

**EFFECT OF MOTIVATIONAL STRATEGIES ON EMPLOYEE JOB
SATISFACTION:**

**A CASE STUDY OF PUBLIC UNIVERSITIES IN SOUTH EASTERN KENYA
REGION**

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Entrepreneurship in the School of Business and Economics in partial fulfillment
of the requirement for the award of the degree of Master of Business
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DECLARATION

This research project report is my original work and has not been submitted for the
award of a degree in any other university.

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This research project report result has been submitted for examination with our approval as the University Supervisors.

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DEDICATION

This study is dedicated to my mum, dad, my brothers and sisters and mostly my son Alfred Muthami, for their encouragement and sacrifice throughout the period of my studies.

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First of all I thank the almighty God for giving me good health, and guiding me through the entire course.

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ABBREVIATIONS AND ACRONYMS

SEKU: South Eastern Kenya University

SEKR: South Eastern Kenya Region

BBK: Barclays Bank of Kenya

SPSS: Statistical Package for Social Science

ICT: Information Communication Technology

ABSTRACT

This study examined the influence of training and development, recognition and reward, working environment and leadership on employee satisfaction in Public Universities in the South Eastern Kenya Region. The study adopted descriptive research design taking on a case study where data was collected from three Public Universities namely; South Eastern Kenya university, Kenyatta University (Kitui Campus) and Machakos university College. Respondents were sampled through stratified sampling technique. Data was collected using a self-administered questionnaire and analyzed using descriptive statistics. The study targeted 158 management employees from public Universities in South Eastern Kenya Region (SEKR) out of which 123 management employees responded. The study concluded that through the training and development the employees' satisfaction and performance had improved. The training and development was in personal development, creativity and innovativeness strategies and motivational training. The reward systems employed as a strategy to motivate the employees included; pay rise, recognition, benefits and incentives respectively. The recognition and reward was a strategic motivational strategy that public Universities in South Eastern Kenya Region had adopted to spur its employee job satisfaction, improve employee productivity and to enhance employee retention. The good working conditions improved communication and reduced conflict. Thus the initiatives to improve working condition adopted by public Universities in South Eastern Kenya Region enhanced the employee job satisfaction to a very great extent. The leadership of the institution affected job satisfaction to a great extent. Therefore, leadership was critical in enhancing employee job satisfaction. The study recommends that the management of public Universities in South Eastern Kenya Region should adopt a hybrid approach of motivational strategies to enhance employee job satisfaction. The management of public Universities should continuously evaluate the motivational strategies and undertake the necessary correctional measures. The management should conduct a research on the motivational strategies being implemented.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Motivated employees are more productive, happier, and stay with the organization longer. By understanding employee needs, managers can understand what rewards to use to motivate them. Reward systems and recognition are consistently acknowledged by organizations and managers as an important element in motivating individual employees (Armstrong and Murlis, 2007). Rewards are also used as a bait to attract and retain skilled employees. Indeed it is very expensive to recruit in terms of cost and time involved. It is in the interest of the companies to ensure very low turnover if any for consistency in performance and confidence to the customers. Reward systems are one of the loudest and clearest ways leaders of an organization can send a message about what they consider important. A great deal of the way people behave is influenced by the way they are measured and rewarded (Kasser, 2002).

Traditionally most reward and recognition programmes were vague and often given in response to a manager's perception when an employee performed exceptionally well (Attwood, 2006). There were usually no set standards by which exceptional performance could be measured, and it could have meant anything from having a good attitude, assisting another department, or being consistently punctual. In current organizational settings this is no longer the case, as organizations understand the great gains derived by linking rewards, job satisfaction, motivation and performance to their business strategy (Blyth, 2008).

To achieve desired goals, reward systems should be closely aligned to organizational strategies (Allen and Helms, 2002). Many types of rewards and recognition have direct costs associated with them, such as cash bonuses and stock awards, and a wide variety of company-paid perks, like car allowances, paid parking, and gift certificates.

Other types of rewards and recognition may be less tangible, but still very effective. These non-monetary rewards include formal and informal acknowledgement, assignment of more enjoyable job duties, opportunities for training, and an increased role in decision-making (Perry *et al.*, 2006).

Motivating staff is one of the greatest challenges facing managers in developing countries, especially in Kenya. They have a major role to play in achieving the objectives of the corporation. The performance of both professional and non-professional staff determines to a large extent the quality of the customer experience and has a significant impact on the contribution that motivated staff can make to their organizations. Motivation is key in the establishment and further development of quality service.

The motivation that attracts, retains, and engages younger employees, who are the potential source of newer and untapped knowledge, is quite different from that of their predecessor generations. Thus, what motivates the new employees is quite different from what motivated the generation before them. Motivation is inferred in terms of behavioural changes brought in by internal or external stimuli. In this case, those stimuli are deduced with respect to the knowledge of work environment. Additionally, an individual's motivation may change based upon certain factors such as age, experience and skills.

1.1.1 Employee Motivation

Motivation has become critical to the success of all companies, large and small, regardless of industry (Barnard, 1998). The more effectively a firm manages its human resources, the more successful the firm is likely to be. Motivating staff is one of the greatest challenges facing managers in developing countries, especially in Kenya. Although it is not possible directly to motivate others, it is nonetheless important to know how to influence what others are motivated to do, with the overall aim of having employees identify their own welfare with that of the organization.

Motivation refers to employee's intrinsic enthusiasm and drive to accomplish activities at work. Employee motivation has become a critical issue for most public sector managers whose foremost function is to achieve high level employee performance and productivity. It's pertinent that public entities employ the most

effective motivational techniques while considering that different motivational techniques work for different employees.

Motivation refers to forces that energize, direct and sustain a person's efforts (Kasser and Ahuvia, 2002). If employees have everything they need to perform well, they will be able to do the job, however, they must be willing and this is where the question of motivation enters the picture. Employees are willing to work hard if they see reasons to do so, and believe that their efforts will pay off.

Different Universities use different employee motivational strategies on its employees. Some of the motivational strategies include; promotion, monetary and non-monetary rewards like token of appreciation and recognition among others. Other motivational strategies include salaries, and pension, medical cover, commuting allowance, scheme of service and hardship allowance. It would therefore be important to investigate whether the employee motivational strategies adopted by different universities enhances their job satisfaction.

1.2 Problem Statement

According to Edginton *et al.*, (2001), motivation plays an exceedingly important role in moving an organization towards excellence. Moorhead and Griffin (1998) have suggested that employee performance and productivity is a joint function of ability and motivation. The current study will seek to explore the effects of motivational strategies on employee job satisfaction in different universities in the South Eastern Kenya Region. Rewarding good performance is a challenging task. Yet it is one which is necessary to support improvements in performance sought through the strategic management initiative (Blyth, 2008). It would be invaluable to establish if the motivational strategies adopted by the various universities are implemented strategically to enhance staff job satisfaction.

Majority of empirical research on this topic is focused on the performance issues, and most studies show that well directed human resource practices do increase firm's performance (Siropolis, 1994). But the effect of these motivational practices on workers job satisfaction is rarely asked or examined in the human resource practises. Yet, the impact of motivation at the work place has become an increasingly critical issue. In this light, it becomes difficult to generalize motivational strategies and their

impact on the employee job satisfaction and hence the need to conduct an in depth research on this topic.

In Kenyan, majority of commercial banks have been implementing various employee motivational strategies to enhance job satisfaction using both monetary and non-monetary rewards (BBK, 2012 and Equity Bank, 2012). It would be important to find out the motivational strategies that work best in non-financial institutions like educational institutions. To this end, the researcher sought to carry out a study on the effect of motivational strategies on employee job satisfaction, a case study of Public Universities in the South Eastern Kenya Region (SEKR).

1.3 Objectives of the study

1.3.1 General Objective

The main objective of this study was to establish the effect of motivational strategies on employee job satisfaction with specific reference to public Universities in South Eastern Kenya Region (SEKR).

1.3.2 Specific Objectives

- i. To determine the effect of training and development on employee job satisfaction.
- ii. To examine the influence of recognition and reward on employee job satisfaction.
- iii. To investigate the effect of working environment on employee job satisfaction.
- iv. To identify the influence of leadership on employee job satisfaction.

1.4 Research Questions

The study sought to answer the following research questions:

- i. What is the effect of training and development on employee job satisfaction?

- ii. What is the influence of recognition and reward on employee job satisfaction?
- iii. What is the effect of working environment on employee job satisfaction?
- iv. What is the influence of leadership on employee job satisfaction?

1.5 Significance of the Study

The study is likely to benefit other institutions of higher learning whose interest lies on improved employee job satisfaction. This is by pointing out areas of difficulties in the adoption of motivational strategies towards employee job satisfaction. The study intended to provide a platform for further research in the area of employee motivation and in particular the practices that would contribute towards improved employee job satisfaction. In the academic field, future researchers could use the study as a reference point if one is researching on employee motivation and related topics. The findings of the study may assist the trainers in human resource in determining the best strategies in employee motivation to enhance employee job satisfaction.

The study may further help the researcher to gain problem solving skills as well as the skills of academic report writing. In addition, the results of the study are likely to be significant to the practitioners and academicians both in the education sector by contributing to the existing body of knowledge in the area of employee motivation in general and motivation practices in particular. Academicians may use findings for further research, while practitioners may apply lessons in planning and implementing future changes

1.6 Scope of the Study

The study investigated motivational strategies adopted to enhance employee job satisfaction in Public Universities in the South Eastern Kenya Region. It focused more on strategies (training and development, recognition and reward, working environment and leadership) influencing employee job satisfaction. The study was

undertaken within the period of October 2013 to February 2014. It covered the employees in the key departments at the institutions because they are responsible for implementation of employee motivation.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature on studies done by other researchers in the same area of effect of motivation. The specific areas covered here are the theoretical review, empirical review, chapter summary and the research gap.

