

**EFFECTS OF NON-MONETARY REWARDS TOWARDS EMPLOYEE
MOTIVATION: A CASE STUDY OF TECHNICAL UNIVERSITY OF KENYA**

BY

NANCY IJAI IMBAHALE

REG NO. PG201506334

**A DISSERTATION SUBMITTED IN PARTIAL FULLFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF MASTER OF HUMAN RESOURCE
MANAGEMENT OF THE OPEN UNIVERSITY OF TANZANIA**

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania the dissertation entitled “**Effects of Non-Monetary Rewards towards Employee Motivation**” in partial fulfillment of the requirement for the degree of Master of Human Resource Management of the Open University of Tanzania

.....

Dr. Joseph Magali

(Supervisor)

Date: 1/11/2016

DECLARATION

I, Nancy Ijai Imbahale, do hereby declare that this dissertation is my own original work and that it has not been submitted for a similar degree in any other University.

Sign:

Date:

Nancy Ijai Imbahale

Adm No. PG201506334

DEDICATION

I dedicate the research project to my family and friends for their invaluable support and encouragement during my entire process. I couldn't have done this without you.

COPYRIGHT

This paper should not be reproduced by any means, in full or in part, except for short extract in a fair dealing, for research or private study, critical scholarly review or discourse with an acknowledgement. No part of this dissertation may be reproduced, stored in any retrieval system or by any means without prior written permission of the author or Open University of Tanzania.

ACKNOWLEDGEMENT

I wish to express my sincere appreciation and gratitude to my supervisor Dr. Joseph Magali who tirelessly guided me throughout this dissertation; Dr. Proches Ngatuni and Mr. Harry Mege for their support that contributed to the success of this project. I am thankful to my family, especially to my elder sister Dr. Susan Imbahale for making my dream come true, and to all my friends for their encouragement and unending support during my study. Finally, I'd like thank everyone else whom I may not have mentioned above but has in one way or another helped me in my research, I extend a big thank you. May God bless you abundantly!

ABSTRACT

This study is an investigation of the impact of non monetary rewards toward employee motivation. The main objective is to analyze the effect of non monetary such as recognition, training, and rewards & incentives on employees' productivity. When employees are motivated, they develop the drive to work hard and hence increasing the output. Data was collected using questionnaires from the Technical University of Kenya from a sample size of 100 respondents and analyzed by descriptive analysis. The study reveals that employee recognition; training; rewards and incentives affect and contribute to the success of an organization as they directly affect employee motivation. The study reveals.TUK employees appreciate and value non monetary incentives and they would like the institution to provide them with a variety of such rewards. This study recommends that Employee recognition, there should be Training and career development programs to motivate workers and rewards and incentives program has be implemented at TUK and need to be evaluated per year to ensure its effectiveness.

Key words: Recognition, Incentives, Rewards, Training and Career Development Programs.

TABLE OF CONTENTS

CERTIFICATION	i
DECLARATION	ii
DEDICATION	iii
COPYRIGHT	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vi
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
LIST OF ABBREVIATIONS AND ACRONYMS	xv
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background to the study	1
1.2 Statement of the research problem.....	6
1.3 Research Objectives	7
1.3.1. General Objective	7
1.3.2. Specific Objectives	8
1.4 Research Questions	8
1.5 Relevance of the Study	8

1.6 Organization of the Study	9
1.7 Scope of the Study	9
CHAPTER TWO	10
LITERATURE REVIEW	10
2.1. The Overview.....	10
2.2. Conceptual Definitions	10
2.3 Theoretical Analysis	11
2.3.1 Maslow’s Hierarchy Theory	11
2.3.2 Herzberg’s two-factor theory	14
2.4. Empirical Analysis.....	15
2.4.1 A study conducted in South Africa to determine the impact of monetary and non-monetary rewards on motivation among lower level employees in selected retails shops.....	15
2.4.2 A study conducted in USA on understanding employee motivation in Ohio State University	16
2.4.3 A study conducted in Cyprus on the impact of motivation on employees. A case study of CreditWest Bank Cyprus	17
2.4.5 A study conducted in Nigeria on motivation and employees performance in public and private sectors	18
2.4.6 A study conducted in Tanzania on motivation of healthcare workers. A case study of Muhimbili National Hospital	19

2.4.7 A study conducted in Uganda on motivational tools as a determinant of effectiveness of academic staff in selected private universities in central Uganda	20
2.4.8 A study conducted in Kenya on the effectiveness of non monetary incentives in motivating Sacco society staff. A case study of the front office savings accounts workers in Nairobi County	21
2.4.4 A study conducted in Pakistan on the determinants of employee motivation and its impact on knowledge transfer and job satisfaction.....	22
2.5. Research Gaps.....	22
2.6. The Conceptual framework.....	23
2.9. Summary	24
CHAPTER THREE	25
RESEARCH METHODOLOGY	25
3.1 Overview.....	25
3.2. Research Strategies	25
3.2.1 Survey population and sample frame.....	25
3.3. Sampling Design and Sampling Procedure.....	25
3.4 Variables and Measurement Procedures	26
3.5 Data Collection Methods	27
3.6. Data Analysis and Presentation	27
3.7 Ethical Issues Consideration	28
3.8 The study Limitations	28

CHAPTER FOUR.....	29
RESULTS AND DISCUSSION	29
4.1 Overview.....	29
4.2 Background Information.....	29
4.3 Response Rate.....	30
4.4. Gender.....	31
4.5 Age.....	32
4.6 Marital Status	33
4.7 Staff Category	34
4.8 Level of education.....	35
4.9 Years Worked	35
4.10 Employee Recognition.....	36
4.11 Reward programs	38
4.12 The type of non monetary reward employees value most	40
4.13 Non monetary rewards which the employees would like TUK to provide.....	41
4.14 Incentives	43
The degree of utilization of non-monetary incentives at TUK.....	44
4.15 Employee turnover rate at TUK.....	46
4.16 Symptoms of job demotivation at TUK.....	47
4.17 Reliability analysis.....	48

CHAPTER FIVE	50
CONCLUSION AND RECOMMENDATIONS	50
5.1. Overview	50
5.2. Summary of findings.....	50
5.2.1 Employee Recognition.....	51
5.2.2 Training and career development programs	51
5.2.3 Fringe benefits	51
5.3. Conclusion	52
5.4. Recommendations.....	53
5.4.1 Employee recognition	53
5.4.2 Training and career development programs	53
5.4.3 Fringe benefits	54
5.5 Contribution of this study to motivation theories	54
5.6 Suggestions for Further Study	55
REFERENCES	56
APPENDICES	59

LIST OF TABLES

Table 3.1 Sample size.....	26
Table 4.3 Response rate	30
Table 4.4 Gender of the respondents.....	31
Table 4.5 Respondents' age bracket.....	32
Table 4.6 Marital Status	33
Table 4.7 Staff Category	34
Table 4.8 Education Level	35
Table 4.9 Years Worked.....	36
Table 4.10.1 Degree of recognition of employees	37
Table 4.10.2 Whether the employees at TUK would want to be recognized.....	37
Table 4.11 The extent to which reward programs are utilized at TUK.....	39
Table 4.12 Type of non monetary reward which employees value most in the organization.....	40
Table 4.13 Rewards which the employees would like the organization to provide.....	41
Table 4.14 Effectiveness and utilization of employee incentives at TUK	44
Table 4.15 The rate of employee turnover in the institution.....	47
Table 4.16 Indicators of job demotivation at TUK	48
Table 4.17 Showing Cronbach Alpha reliability test analysis	49

LIST OF FIGURES

Figure 2.3.2 Illustration of Fredrick Herzberg's two-factor theory	15
Figure 2.6: Employee performance measured by availability of non monetary rewards ..	24

LIST OF APPENDICES

Appendix III: Questionnaire 59

Appendix III: Questionnaire 60

LIST OF ABBREVIATIONS AND ACRONYMS

HR	-	Human Resource
HRM	-	Human Resource Management
TUK	-	Technical University of Kenya
SA	-	South Africa
IRF	-	Incentive Research Foundation
AJOL	-	Africa Journals Online
Vol	-	Volume
USA	-	United States of America

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Successful and profitable management of business operations is the fundamental objective of any business enterprise. Literature and studies on human resource management have always and continue to emphasize the importance of motivational programs including rewards and recognition, towards molding a productive workforce, competitiveness, and employee loyalty (Bate and Snell, 2007). Findings show that business firms spend billions of money on courses and incentives, to increase employee motivation, but these interventions do not always translate to higher levels of employee motivation. Therefore, there is need to investigate the effectiveness of motivation systems as people are motivated by different rewards at different levels of the organization.

Bagraim et al. (2007) stated that employees have different needs, some have financial goals, others have professional goals, and others have personal goals. Therefore same incentives can not apply to all employees as they all are at different stages of their lives and this call for different management styles. If managers had a clue on what the employees really need to be motivated, then we would have a happy workforce and companies would generally benefit from this as it would eventually reflect on the output. It would as well reduce employee turnover which is costly as companies lose talented and experienced employees and spend millions in fresh recruitment, training and development of new staff. Such costs can only be avoided if employers motivate their staff so that their employees remain loyal to their respective companies

for mutual benefit in that employees are able to achieve their own goals as well as the company goals. Herzberg argued that, for an employee to be truly motivated, the employee's job has to be fully enriched where the employee has the opportunity for achievement and recognition, stimulation, responsibility, and advancement. Herzberg outlined that employees to be motivated, they must be given personal responsibility of the output of their tasks as this gives them the drive to work hard to achieve their goals.

Work place motivators are divided into monetary and non monetary incentives. Non-monetary incentives promote employees' excellent job performance through opportunities (Ballentine et al, 2003). Non-monetary incentives and rewards offer employee autonomy and personal recognition and include pleasant work environment, flexible work hours, training, new and challenging opportunities, allowances such as free telephone calls, free fuel, fringe benefits such as leave i.e extra days off for excellent employees, pension, free lunch, health insurance. These incentives are sometimes called rewards, as they meet the employee's internal needs such as recognition, self-esteem and fulfillment, thereby influencing employee motivation.

