

RELATIONSHIP BETWEEN EXTRINSIC MOTIVATION AND JOB SATISFACTION AMONG SUPPORT STAFF IN PUBLIC COUNTY SECONDARY SCHOOLS IN HOMA BAY COUNTY, KENYA

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Abstract

Extrinsic motivation of support staff in secondary schools is critical in enhancing their output and well-being within the schools. Job satisfaction among support staff is also key in ensuring that they perform their assigned tasks. The management of secondary schools relies on the expertise of support staff in order to attain optimum performance. Hence, the need to examine the relationship between extrinsic motivation and job satisfaction among support staff in public county secondary schools in Homa Bay county, Kenya. The study used correlational survey research design. The population of study comprised 1176 support staff and 76 principals. Simple random sampling was to select 353 support staff and 8 principals from county secondary schools who participated in the study as respondents. Questionnaires, focus group discussion guides and interview guides were used to collect data from the respondents. Quantitative data was analyzed using descriptive statistics of frequencies, percentages, means and standard deviations as well as inferential statistics of Pearson correlation, Analysis of Variance and regression analysis. Qualitative data was analyzed using thematic analysis. The study concluded that there was a significant relationship between extrinsic motivation and job satisfaction, $r = .381$, $p = .000$. The study recommends that appropriate extrinsic motivational practices be adopted by Boards of Management to the support staff in public county secondary schools in order to enhance their job satisfaction and job output within the schools.

Keywords: Relationship, Extrinsic motivation, Job satisfaction, Support Staff, Public County Secondary Schools.

Introduction

Employee motivation is essential for sustainable development in organizations. Employees showing high rate of performance in organizations and their efficient working relates to their job satisfaction. According to Robbins (2024), motivation is a needs-satisfying process which means that when an individual's needs are satisfied or motivated by certain factors, the individual will exert superior effort toward attaining organizational goals. Various

researchers have contributed their research findings from organizational set ups, in order to increase employee job satisfaction and have given various suggestions to boost up the satisfaction. According to Mabaso and Dlamini (2017), impact of compensation and other benefits enhanced by increased employee job satisfaction levels.

At work there are two main sources to motivation; namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is driven by forces

from inside oneself while extrinsic motivation is linked to external outcomes of the task such as financial rewards or incentives (Bergstrom & Martinez, 2016). In intrinsic motivation, the individual derives satisfaction from the job. Therefore, what gives the individual satisfaction is the job and not instrumental or material rewards from the job. Intrinsic motivators are those factors directly concerned with the satisfaction gained from a job, such as the sense of achievement and the intrinsic value obtained from the job itself, the level of recognition by both colleagues and management, the level of responsibility, opportunities for advancement and the status provided.

Extrinsic motivation means that the employee's drive to receive external rewards which include financial and other tangible rewards (Legault, 2020). In extrinsic motivation the employees engage in activities that make them attain external rewards or avoid a negative consequence, rather than for the inherent enjoyment of the activity itself. External motivation is driven by factors which include the external environment and physical working environment (Zen, 2023). Such factors derived from external sources and outside of the individual play a significant role in job satisfaction. These factors are often associated with goals such as receiving rewards, avoiding punishment, and improving one's professional career. Components of the external reward system include monetary rewards, job security, relations with superiors, and relations with colleagues. Zen (2023) emphasizes that extrinsic motivation can be utilized to bring about employees' perceived satisfaction, with their overall compensation (Nurlina, 2022) and performance based incentives such as bonuses, pay raises, and promotions. Extrinsic motivation plays an important role in enhancing motivation and perceptions of overall job satisfaction (Cao et al, 2019).

Job satisfaction, also known as employee satisfaction, on the other hand refers to the level of contentment or fulfillment that workers experience in their jobs (Monga & Soni, 2023). It is an employee's positive or negative feelings and attitudes towards their work. It's often described as

a pleasurable emotional state resulting from appraising one's job experiences. Essentially, it reflects how much an individual likes or dislikes their job. It encompasses various aspects, including overall job satisfaction, as well as satisfaction with specific facets of the job such as the nature of work, supervision, communication, recognition, and promotion opportunities. People bring with them certain drives and needs into the job that affects their performance. Therefore, understanding how needs stimulate performance and how rewards on such performance lead to the job satisfaction is indispensable for the managers (Newstrom, 2015). According to Berry (2021), for an organization to be successful, the leadership must continuously ensure job satisfaction of the employees which is defined as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Jeha et al (2022), emphasizes that employee satisfaction with compensation is a basic requirement for many organizational behavioral variables such as employee motivation.

