DECLARATION

This Project is my original work and has not been presented
for a Degree programme in any other University.

Evans Mwasiaji Thomas

The Project Report has been submitted for examination with my approval as
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I wish to dedicate this piece of work first to my mother, Mrs. Salome Sangiru Mwasiaji for her motherly love and support; Secondly, to my late Father Mzee Thomas Manjara to whom I owe the formative traits that have been instrumental in my capacity for among other things, the completion of this project; thirdly, to my wife Christine for her love, understanding and kindness; and lastly, to my children: Safari, Juliana, Melvin and Francis, for their enthusiasm, encouragement, and endurance.

To all of you, I have no other way of expressing my indebtedness.
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ABSTRACT

The problem of this study was that the main factors influencing work performance of the non-academic staff of Jomo Kenyatta University of Agriculture and Technology was not well understood. To this end the purpose of this study was to investigate the factors that may have contributed to the seemingly low work morale of the non-teaching Members of Staff at J.K.U.A.T. Through this study, it was anticipated that the recommendations there from, if put in place, the problem of low morale amongst the said cadre of the human resource at J.K.U.A.T. would be minimized to acceptable levels, if not eliminated.

Two categories of employees were considered in the study sample for the purposes of collecting data for purposes of comparison and analysis. The first category and which was the main group of the study, comprised 105 Non-Academic members of staff from different Departments, Sections and Units within J.K.U.A.T. The second group had 21 Heads of Departments, Sections and Units, from which the employees in the first main study group had been drawn.

The total sample size of 140 persons was arrived at using a combination of stratified sampling supported by a set of selection criteria and random sampling. The data from the study was generated through the use of two different questionnaires, one for each of the two study groups.

The study came up with several findings that can be summarized as follows:
1. Most Non-Teaching staff including some Sectional Heads, holds an unfavorable attitude towards their current employment.

2. Promotions for non-academic staff are in many cases not strictly based on merit.

3. The work performance level of many Non-Academic staff was found to be very low.

The conclusions and recommendations outlined at the end of this report support the argument throughout the study that it is economically remunerating for any organization to adequately motivate its employees.
1.0 Background Information

Globally, it has been observed that the performance of employees in different working environments either as individuals or members of a group is less as compared to their full potential in terms of skills, abilities and capacities. Finer (1949) states that the performance level generally never exceed fifty percent of an individual’s capacity to perform. Similarly, Ginzeberg (1959) pointed out that most individuals tend to balance their effort around an assessment of the relative costs (time and energy) and the benefits accruing there from. As such, individuals based on their assessment of the perceived benefits, end up collectively forming what is referred to as the organization’s working culture.

In work places, organizational culture is thus seen as a learned behavior over time passed on from one generation in the organization to another, and encompasses the sum total of beliefs, rules and techniques that characterize particular organizations. The assumption and conclusion, therefore, has been that organizational culture tends to impact on the individual employee’s working pattern in a particular organization. As a result, propositions have been advanced as to how the culture of a particular environment may be to a large extent the culprit in as far as bad working habits is concerned.

If the above assumption is true, the basic questions then arise; why do the employees of one organization work more efficiently than those of another while in the same cultural environment? Why do staff members in an organization fail to fully utilize their potential,
skills and capacities to achieve optimization? Why do some of the employees in the same organization become indolent and inefficient as compared to others, resulting in a decreased overall productivity and lower morale?

The above questions suggests that culture may not be the sole problem and therefore studies need to be done to find out what are the factors that could lead to the pollution of an organization’s working environment and thus impede an individual from achieving excellence. And as previous research has proved, the said questions can better be analyzed and answered if a person can understand the meaning, scope and utility of motivation in improving the efficiency and effectiveness of any organization. Hence, the value of motivation and staff development programs as an investment for the individual employee and the organization cannot be ignored.

Many organizations from different parts of the world, as a result, have achieved a remarkable improvement in employee work performance by positively applying staff motivational techniques directed towards employee behavioral modification at the work place. In most cases, the basic process involve systematically reinforcing positive behavior, while at the same time exercising negative reinforcement to lessen and/or discourage undesirable behavior. These modification programs have enabled many successful organizations to alter their employee’s overt patterns and attitudes, thus adequately supporting their set short and long-term goals (Robert Baron – 1991).
In many countries in Africa, the employees’ working performance and the quality of services as provided mainly in the public service, has not measured up to the expectations of many people. A lot of blame has been heaped on corruption and theft of government funds that has resulted in poorly remunerated and demoralized staff who spend much of their energies in trying to survive at the expense of meeting organizational goals (COREVIP 1999). Additionally, many employees have complained of poor management practices in personnel matters and lack of adequate attention to issues pertaining to staff welfare.

In Kenya, the work performance especially in the public sector has not been any better. Worse still, the major challenge for the millennium as is with many other countries in Africa, is to become industrialized and bring poverty to levels that can be tolerated. This, as has been argued, is only possible where Public Universities assume their role of producing adequately trained and well-motivated human resources for the generation of the needed national wealth.

With the above in mind, Kenyan Public Universities like other modern organizations that need to be competitive, have tried to focus their attention to the attraction, development and retention of skilled and high level performing human resources. To achieve this, and in line with recommendations of various motivational theories, realistic rewards and modes of recognition have been suggested and in some cases, have been put in place. Lack of the same, has been argued to have a correlation to the staff’s lack of concentration on the goals of the institutions in question (Kenyatta University, 1997).
Unfortunately and despite the genuine efforts by the various University Administrations, the Public Universities have continued to have demoralized staff whose work performance level can only be favorably compared to that of employees on a go-slow. This means that the Public Universities are getting very little from their staff as compared to what they would harvest from their workers if they were to perform at their optimum individual and hence collective level (Kenyatta University, 1997). In these Universities, and through participatory observation, employees especially the non-teaching ones just seems not to care about their work. Frequent absenteeism, lateness, fake sick leaves, and poor work ethics and consequently low productivity, is a daily phenomenon. This is an indication that the work motivation of most of the non-teaching staff is wanting and therefore negatively affecting the whole working system in Public Universities, and therefore unable to effectively meet the goals for which these institutions were formed to achieve. It is with a view to finding out the work motivational factors affecting work performance of the non-teaching staff that one of the public universities was selected for this study.

Hence, Jomo Kenyatta University of Agriculture and Technology which was the focus of this study, is located in Juja town about 46 Kilometers from Nairobi, off the Nairobi – Thika dual carriageway. The University has employed about 800 Non teaching staff. Just like other Public Universities, this institution has a three level Management structure. At the top of the hierarchy is the central administration headed by the Chancellor, managed by the Council and coordinated by the appointed Vice Chancellor who is the Chief Executive Officer of the University. Under the Vice Chancellor’s Office are three Administrative
Divisions each of which is concerned with the following: Academic Affairs; Administration, Planning & Development; and finally, Research, Production & Extension. A Deputy Vice Chancellor heads each of the said three Divisions, and this forms part of the middle Management. The Academic Divisions is further divided into three Faculties. These are; The Faculty of Science, Faculty of Agriculture, and Lastly, the Faculty of Engineering. Each of the said Faculties has six (6), five (5), and four (4) Departments, respectively. Additionally, there are Institutes that specializes in specific areas such as Computer Science, and also engineering. Some of these include:

- Institute of Human Resource Development
- Institute of Computer Science and Information Technology
- Institute of Biotechnology Research
- Institute of Energy and Environmental Technology

Each of these different Institutes, Departments or Units, is either headed by a Chairperson, Director or a Section Head.

The Administration, Planning and Development Division, on the other hand, is subdivided into Departments or Sections including Transport, Security, Health, Sports and Games. This level forms the Public University’s operational Management. In total, the J.K.U.A.T has about 15 teaching departments, 5 Sections, 8 non-teaching departments plus Boards, and 4 institutes; each of which operates semi-autonomously.
With the above management structure, it is no mean task to effectively and efficiently manage about 800 Non-teaching Members of Staff distributed all over the Campus. To support this observation, evidence available on the ground indicated that, many non Academic Members of Staff reported to work late and also left before time; a sizeable number would fake sickness to avoid reporting on duty, while a good number of those who reported on duty would normally leave their coats hanging on their chairs to indicate they are "around", while in actual fact they would be chatting with friends in other Offices to while time away. Additionally, many non-teaching staff members seemed to find it difficult to work effectively on their own and therefore required constant supervision from their seniors. And unfortunately, because of the expansive area that the University Offices are built; it is been practically impossible for the top Management, for instance, to apply the concept “MBWA *”, that is, Management By Walking Around.