When it comes to monetary incentives, private companies are deemed to have more capability in terms of finance resources to motivate their employees than the public organizations. It is known that public employees' payment levels in Kenya are generally low compared to private sector employees. Moreover, while many private organizations have monetary incentives, it is quite challenging for the public sector to provide such incentives in adequate levels in a weak national economy. As a result, it is important to look for any possible alternative means that can be used to motivate employees in the public sector (Ryan and Deci, 2000). It would be important to look

at a few studies that have been conducted in different countries all over the world on topics of employee motivation and employee performance.

A case study conducted by Yavuz in Turkey in July 2004 on the use of non monetary incentives as a motivational tool in the public sector revealed that absence of employee willingness to perform; capacity and opportunity would not generate the company's desired results. As per the findings, the public sector employees preferred monetary incentives to satisfy their basic needs after which they would seek non monetary incentives. This means that non monetary incentives would not be effective in a situation where the employees are struggling to fulfill their physiological needs as this are the most basic in reference to the Maslow's pyramid of needs.

Therefore, for non monetary incentives to be effective in Turkey's public sector, the employees must be paid satisfying wage levels to compensate for their desire for monetary incentives at the work place. They need good salaries to be able to afford the basic needs which include food, shelter and clothing. If employees strain to fulfill the physiological needs, it would be difficult for them to appreciate non monetary rewards as needs are fulfilled from the most primary/basic (physiological needs) to the secondary needs on the Maslow's hierarchy. Public employees in Turkey are not generally satisfied with their wage levels as they rank satisfying wage as the most important factor that would increase their effectiveness in job performance.

It was evident that the employees' priority was to have satisfying wages as they first seek to satisfy their physiological/basic needs after which they go for non monetary rewards. Therefore,

from this research we realize that non monetary incentives are only effective when money is not an issue, that is, only if employees are satisfied with their salaries.

Lindner (1998) did a research on understanding employee motivation at Ohio State University's Piketon Research and Research and Extension Center and Enterprise Center. The study revealed that two factors emerged as being the most crucial to staff motivation. These factors are interesting work and competitive salary. Interesting work, which emerged the most important factor falls under self actualization on the Maslow's hierarchy; followed by competitive salary as the second most important and which falls under physiological needs on Maslow's hierarchy. This is unlike our expectation that employees will first seek physiological needs and rise to self actualization needs as per the needs hierarchy. Therefore motivation needs differ from organization to another and from region to another depending on so many factors such as the country of operation, the inflation rate, age, preferences, and education level among other factors. Lindner (1998) recommended that companies should also consider the following factors in motivating the employees; tailored reward systems that cover cash and non-cash compensation, job enlargement and enrichment, job promotions, and internal and external stipends. For motivation to be effective, managers need to understand what motivates employees and match to the roles they perform and this can clearly be done by linking employee incentives to their levels in the organization so that their needs are clearly represented. This is because it is clear that as employees get promoted they rise in the organization level and their pay increases as well since research suggests that as income increases, money becomes less of a motivator (Lindner, 1998).

A study conducted by Kiangura and Stephen in Kenya year in 2012 on the effect of motivation practices on volunteer motivation to volunteer and perform; a case study of volunteer organizations in Kenya where data was collected using coded questionnaires that were analyzed using descriptive statistics. The results indicated that volunteers value social action, feeling useful and productive in the organization was their key motivator to perform. In most organizations, volunteers are not entitled to pay and other company benefits and therefore it is important to note what really motivates them to perform. Further study revealed that rewarding and recognizing volunteers motivated them to perform. Therefore in this case, non monetary rewards play a very important role since volunteers are not entitled to any form of payment. In an organization, this would also apply to interns and those on attachment since in most organizations, such are not entitled to full pay and other financial benefits. Kiangura and Stephen (2012) concluded that motivation is the most crucial factor in boosting volunteer performance. Organizations need to ensure that they offer valuable and most relevant forms of incentives in order to achieve high employee performance such as creating a sense of belonging, employee recognition, offering opportunities, rewards, and involvement in decision making boosts performance.

Companies should put in place different motivation systems for different audiences. Some of the non monetary incentives that can be offered include training and certification which provides personal growth, a chance to contribute to company decisions, offering fringe benefits among others. Company success heavily depends on the manpower which is the most important asset an organization can have as things get done through employees. Therefore it is crucial to consider the factors affecting job performance.

Performance is considered to be related with the concepts of ability, opportunity, and motivation (Ivancevich and Matteson, 2008). Ability is a function of skills, experience and training. Opportunity refers to the infrastructure needed to perform a job. Motivation is the desire and willingness to put effort in to it. Motivation can really boost performance when other conditions are met. But it has an advantage over the others in that while opportunity and ability tend to be stable and difficult to change for the personnel, motivation has flexibility in that it can be changed by some means. Moreover, it is apparent that in the absence of desire to perform, capacity and opportunity will not generate the desired results. Motivated employees work with enthusiastically and creatively towards accomplishment of the organization goals and objectives. The challenge for organizations is to ensure that there are employees are highly motivated (Ivancevich and Matteson, 2008).

1.2 Statement of the research problem

Many researchers have done research on employee motivation, most researched on monetary rewards, and few on non monetary rewards. There is a gap in that the researchers do not link the employee reward preferences in relation to their specific needs and organization levels.

My study will focus on the use of non-monetary rewards as a motivational tool to boost employees' job performance basing on the employee levels and needs so that effectiveness is achieved by identifying the suitable employee rewards and incentives that satisfy their varying needs at their varying organizational levels. Organizations have different levels; we have lower level employees, middle and upper level and their needs differ due to factors such as education

level, salary group, nature of work that they perform etc. I chose to carry my research at the Technical University of Kenya (TUK) because it is a public institution. We have had occasions where public sector employees complain of poor services from their employers as compared to those in private sector. Therefore this will be a good opportunity to look in to the matter.

TUK falls under Kenya's education ministry where we have had so many motivation issues between the industry and the government that often resulted in to strikes. TUK being a university; it has diverse employees ranging from professors, doctors, graduates and low level employees such as the illiterate or secondary school leavers. The University being in Kenya is also an advantage to me as I reside in Kenya. It is emphasized that employees need for recognition, self respect, growth, meaningful work, and social activities are as important as monetary incentives in increasing employee morale and performance (Ivancevich and Matteson, 2008). There are many contemporary research studies focusing on non monetary rewards as a motivational tool in the private sector. This study will help narrow the gap on employee motivation explore the potential of non monetary incentives for employees working at different levels at TUK.

1.3 Research Objectives

1.3.1. General Objective

The main objective of this study is to determine the effects of non-monetary rewards on motivating employees.

1.3.2. Specific Objectives

- i. To determine the degree of the employee recognition and the impact of this as a motivational tool.
- ii. To identify the rewards given to employees and how the rewards reflect on their motivation towards organizational performance.
- iii. To determine the degree of utilization of employee incentives.
- iv. To determine which rewards best motivate employees at different levels.

1.4 Research Questions

The following were the main questions formulated to elicit the necessary information;

- i. Do employees at TUK value recognition as a motivation factor?
- ii. How do employees react to non monetary rewards systems/programs in use at TUK?
- iii. How do incentives boost employee motivation and output at TUK?
- iv. Do employees at all levels of the organization appreciate non monetary incentives?

1.5 Relevance of the Study

This research is important to the society as it gives an insight and understanding non monetary motivation and hence contributing to knowledge and awareness. It is also of use for students and future researchers through knowledge contribution. There are many challenges and misconceptions regarding money as a motivator across all levels of employees. Most managers spend time searching for ways to create a motivational environment which may be challenging. The study is significant to employers because it focuses on how to motivate employees in the current weak national economy and where there is no incentive to drive them to perform more

than what is expected. This research will be significant to company policy makers in formulating organizational motivation policies by helping them understand and imply non monetary reward systems in organizations and incorporate it into the company culture. The research will also be helpful to the government as it is directly involved in formulating industrial policies & regulations that influence employer-employee relations. It will help other researchers to do more on the same topic by refining or carrying out an in depth research in related area of study.

1.6 Organization of the Study

This research covers the effects of non monetary reward systems on motivation of employees at the Technical University of Kenya (TUK) formally known as Kenya Polytechnic located in Kenya's Nairobi County.

1.7 Scope of the Study

This research consists of five chapters. Chapter one covers the background and statement of the research problem, research objectives and questions, the relevance and organization (scope) of the study. Chapter two is mainly the literature review, conceptual definitions, theoretical and empirical analysis, research gap, conceptual and theoretical framework, hypotheses, and summary. Chapter three entails of the research design and procedures, variables and measurement procedures, data collection & analysis, and expected results of the study. Chapter four is concerned with the presentation and discussion of results while chapter five presents the summary of findings, conclusion, recommendations, contribution of the studies to theory and direction for future research.

CHAPTER TWO

LITERATURE REVIEW

2.1. The Overview

The chapter summarizes the information from other researchers who have carried out their research in the same field of study. The research has drawn information from several sources which are closely related to the theme and the objectives of the study. The specific areas covered here are theoretical review, empirical review, conceptual framework, and research gaps.

2.2. Conceptual Definitions

Motivation refers to the drive or motive that makes one do something or act in a particular manner. Vroom (1964) defined motivation as the psychological process that arouses one to act in a specific direction to achieve a certain goal. Motivation may also be defined as the drive that prompts one to act or behave in a certain way or at least to develop an inclination for specific behavior (Kim and Lee, 2008). Motivation can either be intrinsic and extrinsic motivation according to Sansone and Harackiewicz, (2000). Intrinsic motivation means a self-generated urge that comes from within a person and influences his behavior to a particular direction. Intrinsic motivation can also be defined as an internal drive to satisfy a particular need and hence connected to non monetary rewards.

On the other hand, extrinsic motivation refers to external or material rewards and incentives. These are tangible and include wages and salaries, fringe benefits, cash bonuses, security,

promotion, wall plaques, free dinner or movie tickets etc. For example, an employee may be motivated to come to work on time everyday with the desire to gain the monetary reward awarded for perfect on-time attendance for a month. The problem with extrinsic motivation is that it rarely has any useful long-term effect. The use of extrinsic motivators to energize the employees may lead to a situation where those reinforcers -particularly monetary ones- must get bigger and better all of the time just to repeat the same results, (McCann, 2000). Performance is considered to be related to the concepts of ability, opportunity and motivation (Ivancevich & Matteson, 1988). It emphasizes on the quality and quantity of employee output.

