FACTORS AFFECTING MOTIVATION OF STAFF OF INSTITUTIONS OF HIGHER LEARNING IN KENYA

(Case of University of Nairobi)

BY

TERESIA WANJIKU GICHUNGU

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SCHOOL OF BUSINESS

KENYATTA UNIVERSITY

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DECLARATION

This is to certify that this research project is my original work and has not been presented for examination in any other institution

TERESIA WANJIKU GICHUNGU

DATE: 21/02/2007

This is to declare that this research project has been submitted for examination with my approval as University Supervisor

NAME: SHADRACK BETT

LECTURER

SIGNATURE: DATE: 21/02/07

This proposal has been submitted with my approval as chairman of the department

NAME: MR. DOMINIC NGABA

CHAIRMAN

SIGNATURE: DATE: 21/02/07

DEPARTMENT OF BUSINESS ADMINISTRATION

KENYATTA UNIVERSITY
ACKNOWLEDGEMENT

There were many people who invested in the development of this project who must be acknowledged. Without them, I would not have been able to meet the stringent demands of my life and still provide the quality of information that was essential to this kind of project. This is their dedication.

Sincere thanks go to my supervisor, Mr. Bett, for his invaluable comments and advice throughout the project. I am particularly grateful to him for his patience. I thank my all my entire classmates for the good company in Masters program. My thanks go to my colleagues at Jomo Kenyatta University of Agriculture and Technology for their support during my study. Finally to my sisters, brother and parents for their prayers, encouragement and support.

I am greatly indebted to God for life, strength and good health. By his blessings I have managed to complete this program.
ABSTRACT

Human resources are a key asset to any organization; their level of motivation to commitment depends on the motivational factors offered by the institution. This study examined the factors affecting motivation of staff of Institutions of higher learning in Kenya, a case study of University of Nairobi.

The study examined a number of parameters that affect motivation of staff. Such parameters included training and development, working conditions, standards and goals of University of Nairobi, supervision and leadership and remuneration. The study sought to find out if remuneration is a factor that affects motivation of staff at University of Nairobi, to establish the relationship between working conditions and motivation of staff at University of Nairobi. It also sought to determine if training and development of staff is a factor that affects motivation of staff at University of Nairobi and to determine if the standards and goals of the university are factors affecting motivation of staff at University of Nairobi. Finally the study sought to determine if leadership style is a factor affecting motivation of staff at University of Nairobi.

The study was conducted at the University of Nairobi. The target population was 444 employees, which was sampled from academic, administration and support staff. Descriptive research design was adopted in this study because it allowed a considerable amount of information to be obtained from a large sample. Stratified random sampling
was used in this study because the researcher was able to control the sample size in the strata. The researcher used questionnaires as a data collection instrument. Data from questionnaires was analyzed using data management software known as the statistical package for social scientist (SPSS).

During the study the research faced various challenges including lack of time and at times uncooperative respondents who claimed to be too busy to fill the questionnaires. At the period when data was being collected the lecturers strike was on and most of the respondents were not willing to fill the questionnaires which they thought were in relation to the strike. 300 questionnaires were filled and collected out of the 444 questionnaires distributed. This formed a 67.6% response rate.

The conclusion from the study was that out of the five parameters that affect motivation of staff, remuneration affects motivation to the greatest extent. It is therefore recommended that the university management look into ways of improving the pay package for the employees so as to ensure effective work performance.

At the end of the study, the researcher established that training and development, supervision and leadership, working conditions, remuneration and standards and goals are factors affecting motivation of staff in University of Nairobi.
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<tr>
<td>CAVS</td>
<td>College of Agriculture and Veterinary Sciences</td>
</tr>
<tr>
<td>CAE</td>
<td>College of Architecture and Engineering</td>
</tr>
<tr>
<td>CBPS</td>
<td>College of Biological and Physical Sciences</td>
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<td>CHS</td>
<td>College of Health Sciences</td>
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<tr>
<td>CHSS</td>
<td>College of Humanities and Social Sciences</td>
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<tr>
<td>CEES</td>
<td>College of Education and External Studies</td>
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<tr>
<td>IDIS</td>
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<td>Motivation</td>
<td>Motivation is an internal force, which stimulates, regulates and upholds a person’s more important actions.</td>
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<td>Remuneration</td>
<td>Payment for work or services rendered. It includes wages, piecework, bonuses, stock options company paid insurance, or any other things that may be given to people for performance.</td>
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<td>Supervision and leadership</td>
<td>Supervision is to watch over an activity or job to make certain that it is done correctly. Leadership is set of characteristics that make a good leader.</td>
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<td>Training and development</td>
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CHAPTER ONE