The literature on extrinsic motivation heavily emphasizes the roles of promotional prospects, reward and salary structure in enhancing job satisfaction among employees in an organization. Tinuoye et al (2016) in their study revealed that most of the non-teaching staff like librarians draw their satisfaction from remuneration, work environment fairness and training. On the other hand, Chien et al, (2020), postulates that performance based incentives improve employees external motivation through rewards received by employees and that these rewards specifically financial ones, are a necessary condition for an employee's external motivation (Bruno et al, 2020).

In Pakistan, a study by Muhammad, Peter and Anan (2017) investigated the degree of difference and its impact on job satisfaction in public sector and private sector organizations in Pakistani and noted that salary satisfaction was positively related with job satisfaction in both cases. Also Inayat and Khan (2021), studied the effect of job satisfaction on the performance of employees working in private sector organizations of Peshawar, Pakistan. The findings of their study revealed that the type of

occupation was found to have a significant correlation with job satisfaction. The results of their study also indicated that there was a positive relationship between satisfaction and performance of employees. Therefore, the study concluded that employee performance was better in satisfied employees compared to dissatisfied employees.

In China, Pan et al (2015) examined the level of job satisfaction among university teachers and found out that rewards and salary satisfaction had a positive relationship with job satisfaction. Furthermore, the findings indicated that salary satisfaction was proved to be an important factor in enhancing job satisfaction level of employees.

Regionally, studies that have been carried out point to the fact that the relevance of motivation and job satisfaction of employees in institutions cannot be underscored. A number of these studies indicated a positive relationship between extrinsic motivation and job satisfaction. In South Africa, Lesailane et al (2018) revealed that factors like adequate salary, employment security, personal growth, feedback from the boss on task performance and opportunity for promotions and challenging work were the major determinants of employee job satisfaction.

In Nigeria, Benjamin et al found that there was a positive relationship between salaries and job satisfaction. Benjamin had conducted his study on relationship between job satisfaction, pay affective commitment and turnover intention among registered nurses in Nigeria. Also in Tanzania, Gilman (2017) study on teachers' job satisfaction indicated that teachers were satisfied by both monetary and non-monetary incentives such as community support. They were pleased with fair remuneration packages that related to their labor input, opportunities for career development, a well-defined individual appraisal system, timely promotion, and requisite workplace conditions.

However some studies revealed a weaker relationship between extrinsic motivation and job satisfaction. For instance in South Africa, Robles (2018) in his study investigated the influence of employee benefits on the employee satisfaction

indicated a weak significant relationship between retirement benefit and employee satisfaction.

In Kenya, research studies have shown that there is a low level of job satisfaction related to poor attitudes towards work and working environment. A study by Ngeny (2016) showed that the non-teaching staff is an essential cadre of staff in the attainment of quality secondary education. The non-teaching staff in public secondary schools are employed and managed by the Board of Management (BOM) at each secondary school. The low levels of job satisfaction among non-teaching staff reflect negatively on the education system's progress and efficiency and could result in a huge problem for education administrators. According to Nyaboga, Ondieki, and Ajowi, (2015) the support staff in secondary schools in Nyamira County work under very poor conditions such as inadequate working tools, low salary and low motivation. This is so since in most schools, the principals are not bothered about the welfare of the support staff under them. The principals sometimes feel that some of the support staffs are not genuine with the cases they present and when the principals realize that, they develop laxity in tackling personal issues brought by the support staff.

Job satisfaction forms the important aspect of effective and efficient management system. The management of schools should therefore ensure that job satisfaction of support staff in their schools is enhanced for maximum output. In Homa Bay County of Kenya. a County Education report reveals that there is still a problem where by on average, 32% of the support staff still commit anti-human relation job offences and malpractices like chronic absenteeism, negligence of duty, lateness in reporting to work, all of which are indicators of low job satisfaction (MOE, 2019). Regionally, in counties neighboring Homa Bay County of Kenya, within the same period, the support staff in the public secondary schools registered lower rates of related job offences as; Migori (28.2%), Kisumu (27.7%), Kisii (31.3%), Nyamira (30.1%), Siaya (25.6%). Whereas there are a number of studies done on job satisfaction, there is limited focus on its relationship from an extrinsic motivation

perspective. Therefore this study sought to establish the relationship between extrinsic motivation and job satisfaction among support staff in public county secondary schools within Homa Bay County of Kenya.