2.3 Theoretical Analysis

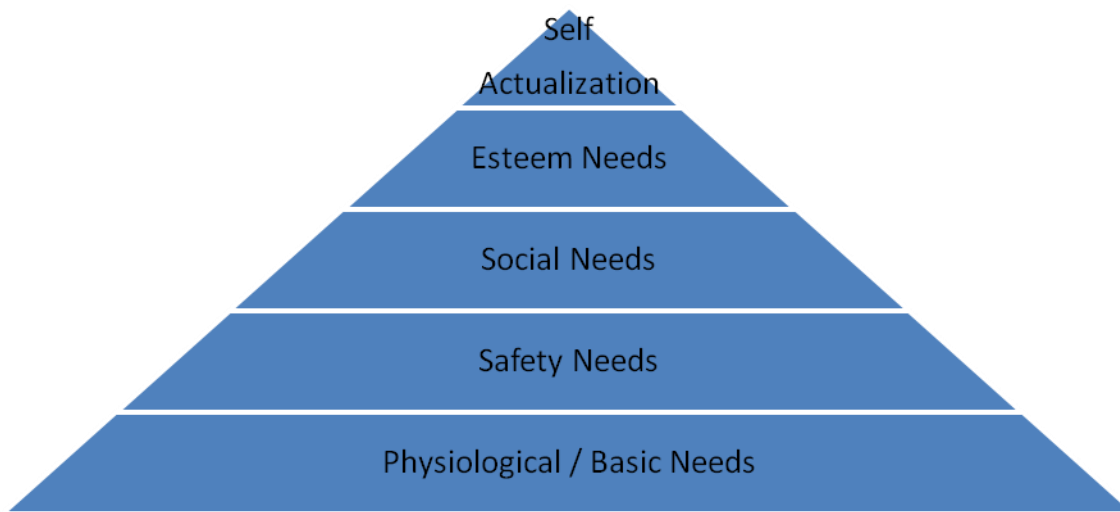
This research focuses on employee motivation and therefore we shall examine few theories of motivation in theoretical analysis. A theory represents the coherent set of hypothetical, conceptual and pragmatic principles forming the general frame for reference for the field of enquiry.

2.3.1 Maslow's Hierarchy Theory

Abraham Maslow, in his research in 1943 on motivation, wanted to understand what really motivates individuals or gives them the drive to do something. He classified human needs into a pyramid of five sections which he named the hierarchy of needs that individuals go through in life. Based on Maslow's hierarchy of needs, wages are highly important and usually one of the most common motivators. They satisfy the immediate necessities of men such as food, clothing and shelter. But what is really essential are the needs found on the higher levels, and they are not associated with money (Gabriel, 2010). According to Maslow, an individual is motivated to achieve their needs and when one is fulfilled, the individual seeks to fulfill the next need on the

pyramid and so on till one achieves self actualization which is the peak as shown in the diagram bellow:

Figure 2.3.1 Illustration of the Maslow's Hierarchy of needs



Source: Author (2016)

Physiological needs

An individual goes through the hierarchy beginning with the most basic needs that is physiological needs which include food, air, sleep, shelter, clothing, salaries for employees etc. Such needs are basic and hence absolutely essential to sustain life. Until the physiological needs are fulfilled, the other needs above the hierarchy will not be considered (Barrow, 2009). This is very important point to note considering that in most organizations, most of the lower level employees fall at this level of the Maslow's hierarchy. This could be people willing to work but have no qualification or capability for higher level jobs, so they get employed to do the general tertiary work such as cleaning, office messengers, cooks etc. Such employees struggle to pay

their rent, to educate their children; they strain to find something to eat considering the fact that most are paid on daily wages which is basically hand-to-mouth. So, the question is, how do you effectively motivate such employees to perform better? Would they prefer monetary or non monetary rewards? Do they prefer incentives same as those of higher level employees such as company directors? This project is to help me understand the above questions. Wallace and Zeffane (2001) noted that employers rely upon rewards such as money as the main motivation factor because according to Maslow, money is a unique reward that can satisfy different needs such as physiological need for food.

Safety Needs

The second most basic need is for employees to feel safe and secure. Employees who feel insecure at the work place or who feel like are in harm which could be environmentally or mentally will not be in a position to perform their work above expectation. Instead, they get demotivated and this drives them to look for job offers in other companies.

Social Needs

This refers to the need for friendships, team togetherness, belonging to associations, clubs or other groups and the need to give and get love are all social needs. After the lower needs have been met, these needs which relate to other employees come to the fore (Barrow, 2009). The managers should take time to come up with team building activities to strengthen trust, respect, and accountability with each other.

Esteem Needs

Employees are concerned on matters of esteem which include self respect, achievement, attention, recognition and reputation. They generally need the feeling that others will think better of them or others will appreciate their efforts at the work place. This is why motivation is crucial

to excellent employee performance and when at this level of the hierarchy; it mainly concerns non monetary rewards such as recognizing or praising an employee for good performance in presence of the other employees.

Self Actualization

This is the summit of Maslow's hierarchy where people are looking in to their full potential, purpose, truth, wisdom and justice. A very small percentage of employees ever reach this point where they are prepared to pay much money to satisfy this need. In an organization, such individuals are very few and may include top management such as company proprietors and directors.

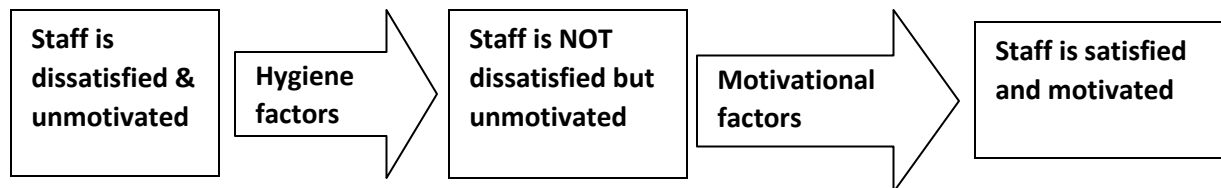
2.3.2 Herzberg's two-factor theory

Herzberg studied the factors in the work environment that caused satisfaction and those that caused dissatisfaction among the workers and concluded that the factors causing satisfaction were different from those causing job dissatisfaction and they cannot be treated as opposites of one another, Herzberg, (1998).

Herzberg (1959) divided the factors in to two dimensions; hygiene factors and motivators whereby hygiene factors refer to presence or the absence of job dissatisfies. Hygiene factors are the maintenance factors that are necessary to avoid job dissatisfaction and include; working conditions, salary, status, security, supervision, company policies, etc. Therefore when hygiene factors are reduced, work becomes dissatisfying. For instance, unsafe working conditions may cause employees to be dissatisfied at work but again, their removal will not lead to high level of motivation or satisfaction, Alderfer (1972). Herzberg points out that some of the factors that motivate employees intrinsically include offering challenging tasks, job achievement, employee recognition, availability of growth opportunities, and employees' responsibility. Herzberg argued

that for an individual to be fully motivated, his/her job has to be enriched with opportunities for achievement and advancement. According to Herzberg, man lives at two levels; the physical level and the psychological level, Cole (2002).

Figure 2.3.2 Illustration of Fredrick Herzberg's two-factor theory



Source: Herzberg (1959)

This theory is relevant at TUK as the institution has dissatisfiers such as poor working conditions as the employees complain of the crowded environment, the security at TUK is good enough since the institution is too crowded. In case of an emergency, it may be a big problem as we have many students and employees squeezed at the institution. The institution needs to eliminate the dissatisfiers and increase the hygiene factors such as employee recognition, job autonomy, encouraging career development by giving employees' growth opportunities among others.

2.4. Empirical Analysis

2.4.1 A study conducted in South Africa to determine the impact of monetary and non-monetary rewards on motivation among lower level employees in selected retails shops

The above study was conducted by Harunavamwe and Kanengoni (2013) used descriptive analysis in SA to determining the impact of monetary and non monetary rewards on motivation among lower level employees. The study revealed that businesses use lots of funds on employee motivation which does not yield positive results due to the different perceptions between management and subordinates. According to Robbins et al. (2003) one of the most challenging

matters is determining what motivates the low level employees who work for very low wages and have little opportunity to increase their earnings in their current jobs or through promotions due to limited education and skills. Yet, it is important to find ways to reduce turnover and boredom amongst these employees by implementing the right and effective motivation systems. Harunavamwe and Kanengoni (2013) found that non-monetary rewards attract persons with a high need for affiliation through verbal recognition and high achievers through challenging jobs. There was no significant effect of monetary rewards on employee motivation. Employee recognition emerged as the best motivation for lower level employees. Theorists therefore outline that the value of employee recognition, challenging jobs, cohesive work teams, and other non monetary factors as stimulants to motivation and therefore should never be left out when addressing the subject of employee motivation.

2.4.2 A study conducted in USA on understanding employee motivation in Ohio State University

Lindner (1998) in his research on understanding employee motivation; conducted at the Ohio State University's Piketon Research and Research and Extension Center and Enterprise Center. Lindner used descriptive survey in analyzing ten motivating factors where a questionnaire was developed from a review of literature and used to collect data. The questionnaire asked the participants to rank motivation factors that they considered most important to least important factor.

From the findings, Lindner concluded that employees valued interesting work as a priority which is actually a self-actualizing factor. Secondly, the employees went for good wages as their number two motivator which is a physiological factor. The number three motivator was full appreciation of work done which falls under the esteem factor of the Maslow's hierarchy. The

number four factor was job security which is a safety factor of the Maslow's pyramid. This was then followed by: good working conditions; promotions and growth; personal loyalty to employees; and finally sympathetic help with personal problems.

Lindner (2008) provides an interesting outcome in consideration of the Maslow's Hierarchy since a self actualization factor, that is, interesting work, comes first followed by a physiological factor, that is, good wages. It is therefore complex to understand exactly what employee need and therefore motivation becomes one of the most complex factors for organizations. Therefore we cannot assume that employees will be motivated to perform unless we get an insight of what they really value. Therefore, there is a gap and this study intended to work on linking motivation needs of employees at different levels of the Technical University of Kenya so that we get to know what drives the employees to perform better in the work place and what they value as a motivator because as it seems, these factors vary in regards to many influencing factors.

