

The Effects of Rewards and Recognition on Employee Performance in Public Educational Institutions: A Case of Kenyatta University, Kenya

Daniel Njoya Ndungu¹

¹ Kenyatta University

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8 Abstract

9 Various studies have explored the concept of staff reward and recognition schemes and the
10 effect they have on staff motivation and performance. Attention has also been given to how
11 these programs contribute to the overall realization of organizational goals. This study was
12 conducted to determine the effects of reward and recognition on employee job performance in
13 Kenyatta University. Moreover, the relationship between other factors affecting performance
14 (working environment and leadership styles) and performance was also explored with the help
15 of responses collected from employees working in Kenyatta University main campus, Nairobi.
16 A descriptive research design was used in the investigation of the effects of rewards and
17 recognition on Kenyatta University staff performance. Stratified random sampling and
18 purposive random sampling were used in sampling design.

Index terms— attitudes, compensation, productivity, recognition, performance, motivation.

21 1 Introduction a) Background to the Study

22 according to Boeuf (2010), the only way the employees will fulfill a dream is in sharing it. Above all, reward schemes
23 provide mechanisms for this to happen. Likewise, you get more of the behavior you reward. You don't get what
24 you hope for, wish for or beg for. You get what you reward. Reward ??systems (2008). This means that the main
25 aims of the reward schemes are to attract new employees to that specific institution, elicit good work performance
26 and to maintain commitment to that organization. Torrington et al. (2005) correspondingly observe that reward
27 schemes help to maintain the "psychological contract". Furthermore, it indicates what behavior the organization
28 values coupled with what is paid for, Reward Systems ??2008). Comparatively, if an institution values team
29 work, then a team bonus of some kind is provided. This psychological contract will somehow determine what the
30 employees perceive to be "fair" in terms of the reward for the work they do. Reward Systems ??2008).

31 Deviant behaviors like theft in the work place are often due to an attempt to restore "fairness", to the
32 remuneration, Torrington et al. (2005). Violation of the psychological contract is likely to cause problems with
33 employees more than any other single factor, Reward ??systems (2008). This can be supported by The Porter and
34 Lawler Model which suggests that the actual performance in a job is primarily determined by various factors:
35 the effort spent by a person's ability to do the job and the individual's perception of what the required task are
36 Shah and Shah (2007). Kelly ??1999) for instance suggests that a movement to school based reward schemes
37 can increase the precision at which resource are allocated by encouraging the alignment from topdown setting
38 organizational goals and from bottom-up setting since the teachers are gaining feedback and benefit from better
39 resource allocation and policy coherence.

Victor ??2006) reiterates that in the last ten years many countries have been able to adopt pay for performance strategies to improve on the more traditional salary scales. Correspondingly, ??UNDP, 2006) illustrates that motivation is a critical dimension of capacity, defined as the ability of people, institutions and societies to

1 INTRODUCTION A) BACKGROUND TO THE STUDY

43 perform functions, solve problems and set and achieve objectives. In the same way, ??UNDP, 2006) endorses
44 the factor of whether sanctions exist in case of poor performance. Many analysts have put the argument
45 forward that performance based pay systems improve administration of schools. Little, Goe, and Bell (2009)
46 in turn claims that under the system of performance based pay, administration has knowledge of the quality of
47 teachers in all the classrooms. In that case, they argue that it's possible to evaluate teachers, rather than the
48 formative mode generally used and so more objective decisions about the teacher quality are made. Reference
49 for Business: Encyclopedia of Business ??2009) proposes that it is therefore essential for the success of the
50 organization to reward innovators for their various contributions. However, most profit-sharing programs require
51 an employee to have taken part in the program for a number of years before receiving any monies. Kerr and
52 Slocum (1987) point out that its main shortcoming is that it is awarded to all employees and that this tends to
53 dilute individual contributions. Emerson (2007) proposes that a recognition scheme may have monetary value for
54 example luncheon, gift certificates or plaques. He however insists that money in itself is not given to recognize
55 performance. Reward and incentive systems are therefore fundamental in developing capacities and translating
56 developed capacities into better performances says ??UNDP, 2006). The paper argues that a performance based
57 policy which involved some monetary component would attract teaching talent by providing rewards that motivate
58 a larger group of people.

59 These rewards can be given in various forms which include profit sharing schemes, stock options and recognition
60 programs among others. Lusthaus ??2002) says that profit sharing is a strategy of creating a pool of monies to
61 be disbursed to employees by taking a stated percentage of a company's profit. The idea behind this scheme is
62 to reward employees for their contributions to a company's achieved profit objective. ??ennel and Acheampong
63 (2007) reiterate that there are increasing hours of work, large class sizes, more subjects and a constantly changing
64 curriculum are also major demotivators. They argue that work and living environments for many teachers are
65 poor, which leads to development of a sense of low-esteem and general de-motivation. Housing is a major issue for
66 nearly all teachers. Individual teacher characteristics have also impacted motivation levels. These characteristics
67 include such factors as age profile of teachers, ??ennel and Acheampong (2007). The age profile of teachers has
68 become younger due to the boom of primary and currently secondary school enrollments and/or higher levels of
69 teacher attrition. ??ennel (2004) add that the failure in providing additional incentives to work in remote rural
70 schools has been a major de-motivator.

71 Bennell and Acheampong ??2007) observe that relationships between many African governments and teachers
72 are strained and turning sour. The teachers as a group have been occasionally targeted by governments. A good
73 example is Zimbabwe. Teachers' union leaders have also been imprisoned and tortured; examples are Burundi,
74 Zimbabwe and Ethiopia. According to a Speech delivered by Francis Okoma-Okello, Chairman of Barclays
75 Bank Kenya Limited (2008), reward schemes have also been used to ensure good governance in Africa. An
76 example is The Mo Ibrahim Foundation which was launched in October 2006 to support good governance and
77 great leadership in Africa. Its main aims are to recognize excellence in African leadership and also to provide
78 a practical way in which leaders can build positive legacies when they leave national office. The foundation I
79 also meant to stimulate debates on quality of governance and major governance issues in Africa and develop
80 leadership and governance capacity in Africa Mo Ibrahim Foundation, ??2006) i. Rewards Schemes in Higher
81 Institution in Kenya Kenya has experienced fast growth in the last three years. This has been done through
82 strict follow-up of the Kenya vision 2030, (2008) policy document. The policy was created under the guidance
83 of Economic Recovery Strategy for Wealth and Employment creation. According to the policy document, Kenya
84 has railed back to rapid growth and development. Kenya vision 2030, (GoK, 2008), covers period 2008-2030 and
85 its objectives are to transform Kenya into industrializing middle-income country providing high quality life to
86 all its citizens by the year 2030 GoK ??2007). Riechi (2010) observes that effective labor and Human Resource
87 Development (HRD) is an important ingredient for national economic competitiveness, social well-being and
88 political democracy for any developing economy. Currently, Kenya has seven public universities and twenty three
89 private universities (Ministry of ??ducation, 2009). It also possesses other public institution which includes the
90 country's higher education and training institutions like polytechnics which impart industrial and technical skills
91 into the country.

92 Equally important is the research by Universities and Economic Development in Africa, (2011) who notably
93 claim that Kenyan Higher education sub-sector has serious flaws which need to be addressed. These issues are
94 improving access and equity at all levels. The document argues that quality, internal efficiency, gender equity
95 and responsiveness to labor market are holes in the higher education linen which need to be mended. However,
96 according to Universities and Economic Development in ??frica (2011), in the last two decades Kenyan Higher
97 education systems have taken drastic measures in order to counter financial instability. This has been done
98 through such strategies as cost sharing through fees and student loan systems. They argue that the measures
99 have increased equity gap and the effective cost recovery modules instituted have enabled the government to build
100 a suitable be for financing Higher education through provision of student loans. Because of financial instability,
101 let alone the basic pay, incentive and reward schemes are not well instituted and coordinated. In fact, most
102 causes of industrial unrests by University Staff are cited as low salaries and poor welfare, Waswa and Katana
103 (2008). This seriously affects motivation, innovation and quality of service delivery levels. Strikes of staff in all
104 public universities are controlled by the same body, University Academic Staff Union (UASU).

105 Other players in management are Inter Public Universities Council Consultation Forum (IPUCCF). The basic

106 pay of the Public University teaching staff is benchmarked with the civil service salary structure. However, the
107 staff view the civil servants as their "unequal" and so the aspect of being undervalued arises and hence being
108 underpaid. This lowers the motivation levels drastically and can lead to brain drain and so another blow to
109 capacity building in the country, Waswa and Katana (2008). Waswa and Katana (2008) conducted an opinion
110 survey to collect data from Kenya's Public University academic Staff. The staffs who were involved in the survey
111 were those who attended the VicRes Conference in Jinja, Uganda, in March 2008. Some data was also collected
112 from the authors host institution. Up to 76% of the respondents singled-out in the survey said that improvements
113 in salaries and benefits are most important in preventing industrial actions. If this could be achieved, then there
114 would also be enhancement of performance and productivity of academic staff.

115 According to the Government of Kenya (GoK, 2010) report on Evaluation of Performance and Contracting,
116 proposals were put across that the Government introduces reward and sanctions scheme to boost the impact
117 of Performance contracting in the public service. These proposals have been informed by the fact that public
118 officials would feel more enthusiastic participating in an exercise that promises some reward. Further, 92% of the
119 institutions sampled would want performance contracting to be linked to some system of reward/sanction so long
120 as the reward scheme is objectively and transparently agreed upon at the beginning of the year. Rewards will
121 also ensure that employees are motivated. It is on this basis that examination of how reward schemes contribute
122 to staff motivation and output become necessary.

123 **2 b) Statement of the Problem**

124 In the last decade, staff reward and recognition schemes in public service have received much attention. However,
125 their utilization remains questionable since some have not yet been effectively implemented. According to
126 Evaluation of Performance Contracting Report (March, 2010) from the office of the prime minister, a culture of
127 professionalism, competitiveness, innovation and target setting is being inculcated into the public sector. This,
128 they plan to do through Performance Contracting (PC). Waswa and Katana (2008) demonstrate that pay for
129 performance system has two advantages in the organizations practiced; attracting high-quality employees and
130 secondly motivating employees to exert more effort at their jobs. Is there any evidence that the schemes have
131 the capability to complement quality of service delivery in terms of staff work output? What types of rewards
132 and recognition are offered in Kenyatta University? How do they contribute positively to job performance and
133 motivation? This study therefore, seeks to fill this knowledge gap by investigating the effects between rewards
134 and recognition on employee performance in educational institutions with special focus on Kenyatta University,
135 Kenya.