2.2 Theoretical review

Literature is anchored on theoretical proposition from various works that include; Maslow hierarchy of Needs Theory, Victor Vroom Expectancy Theory, Adams Equity Theory, Two- Factor theory of Fredrick Herzberg extra.

Motivation theorists agree that humans are motivated by the desire to satisfy their various needs. There is wide difference of opinion, however, concerning what these needs are and their relative importance. Classic theories focus on the presence of intrinsic and extrinsic rewards as incentives to work. These theories assume that a person's motivation to work arises from the characteristics of the jobs he or she performs. Thus, job characteristics are linked with work motivation and job satisfaction. Job characteristics assumed a prominent or foreground role in these studies and human factors assumed more of a background role.

2.2.1 Two- factor theory of Fredrick Herzberg

In the classic work motivation theory of Herzberg (1968), human volition or free will and a multitude of internal (self) and external (environmental) factors influence a person's intrinsic motivation. Herzberg's (1968) theory posited a two-factor model of work motivation, namely "job satisfiers" and "job dissatisfies". Job dissatisfies defined extrinsic work motivational factors. The absence of these conditions at optimal levels caused job dissatisfaction. Examples of these factors included acceptable salary, job security, work conditions, level, and quality of supervision, quality of administration, and interpersonal relations. The intrinsic motivation factors include things such as achievement, recognition, the work itself, responsibility and growth. These factors do motivate or create satisfaction. This theory is relevant to

this study in that it recognizes that employees have needs that operate in them which should be addressed.

2.2.2 Hierarchy of Needs Theory

One of the most widely-accepted theories of human motivation is Abraham Maslow's (1954), hierarchy of needs that classifies needs according to a pyramidal hierarchy, consisting of five levels; Physiological, Safety, Social, Esteem and Self-actualization.

Maslow has set up a hierarchy of five levels of basic needs. Beyond these needs, higher levels of needs exist. These include needs for understanding, aesthetical appreciation and purely spiritual needs. In the levels of the five basic needs, the person does not feel the second need until the demands of the first have been satisfied and neither the third until the second has been satisfied, and so on. Maslow's basic needs are as follows:

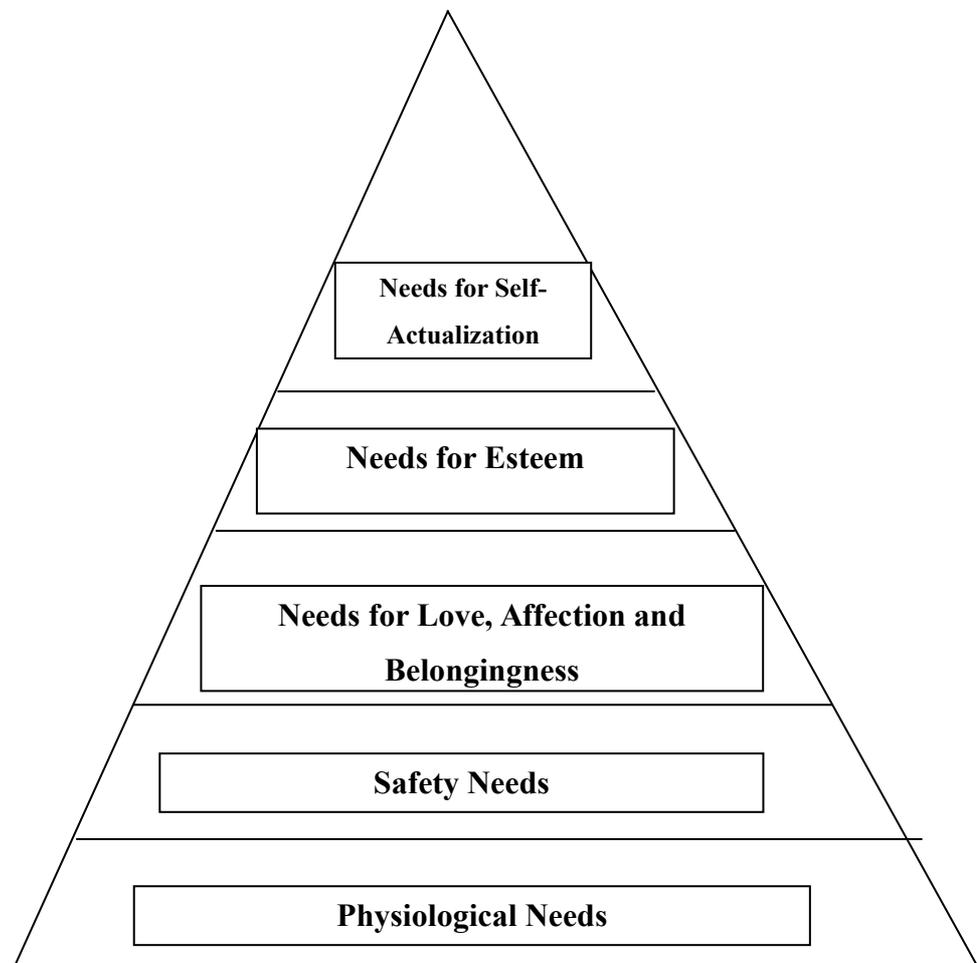


Figure 2.1: Maslow's Hierarchy of needs theory

Source: Abraham Maslow, 1994

The hierarchy is used to depict the different levels of importance of each need. The most predominant needs; those at the lower end of the pyramid, must be satisfied before the next higher level of needs can be addressed. Thus, although all people need food, safety, social acceptance and esteem, they must demand food first and more strongly than anything else. This hierarchy of needs gives us a beginning point for understanding how to motivate people in different situations.

2.2.3 Equity theory

This theory was proposed by Adams in 1965. Equity theory is a theory that attempts to explain relational satisfaction in terms of perceptions of fair/unfair distributions of resources within interpersonal relationships. As per this motivation theory, an individual's motivation level is correlated to his perception of equity, fairness and justice practiced by the management. The higher the individual's perception of fairness, the greater is the motivation level and vice versa. While evaluating fairness, employee compares the job input in terms of contribution to outcome in terms of compensation. (Guerrero *et al.*, 2007).

According to Adams (1965), anger is induced by underpayment, inequity and guilt is induced by overpayment equity (Spector, 2008). Payment whether hourly wage or salary, is the main concern and therefore the cause of equity or inequity in most cases. Just the idea of recognition for the job performance and the mere act of thanking the employee will cause a feeling of satisfaction and therefore help the employee feel worthwhile and have better outcomes.

2.2.4 Expectancy Theory

The theory was proposed by Victor Vroom (1964). It emphasizes that motivation is based on the amount of effort required to achieve a certain outcome. This framework states basically that motivation plus effort leads to performance, which then leads to outcomes.

Porter and Lawler extended the basic expectancy model by suggesting that high performance may cause high satisfaction. When performance results in various extrinsic and intrinsic rewards, the individual evaluates the equity of these various rewards relative to the effort expended and the level of performance attained. The individual is satisfied if the rewards are relative to the effort expended and the level of performance attained. The individual is satisfied if the rewards are felt to be fair. See figure 2.2.

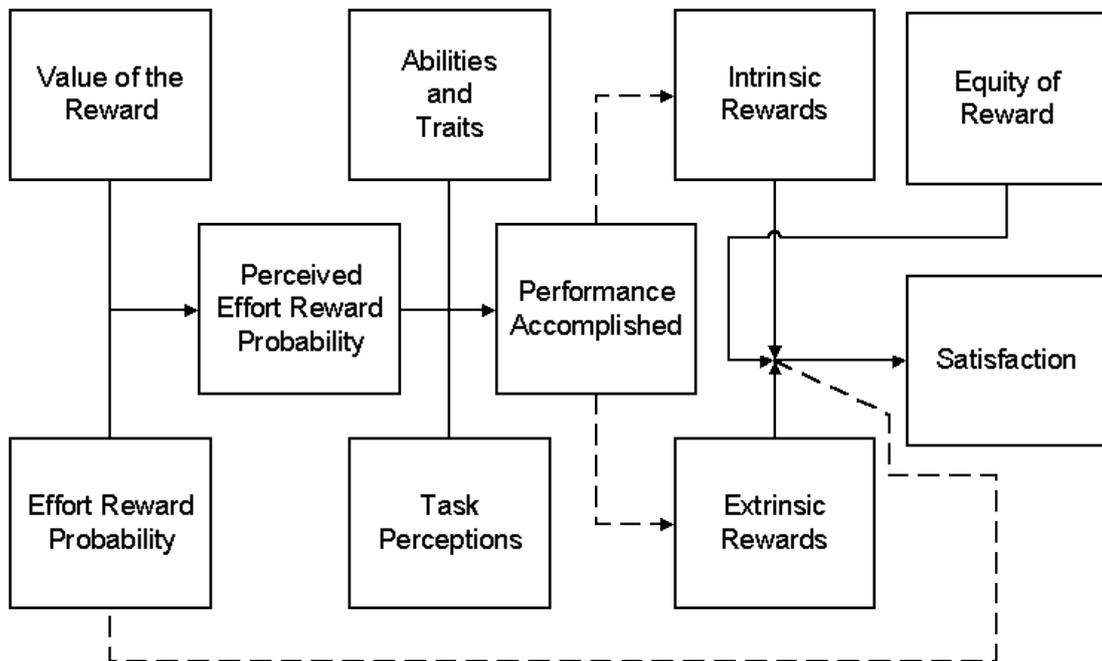


Figure2.2: Relationship between rewards and satisfaction

Source: Victor Vroom, 1964

Implications for managers:

Nadler and Lawler suggest how managers can apply the basic ideas of expectancy theory. Managers should first determine the outcomes each employee is likely to want. Then they should decide what kinds and levels of performance are needed to meet organizational goals, making sure that the desired levels of satisfaction are attainable. Managers then need to ensure that desired outcomes and desired satisfaction are linked. Finally, the rewards need to be large enough, and the total system needs to be equitable.

