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## **Job Satisfaction on productivity of Non-Teaching Staff: Public Secondary Schools in Baringo Central Sub County, Kenya**

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### **Abstract**

Job satisfaction plays a vital role in management, influencing both employee engagement and the overall workplace culture. This article is guided by the following objectives: to establish the influence of remuneration; to determine the influence of communication; to investigate the influence of the work environment; and to examine the influence of training opportunities on the productivity of non-teaching staff in public secondary schools in Baringo County, Kenya. It employs a descriptive research approach to articulate and characterize current events. The target population comprises of 327 individuals, specifically School Accountants and School Secretaries. Utilizing the Krejcie and Morgan (1970) table for sample size calculation, a representative sample of 181 non-teaching staff members were selected. Simple random selection ensured each school had an equal opportunity for inclusion. Data collection involved document analysis, questionnaires and interview schedules. Descriptive analysis was applied, presenting processed data through frequency tables and percentages. Instrument validation was included, content validity, involving university lecturers and experts, while reliability was established through a pilot study, with a threshold Cronbach's alpha ( $\alpha$ ) of 0.7 indicating tool reliability. Based on the findings, it concludes that there is a moderate-positive and statistically significant correlation between remuneration on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya ( $r = 0.531$ ;  $p < 0.05$ ).

**Key words:** Job, Non-teaching, Productivity, Satisfaction, Staff

### **Introduction**

Studies carried out across multiple countries highlight the critical function that non-teaching employees' job satisfaction plays in influencing productivity. Research conducted in the United Kingdom by Bigley et al. (2018) highlights the strong relationship between lower absenteeism and employee satisfaction, highlighting the critical impact of job satisfaction on attendance. Additionally, Rhodes and Steers (2019) affirm that an organization's overall productivity is markedly influenced by the capability and motivation levels of its personnel. This highlights the broader implications of fostering job satisfaction among non-teaching staff, not only for individual well-being but also for organizational success in the UK.

In South Africa, where educational institutions significantly contribute to the success of education, the job satisfaction of non-teaching staff emerges as a crucial factor influencing the overall effectiveness of these institutions. Various practices within secondary schools and universities highlight the importance of non-teaching staff. Measures are often implemented to boost job satisfaction, including recognition programs, professional development opportunities, and inclusive decision-making processes. Notwithstanding these commendable initiatives, obstacles, such as inequalities in compensation or a deficiency in clear communication, could potentially impede endeavours to cultivate all-encompassing job contentment among non-teaching personnel in South African educational establishments (Ngwenya, 2019).

Non-teaching staff job satisfaction is critical in Uganda for improving overall organisational effectiveness, particularly in the education sector (Mugisha and Musoke, 2022). The country grapples with challenges like limited financial resources and remuneration disparities, significantly impacting the job satisfaction of administrative personnel, maintenance staff, and support roles in educational institutions. Despite these hurdles, these individuals play pivotal roles in supporting the educational mission. To tackle these challenges, institutions can implement recognition programs, provide professional development opportunities, and adopt inclusive decision-making processes. Addressing these issues and promoting job

satisfaction can lead to a more engaged and productive non-teaching workforce in Uganda, ultimately contributing to improved student outcomes and organizational success (Nsejjula, 2023).

In Kenyan public secondary schools, the management and employment dynamics for teaching and non-teaching staff diverge, with the Teachers Service Commission (TSC) overseeing teaching staff, while non-teaching staff fall under the purview of each school's Board of Management (BOM) (Ngeny, 2016). This organizational distinction carries implications for the job satisfaction and overall well-being of non-teaching staff, as outlined in the Basic Education Act (2013), granting BOMs authority over recruitment, employment, remuneration, and related aspects for non-teaching staff. However, the decentralized nature of this approach may lead to inconsistencies in employment practices and compensation across different schools. The expanding secondary school landscape in Kenya has heightened the demand for non-teaching staff, presenting challenges to BOMs in effectively managing and motivating this growing workforce. According to Ngeny (2018), job security, pay, and the work environment are the most important factors that affect how happy non-teaching staff are with their jobs in Kenyan secondary schools. He delved into human resource practices, emphasizing the significance of fair remuneration, professional development opportunities, positive work environments, and clear career paths in determining support staff's job satisfaction. Otieno and Ochuodho (2019) echoed these findings, stressing the importance of transparent communication, recognition for achievements, and involvement in decision-making processes to enhance job satisfaction among support staff.