136 **3 c) Objectives of Study i. General Objective**

137 The study's main objective was to investigate the effect of rewards and recognition on employee performance in
138 educational institutions with special focus on Kenyatta University, Kenya.
139 ii.

140 **4 Specific Objectives**

141 The specific objectives of the study were; i. To investigate the effects of intrinsic rewards on performance of
142 Kenyatta University employees. ii. To investigate the effects of extrinsic rewards on performance of Kenyatta
143 University employees. iii. To determine whether recognition rewards affects job performance of employees
144 in Kenyatta University. iv. To determine whether financial rewards affects job performance of employees in
145 Kenyatta University. v. To investigate the effects of work environment on performance of Kenyatta University
146 employees. vi. To determine the effects of Leadership styles on performance of Kenyatta University employees.
147 performance of employees in Kenyatta University? v. How does the work environment affect performance
148 of Kenyatta University employees? vi. How do leadership styles affect performance of Kenyatta University
149 employees?

150 **5 e) Significance of Study**

151 University Academic Staff Union (UASU) has increasingly called for strikes and other industrial measures when
152 the employees, University administration and the government fail to agree on issues especially those related to
153 pay. The measures happen at the same time in all public universities leading to loss of academic hours, poor
154 student performances, low job satisfaction, poor staff motivation and other last resort actions from employees like
155 brain drain. In any organization, there is a strong and positive effect of rewards and recognition on job motivation
156 and satisfaction and this study will contribute to the understanding of how the management of an organization
157 can stimulate creativity and foster in its staff the desire to succeed and to achieve self-fulfillment through their
158 work. The study will provide knowledge in the role of rewards in determining significant job performance and
159 how they are positively associated with the process of motivation and hence lead to better understanding of
160 problems in achieving job satisfaction. Specific knowledge in how to determine the balance between employee
161 commitment and performance in Kenyatta University is needed by management in order to make reward and
162 recognition programs more relevant and effective. By doing this, the management can improve planning and

11 B) THEORETICAL REVIEW

163 delivery and ensure that benefits, rewards and recognition are properly aligned. The study provides insight on
164 how the management can find fresh ways of motivating employees with relevant benefits and rewards.

165 The findings of this study hopefully will enable academicians and researchers to understand how incentives,
166 rewards and recognitions impact employee motivation in an organization. It is in this light that I decided to
167 undertake a survey which would provide insight on some issues which underlie reward and recognition schemes
168 in Kenyatta University. With this research, it is possible to improve levels of understanding of the role of reward
169 schemes in Kenyatta University, improve available literature on the effects of reward scheme on staff motivation
170 and moreover, fulfill MBA requirements of Kenyatta University. The study also offers recommendations which
171 can be used to make the Scheme more performance based and increase motivation and innovation.

172 6 f) Scope of the Study

173 My target groups in scope for reward and recognition programs were teaching and non-teaching staff of Kenyatta
174 University. The area of residence targeted was Kenyatta University main campus, Nairobi. This is for its
175 possession of the main Human Resource Office and staff registry where relevant employee data of the whole of
176 the Kenyatta University and its fraternity campuses can be found. Data was collected by use of questionnaires
177 administered to teaching and nonteaching staff of Kenyatta University. The fifteen questions asked were
178 deliberately tailored to expand areas of knowledge from target questions poised. Eight of the questions were
179 related to demographic information, twelve questions collected information on extrinsic rewards, twelve questions
180 on intrinsic rewards, six on financial rewards, six on recognition rewards, eight on working environment, eight on
181 leadership styles and the final twelve questions which collected information on performance. The questions were
182 as general as possible so that the areas of enquiry could be amplified in another more specific questionnaire. A
183 copy of the questionnaire to be used can be found in the appendix.

184 7 g) Limitation of study

185 The major limitation the study envisaged regarded the possibility of some employees being reluctant to provide
186 information for fear of victimization in case they were critical of the reward program. However, the study strived
187 to fully explain the intention of the study and assured confidentiality.

188 8 h) Organization of the Study

189 The first chapter of the project describes the importance of the research providing the basic background
190 information of the problem. This also includes statement of the problem which is the question the study wants to
191 answer. Subsequently, the first chapter also provides the research questions, objectives, scope and the limitation
192 of the research. The second chapter was the literature review. The researcher clearly reviews major works on the
193 topic and indicate what the arguments are. The researcher in this section shows an awareness of what has been
194 written on the project, what evidence was used, what theories were applied and besides that what arguments
195 were made. In short, it will explain the theory used and why.

196 The third chapter is methodology which presents an overview of the methods which were used in the research.
197 It covers such areas as sampling design, how the sample size is calculated or selected, the sampling procedure used
198 and of course data collection and analysis. The next part was the reference part which contains the bibliography
199 to the major sources the researcher used in the study. The appendices part comes last and contains the letter
200 of introduction to the respondents, the draft questionnaire used, estimated research financial budget and indeed
201 the research proposal time frame. The questionnaire was structured with closed-ended questions. Respondents
202 were asked to mark the appropriate boxes Year ()A

203 matching the correct answer. The other questions however required the respondents to give opinions.

204 9 Chapter Two

205 II.

206 10 Literature Review a) Introduction

207 This section reviews literature related to the study. These include: Motivation theories and issues in general
208 rewards and recognition schemes, types of rewards and recognition schemes and motivational aspects of reward
209 and recognition schemes in work environments.

210 11 b) Theoretical Review

211 Rewards and recognition are used either to reward an employee for eliciting desired behavior or recognize an
212 employee for exemplary results, Pruden (n.d.). Subsequently, the purpose of many rewards and recognition
213 programs are multi-layered but motivation of employees to increase performance is the key objective in reaching
214 corporate goals. This is because motivated employees perform. So, what is motivation? Duorojaiye (2002)
215 claimed that motivation is a general term for factors that make one's intent on a particular behavior. He
216 provides the factors as needs, drives, motives, incentives, urges and goals. He insists that motivation satisfaction

217 depends solely on the demands of the situation. Morris (2006) postulates that staff individual performance is
218 shaped by the nature of the rewards, attitude of the staff and knowledge of reward schemes.

219 What is employee motivation? Donata (2011), states that there are two types of motivation; intrinsic
220 motivation and extrinsic motivation. He defines employees motivated by incentives and external rewards as
221 extrinsically motivated and those who simply self motivate as intrinsically motivated employees. However, he
222 suggests that it should not give way to the assumption that intrinsically motivated employees do not want rewards
223 for their performance nor that extrinsically motivated workers have no job satisfaction. Various theories have
224 been used to advance employee motivation. Maslow argued that people are motivated by a series of five universal
225 needs. Carlson (2000) observes that Maslow's needs are ranked in a hierarchical manner. The basic needs were
226 classified as physiological, safety, belonging and love, esteem, and self-actualization needs. Physiological needs
227 are deemed as the lowest of all the needs. Maslow observed that the lower needs must be satisfied before moving
228 upward to the higher need. The highest need is that of self-actualization; that is the need for continuous self
229 development, and becoming all that a person is capable of becoming.

230 Maslow proposed that people who were selfactualized had needs such as truth, justice, wisdom and meaning.
231 Maslow observed that these actualized persons had sessions of energized moments of profound happiness. He
232 pointed out that satisfying human needs is a step by step process starting from the lowest level to the highest.
233 The catch is that only one level of needs can be satisfied at one particular time. According to Mihyo (2007), a
234 manager should recognize which need is dominant in an individual so that he knows which ways to motivate each
235 of the employees. All the discussed content theories are based on the fact that in order to motivate employees,
236 their needs have to be satisfied first. However, since individual needs are different from one person to the other,
237 it's imperative to understand these theories in order to motivate employees effectively.

238 **12 c) Empirical Review**

239 Various studies have explored the concept of staff reward programs and the effect they have on staff motivation and
240 performance. Attention has been given to how these schemes contribute to overall realization of organizational
241 goals.

242 **13 i. Extrinsic and Intrinsic Rewards**

243 Every organization needs a reward and recognition system which exhaustively addresses four main areas. They
244 are compensation, benefits, recognition and appreciation; the entrepreneur (2003). The system should also
245 aim to reward two types of employee's activities: performance and behavior. There are two kinds of rewards:
246 Extrinsic and Intrinsic Rewards. Extrinsic rewards are actually tangible rewards presented to the employees by
247 the management. They could be in various forms like pay rises, promotion, bonuses and respective benefits.
248 The rewards are termed as extrinsic because they external to the work itself, Thomas (2009). This means that
249 other people namely the management has the ability to control the size and whether or not they are granted.
250 These kinds of rewards had played a dominant role in earlier eras whereby the job employees were involved in
251 was routine and bureaucratic. This involved complying with rules and regulations, Morris (2006). The work at
252 this era offered employees with few intrinsic rewards and therefore there were the only available motivational
253 tools. The extrinsic rewards bring about extrinsic motivation. Extrinsicly motivated employees tend to focus
254 on performance outcomes. Stephanie, Danielle and Jennifer (n.d.) postulate that different behaviors are elicited
255 by employees when different motivational tools are exercised. They argue that motivation based on extrinsic
256 rewards leads to less interest, value, and effort towards achievement. Subsequently, motivation based on avoiding
257 punishment or guilt leads to anxiety in an employee. Furthermore, motivation which is based on "should do"
258 something leads to difficulty coping with failure.

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262 On the other hand intrinsic rewards come from verbal rewards such as positive feedback and praise which lead
263 to job satisfaction. Intrinsically motivated employees participate eagerly in their jobs for internal reasons. This
264 is from pure enjoyment and satisfaction, Jansen (2011). Behaviors brought about by intrinsic motivation can
265 be better task -relevant focus, less distraction, less stress when mistakes are made and improved confidence.
266 According to Mcrill (2011), there are two kinds of rewards: extrinsic rewards which provide extrinsic motivation
267 which in turn encourage better performance and intrinsic rewards which likewise promote intrinsic motivation
268 which lead to better performance. However, she proposes that the most beneficial for maximum employee
269 satisfaction and organizational productivity might be combination of both styles. Hertzberg (1959) also called
270 "father of job enrichment" introduced the Two Factor Theory also termed as Motivation-Hygiene Theory of
271 Motivation. According to Silva (2009), Hertzberg introduced two separate groups which have strong impact
272 on motivation of employees. He suggested that job satisfaction and dissatisfaction appeared to be caused by
273 a set of two factors. He called the first set Motivation factors or intrinsic factors which he said related to the
274 job itself. Hertzberg's two factor theory provided motivational factors and their consecutive hygiene factors.