2.3 Empirical review

This refers to the literature or studies that relates or argues positively with your study, hypothesis or variables. A study by Al Jenaibi (2010) explored the sense of job satisfaction and the struggles employees face in government organizations by using a case study of different organizations. Job satisfaction occurs when someone feels he/she has proficiency, value, and is worthy of recognition. Therefore job satisfaction is an employee's sense of achievement and is generally noted to be directly associated with improved efficiency as well as personal welfare. Job satisfaction is a measure of how happy employees are with their jobs and work environment. Keeping a high morale among employees is a great benefit to any organization as content employees are highly productive, take fewer off days and remain loyal to the organization.

Job satisfaction is an essential factor that affects employee initiative and enthusiasm. Lack of job satisfaction can lead to increased absenteeism and unnecessary turnover in the work place. Job satisfaction in general means the workforce that is motivated and committed to high quality performance. Improving the quality of working life will help employees become innovative, creative, flexible leading to increased productivity. The researcher concluded that job satisfaction is based on effective management, communication, facilities and benefits including salaries and technologies.

2.3.1 Training and development

According to Tetley (2006), training refers to the process of changing in thought, behavior and action as a result of changes in knowledge, skills and competence. It is believed that engaging in training and development widens ones compatibility with opportunities for advancement and equips one with the ability to competently tackle new levels of responsibility and challenges. Training is considered as a form of human capital investment whether that investment is initiated by individual or by the organization. Training provides employees with specific skills or help correct deficiencies in their performances, while development is an effort to provide employees with abilities that the organization will need in future (Chew, 2004). The purpose of training in the work context is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organization.

Opportunities for training and development are among the reasons why employees stay for long with an organization. According to Dockel (2003), investment in training is one way to show employees how important they are to the organization. Tetley (2006) observes that professional development is the engine that keeps universities true to their mandate as centers of ideas and innovation. Without efforts in this direction, intellectual capital can stagnate and lose their relevance to the society. Samuel (2008), states that employees consider training, education and development as crucial to their overall career growth and goal attainment and will be motivated to remain and build a career path in an organization that offers such opportunity.

2.3.2 Recognition and reward

Reward can be defined as something that an organization gives to the employee in response to their contribution or performance to make employees motivated for future positive behavior (Armstrong, 2009). The purpose of reward strategy is to develop policies and practices which attract, retain and motivate high quality people. Organizations should clearly tie rewards and recognition to achievement of the desired performance. This helps the employees to know that they are valued and their efforts and contributions are appreciated (Jenkins, 2009). Employees' morale can be boosted by acts of recognition that draw attention to the value of their work or it can be deflated by lack of recognition (Harvat, 2004). Rewards can be in form of cash, bonuses, and recognition among others. Derek et al, (2005), argues that there is thus a need to understand what makes people tick and to manage them as individuals.

According to Namusonge *et al.*, (2012), employee recognition is the timely, informal or formal acknowledgement of a persons or teams behavior, effort or business result that supports the organizations goals and values, and which have clearly been beyond normal expectations. Appreciation is a fundamental need and employees respond to appreciation expressed through recognition of their work because it confirms that their work is valued. Employees tend to stay in organizations where they feel their capabilities, efforts, performance and contributions are recognized and appreciated by others. Frequent recognition may be given in less formal ways. For example, the completion of a task could be rewarded by a "thank you" or a "well done", a confirming smile, a sense of appreciation.

2.3.3 Working environment

Work environment is one of the factors that affect employees' decision whether to stay with the organization or not. Productivity and efficiency are directly affected by how people work, and this is equally affected by their work environment. This may include issues such as office space, equipment, air conditioning, comfortable chairs just to mention but a few. Working environment that is comfortable, relatively low in physical psychological stress, facilities and attainment of work goals will tend to produce high levels of satisfaction among employees. In contrast, stressful working environment result to low level of satisfaction. Daly *et al.*, (2006), observes that heavy workloads may generate hostility towards the organization and diminish levels of employee commitment.

Early research into performance at work identified the importance of the social aspects and the influence of workplace colleagues (Trevino and Brown, 2005). If a high level of motivation is to be achieved, managers need to focus on relations between peers. Although managers may not have the financial resources to take staff on "away days", good relationships can be achieved through strategies such as effective staff meetings that allow opportunities for discussion and interaction. Rosser (2004) observes that few organizations provide adequate support for its members to integrate technology into their work. Organizations should focus on how to provide better working environment that enhances the motivation levels of employees and helps them increase job satisfaction.

2.3.4 Supervisory skills of managers/supervisors

Supervision is the act being in charge and making sure that everything is done correctly and safely (Silsil, 2008). Successful strategy implementers are good at inspiring employees to do their best. They are skilled at getting employees to buy into the strategy and commit to making it work. They work at devising strategy supportive motivational approaches and using them effectively. Part of a strategy implementations job is to devise motivational techniques that build wholehearted commitment and winning attitudes among employees (William, *et al.*, 1999).

According to Malik *et al.*, (2010), supervisor's attitude to employees plays an important role to promote self confidence and probably productivity. Supervision is an important component in payment and reward systems and effective supervision ensures improved workers performance and job satisfaction.

2.4 Conceptual framework

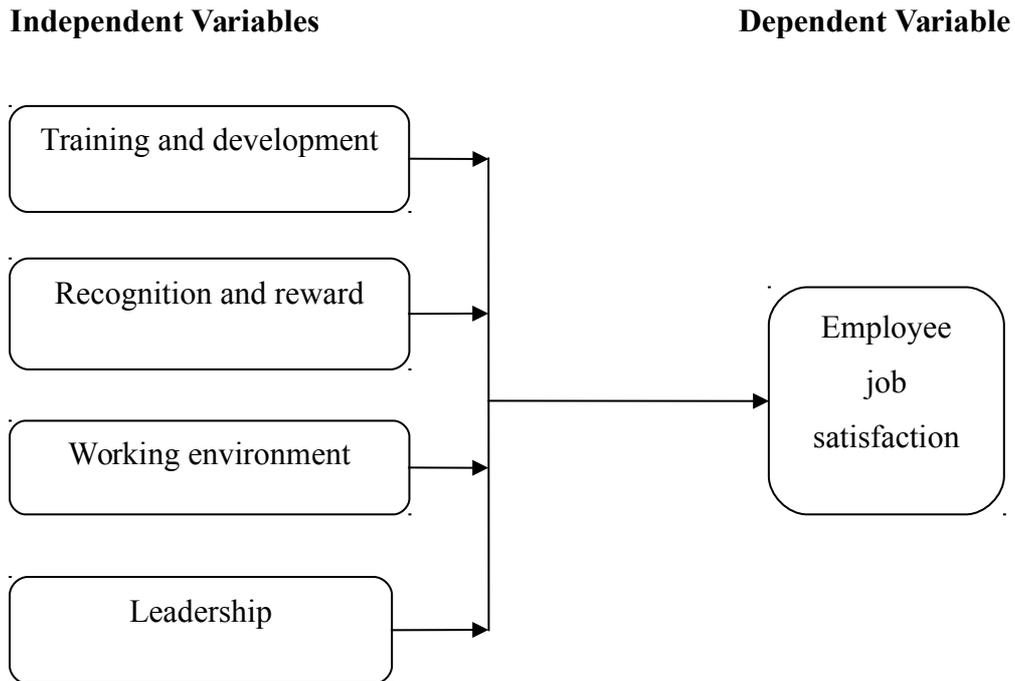


Figure 2.3: Conceptual Framework

Source: Author, 2013

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter sets out various stages and phases that were followed in completing the study. It involves a blueprint for the collection, measurement and analysis of data. Therefore in this section the research identifies the procedures and techniques that were used in the collection, processing and analysis of data. Specifically the following subsections were included; research design, target population, sampling design, data collection instruments, data collection procedures and finally data analysis.

3.2 Research Design

The main focus of this study is quantitative. However some qualitative approaches were used in order to gain a better understanding and possibly enable a better and more insightful interpretation of the results from the quantitative study. This research was conducted through a case study. It sought to investigate the motivational strategies adopted to enhance employee job satisfaction.

3.3 Study Population

The target population of this study was the staff working at SEKU, Kenyatta University's Kitui campus and Machakos University College. The study focused on the sections and particularly on the top, middle and lower level management staff who are directly dealing with the day to day management of the institution. The population characteristics are summarized in table 3.1.

Table3.1: Target Population

| Employee cadres | SEKU | Kenyatta University (Kitui campus) | Machakos University College |
|--|-------------|---|------------------------------------|
| Auxiliary staff (Grade 1- iv) | 106 | 80 | 126 |
| Middle level staff (Grade A-F) | 130 | 19 | 112 |
| Academics, Senior Library and Administrative staff (Grade 11-15) | 97 | 22 | 104 |
| Total No. of Staff | 333 | 121 | 342 |

Source: HR Statistics KU, SEKU & Machakos University College, 2013

3.4 Sampling Design

A sample of responding staff was drawn from a target population of 333 SEKU staff, 121 KU staff and 342 Machakos University College staff working in various cadres of management. Kotler *et al.* (2001) argues that if well chosen, samples of about 30% of a population can often give good reliability findings. Other studies have shown that sample size selection to a great extent is judgmentally decided. In addition Mugenda and Mugenda (2003) states that in stratified sampling where population within each strata is known, a sample of 10-30% is adequate representation for data collection and for statistical reporting. Therefore, from the above target population of employees, a sample of 20% from within each cadre of management was taken.