2.4.3 A study conducted in Cyprus on the impact of motivation on employees. A case study of CreditWest Bank Cyprus

Uzonna (2013) used frequency analysis, descriptive analysis, rank method, mean analysis, principle component analysis and Cronbach's Alpha reliability analysis in determining the impact of motivation on employees. He wanted to find out what prompts employees, what influences them, and why they tend to act in a particular way. His findings revealed that most employees i.e 50% preferred to be recognized when they achieve their tasks by being offered a higher position; 20% of the employees preferred cash rewards; 24% preferred nothing, both, or all the above; while 6% preferred to be recognized by being offered more responsibility. According to Uzonna (2013), one of the most effective ways to motivate employees is to ensure that they understand and appreciate the aims and goals of the company they work for.

Managers need to support their teams by as they work towards achievement of these goals. This can be done through team building, enhanced communication in such a way that employees clearly understand the company objectives and the importance of feedback, realistic targets to work towards rewards and incentives so that the team feels valuable for positive contribution they make towards achieving goals, and job enrichment which is to build into jobs a higher sense of challenge and achievement. Job enrichment can be done by giving employees the freedom to participate in decision making, giving workers a sense of responsibility, and taking steps to make sure employees see how their efforts contribute to the final products and company goals. It emerged evident that the use of non-monetary rewards can be effective and less costly way of motivating staff as opposed to monetary rewards and this project will focus on this aspect and the effects on performance.

2.4.5 A study conducted in Nigeria on motivation and employees performance in public and private sectors

Chukwudi (2011) examined motivation and employee performance in private and public sectors in Nigeria. Chukwudi used qualitative analysis techniques in collecting and analyzing data and concluded that there is no perfect solution to employee job satisfaction due differences in employee preferences and priorities and therefore employers can only boost performance by putting in place motivation factors that need to be highly emphasized to ensure organizational progress.

Such factors include providing job training opportunities, open and effective communication channels, and conducive working environment among other factors. When motivation is high, employees perform at their best hence high output. Chukwudi, (2011) having done the research indicated that in such cultures with desirable levels of motivation; employees always focus on

doing their best; they enjoy their jobs and perform their tasks well. Managers should strive to capture the best operating practices within the industries in which they operate in so that they provide quality and safe working environment as well as encouraging employees to always concentrate on continuous improvement. Chukwudi recommended that organizations should also strive to provide good pay base for employees, pay that is competitive and enticing; and ensure pay increments for those who improve their skills by enrolling for higher education and those that have been added more responsibilities as a way of motivating them to work harder for excellent performance.

2.4.6 A study conducted in Tanzania on motivation of healthcare workers. A case study of Muhimbili National Hospital

Leshabari et al. (2008) used face to face interviews, descriptive stratified and random sampling involving sample size of 448 health workers; they conducted a research to determine the motivation of healthcare workers at Muhimbili National Hospital in Tanzania. They concluded that poor implementation of systematic improvements is the main reason for functional failure and barrier in the health sector in Tanzania along with poor personnel motivation.

The health sector in Tanzania has been undergoing major reforms and this research was done with an intention to determine the degree of employee job satisfaction and to identify the factors that caused low employee motivation since motivation is was cited as being part of the reason for failure in the sector. The findings revealed that almost half of the healthcare workers were not satisfied with their jobs due to low salaries; unavailability of the right job equipments and consumables, poor performance evaluation models used at the institution, poor communication structures, lack of employee participation in decision making and lack of management's concern for employee welfare programs.

Leshabari et al. (2008) recommended that the health care employees should be given clearer job descriptions; the hospital should ensure that employees have the right and quality equipments needed to perform their jobs, the hospital should improve communication at all levels of the facility, the management incorporate employee welfare programs into the hospital policy as a matter of concern and finally to embrace reward systems that commensurate with employee performance in the institution.

2.4.7 A study conducted in Uganda on motivational tools as a determinant of effectiveness of academic staff in selected private universities in central Uganda

Impact (2014) using descriptive comparative survey investigated the effectiveness of motivational tools that are applied in private universities in central Uganda. The data was analyzed using descriptive and independent t-sample test analysis.

As per the study, the academic employees turned out to be unmotivated and hence low productivity due to poor salaries. There is growing concern in regards to poor performance in many organizations in Uganda due to poor motivation which is characterized by poor employee morale, low work commitment, high employee turnover rates, absenteeism, dissatisfaction, and lack of interest to perform better. This is discouraging as the staff are not even motivated to empower themselves by enrolling for further studies since they are not appreciated and job promotions are not straight forward. Hence lecturers are consistently looking for greener pastures (Lindner, 1998).

Universities require their staff, mainly lecturers to engage in teaching, frequent research, publishing, and rendering out community services as they have a defined level of performance on which every staff is appraised against for employment and promotion. However, the level of

production is far much below the expectation and does not seem to improve (Impact, 2014). The researcher suggested that the university councils should staff policy manuals that should clearly outline guidance on staff remuneration, staff welfare programs and any other financial gains that may be availed to the employees. The researcher recommended that the salary package offered to the employee should be in consideration with the labour market trends, the cost of living and employee performance so as to avoid the increasing employee turnover and instead retain talent amongst staff.

2.4.8 A study conducted in Kenya on the effectiveness of non monetary incentives in motivating Sacco society staff. A case study of the front office savings accounts workers in Nairobi County

Lumumba (2011) assessed the effectiveness of non monetary incentives in motivating SACCO society staff using both empirical and descriptive analysis revealed that SACCOS used non financial reward systems to motivate their employees such as status, use of titles, recognition, job security, satisfying work conditions, team work, and job rotation. Training emerged to be one of the greatest motivator as it prepares employees towards higher positions, is also increase staff involvement, and finally enhances career development and facilitates change. Promotion and good working conditions also motivated employees.

SACCOS have a well defined promotion path to the employees and their jobs require the use of different aspects of knowledge. Employees were also motivated by the provision of fringe benefits such as pension schemes, life insurance, health insurance, workers compensation, and educational fees benefit program are those which greatly motivated employees (Lumumba, 2011).

2.4.4 A study conducted in Pakistan on the determinants of employee motivation and its impact on knowledge transfer and job satisfaction

Zafar (2014) used self administered questionnaires to collect data and processed the data using descriptive and regression analysis to check the reliability and confidence of the data in investigating the determinants of employee motivation and its impact on knowledge transfer and job satisfaction. Zafar (2014) several factors; Extrinsic reward where he focused on pay; Intrinsic rewards where he focused on appreciation; training and expectancy on employee motivation. The findings revealed that pay and appreciation do not effect employee motivation directly; job satisfaction also does not directly affect motivation. Employee training, expectancy and knowledge transfer are the factors that directly affect employee motivation.

2.5. Research Gaps

It is important to consider the role of individual characteristics because different individual needs and interests have to be compromised with the organizations. People are motivated by unmet needs and these varies from person to person according to their particular circumstances, values and beliefs, family, education, personality, and work experience etc. While some individuals may value a job with more creativity over a high-salaried job, others may seek to work more to earn more money. Though some research has been done on employee motivation, the researchers do not link motivators to specific employee levels.

They assume that a certain motivator will motivate all the employees which is not necessarily the case. Considering Maslow's hierarchy of needs, people at different levels are motivated by different incentives/rewards; for instance, lower level employees and top management may not value the same type of incentives. This creates a gap in matching employee needs to suitable

incentives as per their needs. This research seeks to fill this gap by imploring employees' reward preferences as related to the organization levels; that is the lower level employees, middle, and top level (management).

2.6. The Conceptual framework

From the literature review, the various effects on non monetary rewards as a motivational tool form the conceptual framework in this study. A conceptual framework is a diagrammatical presentation of the independent and dependent variables and the relationship among themselves, McGaghie, Bordage, et. al. (2001). The conceptual model shows in this study show the effects of non monetary rewards as a motivational tool the independents variables are employee recognition, rewards programs and incentives and the dependent variable is non monetary rewards. The figure 2.6 illustrates the effects of non monetary rewards on employee job performance (dependent variables). The considered non monetary rewards (independent variables) are employee recognition, training and career development, and availability of fringe benefits. When these rewards are present, employee motivation is also high, whereas when these rewards are ineffective, the job outputs are also low.

Figure 2.6: The Conceptual framework: Effects of Non Monetary Rewards on job performance

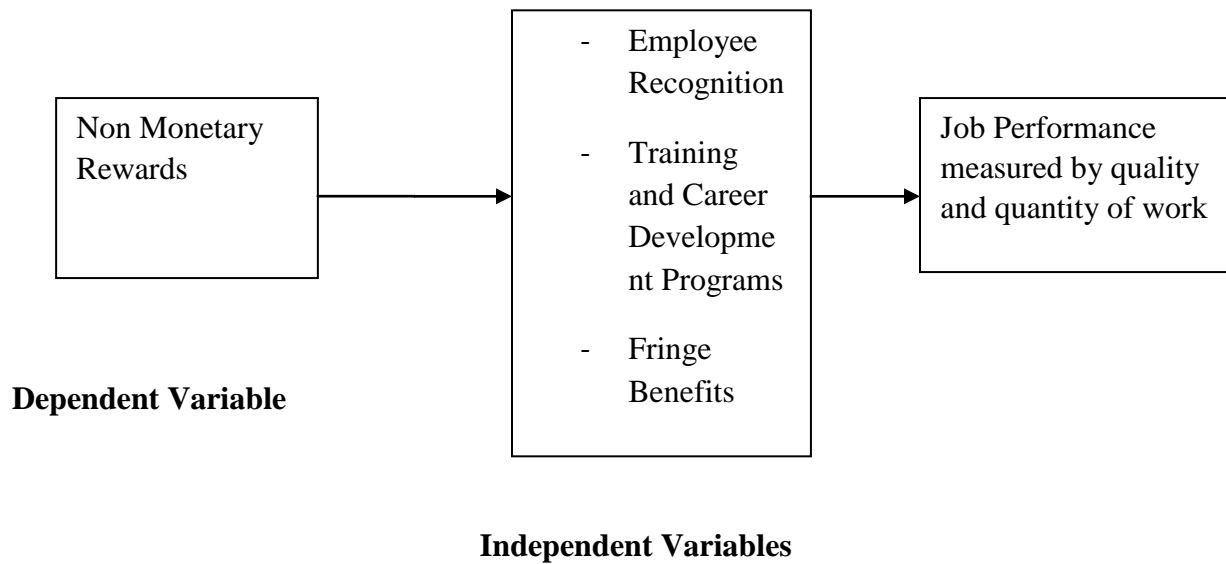


Figure 2.6: Employee performance measured by availability of non monetary rewards

2.9. Summary

The above sums up my literature review which leads to that research methodology which is extensively handled in chapter three.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

The chapter entails methodology that the researcher will use during research study. It entails research design, population, sample size and sampling procedure. It gives data collection instruments, procedures and type of sampling techniques as well as summary of the methods used in data collection.