275 They are shown in the table below: Wikipedia (2010) suggests that hygiene needs are cyclical and tend to come
276 back to the starting point. The hygiene factors are therefore needed to ensure an employee is not dissatisfied.
277 Motivational factors are needed to motivate an employee to a higher performance.

278 16 ii. Financial and Recognition Rewards

279 According to Silva (2009), employee compensation includes all forms of pay or reward going to employees arising
280 from their employment. Nonetheless, some employee benefits are mandated by organizational laws throughout
281 the world. This includes such items like minimum wage, over time, leave under medical leave act, Unemployment,
282 workers compensation and disability. Doyle (2010) on the contrary proposes that there are types of employee
283 benefits provided by the company but the employer is not required to offer them and likewise the employee is
284 not entitled to receive them. They are offered at the discretion of the employer and covered in labor agreement.
285 They vary from one organization to the other. These may include hazard pay, health care, maternity, paternity
286 and adoption leave, paid holidays, pay raise, severance pay, sick leave, termination, vacation leave, work breaks
287 and meal breaks. Gale (2002) suggests that employees who are injured or become ill in the job are covered by the
288 organization compensation laws. Subsequently, the employers should possess workers compensation insurance.
289 The benefits include payment for lost wages and medical bills. These are paid in portion, normally two-thirds of
290 salary. The organization should also have sponsored disability program. It should provide additional disability
291 coverage. Donata (2011) proposes that some organizations have social security disability. However, one must
292 have worked in jobs covered by social security.

293 Notwithstanding, Donata (2011) suggests that extrinsically motivated individuals seek to be rewarded for doing
294 what is expected of them. On the contrary, intrinsically motivated employees get pleasure out of completing a
295 task, recognition or the job itself. Shah and Shah (2007) state that recognition is a leadership tool that sends a
296 message to employees about what is important to the leaders and the behaviors that are valued. According to
297 Kendra (1996), an award is that which follows an occurrence of a specific behavior with intention of acknowledging
298 the behavior in a positive way. The award therefore has the intent of encouraging the behavior to happen again.

299 Recognition may have monetary value e.g. luncheon, gift certificate or plaques. However money itself is not
300 given to recognize performance, Gale (2002). Additionally, every action which supports a company's goal is
301 recognized whether through informal feedback or formal organization-wide recognition. The management should
302 remain flexible in its methods of recognition, since employees are motivated by different forms of recognition.
303 Siegrist (1996) brought about the Effort-Reward Imbalance (ERI) model. The model puts its emphasis on the
304 reward rather than the control structure of the work. In Siegrist's (ERI) model, rewards are distributed to
305 employees by three transmitter systems which a (1) Money-Includes among other things adequate salary, (2)
306 Esteem-includes respect and support and finally (3) Security or career opportunitiesincludes such aspects as
307 promotion aspects, job security and status consistency.

308 The model argues that high effort low reward conditions has the ability to cause a state of emotional distress
309 which can lead to cardiovascular risks and other strain reactions like poor health and sickness absence. By
310 employees having a demanding but unstable jobs, high achievements without being offered any promotional
311 aspects are good examples of stressful imbalance. The models best quality is that it makes a distinct demarcation
312 between extrinsic (situational) and intrinsic (personal) components of Effort Reward Imbalance.

313 Extrinsic components are mainly psychological and physical demands at work. The number of published
314 empirical studies with ERI model is growing fast and combination of high effort and low reward at work was
315 found to be a risk factor for cardiovascular health, subjective health and mild psychiatric disorders. Based on
316 this model, if the management fails to reciprocate the efforts of its employees i.e. low rewards provided for high
317 efforts, the employee may suffer from emotional distress and other health problems lowers motivation and hence
318 lower performance.

319 17 iii. Working Environment

320 Work environment plays a big role in performance issues because it influences how engaged employees are with
321 their jobs, Norton (2012). According to Wikipedia the free encyclopedia, an "engaged" employee is the one who is
322 fully involved in and enthusiastic about their work. Hynes (2008) developed dimensions of working environment in
323 terms of physical as well as behavioral components. The physical components of the environment were classified
324 as: (1) Comfort level-This includes ventilation, heating, natural lighting, artificial lighting, décor, cleanliness,
325 overall comfort, physical security. (2) Office layout-This includes informal meeting areas, formal meeting areas,
326 quite areas, privacy, personal storage, general storage, work area-circulation place. The next set of components
327 is Behavioral in nature. Includes (1) Level of interaction-This component is more interested in social interaction,
328 work interaction, creative physical environment, overall atmosphere, position relative to colleagues, position
329 relative to equipment, overall office layout and refreshments. (2) Level of distraction-includes interruptions,
330 crowding and noise. Recent scientific research undertaken by Roelofsen (2000) came to the conclusion that
331 improving the working environment results in decreased number of absenteeism, complaints and boosted employee
332 productivity through improving the performance level of employees.

333 18 iv. Leadership Styles

334 There are many factors which influence leadership, and no one leadership style is able to fit to all situations, Garud
335 (2012). Likert and his associates after studying patterns and styles of managers developed the four leadership
336 styles or systems. The first was exploitative authoritative. In this case, responsibility lies in individuals in the
337 upper ranks of the organization, Wilson (2010) reiterates that the leader has centralized power and has no trust
338 on the employees. Essentially, this leadership has the following traits: Provide detailed instructions to employees,
339 give staff specific goals and objectives, check frequently with staff to keep them on track and demonstrate the
340 steps involved in doing the job. In this leadership style, there is also little motivation which is mainly based on
341 threats. Secondly, Likert came up with benevolent authoritarian leadership style. This is mainly characterized by
342 responsibility lying at the managerial levels but not at lower levels of the organization. Decisions are imposed on
343 the employees and team work is very little. The main traits of this leadership style are: Represents management's
344 position in a convincing manner, try to motivate with monetary and non-monetary rewards, sell staff in their
345 own ability to do the job, Praise staff for their good work and provides staff with a lot of feedback on how they
346 are doing. However, motivation is based on rewards, Kumar (2011).

347 Thirdly; there was consultative leadership style which was basically characterized by responsibility being
348 spread through the organizational ladder, the leader having partial confidence in employees and availability of
349 discussions about job related issues between the leader and the employees. Consequently, consultative leadership
350 style has the following traits: Involves staff in making the decisions which will affect their work, make staff
351 feel free to ask questions and discuss important concerns, hold frequent tam of staff meetings, help staff locate
352 and support their own developmental activities and listens to staff problems and concerns without criticising or
353 judging.

354 Finally, Likert and his associates came up with participative leadership style which meant that responsibility
355 was spread widely through the organization ranks; leader has high level of confidence in the employees, regular
356 discussions about job related issues between the leader and his sub-ordinates. Here, motivation is not only
357 based on rewards but also in job involvement, increasing employee engagement. This type of leadership involves
358 delegating broad responsibilities to staff and expect them to handle the details and also expects staff to find and
359 correct their own errors.

360 staff of Kenyatta University. The research adapted employee performance as the dependent variable. This
361 variable was measured from the feedback derived from teaching and non-teaching staff of Kenyatta University
362 through a questionnaire. The elements or indicators used to measure these dimensions with relevant sources from
363 which they were adopted are (1) Quality work (2) Initiative (3) Team work (4) Problem Solving (5) Response to
364 stress and conflict (??) Productivity (??) Employee performance Development.

365 These dimensions have been adopted from Profiles International a leading employee engagement expert in
366 United States. They developed profiles performance indicator which assists organizations to be able to manage
367 employee's performance in order to make employees more valuable and productive. Profiles performance indicator
368 is used to understand employees' characteristics and to use this knowledge to increase performance of employees.
369 Extrinsic and intrinsic rewards, recognition (which involves non-cash awards and social benefits), financial rewards
370 (like performance bonus), the work environment and the leadership styles are taken as independent variables.
371 The researcher assumed that organizational size, the sample and organizational type to be the control variables.

372 Politics, social cultural practices, organizational culture and industrial relations climate were taken as
373 intervening variables.

374 19 e) Conceptual framework

375 Figure ???.1 shows relationships between the various key independent variables and the criterion variable as
376 discussed in the literature review. Some relationships are already studied. Katou (2008) conducted a study that
377 measured the impact of HRM on organizational performance in the context of Greece. The results indicated that
378 the relationship between HRM policies (Resourcing and development, compensation and incentives, involvement
379 and job design) and organizational performance was facilitated by employee attitudes and behaviours. In this
380 case, performance was judged through the behavioral dimensions of the employees (Satisfaction, motivation,
381 knowledge, collaboration with colleagues, dedications, holding and participation). These dimensions were in
382 order of importance of Human Resource Management survey results. teaching staff. Descriptive research studies
383 are those studies which are concerned with describing the characteristics of a particular individual, or of a group.
384 It is the conceptual structure within which research is conducted, Kothari (2004) When sampling Kenyatta
385 University employees, the researcher considered teaching staff to be professional personnel who are actually
386 involved in teaching students. This could be classroom teachers, special education teachers, and others who
387 conduct teaching in classroom setting, resource rooms or can be one-to-one teaching inside or outside a regular
388 classroom. Subsequently, teaching staff also included chairpersons of departments whose duties included some
389 amount of teaching, but did not include nonprofessional personnel who supported teachers in providing instruction
390 to students, such as teachers' aides and other paraprofessional personnel. Consequently, the researcher considered
391 the rest of the employees in Kenyatta University like those in management, clerks, drivers, secretaries, cleaners,
392 accountants, and others to be non-teaching staff members.

393 According to Kenyatta University Staff registry, as of 24 th February 2012, the total number of teaching
394 and non-teaching staff was 2,712. The teaching staff numbered 921 and the non-teaching staff numbered 1,791.

21 E) DATA COLLECTION METHODS AND RESEARCH PROCEDURES

395 However, Kenyatta University graduate school had no teaching staff but only non-teaching staff and employees
396 based on the university fraternal campuses were very few. The respondent numbers were extremely low to be
397 classified each as a single stratum and therefore merged with graduate school to increase variability and formed
398 one single stratum known as Extra-departments.