With the above scenario in mind, depicting symptoms of work related, and poor performance influencing factors; plus the need to further knowledge and initiate action related debate on the above, formed one of the major driving forces behind this study.

1.1 Statement of the Problem

Public Universities in Kenya have remarkably continued to contribute to the National Development of this Country since independence, almost thirty-eight years ago. However, because of the globalization of Trade and the rapid development in knowledge and technology, the said Universities are therefore faced with the challenge of not only
developing dynamic training and research institutions, but also ensuring that their management practices are in line with the modern times. For instance, the Public Universities must ensure that their human resources are well catered for in terms of their welfare issues, so as to enhance their optimal and positive contribution to the mission and goals of their respective Institutions.

To achieve the above, the management of the said Universities in their day to day human resource practices, must remember the fact that employees have divergent needs, which continuously keep on changing with time and circumstances. Some employees for example are drawn mainly by achievement; others by recognition; while to some, prospects for personal growth in career and remuneration, motivate them to improve work performance. Because of these individual differences in employees’ motivational requirements, successful managers do not presume to know which needs are most important to their individual workers. Instead, for these managers to predict and control employee work behavior, they must first scientifically seek to know and understand their employees’ individual motivation needs, otherwise these institutions may become disoriented and thus fail to achieve the objectives for which they were set up.

Against this background, and despite the genuine efforts made by the individual Public Universities in trying to improve the quality of work life of their employees, the work performance level of the Non Academic Members of Staff at Jomo Kenyatta University of Agriculture and Technology, for example, had been visibly low. As stated else where in
this document, some of the symptoms indicating that all was not well include frequent lateness in reporting to work, repeated absenteeism, high employee turnover rate, and sluggishness while performing work duties. About the lateness problem for example, recognition of the existence of the same, is partially witnessed by some of the measures that have been put in place by the University Administration. In many Departments, employees are required to sign daily in a register to indicate what time they report on duty, and also what time they leave for home later in the day.

With the above in mind and through interviews of a sample group selected using the snowball sampling technique, majority of those interviewed pointed at motivation related issues as the cause of the above problem. To compound the problem, no research evidence known to the researcher was available to precisely indicate the work related factors that would have been influencing the working behavior of the Non Academic Members of staff at the said University.

It is against this background that this study was proposed with a view to investigating and diagnosing the factors that had been negatively impacting on the morale of the Non Teaching members of staff at Jomo Kenyatta University of Agriculture and Technology.
1.2 Objectives of the Study

Given the observable symptoms indicating poor work performance of most non-academic members of staff at Jomo Kenyatta University of Agriculture and Technology, the purpose of this study was, therefore, to examine the factors that may have been negatively influencing the morale of the said category of employees with a view to generating some recommendations as to how the identified factors could be controlled.

This study therefore sought to achieve the following main objectives:

(i) To investigate the main factors affecting the work performance of the non-teaching Members of Staff at Jomo Kenyatta University of Agriculture and Technology.

(ii) To contribute to the body of knowledge by generating some recommendations as to how the said problem could be solved.

(iii) To form a basis on which future researches on the same could be commenced with a view to improving on the recommendations that would be given after the study.
1.3 Research Questions

The following research questions had been formulated to form the basic guide for the study:

(a) Is lack of a properly defined and strictly followed scheme of service a factor negatively impacting on the non-Academic members of staff at J.K.U.A.T? 

(b) Are there any poor Human Resource Practices (such as opaque promotion criteria, inconsistent recruitment policies, etc) that are sufficient enough to negatively influence the work performance of the non-academic members of staff at J.K.U.A.T?

(c) Are Employees’ welfare issues adequately addressed by the senior managers at J.K.U.A.T?

(d) Are there any other factors that may be negatively reinforcing the work morale of the non-teaching Staff at J.K.U.A.T?
1.4 Justification of the Study

The 1997 – 2001 Kenyan Development Plan (G.O.K., 1997) advocates for the achievement of the status of a newly Industrialized Country (NIC) by the year 2020. For this goal to be realized and, hence, the attainment of an Economic and Industrial take off, a carefully formulated National agenda which incorporates development and retention of skilled and highly motivated human resources must be put in place. This, however, can only be achieved if Public Universities in Kenya assume their rightful role of producing the required human resources for the generation of the needed National wealth. Nevertheless, for the Public Universities to effectively and efficiently fulfill this mission, they must be functional; and functional Institutions require most of all, a well-motivated staff whose welfare issues are adequately addressed by the University Authorities and the relevant arms of the Government.

Currently, there are six Public Universities in Kenya. These are listed below.

1. University of Nairobi
2. Kenyatta University
3. Egerton University
4. Moi University
5. Jomo Kenyatta University of Agriculture and Technology
6. Maseno University
Because of limitations in available resources (funds and time), JKUAT as a case study, and by using simple random sampling method, was selected for the purpose of this research. Therefore, the findings of the proposed study can not be used to generalize as to the work performance level, nor the working conditions of the non teaching staff in all the Public Universities; but can however be used as a launching pad on which future studies covering all the Public Universities can be based.

J.K.U.A.T like any other Public University, overwhelmingly depends on the Government for funding. Unfortunately, the prevailing Social, economic, and political climate that is made worse by the dwindling donor support, and the implementation of the IMF / World Bank fronted structural adjustment programmes, makes it difficult for the Government to adequately fund the Public Universities. But to remain competitive, J.K.U.A.T needs to drastically reduce its production cost and inefficiency. This is to be supported by a formulation of strategies for more effective utilization of its Human Resources at a reasonable convenience. This is only achievable, especially if J.K.U.A.T has well-motivated employees because such workers are cost effective and optimally efficient. And since money is not the only motivator towards better employee work performance; nor are the motivational needs of employees the same, J.K.U.A.T needs to know work related factors that if improved upon, would result in a better motivated non-academic members of staff.

It is against this background that the researcher proposed this study with a view to providing an insight into this area, and also attempt to generate appropriate answers to the
above. The results hold a promise to be a process that will be able to meet the continuous professional development needs of the non-academic staff members in Public Universities, especially in J.K.U.A.T. Specifically, the researcher envisaged that the findings of the study can enable the management at J.K.U.A.T, to review its approaches to issues affecting the non-academic members of staff, in order to harvest maximum returns from a better motivated workforce.

1.5 Scope, Limitations and Assumptions

In many modern organizations, the various motivation theories have led to the development of programs that have a dual purpose. First, to enable the management to obtain the talent available to satisfy the requirements of the organizations in terms of productivity, operational efficiency and quality of product or service; and Second, to satisfy the needs of the individual worker for interest, challenge and accomplishment (Khayota, 2000).

In view of the above and being a case study, this research focused on Jomo Kenyatta University of Agriculture and Technology, and specifically on the non-academic members of staff in the three Administrative Divisions. In the course of the study, the researcher foresaw the possibility of encountering some limitations, and also made certain assumptions. The major ones are highlighted below.
1.5.1 Assumptions

- That the sample size selected was a good representative of the whole study population.

- That the subjects who provided answers to the research questions would cooperate during the research period, and would also provide the correct information.

1.5.2 Limitations

The following were taken to be possible limitations of the study:

- Lack of funds to adequately cover the whole project including the expansion of the study to cover other similar Public Universities especially in testing the data collection instruments.

- Lack of adequate time for the study, putting into consideration the fact that normal working would have to be combined with the research work.

- Lack of adequate, relevant and specific past studies to further enrich the literature review part of the study.
However, to minimize the negative effects that the above assumptions and limitations would have had on the quality of the study, and hence the dependability of the findings, the following measure were instituted:

- The researcher widely consulted with experts in the area of research as pertaining to the methodology that was applied in the study.

- The researcher also negotiated with friends who to financially supported the study.

- The Researcher recruited and trained some research assistants so as to counter the limitation presented by lack of adequate time for the study.