INTRODUCTION

1.1 Background Information and rationale of the study

Motivation is about cultivating your human capital. The challenge lies not in the work itself, but in you, the person who creates and manages the work environment”. (Ratka, 2005)

Motivation is one of the most complex factors for management today. The crucial question is how to make employees achieve both operational and personal goals within the organization. The complexity of motivation first of all stems from the psychographic, social and demographic differences of both employees and managers. What motivates one person to do a good job can be counterproductive in the motivation of another person. Second, motivation is dependent upon the organizational structure, job design and corporate culture. Lastly, due to changes in corporate environment, the motivating factors of predominantly industrial society are not sufficient in the nowadays high-tech era. One thing is certain, in each task in which goal achievement is dependent upon other people, their motivation becomes a crucial limiting factor. (Ratka, 2005)

What is motivation? The Oxford Learners dictionary (Second edition) defines it as causing someone to have a motive, which is defined as a reason to want to do something. For years, leaders and parents have looked for ways to motivate others. The reality is that motivation is an internal drive and must come from inside.
The history of the University of Nairobi dates back to 1956, with the establishment of the Royal Technical College, which admitted its first batch of ‘A’ level students for technical courses in April of the same year. At Kenya’s independences in 1963, the idea of an in territorial university was realized with the creation of the University of East Africa. This is the time the Royal College was renamed University College, Nairobi, and thus became a constituent college of the newly founded Federal University of East Africa, formally established on 28th June 1963. In 1970, the University College, Nairobi transformed into the first national university in Kenya and renamed University of Nairobi. In 1985, the University of Nairobi underwent a major restructuring resulting in decentralization of the administration by creation of six Campus Colleges headed by Principals.

The six colleges are:

- College of Agriculture and Veterinary Sciences (CAVS) located Upper Kabete campus
- College of Architecture and Engineering (CAE) Located at the Main Campus;
- College of Biological and Physical Sciences (CBPS) Located at Chiromo Campus;
- College of Health Sciences (CHS) located at Kenyatta National Hospital Campus;
- College of Humanities and Social Sciences (CHSS) located at the Main Campus (Faculty of Arts), Parklands Campus (School of Law) and Lower Kabete Campus (School of Business).
- College of Education and External Studies (CEES) Located at Kikuyu.
University of Nairobi’s mission is to be a leading center of learning, scholarship and professional development extending the frontiers of knowledge through research and creative works; fostering an intellectual culture that bridges theory with practices; and producing holistic graduates prepared for a life of purpose, service and leadership.

University of Nairobi has and continues to offer high-level human resource training for Kenya, Africa and beyond in some high-specialized areas not catered for by any other institution of higher learning in the country and the region. In 1998, University of Nairobi widened its scope in education delivery and training by offering Continuing education in the form of parallel degree, diploma and certificate programmes, to those who fulfilled the entry requirements. The university also offers some of its programmes through distance and open learning mode. There are regional centers in all major towns in the country to facilitate this process.