399 20 d) Sampling Technique

400 The total sample consisted of all strata (subgroups) of employees; teaching and non-teaching staff. There were two
401 strata consisting of teaching and nonteaching staff. Each employee stratum was sub-divided further on basis of
402 school or department. With each of the stratum, individual school and department was then numbered. Cooper
403 and Schindler (2003) posit that there are three reasons why a researcher chooses a stratified random sample;
404 to increase a sample statistical efficiency, provide adequate data for analyzing the various sub-populations and
405 enable different research methods and procedures to be used in different data. A systematic random sample
406 was then drawn from each of the strata. Castillo, J. ??2009) proposes that in systematic sample, the size of
407 each stratum is proportionate to the population size of the stratum when viewed against the entire population.
408 Saunders, Lewis and Thornhill (2009) extrapolate the advantages of proportionate stratification which include
409 reduced standard error , ensure sample sizes for strata are of their expected size and also split the total variance
410 in a way that maximizes the between strata variance. Kothari (2004) suggests that in adopting a proportional
411 allocation, the researcher can be able to calculate sample sizes of the two strata; teaching staff stratum and
412 non-teaching staff stratum.

413 A sample size (n) of 272 respondents was drawn from a population (N) of size 2,712 which was divided into
414 two strata of sizes N 1 (Teaching staff) = 921 and N 2 (Non-teaching staff) = 1,791.

415 If P_i represents the proportion of population included in stratum i , and n represents the total sample size,
416 then, (n) in the study was 272 respondents and total population (N) was 2,712.

417 Assuming proportional allocation, the sample sizes for the different sizes was calculated as follows; for strata
418 with N 1 (Teaching staff) = 921, then $P_1 = 921/2,712$ $n_1 = n * P_1 = 272$ $[921 / 2,712] n_1 = 92.37 n_1 = 92$
419 respondents.

420 For strata with N 2 (Non-teaching staff) = 1,791, then $P_2 = 1,791/ 2,712$ $n_2 = n * P_2 = 272$ $[1,791 / 2,712]$
421 $n_2 = 179.628 n_2 = 180$ respondents. Dooley (2004) observes that systematic sampling draws every nth element
422 from an existing list beginning at a randomly chosen person on a randomly chosen page. The sampling fraction
423 was calculated by dividing actual sample size (n) by the total population (N). This translated to 2,712/272 which
424 is 9.97 or the systematic sample selected every tenth school and department. However, the population was not
425 evenly divisible. In this case therefore, the random starting point was selected as a non-integer between 0 and
426 9.97 (which was inclusive on end point only) to ensure that every school and department has equal chance of
427 being selected. Random numbers were used to select the first case. Humanities and Social sciences (00) and
428 DVC (academic) (01) strata served as the first case. Subsequently, every tenth school and department in each
429 stratum was selected. This was repeated until the whole sample of 272 respondents had been covered.

430 i. Sample Size Kothari (2004) defines sample size as the number of items to be selected from the universe to
431 constitute a sample. A sample of study is necessary because according to Welmen (2001) the size of the population
432 usually makes it impractical and uneconomical to involve all the members of the population in research project.
433 Therefore, we have to rely on the data obtained from a sample of the population. The minimum sample size
434 was calculated to increase precision, confidence and variability. The researcher worked at a 95% confidence level
435 and a margin error of 5%. This corresponds to Z-score of 1.96. According to ??Saunders et.al. 2009 Where:
436 n is minimum required sample size p% is proportion belonging to the specified category q% is proportion not
437 belonging to the specified category z is z value corresponding to confidence required e% is margin of error required.
438 Therefore, the minimum required sample size was calculated by first knowing the values of both p and q. The
439 total number of employees was 2,712. Teaching staff numbered 921 while non-teaching staff numbered 1,791.
440 $p\% = 921 / 2,712$ equaled to 0.34 or stood at 34%. Therefore teaching staff belongs to this specified category.
441 Therefore, 66% is the proportion not belonging to the specified category; q%. The minimum sample size therefore
442 required was 345.5 respondents. ??Saunders et.al, 2009, p.582) observes that where the population is less than
443 10,000, a smaller sample size can be used without affecting the accuracy using the adjusted minimum sample size.
444 This can be calculated using the following formula. Because of the small total population of 2,709, the researcher
445 needed a sample size of only 272 respondents. However the response rate was assumed to be a hundred percent.

446 21 e) Data Collection Methods and Research Procedures

447 Secondary data was used as source data. Information from Kenyatta University Human Resource Department
448 staff registry, journals, reports, book archives, newsletters, government documents, papers presented as
449 conferences and workshops was very useful in data mining. Information on the number of academic staff, number
450 of their peers in management, total number of the employees and the available reward schemes was collected
451 from Kenyatta University human resource department. Secondary data was also obtained from official records
452 from within and outside the university.

453 A cross sectional survey design using a quantitative method was conducted in Kenyatta University. The study
454 adopted a standard structured questionnaire form. A seven paged questionnaire was used to collect data from the

455 field. The structure of the questionnaire was as follows: Section A dealt with demographic characteristics about
456 respondents gender, age, education level, terms of employment, number of years worked, employees' department
457 and annual income. Section B tested independent variables (extrinsic rewards, intrinsic rewards, financial rewards,
458 recognition rewards, working environment and leadership styles) and section C tested the dependent variable
459 (Employee performance). The five point Likert scale assigned points 1, 2, 3, 4 and 5 to terms strongly disagree,
460 disagree, neither agree nor disagree, agree and strongly agree as in the order of the numbers. Two research
461 assistants were recruited to help in the pilot survey for testing the questionnaires and final distribution to the
462 respondents. The pre-test of the questionnaire assisted the researcher to spot weaknesses of the questionnaires
463 and the survey techniques used in the main study. The pilot survey made sure that the questionnaire was clear to
464 respondents and was completed as the researcher's wished. It was used to train field workers and helped estimate
465 response rates and completion times.

466 22 f) Data Analysis Methods

467 The data was collected, coded and analyzed. Descriptive statistical methods were then used to analyze the coded
468 data. This included such measures as central tendency, frequency distribution tables and also percentages. The
469 individual responses from the questionnaires were then data cleaned and coded.

470 Employee job performance, the dependent variable was operationalized into seven dimensions namely:(1)
471 Quality work (2) Initiative (3) Team work (4) Problem Solving (5) Response to stress and conflict (??)
472 Productivity (??) Employee performance Development. An instrument containing twelve question items that
473 tapped the dimensions and elements of employee performance was then developed. Two sample statements are:
474 (1) my workload is reasonable. (2) Individual initiative is encouraged. Responses were then elicited into a five
475 point Likert type scales of strongly disagree, disagree, neutral, agree and strongly agree. Values of 1,2,3,4 and 5
476 will be given to the scales taking the direction of the question items into account.

477 Extrinsic reward, which was the first independent variable, was measured using a self developed questionnaire.
478 This was based on Herzberg's two factor theory. This included motivational and hygiene factors. Twelve
479 questions were used to measure extrinsic rewards. Respondents were asked to indicate their degree of agreement
480 or disagreement about extrinsic rewards according to a five point scale. (1= strongly disagree, 5= strongly
481 agree). Two sample items used were: (1) I believe my job is secure. (2) I consult a variety of people when making
482 decisions in my work.

483 Intrinsic reward, which was the second independent variable, was measured using an instrument developed by
484 self. This also used dimensions based on Herzberg's two factor theory. This included motivational and hygiene
485 factors. These dimensions were measured by using twelve questions from which responses were elicited on a 5
486 point Likert scales ranging from strongly disagree to strongly agree. Weightings of 1, 2, 3, 4 and 5 were given
487 to responses considering the direction of the question items. Two sample questions were used: Financial reward
488 was another independent variable which was operationalized into three dimensions based on model developed by
489 Siegrist (1996) and they included money-(particularly adequate salary), esteem-(includes respect and support)
490 and security or career opportunities. Six questions items were used to measure the financial rewards. The
491 respondents were asked to indicate their degree of agreement or disagreement about the university financial
492 rewards according to a 5 point scale. (1= completely disagree, 5 = completely agree). Two sample items used
493 were: (1) My co-workers are supportive (2) My salary matches up my job responsibilities.

494 Recognition Rewards, an independent variable was measured with a self developed instrument. The dimensions
495 were also based on model developed by Siegrist (1996). These dimensions were measured using six questions from
496 which responses were elicited on a 5 point Likert scale. It tested to what extent the respondents agreed with
497 given statements. Weightings of 1, 2, 3, 4 and 5 were given to responses, considering the direction of the question
498 items. Two sample questions used were: (1) I do not have a friend at work.

499 (2) My supervisor/superior cares about me as a person. Working environment was another variable which
500 was operationalized based on two dimensions developed by Hynes (2008) which included physical components
501 (comfort level and office layout) and behavioral components (level of interaction and distraction). An instrument
502 containing eight questions was developed. Two sample statements were: (1) the common areas (e.g. toilets) are
503 kept clean (2) I have all the necessary tools relevant in doing my work. Responses were then elicited into a five
504 point Likert type scales of strongly disagree, disagree, neutral, agree and strongly agree. Values of 1,2,3,4 and 5
505 were given to the scales taking the direction of the question items into account.

506 Leadership style was measured using a self developed questionnaire. The dimensions considered were based on
507 leadership styles developed by Likert and his associates. They included Exploitative authoritative, Benevolent
508 authoritarian, Participative and Consultative leadership styles. The instrument contained eight statements and
509 the respondents were asked to indicate their degree of non agreement on a 5 point Likert scale. The sample
510 questions used were; (1) My supervisor demonstrates each task involved in doing the job (2) My supervisor
511 makes staff report back to him/her after completing each step of the work done. These responses were then fed
512 into a Statistical Package for Social Sciences (SPSS) version 20.0 spreadsheet for descriptive statistical analysis
513 that focused on frequency distributions, tables, bar charts, pie charts and graphs. Inferential statistics (person
514 correlation analysis) and standard multiple regressions were then be applied. According to biographical and
515 work motivation questionnaire administered to respondents by De Beer (1987) to 184 respondents, it possesses
516 a good internal consistency of more than 0.6. The current study Cronbach's alpha as can be seen in the table is

517 well past and above that value. In the corrected-Total Correlation, items that were less than 0.7 were removed.
518 The questionnaire lacked internal consistency in some variables that had Cronbach's alpha of less than 0.6 and
519 therefore a total of 39 items were deleted.