- The use of departmental coordinators from the various units that were sampled during the study reduced the problem of lack of cooperation from the subjects who were required to provide responses to the research questions.
different individuals go to work because of various reasons. some report to work because they need to work to survive, others simply need something to occupy their lives, while others work so as to enjoy the esteem and power that comes with certain work positions. in some cases, people work to have a career and its related challenges and satisfaction; while others work to simply make extra money. thus, it is too simplistic to expect the same motivators to enhance workers' performance. this is simply because, as exemplified above, not all employees want and expect the same things from their jobs.

on the basis of the above therefore, motivation seems to be something that must mainly come from within an individual employee. however, the management of any organization must create a conducive working environment so as to enhance and encourage the motivation of their human resources for better work performance. the question therefore would be how to do this because some employees are easier to motivate than others. nevertheless, in spite of these individual differences, it is always the business of all organizations to carefully look at their employees, understand them, and thus put in place measures that would meet the individual motivational needs of employees. without this in place, organizations normally experience a high turnover rate, absenteeism, go-slow and even work stoppages or disruptions.

it is on the basis of the above that the researcher proposed to investigate and analyze the
work motivation factors that may have been retarding the work performance of the non-academic members of staff at J.K.U.A.T. The research was done in such a way that the determination of the performance level was to be obtained using a simple functional relationship. The assumption was that the Performance Level (PL) of the employees in the enterprise is a function of the Human Resource Development Programs (HRDP), Motivation Factors (MF), Working Environment (WE), Work Objectives and Targets (WOT), Employee Individual Needs (EIN), and Management Skills and Structure (MSS).

In view of the foregoing, it was envisaged that the information arising from the study would not only be useful to J.K.U.A.T., but also to the top Management of all the public Universities in helping them to evaluate their human resource practices pertaining to the non-academic members of staff in their respective campuses.
1.7 Definition of Terms and Acronyms

The following terms and acronyms have been used in this Project Report to mean as indicated below, against each.

- **Factors:** The act that brings about the result.

- **He:** A person (has been used to represent both sexes)

- **J.K.U.A.T:** Jomo Kenyatta University of Agriculture and Technology

- **‘MBWA’:** Management By Walking Around

- **Motivation:** Getting people to exert a high degree of effort on their work.

- **Non-Teaching:** Non Academic members of staff

- **Organizational Performance:** The act of carrying out interlinked tasks in an organizational setting with a view to meeting the set overall objectives as stated in the organization’s mission statement.

- **Performance:** The action of carrying out a certain task so as to achieve a set objective.

- **Programs:** Has been used to refer to programmes.

- **Resources:** Aids that help in accomplishing a task at the work place.
CHAPTER TWO:
LITERATURE REVIEW

2.0 Introduction

This chapter is devoted to a review of the extensive Literature related to the current study. These can be broadly categorized into two. In the first group there is literature dealing with the methodology to be applied in this research. The second category consists of literature related to the problem area and the problem context. This review would help to compare, contrast and clarify some important issues that have been observed by other researchers on the problem that the current study is seeking to understand and hopefully treat. The chapter will therefore present the reviewed literature related to the problem area, and especially the findings and recommendations by different early researchers in this area of employee motivation for better performance.

2.1 Previous Studies

Several Studies have been conducted with a view to investigating the factors that influence the morale of individual staff members in their work places. In this regard, there are many theories that provide insight into human behavior and the factors that can help in changing the given behavior to promote organizational efficiency. These theories have been reviewed below.
First, The Traditional or Economic theory of motivation:

This was developed from the research works of Taylor (1911), and was based upon the notion that people feel highly motivated when given monetary incentives. Taylor argued that the existing reward systems were not motivating employees for high productivity. He thus suggested that an employee in an organization would lower his productivity ones he realized that he was being compensated at the same rate as a person with less productivity.

This Traditional Theory was widely supported by the scientific management movement at the beginning of the 19th Century. As argued by Drucker (1973), the carrot of material rewards may not, unlike the stick of fear, loss its potency. Gellerman (1994) too regards money as an important employee motivator. He rightly pointed out that money in many cases turns out to be the costliest motivator of them all, but money also has proven to be the most potent motivator of all, at least in certain circumstances, and when used on a sufficient scale level.

Based on this economic notion of motivation, different monetary incentive plans were designed in order to improve the employee performance level. Examples includes; Taylor’s (1911) Differential Piece Rate Plan, Gontt Bonus Plan, Kalsey Plan, Emerson Efficiency Plan, and Rowen Plan. In all these performance improvement schemes, a basic pay was guaranteed, while individual effort and efficiency were linked with additional monetary rewards. To most people, and there is nothing wrong with this logic, money is important to people and certainly in today’s world, money counts a lot.
However, to assume that financial incentives are the only sources of motivation is oversimplification. As Luthans (1979) rightly points out, many Managers wrongly assume that employee motivation is based entirely upon the money motive; they thus fail to recognize the complexity of human motivation. Such Managers feel that workers are interested only in one thing – more money. And the way to motivate them is to device ways of tying employee productivity to the way they are financially remunerated.

To support this argument, Bernard (1938) argues that, material rewards are not enough for employee motivation and do not go beyond the substance level, except to a very small proportion of employees. Most workers however, neither work harder for material things, nor can be induced thereby to devote more than a fraction of their possible contribution to organizational efforts. The opportunity for distinction, prestige, personal power, and the attainment of dominating position are much more important than material rewards in the development of all sorts of organizations including Commercial concerns.

On the basis of the above, employees therefore are also motivated by other things, some of which money can provide, and some of which it does not. This as has been pointed out repeatedly, is the major weakness of this Economic Theory. Secondly, the theory does not indicate how reasonable standards of employee performance or productivity would be determined.
Second, Maslow’s Theory of Human Needs

This theory, which is also referred to as the needs hierarchy theory, is largely based on the works of Psychologist Abraham Maslow (1970). This theory states that there are five levels of individual human needs arranged in a particular order from the lower to the higher level. These levels can be depicted as comprising of, physical needs, safety needs, need to be loved, esteem needs, and finally, the need for self-actualization. Maslow felt that at any one time, only one need level serves as a person’s basic motivator. He thus believes that individuals would start with the lower order needs, and move up the need hierarchy one level at a time as the lower level needs got satisfied.

However, Luthan’s (1979) analysis of this theory does not agree with Maslow. He argues that Maslow formulated his Theory on the basis of clinical observation and did not test it through systematic research. Other studies have also made similar observations, and even recent research does not wholly support Maslow’s (1970) theory. These studies have stated that the number and names of his levels and even the hierarchy concept is open to question. For example the theory ignores the fact that an individual’s needs may shift back and forth under different circumstances. To illustrate this, a person's behavior might be dominated by the high order needs in good economic times, and by the physical and safety needs in times of war. Secondly, the theory did not take into account the fact that it is not necessary to completely satisfy one need level, before another emerges. In some cases, satisfying a need partially may result in another need presenting itself. For example, it is possible to be motivated by the social and esteem needs simultaneously.
Third, Theory X and Y

Douglas McGregor (1967) who grouped the traditional motivational assumptions as Theory X, while its alternative model as theory Y developed this. In Theory X, McGregor advanced a string of self-consistent notions about human nature and made several assumptions. Firstly, that the average man is selfish, lacks ambition, dislikes responsibility, and is stimulated only by economic rewards. Secondly, that the ordinary man is lazy and can only perform under close supervision. Thirdly, that a staff member and organizational goals are in conflict. Finally, that an ordinary person is devoid of self control and is undisciplined.

McGregor, however, points out that a person’s motivation is far too complex and cannot be explained away wholly by the aforementioned simplistic assumptions. He therefore gives an alternative model of motivation as theory Y. This theory assumes that people are not by nature passive or resistant to organizational needs. They possess the motivations, the potential for development and the capacity for assuming responsibility.

McGregor’s assumptions in theory Y basically corresponds to what Maslow (1970) and Argyris have stated about human motivation. Their arguments have formed the basic premise on which other researchers have based their recommendations about employee motivation. For instance, Roodzman (1973), concluded that the management of any organization has the obligation to encourage employees to recognize and develop their human characteristics for themselves. As a result, a manager’s essential task is to provide a
conducive Organizational environment and conditions so that employees can attain their
goals best by directing their own efforts towards Organizational objectives. This is a
process basically creating opportunities, eliminating obstacles, realizing potential, giving
guidance, and stimulating individual as well as organizational growth.