The degree, diploma as well as certificate programmes are faculty based in the following faculties, institutes and schools namely: Faculty of Agriculture, Faculty of Arts, Faculty of Education, Faculty of External Studies, Faculty of Science, Faculty of Veterinary Medicine, Institute of Anthropology, African and Gender Studies, Institute for Development Studies, Institute of Diplomacy and international Studies (IDIS), Institute for Nuclear Science (INS), Institute for Tropical and Infectious Diseases (UNITID), population Studies and Research Institute (PSRI), school of Arts and Design, School of the Built Environment, School of Business, School of Computing and Informatics (SCI), school of Dental Sciences, School of Engineering, School of Journalism and Mass Communication, School of Law, School of Medicine and School of Nursing Sciences.
For University of Nairobi to achieve a competitive advantage in the quality of education it offers to its students it needs to ensure that its employees are well motivated. The institution offers the following motivational factors to its employees; good working conditions, good remuneration, recognition of employee performance, training and development for its staff, positive reinforcement, setting work related goals, treating people fairly, effective discipline and punishment and basing rewards on job performance among others.

1.2 Statement of the Problem

According to Terry and Franklin (1987), motivation is “the need or drive within an individual that drives him or her toward-goal oriented action”. It helps in identifying what is done and what can be done.

According to Rowley (2003), motivating factors of higher institutions of learning include job enrichment, achievement cum-power training, management by objectives, status, good working conditions, company policy, job security, interpersonal relations with superiors, possibility of growth, technical supervision, the work itself and recognition.

In the case of institutions of higher learning, motivating factors particularly include standards and goals of the institution, supervision and leadership, training and development, remuneration and working conditions are key to delivery of core functions of institutions of higher learning. This has been established by other researchers such as Jenniffer Rowley on Edge Hill University, UK.
Factors affecting motivation in universities include working conditions, remuneration among other factors. It is against this background that the purpose of the study was to identify the factors affecting motivation at University of Nairobi.

1.3 Objectives of the study

The broad objective of the present study was

1. To investigate the factors affecting motivation of staff at University of Nairobi.

The following were the specific objectives of the present study

2. To find out if remuneration is a factor affecting motivation of staff at University of Nairobi.

3. To establish the relationship between working conditions and motivation of staff at University of Nairobi.

4. To determine if leadership style is a factor affecting motivation of staff at University of Nairobi.

5. To determine if training and development of staff is a factor affecting motivation of staff at University of Nairobi.

6. To determine if the standards and goals of the institution are factors affecting motivation of staff at University of Nairobi.

1.4 Research Questions

The researcher sought information to answer the following questions

1. Is remuneration a factor affecting motivation of staff at University of Nairobi?
2. Is there a relationship between working conditions and motivation of staff at University of Nairobi?

3. Is leadership a factor affecting motivation of staff at University of Nairobi?

4. Is training and development of staff a factor affecting motivation of staff at University of Nairobi?

5. Are standards and goals of the university factors affecting motivation of staff at University of Nairobi?

1.5 Importance of the study

The study will benefit the following groups

1. Top management of University of Nairobi.

   The research will shed more light and provide a basis for deeper understanding of the problems experienced by staff.

2. The Government especially the commission of higher education

   The research will help policy makers; the information obtained from the study will provide a rational basis for formation and development of appropriate policies and strategies for the development of staff and the institution.

3. Staff of University of Nairobi

   The research will help staff in understanding more about motivation and make contributions to the institution on issues affecting them.
4. Other Stakeholders.

The research will help other institutions of higher learning, other researchers and other stakeholders of the institutions.

1.6 The scope of the study

The study was conducted at University of Nairobi, Nairobi. The target population was all the staff at University of Nairobi. The researcher had 444 as the sample population of employees, which was 10% of the staff at University of Nairobi. The employees were drawn from academic, administration and support staff.
CHAPTER TWO

LITERATURE REVIEW

All organizations are concerned with what should be done to achieve sustained high level of performance through people. This means giving close attention on how individuals can be best motivated through such means as incentives, rewards, leadership and more importantly the work they do and the organization context within which they carry out the work. The aim of course is to develop motivation processes and a work environment that will help to ensure that individuals deliver results in accordance with the expectations of management. Armstrong (2001).

This chapter highlights literature on the factors affecting motivation in higher institutions of learning.