Stratified sampling technique was used to select the sample. This is because the technique produces estimates of overall population parameters with great precision (Shuttle worth, 2009). The study grouped the population into three strata that is; top management, middle level management and low level management. From each stratum the study used simple random sampling technique to select 20% of the respondents in each stratum. Therefore, a sample size of 158 respondents was selected. The respondents were then sampled from the various operational departments in SEKU, KU and Machakos University College.

Table 3.2: Sample Size

| Employee Cadres | SEKU | Kenyatta University | Machakos University College |
|---|-------------|--------------------------------|--|
| Auxiliary staff (Grade 1- iv) | 21 | 16 | 25 |
| Middle level staff (Grade A-F) | 26 | 4 | 22 |
| Academics, Senior Library and Administrative staff (Grade 11-15) | 19 | 4 | 21 |
| Total No. of Staff | 66 | 24 | 68 |

Source: Author, 2013

3.5 Data Collection

3.5.1 Research Instrument

The study collected primary data from the respondents. The data collected was both quantitative and qualitative. The study utilized a questionnaire to collect data. The questionnaire designed in this study comprised of two sections. The first part included the demographic and operational characteristics designed to determine fundamental issues including the demographic characteristics of the respondent. The second part was devoted to the questions on the study objectives.

3.5.2 Data Collection Method

This study collected quantitative and qualitative data. Data was collected using a self-administered questionnaire. Nevertheless, where it proved difficult for the respondents to complete the questionnaire immediately, the researcher left it with the respondents and went to pick them up later. The structured questions were used in an effort to conserve time and money as well as to facilitate in easier analysis as they are in immediate usable form; while the unstructured questions were used so as to encourage the respondent to give an in-depth response without feeling held back in revealing of information. Each questionnaire was coded and only the researcher knew which person responded. The coding technique was only used for the purpose of matching returned, completed questionnaires with those delivered to the organizations.

3.6 Pilot Study

Prior to the main research, the researcher pre-tested the instrument to enhance its validity and reliability. A relatively small sample was chosen from the population. In this research 10 employees were chosen to participate but were not included in the sample chosen for the study. This increased the validity and reliability of the instruments where necessary corrections of the instrument were made before the actual research.

3.6.1 Validity

The study adopted content validity which indicated whether the test items represent the content that the test is designed to measure. The pilot study assisted in determining accuracy, clarity and suitability of the instruments. It also helped to identify inadequate and ambiguous items such that those that fail to measure the variables they were intended were modified or disregarded completely and new item added. Gall *et al.* (1996) points out that content experts help determine content validity. To ensure validity, the instruments used in the study were examined by the supervisor.

3.6.2 Reliability

Reliability is used to assess the consistency of a test across time. This type of reliability assumes that there is no change in the quality or construct being measured.

3.7 Data Processing and Analysis

Before processing the responses, the completed questionnaires were edited for completeness and consistency. The data was then coded to enable the responses to be grouped into various categories. The collected data was analyzed using descriptive statistics by the help of Statistical Package for the Social Sciences (SPSS version 20) program. The findings were presented using tables, pie charts and percentage charts.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter presents analysis and findings of the study as set out in the methodology. The chapter covers the demographic information, and the findings based on the objectives. The findings were then presented in tables, graphs and charts as appropriate with explanations being given in prose thereafter.

4.2 Background information

The study initially sought to ascertain the general information on the respondents involved in the study with regards to the age, highest level of education, respondents' rating on the importance of staff motivation and presence of staff motivational strategies in their respective institutions. The demographic information points at the respondents' suitability in answering the questions on the effect of motivational strategies on employee job satisfaction.

4.2.1 Highest level of education of the respondents

The study sought to establish the highest level of education of the respondents. The results are as shown in the Figure 4.1

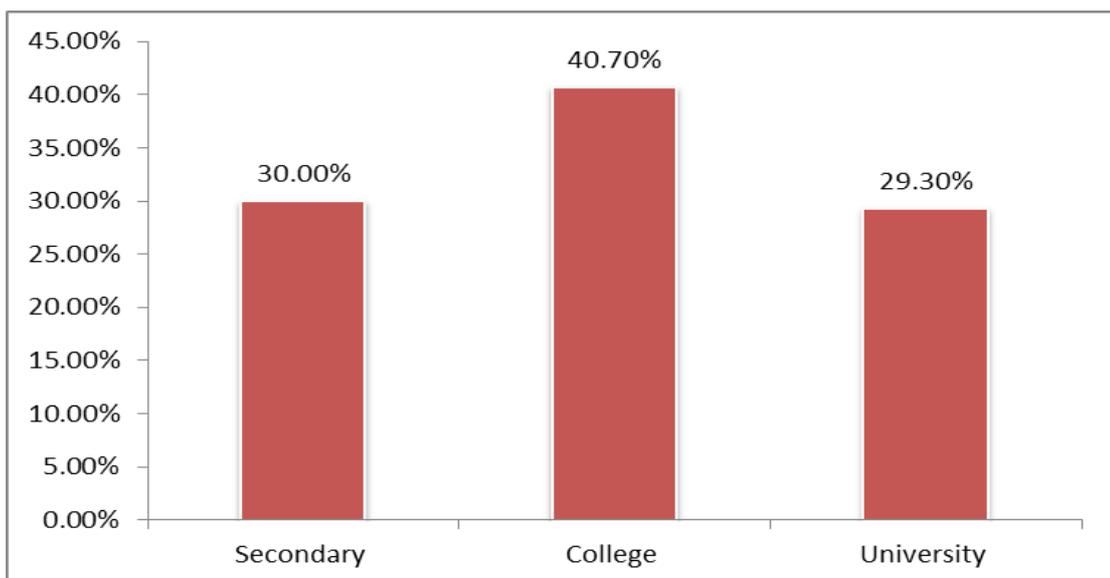


Figure 4.1: Highest level of education of the respondents

From the findings the majority (40.7%) of the respondents had attained college education, 30.0% had secondary education while 29.3% had attained university education. This shows that most of the employees at public Universities in South Eastern Kenya Region were well educated as they had attained college and university education. In addition, the subordinate staff had at least achieved secondary education which was good enough for their kind of work.

4.2.2 Distribution of the respondents by age bracket

The respondents were asked to indicate their age bracket. The study findings are illustrated in Figure 4.2

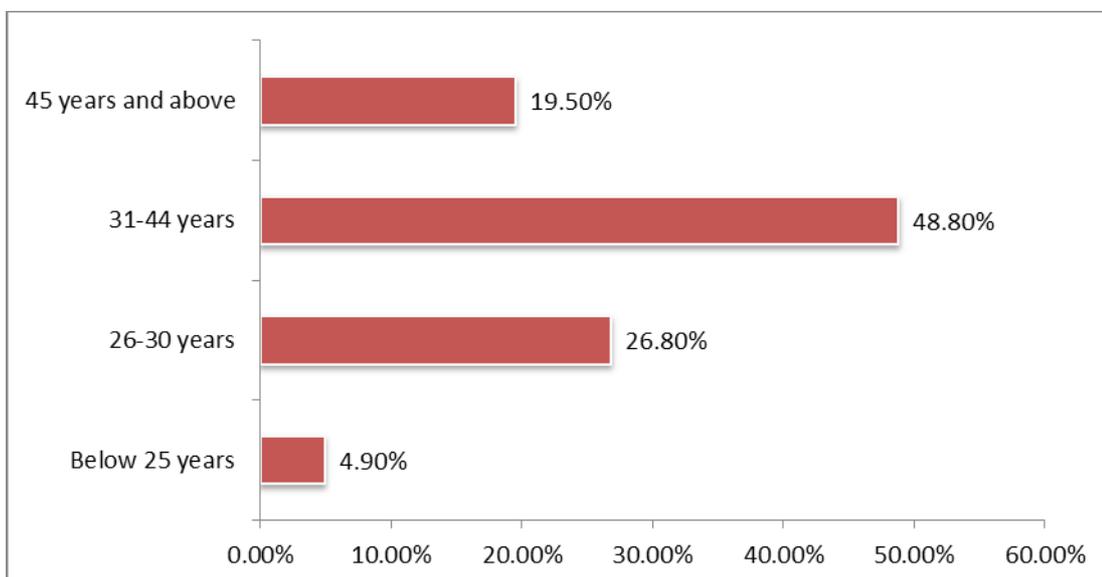


Figure 4.2: Distribution of the respondents by age bracket

Source: Reseachers' Raw Data

From the findings, 48.8% of the respondents were 31-44 years old, 26.8% were 26-30 years old while 19.5% were 45 years and above years old.

The findings indicate that majority of the employees in public Universities in South Eastern Kenya Region are aged 26-44 years. This infers that majority of the management employees were young and energetic and could therefore highly motivated in their work through various motivational strategies.

4.2.3 Rating the importance of staff motivation

The study sought to establish the respondents' rating of the importance of staff motivation in their organizations and the findings are as shown in Figure 4.3

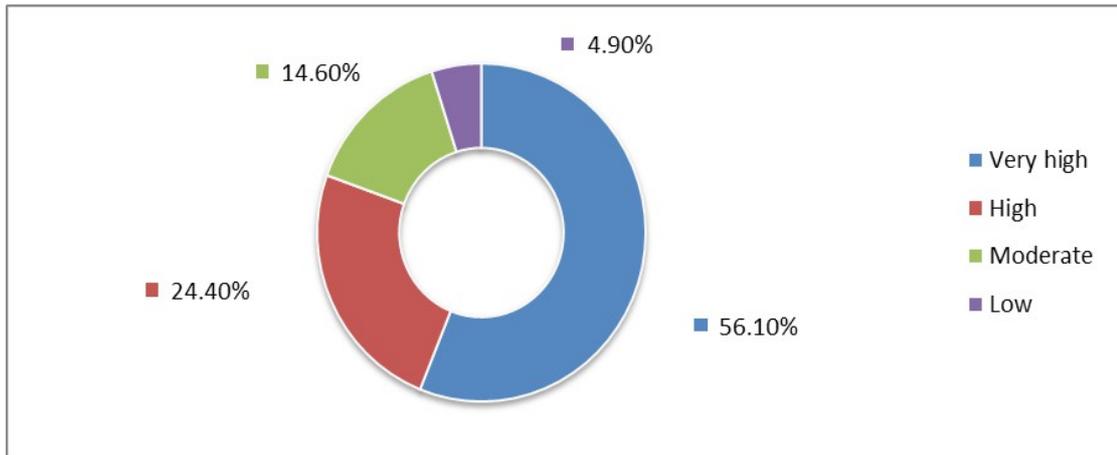


Figure 4.3: Rating the importance of staff motivation

Source: Researcher's Raw Data

From the findings, majority (56.1%) of the respondents rated the importance of staff motivation in their organizations as very high, 24.4% as high while 14.6% rated the importance of staff motivation as moderate.