Similarly in line with the above argument, an American research student of Japanese
Industrial Economic Development went one more step further on the alphabet with his
introduction of Theory Z (Economic Times, 1981). This theory believes in the philosophy
of the management in creating a truly democratic and dynamic working environment,
where all major decisions are arrived at by consensus thereby creating a strong and mutual
employee loyalty to the organization.

**Fourth, Achievement - Power - Affiliation Theory:**

This theory was primarily developed by McClelland (1987) and was related to the
Maslow’s (1970) Theory. It states that all people have the need for achievement, need for
power and need for affiliation; the only difference being the degree of intensity. The theory
suggests that Managers should identify the differences in the dominant needs of both
themselves and their employees, and effectively integrate those differences. This way,
managers would gain insight into how they should respond to their employees with a view
to motivating them for better productivity.
Fifth, Motivation - Maintenance Theory:

This is also referred to as the *Two-factor-Theory*. Herzberg (1959) advanced it after he surveyed two hundred Engineers and Accountants in Pittsburg, to locate the factors that were responsible for motivation. He found out that there were both extrinsic (salary, security, working conditions) and intrinsic factors (achievement, growth and work itself). He believed that the factors that motivate employees were different from the ones that turned them off. The factors that tended to de-motivate employees were those that were associated with the work environment such as the job status, interpersonal relations with supervisors, company policy, job security, working conditions, pay, and aspects of personal life that are affected by the work situation. Herzberg referred to the above factors as the hygiene or maintenance factors. He therefore suggested that the factors that would motivate people are those related to the work itself as opposed to the Work Environment. He therefore proposed such factors as achievement, recognition, responsibility, advancement, and the challenges of the job itself.

This Theory can be compared to Maslow’s (1970) Theory of Human needs. The extrinsic factors are like Maslow’s low level needs, and must be dealt with first. The intrinsic factors of Herzberg’s theory roughly correspond to the higher levels of Maslow’s need hierarchy.

Sixth, Preference - Expectancy Theory:

Victor Vroon (1964) developed this on the belief that people attempt to increase pleasure and decrease displeasure. Employees in particular have certain build in expectations from
the jobs they perform. These employees would be motivated to work if their expectations were met. This would be especially so if their efforts would be recognized by being given rewards that they would value. Vroon (1964) has indicated that $Valence \times Expectancy = Motivation$; where valence is the strength of a person’s preference for a particular outcome. It can be negative or positive. Expectancy refers to the probability that the desired outcome will be really brought about by his actions. Therefore, Vroon has suggested that managers should make their employees believe that their efforts would be rewarded.

**Seventh, Reinforcement Theory:**

This is closely related to the preference - expectancy theory. It is based on the believe that workers will always repeat behaviors which are reinforced, than those that are ignored. For example, if a worker’s salary is increased when his productivity is high, the assumption is that the employee will want to maintain that level of high productivity hoping to get another pay increase. Likewise, if an employee exhibits an undesirable behavior, if he is given a negative reinforcement, then the assumption of this theory is that the employee is unlikely to repeat the same. In view of this therefore, the advocates of this theory came up with four major types of reinforcements. These are;

i) **Positive reinforcement:** - giving positive rewards as a result of an employee exhibiting a desired behavior.
ii) **Negative reinforcement:** - giving the employee an opportunity to avoid a Negative consequence by showing a desired behavior.

iii) **Extinction Reinforcement:** - Involves withdrawing previously given positive Reinforcement as a result of undesirable behavior.

iv) **Punishment:** - Meaning to provide a negative consequence due to bad behavior.

Looking at the above Seven Theories, one may conclude that the current Human Resource practices in many Organizations is that they apply more of the *Reinforcement Motivation Theory*, than the others. Therefore, in ideal conditions, employees are given increased pay and recognition when they do a good job, while on the other hand; punishment is applied to deter undesired employee behavior.

### 2.2 Review of Major Issues

The existing concept about motivation reveals a difference in meaning to different people in diverse situations. What is however not in dispute is that individualistic motivational programs designed for the staff members have become increasingly popular.

In view of the above, the importance of staff motivation programs to the organization can therefore not be over emphasized beyond what is already on record. This is because as
already discussed, perhaps no other subject has taxed the energy of management pundits more than how to motivate employees to work effectively and efficiently. (Chung 1989). As a result, many motivation theories now exist for the guidance of managers. Maslow’s (1970) theory for instance, which arguably is perhaps the most famous classification of human needs, is based on the assumption that people have wants tied to the attainment of specific goals. This theory proposes five main levels of needs arranged in a hierarchical manner such that once an individual has satisfied the lower level needs, the next highest level of the hierarchy becomes the new focus. Herzberg’s (1959) two-factor theory of motivation on the other hand, propagates the idea to have effective motivators because they are a source of personal growth.

There is no doubt therefore, that it is very important to motivate employees for higher productivity, commitment to the job, and optimal performance. What is still questionable is the way through which the desired employee motivation can be achieved. It is with this in mind that the already discussed motivation theories were developed. However, if these theories were to be critically reviewed, certain weaknesses as has already been pointed out elsewhere in this document, would be identified.

Hence, it is only rational that current managers only apply bits and pieces of each theory depending on their individual employees, their work environments, and Organizational polices and available Resources. However, in many enterprises, the major challenges encountered by the line managers is the requirement that they apply management
motivation methods which their own seniors fail to live to. That is, they are expected and also asked to motivate their juniors so as to achieve desired goals. Unfortunately the senior management and the policy makers in those same Organizations fail to see the need to develop their own abilities in handling these managers to enable them meet the motivational targets for the other employees under them. It is simply a question of preaching water but drinking wine.

2.3 Conclusion

This chapter has presented and clarified the relationships among the current Theories of Motivation. The suggestion given is that the managers should assess the impact of their management programs vis a viz the needs of their employees, with a view to modifying the way they work where necessary.

It is with this in mind that this study attempted to investigate the motivational factors affecting the Non Academic Members of staff in the three administrative Divisions, at J.K.U.A.T, and has therefore, given recommendations that if implemented, can decrease the low staff morale exhibited through symptoms such as absenteeism, tardiness, and high turnover rate.
3.0 Introduction

The current chapter deals with the research design and the methodology to be employed in this study. The specific details are given below, in the following order; the design of the study, target population, sampling procedures, research instruments, procedures of data collection, and lastly, methods of data analysis.

3.1 Research Design

The research was designed to be a case study of Jomo Kenyatta University of Agriculture and Technology, which is located in Juja Township along Nairobi to Thika road.

In this study, the researcher used the deduction - induction process. This means that the movement was from the general assumed questions that was proved or disapproved. With this kind of an arrangement, it were the believe of the researcher that the research design would not only facilitate efficiency in data collection, but also make it easier to organize and analyze the data to be obtained.

3.2 Target Population

In this study, the target population was the non-Academic Members of Staff in the three Administrative Divisions at J.K.U.A.T. The total number of subject in the target population ass about 800 employees.
3.3 Sampling Strategy and Frame

The candidates to form the sample were selected from the total population of the Non Academic members of staff at J.K.U.A.T. To achieve this, stratified sampling supported by a set of selection criteria and random sampling, were applied at various levers of the selection process so as to get a representative sample for this study. Specifically, the answers to the two main questions, that is, how the size of the sample was fixed, and how many employees were to be considered from each working unit is given below.

To begin with, the researcher obtained a list of all the Institutes, Departments and Sections at J.K.U.A.T., plus the names of the non-academic members of staff in those working areas. In each of these work units, five employees were targeted for this study. This number was logically arrived at by putting into consideration the need to have a truly representative sample, and at the same time strike a balance between the available resources (time and finances), possible logistical constraints, and the optimal number of work units that needed to be included in the study sample.

The candidates to form the sample from each work unit were specifically selected. Firstly, two subjects were picked from the list of the qualified workers in each unit; that is the first two even numbers on the list. Secondly, based on the judgment of the researcher, the heads and / or the supervisors of the units under consideration, were important sources of information for this research. In this case, no method was used to
select the Unit Heads or the Supervisors, for they were the only ones in those study areas. Lastly, the next two subjects were selected using the simple random method from the rest of the non-academic members of staff in those units. The researcher was estimating that by using a combination of the above selection criteria, a sample population of one hundred and forty (140) subjects was to be selected for the purpose of this study.