520 23 Chapter Four

521 IV.

522 24 Research Findings a) Introduction

523 In this chapter, the results of the empirical analysis are reported and presented. It details among other things,
524 demographic characteristics of the respondents. Descriptive statistics, Inferential Statistics (Pearson Product
525 Moment Correlation) and standardized multiple regressions were employed to analyze collected data.

526 25 b) Analysis of the Response Rate and Descriptive

527 Statistics A total of 332 questionnaires were returned out of the 360 questionnaires distributed to respondents
528 which made the response rate 92.2%, an acceptable figure to make the study rigorous and generalizable.
529 Demographic data was collected from eight questions relating to employees profile. This is presented in table
530 4.1. The results show that majority of the sample (n= 161) or 51.6% were males while the remaining (n=151) or
531 48.4% were females. This shows roughly equal opportunity employment practices for both genders by Kenyatta
532 University.

533 The results show that the highest frequency 183 (56.8%) respondents had worked for less than 5 years followed
534 by respondents who have worked for 5 to 10 years at 100 or 30.1%. Informants who had worked for 16 to 20 years
535 came next with a frequency of 14 (4.3%) and respondents who have worked for 11 to 15 years towed closely at 13
536 (4%). The lowest frequency reported was from those respondents who have worked for 21 years and above at 12
537 (3.7%) From the results, it can be empirically observed that Kenyatta University has more employees who have
538 worked for a short period of time. This means that as the number of years of working in Kenyatta University
539 increases, the number of employees reduces. This shows that employees are leaving Kenyatta University as there
540 are fewer respondents as the number of years of working in Kenyatta University increases. Another explanation
541 could be because there may have been a slight tendency for younger members of the profession to be quicker in
542 returning their answers.

543 The major portion of the respondents 124(37.3%) was in the range of 36 years and above, 107(32.2%) of the
544 respondents were in the range of 26 to 30 years while 50(15.1%) in the range 21 to 25 years. 44(13.3%) were
545 in the range 31 to 35 years whilst the lowest frequency was 20 years and below with 7(2.1%). Considering that
546 most of the staff has worked for less than five years and the major portion of respondents is 36 years and above,
547 it can safely be deduced that most of the staff have come from other institutions to be employed at Kenyatta
548 University and hence possess the necessary experience in their relevant fields.

549 The education qualifications of the respondents were as follows: the highest number of respondents 108 (34.1%)
550 had diploma followed by postgraduate at 74 (22.3%) then first degree at 69 (21.8%) respondents. The "Other"
551 option which represented a level and Certificate stood at 8 or 2.5%. Diploma level of education seems to be the
552 reasonable entry point for training and placement into management and responsibility positions. Post-graduate
553 employees are mainly teaching staff and first degree employees are preferred for administration positions.

554 The results show that majority of the sample (n= 234) or 70.5% were non-teaching staff while the remaining
555 (n=85) or 25.6% were teaching staff. The respondents were divided into 18 groups of different Kenyatta University
556 Schools and Offices. The majority of the respondents were from DVC (Finance) office with a frequency of 50
557 (15.7%), closely followed by DVC (Administration) office with 47 (14.7%) and School of Pure and Applied
558 sciences with 47 (14.7%) informants. Table 4.1 shows the frequency distributions of respondents with respect to
559 department, office or school.

560 Humanities and Social Sciences had 27 (8.5%) respondents; DVC (Academic) had 25 (7.8%) while Education
561 had 25 (7.8%). Public and Health Sciences followed with 17 (5.3%), Applied Human Sciences 14 (4.4%), Business
562 14 (4.4%), Engineering and Technology 12 (3.81%), Agriculture and Enterprise 10 (3.1%), Vice-Chancellor Office
563 7 (2.2%), Visual and Performing Arts 5 (1.6%), Environmental Studies 4 (1.3%), Extra-departments 4 (1.3%),
564 Hospitality and Tourism 4 (1.3%), Economics 4 (1.3%) and finally law with 3 or 0.9% respondents. 13 respondents
565 did not respond to the question and hence treated as missing data.

566 Frequency distribution of the respondents' monthly income is shown in table 4.1. It can be seen that most of
567 the respondents' 164 (50.6%) receive below Kenya Shillings 25,000 including allowances. This is followed by 72
568 or 22.2% who indicated that their monthly income is and between Kenya Shillings 26,000 and 50,000. The data
569 also shows that 48 (14.8%) of the respondents earn between Kenya shillings 76,000 and 100,000. This is followed
570 by 28 (8.6%) respondents who indicated that they earn Kenya shillings 51,000 up to 75,000. Finally, 12 (3.7%)
571 of the informants indicated that they earn above Kenya shillings 100,000 including allowances.

572 The distribution of salary is consistent with a casualised profession i.e. in which there are lots of part time
573 workers. Such an explanation is consistent with a high number of employees in the lowest category and then
574 a shift in the Kshs. 26,000-50,000 range, as one moves from the part-timers (below 25,000 shillings range) to

575 low paid full-timers with a lot of paid hours. In other words, the Kshs. 51,000-75,000 range is taken up with
576 particularly low paid full-timers or part-timers with a lot of paid hours.

577 The employment status of the respondents were as follows; the highest number of respondents 146 (44.9%) were
578 casual employees followed by 103 (31.7%) respondents who were permanent employees. The "Other" option which
579 included temporary employees, tutorial fellows, part time and contract employees had 56 (16.9%) respondents.
580 Probationary employees followed with 14 (4.3%) informants and finally trainees who had a frequency of 6 (1.8%)
581 respondents.

582 Descriptive statistics were used in determining the central tendency of the data and trend of variables
583 involved in Hertzberg's Two Factor theory. The outcome explained the intensity of Motivation-Hygiene factors of
584 motivation for point of view of employees who work in Kenyatta University. Motivation hygiene theory proposes
585 that certain motivator and hygiene factors can effect job satisfaction and dissatisfaction. Motivators primarily
586 contribute to satisfaction alone while hygiene factors contribute to dissatisfaction alone. The theory hypothesizes
587 that satisfaction and dissatisfaction are separate and independent feelings. Considering motivators, a better on-
588 the-job performance may increase motivation. Table 4.2 indicates that the means for achievement, recognition,
589 work itself, responsibility, promotion and growth ranged from a low of 5.26 to a high of 7.06. It appears therefore
590 that the staff in the sample is relatively motivated. The results show that the highest rated concerns work
591 itself (7.06) followed by recognition with (6.58), then achievement (5.89) and growth with (5.57). The lowest,
592 interestingly concerns responsibility with a mean value of ??5.26). Promotion possesses also a low mean value
593 of (5.39) indicating a low level of satisfaction. Kenyatta University employees have very low satisfaction with
594 responsibilities assumed and promotional opportunities. The management should make sure that employees who
595 demonstrate increasing levels of ability should be given increasing levels of responsibility. If the employees cannot
596 be fully utilized, then there is a motivation problem.

597 Considering dissatisfiers, the means ranged from a low of 5.55 to a high of 7.27. The results show that the
598 most agreed with concerns relationship with co-workers ??7.27). The lowest means concerns salary and fringe
599 benefits (4.62) and that of job security. University policy and administration, status and supervision values are in
600 the 6 s and shows average dissatisfaction. The picture which emerges in other words suggests that, since hygiene
601 factors serve to remove dissatisfaction and improve performance to a certain point, they should be provided but
602 will yield benefit up to a certain point. Salaries and fringe benefits (4.62) and job security ??5.55) in Kenyatta
603 University are very weak causing job dissatisfaction affecting employee performance which affects job performance
604 because they are extrinsic to the work itself. The management should scale up salaries and improve job security
605 to improve employee commitment and motivation. Supervision, status, university policies and administration
606 provision by Kenyatta University ranges average but relationship between co-workers is very high ??7.27) give
607 positive satisfaction, arising from intrinsic conditions of the job itself.

608 Siegrest's Effort-Reward Imbalance (ERI) model claims that stressful experience is most likely to result from
609 an imbalance between (high) extrinsic effort and (low) extrinsic reward in combination of a high level of over-
610 commitment. Descriptive statistics inform of standard deviation and arithmetic means for the extrinsic low
611 rewards were determined in the table below. The results in the table above indicate that esteem low reward
612 which includes respect, adequate support and unfair treatment has the highest mean of ??14.16). Provision of
613 the above esteem rewards decreases the risk of reduced health while money reward which includes salary and
614 efforts has the lowest mean of ??8.27). This reward exponentially provides the highest risks of reduced health in
615 Kenyatta university employees. This is because over-committed employees suffer from inappropriate perceptions
616 of demands and their own coping resources and this prevents them from accurately assessing their own cost-gain
617 relations making them demotivated. In short, the employee under estimates challenges and over-estimates one's
618 coping ability.

619 Security and career opportunities which include promotion prospects, undesirable change, job insecurity and
620 status inconsistency had a mean of (9.87) which is also very low. Management should create reciprocity between
621 "costs" and "gains" i.e. high cost/low gain condition. If this is not taken into consideration, employees will
622 develop a state of emotional distress which can lead to arousal of strain reactions.

623 Consequently, having a demanding but unstable job, achieving at high levels without provision of promotion
624 prospects are examples of high/low gain conditions at work. The management should therefore put emphasis
625 on occupational rewards like job security because of the growing importance of fragmented job careers, of job
626 instability, under employment and redundancy.

627 It is the responsibility of Kenyatta University to provide safe healthy and friendly working conditions.
628 Furthermore, lighting, ventilation, heating, ergonomics are other crucial factors for employees. This is because
629 employees attitude at work place is affected by factors like inter personal relations, emotional factors, job
630 assignment and extended work. Using Hynes dimensions of working environment in terms of physical and
631 behavioral components, descriptive statistics were determined in the table below. The physical component of
632 the environment is the leading factor that affects employees' attitude in Kenyatta University with a high mean
633 of (18.53). Furniture and furnishings, office space, interior surface, storage of materials is well provided. The
634 management should maintain this in order to make employees feel sophisticated while they work. Besides, poor
635 arrangement of office wastes time and energy by failing to provide the means for effective work habits.

636 Behavioral components of the environment have a lower mean of (10.86). Employees are not satisfied with
637 behavioral factors which Kenyatta University has provided for them. The management should therefore promotes

638 trust and loyalty among the employees and encourages better team work and relationship besides reducing
639 interruptions, crowding and noise in its vicinity.