This implied that motivational strategies were very instrumental in enhancing employee job satisfaction.

4.2.4 Availability of staff motivational strategies at respective institutions

The respondents were asked to indicate whether there were any staff motivational strategies at the institution where they worked. The study findings are illustrated in Figure 4.4

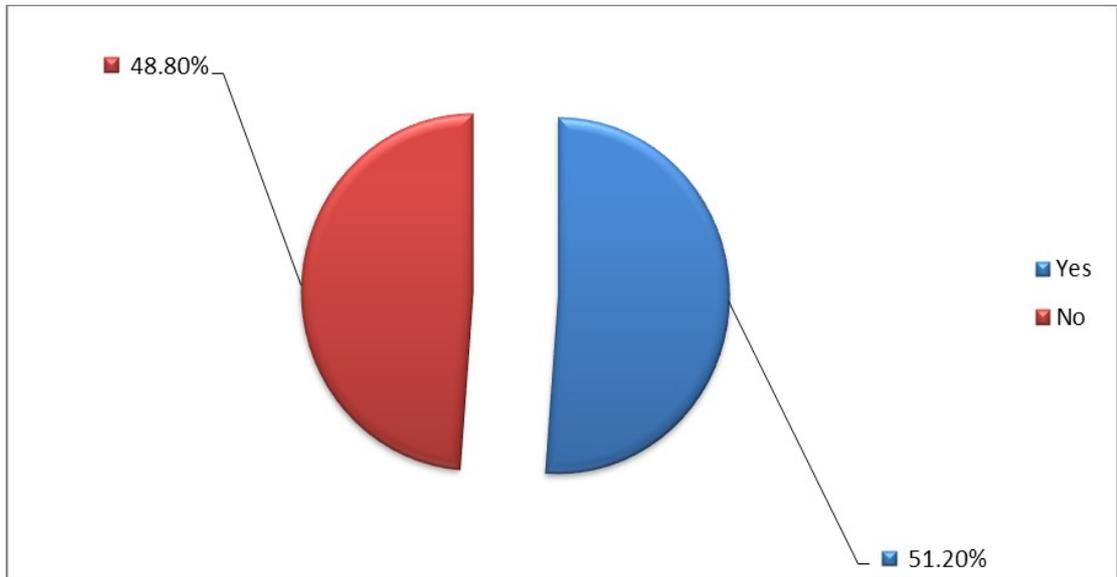


Figure 4.4: Availability of staff motivational strategies at respective institutions

Source: Researcher's raw data

From the findings, majority of the respondents (51.2%) indicated that there were staff motivational strategies at the institution where they worked while 48.8% indicated that there were no staff motivational strategies at the institution where they worked. This depicts that majority of the public Universities in South Eastern Kenya Region had motivational strategies in place to enhance the employee job satisfaction and productivity as well as reduce turnover of strategic employees.

4.2.5 Rating of factors affecting individual motivation

Table 4.1: Rating of factors affecting individual motivation

| Factors affecting Motivation | Mean | Std. Deviation |
|-------------------------------------|-------------|-----------------------|
| Personal interest | 3.9268 | 1.02566 |
| Desire to fulfillment | 4.2439 | 0.82324 |
| Achievement | 4.1707 | 0.93832 |
| Responsibility | 4.1250 | 0.90342 |
| Delegation of duties | 3.7561 | 1.03497 |
| Duties assigned | 4.0244 | 0.95354 |
| Drive to achieve targets | 4.1951 | 0.92025 |

From the findings the factors that affected their individual motivation included; desire to fulfillment (Mean is 4.2439), drive to achieve targets (Mean is 4.1951), achievement (Mean is 4.1707), responsibility (Mean is 4.1250), duties assigned (Mean is 4.0244), personal interest (Mean is 3.9268) and delegation of duties (Mean is 3.7561) respectively.

This shows that most of critical factors that affected employee motivation in public Universities in South Eastern Kenya Region were; desire to fulfillment, drive to achieve targets, achievement, responsibility, and the nature of duties assigned to the employees.

4.3 Effect of training and development on employee job satisfaction

The first objective of the study was to determine the effect of training and development on employee job satisfaction. The findings are as shown in the subsequent sections.

4.3.1 Staff training underwent by employees

From the findings, the respondents attested that the staff training that they had gone through included; personal development, creativity and innovativeness strategies, motivational training among others.

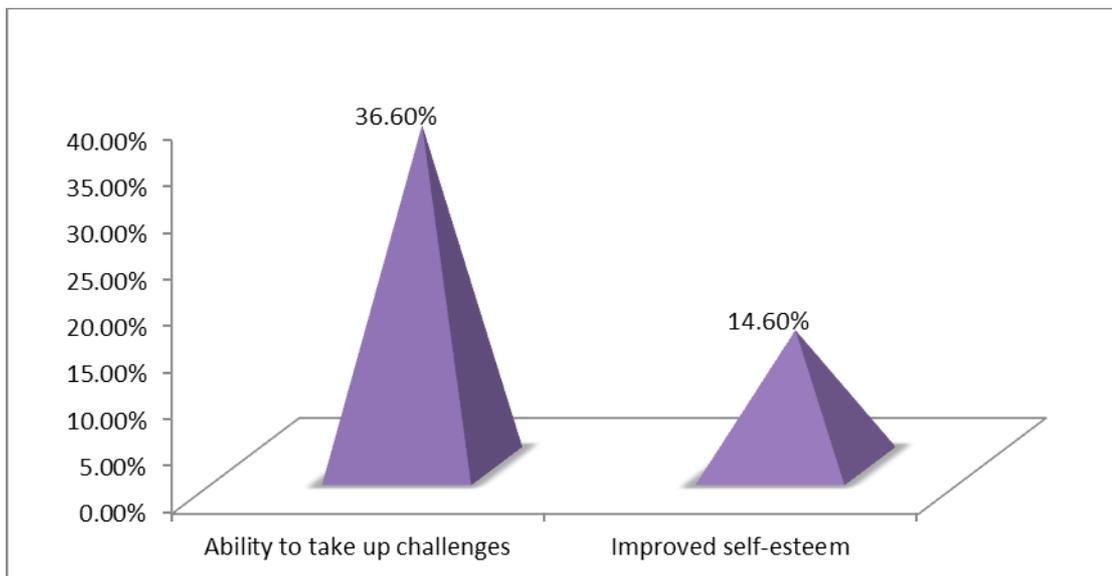


Figure 4.5: Effects of training underwent by employees

Source: Researcher's Raw Data

They further elaborated that their performance after the training improved drastically as their motivation was boosted through the training and development opportunities. For instance, 36.6% of the employees attested that after the training, they had developed the ability to take up challenges while 14.4% of the employees had improved in their self-esteem.

4.3.2 Training and development and employee job satisfaction

In order to determine the effect of training and development on employee job satisfaction, the respondents were requested to indicate their level of agreement on the extent to which various aspects of training and development were reflected in their institutions. The responses were rated on a five point Likert scale where: 1 is Strongly Disagree; 2 is Disagree; 3 is Neutral; 4 is Agree; and 5 is Strongly Agree. The mean and standard deviations were generated from SPSS and are as illustrated in Table 4.4

The statements with mean close to 1 were rated as strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 strongly agree.

Table 4.2: Training and development and employee job satisfaction

| Aspects of Training and Development | Mean | Std. Deviation |
|--|-------------|-----------------------|
| Training can increase staff involvement in the organization | 4.1463 | 1.41237 |
| Improve communication between peers | 3.9512 | 1.32970 |
| Facilitate change | 4.2195 | 1.12013 |
| Is part of an appraisal scheme | 3.7073 | 1.17858 |
| Enhance career development | 4.0976 | 1.32699 |
| Help to determine the interests and needs of employees | 3.8293 | 1.27207 |
| Enable peers to help each other in their progress towards a common goal | 3.9024 | 1.30833 |
| Prepare workers towards higher positions and offers skills to performs duties well | 4.0244 | 1.35782 |

From the study findings, the majority of the respondents agreed that; training and development facilitate change (Mean is 4.2195), training can increase staff involvement in the organization (Mean is 4.1463), training and development enhance career development (Mean is 4.0976), training and development prepare workers towards higher positions and offers skills to performs duties well (Mean is 4.0244), training and development improve communication between peers (Mean is 3.9512), training and development enable peers to help each other in their progress towards a common goal (Mean is 3.9024), training and development help to determine the interests and needs of employees (Mean is 3.8293) and that training and development is part of an appraisal scheme (Mean is 3.7073) respectively.

This illustrates that training and development was a significant motivational strategy that public Universities in South Eastern Kenya Region had adopted in its operations to spur its employee job satisfaction, improve employee productivity and to enhance employee retention.

Through training and development the public Universities in South Eastern Kenya had facilitated change, increased staff involvement in the institutions' affairs, enhanced career development, prepared workers towards higher positions and offered them skills to performs duties well and improved communication between peers.