2.1 Introduction to Literature Review

According to Armstrong (2005), motivating other people is about getting them to move in the direction you want them to go in order to achieve a result. Motivating yourself is about setting the direction independently and then taking a course of action, which will ensure that you get there. Motivation can be described as goal-oriented behavior. People are motivated when they expect that a course of action is likely to lead to the attainment of a goal and a valued reward – one that satisfies their needs. Well-motivated people are those with clearly defined goals who take action that they expect will achieve these goals.
Such people may be self-motivated, and as long as this means they are going in the right direction to achieve what they are there to achieve, then this is the best form of motivation.

2.2 Main Review

2.2.1 Definition of Motivation

According to Hodgets and Kurakto (1985), the word motivation comes from the Latin work *movere*, which means to move. Today the term means to stimulate people to action by means of incentives or inducements. The process is often generated through an external action such as offering someone more money to do more work. Whether or not this effect is successful is determined internally, however, because motivation is a psychological process. Furthermore, people are motivated toward an objective only if they believe it is in their own best personal best interest.

According to Schaefer (1977), motivation, is simply stated, is why people do what they do. Understanding motivation, then, is an important key to managing people. A manager who knows why he or she and other people behave as they do will be more able to solve problems. The individual will also be able to predict what will happen when a decision is made or when something changes in the organization.

According to R.Bennet (1994), an employee’s motivation to work consists of all the drives, forces and influences – conscious or unconscious – that cause the employee to want to achieve certain aims. Managers need to know about the factors that create motivation in order to be able to induce employees to work harder, faster, more efficiently and with greater enthusiasm.
According to Newman and Summer (1954), motivation is the process of channeling a person's inner drives so that he wants to accomplish the goals of the organization. Motivation is a behavioral concept by which we try to understand why people behave as they do. It concerns the dynamic processes, which produce a goal-oriented behavior. Since an increase in productivity is the ultimate goal of every industrial organization the motivation of employees at all levels is the most critical and the most baffling function of the management.

According to Koontz and Weihrich (1990), motivation is a general term applying to the entire class of drives, desires, needs, wishes and similar forces. To say that managers motivate their subordinates is to say that they do those things which they hope will satisfy these drives and desires and induce the subordinates to act in a desired manner.

A motive is a reason for doing something. Motivation is concerned with the factors that influence people to behave in certain ways. The three components of motivation as listed by Arnold, Robertson and Cooper (1991) are, direction – what a person is trying to do; effort -how hard a person is trying and persistence – how long a person keeps on trying

According to Gibson (1980), motivation is an internal force, which stimulates, regulates and upholds a person's more important actions. Its existence and nature is deduced from observation and experience of behavior. By using motivation as a tool, a manager can effectively blend organizational and individual goals.
2.2.2 Standards and goals

One of the best motivators comes from the simple clarity and assimilation of company standards and goals. According to Holmes (2003), people are motivated by good reasons for doing something in a particular way as long as they know the why of what a company is doing. Knowing the standards and goals helps enhance an employee’s worth and role in the company’s success.

Some of the most successful managers and executives have achieved their objectives by aligning the aims of their employees with those of their organization. Once an employee is able to understand, and empathize with, overall aims of the organization, they are generally more motivated towards achieving them. Having ensured that the organization and the employees are working towards the same objectives, they can then focus on exactly which motivational techniques can be implemented to facilitate the achievement of these goals. A well-motivated workforce is generally a more productive workforce. It is also one, which tends to experience lower stress levels and increased self-confidence. Holmes (2003)

The vision of the organization should be clear and sufficient to inspire employees to action. For employees to work together towards a common goal, they need to share a mutual vision. This means that they have an understanding of the organization as a whole, how the parts fit together, and where they fit in structure. There should be open communication and provision of company-wide information on financial and other topics.
Decisions should be made in the open, away from the secretive practice of the executive boardroom. This will establish a climate of trust and loyalty. (Haasen, 2005)

Goals can be short term or long term. While short-term goals may be more immediately compelling, long-range goals are more often important. An ideal motivational system involves short-term goals that lead to long-term goals. The most important characteristic of goals is that they must be personally meaningful. Personal relevance can be increased by making clear the links between an activity and competencies or outcomes valued by the employee. Employees should be made aware of all the factors that affect the organizations success that is strengths and weaknesses, state of the industry, how the organization is performing vis-à-vis the competition and specifically how all these factors affect them at a local level. Holmes (2003)