Research methodology

The study adopted a mixed method approach and correlational survey research design because it identifies if a relationship exists between two or more variables without the researcher manipulating or controlling them (Kathuri & Gicholi, 2023). Mixed method approach was used since it combines both quantitative and qualitative data collection and analysis technique within the study problem. The population of the study consisted of 1176 support staff and 76 principals (CDE's Office, Homa Bay County, 2021). Quantitative data was

collected from the support staff were the main respondents of the study while qualitative data was collected from both the support staff and the principals. The required sample size of support staff that was representative of the entire population was calculated at 30% of 1176 giving 353. Orodho (2012) and Gay (2018) observe that 30% of a given population is a representative sample. The sample size of 353 was then distributed proportionately to the 8 sub counties within Homa Bay county using cluster sampling formula (Hemming, 2011), whereby the cluster sample size for each sub county was achieved by multiplying the cluster population by the required sample size (353) divided by the target population (1176). Simple random technique guided by table of random numbers was employed to select 353 support staff. The distribution of sample size of the study is indicated in table 1.

Table 1

Distribution of Sample Size of Support Staff

Sub County	No. of Support Staff	Sample Size
Mbita	221	66
Suba South	121	36
Ndhiwa	228	69
Homa Bay	67	20
Rangwe	111	33
Rachuonyo East	130	39
Rachuonyo South	129	39
Rachuonyo North	169	51
Total	1176	353

Source: Homabay County Director of Education Office (2021)

Principals were included as key respondents in the study since they perform the role of supervision of support staff in the schools. Simple random sampling technique was used to select 8 principals from the public county secondary schools to participate in the study, making the total sample size to be 361 respondents. Manson (2010) noted that a sample of within 8-20 is appropriate for qualitative interviews.

Face and content validity of the research instruments were ascertained based expert judgment of supervisors and experts in the Department of Educational Foundations and Management of Rongo University. However, the

reliability of the questionnaires was determined using the Cronbach's Alpha coefficient formula based on data collected from a pilot study; a Pearson correlation coefficient of 0.73 was obtained and considered sufficiently reliable (Mugenda & Mugenda, 2021). Descriptive statistics in the form of frequency counts, percentages, means and standard deviation were used to analyze quantitative data while inferential statistics in the form of Pearson correlation, linear regression and Analysis of Variance (ANOVA) were used and the set hypothesis was tested. Qualitative data was analyzed thematically using deductive approach to corroborate the quantitative findings. Thereafter, data was summarized and presented in the form of

tables and narratives form. Relevant ethical considerations were observed; confidentiality, anonymity and respect to respondents.

Ethical considerations were observed during the study. According to Kothari, (2023), ethical considerations are important for any research. In this study, there were consent forms given to the participants to seek their consent to ascertain ethical guidelines. The researcher made known to all the participants the procedure of the research so that they may find the task easy. The researcher also made it clear that there would not be any payments or any form of incentives for participation in the study. They were also informed that there would be no other hidden purpose for collecting the data and it would be used solely for the purpose of research. To ensure confidentiality the researcher agreed with the respondents, that the information provided during interviews would only be used for research purposes only. To avoid any potential risks or harm, the researcher consulted

with the participants and agreed on a convenient time and location for the discussions. The researcher would take necessary precautions and prepared for debriefing exercise for participants who we in need of it to avoid triggers of past hurtful memories.

Results and discussion

The key research hypothesis was “there is no statistically significant relationship between extrinsic motivation and job satisfaction among support staff in public county secondary schools”. In order to establish the relationship between extrinsic motivation and job satisfaction among support staff in public county secondary schools in Homa Bay County, Kenya and to test the set hypothesis, an analysis of the existence of extrinsic motivation among support staff was first determined by the responses of the support staff to questionnaire items, on a five-point Likert scale of 1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree and 5- Strongly Agree. The results are presented in Table 2.

Table 2

Descriptive statistics about Extrinsic Motivation among Support Staff, n=328

Extrinsic Motivation Statement	Scale Measurement Level					Mean	SD
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
Having desire for prompt promotion after decision	2 (.6%)	15 (4.6%)	5 (1.5%)	191 (58.5%)	114 (34.8%)	4.30	1.925
Having desire to be promoted to the next grade	2 (.6%)	24 (7.4%)	11 (3.4%)	193 (59.4%)	95 (29.2%)	4.10	.804
Recognition efforts by principal, PA & BOM	1 (.3%)	14 (4.3%)	14 (4.3%)	224 (69.2%)	71 (21.9%)	4.06	.681
Letters of appreciation written by the principal	1 (.4%)	65 (19.7%)	58 (17.8%)	160 (49.0%)	44 (13.1%)	3.56	.981
Token of appreciation given during AGM	2 (.6%)	94 (28.8%)	16 (4.9%)	159 (48.5%)	57 (17.4%)	3.54	1.102
Salary structure depends on experience and training	19 (5.8%)	110 (33.9%)	71 (21.8%)	110 (33.9%)	15 (4.6%)	2.98	1.047
Being happy with current salary	22 (6.7%)	136 (41.6%)	54 (16.6%)	110 (33.5%)	6 (1.8%)	2.83	1.029
Regular review of salary	22 (6.7%)	155 (47.5%)	38 (11.8%)	89 (27.3%)	22 (6.7%)	2.80	1.121
Regular promotion of support staff by BOM	19 (5.7%)	116 (35.4%)	114 (34.8%)	73 (22.2%)	6 (1.9%)	2.79	.915
Composite values	3.1%	24.5%	12.9%	44.6%	14.7%	3.35	2.313