Insights from Mwangi's (2020) study emphasize the impact of financial management practices on support staff well-being, highlighting the positive effects of consistent salary payments, timely remittance of statutory deductions, and access to affordable housing options on job satisfaction. These findings underscore the need for effective financial management practices, ensuring fairness and transparency in support staff remuneration and benefits. Oketch (2021), in a supplementary investigation, examined the impact of possibilities for development and training on the job satisfaction and performance of support staff. The findings of this study unveiled notable increases in motivation and engagement. Still, more investigation is needed to address potential shortcomings and knowledge gaps about how various factors affect support staff in educational institutions. Based on the aforementioned justifications, the current study seeks to establish the influence of job satisfaction on the productivity of non-teaching staff in public secondary schools in Baringo Central sub-county, Kenya.

### **Statement of the Problem**

Once a new employee is on boarded, it becomes imperative for managers and human resource professionals to gauge the level of job satisfaction the employee experiences. Job satisfaction significantly influences employee performance and, consequently, the overall success of the organization. As a result, the researcher wanted to investigate the influence of job satisfaction on the productivity of non-teaching staff in public secondary schools in Baringo Central sub-county, Kenya.

### **Objectives of the research article**

- i. To establish the influence of remuneration on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya.
- ii. To determine the influence of communication on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya.
- iii. To investigate the influence of work environment on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya.
- iv. To examine the influence of training opportunities on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya

### **Significance of the research article**

The results of this investigation are anticipated to provide valuable insights for non-teaching staff, offering a comprehensive understanding of how the identified factors influence their work satisfaction. The data gleaned from the research will serve as a foundational resource for school administrations, empowering them to formulate targeted strategies aimed at enhancing job satisfaction among non-teaching staff within their institutions. By pinpointing specific

areas of weakness, school administrators can implement informed improvements to create a more conducive work environment. Additionally, the study's findings will contribute to the academic community by adding to the limited body of knowledge in this particular research domain. Scholars and researchers will have the opportunity to build upon the study's outcomes, fostering a deeper understanding of the dynamics influencing non-teaching staff job satisfaction. Lastly, the research is expected to raise awareness among governmental bodies regarding the unique needs and demands of non-teaching employees, potentially influencing policy decisions to better support this vital segment of the educational workforce.

### Justification

The study is justified by the need to enhance organizational effectiveness by understanding the relationship between job satisfaction and productivity is crucial for creating a conducive work environment, improving staff morale and optimizing resource utilization. This research will seek to provide valuable insights for educational policymakers and administrators to implement targeted strategies that foster job satisfaction among non-teaching staff, ultimately contributing to a more efficient and productive public secondary school system

### Delimitations

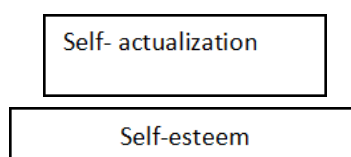
As stated by Simon and Goes (2014), delimitations in a study involve the intentional boundaries set by the researcher around the chosen topic, specifying which individuals are included or excluded from the investigation. In this study, the constraints will be applied to public secondary schools within Baringo Central sub-county. The selection of Baringo Central Sub County as the research site is driven by its rural context, introducing distinctive challenges and opportunities that may impact job satisfaction and productivity. Focusing on a rural setting is deliberate, as conducting research solely in urban areas might limit the applicability of the findings. The factors influencing non-teaching staff—including remuneration communication, work environment, and training opportunities—are the exclusive focus of this study.