4.4 Influence of recognition and reward on employee job satisfaction

The second objective of the study was to examine the influence of recognition and reward on employee job satisfaction. The findings are as shown in the subsequent sections.

4.4.1 Reward systems employed by organizations to motivate employees

The respondents were requested to indicate the reward systems employed by their organization as a strategy to motivate the employees. The findings are presented in Figure 4.6

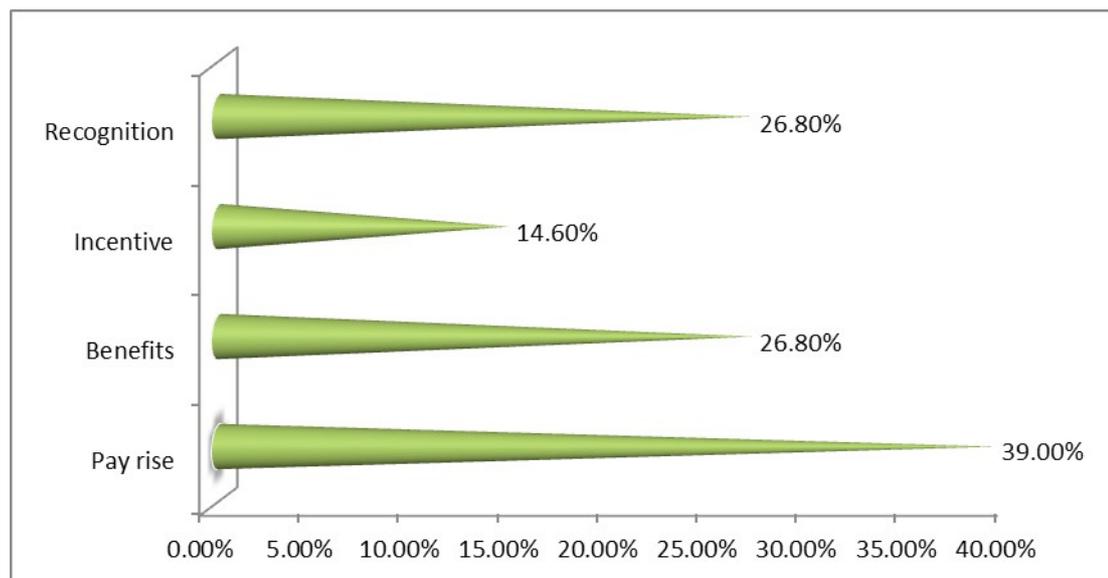


Figure 4.6: Reward systems employed by organizations to motivate employees

Source: Reseachers' Raw Data

According to the findings, the reward systems employed by their organization as a strategy to motivate the employees included; pay rise (39.0%), recognition (26.8%), benefits (26.8%) and incentive (14.6%) respectively.

This depicts that public Universities in South Eastern Kenya Region had adopted various recognition and reward approaches to a great extent to spur the employee job satisfaction through pay rise, recognition, employee benefits and use of incentives.

4.4.2 Recognition and reward and employee job satisfaction

In order to examine the influence of recognition and reward on employee job satisfaction, the respondents were requested to indicate their level of agreement on the

extent to which various aspects of recognition and reward were reflected in their institutions. The responses were rated on a five point Likert scale where: 1 is Strongly Disagree; 2 is Disagree; 3 is Neutral; 4 is Agree; and 5 is Strongly Agree. The mean and standard deviations were generated from SPSS and are as illustrated in Table 4.5 below. The statements with mean close to 1 were rated as strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 strongly agree.

Table 4.3: Recognition and reward and employee job satisfaction

| Aspects of Recognition and Rewards | Mean | Std. Deviation |
|--|-------------|-----------------------|
| Acknowledging achievement encourages further endeavors | 4.2439 | 1.38103 |
| The performance pay off must be a major, not minor, piece of the total compensation package | 3.7317 | 1.33105 |
| The incentive plan extend to all managers and workers | 4.0488 | 1.36618 |
| The only dependable way to keep people focused on strategic objectives and achieving them throughout the organization is to reward individuals who achieve targets and deny rewards to those who do not. | 2.4103 | 1.03519 |

From the study findings, the majority of the respondents agreed that; acknowledging achievement encourages further endeavors (Mean is 4.2439), the incentive plan extend to all managers and workers (Mean is 4.0488), the performance pay off must be a major, not minor, piece of the total compensation package (Mean is 3.7317), and that the only dependable way to keep people focused on strategic objectives and achieving them throughout the organization is to reward individuals who achieve targets and deny rewards to those who do not (Mean is 2.4103) respectively.

This illustrates that recognition and reward was a strategic motivational strategy that public Universities in South Eastern Kenya Region had adopted in its operations to spur its employee job satisfaction, improve employee productivity and to enhance employee retention.

Through recognition and reward the public Universities in South Eastern Kenya encouraged employees' endeavors, achieve better employee performance and enabled the institutions keep employees focused on strategic objectives of the institutions.

4.5 Effect of working environment on employee satisfaction

The third objective of the study was to investigate the effect of working environment on employee job satisfaction. The findings are as shown in the subsequent sections.

4.5.1 Working condition and employee motivation

The respondents were also asked to indicate how the working condition affected the employee motivation in their organization. Figure 4.7 illustrates the study findings.

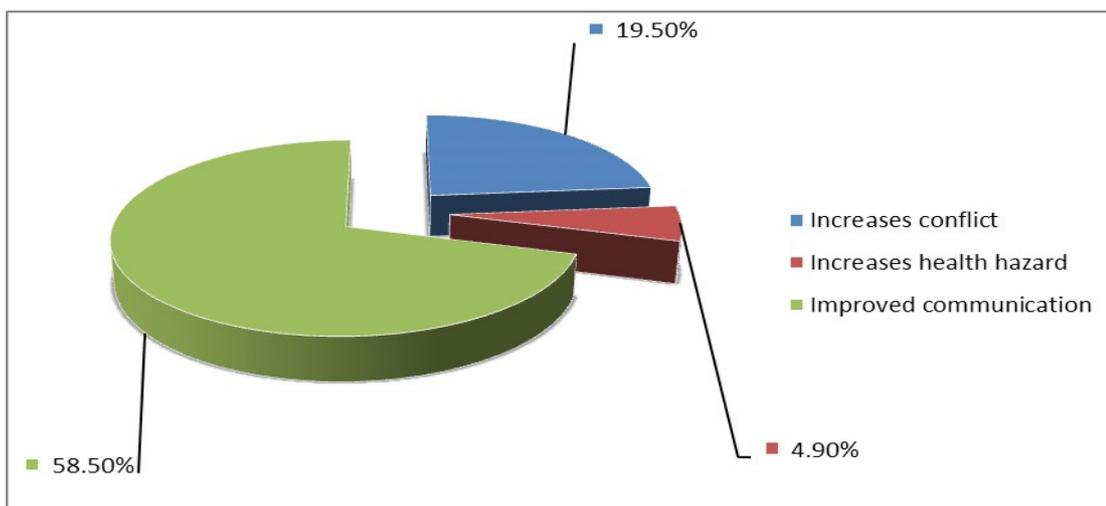


Figure 4.7: Working condition and the employee motivation

Source: Researcher's Raw Data

From the findings, 58.5% of the respondents indicated that working condition improved communication, 19.5% indicated that working condition increases conflict while 4.9% indicated that working condition increases health hazard in the institutions.

This depicts that initiatives to improve working condition adopted by public Universities in South Eastern Kenya Region enhanced the employee job satisfaction to a very great extent.

4.5.2 Working environment on employee satisfaction

In order to investigate the effect of working environment on employee job satisfaction, the respondents were requested to indicate their level of agreement on the extent to which various aspects of working environment were reflected in their institutions. The responses were rated on a five point Likert scale where: 5 is To a

very great extent, 4 is To a great extent, 3 is To a moderate extent, 2 is To a little extent, and 1 is To no extent. The mean and standard deviations were generated from SPSS and are as illustrated in Table 4.4

Table 4.4: Working Environment and employee satisfaction

| Aspects of Working Environment | Mean | Std. Deviation |
|--|-------------|-----------------------|
| Relations between peers | 3.5854 | 1.34851 |
| Effective staff meetings that allow opportunities for discussion and interaction | 3.5610 | 1.36794 |
| Teamwork | 3.7561 | 1.38103 |
| Group training and briefing sessions | 3.6341 | 1.43303 |
| Shared lunches and breaks where possible | 3.0732 | 1.46080 |
| Creation of social spaces | 3.0976 | 1.36355 |

From the study findings, the majority of the respondents agreed that good working environment; enhanced teamwork (Mean is 3.7561), enabled group training and briefing sessions (Mean is 3.6341), brought about better relations between peers (Mean is 3.5854), brought about effective staff meetings that allow opportunities for discussion and interaction (Mean is 3.5610), created of social spaces (Mean is 3.0976), and facilitated shared lunches and breaks (Mean is 3.0732) respectively.

This depicts that work environment improvement was a key motivational strategy that public Universities in South Eastern Kenya Region had adopted in its operations to spur its employee job satisfaction and improve employee productivity.

Through better working environment the management of public Universities in South Eastern Kenya achieved enhanced teamwork, better group training, better relations between peers, created opportunities for discussion and interaction and created of social spaces.

4.6 Influence of leadership on employee satisfaction

The forth objective of the study was to identify the influence of leadership on employee job satisfaction. The findings are as shown in the subsequent sections.