Interpretation of mean rating:

1.00-1.44=Very Low 1.45-2.44=Low 2.45-3.44=Moderate 3.45-4.44=High 4.45-5.00=Very High

Table 2 shows that the respondents rated most of the extrinsic indicators as having a moderate to high mean ratings ranging from 2.79 to 4.30 in a scale of 1-5, with an overall standard deviation of .956: The respondents endorsed more item statements as having high mean rating with “having prompt promotion done once a decision has been” with a mean rating of ($M=4.30$, $SD=1.925$) where 93.3% of the respondents were of the view that they agreed with this statement while only 5.2% disagreed with the statement. Concerning “desire to be promoted to the next grade” with a mean rating of ($M=4.10$, $SD=.804$), 88.6% of the respondents agreed with this statement while only 8.0% disagreed with it, suggesting that majority of the respondents were of the view that they had the desire to be promoted to the next grade implying they were extrinsically motivated.

On “recognition efforts by their principals, PA and BOM” with a mean rating of ($M=4.06$, $SD=.653$), this was also endorsed by 91.1% representing majority of the respondents were strongly in agreement with the statement while only 4.6% disagreed with this item statement. The fact that majority of the respondents were of the view that they appreciate the recognition efforts put in place to the support staff by the Principal, PA and BOM suggests that they are extrinsically motivated. Concerning “having letters of appreciation written by the principal with a mean rating of ($M=3.56$, $SD=.981$), 62.1% of the respondents were of the view that the principals writes to them letters of appreciation. with 20.1% of the respondents not consenting to the item. This means that majority of the respondents were of the view that when the principal writes letters of appreciation to support staff, then they are extrinsically motivated. On “token of appreciation given during AGM with a mean rating of ($M=3.54$, $SD=1.102$), 65.9% of the respondents were of the view that they receive token of appreciation given during AGM held in schools

and are therefore were motivated extrinsically while only 29.4% disagreed with this item statement.

However, Table 2 also indicates that the remaining indicators had moderate mean rating with “salary structure depending on experience and training” having a mean rating of ($M=2.98$, $SD=1.047$) where 38.5% of the respondents were of the view that their salary structure depends on experience and training while 39.7% disagreed with this statement. On “being happy with current salary with a mean rating of ($M=2.83$, $SD=1.029$), 35.3% of the respondents were of the view that they are happy with current salary while 48.3% representing majority of respondents did not consent to the item. The large standard deviation of 1.029 indicates that the respondents had a diverging opinion on this statement item. Concerning “regular review of salary” with a mean rating of ($M=2.80$, $SD=1.121$), 34.0% of the respondents representing minority of respondents were of the view that their salary was reviewed regularly while 54.2% representing majority of respondents disagreed with this statement. This means that majority of the respondents were of the view that their salary was not reviewed regularly. The fairly large standard deviation standard deviation of 1.121 for this item statement suggests that the respondents had a varied opinion on this item. Lastly on the item statement “regular promotion of support staff with a mean rating of ($M=2.79$, $SD=.915$), 24.1% of the respondents were of the view that there was regular promotion of support staff by BOM and 41.1% disagreed with this statement, indicating that the respondents had varied opinions concerning this item statement.

Table 2 also shows an overall a high mean rating of ($M=3.35$, $SD=2.313$), with 59.3% of the respondents having the view that they are extrinsically motivated. The overall standard deviation of 3.35 further affirms that the support staff were extrinsically motivated. This gives the impression that among the extrinsic motivation indicators listed, regular promotion of support staff had the lowest level of motivation. This could be attributed to the fact that there are no proper structures in the public county secondary schools

laid down by the ministry for promotion of the support staff. These findings could be due to the fact that the principals of the schools use some strategies to enhance the work performance of the support staff. Some of the strategies are like availing opportunities for promoting them once the boards of Managements approve such decisions. However, the fact that the respondents had an overall standard deviation of 2.313 is a clear indication that the respondents had varied opinions on the findings as relates to extrinsic motivation. These varied opinions particularly on salaries and promotions could be due to the fact that some support staff receive lower

monthly salaries while others receive high salaries. Also when it comes to salary structure depending on experience and training, they seemed to have varied opinions in that some of the support staff undergo some training before being employed while others like the kitchen staff may be employed without any prior training pertaining to their job and that makes them to be remunerated at lower salary scales.