3.4 Data Collection Instruments

The researcher used a combination of questionnaires and interviews to gather data for the purpose of this research. The questions that were asked had been developed from the research questions that had earlier been formulated to guide the study.

The researcher prepared two different types of questionnaires. There was a questionnaire for the heads of sections, and also one for the other non-academic members of staff in those sections. The purpose here was to facilitate the measurement of certain similar factors from slightly two different perspectives. The questionnaire for the Section Heads had six (6) main items. A copy of the same has been attached on this report. The questionnaire for the other non-academic Members of staff (also attached) in those sections, had ten (10) main items. Both the questionnaires covered certain aspects of the research questions, and had directions to the respondents so as to minimize the need for the researcher or his assistants, to give verbal instructions to the respondents.
Accompanying each of the two questionnaires was a covering letter explaining the purpose for the study. These questionnaires was typed and spaces left where the respondents / researcher were to indicate the corresponding answer to the questions that had been asked.

3.5 Data Collection Procedure

The actual data collection was preceded by a three-day preliminary survey in all the departments at J.K.U.A.T. The importance of this was first, to physically identify which Departments would take part in the study and the contact person in those departments. Secondly, to select the sample; and finally, make the necessary time arrangements for the actual field work.

After the preliminary survey, the questionnaires were distributed to the identified subjects forming the sample. The forms were distributed in the morning and collected later in the day. The contact persons in each of the departments that took part in the study, coordinated the distribution and the collection of the completed questionnaires. The researcher himself and two research assistants, conducted interviews over a period of three days. This was intentionally done so as to save time, and at the same time, avoid the cost involved in employing and training more research assistants to interview all the sample subjects within one day.
3.6 Data Processing and Analysis

The data collected in this study was basically of two categories; data from interviews and the information on the questionnaires. The processing procedure involved first editing and coding. The data was then organized, and both qualitative and quantitative data was extracted for appropriate analysis. Apart from the use of the SPSS statistical computer package, the analysis also involved the use of appropriate statistical tools. The results were then arranged and have been presented in the following chapter. This forms the basis on which the recommendations and suggestions have been made.
CHAPTER FOUR:
FINDINGS OF THE STUDY

4.0 Introduction

This chapter presents the data analysis together with their interpretations and the main findings of this study. The responses received from the Departmental / Section Heads, and those from the other non-academic members of staff in those Departments / Sections, have been reported separately for easier comprehension, comparison and discussion. These findings are hence presented under two major parts, each of which is further subdivided into sub-sections.

The first part reports the respondents' background in terms of gender, the Division under which they fall, and previous work experience. This is followed by a second presentation concerning the respondents perception of their current employment in terms of whether they enjoy their job, and why or why not; the rate of reporting on duty late, and also the possibility of one accepting a job offer in another Organization. The third part reports on the suggestions obtained from the respondents as to what both the Vice Chancellor and the Departmental Heads could do with a view to boosting the morale of the non-Academic members of staff under them. The last part of this chapter summarizes and discusses the main findings of this study.

4.1 Information on Respondents

As already explained in chapter three of this report, a total of 140 candidates had been identified to form the study sample. This figure represents about 17.5 % of the total target
population of about 800 employees. Twenty eight (28) persons out of the 140 had been targeted to respond to the questionnaire for Departmental / Section Heads, while the remaining 112 people were to respond to the second questionnaire. As already explained, these figures had been done specifically with a view to getting a representative and scientifically acceptable sample size for the purpose of this study. However on the first questionnaire, only 21 candidates finally participated in the study, while 105 people were interviewed or responded to items on the second questionnaire. The remaining 18 candidates mainly did not hand in their completed questionnaires, or the information they gave was grossly contradicting. The researcher disregarded them.

4.3 PART ONE

Table 1: The distribution of respondent by Division and Gender

<table>
<thead>
<tr>
<th>Division</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Academic</td>
<td>32</td>
<td>59.26</td>
<td>22</td>
</tr>
<tr>
<td>Administration</td>
<td>21</td>
<td>58.33</td>
<td>15</td>
</tr>
<tr>
<td>Research</td>
<td>10</td>
<td>66.67</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>63</td>
<td>60</td>
<td>42</td>
</tr>
</tbody>
</table>

Source: Author 2001
As shown in table 1 above, a total of 63 and 42 males and females respectively, took part in the study. This translates into a ratio of about 1 : 1.5, which indicates that both men and women were fairly represented in this study sample especially considering that there are almost proportionately to the above ratio, more males than females on the University payroll. Of this figure, 54 were from the Academic Affairs Division, while the Administration, and Research Divisions had 36 and 15 respondents respectively. It is important to note here that these figures reflect the actual size and number of employees in those respective Divisions, and who fully participated in the study.

On staff work experience, the result reveals that 58.09 % of the candidates in the study sample had worked at J.K.U.A.T for more than five years; 32.38 per cent have an experience of between one and five years, while the rest (9.52 %) had worked at J.K.U.A.T for less than one year.

Similarly, about 75.85 per cent of those who took part in the study said they had worked else where other than at Kenyatta University, while 24.15 per cent indicated that this was their first employment.

Asked whether they enjoy their current employment, most respondents (about 71.43 per cent) said no, while the rest (about 28.57 %) answered in the affirmative. Interestingly, the staff who had worked for over five years had the most dissatisfaction (that is 86.89 %), while those who had worked for between one and five years; and also those for less than one year, came in second and third (that is 11.76 % & 10 %), respectively.
For those who had indicated that they were not enjoying their current employment, when asked why, about a third (37.33%) cited frustration at the work place as their reason. Next came 26.67 per cent who said that it was due to inadequate pay and incentives; then 18.66 who indicated that promotions are not done strictly on merit; and finally, other reason accounted for 17.33%.

On the other hand, 53.33 per cent of those who indicated that they enjoy working at J.K.U.A.T said this was because of the job security, less strictness coupled with other benefits such as Medicare and housing. Other respondents (26.67%) said the job enables them pay their bills (rent, food, school fees etc), while the remaining 20 per cent said they enjoy working at J.K.U.A.T because their current job is challenging and very interesting. It is important to note here that majority of those who said that their jobs were challenging and interesting (84.09%), had worked at J.K.U.A.T for less than five years.

When asked whether they feel motivated enough to report on duty, the results show that 48.57 per cent of those who were questioned said yes, compared to 51.43% who said no. Of the 48.57% who said yes, majority (88.24%) indicated that what motivated them to report on duty was the fear of loosing their jobs. This compares to 11.76 per cent who said their motivation was due to their love for their jobs, or because they felt they had a moral responsibility and obligation to perform their duties well, hoping to attract a promotion and get personal satisfaction.

For those who said they did not feel motivated enough to report to work, 51.85 per cent cited the inadequacy of the compensation and work related incentives as the reason that
demotivated them. 27.78 per cent said it was because of poor Human Resource practices (e.g. disciplinary, recruitment, placement, promotion etc) by the University heads. 14.81 % cited frustrations in their work place as their main complaint. The remaining 5.56 per cent accounted for other reasons which ranged from "Nobody cares what happens to employees as long as they report on duty", to "I feel used and exploited".

The respondents were asked to indicate how frequently they reported to work late and also how often they were absent from duty. Interestingly, 85.71 per cent indicated that they ones in while report late, while 4.76 per cent admitted to very frequently reporting on duty late. Only 9.53 per cent said that they rarely report late on duty.

As regards absenteeism, an overwhelming 79.05 % of the respondents indicated that they had been absent from duty within the last one year due to various reasons. The remaining 20.95 % indicated they had not been absent from duty. Incidentally, of the 79.05 per cent who had been absent from duty, almost a similar percentage (79.52 %) of this group had absented themselves, while the other (20.48 %) had requested for permission to be away from duty.