3.2. Research Strategies

This study used a descriptive research design in collecting the data from respondents so as to identify the effects of non monetary rewards as a motivational tool, the design is preferred because it is concerned with answering questions such as how, what, when and how much. A descriptive study is carefully designed to ensure complete description of the effects of non monetary rewards as a motivational tool and to reduce errors in interpreting the data collected.

3.2.1 Survey population and sample frame

The population of the study was TUK employees. The research shall target all the employees in the institution which comprises of 450 employees.

3.3. Sampling Design and Sampling Procedure

According to Trochim (2005) sampling is the process of selecting units e.g. people, organizations etc. from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they were chosen. This research used a purposive

sampling procedure to select a sample that represent the entire population but with the regard to the individual ability to provide the types of the information sought through each random instrument. According to Kothari (2002) purposive sample is used when you want to interview respondents for specific purposes.

Table 3.1 Sample size

Staff Category	Population frequency	Frequency	%
Top Level Lectures	50	31	31%
Middle Level	320	50	50%
Low Level	200	19	19%
Total	570	100	100%

(Author, 2016)

3.4 Variables and Measurement Procedures

The data was collected using questionnaires. A questionnaire is an instrument for the elicitation, recording and collecting of information. I used the self-administered questionnaire method for all correspondents as it is inexpensive and allow the respondents to complete the questionnaire at a convenient time. Questionnaires used to find out on the availability of the following research variables and how regular the employees experience recognition from management at TUK, availability of training and career development programs, and the availability of fringe benefits.

3.5 Data Collection Methods

Data was collected by the use of structured survey questionnaires. The questionnaires were distributed to a selected sample with use of a research assistant to help in the distribution and collection of the questionnaires. The questionnaires with both open and closed ended questions were used to collect data to measure the degree of employee recognition at TUK, the availability of employee training and career development programs in the institution, and the utilization non monetary rewards that the institution offers to the employees.

3.6. Data Analysis and Presentation

This involved qualitative and quantitative analysis. The quantitative data analyzes the findings and the recommendations of the study while quantitative analyzed on the statistical data. The data collected by the use of questionnaires was first be thoroughly edited and checked for completeness and comprehensibility. The edited data was then be summarized and coded for easy classification in order to facilitate tabulation. The tabulated data then was analyzed by calculating various percentages where possible. Descriptive statics especially, frequencies and cross tabulation was applied to help establish patterns, trends and relationships to understand and interpret implications of the study. Presentation of data was in form of tables, pie charts and bar graphs only where it provides successful interpretations of the findings.

3.7 Ethical Issues Consideration

Ethical issues are bound to arise for instance on employee confidentiality where employees may not feel free to disclose information especially in regards to salary and company policies. Other ethical issues include avoid cheating and seeking the consent of respondents during data collection.

3.8 The study Limitations

The major limitations of the study was the shortage of funds to cover enough the sample size

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Overview

In this chapter, analyzes the findings of the research and presented it in different forms such as graphs, pie charts and tables. The author well interprets the data as collected from the respondent as set out in the research methodology. The study findings are presented on the effects of non monetary rewards on towards employee motivation with a special reference to the Technical University of Kenya. The data was gathered exclusively from the questionnaire which was designed in line with the objectives of the study. This chapter is organized under sub sections guided by the research questions as outlined in the questionnaire.

4.2 Background Information

The study was conducted on the effects of non monetary rewards towards employee motivation at The Technical University of Kenya. The study involved the university's academic employees in specific the top lecturers, middle level teaching staff and the low level teaching staff such as interns or those on practice. This is because the academic staffs are the ones conversant with the non monetary rewards offered by the institution to its employees. In order to get the background information on the effects of non monetary rewards on job performance; the demographic data of the respondents was investigated in the first section of the questionnaire and is presented in this section under gender, age, marital status, staff category , education level, and years worked at the institution.

4.3 Response Rate

Response rate is the extent to which the final data set includes all sample members and it is calculated from the number of people with whom interviews are completed divided by the total number of people in the entire sample, including those who refused to participate and those who were unavailable. The study intended to collect data from all the 120 respondents in the target population with regard to the effects of non monetary rewards as a motivational tool where the focus was at TUK. The questionnaire return rate results are shown in table below:

Table 4.3 Response rate

Response	Frequency	Percentage
Responded	100	83%
Not Responded	20	17%
Total	120	100%

From the study, 100 out of the targeted 120 respondents in the population filled in the questionnaire contributing to 83% . This response rate was made possible after several personal calls were made as well as explaining the importance of their participation in this study. The response rate was good and representative and confirms to Mugenda and Mugendas (2008) stipulation that a response rate of 50% is adequate for analysis and reporting, a rate of 60 % is good and a response rate of 70 % and over is excellent. This implies that based on this dissertation; the response in this case is 80 % which is good.

The questionnaires that were not filled in and returned was primarily due to the respondent not being available to fill it in despite persistent follow ups. However the response rate largely demonstrates a willingness of the respondents to participate on the study.

Part A: Background Information

4.4. Gender

The research sought to find out the Gender of the respondents in the study the respondents sampled were expected to comprise both male and female employees in different age groups. As such the study required the respondents to indicate their gender by ticking on the spaces provided in the questionnaire.

Table 4.4 Gender of the respondents

Gender	Frequency	Percent
Women	20	20
Men	80	80
Total Respondents	100	100

Source: Author, (2016)

With regard to gender, we had 20 women and 80 men. The study showed that across whatever age group the men category dominated; this indicates a gap which needs to be considered in future recruitment so that there's a balance between men and women. There are active women empowerment campaigns in Kenya that is promising a rise in women engagement in such careers. Both women and men individually showed that age and gender did not influence their

perception of employees on non monetary rewards. However the gap, all the employees regardless of the gender had equal opportunities in matters such as leadership, decision making, promotion etc.

4.5 Age

The age of the respondents gives an indication of the experience and degree of reliability of the information provided by the respondents as regards to the issue sought by the study which is the effect of non monetary rewards as a motivational tool. This study thus had to investigate the composition of the respondents in terms of age brackets to understand their familiarity with the effects of non monetary rewards as a motivational tool.

Table 4.5 Respondents' age bracket

Age bracket	Frequency	Percentage
20-30	9	9%
30-40	25	25%
40-50	41	41%
Over 50	25	25%
Total	100	100%

Source: author, (2016)

The age profiles of contributing members, showed that majority of the members are between the maturity ages of between 40 and 50 years of age. In the study majority 41% were in the 40-50 years age group followed by 25% in the 30-40 as well as in the 'Over 50' age group; and finally 9% in the 20-30 age group which had the lowest number of representatives. This indicates that most of staff are in a maturity age bracket of 40-50 years and most value non monetary rewards

on top of good salaries of which they claim that the economy is tough and so salary needs to be checked for non monetary rewards to be effective. Most of the employees are of the older age groups i.e above 30 years old with the younger being very few. This calls for youth employment as we have many qualified youth who are in search of such opportunities. As per the study, the younger age group preferred monetary rewards other than non monetary even though had a positive attitude towards both.

4.6 Marital Status

Majority of the employees are married representing 63% of the respondents; followed by 25% for the single with children; and finally single without children at 12%. Data analyzed indicate that employees at the married category value non monetary rewards.

Table 4.6 Marital Status

Marital Status	Frequency	%
Single with children	25	25%
Married	63	63%
Single without children	12	12%
Total	100	100%

Source: Author, 2016

The married category dominates, most of which embrace the idea of non monetary rewards but also insist that the salaries along with monetary rewards should also be considered as the economy is tough and so there's need or more money. Married staff also tended to prefer flexible working conditions and autonomy at work as an incentive.

4.7 Staff Category

The organization has a vertical structure; top level, middle level, and low level employees. This research is based on the teaching/academic staff at different levels of the organization.

Table 4.7 Staff Category

Staff Category	Frequency	%
Top Level Lectures	31	31%
Middle Level	50	50%
Low Level	19	19%
Total	100	100%

Source: Author, (2016)

Middle level staff dominated by 50%, followed by the top level staff represented by 31%, and finally the low level staff by 19%. The type of staff category varies depending on the organization structure. 50% of the members are in middle level staff, 31% are the top level lecturers who also manage different departments/schools in the university, and finally 19% representing the low level staff such as interns, volunteering teaching staff, and lecturers on practice. All the employees in the respective categories showed positive responses on non monetary rewards.

4.8 Level of education

The employee at TUK consists of people with different academic qualifications. This difference might contribute to differences in the response given by the respondents. The responses of these questions are depicted in table.

Table 4.8 Education Level

Education Level	Frequency	%
Degree	19	19%
Masters	34	34%
PhD	47	47%
Total	100	100%

Source: Author, (2016)

From the data collected, most of the respondents had achieved a PhD represented 47% of the respondents followed by Masters Degree holders at 34%; and Bachelors Degree at 19%. This data indicates that the employees understand the importance of constant progress in acquiring knowledge as most of the PhD holders studied while on the job. The degree and masters students were also optimistic of higher training given chance.

4.9 Years Worked

The respondents had been in their occupation for different time lengths as shown in the table below.

Table 4.9 Years Worked

Years Worked	Frequency	%
Below 5	25	25%
5-10	53	53%
10-20	22	22%
Total	100	100%

Most of the employees had worked for TUK between 5 to 10 years of service. This category is represented by 53% which is the highest hence indicates that TUK is a good employer as the employee turnover rate is averagely low. Most of the employees bellow 5 years were basically composed of new staff and were optimistic to work at the institution.

Part B:

4.10 Employee Recognition

The first objective of the study was to determine the degree of employee recognition at the Technical University of Kenya. The study sought to establish the extent to which employee recognition influences employee motivation.