### Literature review

Job satisfaction plays a pivotal role in determining an individual's holistic well-being. It denotes the extent of contentment or fulfillment an individual experiences in the context of their employment (Ilham, 2019). In the United States, Drummond (2019) explores the multifaceted motivations tied to money, indicating that individuals are driven not only by basic needs but also by non-economic desires like power and prestige. In a study in the United States, poor communication was linked to low productivity, below standard services, and higher costs, emphasizing the need for robust communication systems (Leucke, 2019). Sinha (2018) posits that the working environment exerts a substantial impact on job satisfaction. The cleanliness, organisation, and accessibility of resources and supplies within the work environment are all significant factors that can significantly impact employee satisfaction with their responsibilities (Steers, 2019). Bogler (2018) asserts that substandard productivity is frequently associated with the work environment, which is impacted by elements including adequate workspace conditions, space availability, heating, lighting, and ventilation, among others.

### Theoretical Framework

This research will be grounded in the principles of Maslow's hierarchy of needs theory (Maslow, 1954). Maslow proposed a five-tiered model of human needs, encompassing physiological, safety, love and belonging, esteem, and self-actualization needs.



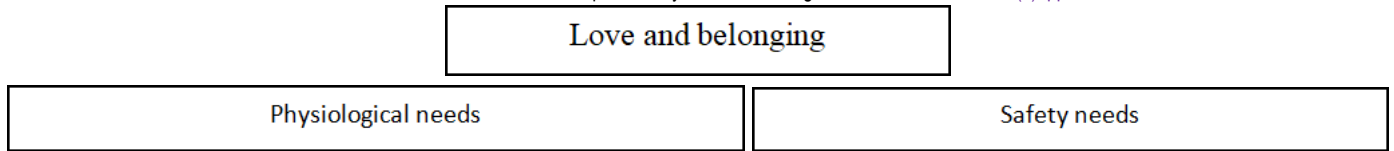


Figure 1: Maslow's hierarchy of needs

According to Maslow's hierarchy of needs, meeting lower-level needs must come before attending to higher-level demands. Secondary school administrators in the Baringo Central sub-county may find it especially helpful to apply Maslow's theory if they want to increase the job satisfaction of their non-teaching staff members.

**Conceptual Framework**

A conceptual framework serves as a graphical representation that illustrates the operational definitions of the variables comprising a research study, as well as the interrelationships that illustrate the influence of the independent variables on the dependent variable.