Locke’s (1968) goal theory proposes that both motivation and performance will be high if individuals are set specific goals which are challenging, but accepted, and where feedback is given on performance. Workers should be involved in goal setting and their relationship with supervisors in the achievement of set goals should be friendly, not the master-servant relationship. In order to achieve high productivity, the supervisor should assign specific goals to the workers, which must be within the worker’s ability, and stay with them when they are working. Organizational bureaucracies, however, make such goal setting difficult and, hence, dissipate the potential motivational benefits from processes such as management by objectives. It can also be argued that in dynamic environments, annual objectives or individual goals and rewards can be seen as divisive or even counter-productive.
2.2.3 Working Conditions

The environment in which people work has a tremendous effect on their level of pride for themselves and for the work they are doing. The employer should do everything they can to keep equipment and facilities up to date. Even a nice chair can make a world of difference to an individual's psyche. Also, if possible, overcrowding should be avoided and each employee should have his or her own personal space, whether it be a desk, or a locker, or even just a drawer. If you’ve place your employees in close quarters with little or no space, don’t be surprised that there is tension among them. Belilos Claire, (1997)

Workplace design all relate to one’s satisfaction with work context, or to use Hackman and Oldham’s (1980) terms (your own belief that your work is important and has value) “Meaningfulness and Work” and “Knowledge results”, respectively, both of which are posited as necessary psychological states for high levels of motivation to work well. Pascoe, Ali and Warne (2003).

According to Bett.P.W. (1980), good working conditions are essential background to having motivated personnel. The atmosphere created by poorly decorated premises that are not cleaned regularly is degrading and depressing. Good and ample amenities, cleanliness and regularly decorated premises help to lift a person into a more congenial frame of mind.

According to Schamidt (1992), employees have a legal right to safe working environments, which are free from discrimination and harassment. Making the employee environment more conducive to work. Providing a personalized work area, allowing
participation in decisions and activities of job itself encouraging teamwork can be used as motivators. The following are the areas that need to be addressed at the work place.

In recent years the number of computer workstations within organizations has increased enormously. However, the workplace hasn’t necessarily been adapted when a computer has been acquired. As a result computers are to be found on top of old desks and close to windows or staff sit badly on old chairs. An unsuitable computer work-place can eventually lead to serious health problems. One of the problems is RSI (Repetitive Strain Injury), which can be caused by making repeated (mouse) movements for a long period while under pressure of time. One should take regular breaks and mix computer-screen work with other activities. If daily work involves several hours at the computer, it is necessary for one to have access to a good computer work place. For working at a computer screen, it is a requirement that there is a means of suppressing light such as a luxaflex or vertical venetian blind and that it is used. You should also use your handbook to check that your chair is properly adjusted and adopt a good posture while sitting.

Schamidt (1992)

A good climate in the office advances an employee’s well being and productivity. If your office is uncomfortably warm, too cold or you get static electric shocks because it is too dry, it is possible that there is something wrong with the inside climate. Rooms where employees can regulate the temperature themselves, for instance, by opening a window or adjusting the radiator, are ideal. Unfortunately this is not always possible. In some buildings the climate is regulated centrally by means of a climate control system. That is not to say that then the climate cannot be changed. For instance, the Technische Dienst (technical service) can programme the temperature differently. Employees should,
however, first come to an agreement with their colleagues before they have the system changed or open a window on a cold winter’s day. Everyone experiences temperature and damp differently. Schamidt (1992)

However well we regulate everything and however safely we work, accidents can always happen. Therefore in every institutional building there is an active industrial rescue team, which, in the event of a calamity, can spring into action both during the day and in the evening. The team is made up of trained industrial rescuers, some wearing compressed air masks, and first-aiders. It practices regularly so that, in the event of an emergency, it can react quickly and courageously. Employees should also take the time to make themselves familiar with the appropriate escape routes so that in the event of a calamity they can leave the building quickly. Schamidt (1992)