640 Rensis Likert and his associates studied the patterns and styles of managers for many years and identified four
641 models of management systems. The management systems were compared with one another on basis of certain
642 organizational variables. These variables were leadership processes, motivational forces, communication process,
643 interaction-influence process, decision-making process, goal setting (ordering) and control processes. Leadership
644 styles identified by Rensis Likert particularly revolved around decision making and degree at which people are
645 involved in decision.

646 Exploitative authoritarian leadership style involved the leader having low concern for the employees in
647 the organization and uses such methods as threats and other fear-based methods to achieve conformity.
648 Communication is mainly downwards and concerns of the employees completely ignored. Benevolent authoritarian
649 leadership involves the leader use of rewards to encourage appropriate performances. Consultative leadership style
650 involves the leader listening carefully to employee ideas while in participative leadership style, the leader engages
651 in employees down in the organization in decision making. Using the above leadership styles developed by Rensis
652 Likert and his associates in Kenyatta University, descriptive statistics were determined in the table below. The
653 results explain the intensity of the four leadership styles employed in Kenyatta University. The outcome showed
654 that exploitative authoritarian leadership style is the most dominant leadership style used in Kenyatta University
655 with a mean of (6.62). This in Rensis Likert's terms means that responsibility lies in the hands of the people
656 in upper echelon of the hierarchy in Kenyatta University. Consequently, supervisors or leaders in Kenyatta
657 University have no trust and confidence in subordinates. It also implies that team work or communication is
658 very low and motivation is based on threats. The subordinates do not feel free to discuss things about the job
659 with superiors.

660 Another dominant leadership style used in Kenyatta University is consultative style with a mean of (6.61).
661 This style is widely employed in Kenyatta University but to a lesser extent to exploitative authoritarian leadership
662 style. This means that responsibility is spread widely through the university hierarchy. The leader or supervisor
663 also has substantial but not complete confidence in subordinates. However, discussions take place between
664 superiors and subordinates.

665 Benevolent authoritarian leadership style is moderately used in Kenyatta University with a mean of ??6.45).
666 This means that in Kenyatta University, a moderate master-servant relationship exists. Communication is low
667 and motivation is moderately based on a system of rewards. Subsequently, employees do not feel free to discuss
668 about their job with superior. There exists some delegation of decisions, but almost all major decisions are still
669 made centrally.

670 The least used leadership style is participative leadership style with a mean of ??6.34). This means that in
671 Kenyatta University, superiors or supervisors have low levels of confidence in employees. There are low levels of
672 team work, communication and participation. Employees lower down the organization are engaged in decision-
673 making and are psychologically closer together and work well together at all levels. According to Likert, the
674 nearer the behavioral of an organization approach system 4 (Participative Leadership style), the more it has
675 potential to long-term reduction of staff turn-over, low costs and high earnings. He pointed out that it's the ideal
676 system if an organization wants to achieve optimum effectiveness.

677 Descriptive statistics inform of standard deviation and arithmetic mean for the independent variables and
678 dependent variable (Employee performance) for the respondents were computed and presented in the table below.
679 showed that Kenyatta University employees were adequately satisfied and motivated by extrinsic and intrinsic
680 rewards which improved their job performance but also showed that they were dissatisfied and less motivated by
681 responsibility and promotional opportunities which affected negatively their job performance. The highest rated
682 was work itself as a motivator followed by recognition and achievement.

683 The working environment and leadership styles moderately affected employee work performance with means
684 of 29.41 and 26.05 respectively. Physical environment took the prize in shaping employees attitudes in Kenyatta
685 University. Furniture and furnishings are well provided, enough office space, interior surface and storage materials
686 lead to employee satisfaction. However behavioral components were not satisfactory to employees of Kenyatta
687 University. Lack of trust and loyalty among employees, low team work, interruptions, crowding and noise among
688 other factors lead to employee dissatisfaction in Kenyatta University. Values of standard deviation obtained
689 through analysis shows that most observations cluster around the mean for all variables. Mean value for employee
690 performance is 39.48 which shows that employees of Kenyatta university have high job performance.

691 26 c) Inferential Statistics

692 In this sub-section, results of Inferential Statistical techniques used in the research are presented. Pearson Product
693 Moment Correlation Coefficient was computed to obtain relationships while Multiple Regressions was used to
694 observe which among the six independent variables is the most important. From the results obtained in the
695 research, it will then be possible to draw relevant conclusions.

696 i. Correlation Pearson Product Moment Correlation Coefficient was computed for determining relationships
697 between independent variables (Extrinsic rewards, intrinsic rewards, financial rewards, recognition rewards,
698 working environment and leadership styles) with employee job performance. The results show that there is
699 statistically strong positive relationship between all the variables of employee job performance. Preliminary

700 analyses were performed in order to ensure no violation of the assumptions of normality, linearity and
701 homoscedasticity. This is shown in the table below. Responsibility was the lowest with promotional opportunities
702 provided a low level of satisfaction with responsibilities assumed.

703 The table above shows that relationship between working environment and all the components of satisfaction
704 is quite insignificant. It is only significantly related with relationship to employee job performance. The values of
705 correlation coefficient vary from lowest 0.400 to highest 0.829. The lowest corresponds to working environment
706 and extrinsic rewards while the highest value is between financial and extrinsic rewards; the high correlation
707 strongly suggests that the two tests are measuring the same thing and doing so with great consistency. The high
708 correlation reflects two windows of the same attribute.

709 The results presented in table 4.7 indicate that intrinsic rewards correlates significantly with employee job
710 performance ($r = 0.706$, $p < 0.01$). This answers the first research question whether intrinsic rewards effects
711 employee job performance. There is a significant relationship between intrinsic rewards and performance.
712 Findings of Deci (1972) confirm that employees' performance is dependent on intrinsic rewards. Furthermore,
713 performance increases with increase of intrinsic reward.

714 A significant correlation is also found to exist between extrinsic rewards and employee performance ($r = 0.699$,
715 $P < 0.01$). Perry et al. (2009) suggests that extrinsic reward is not the most motivating factor and may have
716 a demotivating effect among employees. This answers the second research question supporting that extrinsic
717 rewards are significant in explaining the variance in employee job performance. Janssen ??2011) There was
718 also a significant relationship between recognition rewards and employee performance ($r = 0.697$, $p < 0.01$) which
719 responds to the third research question whether recognition rewards effect performance. This goes hand in
720 hand with equity theory which emphasizes that fairness in the remuneration package tends to produce higher
721 performance from workers, Donata (2011). A significant relationship also exists between financial rewards and
722 employee performance ($r = 0.647$, $p < 0.01$) which provides an answer to the fourth research question whether
723 financial rewards effect performance of Kenyatta University employees.

724 A significant correlation is shown to exist between leadership styles and employee performance ($r = 0.697$,
725 $p < 0.01$) which answers the fifth research question in determining if leadership styles effected job performance.

726 There was a significant relationship between working environment and performance ($r = 0.639$, $p < 0.01$) but
727 at a low level. Hence, the response to the sixth research question which investigates the relationship between
728 recognition and work motivation and satisfaction.

729 Computing the coefficient of determination present how much variance the independent variables share with
730 the dependent variable (Performance). Intrinsic rewards have the highest correlation ($r = 0.706$, $p < 0.01$) which
731 when squared indicates 0.498 shared variance. Therefore, intrinsic rewards help to explain nearly 50 per cent
732 of the variance in respondents' scores on the employee job performance scale. This is quite a respected amount
733 of variance explained when compared with a lot of the research conducted in social sciences. Extrinsic rewards,
734 recognition rewards and leadership styles each explained about 49% of the variance, financial rewards explained
735 nearly 42% while working environment had the lowest value and explained about 41% of shared variance with
736 job performance.

737 27 d) Regression Results and Interpretation

738 Regression results show that a total 69% of the variation in employee job performance is explained by the
739 six predicting variables of this research. The effect of each independent variable on dependent variable (job
740 performance) is shown in regression table 4.8 below. The independent variables are extrinsic rewards, intrinsic
741 rewards, financial rewards, recognition rewards, working environment and leadership styles respectively. supports
742 this stand when he hypothesized in his study that low income employees will be intrinsically motivated was not
743 confirmed. This was in expectation that high income earners employees would place greater value on intrinsic
744 reward than low income employees was not also confirmed.

745 The t values for the independent values are greater than 0.107 indicating a strong impact of the predicting
746 quality of the coefficient. The results show that 69.9% of job satisfaction comes from extrinsic and intrinsic
747 rewards, financial and recognition rewards as well as from working environment and leadership styles alone to
748 increase job performance. However, the rest 31% remains unexplained in the error term. The regression equation
749 is formed as $Y = -3.368 + 0.278X$ and can be used to predict job performance. This means that our model
750 explains 69.90% of the variance in employee performance. A common practice exists which consider variables
751 with a p-value of less than 0.1 as significant, though the only basis for this cutoff is convention.

752 The results indicate that there is a statistically significant, direct and positive relationship between the variables
753 and employee performance. Working environment with a beta of 0.283 is the variable that makes the strongest
754 unique contribution to explaining job performance when the variance explained by all other variables in the model
755 is called for. According to a study by The American Society of Interior Designers, ASID (1999), results obtained
756 revealed that the physical workplace environment is one of the top three factors which affect job satisfaction and
757 performance. The beta value for financial rewards is the lowest (0.07) making the least contribution.

758 The part correlation coefficient values provided indication of the contributions of each individual variable to the
759 total R square. Working environment had the highest part correlation of 0.223. Squaring it explains 4.97% of the
760 variance in employee performance. The lowest part correlation value was financial rewards which a) Introduction

761 This chapter will discuss results described in chapter 4 in greater detail, contributions of the study to knowledge
762 and implications for future research will be addressed. This section will conclude with recommendations.

763 28 b) Summary

764 This study had one major objective: To investigate the effects of rewards and recognition on employee performance
765 in educational institutions: A case of Kenyatta University, Kenya. It had six specific objectives which were
766 to determine the effects of intrinsic rewards, extrinsic rewards, recognition rewards, financial rewards, work
767 environment and leadership styles on performance of Kenyatta University employees. A descriptive research
768 design was used in the investigation of the effects of Kenyatta University staff reward scheme on University staff
769 performance. Data was collected by use of questionnaires administered to teaching and non-teaching staff of
770 Kenyatta University. Stratified random sampling and purposive random sampling were used in sampling design.
771 Systematic sampling was used with proportional allocation on the two strata. A sampling frame with a total
772 population of 2,712 with two strata consisting of teaching staff numbering 921 and non-teaching staff totaling
773 1,791 served as the target population.