4.6.1 Effect of leadership on employee satisfaction

The study sought to establish whether the leadership of the institution that they worked in affected their job satisfaction. The findings are as shown in Figure 4.8

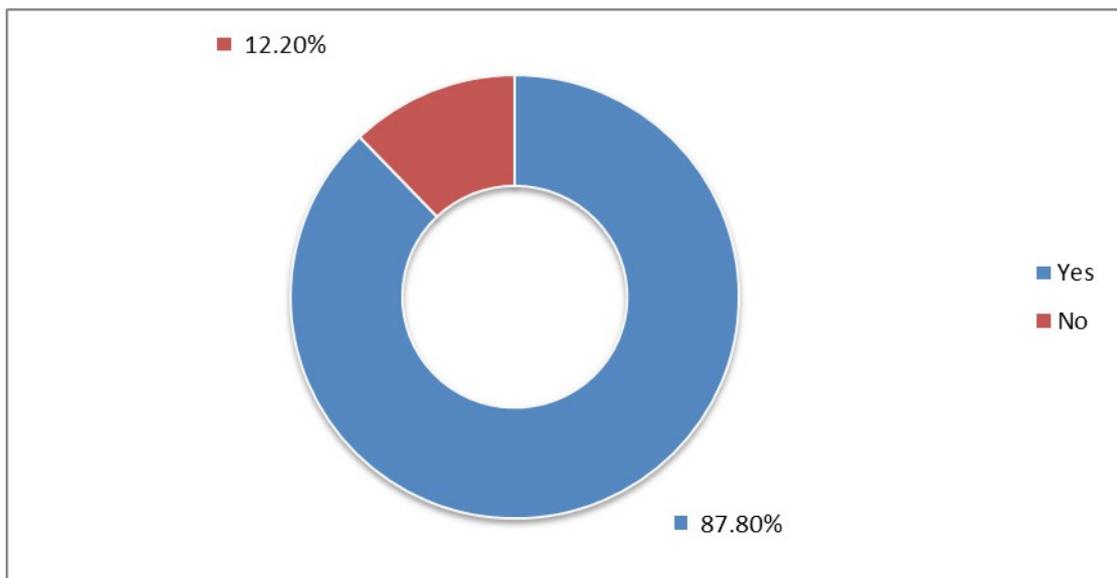


Figure 4.8: Effect of leadership on employee satisfaction

Source: Researcher's Raw Data

According to the findings, 87.8% of the respondents indicated that the leadership of the institution affected job satisfaction. Therefore, leadership was critical in enhancing employee job satisfaction. Adoption of good leadership practices by the management would improve employee job satisfaction to a great extent.

4.6.2 Extent to which leadership affect employee satisfaction

The study sought to establish the extent to which the leadership of the institution that respondents worked in affected their job satisfaction levels. The findings are as shown in Figure 4.9

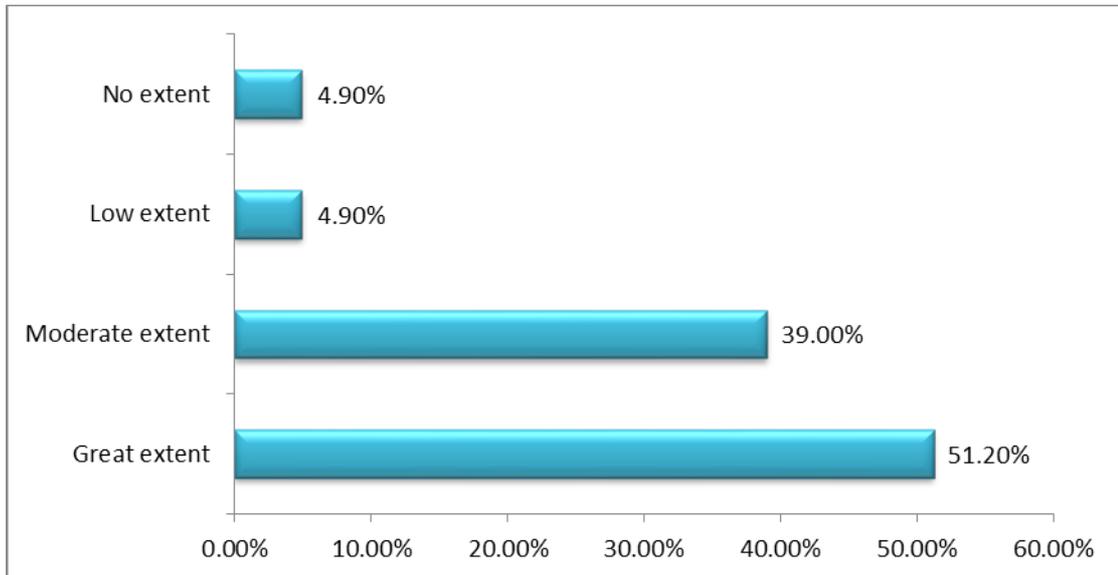


Figure 4.9: Extent to which leadership affects employee satisfaction

Source: Researcher's Raw Data

Based on the findings, 51.2% of the respondents indicated that the leadership of the institution affected employee job satisfaction levels to a great extent, while 39% said it affected employee job satisfaction levels to a moderate extent.

This shows that leadership influenced employee job satisfaction to a great extent in public Universities in South Eastern Kenya Region.

4.6.3 Leadership and employee satisfaction

In order to identify the influence of leadership on employee job satisfaction, the respondents were requested to indicate their level of agreement on the extent to which various aspects of leadership were reflected in their institutions. The responses were rated on a five point Likert scale where: 5 is To a very great extent, 4 is To a great extent, 3 is To a moderate extent, 2 is To a little extent, and 1 is To no extent. The mean and standard deviations were generated from SPSS and are as illustrated in Table 4.5

Table 4.5: Leadership and employee satisfaction

| Aspects of leadership | Mean | Std. Deviation |
|---|-------------|-----------------------|
| Good leadership inspires employees to do their best | 2.7073 | 1.85866 |
| Good leadership work at devising strategy supportive motivational approaches and use them effectively | 2.5366 | 1.60068 |
| Poor leadership is counterproductive towards employee job satisfaction | 2.9512 | 1.75953 |

From the study findings, the majority of the respondents agreed that; poor leadership is counterproductive towards employee job satisfaction (Mean is 2.9512), good leadership inspires employees to do their best (Mean is 2.7073), good leadership work at devising strategy supportive motivational approaches and use them effectively (Mean is 2.5366) respectively.

This illustrates that leadership was a key motivational strategy that public Universities in South Eastern Kenya Region had adopted in its operations to spur its employee job satisfaction, improve employee productivity and enhance employee performance.

Through good leadership the public Universities in South Eastern Kenya inspired better employee productivity and job commitment as it was inclusive and participatory in nature. The good leadership strategy adopted was also instrumental in devising supportive motivational approaches and use them effectively.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMENDATIONS

5.1 Introduction

This chapter presents summary, conclusion and recommendations of the study on the effect of motivational strategies on employee job satisfaction with specific reference to public Universities in South Eastern Kenya Region (SEKR).

5.2 Summary

5.2.1 Effect of training and development on employee job satisfaction

The study found that staff at public Universities in South Eastern Kenya Region had participated in training and development organized by their institutions. The training and development areas included personal development, creativity and innovativeness strategies, motivational training among others. Through the training and development the employees' performance had improved drastically as their motivation was highly boosted. They had also developed the ability to take up challenges and had improved in their self-esteem.

The study revealed that training and development facilitate change (Mean is 4.2195), training can increase staff involvement in the organization (Mean is 4.1463), training and development enhance career development (Mean is 4.0976), training and development prepare workers towards higher positions and offers skills to performs duties well (Mean is 4.0244). It also improved communication between peers (Mean is 3.9512), training and development enable peers to help each other in their progress towards a common goal (Mean is 3.9024), training and development help to determine the interests and needs of employees (Mean is 3.8293) and training and development is part of an appraisal scheme (Mean is 3.7073) respectively. Therefore, training and development was a significant motivational strategy that public Universities in South Eastern Kenya Region had adopted in its operations to spur its employee job satisfaction and improve employee productivity. Through training and development the public Universities in South Eastern Kenya had facilitated change, increased staff involvement in the institutions' affairs, enhanced career development,

prepared workers towards higher positions and offered them skills to perform duties well and improved communication between peers.

5.2.2 Influence of recognition and reward on employee job satisfaction

The study established that the reward systems employed by public Universities in South Eastern Kenya as a strategy to motivate the employees included; pay rise (39.0%), recognition (26.8%), benefits (26.8%) and incentive (14.6%) respectively. Thus public Universities in South Eastern Kenya Region had adopted various recognition and reward approaches to a great extent to spur the employee job satisfaction through pay rise, recognition, employee benefits and use of incentive.

The study established that acknowledging achievement encourages further endeavors (Mean is 4.2439) and that the incentive plan extend to all managers and workers (Mean is 4.0488). It also revealed that for performance pay off must be a major, not minor, piece of the total compensation package (Mean is 3.7317), and that the only dependable way to keep people focused on strategic objectives and achieving them throughout the organization is to reward individuals who achieve targets and deny rewards to those who do not (Mean is 2.4103) respectively. Therefore, recognition and reward was a strategic motivational strategy that public Universities in South Eastern Kenya Region had adopted in its operations to spur its employee job satisfaction, improve employee productivity and to enhance employee retention. Through recognition and reward the public Universities in South Eastern Kenya encouraged employees' endeavors, achieve better employee performance and enabled the institutions keep employees focused on strategic objectives of the institutions.

5.2.3 Effect of working environment on employee satisfaction

The study established that good working condition improved communication (58.5%) and reduced conflict (19.5%). Thus the initiatives to improve working condition adopted by public Universities in South Eastern Kenya Region enhanced the employee job satisfaction to a very great extent. The study further revealed that;

good working environment enhanced teamwork (Mean is 3.7561), enabled group training and briefing sessions (Mean is 3.6341), brought about better relations between peers (Mean is 3.5854), brought about effective staff meetings that allow opportunities for discussion and interaction (Mean is 3.5610), created of social spaces

(Mean is 3.0976), and facilitated shared lunches and breaks (Mean is 3.0732) respectively. Therefore, work environment improvement was a key motivational strategy that public Universities in South Eastern Kenya Region had adopted in its operations to spur its employee job satisfaction, improve employee productivity and to enhance employee retention. Through better working environment the management of public Universities in South Eastern Kenya achieved enhanced teamwork, better group training, better relations between peers, created opportunities for discussion and interaction and created of social spaces.