Table 4.10.1 Degree of recognition of employees

Is there employee recognition at TUK?	Frequency	%
Yes	25	25%
No	75	75%
Total	100	100%

Source: Author, (2016)

Table 4.10.2 Whether the employees at TUK would want to be recognized

Whether employees value recognition	Frequency	%
Yes	94	94%
No	6	6%
Total	100	100%

Source: Author, (2016)

According to the outcome, most of the employees, i.e. 94% value recognition and would want to be recognized on achieving their targets and for good performance. However, they feel unappreciated since recognition is very low in the institution such that it is not a common thing to be recognized for performance. According to Sturman and Ford (2011), the purpose of recognition is simply to say ‘thank you’ for exceptional service or performance that an employee achieves.

The results in table 4.10.1 suggest that the employees are not satisfied with the level of employee recognition in the institution as 75% state that they are never recognized for their efforts. The study clearly shows that employees wish employee recognition systems could be put in place and utilized more in the organization which at the moment is not in place. Employees feel that they work hard to achieve targets but the institution does not recognize their efforts to the point that they are used to it. Burton (2012) in his research on how to get employees moving concluded recognition is an important aspect in motivating employees when the managers clearly understand the needs of the employees and should keep in mind that individuals are different and one theory may not necessarily apply to every employee.

Zafar (2014) in his research on the determinants of employee motivation and its impact on knowledge transfer and job satisfaction concluded that there is positive and significant relationship between employee appreciation and motivation and so it is important to appreciate employees as this determines their loyalty. The management should also work on understanding individual needs of staff because people have different needs and motivation would be more effective if these needs are aligned to the employee needs (Uzonna, 2013).

4.11 Reward programs

In order to establish the effect of reward programs to employee as a motivational tool, the study sought to ascertain the extent to which provision of reward programs are utilized at the Technical University of Kenya.

Table 4.11 The extent to which reward programs are utilized at TUK

Whether Reward Programs are utilized at TUK	Frequency	%
Yes	13	13%
No	87	87%
Total	100	100%

Source: Author, (2016)

Rewards such as employees barbecues, thank notes, gift vouchers, having employee appreciation week /month, bonuses among others motivate employees to work harder in that they have the independence and control over their work; and are free to schedule them and determine the procedures to be used affects employee motivation to a greater extent. The results of the survey show that 87% of the employees think that reward programs are not utilized in the institution hence the affecting employee motivation. Despite the tough economic terms in Kenya, the institution should make use of the many non-monetary rewards to motivate the employees. These non monetary rewards here include; autonomy, feedback, recognition, employee communication, involvement and participation in decision making. Only 13% of the employees seemed to agree that TUK utilizes reward programs but the figure is very low and this means that the institution needs to improve on this area.

4.12 The type of non monetary reward employees value most

The table below shows the several non monetary rewards that the employees at the Technical University of Kenya prefers most:

Table 4.12 Type of non monetary reward which employees value most in the organization

Type of non monetary reward	Frequency	%
Participation in decision making	25	25%
Flexible working hours	31	31%
Job Autonomy	25	25%
Recognition	19	19%
Total	100	100%

Source: Author, (2016)

According to the responses given, flexible working is stated more frequently, that is the most preferred represented by 31%. Involvement in decision making and job autonomy rated second both at 25%. This is an indication that employees want the freedom to arrange their work and have it done in their own ways. According to Gabriel (2010), job autonomy is a way of motivating employees as it not only motivates but also creates job satisfaction. It gives employees a chance to freely use their skills. In organizations where managers have all the say, employees may feel intimidated as they cannot do anything their way and this also blocks one from utilizing their full potential. Employee recognition was rated at 19%. It is important that management at the institution to develop a culture where employees are recognized for their efforts as a way to motivate them to continue aiming higher.

4.13 Non monetary rewards which the employees would like TUK to provide

Part of my objective was to determine the rewards that best motivate employees at TUK. Employees suggested that the organization would also provide them with the following non monetary rewards with an aim to enhance employee job satisfaction.

Table 4.13 Rewards which the employees would like the organization to provide

Non monetary reward	Frequency	%
Training and career development programs	80	80%
Pleasant working environment	92	92%
Medical Insurance	70	70%
Employee Recognition	94	94%
Job Autonomy	80	80%

Source: Author (2016)

From the survey, most employees suggested that the employer should provide training and career development programs. 80% of the respondents are optimistic that they will be highly motivated to perform better if such programs are made available for their empowerment. This findings corresponds those of Gabriel (2010), who stated training as an important factor when it comes to non monetary rewards as it gives employees plenty of room to grow since they get empowered to have exposure to much bigger and more challenging tasks.

According to Lumumba (2012) in his study on the assessment of the effectiveness of non monetary incentives in cooperative SACCOS in Kenya concluded that training motivates staff through staff involvement in organization activities, brings about professional development,

improves communication, and prepares employees to embrace change and more challenging responsibilities in the organization.

Sturman and Ford (2011) state that ongoing training at work is crucial as it helps staff grow in the sense of professional mastery and learning new skills which can be achieved through job rotation highly motivates staff. Management should also clearly outline the expectations and purpose of each job or task so that employees fully understand what is expected of them. Training also helps employees to get to discover their excellence and how utilize their full potential as well as shortcomings that could be hindering them and ways to deal with them. Training can be made more effective by allowing employees the freedom to choose the areas in which they would want to be trained in as long as it is in their respective career line.

Zafar (2014) also concluded that training is crucial as it boosts employee job performance as it is a source of employees' individual improvement; it also improves the way employees think hence high output. On the other hand, the management benefits as it makes it easier when it comes to allocating jobs to staff/teams (Gabriel, 2010). Training is truly important and therefore the institution should look in to this matter so that employees can have promotions whenever on arises. This will also boots employee upward movement in the institution. Pleasant working environment, 92% of the respondents suggest that the institution should improve. TUK is located at the heart of Nairobi town, it was formally a polytechnic then it was changed in to a university and chartered in the year 2013 and consequently, being the first technical university, there was an upsurge in the number of students yet the compound is quite squeezed.

The managed should seek ways to create more space that will comfortably accommodate the students without strain and also to consider Health and safety programs are active and incorporated in workplace policies in the institution. This is in line with the study conducted by Lindner (2010) on understanding motivation as he concluded that good working conditions is one of the most important factors that an organization needs to consider on motivating employees. 70% of the respondents think that the institution should provide medical insurances to staff and their families as a motivation factor. This is good as it gives staff access to medical services whenever in need though it really depends on the institution's financial capability. 94% of employees would like to be recognized whenever they accomplish or achieve the set targets. This is the most simple and easy to implement. Uzzona (2013) conducted a study on motivation and 50% of the respondents preferred to have the organization to recognize them for good performance by offering them more challenging roles.

Employee recognition can be as simple as a shoulder pat or a handshake from the company managers. Some companies normally have 'employee of the month' recognized by having his photo and position displayed on company notice boards and this motivates the employees to work harder. Finally, 80% of the respondents would want the institution to embrace job autonomy for the purposes of flexibility and job satisfaction at the work place. The institution should look in to this suggestions and work towards incorporating them into their plans and policies so that employees get to enjoy working in the institution as this represent the rewards that employees value and those that would best motivate them to perform better.

4.14 Incentives

The degree of utilization of non-monetary incentives at TUK

In its third specific objective the study sought to assess the degree of utilization non monetary incentives TUK.

Table 4.14 Effectiveness and utilization of employee incentives at TUK

Incentives	Whether effective / utilized at TUK		
	Yes	No	Total
Leadership styles that motivate staff	30%	70%	100%
Housing allowance	80%	20%	100%
Current salaries being satisfactory	20%	80%	100%
Peasant working conditions	8%	92%	100%
Good communication between seniors and low level workers	10%	90%	100%
Whether there is job security at TUK	84%	16%	100%
Whether employees have high job morale	28%	72%	100%

Source: Author, (2016)

The analyses above indicate the effectiveness of employee incentives at TUK. Incentives are important in motivating employees. According to Uzonna (2013), for employees to work effectively, the organization needs to consider the 'effort-reward' concept which is effective on staff motivation. From the analysis, employees appreciate two incentives offered at TUK; that is the housing allowances offered by the institution 80%, and the job security that they enjoy at the institution 84%. This is a good step by the institution, at least the staff have shown a positive response and appreciate the fact that there is housing allowances and job security in the institution.

However, the management should aim at improving the following areas: providing good working conditions as most of the employees, 92% state that the institution has poor working conditions and especially the on the fact that they are squeezed. To sort this, the management needs to think of how to expand the institution avoid having a big crowd in a small compound as the respondents specifically complained about the overcrowded classes, offices and the fact that parking is a big problem for those with vehicles as there is limited parking space. According to Lumumba (2011), recommended that employees should be given proper working conditions as it affects their level of motivation and their performance and generally the success of the organization.

The management also needs to work on ensuring effectiveness in communication in the institution between the senior and lower staff as most employees as most employees, 90%, said that communication is poor. 20% of the employees are satisfied with their salaries while 80% are not satisfied with their current salaries and want the management to look into this matter. 72% of

the employees have low job morale and 70% stated that the management styles used at TUK do not motivate them. Sturman and Ford (2011), in their research on motivating staff concluded that a great leader (management team) creates good working conditions that promote employee growth and engagement by inspiring employees through new challenges. First class leadership is very important in an institution as it defines success and makes a business a great place to work (Barrow, 2009). Therefore something has to be done to boost employee morale as well as implementing management style that best suit employees. According to Barrow, (2009), for an organization structure to be appropriate; it should show who is responsible for what and to whom, it should define roles and responsibilities, establish communication and control mechanisms, it should lay out ground rules for cooperation between all parts of the organization and set out the hierarchy of authority, power and decision making.

The above benefits concur to the research findings by Lumumba (2012), who recommended that employers should provide fringe benefits such as transport/travel allowances, medical insurance schemes, employee welfare programs, and pension schemes among others as a means to motivate employees to perform well and for the organization success.

4.15 Employee turnover rate at TUK

The analysis above indicate low employee turnover rate at TUK which good enough for the institution as it means that the employees are loyal to the organization. The year 2013, only one employee left the institution; 2014, two employees left; 2015 and 2016, the institution maintained all its employees. This is an indication that despite the shortcomings, TUK is a good employer as the employee turnover rate is low. On recruitment, the 2013 and 2015, TUK

employed two individuals for each year; the year 2014 and 2016, the institution did not recruit any one.