Additionally, in order to determine the job satisfaction among support staff in public county secondary schools in Homa Bay County, an analysis of job satisfaction was also carried out. Table 3 shows the results.

Table 3

Mean Rating Summary of Support staff on Job Satisfaction Indicator Items

Job Satisfaction Statement	N	Mean Rating	Std Dev
Always present on duty	328	4.29	.560
Normally reports for duty in time	328	4.08	.585
Feels positive most of the time at work in school	324	4.05	1.27
Feel recognized & appreciated at work in school	328	3.91	.840
Feel involved in decisions that affect school	327	3.53	1.01
Overall Mean Rating	327	3.97	0.829

Interpretation of mean rating:

1.00-1.44=Very Low 1.45-2.44=Low 2.45-3.44=Moderate 3.45-4.44=High 4.45-5.00=Very High

From table 3, it can be noted that all the job satisfaction indicator items had high mean ratings with always present on duty ($M=4.29$, $SD=.560$); normally report for duty in time ($M=4.08$, $SD=.585$); feel positive most of the time they are working in school ($M=4.05$, $SD=1.27$); feel recognized and appreciated at work in school ($M=3.91$, $SD=.840$); and feel involved in decisions that affect the school ($M=3.53$, $SD=1.01$); Table 2 also shows a high overall mean rating of ($M=3.97$, $SD=.829$), indicating a high job satisfaction. The fact that the respondents had a small overall standard deviation of .829, is a clear indicator that they almost

unanimously agreed on the findings and hence affirming that they are highly satisfied with their jobs. These findings could be due to the fact that the schools' administration tries to put in place conducive working conditions where for example their efforts are recognized by the management as well as being considered for advancement in their specialized areas. Shamsuzzaman (2017) pointed out that that such job related factors resulted in greater job satisfaction in government institutions.

In order to determine the relationship between extrinsic motivation and job satisfaction of the support staff, inferential statistical analysis of Pearson correlation was conducted and the set hypothesis tested. Table 4 shows the results.

Table 4***Pearson Correlation between Extrinsic Motivation and Job Satisfaction***

Extrinsic Motivation Statement	Correlation with Job Satisfaction
Letter of appreciation from principal	$r = .148$, $N = 326$
Recognition efforts from Principal, PA, & BOM	$r = .244$, $N = 327$
Token of appreciation given during AGM	$r = .109$, $N = 326$
Desire to be promoted to the next grade	$r = .046$, $N = 326$
Desire for prompt promotion after decision made	$r = .059$, $N = 327$
Regular promotion for support staff	$r = .063$, $N = 327$
Being happy with current salary	$r = .094$, $N = 327$
Regular review of salary	$r = .118$, $N = 328$
Salary structure depend on exp & training	$r = .090$, $N = 328$

Interpretation of Pearson correlation

0.100-0.199 = Very low correlation, 0.200-0.399 = Low correlation, 0.400-0.599 = Moderate correlation, 0.600-0.799 = High correlation, 0.800-0.999 = Very high correlation

Results presented in Table 4 indicate that recognition efforts from Principal, PA, & BOM had the highest correlation of $r = .244$, $p = .000$, $N = 327$. This was followed in a decreasing order of the correlation coefficients with “letter of appreciation from principal ($r = .148$, $N = 326$); regular review of salary ($r = .118$, $N = 328$); token of appreciation given during AGM with ($r = .109$, $N = 326$); being happy with current salary ($r = .094$, $N = 327$); salary structure depend on experience and training ($r = .090$, $N = 328$); regular promotion for support staff ($r = .063$, $N = 327$); desire for prompt promotion after decision made ($r = .059$, $N = 327$); and lastly desire to be promoted to the next grade ($r = .046$, $N = 326$). Since all the extrinsic motivation indicator items had positive correlations above ($r = .046$ and below $r = .244$, it can be concluded that all the items had low to moderate positive correlations to job satisfaction for support staff in public county secondary schools in Homa Bay County

A similar theme emerged in which one of the discussants during focus group discussion revealed that extrinsic motivation factors like recognition leads to job satisfaction. One of the members said:

“Recognition of support staff whether in written or verbal praise or any other form from the principal enhances confidence and motivation of the support staff and this in turn

increases job satisfaction” [Participant 4, Focus Group Discussion 1]

Similarly, interview results of principals noted that feeling that support staff do their best at work enhances their job satisfaction. A principal said:

“In my view, giving tokens of appreciation to support staff who work hard in their assigned tasks positively influences their job satisfaction. In fact recognizing hard working support staff during Annual General Meetings gives other workers a challenge of aspiring to work hard to be appreciated the following year during similar events.” [Principal 7]

These sentiments demonstrated that extrinsic motivation and job satisfaction had a positive relationship. The responses from the respondents during the survey revealed that support staff in public county secondary schools in Homa Bay County were satisfied with their jobs.

Regarding desire for prompt promotion once a decision is made, the findings indicated that majority of the respondents 305 (93.3%) were of the view that they had desire for prompt promotion after decision making influences job satisfaction, suggesting they were extrinsically motivated. Data on job satisfaction also revealed that the support staff were highly satisfied with their jobs. The Pearson correlation indicated that the desire for prompt promotion had a positive correlation with job satisfaction ($r = 0.059$). Thus, majority of the respondents shared the opinion that the desire to have prompt promotion once a decision is made by school management enhances job satisfaction. Shamsuzzaman (2017) observed that promotion opportunities for workers increase their dignity and

satisfaction. In the schools, when the desire for support staff for promotion is considered by the schools' management, they feel dignified, motivated and this increases their job satisfaction. The study finding is similar to Riasat et al (2016) which revealed that promotion and concentrating on the mediating effect on reward system as aspects extrinsic motivation has a significant relationship with job satisfaction and job performance. Similarly, Mabaso and Dlamini (2017) established that impact of promotions and compensation, benefits on job satisfaction. The study findings concur with the study of Abdul et al (2018).

On having the desire to be promoted to the next grade, slightly more than four-fifths 288 (88.6%) were of the view that they had the desire to be promoted to the next grade and only 8.0% had a contrary view. This information implied that majority of the respondents were extrinsically motivated. On job satisfaction, the findings indicated that the support staff had a high job satisfaction. With regards to correlation, Pearson correlation test revealed that desire to be promoted to the next grade had a positive correlation with job satisfaction ($r=0.046$). Saharuddin (2016) noted that promotion and compensation have significant and positive impact on job satisfaction, morale and work productivity. The study findings concur with study by Godwin (2014) which established that promotion has impacts to individual and organizational performance as it induces motivation, good performance, good relations and increased remunerations.

With regards to recognition efforts by the Principal, PA and BOM shows that the respondents approved that they are extrinsically motivated. This was confirmed by the findings which indicated that 295 (91.1%) representing majority of the respondents were in agreement with the item statement and only 4.6% disagreed with it. On job satisfaction, the findings revealed that the support staff were highly satisfied with their jobs. Pearson correlation analysis results showed that there was a positive correlation with job satisfaction. Wachira (2016) posited that recognition had a significant role in job satisfaction of employees in organization. However, Akafo and

Agyekum (2015) on their study on the impact of reward and recognition on job satisfaction and motivation in private tertiary institutions in Ghana, revealed that no significant relationship existed between recognition and job satisfaction. This could be due to the fact that private institutions usually have better terms of employment than the public institutions. Therefore, employees may struggle to have good performance of the tasks assigned to them, not necessarily due to higher job satisfaction but because of the better terms of employment. The two study findings could be different due to the differences in the context of the studies since the workers in Homa Bay County are different from those in Ghana.

Regarding letters of appreciation written by the principal to the support staff, the respondents recognize that writing appreciation letters gives a lot of encouragement to the support staff and therefore makes them feel appreciated for the roles they perform in school. This was confirmed by more than two-thirds 204 (60.1%) of the respondents. The findings also showed that the support staff had a high job satisfaction and that the Pearson moment correlation results revealed a positive correlation with job satisfaction ($r=0.148$). In secondary schools, appreciation plays a key role in creating a positive school culture. Mussie et al (2014) assert that recognition has a significant relationship with job satisfaction. When the principal writes letters of appreciation to support staff, then this goes a long way in way in motivating them. This makes the feel appreciated and therefore enhances their job satisfaction.

On token of appreciation being given to support staff during Annual General Meetings, more than two-thirds 216 (65.9%) of the respondents were in support of this view, implying they were extrinsically motivated. The findings also showed that the support staff were highly satisfied with their jobs. On the relationship with job satisfaction, Pearson correlation analysis indicated that this item had a positive correlation ($r=.109$). These findings show that giving tokens as rewards to support staff enhances their job satisfaction. Ndungu (2017) note that recognition, rewards have a significant impact

on performance of employees. As expounded by Tidd (2020), extrinsic motivation factors such as rewards and sanctions awarded to students or employees stimulate higher motivational needs and can contribute to success or failure within the schools.