774 Pilot survey was done on a sample of 10 members of staff who were not involved in the main study. Pilot
775 survey made sure that the questionnaire was clear to respondents, trained two field workers and helped to
776 estimate response rates and completion times. Piloting assisted the study to obtain some assessment of the
777 question's validity and the likely reliability of the data that was to be collected. Descriptive statistical methods
778 with measures like distribution tables, frequency distribution, and central tendency were used on data collected
779 from questionnaires. The data was collected by a questionnaire based on literature. The questionnaires were
780 dropped and picked taking approximately 45 days to achieve the minimum sample of 272 respondents. The data
781 was then coded, cleaned and then thematised. This was then analyzed using the Statistical Package for Social
782 Sciences (SPSS) version 20.0. Three major approaches of data analyses used were descriptive statistics, inferential
783 statistics (Pearson's Product Moment Correlation Coefficient) and standardized multiple regressions. A sample
784 of 332 employees from Kenyatta University filled in a five-point Likert scale questionnaire which was divided into
785 three sections. Section A included demographic factors, section B tested the predictor variables (intrinsic rewards,
786 extrinsic rewards, recognition rewards, financial rewards, work environment and leadership styles) while section
787 C tested the criterion variable (employee job performance). A five point Likert scale assigned points 1,2,3,4 and
788 5 to terms strongly agree, disagree, neutral, agree and strongly disagree as in the order of the numbers.

789 The results of the study indicated that more males participated in the research than females but by only a
790 slight margin. Conversely, many respondents reported that they had worked for less than five years in Kenyatta
791 University. This indicated high employee turnover or can be explained by the younger employees being quicker in
792 returning their answers. Just as interesting, more respondents were 36 years old and above. Since most employees
793 reported as having worked for less than 5 years in Kenyatta University, it can be interpreted that most of the
794 employees joined Kenyatta University after working in other institutions and possessed relevant experience in
795 their fields. All things considered, most of the employees who participated in the research earned less than Kenya
796 shillings 25,000 which explained a salary distribution consistent with a casualised profession. This means that
797 Kenyatta University prefers part-time workers.

798 Doubly important was Herzberg's satisfiers which descriptive statistics indicated that work itself presented
799 the highest motivation to Kenyatta University staff. This was derived from satisfaction from intrinsic conditions
800 of the job itself. This was closely followed by recognition as a motivator. Responsibility had the lowest
801 mean. Achievement and growth moderately affected employee satisfaction leading to low motivation and
802 poor performance. The results indicated that Kenyatta University employees have low satisfaction with the
803 responsibilities provided. At the same time, Herzberg's dissatisfiers' results indicated that relationships with
804 coworkers was quite high and provided satisfaction to employees. Nonetheless, salary and benefits had a very low
805 mean indicating employee lack of satisfaction and motivation. University policy and administration, status and
806 supervision indicated moderate dissatisfaction. Salaries and fringe benefits as well as job security were found to
807 be weak in Kenyatta University and caused dissatisfaction and affected employee performance.

808 By and large, Siegrest's effort-reward imbalance model results indicated that Kenyatta explained 0.0016%
809 of the variance of the criterion variable. Recognition rewards explained 0.3% while intrinsic rewards 0.9% of
810 performance. Leadership styles provided 1.7% of the variance in employee job performance. In our regression
811 above, $P < 0.0000$, so our coefficient is significant at the 99.99% level.

812 University provides esteem low reward to its employees. This includes respect, adequate support and fair
813 Chapter Five V.

814 29 Summary, Conclusion and Recommendations

815 treatment. According to Siegrest, for this reason alone, the university decreases the risk of employee reduced
816 health. Salary and benefits had the lowest mean indicating that Kenyatta University provides inadequate
817 salaries and benefits which demotivates employees and reduces performance. In addition, results indicated that
818 job security and career opportunities (promotional prospects, undesirable change, job insecurity and status)
819 likewise had a low mean which according to Siegrest; this could form a chain reaction leading to arousal of
820 strain reactions from employees leading to poor performance. Meanwhile, results from Hynes dimensions of

821 working environment indicated that the physical component of the environment was the most powerful factor
822 than behavioral component in shaping employees attitudes in Kenyatta University. For this reason, furniture,
823 furnishings, office space and interior surface were well provided and led to feeling of sophistication from employees
824 as they worked.

825 Behavioral component of the environment had a very low mean indicating that they are poorly provided in
826 Kenyatta University. These included inter-personal aspects like trust and loyalty among employees, encourage
827 better team work, and reduce interruptions, crowding and noise. Similarly, results from Rensis Likert management
828 systems indicated that exploitative authoritarian leadership style was the most dominant leadership style in
829 Kenyatta University. In Likert's eyes, the results indicate that Kenyatta University leaders have no trust
830 and confidence in their sub-ordinates. In addition, there was presence of low team work, low communication
831 and motivation based on threats. The employees are not free to discuss things about the job with their
832 superiors. Above all, decisions are centrally made. This management style was closely followed by consultative
833 leadership style. The results indicated that this style was also dominant but to a lesser degree. This means low
834 communication and motivation based on system of rewards. There is an element of masterservant relationship
835 and decisions still made centrally. The employees cannot discuss job with their seniors or leaders. The least
836 leadership style used in Kenyatta University is participative leadership style which is the ideal system if an
837 organization wants to achieve optimum effectiveness.

838 Descriptive statistics from the study showed positive trend of the variables. Significant positive relationship
839 between intrinsic rewards and employee job performance indicated that employees working in Kenyatta University
840 felt that intrinsic rewards like praise and appreciation contributed more to their job performance more than any
841 other factor in the study. This was because of the inherent satisfaction of performing their respective duties
842 brought about by intrinsic motivation. Results in addition indicated that reward and recognition policies in
843 Kenyatta University are competitive externally and equitable internally.

844 Subsequently, the most important variable that effected performance of employees from the study was intrinsic
845 rewards.

846 Descriptive statistics in form of arithmetic means and standard deviation were computed for the dimensions
847 of employee performance assessed by the questionnaire. It was observed that the mean values for financial and
848 recognition rewards were the lowest. These were the areas which were most likely to be affected by demotivation
849 and dissatisfaction and hence lowered employee performance. Therefore, it showed that Kenyatta University staff
850 in the current sample was most likely motivated by intrinsic and extrinsic rewards. The results also showed that
851 the staffs were moderately motivated by leadership styles practiced by their supervisors and least motivated by
852 financial and recognition rewards.

853 Pearson Product Moment Correlation Coefficient was computed for determining relationships between
854 independent variables (Extrinsic rewards, intrinsic rewards, financial rewards, recognition rewards, working
855 environment and leadership styles) with employee job performance. The results showed that there was statistically
856 strong positive relationship between all the variables of employee job performance. The results indicated that
857 the relationship between working environment and all the components of satisfaction was quite insignificant. It
858 was only significantly related with relationship to employee job performance. The lowest value corresponded to
859 working environment and extrinsic rewards while the highest value was between financial and extrinsic rewards.
860 There was a significant relationship between intrinsic rewards and performance. A significant correlation was also
861 found to exist between extrinsic rewards and employee performance which answered the second research question
862 supporting that extrinsic rewards are significant in explaining the variance in employee job performance.

863 There was also a significant relationship between recognition rewards and employee performance which
864 responded to the third research question whether recognition rewards affected performance. A significant
865 relationship also existed between financial rewards and employee performance which provided an answer to
866 the fourth research question whether financial rewards affected performance of Kenyatta University employees.
867 A significant correlation was seen to exist between leadership styles and employee performance which answered
868 the fifth research question in determining if leadership styles affected job performance. There was a significant
869 relationship between working environment and performance but at a low level. Hence, the response to the sixth
870 research question which

871 **30 c) Conclusions**

872 The results of this study indicate that employees in Kenyatta University are less motivated by financial and
873 recognition rewards and the variables contribute to a small extent in improving their job performance. This
874 means that if more focus is placed in reward and recognition by Kenyatta University management, there could
875 be a resultant positive impact on university staff and hence result in higher levels of job performance. However,
876 the results of the findings may be specific only to Kenyatta University and may not be generalized to other
877 universities in Kenya.

878 Nevertheless, Kenyatta University management may use the outcomes of the research study to check its
879 current reward and recognition programs. This will be particularly effective if the focus addressed the needs of
880 all employees with different job statuses: may it be casual employees, permanent employees, contract employees
881 or any other. From the research, the mean values for financial and recognition rewards were the lowest. This
882 shows that employees are less motivated with their work in respect to financial rewards and tend to neglect the

883 aspects of recognition. On the other hand, when the working environment is conducive, workers are friendly,
884 they are paid for what they work, their job is secure; can grow within Kenyatta University, their motivation then
885 remains high.

886 Kenya University staff view rewards and recognition of the work done as a form of motivation which enables
887 them to continue working for the institution. This shows that the employees would like to be recognized for the
888 work done in order to get motivated the repeat the same behavior which would raise levels of performance. The
889 study results found out that few employees had worked for a long time which conveys that Kenyatta University
890 has a high level of staff attrition. The majority of the employees had worked in the institution for less than
891 five years. The respondents suggested that rewards and recognition should be based on objective criteria of
892 performance which can be perceived as fair. Low level employees who were mainly casual workers perceived
893 that the differences in salary, facilities, etc as demotivating factors. Lack of communication was also seen as a
894 main barrier of the respondents' motivation which in turn affected performance. It is therefore recommended to
895 communicate rewards and recognition in proper ceremony and on time so that the employees can be prepared
896 and better motivated.

897 31 d) Recommendations

898 Lack of communication between employees in Kenyatta university employees and management was found to be
899 weak and should be improved. This would automatically increase motivation effectiveness and performance.
900 Employees considered Kenyatta university salary and benefits as inadequate for their needs.

901 Management should ensure that no large remuneration gaps exist among the different levels of performance.
902 Furthermore, it should be equitable and performance linked. Above all, management should better the available
903 rewards to achieve higher and greater levels of motivation and employee performance. Consequently, rewards
904 should possess an objective criterion of performance which can be viewed by the employees as fair. This would
905 be a powerful communication of trust and support to Kenyatta University employees. In essence, rewards should
906 communicate respect and should of course acknowledge employees skills and respective talents.

907 Kenyatta University management should also provide the employees with more organizational freedom and
908 respective autonomy. Employees should participate in decision making so that they feel that their opinions are
909 important for development of Kenyatta University. Some culture of celebration should be created in which channel
910 of communications can be constructed to inform levels of management of employees achievements, assisting
911 employees in overcoming obstacles and increase job responsibilities. Rewards should be provided equitably for
912 performance.