Those questioned were also asked to indicate whether if given an opportunity, they would accept to work elsewhere within their locality with a slightly less salary, but in a more motivating environment. Majority (92.38 %) said yes, while only 7.62 % gave a negative response. For those who said yes, their reason for acceptance is as indicated in the table below.
Table 2: Reasons for accepting a different job

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The change would be good and also reduce stress</td>
<td>1</td>
<td>2.04</td>
<td>1</td>
<td>3.03</td>
<td>1</td>
<td>6.67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The offer would be an opportunity for career development</td>
<td>12</td>
<td>24.48</td>
<td>5</td>
<td>15.15</td>
<td>4</td>
<td>26.67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher rate of job satisfaction and less frustrations</td>
<td>22</td>
<td>44.9</td>
<td>24</td>
<td>72.73</td>
<td>7</td>
<td>46.67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For more enjoyment due to performance related rewards</td>
<td>11</td>
<td>22.45</td>
<td>2</td>
<td>6.06</td>
<td>2</td>
<td>13.33</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other reasons</td>
<td>3</td>
<td>6.12</td>
<td>1</td>
<td>3.03</td>
<td>1</td>
<td>6.67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>100</td>
<td>33</td>
<td>100</td>
<td>15</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Author 2001

Of the 7.62% who had indicated that they would not accept the job offer, 75% per cent said that their non-acceptance would be because they would prefer to keep a better paying job rather than go for a slightly lower job in terms of pay. The remaining 25% accounts for those who indicated that they were satisfied with their current job.

When asked what they think both the Vice Chancellor and the Heads of Departments or Sections should do to motivate the non-Academic members of staff, various responses were given. These have been separately tabulated and presented below.
### Responses as to what the Vice Chancellor should do

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>X %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure that fair Human Resource practices (Recruitment, Placement, Promotion, Disciplinary) are in place</td>
<td>48</td>
<td>45.71</td>
</tr>
<tr>
<td>Should improve the channels of communication between staff and the University Administration</td>
<td>16</td>
<td>15.24</td>
</tr>
<tr>
<td>Should improve the overall compensation package (salaries, fringe benefits and other allowances)</td>
<td>33</td>
<td>31.43</td>
</tr>
<tr>
<td>Ensure that all employees are treated equally without favors</td>
<td>5</td>
<td>4.76</td>
</tr>
<tr>
<td>Others</td>
<td>3</td>
<td>2.86</td>
</tr>
</tbody>
</table>

*Source Author 2001*
Table 4: Responses as to what the Departmental / Sectional Heads should do

<table>
<thead>
<tr>
<th>What to do</th>
<th>Frequency (x)</th>
<th>X %</th>
</tr>
</thead>
<tbody>
<tr>
<td>They should be leaders, good managers and role models</td>
<td>8</td>
<td>7.62</td>
</tr>
<tr>
<td>Should exercise fairness to all staff in terms of treatment</td>
<td>4</td>
<td>3.81</td>
</tr>
<tr>
<td>Should recommend and ensure that only deserving employees are promoted</td>
<td>45</td>
<td>42.86</td>
</tr>
<tr>
<td>Treat juniors in an understanding, respectable and humane way</td>
<td>28</td>
<td>26.67</td>
</tr>
<tr>
<td>Distribute duties equally to all employees on equal employment scale without favors</td>
<td>16</td>
<td>15.24</td>
</tr>
<tr>
<td>Others</td>
<td>4</td>
<td>3.81</td>
</tr>
</tbody>
</table>

Source: Author 1999
A separate questionnaire was prepared and administered to Departmental / Section Heads and / or Supervisors; and 21 of them responded to the questions put to them. Of the candidates, 66.67 % were females, while the remaining 33.33 % accounted for females.

None of the 21 respondents had been in their Sections / Departments for less than six months. Five had been in their respective positions for a period of between six and twelve months, while the remaining 16 had an experience of more than one year in their current positions.

When asked whether absence and lateness was a common problem amongst workers in their sections, all the candidates (100 %) responded affirmatively. They were also asked to give the major causes of lateness and absenteeism in their Sections / Departments. The responses given have been tabulated below.

Table 5: Major Causes of Lateness and Absenteeism

<table>
<thead>
<tr>
<th>Causes</th>
<th>Frequency (x)</th>
<th>X %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low pay and job grading immobility with no clear career development path</td>
<td>5</td>
<td>23.81</td>
</tr>
<tr>
<td>Due to motivation problems</td>
<td>8</td>
<td>38.10</td>
</tr>
<tr>
<td>Don’t care attitude and protection of the offenders by higher authorities</td>
<td>3</td>
<td>14.29</td>
</tr>
<tr>
<td>Slow disciplinary procedures</td>
<td>3</td>
<td>14.29</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>9.52</td>
</tr>
</tbody>
</table>

Source: Author 2001
The Heads / Supervisors were also asked to arrange in order, from the most common to the least common cause of lateness and absenteeism problem in their Departments / Sections. Job immobility, motivation related issues and low remuneration were rated by most respondents as first to third in that order. Protection of perpetual offenders by higher authorities; and also slow disciplinary procedures, tied in the fourth position.

Finally, the heads were asked to give suggestions with a view to improving the morale of the non-Academic members of staff at J.K.U.A.T. This question elicited various responses, some of which were repeated by the different respondents. Their suggestions were recorded, and have been tabulated below.

*Table 6: Suggestions for increasing Motivation*

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve overall pay package including allowances</td>
<td>14</td>
</tr>
<tr>
<td>Should restructure job (enlargement and enrichment) and remove bureaucracy to allow easier decision making</td>
<td>13</td>
</tr>
<tr>
<td>To put in place fair and understood Human Resource practices (recruitment, placement, disciplinary) for all the employees</td>
<td>20</td>
</tr>
<tr>
<td>The University should emphasize such practices as employee recognition, improved status of higher performers and provide working facilities</td>
<td>17</td>
</tr>
<tr>
<td>Others</td>
<td>6</td>
</tr>
</tbody>
</table>

*Source: Author 2001*
4.5 Discussion

The Sessional Paper No. 6 on Education Training and Manpower Development for the next Decade and Beyond (G.O.K 1988), advocates among other things, the training and preparation of high-level Human Resources for National Development in Kenya. However, because of changes in the Kenyan economy, and in the Education Sector in particular, that has brought more challenges than opportunities in higher education, resulting to high staff turnover, and queries about the academic standards. Because of these concerns, this paper underscores the importance of adequately motivating employees of Public universities, so as to enable quality contribution of University education in training the required human power for National Development.

Thus, from the premise that Kenyan industrial and economic take off is only possible where Universities make their rightful contribution in training the required Human Resources, many studies have argued that the positive impact of University Education in National Development is threatened due to low motivation of employees in Public Universities. However, due to its complex nature, it becomes difficult to come up with the most suitable methods of motivation employees. For instance, different people go to work because of various reasons. Some report to work because they have to work, others because they simply want something to occupy their lives, while others they work in order to get money to meet their daily financial requirements. In some cases, people work to have a career and its related satisfaction; while others work to simply make extra money. Thus, it is difficult and illogical to expect the same motivators to make people report to
work. This means that each human being has a unique personality and a genetic makeup which calls for different factors to motivate these different personalities. Hence, not all people want the same things from their jobs.

On the basis of the above, motivation seems to be something that in most cases must come from within an employee. However, the management of any organization can create a conducive working environment in order to enhance positive motivation of their Human Resources. The question would be how to do this because some employees are easier to motivate than others are. As a result, it would be the business of organizations to carefully look at their employees, understand them, and thus put in place measures that would meet the individual motivational needs of employees. Without this in place, organizations normally experience a high Human resources turnover rate, absenteeism, and even strikes.

At J.K.U.A.T, as revealed by the findings of the study, majority of the non-Academic Members of Staff just seem not to care about their work as they should. Frequent lateness and absenteeism has been confirmed to be the order of the day, and even the majority of those who report on duty, their effectiveness, efficiency and working speed can only be compared to that of employees on a go-slow. Indeed, many of the employees, as report on duty to simply keep their jobs because it helps them partially meet their financial obligations. Additionally, those interviewed were unhappy with certain human practices (e.g. recruitment, promotion, disciplinary) and also the overall compensation package.
offered to the employees. Moreover, non-monetary, but job related incentives were found to be inadequate or non-existent.