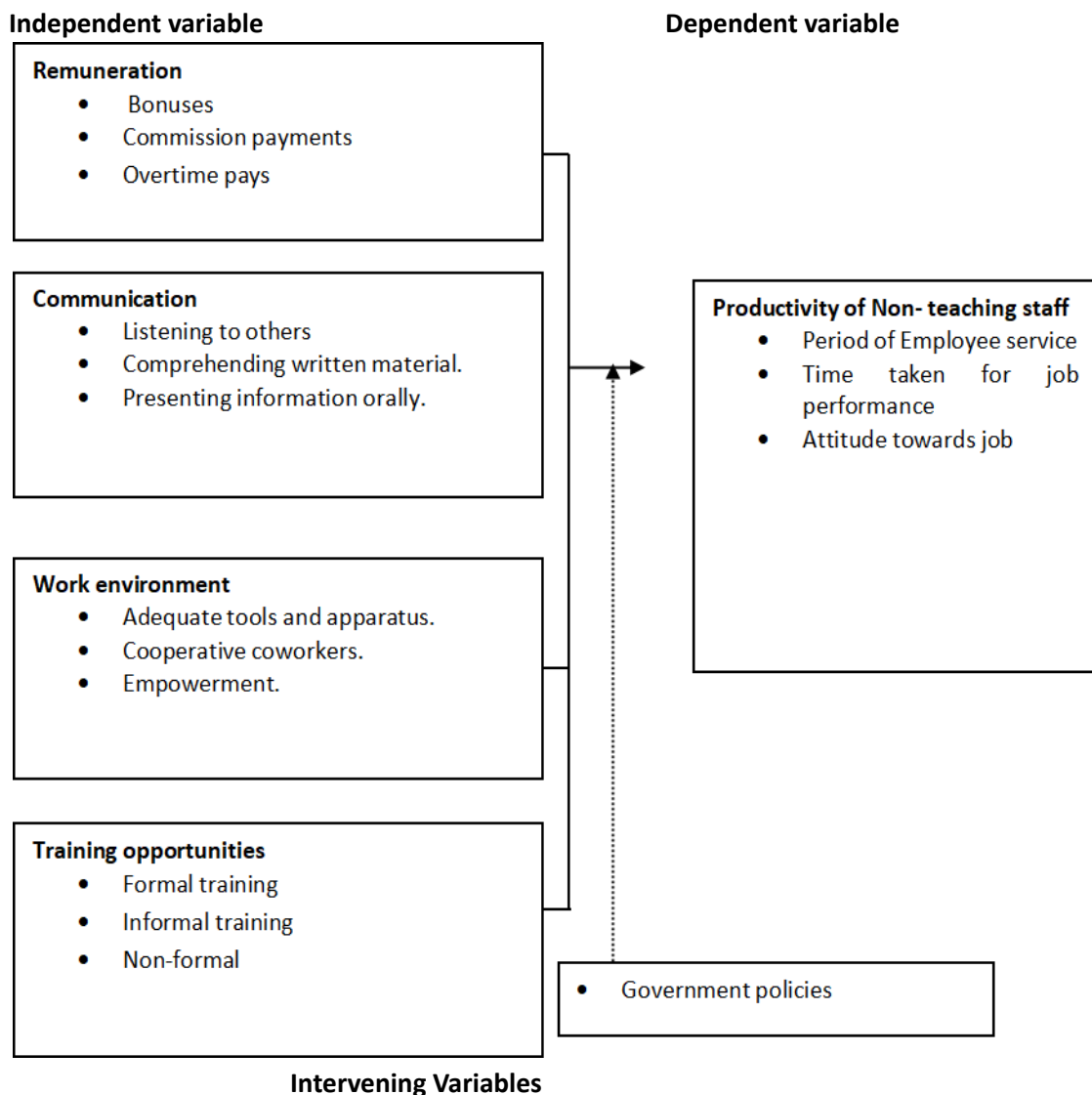


Figure 2: Conceptual framework

Source: Researcher (2024)

## Research design and Methodology

To effectively gather quantitative and qualitative data that accurately depict the current situation of non-teaching staff members in Baringo Central sub-county, the researcher employed a descriptive study design. Random sampling method was implemented. This method entails randomly selecting individuals from the population without considering any pre-existing characteristics or attributes. It is an unbiased and efficient sampling method that ensures that the selected sample is indicative of the population as a whole.

## Research Final Findings and Discussions:

### The influence of remuneration on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya

The respondents were asked to rate extent of the influence of remuneration on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya., the value of the mean indicated the level of agreement ranging as scale of 1 to 5, with 1 denoting no impact, 2 low, 3 moderate, 4 great, and 5 very great. The findings are as indicated in Table 4.5.1.

**Table 4.5.1: Extent the influence of remuneration on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya**

Statements	5 %	4 %	3 %	2 %	1 %	Mean	Std
Adequate to responsibility	30	39	19	10	2	4.46	0.81
Motivated with remuneration	34	48	13	4	1	3.57	0.64
Fair salary on performance	31	38	17	12	2	4.17	0.88
Recognition thro' remuneration	535	36	16	9	4	4.38	0.81
Motivation on performance	30	34	23	7	6	3.34	1.48

(Source field data 2024)

The research findings revealed that majority of the respondents (30%) to a very great extent 39 % agreed to a great extent while those who moderately agreed were at 19 %. Those who agreed to a low extent at 10% while those at no extent were at 2 % with a mean of 4.46 and the standard deviation of 0.81 that the research findings revealed that majority of the respondents (34%) to a very great extent 48 % agreed to a great extent that adequate to responsibility, while those who moderately agreed were at 13 %. Those who agreed to a low extent at 4 % while those at no extent were at 1 % with a mean of 3.57 and the standard deviation of 0.64.

