-Job Performance Relationship Spurious: A Meta-Analytic Examination. *Journal of Vocational Behavior*, 71, 167-185
- Carter, M. 2008. Employee Training and Development: Reasons and Benefits. Retrieved from <http://www.managementhelp.org/index.html>
- Cherniss, C. 2001. Emotional intelligence and organizational effectiveness, In: C. Cherniss (Ed.): *The Emotionally Intelligent Workplace*. Retrieved January 12, 2012 from <http://media.wiley.com/product-data/excerpt/02/07879569/0787956902.pdf>.
- Chiang, F. F., and Birtch, T. A. 2012. The Performance Implications of Financial and Non-Financial Rewards: An Asian Nordic Comparison. *Journal of Management Studies*, 49 (3), 538-570.
- Clements-Croome, D. (Ed.) 2000. *Creating the productive workplace*. London: E and FN Spon.
- Cohen, L. and Manion, L. 1996. *Research methods in education* (2nd ed.). London: Croom Helm.
- Darling, L., and McLaughlin, M. W. 2011. *Policies that Support Professional Development in an Era of Reform*. Berkeley: Teachers College Press.
- Dilani, A. 2004. Design and health III: Health promotion through environmental design. Stockholm, Sweden: International Academy for Design and Health.
- Ferguson, R. and Ladd, H. 2012. *How And Why Money Matters: An Analysis of Alabama Schools. Holding School Accountable: Performance Based Reform in Education*. Washington, D.C.: Brookings Institute.

- Gustafsson, J. 2003. What do we know about the effects of school resources on educational results? *Swedish Economic Policy Review*, 2003 (10), 77–110.
- Greenberg, J. 1999. *Managing behavior in organizations* (2<sup>nd</sup> ed.). Trenton: Prentice-Hall International, Inc
- Hill, H. C., Rowan, B., and Ball, D. L. 2015. Effects of Teachers' Mathematical Knowledge for Teaching on Student Achievement. . *American Educational Research Journal*.
- Jain, R., and Kaur, S. 2014. Impact of Work Environment on Job Satisfaction, International, *Journal of Scientific and Research Publications, Volume 4, Issue 1*. Retrieved from, <http://www.ijsrp.org/research-paper-0114/ijsrp-p2599.pdf>
- Kamoche, K. 2002. Introduction: Human Resource Management in Africa. *International Journal of Human Resource Management*. 13,7, 993–997.
- Kamunjeru, N. W., Chepkilot, R., Ochieng, I. E., and Raja, R. S. (2012). Analysis of Kenya Economic Survey. (2016). *Kenya National Bureau of Statistics* Retrieved from [www.knbs.or.ke/index.php?economic-survey...economic-survey](http://www.knbs.or.ke/index.php?economic-survey...economic-survey)
- Khan and Jain 2009. *Management Accounting* 5th edition. McGraw-Hill, Inc
- Kinicki, A. and Kreitner, R. 2007. *Organizational Behavior*, New York. McGraw-Hill.
- Majanga E.K, Nasongo J.W., and Sylvia V.K. 2010. The Effect of Class Size on Classroom Interaction During Mathematics Discourse in the Wake of Free Primary Education: A Study of Public Primary Schools in Nakuru Municipality.
- Macfie, J. 2002. Narrative representations of moral-affiliative and conflictual themes and behavioral problems in maltreated preschoolers. *Journal of Clinical Child Psychology*, 29(3), 307-319.
- Mlozi, R. R. S. . 2013. *Factors Influencing Students' Academic Performance in Community and Government Built Secondary Schools in Tanzania: A case of Mbeya Municipality*. . (MBA), Chuka University, Kenya
- Mugenda, O. M., and Mugenda, A. G. 2003. *Research methods: Quantitative and qualitative approaches*. Nairobi: Acts Press
- Nassazi, A. 2013 Effects of training on Employee performance. Retrieved from <http://theses32.kk.lib.helsinki.fi/bitstream/handle/10024/67401/THESIS.pdf?sequence=1>
- Owens, R. G. 2004. *Organizational Behaviour in Education: Adaptive Leadership and School Reform*. (6th Edition). Needham Heights: Allyn and Bacon.
- Purcell, J., Kinnie, N., Hutchinson, S., Rayton, B. and Swart, J. 2003. Understanding the People and Performance Link: Unlocking the Black-Box. Research Report, CIPD, London.
- Robbins SP 2005. *Essentials of organizational behavior*. New Jersey: Prentice Hall.
- Roberts, R.L. 2005. Relationship between rewards, recognition and motivation at company in the Western Cape: University Of The Western Cape.
- Sammer, J. 2011, January 9. *Nonfinancial Rewards: Finding New Ways to Engage*. Retrieved July 16, 2015, from Society for Human Resource Management: <file:///F:/Weldon%20Bii/Nonfinancial%20Rewards%20%20Finding%20New%20Ways%20to%20Engage.htm>
- Sirima, L.C.N and Poipoi, M. W. 2010. "Perceived factors influencing public secondary school teachers' job satisfaction in Busia District, Kenya". *International Research Journals of Educational Research*, Vol. 1(11) pp. 659-665.
- Stewart, R. (1967) *Manager and their Job*, New York, Penguin Press
- Suan, I. 2014. A Critical Review of Leadership Styles on the Performance of Public Secondary Schools in National Examinations in Tana River County. Kenya. Tana River County. Kenya.
- Varga, J. 2007. *Who becomes a teacher? An empirical analysis of teaching career Choices*. 54 (7–8), 609–627. Retrieved from <http://www.mktudegy.hu/?q=system/files/VargaJ.pdf>
- Walsh, K. and Taylor, M. 2007. —Developing in-house careers and retaining management talent. *Cornell Hotel and Restaurant Administration Quarterly*, Vol. 48 No. 2, pp. 16382.
- Wright, P. and Geroy, D. G. 2001. Changing the mindset: the training myth and the need for word-class performance. *International Journal of Human Resource Management*, 12,4, 586–600.

\*\*\*\*\*