The above, therefore, is an indication that the motivational requirements for those employees are not adequately met, despite the fact that J.K.U.A.T is a home to intellectuals and Managers who are well versed with knowledge on employee motivation. In spite of this, J.K.U.A.T like any other serious formal Organization, the attraction, development and retention of skilled and high level performing human resources must be the norm, rather than the exception. Hence, towards the enhancement of the recruitment and retention of high performing cadre of employees, a realistic and attractive professional compensation and modes of staff recognition, must not only be initiated, but also maintained. Lack of such staff motivational programmes has previously been documented and shown to have a correlation to employees’ lack of concentration on the mission of the Public funded Universities in Kenya. In this case, the employees have but instead spend more time engaging themselves in income supplementation activities (Kenyatta University, 1997).

Surprisingly though, the above line of thinking on Staff Motivation is nothing new, nor is it only rational, but also based on research, and thus has been held for decades by many management practitioners and Scholars. Thus the above scenario suggests that expertise in an area is not what makes the difference; behavior does.

Hence, the study findings from both the study groups to a large extent, do support the research questions which had earlier been formulated as a basic guide for this research.
From the points indicated in the introductory chapter of this report, it will be recalled that the researcher indicated that J.K.U.A.T. is riddled with poor morale amongst the non-Academic Members of staff. This has made many people refer to the said employees as "eight-to-five" Officers because they arrive to work never earlier than the appointed hour, and leave not a minute later than five, if not much earlier. For most of the time in between, majority of them will be gossiping over mundane affairs, while others will start on private assignments as soon as they report to work. The consequence is that at the end of the day, very little official work will have been accomplished. This means that most non-Academic members of staff just makes an appearance at their respective offices, and from then on, they become busy keeping an eye on the clock.

Therefore, the findings of this study, first confirms that most non-Academic members of staff are a demotivated lot and as a result, the University gets very little from them as compared to what would be realized if they were working at their optimum level. Secondly, as argued by Ben Barka during COREVIP '99, for the Public Universities to effectively and efficiently fulfill their mission, they must be functional; and functional Institutions require most of all, a well-motivated staff whose welfare issues are adequately addressed by the University Authorities and the relevant arms of the Government. This would enable them effectively takes up their role of producing skilled Manpower to act as agents of positive change towards modernization and industrialization, as we move towards the year 2020. Unfortunately, at J.K.U.A.T., it can be argued that a total weak management structure, which may have been brought about by the appointments of some
inept administrators, has significantly demotivated non-Academic members of staff at J.K.U.A.T. The result has been that nobody is ready to put in a lot of effort without being recognized and rewarded accordingly. Similarly, nobody is willing to go out of his way to get work done especially when there are no performance related rewards in place. The suggestion here is that employees need to be given not only work and time, but also technical, human and physical resources. The intention being to make an employee reasonably equipped to perform at his best and achieve the desired goals. Thirdly, it may also be argued that another major cause of low morale amongst staff is the mainly opaque manner of appointments to positions, coupled with the appraisal system that is to a large extent, secretive and "confidential". This is the point which staff expressed strong complaints. For instance, such items as, "promotions not done strictly on merit", Unequal distribution of duties despite equal grade and pay", new and less qualified people employed on higher grades without first considering the already existing employees", and so on, were rated by the staff as major contributors to the development of apathy and unfavorable attitude of workers towards their employment.

To sum up this discussion, it can be confidently said that motivation wise, J.K.U.A.T. is far from good. For the University to efficiently fulfill its mission, it must be functional with well-motivated staff whose individual welfare issues are adequately addressed by all the concerned right from the supervisors to the University Council. The goal should be to practice the fact that behavior followed by pleasant rewards, are repeated, while those that are ignored or followed by an unpleasant consequences, will be avoided in future.
5.1 Introduction

The current chapter briefly presents a summary of the study, conclusions, implications and recommendations arrived at after an analysis of the data that was gathered during this research. Suggestions on areas where further studies can be conducted to improve on these findings, is also included in this chapter.

5.2 Summary

The study was designed as a case study to investigate the causes of the low morale amongst certain employees. The target population was the non-Academic Members of staff at J.K.U.A.T.

The study sample involved two different but related categories of workers for the purpose of collecting balanced and representative views on the subject matter. The first sample which was the main group comprised of 105 non-Academic Members of staff from different Departments and Sections in the University, while the second one had 21 heads of the said Departments / Sections. Data for the study was collected using two different instruments; that is, questionnaire and interview.

The results of the study confirmed to a large extent the information contained in the research questions that had been formulated to guide this study.
5.3 Conclusions, Implications and Recommendations

Public Universities may not stand the challenges of the 21st Century as long as there is no professionalism in their management, and a change in the criteria used to appoint University Managers. Similarly, there can be no gainful improvement in the performance and productivity of University Employees as long as there is inadequacy in the overall compensation package given to them. One step towards the right direction would therefore be to immediately increase all the allowances across the board, including introducing performance based bonuses. Secondly, to increase management efficiency and also avoid the pitfalls ahead on the road to industrialization, then the University Managers need to be trained and equipped with the necessary human, technical and conceptual skills. Human relations skills would involve ways and means of maintaining employee morale, providing an enabling environment for growth and creativity, and encouraging participatory approaches to decision making (Brian, 1988). Technical ability for instance, would facilitate sound management skills including the ability to strategically plan, organize and coordinate University programmes. Conceptual skills on the other hand would enable the management to perceive possibilities and to relate events to higher order principles (Palsey, 1985).

From the findings of the study, it can be concluded that most non-Academic Members of staff at J.K.U.A.T. are a demotivated lot. The implication here is that J.K.U.A.T. is getting less than what it should harvest from its human resources. This is happening despite the fact that the Management at this University is aware that the employees of any
Organizations are responsible for its failure or success. Therefore they need to be encouraged to work towards the success, and not the failure of the Organization.

The suggestion here is that the Management at J.K.U.A.T. needs to wake up to today's reality; that motivating employees is a challenge being taken up by many Organizations in their day-to-day running. Of course the biggest problem of motivation is knowing the best methods to use in motivating individual employees, since not the same motivators are acceptable to all.

In view of the above therefore, the following recommendations have been given.

First; Rewarding and Recognizing Achievement

The University should put in place a system of rewarding employees by giving them more responsibilities and opportunities for promotion and increases status. This way, the University would be recognizing the individual employee's efforts towards the success of the Organization, and would at the same time be encouraging other employees to behave in a similar manner so as to attract a promotion.

Second; Human Resource Development

This would involve sponsoring employees to courses hence developing them to perform their duties better. These development programmes would provide motivation by giving
employees an opportunity to enhance their skills and achieve positions of greater responsibilities hence developing their careers.

Third; \textit{Negative Influences}

A number of respondents indicated that the selection of staff to be 'appraised' was no longer base on merit but other considerations. Examples given was that even some people who had been disciplined for gross misconduct were soon thereafter promoted to the next grade. Simply put, this mediocrity and inconsistency should be a thing of the past.

Fourth; \textit{Appointments}

The findings of the study revealed that new and less qualified persons are at times appointed to higher positions without first considering the already existing employee. This should stop. Instead appointments including those of Sectional Heads should be done professionally and through clear and understood parameters.

5.4 \textbf{Suggestions for further Research}

This study attempted to look at the causes of the low morale amongst the non-Academic Members of staff at J.K.U.A.T. In the cause of the study other, issues that need further research emerged. The following are some:
1. How the low motivation levels amongst the Non-Academic Members has affected the working of the Teaching staff.

2. Assessment of the qualifications and training of the J.K.U.A.T. Management Team, and whether this has a relationship with their individual Management styles. Have this affected the morale of the Non-Teaching staff?

3. A comparative analysis of the Motivational levels of the three Administrative Divisions; to find out which is more motivated / demotivated and why.