913 32 e) Areas for further research

914 The responses collected highlighted a number of interesting issues. An example is that the current rewards and
915 recognition has not dealt sufficiently with issues pertaining to diversity and the impact it could have on employee
916 job performance. In this case, further research is necessary on the impact of reward and recognition on employee
917 job performance for diverse groups in educational institutions. The diversity categories should include race,
918 gender and disability among others. In retrospect, factors such as tenure and age should also be investigated.
919 Further research should incorporate qualitative research since this study used quantitative research methodology.
920 Longitudinal data may also be collected to investigate real casual inference for the relationships hypothesized in
921 this study. Furthermore, comparative studies may be done for private and public universities in Kenya.
922 1 2 3 4 5 6

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⁶The Effects of Rewards and Recognition on Employee Performance in Public Educational Institutions: A Case of Kenyatta University, Kenya December 21, 2011, from <http://www.bhi->

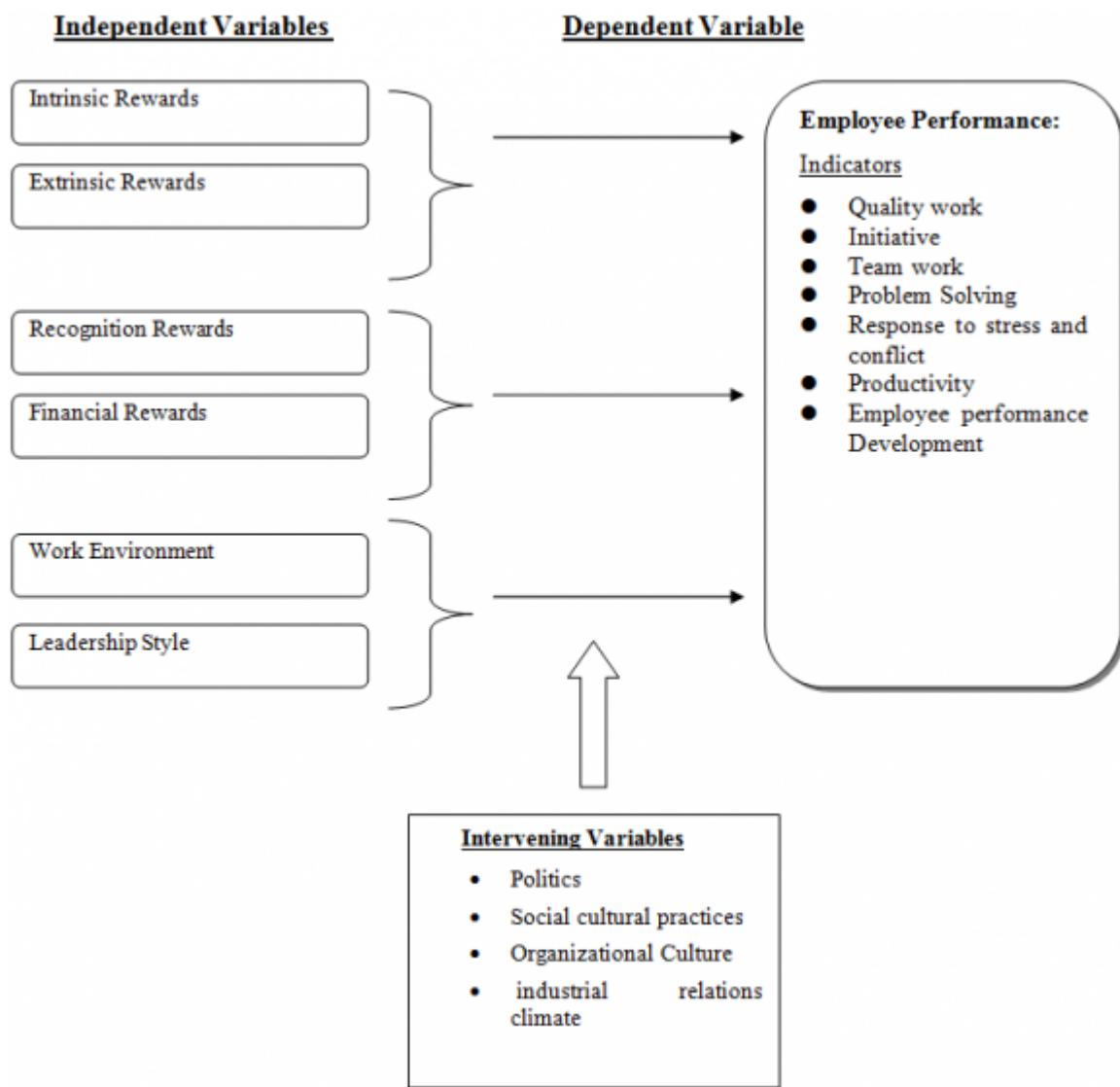


Figure 1:

2

1: Hertzberg's Satisfiers and Dissatisfiers

Motivational Factors (Satisfiers)	Hygiene Factors (Dissatisfiers)
Achievement	Status
Recognition	Salary and Fringe Benefits
Work Itself	Company Policy and administration
Responsibility	Relationships with co-workers
Promotion	Supervision
Growth	Job security

Source: Survey, 2012.

Figure 2: Table 2 .

31

c) Target Population of the Study
 Cooper and Schindler (2003) define target population as the list of all the elements from which the

Figure 3: Table 3 . 1 :

32

School and Departments	Total Population	Total Sampled Population			
		Teaching staff	Non-Teaching staff	Total	Teaching staff
Humanities and Sciences	222	41	181	263	23
DVC (Academic)	0	247	247	247	0
Education	145	57	202	15	6
Pure and Applied Sciences	143	98	241	15	10
Engineering and Technology	55	51	106	6	5
DVC (Administration)	0	434	434	0	44
Applied Human Sciences	56	66	122	6	7
Public and Health Sciences	74	45	119	7	5
Business	46	16	62	5	2
Economics	29	8	37	3	1
Agriculture and Enterprise	32	5	37	3	1
Law	9	3	12	1	1
Hospitality and Tourism	18	8	26	2	1
DVC (Finance)	0	569	569	0	57
Visual and Performing Arts	41	25	66	4	3
Environmental studies	35	15	50	4	2
VC	0	63	63	0	6
Extra-departments	0	33	33	0	4
Total	921	1,791	2,712	92	2

Source: Human Resource Department, Kenyatta University

Figure 4: Table 3 . 2 :

33

: Sampling Technique

[Note: © 2017 Global Journals Inc. (US) Source: Human Resource Department, Kenyatta University (2012)]

Figure 5: Table 3 . 3

Figure 6:

33

Fact	Variable	Number of items	Cronbach's Alpha
	Extrinsic rewards	20	0.868
	Intrinsic rewards	25	0.900
	Financial rewards	11	0.956
	Recognition rewards	11	0.820
	Working Environment	13	0.668
	Leadership styles	16	0.825

Source of data: Survey (2012)

Figure 7: Table 3 . 3 :

4

1: Demographic Data			
Measures	Items	Frequency	%
Gender	Male	161	51.6%
	Female	151	48.4%
Total		312	100.0%
Age	<20 years	7	2.1%
	21 to 25 years	50	15.1%
	26 to 30 years	107	32.2%
	31 to 35 years	44	13.3%
	36 years or above	124	37.3%
Total		332	100.0%

Figure 8: Table 4 .

42

		Descriptive Statistics		
		N	Mean	Standard Deviation
Motivational Factors				
Achievement	325	5.89	1.873	
Recognition (verbal)	325	6.58	1.722	
Work Itself (challenging)	327	7.06	1.658	
Responsibility	328	5.26	2.311	
Promotion	325	5.39	2.048	
Growth	327	5.57	2.038	
Hygiene Factors				
Status	328	6.68	1.628	
Salary and fringe benefits	317	4.62	1.658	
University Policy and administration	327	6.52	1.753	
Relationships with co-workers	328	7.27	1.753	
Supervision (technical quality)	323	6.86	1.763	
Job Security	328	5.55	1.720	
				Source of data: Survey (2012)

Figure 9: Table 4 . 2 :

43

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Figure 10: Table 4 . 3 :

4

4: Working Environment				
Descriptive Statistics				
		N	Mean	Standard Deviation
Physical Components	317	18.53		3.771
Behavioral Components	319	10.86		2.737
				Source of data: Survey (2012)

Figure 11: Table 4 .

45

Descriptive Statistics			
	N	Mean	Standard Deviation
Exploitative Authoritarian (System 1)	318	6.62	1.860
Benevolent Authoritarian (System 2)	321	6.45	2.140
Consultative (System 3)	319	6.61	1.984
Participative (System 4)	320	6.34	1.986

Source of data: Survey (2012)

Figure 12: Table 4 . 5 :

46

Descriptive Statistics			
Variable	Mean	Std.	Devia-tion
Extrinsic rewards	319	34.73	8.820
Intrinsic rewards	313	38.83	6.652
Financial rewards	319	16.19	4.277
Recognition rewards	305	16.19	4.602
Working environment	313	29.41	6.153
Leadership styles	311	26.05	6.722
Employee performance			

Figure 13: Table 4 . 6 :

4

Figure 14: Table 4 .

47

	Correlations						
	1	2	3	4	5	6	7
Employee performance		*					
Extrinsic rewards	.699 **						
Intrinsic rewards	.706 **	.747 **					
Financial rewards	.647 **	.829 **	.706		*		
			**				
Recognition rewards	.697 **	.752 **	.759	.797		*	
			**	**			
Working environment	.639 **	.400 **	.471	.401	.468		
			**	**	**		
Leadership styles	.697 **	.573 **	.627	.537	.645	.601	
			**	**	**	**	

**. Correlation is significant at the 0.01 level (2-tailed).

Source of data: Survey (2012)

Figure 15: Table 4 . 7 :

48

Dependent Variable	Independent Variables	Adjusted R Square	? (Beta)	t Stat	P-value
Employee Job	Extrinsic rewards	0.259	3.948	0.0000	
Performance	Intrinsic rewards	0.165	2.869	0.0400	
	Financial rewards	0.692	0.007	0.107	0.9150
	Recognition rewards		0.109	1.693	0.0910
	Working environment		0.283	6.737	0.0000
	Leadership styles		0.201	4.044	0.0000

Figure 16: Table 4 . 8 :

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