Table 4.15 The rate of employee turnover in the institution

Year	Number of staff joined TUK	Number of staff who left TUK	The Turn Over Rate =Resignations/No. staff x 100%
	Frequency	Frequency	
2013	2	1	3%
2014	0	2	2%
2015	2	0	0%
2016	0	0	0%

Source: Author, (2016)

4.16 Symptoms of job demotivation at TUK

I asked to the respondents to give their views on the indicators of demotivation at TUK and the results are as shown in Table 4.16. The findings above are an indication that the most obvious sign of demotivation is staff absenteeism at 38%. This means that whenever the employees feel demotivated, they resolve to absenteeism followed by students' failure in exams at 28%. Employees are considered as being crucial to the institution's success as they handle the students and directly affect their performance in exams. Therefore it is important to ensure that the employees are handled well and are motivated to perform as they in turn motivate the students to work hard and excel. 19% of the respondents said that employee turnover would indicate staff

demotivation and finally sicknesses and gossiping which rated at 9% and 6% respectively. Such behavior can be avoided.

Uzonna (2013) in his research on the impact of motivation on employee performance concluded that management should ensure that the employees fully understand the goals and aims of the business so that they work towards achieving them with the help and support of the managers.

Table 4.16 Indicators of job demotivation at TUK

Indicators of demotivation at TUK	Frequency	Percentage
Students fail exams	28	28%
Staff absenteeism	38	38%
Sickness	9	9%
Gossiping	6	6%
Employee turn over	19	19%
Total	100	100%

Source: Author, (2016)

4.17 Reliability analysis

Reliability analysis is important in analyzing the consistency from different respondents. I used Cronbach Alpha reliability test to analyze the variables in this study and the results are as shown in Table 4.17. The analysis indicate a mean of 0.754 all the variables have values more than limit of reliability and hence acceptable and are ideal for further results. The above table indicates a

total of 37 items of various variables are legitimate and appropriate to analyze the attitude of staff members towards non monetary rewards in the organization.

Table 4.17 Showing Cronbach Alpha reliability test analysis

Scales	Items	Cronbach's Alpha
Employee Recognition	6	0.823
Training & Career Development	7	0.893
Fringe Benefits:		
Better Pay	5	0.723
Job Security	6	0.707
Ample/good working environment	7	0.676
Job Satisfaction	6	0.703

Author, (2016)

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1. Overview

This chapter presents a summary of the findings, the conclusions, recommendations, and suggestions of the study based on the objectives. The study sought to identify the effects of non monetary rewards as a motivational tool with a focus on The Technical University of Kenya.

5.2. Summary of findings

The findings show that employee recognition, training, rewards and incentives affect and contribute to the success of an organization as they directly affect employee motivation. The study reveals that TUK employees appreciate and value non monetary incentives and they would like the institution to provide them with a variety of such. TUK employees are loyal to the organization despite the short comings present in the institution and this is a very good for the institution and so the institution needs to work on appreciating its employees in return. The study shows that employees currently enjoy two main incentives; job security that they gain at the institution, and housing allowances that they are entitled to. The employees appreciate the provision of the above two factors as they motivates them to work at TUK despite the shortcomings that they may experience in other aspects.

5.2.1 Employee Recognition

The study also found that employee recognition is rarely practiced at TUK and this affects employee motivation and generally the institution performance. Employees think that there is a big gap in the degree of utilization of employee recognition as a motivational tool. From the findings, employees said that they are rarely recognized for their efforts on achievement of the set targets and this really puts them down because they value recognition and they believe that if the management did it, they would pull up their socks as this is one of the most simple yet valued by the employees as a motivation factor.

5.2.2 Training and career development programs

Training and career development initiatives are very rare at TUK. Most employees stated that the institutions does not provide such opportunities and therefore if one has to do it personally and privately as the institution is not involved. Training is very important to employees as it gives them the opportunity to get to learn and acquire new skills that they need to effectively perform their tasks. Training also helps employees move upwards in the organization in cases of new openings and hence get promoted. This motivates them and is beneficial to the organization because employees who have the right skills work skillfully and the output in turn increases.

5.2.3 Fringe benefits

The employees would want the institution to provide them with rewards and incentives such as medical insurance schemes, giving them a chance to contribute by participating in decision making especially on decisions and directly affects them which currently is not the practice at TUK. Job autonomy is also one of the rewards that the TUK employees value most and would like the institution to include in its policies as part of motivating staff to perform better.

This will motivate employees such that they will get to enjoy the luxury of carrying out their tasks in the ways that best suits them. This will encourage employees to show case their skills, knowledge, and talents.

In addition to the above, employees responded positively to non monetary incentives and suggested that the institution should consider incentives such as availing flexible working hours, improving the working environment to motivate staff, putting in to place leadership styles that are effective and workable and friendly to both employees and to the management, improving communication within the institution between the low level and management staff so that information freely flows easily within the institution to avoid information gaps as many of the individuals do not normally get communication from management and hence end up stranded due lack of information. Employee job morale was relatively low and so that management has to do something to fill in the gaps by motivating staff so as to increase their job morale. Most of the responses indicated that the employees are quite positive towards the use of non monetary incentives in the work place.

5.3. Conclusion

According to the research, it is evident that employee training, employee recognition; rewards and incentives greatly affect employee motivation in an organization and have a great impact on employee performance. Employees desire to be recognized; they value career growth as it boosts employees especially for promotions; and the employees also long for rewards and incentives. This is rarely done at TUK and therefore the institution management need to consider the above as a way of appreciating employees.

Non monetary rewards and incentives not only motivates employees as they are vital in satisfying employees' many other needs such as creating a sense of belongingness and through involvement in making company decisions;, respect especially when an employee is recognized for achieving a certain task as they gain respect from colleagues and junior staff for being the best; attention and care from the institution for instance by providing housing allowances, employees feel cared for and appreciated. Employee recognition is important as it gives staff a feeling of self worth hence encourages one to utilize his or her full potential and in turn helps the organization to achieve its goals. Finally, rewards and incentives are the most effective modes of improving employees' job morale and creating a motivated work force that will lead to a performing environment.

5.4. Recommendations

5.4.1 Employee recognition

For public organizations to benefit from these motivational tools effectively, first it is necessary to establish recognition as a widely applied practice. It is important that TUK should introduce this concept and make it be part of the organization culture. It is a simple concept but highly contributes to employee performance. This can be implemented by giving thank-you notes, a shoulder tap, congratulating one in the presence of his/her peers, having employee of the month contests and so on. The concept is to appreciate employee efforts in order to motivate them to put in more effort and in turn boosting organization success.

5.4.2 Training and career development programs

Training and career development programs are crucial for employee professional development. It also benefits the institution as it improves employee job performance. The management needs to

understand the concept of employee training and properly reward and recognize employees for their actions as way of encouraging them to keep aiming higher.

5.4.3 Fringe benefits

Rewards and incentives program has be implemented at TUK and need to be evaluated per year to ensure the effectiveness and value of the programs are maintained to enhance its practice and to ensure that it is implemented adequately to ensure effectiveness. From time to time employee surveys should be conducted in the institution to measure how well supervisors are doing in the area of employee recognition, training and development of employees, as well as in administering the laid down rewards and incentives for employee efforts. Moreover, the awarding of certificates of appreciation and thank-you notes should be established as a more frequently used method, rather than an incentive that is used only for some exceptional cases. Non monetary incentives may be awarded in return for a successful completion of a project, a contribution, a solution to a problem, the preventing of harm against the institution or a useful suggestion or action for cost savings such as in the electricity, water, gas and telephone bills etc. The institution also needs to work on making sure environment is spacious enough to allow working without strain for both the employees and students. Finally, the institution should provide medical insurance scheme for staff and their families as part of the motivation program.

5.5 Contribution of this study to motivation theories

This study is a contribution to Maslow's hierarchy theory as he classified human needs in to five from the most important to the least. This study is an expansion of Maslow's theory on an argument that even the individuals at the low level may not necessarily value money alone in a bid to fulfill basic needs but need esteem needs, safety, and social needs. Therefore an individual

are different when it comes to need; they may not necessarily follow the order of Maslow's hierarchy. In this study, employees asked to be recognized for their efforts and offered training and development opportunities regardless of their level in the institution or their wage levels. Recognition falls under esteem needs on Maslow's hierarchy; this is contrary to his assumption that low-level employees who earn less money would prefer financial rewards. In considering Herzberg's two factor theory, the factors that cause satisfaction at TUK are only two; availability of house allowances and the fact that they enjoy the availability of job security. On the other hand, the factors that cause dissatisfaction are as follows: crowded working environment, lack of employee recognition, lack of training & career development programs, and lack of fringe benefits. TUK should work on these factors and convert them to satisfiers.

5.6 Suggestions for Further Study

The study has assessed the effects of non monetary rewards as a motivational tool with reference to The Technical University of Kenya which is a public learning institution and there are many other public organizations spread in various areas and this warrants the need for another studies to be conducted to investigate further aspects of non monetary rewards to bring about understanding and the motivating potential of the non monetary incentives in public sectors in Kenya and East Africa at large.

REFERENCES

- Harunavamwe, M. and Kanengoni, H. (2013) The Impact of Monetary and Non-Monetary Rewards on Motivation among Lower Level Employees in Selected Retail Shops. Alice, South Africa. Vol. 7(38):32-40
- Burton, K. (2012). A Study of Motivation: How to get your Employees Moving. SPEA Honors Thesis, (2012). Indiana University: 5-16
- Leshabari, M.T., Muhondwa, P.Y., Mwangi, M.A., Mbembati, A.A. (2008). Motivation of Healthcare Workers in Tanzania: A Case Study of Muhimbili National Hospital. East African Journal of Public Health. Volume 5 Number 1: 32-37
- Sturman, M. and Ford, R. (2011). Motivating your Staff to Provide Outstanding Service. School of Hotel Administration Collection: 5-10
- Kiangura, C. and Nyambegera, S. (2012). A Study Conducted on the Effect of Motivational Practices on Volunteer Motivation to Volunteer and Perform: Lessons from Volunteer Organizations in Kenya. Volume 3 No. 2: 50-60
- Chukwudi, F.A. (2012). Motivation and Employees' Performance in the Public and Private Sectors in Nigeria. Vol. 3 No. 1: 31-40

Uzonna, U.R. (2013). Impact of Motivation on Employees Performance: A Case Study of CreditWest Bank Cyprus. Retrieved from the Journal of Economics and International Finance Vol. 5(5), pp. 199-211.