However, despite the above and in view of the limitations encountered during the course of this study, other researches into this area concerning all the Public Universities should be undertaken so as to improve the recommendations arising from the findings of this study, to facilitate better management in those Institutions.
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Unpublished Materials


Kenyatta University, SENATE Memorandum on the Proposed Terms and Conditions of Service Presented to the Presidential Committee Reviewing the Terms and Conditions of Service for Members of Staff of the National Universities (January 24th 1997)
## 5.0 APPENDICES

### Appendix 1

#### WORK PLAN

<table>
<thead>
<tr>
<th>Phase</th>
<th>Description</th>
<th>Number of weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Pilot Study</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>Adjustments</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>Data Collection</td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>Data Coding</td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>Data Analysis</td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td>Report Writing</td>
<td></td>
</tr>
<tr>
<td>VII</td>
<td>Compilation</td>
<td></td>
</tr>
</tbody>
</table>

- I: Pilot Study
- II: Adjustments
- III: Data Collection
- IV: Data Coding
- V: Data Analysis
- VI: Report Writing
- VII: Compilation
## Budget

### a) Cost of the Proposal

(i) Printing 50 pages x 6 copies @ Kshs. 30  &= 9000  
(ii) Binding 6 copies @ Kshs. 80  &= 480  
(iii) Stationary (i.e. pens, foolscap etc)  &= 900  
(iv) 10% Contingency  

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printing</td>
<td>9000</td>
</tr>
<tr>
<td>Binding</td>
<td>480</td>
</tr>
<tr>
<td>Stationary (i.e. pens, foolscap etc)</td>
<td>900</td>
</tr>
<tr>
<td>10% Contingency</td>
<td>1038</td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
<td><strong>11,418</strong></td>
</tr>
</tbody>
</table>

### b) Research Permit and related costs

- **2500**

### c) Projected cost of the actual Study

(ii) Cost of processing data  &= 3000  
(iii) 3 Research Assistants @ Kshs. 1000  &= 3000  
(iv) Printing 150 Questionnaire x 4 pps x Kshs 3  &= 1800  
(v) 10% Contingency  

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of processing data</td>
<td>3000</td>
</tr>
<tr>
<td>3 Research Assistants</td>
<td>3000</td>
</tr>
<tr>
<td>Printing 150 Questionnaire</td>
<td>1800</td>
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<tr>
<td>10% Contingency</td>
<td>780</td>
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<tr>
<td><strong>Sub Total</strong></td>
<td><strong>8580</strong></td>
</tr>
</tbody>
</table>

### d) Cost of the Actual Project Report

(i) Printing 80 pages @ Kshs 30 x 3 copies  &= 7200  
(ii) Binding 3 copies @ Kshs 400  &= 1200  
(iii) 10% Contingency  

<table>
<thead>
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<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printing 80 pages @ Kshs 30 x 3 copies</td>
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</tr>
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<td>10% Contingency</td>
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<tr>
<td><strong>Sub Total</strong></td>
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</tbody>
</table>

**Grand Total**  **Kshs 31,738 /=**
Research Permit request Letter

FROM: Evans Mwasiaji,  
Kenyatta University,  
Faculty of Commerce,  
Box 43844,  
NAIROBI.

TO: The Office of The President  
Harambee Hse, Harambee Ave  
Box 30510,  
NAIROBI.

SUBJECT: Request for a Research Permit

I am a Kenyan, currently a Graduate Student in the Departments of Business Administration, and Accounting, at Kenyatta University. As a partial fulfillment for the requirements of the MBA degree program, I am required to undertake a Research project in my area of specialization. Therefore, in conformance with the legal requirements our country, I am kindly requesting that I be issued with the necessary permit to allow me undertake the required research for the purposes of my studies. The information gathered will strictly be used for research purposes only.

The title of the proposed study is, “Motivational Factors Affecting work performance of the Non Teaching staff in Public Universities: A case study of J.K.U.A.T.”

I have attached a copy of my Research proposal for your kind consideration.

Thank you,

Evans Mwasiaji  
KENYATTA UNIVERSITY
Covering letter

Dear Sir / Madam

Currently, I am a Graduate Student in the Departments of Business Administration, and Accounting, in this University. As a partial fulfillment for the requirements of my MBA Degree program, I have been authorized by the Office of the President, through the Ministry of Science and Technology, to undertake a study on the factors affecting work performance of the non Teaching staff in Public Universities.

Using a random sampling procedure, you have been selected to form part of the study sample. Please give frank and sincere responses to the items on the attached questionnaire. Note that there are no right or wrong answers. The information given will be confidential, and will be used for research purposes only. Therefore, you are not required to write your name or put your signature on the questionnaire.

Thank you for your cooperation.

The Researcher
Appendix 5

List of Institutes, Boards, Centres and Departments

⇒ Institutes, Boards and Centres

1. Institute of Human Resource Development
2. Institute of Biotechnology Research
3. Continuing Education Programmes
4. Institute of Computer science and Information Technology
5. Institute of Energy and Environmental Technology
6. School of Architecture and Building Sciences
7. Regional Centre for Enterprise Development
8. Board of Postgraduate Studies

⇒ Teaching Departments

1. Department of Architecture
2. Department of Landscape Architecture
3. Department of Construction Management
4. Department of Civil Engineering
5. Department of Electrical and Electronic Engineering
6. Department of Mechanical Engineering
7. Department of Agricultural Engineering
8. Department of Food Science and Post harvest Technology
9. Department of Horticulture
10. Department of Biochemistry
11. Department of Mathematics and Statistics
12. Department of Chemistry
13. Department of Botany
14. Department of Zoology
15. Department of Physics

⇒ Other Departments

1. Transport
2. Security
3. Health
4. Sports / Games
5. Library
Appendix 6

Questionnaire for Staff

Directions:

You are kindly requested to respond to the following questions by either filling in the blank space, or making a tick against the opinion / answer that best describes your position.

1. Gender: Male (    ) Female(    )

2. (a) Your Division

(     ) Academic Affairs

(     ) Administration, Planning & development

(     ) Research, Production & Extension

(b) Your Department / Section__________________________

3. (a) For how long have you been working in this University?

(     ) For less than One year

(     ) Between one and five years

(     ) For over five years

(b) Have you ever worked elsewhere before?

(     ) Yes (     ) No
4. (i) Do you enjoy your current employment?
   (   ) Yes (   ) No
   (ii) Why?

5. (i) Do you feel motivated enough to report on Duty everyday?
   (   ) Yes (   ) No
   (ii) Why?

6. (i) Do you ever report to work Late?
   (   ) Yes (   ) No
   (ii) If Yes, how often?
   (   ) Never (   ) Ones in a while
   (   ) Frequently (   ) Very frequently

7. (i) Among the three Administrative Divisions, which one would you prefer to work in?
   (   ) Academic Affairs
   (   ) Administration, Planning & Development
   (   ) Research, Production & Extension
8. (a) Within the last one year, have you been absent from your place of work?

( ) Yes ( ) No

(b) Had you been given permission during your absence?

( ) Yes ( ) No

(c) Why were you absent? (You can tick more than ones)

( ) Sickness

( ) Suspension

( ) On Annual leave

( ) Had taken off-days

( ) Absented yourself

9. (a) If given an opportunity to work elsewhere within Nairobi area with slightly less pay, but with a more motivating working environment, would you accept?

( ) Yes ( ) No
10. What in your opinion, should the following persons do to motivate the non-Academic Members of staff at J.K.U.A.T.?

(a) The Top Management of this institution

(b) Head of Department / Section

(Thank you for the cooperation extended)
Appendix 7

Questionnaire for Heads of Sections

Please respond to the following questions by either filling in the blank space, or making a tick ( ) in the appropriate boxes provided or write your answers in the blank spaces.

1. Gender ( ) Male ( ) Female

2. For how long have you been the head of your current Section?
   - Less than six months ( )
   - Between six months and one year ( )
   - Over one year ( )

3. (a) Some people say that absence and lateness in reporting to work is a common phenomena at J.K.U.A.T, while others don’t agree. Have you experienced this problem in your Section?
   - Yes ( )
   - No ( )

   (b) If yes, how would you describe it?
   - Very Frequent ( )
   - Frequent ( )
   - Not frequent ( )
   - Least frequent ( )
4. In your opinion, among the three Administrative Divisions, which one has a higher level of staff morale?

5. (a) What reasons can you give as the major factors influencing the staff morale level in your Department?

I) 

II) 

III)

(c) For the reasons you have given in Q4 (a) above, please arrange them in order starting with the most common, to the least common.

1. 
2. 
3.
6. What suggestions would you give with a view to improving the morale of the non-academic members of staff at J.K.U.A.T?

(Thank you for your Cooperation)