Regarding salary structure depending on experience, the findings revealed that slightly less than two-thirds 129 (39.7%) of the respondents supported this view and almost a similar proportion. 125 (38.5%) had the converse view. This finding implied that although the respondents had varied opinion on this item, they still had the view that they were extrinsically motivated. However, the finding on job satisfaction indicated that the support staff had a high job satisfaction. Although only a minority of the respondents were of the view that they are extrinsically motivated, the findings of Pearson moment correlation revealed a positive correlation of this item and job satisfaction ($r=0.090$). Thus, the respondents seemed to concur that when the salary depends on experience and training of the support staff, then this is likely to cause enhanced job satisfaction. Benjamin et al (2022) on his study on relationship between job Satisfaction, pay, affective commitment and turnover intention among registered nurses in Nigeria revealed a positive relationship between salaries and job satisfaction. Similarly, Pedzani (2015) note that that pay was ranked highest among the factors that lead to job satisfaction. However Young et al. (2014) study on public sector environment failed to find any significant relationship between pay and job satisfaction.

Table 5

Overall Pearson Correlation between Extrinsic Motivation vs Job Satisfaction

Item	Job Satisfaction
Intrinsic Motivation	Pearson Correlation .381**
	Sig. (2-tailed) .000
	N 328

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

Results from Table 4 showed there existed a statistically significant low positive correlation ($N=328$, $r=.381$, $p<.05$) between extrinsic motivation and job satisfaction. Given that the observed p value of .000 is lower than the set

On regular review of salary, the findings indicated that slightly more than half of the respondents 187 (54.2%) representing majority of respondents did not agree that they had a regular salary review view. Despite this, the findings revealed that the support staff had a high job satisfaction. Although only 34% of the respondents agreed that they had a regular review of salary, with a moderate mean rating of 2.80, Pearson correlation revealed that this item had a positive correlation with job satisfaction ($r=0.118$). As noted by majority of respondents, regular review of salary is an important aspect in giving the support staff morale and therefore enhancing their job satisfaction. According to Kumar and Varma, (2017), salary serves as a driver of job satisfaction of employees' satisfaction with salary will make employees have the desire to stay but not enough salary will have an impact on the desire to change jobs. The study findings support the study by Agung et al (2022) that showed that salary satisfaction has a significant effect on job satisfaction.

In order to determine whether there was a statistically significant relationship between extrinsic motivation and job satisfaction, the set hypothesis was tested. The hypothesis to be tested was: There is no statistically significant relationship between extrinsic motivation and job satisfaction among support staff in public county secondary schools in Homa Bay County, Kenya

Pearson's moment coefficient of correlation analysis was conducted between the scores of the two variables. The results of Pearson's product-moment correlation coefficients are presented Table 5.

significance level ($\alpha=.05$), the null hypothesis was rejected. It was therefore concluded that extrinsic motivation had a low positive correlation with job satisfaction among support staff in public county secondary schools in Homa Bay county, Kenya. This

means that the level at which the support staff in public secondary schools are extrinsically motivated will influence the level at which they are satisfied by doing their jobs.

To estimate the contribution of extrinsic motivation on job satisfaction, regression analysis was conducted. Table 6 shows the results.

Table 6

Model Summary on Regression Analysis of Extrinsic Motivation on Job Satisfaction

Model	R	R ²	Adjusted R ²	Std Error of Estimate
1	.381 ^a	.145	.106	.758

a. Predictors: (Constant), Extrinsic Motivation

From Table 6, it can be observed that extrinsic motivation significantly contributed to job satisfaction. As indicated by the Coefficient of Determination, $R^2 = .145$, it is evident that extrinsic motivation explained 14.5% of the variation in job

satisfaction where as 85.5% was attributed to variables beyond the scope of the study.

To ascertain whether extrinsic motivation was a significant predictor of job satisfaction, ANOVA was computed. The findings are indicated in Table 7.