Armstrong, M (2007). Employee Reward Management and Practice. Broadway Wimbleton, London: CIPD publishers.

Jeffrey, S. (2010). The Benefits of Tangible Non-Monetary Incentives: Four Psychological Processes Tip the Scales in Favor of Tangible Non Cash Incentives: 1-13

Muogbo, U.S (2013). The Influence of Motivation on Employees' Performance: A Study of Some Selected Firms in Anambra State: Nigeria. Vol. 2, No. 3: pp 31

Gabriel, M (2010). 6 Non-Monetary Rewards that Motivate Employees. 1-4

Robbins SP, Odendaal A, Roodt G (2003). Organizational Behaviour; Global and South African Perspectives. Cape Town: Maskew Miller Longman. Ramms M(2007)Who Does Money Really Motivate; Technorat. Retrieved from <http://mikeramm.blogspot.com./2007/1/who-does-money-reallymotivate.html>

Nelson, L (2004). Non-Monetary Rewarding in Organizations. Retrieved from <http://www.101rewards.com/non-monetary-rewards.html> Retrieved on 1st Oct 2016

Dessler G, (2008). Human Resource Management, Prentice- Hall. India: New Delhi.

Kepner, K (2003). The Role of Monetary and Non Monetary Incentives in the Work Place as Influenced by Career Stage. Gainesvills: USA

Schuler, R (1987) Human Resource Management 3rd Edition, West publishing Company.

Saul McLeod, S. (2007, updated 2014). Maslow's Hierarchy of Needs. Retrieved from

<http://www.simplypsychology.org/maslow.html> Sept 20th 2016

Creswell, J.W. (2005) Educational Research, Planning, Conducting and Evaluating Qualitative and Quantitative Research. New Jersey: Pearson Prentice Hall

Zafar, N (2014). International Journal of Human Resource Studies: Determinants of Employee Motivation and its Impact on Knowledge Transfer and Job Satisfaction. Vol. 4 No.3: 50-65

Herzberg, F, (1979). Motivation and Innovation: Who are Workers Serving? California Management Review, 22(2), 60-70

Herzberg, F.M (1998). One More Time; How do you Motivate Employees? Harvard Business Review, Indicate Volume and Issues number of an article 53-62

Herzberg,F, Mausner , B , & Sayderman (1967) The motivation to work New York wiley

Jensen , D, MC Mulen , T, & Stark , M (2007) The managers guide to rewards, New York Hay group

Schuler, R. (1987), Human Resource Management 3rd Edition, West Publishing Company.

Shaw, W, (2001). Implementing an Employee Reward or Recognition Program with a Unionized Labor Force, Emmetsburg MD, National Fire Academy

Barrow, C. (2009). The 30 Day MBA: Learn the Essential Top Business School Concepts, Skills and Language whilst Keeping your Job and your Cash. pp 86

Herzberg, F. (2003), One more Time; How do you Motivate Employees? Harvard Business Review on Motivating People, Harvard Business School Press, Boston, MA, pp. 45-72

Vroom, V.H. (1964). Work and Motivation. Wiley, New York

Derek Torrington, (2007) Human Resource Management, Laura Hall.

Griffin R. (2002). Management. Boston Houghton Mifflin Co.

Armstrong M, (2007). A handbook of Employee Reward Management and Practice, 2nd edition published in Great Britain.

Baron R. (1983). Behavior in Organizations: Understanding and Managing the Human Side of work. Boston: Allyn and Bacon, Inc.

McGaghie, W., Bordage, G., and Shea, J.A. (2001). How to Write A Thesis. Problem Statement, Conceptual Framework, and Research Question.

APPENDICES

Appendix III: Questionnaire

SECTION A: General Information. (Tick the right option).

Please provide the following information. Be frank and honest in your responses. All your responses will be treated with ultimate confidence.

1. What is your gender? Tick in the space provided

Male		Female	
------	--	--------	--

2. What is your age?

Ages	18-25		26-35		36-45		45+	
------	-------	--	-------	--	-------	--	-----	--

3. What is your marital status? Tick in the space provided

Married		Single		Widow		Divorced or separated	
---------	--	--------	--	-------	--	-----------------------------	--

4. What is your category?

Teaching		Non-teaching		Administrator	
----------	--	--------------	--	---------------	--

5. How long have you been in your current work?

years	1-5		6-10		11-15		15 and above	
-------	-----	--	------	--	-------	--	--------------	--

6. What is your education level? Tick in the space provided

Education level

Education level	Secondary Certificate/diploma	Bachelor degree	Postgraduate degree

7. Years of working at TUK? (Number of years)

SECTION B: Questions. (Tick the right answer)

Appendix III: Questionnaire

SECTION A: General Information. (Tick the right option).

Please provide the following information. Be frank and honest in your responses. All your responses will be treated with ultimate confidence.

1. What is your gender? Tick in the space provided

Male		Female	
------	--	--------	--

2. What is your age?

Ages	18-25		26-35		36-45		45+	
------	-------	--	-------	--	-------	--	-----	--

3. What is your marital status? Tick in the space provided

Married		Single		Widow		Divorced or separated	
---------	--	--------	--	-------	--	-----------------------------	--

4. What is your category?

Teaching		Non- teaching		Administrator	
----------	--	------------------	--	---------------	--

5. How long have you been in your current work?

years	1-5		6-10		11-15		15 and above	
-------	-----	--	------	--	-------	--	--------------	--

6. What is your education level? Tick in the space provided

Education level

Education level	Secondary Certificate/diploma	Bachelor degree	Postgraduate degree

7. Years of working at TUK? (Number of years)

SECTION B: Questions. (Tick the right answer)

The following questions require ticking the number of the most correct answer in your opinion in spaces provided:

1. Overall, how can you assess the general level of motivation on your work performance?

(a) Good..... (b) Bad.....

2. Are you satisfied with your working place?

(a) Yes..... (b) No.....

3. Are you satisfied with your working condition?

(a) Yes..... (b) No.....

I. Are you satisfied with paid salary? (Tick where appropriate)

a. YES ()

b. NO ()

II. What is the range your salary in Kenyan shillings?

a. 0 – 20,000.....

b. 20,000 - 50,000.....

c. 50,000 - 100,000.....

d. 100,000 - 200,000.....

e. 200,000 and above

4. Does your salary is relevant to your Qualifications and Experience?

(a) Yes..... (b) No.....

5. Does your employer provide opportunity for you training and development in your institution?

(a) Yes..... (b) No.....

6. Have you ever proceeded for training either long term or short term?

(a) Yes..... (b) No.....

7. How often do you go for training:-

(a) Short term..... (b) Long term?

8. Do you enjoy the training?

(a) Yes..... (b) No.....

9. Has the training allowed you to perform your duties better?

(a) Yes..... (b) No.....

10. If the training has not had an impact, what do you think is the stumbling block?

.....

11. How do you think any worker that has undergone training could be made more beneficial to the organization?

12. Do you think that the leadership style of TUK motivates you on your job performance?

(a) Yes..... (b) No.....

13. Is the morale in your job high?

(a) Yes..... (b) No.....

15. Does your employer give you housing allowance?

(a) Yes..... (b) No.....

16. Are you satisfied with the current salaries?

(a) Yes..... (b) No.....

17. Is there a good relationship and good communication between management and employees at your work place?

(a) Yes..... (b) No.....

18. Do you think good working conditions is a good incentive to encourage good performance?

(a) Yes..... (b) No.....

19. What is your opinion about the working conditions in this organization?

Excellent	Very good	Good	Reasonable	Poor	Very poor	Extremely poor

20. Do you find the working conditions effective to encourage good performance?

(a) Yes..... (b) No.....

21. In case they are not effective, what would you suggest to be done?

.....

.....

22. Do you think that having an assured security over the retention of your job can encourage you to perform better?

(a) Yes..... (b) No.....

23. What is your opinion in relation to job security in your work?

.....

24. Do you find the security over your job adequate?

(a) Yes..... (b) No.....

25. What makes you secure or insecure?
26. In case you find your job relatively insecure, what suggestion do you make for change?

27. Do you think the feeling of recognition in your job is good incentive to enable you perform better?
 (a) Yes..... (b) No.....
28. Do you feel that you are recognized in your job?
 (a) Yes..... (b) No.....
29. If that feeling is lacking, what do you think is the stumbling block?
30. What do you suggest could be done, so that you are able to feel recognized in your job?

31. What is your suggestion, in order to remove this hindrance?

32. What factors motivates you to perform your daily activity at your institution?
 i.....
 ii.....
 iii.....
33. Mention things Management can be done to improve employee's motivation on job performance:
 i.....
 ii.....
 iii.....

Questions for Management

Number of staff employed in your school per year.....

34. Symptoms of job demotivation at your organization (Please tick)

Failure of students.....

Absenteeism.....

Sickness.....

Gossiping.....

Turnover.....

35. Provide the employees turnover data from 2013

Year	Number of staff joined your school/district		Number of staff left the job	
	Male	Female	Male	Female
2013				
2014				
2015				
2016				

36. What are the motivation strategies used to enhance the job satisfaction for teachers

(Insert tick)

Motivation/satisfaction strategies	Tick
Housing	
Extra duty	

Free lunch	
Transportation allowance to and from job	
Hardship allowance	
Loan	
Sickness allowance	
Short term training assistance	
Long term training assistance	
Any other (please specify)	

37. Do you use the following motivators with to enhance job satisfaction in your organization? Write

Y for Yes and N for No

- i. remuneration packages ()
- ii. incentives and rewards ()
- iii. training opportunities ()
- iv. Satisfaction with my job ()
- v. recognition with what I do ()
- vi. grievance handling procedures ()
- vii. participation in decision making ()
- viii. Promotion and growth opportunities ()
- ix. recruitment procedures ()
- x. working teaching facilities ()
- xi. workloads ()

- xii. fair treatment and absence of favoritism/nepotism ()
- xiii. Improper management practices and policies on employee matters ()

THANK YOU FOR COOPERATION!