The research findings revealed that majority of the respondents (31%) to a very great extent 38 % agreed to a great extent while those who moderately agreed were at 17 %. Those who agreed to a low extent at 12 % while those at no extent were at 2 % with a mean of 4.17 and the standard deviation of 0.88 that online banking eased transactions. The research findings revealed that majority of the respondents (35%) to a very great extent 36 % agreed to a great extent while those who moderately agreed were at 16 %. Those who agreed to a low extent at 9 % while those at no extent were at 4 % with a mean of 4.38 and the standard deviation of 0.81 that Recognition through remuneration influence of remuneration on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya.

The research findings revealed that majority of the respondents (30%) to a very great extent 34 % agreed to a great extent while those who moderately agreed were at 23 %. Those who agreed to a low extent at 7 % while those at no extent were at 6 % with a mean of 3.34 and the standard deviation of 1.48 that the poor accessibility led to people adopting online banking The overall results revealed that remuneration impacted directly on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya.

#### 4.5.2. The influence of communication on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya

The respondents were to indicate the level of agreement on the influence of communication on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya. The findings are as indicated in Table 4.5.2.

**Table 4.5.2: Level of Agreement on the Influence communication on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya.**

Level of Agreement	Frequency(n)	%
Clear communication channels	9	22
Timely and relevant information	26	67
Team and feedback mechanisms	6	11
<b>Total</b>	<b>41</b>	<b>100</b>

(Source field data, 2024)

The results indicated that majority of the respondents agreed at a moderate degree that they were aware that communication influenced positively on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya, at 26(67%), those who agreed at a high degree at 9(22%) while those who agreed at low degree comprised of 6(11%). This implied that the most respondents agreed that Timely and relevant information, Team and feedback mechanisms, Clear communication channels impact positively on productivity of non-teaching staff in public secondary schools in Baringo Central.

#### 4.5.3. The influence of work environment on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya.

The respondents were to rate the influence of perceived risk on adoption of online banking on financial performance in Equity bank on a scale of 1 to 5, 1 -no impact, 2 -low, 3 -moderate, 4- great, and 5- extremely great. The findings are as indicated in Table

**Table 4.5.3: The Influence of work environment on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya**

Statements	5 %	4 %	3 %	2 %	1 %	Mean	Std
Physical workspace	39	31	18	8	4	4.49	0.97
Workspace versus relationship	38	44	13	4	1	3.57	0.64
Availability of tools	31	38	17	10	4	4.72	0.88
Overall work atmosphere	536	35	15	9	5	4.38	0.81

(Source Field Data 2024)

The research findings on the impact of Physical workspace indicated majority of the respondents (39%) agreed the impact was at a very great extent (31 %) agreed to a great extent while those who moderately agreed were at 18 %. Those who agreed to a low extent at 8% while those at no extent were at 4 % with a mean of 4.49 and the standard deviation of 0.97. The research findings on the impact Workspace versus relationship indicated majority of the respondents (38%) agreed the impact was at a very great extent (44 %) agreed to a great extent while those who moderately agreed were at 13 %. Those who agreed to a low extent at 4% while those at no extent were at 1 % with a mean of 3.57 and the standard deviation of 0.64.

The research findings on the Availability of tools indicated majority of the respondents (31%) agreed the impact was at a very great extent (38 %) agreed to a great extent while those who moderately agreed were at 17 %. Those who agreed to a low extent at 10% while those at no extent were at 4 % with a mean of 4.72 and the standard deviation of 0.88.

The research findings on the impact of Overall work atmosphere indicated majority of the respondents (36%) agreed the impact was at a very great extent (35 %) agreed to a great extent while those who moderately agreed were at 15 %. Those who agreed to a low extent at 9% while those at no extent were at 5 % with a mean of 4.38 and the standard deviation of 0.81.

4.5.4. **The influence of training opportunities on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya**

**Table 4.5.4: influence of training opportunities on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya**

Evaluation of Perceived Trust	Frequency(n)	%
Trainings enhance skills	10	6
Trainings impact performance	21	12
Trainings increase efficiency	61	35
Trainings enhance confidence	82	47
<b>Total</b>	<b>174</b>	<b>100</b>

(Source field data, 2024)

The results indicated that majority at 19(47%) showed that Trainings enhance skills This was followed by those who indicated that Trainings impact performance. The minority 3(6%) indicated that Trainings increase efficiency and that Trainings enhance confidence at 47 %. These results showed that the influence of training impacts positively on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya.