Table 7

ANOVA- Relationship of Extrinsic Motivation and Job Satisfaction

Model		Sum of Squares	Df	Mean Square	F	Sig
1	Regression	18.963	9	2.107	3.664	.000 ^b
	Residual	182.850	318	.575		
	Total	201.813	327			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Extrinsic motivation

From Table 7, it can be noted that extrinsic motivation significantly contributed to job satisfaction $F(9, 318) = 3.664$, $p < .05$. This further suggests that at least one aspect of extrinsic motivation significantly contributed to job satisfaction. The aspects of extrinsic motivation include: having desire for promotion once a decision is made, desire to be promoted to the next grade, recognition efforts by the principal, PA, and BOM,

letters of appreciation written by the principal, token of appreciation given during AGMs, salary structure depending on experience and training, being happy with the current salary, regular review of salary and regular promotion by the BOM. However, in order to ascertain the level of contribution of the individual aspects of extrinsic motivation in the prediction of job satisfaction, a linear analysis was conducted. The results are presented in Table 8.

Table 8

Coefficients of the individual Sub-Variables of Extrinsic Motivation.

Model 1	Coefficients ^a	Unstd. Coeff B	Std. Err	Std. Coeff. Beta	t	Sig
	Overall Constant	.2.110	.329	-	5.412	.000^b
	Letters of appreciation	.027	.041	.033	.652	.515
	Recognition efforts	.347	.066	.284	5.269	.000
	Token of appreciation	.069	.045	.192	3.118	.002
	Desire for promotion to next grad	.017	.053	.034	.633	.122
	Promotion after decision making	.124	.019	.041	.887	.527
	Regular promotion	.078	.058	.087	1.321	.030
	Happy with current salary	.007	.057	.027	.129	.689
	Regular review of salary	.089	.051	.116	.745	.897
	Salary structure depends on exp.	.014	.048	.021	.295	.082

a. Dependent variable: Job Satisfaction

From Table 8, the findings show that recognition efforts ($B=.347$, $t=5.269$, $p<.05$), token of appreciation ($B=.069$, $t=3.118$, $p<.05$) and regular promotion ($B=.078$, $t=1.321$, $p<.05$) which had their p values less than 0.05 , had statistical significant contribution in job satisfaction since all their p values were less than 0.05 . On the contrary, the remaining extrinsic motivation indicator factors; letters of appreciation ($B=.027$, $t=.652$, $p>.05$), desire for promotion to next grade ($B=.017$, $t=.633$, $p>.05$), promotion after decision making ($B=.124$, $t=.877$, $p>.05$), being happy with current salary ($B=.007$, $t=.129$, $p>.05$), regular review of salary ($B=.089$, $t=.745$, $p>.05$), and salary structure depending on experience ($B=.114$, $t=.295$, $p>.05$), had no statistical significant contribution to job satisfaction of the support staff. This indicates that there is sufficient statistical evidence to suggest that extrinsic motivation aspects of recognition efforts, token of appreciation and regular promotion significantly contributed to job satisfaction of support staff significantly contributed to job satisfaction of support staff whereas letters of appreciation, desire for promotion to next grade, promotion after decision, being happy with current salary, regular review of salary and salary structure depending on experience did not significantly contribute to job satisfaction of the support staff. These findings are consistent Wachira (2016) and Pan et al (2015) findings that revealed that recognition and rewards were positively associated with job satisfaction.

The qualitative findings of the focus group discussion corroborate the findings. A discussant said:

“Token of appreciation or rewards given to support staff is one of the contribution factors towards their motivation and job satisfaction. When support staffs are presented with items during prize giving days for doing a good job, this actually enhances their job satisfaction [Participant 1, Focus Group Discussion 1]

Conclusion and Recommendations

The results indicate there is sufficient evidence to suggest that extrinsic motivation through

implementing recognition efforts, giving tokens of appreciation to support staff and regular promotion of support staff had a significant relationship with job satisfaction among support staff in public county secondary schools. The study therefore concluded there is need for enhancement of extrinsic motivation though implementing recognition efforts, giving tokens of appreciation to support staff and regular promotion of support staff in public county secondary schools to increase their job satisfaction and therefore job output of their assigned tasks.

The study therefore recommended that the school administration should adopt appropriate extrinsic motivational practices like implementing recognition efforts, giving tokens of appreciation to support staff and regular promotion of support staff in public secondary schools to enhance their productivity and job satisfaction.

Declaration of generative AI and AI-assisted technologies in the writing process

The authors, while preparing this work, utilized ChatGPT for spell checking and grammar refinement. After using this AI tool, the authors carefully reviewed and edited the content as necessary and assume full responsibility for the publication's content.

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CRedit authorship contribution statement

Ambuchi: Writing- review & editing, **Paul:** Writing-original draft, Methodology, Data curation. **Beth:** Writing- review & editing, Conceptualization. **Richard:** Writing-review & editing, Methodology. **Jack:** Writing-review & editing, Conceptualization.

Declaration of conflict of interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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