People who work in university buildings, but who are not employed by the university, such as guest lecturers, those doing work-experience training; temporary staff from employment agencies and contract staff and firms come under the responsibility of the university when it comes to working conditions. This means that the university must ensure that the workplace is safe and that any personal protection requirements are supplied. The personnel engaged must adhere to the rules and instructions decreed by the university and must handle machines and equipment carefully. Schamidt (1992)

Smoking has been prohibited in public buildings since 1998. This means that employees can only smoke in an office provided that their colleagues and others do not mind. In other words employees are not allowed to smoke in canteens, corridors, lecture rooms, reception rooms of committee rooms. Schamidt (1992)
Sexual intimidation at work can start from the making of ambiguous remarks, but it can also deteriorate into pawing and worse. It is mostly women who are harassed, but it can also be men. The problem arises in every kind of job and organization, including the university. Most organizations have a policy with respect to sexual harassment. Schamidt (1992)

An organization can contract out the cleaning of offices and classrooms to an outside firm. Agreements can be made as to when, and how often, specified areas are to be cleaned. But cleaning is not just the prerogative of the cleaning firm. You also play an important part. It is impossible to clean a messy room with an overflowing desk and piles of books on the floor properly. Moreover the cleaners have to spend a disproportionate amount of time on such a room and this further limits the amount of time that can be spent on cleaning the rest of the building. Furthermore the chance of fire breaking out or of someone tripping up is greater in a messy room than in a tidy one. It is therefore important that employees keep their own affairs in order. The result is a room, which is safer and cleaner. Schamidt (1992)

In some rooms, a ventilation system continuously replaces the air. Air is brought in via a ventilator grille. It is important that every duct remains clear to prevent the system becoming clogged with dirt or breaking down. In other words, no plants or piles of paper should be put on the ventilation grilles. Leads that can trip you up, loose power points, worn-out insulation on electrical leads, unprotected cutting edges on paper guillotines, slippery floors or defective stepladders --, these are just a few examples of unsafe situations in office rooms that can easily be remedied. Schamidt (1992)

It is assumed that, during pregnancy and breast-feeding, an employee’s working activities can proceed as usual. The health of one’s child must not be adversely affected.
by work. If necessary, within two weeks of the employee notifying the superior that you are pregnant, measures will be taken or aids offered to protect you and your child against possible dangers. You are obliged to adopt these aids and measures. If it isn’t possible to obviate all the dangers, then your work or working hours may be adapted or alternative work may be offered. Schamidt (1992)

If an employee is pregnant or breast-feeding, she has a right to regular work and rest hours and extra breaks. There must also be a room available for her to be able to rest or breast-feed. During an employee’s pregnancy one is not allowed to do heavy manual work such as heavy carrying or lifting. Bending down, crouching and kneeling should also be avoided as much as possible. Schamidt (1992)

2.2.4 Remuneration

According to Koontz and Weihrich (1990), money can never be overlooked as a motivator. Whether in the form of wages, piecework (getting paid for units produced at a certain quality level) or any other incentive pay, bonuses, stock options, company-paid insurance, or any of the other things that may be given to people for performance, money is important. Money is often more than monetary value. It can also mean status or power.

Economists and most managers have tended to place money high on the scale of motivators, while behavioral scientists tend to place it low. Probably neither view is right. But if money is to be the kind of motivator that it can and should be, managers must remember several things
First, money, as money is likely to be more important to people who are raising a family for example, than to people who have “arrived: in the sense that their money needs are not so urgent. Money is an urgent means of achieving a minimum standard of living, although this minimum has a way of getting higher as people become more affluent. For example, an individual who was once satisfied with a small house and low-priced car may now be able to derive the same satisfaction only from a large and comfortable house and a fairly luxurious automobile. And yet it is impossible to generalize in even these terms. For some people money will always be of the utmost importance, while for others it may never be. Koontz and Weihrich (1990)

Second, it is probably quite true that in most kinds of businesses and other enterprises money is used as a means of keeping an organization adequately staffed and not primarily as a motivator. Various enterprises make wages and salaries competitive within their industries and their geographic area to attract and hold people. Koontz and Weihrich (1990)