**4.6 Diagnostic Test**

**4.6.1 Autocorrelation Assumption Test**

The results of the test of autocorrelation assumption are presented in Table 4.11

**Table 4.11: Autocorrelation Assumption Test Results**

Variable	Durbin-Watson
Remuneration on productivity	1.632
Communication on productivity	2.435
Work environment on productivity	2.448
Training opportunities	1.390

(Source, field 2024)

The results as indicated in Table 4.11 revealed that the Durbin- Watson statistic value of Remuneration on productivity was 1.632. In addition, the Durbin-Watson statistic value of Communication on productivity was 2.435. Further, the results indicated that the Durbin-Watson statistic value Training opportunities for Work environment on productivity was 2.448 and for was 1.390. This implies that the study variables had the independence of errors because it meets the threshold of Durbin-Watson between 0-4. The Durbin-Watson test reports a test statistic, with a value from 0 to 4, where: 0-2.5 denotes no autocorrelation. In conclusion, the data collection instruments were found to be valid and reliable and therefore can be used for data collection in the main study good, 5(12%) indicated that it was good.

**6.2 Normality Assumptions Test**

The study conducted a normality test to determine whether the data is normally distributed. The result of the normality test is indicated in Table 27.

**Table 4.12: Normality Assumption Test Results**

Variable	Kolmogorov- Smirnov	Sig
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Remuneration on productivity	.362	.523
Communication on productivity	.370	.741
Work environment on productivity	.245	.860
Training opportunities	.252	.609

(Source, field 2024)

Normality assumption test results in the table established that the data was normally distributed since the significance values for Kolmogorov-Smirnov were greater than 0.05. The study findings indicated that Remuneration on productivity influence had a Kolmogorov-Smirnov significance value of  $p=.523 > 0.05$ , Communication on productivity had a Kolmogorov-Smirnov significance value of  $p=.741 > 0.05$ . Work environment on productivity had a Kolmogorov-Smirnov significance value of  $p=.860 > 0.05$ . Training opportunities had a Kolmogorov-Smirnov significance value of  $p=.609 > 0.05$ . Since the p-values were greater than the significance level (0.05), this implies that the data were normally distributed.

#### 4.6.3 Multicollinearity Test

Multicollinearity occurs when two or more independent variables are highly correlated with each other. When multicollinearity is present in a regression model, it can be difficult to determine the unique contribution of each independent variable to the outcomes. The study result is presented in Table 4.13.

**Table 4.13: Multicollinearity Assumption Test Results**

Variables	Tolerance	VIF
Remuneration on productivity	.528	1.722
Communication on productivity	.511	1.774
Work environment on productivity	.613	1.535
Training opportunities	.764	1.402

(Source, field 2024)

From the findings the tolerance and variance inflation factor value for Remuneration on productivity (tolerance=0.528 and VIF=1.722), Communication on productivity (tolerance=0.511 and VIF=1.774), Work environment on productivity (tolerance=0.608 and VIF=1.595). Training opportunities (tolerance=0.764 and VIF=1.402). The study results imply that all tolerance values for the four variables under study were all above 0.10 and VIF values all less than 10, this implies that the data used had no Multicollinearity.

#### 4.6.4 Homoscedasticity Test Results

Homoscedasticity describes the homogeneity of disturbance between independent and dependent variables across the values of the independent variables. It expresses constant residual terms across observations. Conversely, unequal errors lead to heteroscedasticity problem. Heteroscedasticity contribute to inefficient parameter estimates and incorrect confidence intervals. When the value of the dependent variable changes, the error term ought not to vary much. For homoscedastic data, p-value is greater than 0.05. Homoscedasticity test results are shown in Table 4.14.