5.2.4 Influence of leadership on employee satisfaction

The study further revealed that the leadership of the institution affected job satisfaction. Therefore, leadership was critical in enhancing employee job satisfaction. Adoption of good leadership practices by the management would improve employee job satisfaction to a great extent. Based on the findings, it was found out that the leadership of the institution affected employee job satisfaction levels to a great extent.

The study further revealed that; poor leadership is counterproductive towards employee job satisfaction (Mean is 2.9512), good leadership inspires employees to do their best (Mean is 2.7073), good leadership work at devising strategy supportive motivational approaches and use them effectively (Mean is 2.5366) respectively. Therefore, leadership was a key motivational strategy that public Universities in South Eastern Kenya Region had adopted in its operations to spur its employee job satisfaction, improve employee productivity and to enhance employee retention. Through good leadership the public Universities in South Eastern Kenya inspired better employee productivity and job commitment as it was inclusive and participatory in nature. The good leadership strategy adopted was also instrumental in devising supportive motivational approaches and use them effectively.

5.3 Conclusion

The study concluded that staff at public Universities in South Eastern Kenya Region participated in training and development organized by their institutions. The training

and development was based on; personal development, creativity and innovativeness strategies, motivational training among others. Through the training and development the employees' performance had improved drastically as their motivation was highly boosted. The training and development was a significant motivational strategy adopted to spur employee job satisfaction, improve employee productivity and to enhance employee retention.

The study concluded that the reward systems employed by public Universities in South Eastern Kenya to motivate the employees included; pay rise, recognition, benefits and incentive respectively. The recognition and reward was a strategic motivational strategy that public Universities in South Eastern Kenya Region had adopted in its operations to spur its employee job satisfaction, improve employee productivity and to enhance employee retention.

The study concluded that the working condition improved communication and reduced conflict. The study further concluded that work environment improvement was a key motivational strategy that public Universities in South Eastern Kenya Region had adopted in its operations to spur its employee job satisfaction, improve employee productivity and to enhance employee retention. Through better working environment the management of public Universities in South Eastern Kenya achieved enhanced teamwork, better group training, better relations between peers, created opportunities for discussion and interaction and created of social spaces.

The study further concluded that the leadership of the institution affected job satisfaction. Adoption of good leadership practices by the management would improve employee job satisfaction to a great extent. Leadership was a key motivational strategy that public Universities in South Eastern Kenya Region had adopted in its operations to spur its employee job satisfaction, improve employee productivity and to enhance employee retention. Through good leadership the public Universities in South Eastern Kenya inspired better employee productivity and job commitment as it was inclusive and participatory in nature. The good leadership strategy adopted was also instrumental in devising supportive motivational approaches and use them effectively.

5.4 Recommendations

- i. The study recommends that the management of public Universities in South Eastern Kenya Region should conduct regular training and development for the employees. This will enable them to be competent in their areas of duty and enhance their job satisfaction.
- ii. The study recommends that the management of public Universities in South Eastern Kenya Region should continuously evaluate the recognition and reward motivational strategies and undertake the necessary correctional measures. This will help to avert any weakness of the recognition and reward motivational strategies being implemented to achieve optimal employee job satisfaction.
- iii. The study recommends that the management of public Universities in South Eastern Kenya Region should work closely with the employees to identify existing gaps in the working environment. This will help them identify the existing gaps in the working environment and enable them improve the working environment.
- iv. The study further recommends that the management of public Universities in South Eastern Kenya Region should adopt good leadership practices. This will help enhance management-employee relationship and bring about team spirit. Consequently, employee job satisfaction will be enhanced.

5.5 Areas of further studies

Since this study explored effect of motivational strategies on employee job satisfaction with specific reference to public Universities in South Eastern Kenya Region (SEKR), the study recommends that; similar study should be done in other regions in Kenya. This will allow comparison purposes and to allow for generalization of findings on the effect of motivational strategies on employee job satisfaction in public university in Kenya.

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APPENDIX I: INTRODUCTION LETTER

South Eastern Kenya University,
P.O. BOX 170-90200
KITUI, KENYA

Dear Sir/Madam/Student,

RE: LETTER OF INTRODUCCION

I am a student at **South Eastern Kenya University** taking a Master of Business Administration degree course. As a requirement for the fulfillment of the Masters degree, I intend to carry out research on “**The motivation strategies adopted to enhance employee job satisfaction with specific reference to public Universities in the South Eastern Kenya Region (SEKR).**” Kindly spare some of your time to complete the questionnaire attached herein. The information given will be handled with utmost confidentiality.

Yours faithfully

Stacy Mutuku

APPENDIX II: QUESTIONNAIRE

This questionnaire has been designed to collect information on “Effect of Motivational Strategies on Employee job Satisfaction” from staff of Public Universities in the South Eastern Kenya Region. Please read the questions carefully and answer them as honestly as possible by ticking against choices provided, filling in the blank spaces and where applicable for ‘others’, Please specify. All the information gathered will be treated with utmost confidence and used for academic purposes only.

Section A: Background Information

Name of University: _____

Designation _____

1. What is your highest level of education?

(i) Primary

(ii) Secondary

(iii) College

(iv) Degree Level

2. Your age falls in which bracket:

(i) Below 25 years

(ii) 26-30 years

(iii) 31-44 years

(iv) 45 years & above

3. How would you rate the importance of staff motivation?

Very high high moderate low

negligible

4a. Do you have any staff motivational strategies at the institution you work for?

Yes No

4b. If yes, can you briefly outline them?

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1. How would you rate the following as affecting your individual motivation?

| Factor | Very high | High | Moderate | Low | Negligible |
|--------------------------|------------------|-------------|-----------------|------------|-------------------|
| Personal interest | | | | | |
| Desire to fulfillment | | | | | |
| Achievement | | | | | |
| Responsibility | | | | | |
| Delegation of duties | | | | | |
| Duties assigned | | | | | |
| Drive to achieve targets | | | | | |

Section B: Effect of training and development on employee job satisfaction

2. What staff training have you gone through?

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3. What was your performance after the training?

- (1) Ability to take up challenges (2) Improved self-esteem
- (3) More knowledge and skills

8. To what extent do you agree with the following as the roles of training in staff Motivation?

Use a scale of 1-5 where 1 is strongly agree, 2 is Agree, 3 is Neutral, 4 is Disagree and 5 is strongly disagree

| Statement | None | 1 | 2 | 3 | 4 | 5 |
|--|-------------|----------|----------|----------|----------|----------|
| Training can increase staff involvement in the organization, | | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| Improve communication between peers, | | | | | | |
| Facilitate change | | | | | | |
| Is part of an appraisal scheme | | | | | | |
| Enhance career development | | | | | | |
| Help to determine the interests and needs of employees | | | | | | |
| Enable peers to help each other in their progress towards a common goal. | | | | | | |
| Prepare workers towards higher positions and offers skills to performs duties well | | | | | | |

Section C: Influence of recognition and reward on employee job satisfaction

9. What are the reward systems employed by your organization as a strategy to motivate the employees? (1) Pay rise (2) Benefits (3) Incentive (4) Recognition (5) None

10. “The only dependable way to keep people focused on strategic objectives and achieving them throughout the organization is to reward individuals who achieve targets and deny rewards to those who do not.” To what extent do you agree with the statement?

Strongly agree [] Agree [] Neutral
 []

Disagree [] strongly disagree []

11. To what extent do you agree with the following statements that relate to reward? Use a scale of 1-5 where 1 is strongly agree, 2 is Agree, 3 is Neutral, 4 is Disagree and 5 is Strongly disagree

| Statement | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Acknowledging achievement encourages further endeavors | | | | | |
| The performance pay off must be a major, not minor, piece of the total compensation package; | | | | | |
| The incentive plan extend to all managers and workers | | | | | |

Section D: Effect of working environment on employee satisfaction

12. How does good Working condition affect the employee motivation in your organization?

(1) Reduces conflict (2) Increases health hazard

(3) Improved communication

13. To what extent do the following aspects of the working condition influence employee motivation at your organization? Use a scale of 1-5 where 1 is Very Great Extent, 2 is Great Extent, 3 is Moderate Extent, 4 is Low Extent and 5 is Very low extent.

| Statement | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Relations between peers | | | | | |
| Effective staff meetings that allow opportunities for discussion and interaction. | | | | | |
| Teamwork | | | | | |
| Group training and briefing sessions | | | | | |
| shared lunches and breaks where possible, | | | | | |
| Creation of social spaces | | | | | |

Section E: Influence of leadership on employee satisfaction

14. Does the leadership of the institution that you work in affect your job satisfaction?

Yes [] No []

15. To what extent does the leadership of the institution that you work in affect your job satisfaction levels?

Great extent [] moderate extent [] low extent [] no extent []

16. The following statements relate to influence of leadership on employee job satisfaction. To what extent do you agree on them? Use a scale of 1-5 where 5 is Very great extent, 4 is great extent, 3 is moderate extent, 2 is low extent and 1 is Very low extent.

| Statement | 1 | 2 | 3 | 4 | 5 |
|-----------|---|---|---|---|---|
|-----------|---|---|---|---|---|

| | | | | | |
|---|--|--|--|--|--|
| Good leadership inspires employees to do their best | | | | | |
| Good leadership work at devising strategy supportive motivational approaches and use them effectively | | | | | |
| Poor leadership is counterproductive towards employee job satisfaction | | | | | |

Thank you for your time and participation