*Table 4.14: Homoscedasticity Test Results*

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
(Constant)	.036	.209		.153	.819
1 Remuneration on productivity	.020	.054	.048	-.169	.857
Communication on productivity	.056	.059	.272	1.013	.350
Work environment on productivity	.039	.034	.073	.220	.853
Training opportunities	.030	.045	.097	-.370	.744

The results in Table 4.14 shows that, Remuneration on productivity , Communication on productivity, Work environment on productivity, Training opportunities had p-values 0.857 0.350, 0.853 and 0.744 respectively. All these values are



greater than 0.05, implying that the data was homoscedastic and there was no heteroscedasticity problem. The results helped the researcher to validate the appropriateness of the linear regression analysis.

#### 4.7 Inferential Statistics

##### 4.7.1 Correlation Analysis

##### 4.7.1.1 The influence of remuneration on productivity of non-teaching staff in public secondary schools in Baringo Central Sub County

The study sought to establish the correlation between the remuneration influences on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya. The findings of the study are as shown in Table 4.14.

**Table 4.15: The influence of remuneration on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya.**

		productivity of non-teaching staff
Remuneration influence	Pearson Correlation	.531**
	Sig. (2-tailed)	.000
	N	41

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

As indicated in Table 4.15, the study indicates that there was a moderate positive and statistically significant correlation between remuneration influence and productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya ( $r = 0.531$ ;  $p < 0.05$ ). This implies that the remuneration influences increased productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya.

##### 4.7.1.2 Influence of the influence of communication on productivity of non-teaching staff in public secondary schools in Baringo Central Sub County

The study sought to establish the correlation between the influences of communication on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya. The findings of the study are as shown in Table 4.16.

**Table 4.16: influence of communication on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya**

		productivity of non-teaching staff
communication on productivity	Pearson Correlation	.591**
	Sig. (2-tailed)	.000
	N	41

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

As indicated in Table 4.16, the study indicates that there was a moderate positive and statistically significant correlation between communications on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya. ( $r = 0.591$ ;  $p < 0.05$ ). This implies that communication increased productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya.

#### 4.7.1.3 The Influence of work environment on productivity of non-teaching staff in public secondary schools in Baringo Central Sub County

The study sought to establish the correlation between Influences of work environment on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya. The findings of the study are as shown in Table 4.17.

**Table 4.17: Influence of work environment on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya**

		productivity of non-teaching staff
work environment	Pearson Correlation	.589**
	Sig. (2-tailed)	.000
	N	41

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

As indicated in Table 32, the study indicates that there was a moderate positive and statistically significant correlation between work environment and productivity of non-teaching staff ( $r = 0.589$ ;  $p < 0.05$ ). This implies that good work environment increased productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya.

#### 4.7.1.4 To Establish the Influence of training opportunities on productivity of non-teaching staff in public secondary schools in Baringo Central sub county

The study sought to establish the correlation between training opportunities and productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya. The findings of the study are as shown in Table 32. The findings of the study are as shown in Table 4.18.

**Table 4.18: the Influence of training opportunities on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya**

		productivity of non-teaching staff
training opportunities	Pearson Correlation	.690**
	Sig. (2-tailed)	.000
	N	171

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

As indicated in Table 4.18, the study indicates that there was a moderate positive and statistically significant correlation between training opportunities and productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya ( $r = 0.690$ ;  $p < 0.05$ ). This implies that training opportunities has a positive impact on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya.

#### 4.7.2 Regression Analysis

The study carried out a regression analysis to evaluate the combined influence of Remuneration on productivity, Communication on productivity, Work environment on productivity, Training, was established. The model summary was shown in table 4.19.

**Table 4.19: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sig. F Change
1	.867a	.752	.759	.3561	.000

The R-Squared is the proportion of variance in the dependent variable which can be explained by the independent variables. The R-squared in this study was 0.752, which shows that the four independent variables can explain 75.2 % of productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya, while other factors explain 24.8%.

**Table 4:20: ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.54	4	6.193	100.308	.000b
	Residual	8.444	173	.1002		
	Total	36.498	171			

a. Dependent Variable: productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya.

b. Predictors: (Constant), remuneration, communication, work environment, training

The analysis of variance in this study was used to determine whether the model is a good fit for the data. From the findings, the p-value was 0.000 which is less than 0.05 and hence the model is good in predicting how the four independent variables. Further, the F-value was (100.308) which shows that the model was fit in predicting the influence of the independent variables on the dependent variable.

**Table 4.21: Regression Coefficients**

Model	Unstandardized Coefficients			t	Sig.
	B	Std. Error	Beta		
(Constant)	.071	.103		.280	.717
Remuneration on productivity	.363	.165	.656	5.540	.018
Communication on productivity	.206	.121	.249	2.823	.021
Work environment	.379	.152	.186	2.216	.076
Training on productivity	.298	.161	.234	3.027	.019

Table 4.21 shows the overall significant test results for the hypothesized research model. The interpretations of the findings indicated follow the following regression model.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

Therefore,

$$Y = 0.071 + 0.363X_1 + 0.206 X_2 + 0.379X_3 + 0.298 X_4$$

According to the intercept ( $\beta_0$ ), when the four independent variables are held constant, the productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya is 0.071. In addition, holding all the other independent variables constant, a unit increase in remuneration influence would lead to a 0.363 improvement on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya. Further, holding on the other independent variables constant, a unit increase in communication would lead to a 0.206 improvement on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya

In addition, holding all the other variables constant, a unit increase in work environment would lead to a 0.379 increase on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya. Finally holding all the other variables constant, a unit increase in training would lead to a 0.298 increase on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya. From these findings it can be inferred

that remuneration influence had the most influence on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya.

## **Summary, Conclusions and Recommendations**

### **The influence of remuneration on productivity of non-teaching staff in public secondary schools in Baringo Central Sub County**

From the analysis the study findings revealed that remuneration had highest impact on productivity of non-teaching staff. The research findings revealed that the more the staff is motivated, the more productive they will be. The overall results revealed that remuneration influence increases productivity of non-teaching staff in public secondary schools in Baringo Central Sub County

### **The influence of communication on productivity of non-teaching staff in public secondary schools in Baringo Central sub county**

The study findings revealed that communication increases productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya. The research findings showed that the more communication is done, the most productive of non-teaching staff become in public secondary schools in Baringo Central sub county, Kenya. The overall results revealed that the influence of communication had a positive impact on productivity of non-teaching staff become in public secondary schools in Baringo Central sub county, Kenya.

### **The influence of work environment on productivity of non-teaching staff in public secondary schools in Baringo Central sub county**

Based on the analysis, the findings on work environment, indicated that when it was good and conducive, led to an increase in productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya. When the working environment is not conducive, it leads to low productivity.

### **The influence of training opportunities on productivity of non-teaching staff in public secondary schools in Baringo Central sub county**

The research findings indicated that there was an impact of training opportunities on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya. Increased training led to increased productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya.

## **Conclusions**

Based on the findings the study concluded that the study indicates that was a moderate positive and statistically significant correlation between remuneration on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya ( $r = 0.531$ ;  $p < 0.05$ ). This implies that remuneration had an influence on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya. The study indicates that there was a moderate positive and statistically significant correlation between communication and productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya ( $r = 0.591$ ;  $p < 0.05$ ). This implies that communication had a positive influence on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya

The study indicates that there was a moderate positive and statistically significant correlation between work environments on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya. ( $r = 0.589$ ;  $p < 0.05$ ). This implies that good work environment increases on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya. The study indicates that there was a moderate positive and statistically significant correlation between training opportunities on productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya. ( $r = 0.690$ ;  $p < 0.05$ ). This implies that more training opportunities leads to more productivity of non-teaching staff in public secondary schools in Baringo Central sub county, Kenya.

## **Recommendations**

Based on the findings of the study, the researcher recommended that schools and other learning institutions to take upon themselves the duty of doing proper remuneration, proper communication, proper training and provide proper working environment to workers, both teaching and non-teaching staff.

### **Suggestion for Further Studies**

This study suggests that future studies should be done to establish challenges facing proper remuneration in learning institutions.

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**Ethical Considerations Statement**

This article followed all ethical standards for research without direct contact with human or animal subjects. No ethical clearance was needed and/or required for this article.