Third, money as a motivator tends to be dulled somewhat by the practice of making sure that salaries of various managers in the company are reasonably similar. In other words, organizations often take great care to ensure that people on comparable levels are given the same, or nearly the same, compensation. This is understandable, since people usually evaluate their compensation in the light of what their equals are receiving. Koontz and Weihrich (1990)
Fourth, if money is to be an effective motivator, people in various positions, even though at a similar level, must be given salaries and bonuses that reflect their individual performance. Even if a company is committed to the practice of comparable wages and salaries, a well-managed firm need never be bound to the same practice with respect to bonuses. In fact, it appears that unless bonuses for managers are based to a major extent on individual performance, an enterprise is not buying much motivation with them. The way to ensure that money has meaning, as a reward of accomplishment and as a way of giving people pleasure from accomplishment, is to base compensation as much as possible on performance. Koontz and Weihrich (1990)

It is also certainly true that money can motivated only when the prospective payment is large relative to a person’s income. The trouble with many wage and salary increases, and even bonus payments, is that they are not large enough to motivate the receiver. They may keep the individual from being dissatisfied and from looking for another job, but unless they are large enough to be felt, they are not likely to be a strong motivator. Koontz and Weihrich (1990)

According to Scheafer (1977), the most common reward for doing work is money. Money is used most often and it is among the rewards an organization can offer people to begin working and to do their jobs each day.

The real importance of money is difficult to determine. It is tempting to assume that it is the most important reward for work. Many firms have conducted long-term studies and have found that money is rarely ranked first in importance by employees. Money is an
instrument, that is, a means of getting things people want and a symbol, that is, it can represent things people want.

According to R. Bennet (1994), arguments in favour of money being the dominant motivator are as follows; High wage provide access to physical goods, services and lifestyles greatly valued by the majority of employees; High incomes indicate occupational competence and are a mark of success. This itself constitutes an important motivating factor; Money can simultaneously satisfy many needs; Comparison of a person’s wage with the wages of others enables the individual to relate his or her job to others within the organization and within the industry generally.

The arguments against wages being a primary motivator are Workers may fear that once the high performance targets attached to large pay packets have been met, these targets will be regarded as management as the norm so that no further pay increases can be expected. Accordingly, employees might prefer a less intensive pace of work, albeit on lower incomes; the definition of ‘good pay’ is itself subjective. A certain level of wage might be seen as excellent by one person, but paltry by another; Workers might assume that an offer of higher pay implies job losses among the labor force, including perhaps their own jobs; employees often wish to assert their independence from management and may do this through the formation of tightly-knit and socially coherent work groups which influence workers’ behavior more forcefully than the prospect of higher wages. Bennet (1994)

Whether it is a primary motivator or not, money is a convenient way of measuring the worth of a job and of indicating the standards expected of the worker (by way of bonus
schemes, for example). Also pay rises awarded for excellent performance can greatly increase a worker's commitment and general morale. Money is perhaps a better motivator in the short term rather than in the longer term. Bennet (1994),

According to Armstrong (2005), money, in the form of pay or some other sort of remuneration, is the most obvious extrinsic rewards. Money provides the carrot that most people want.

Doubts have been cast by Herzberg, Mausner and Syndermann (1957) on the effectiveness of money because, they claimed, while the lack of it can cause dissatisfaction, its provision does not result in lasting satisfaction. There is something in this, especially for people on fixed salaries or rates or pay who do not benefit directly from an incentive scheme. They may feel good when they get an increase; apart from the extra money, it is a highly intangible form of recognition and an effective means of helping people to feel that they are valued. But this feeling of euphoria can rapidly die away. Armstrong (2005)

Different people have different needs and wants; some people will be much more motivated by money than others. What cannot be assumed is that money motivates everyone in the same way and to the same extent. Thus it is naïve to think that the introduction of a performance-related pay (PRP) scheme will miraculously transform everyone over night into well-motivated, high performing individuals. Armstrong (2005)

Nevertheless, money provides the means to achieve a number of different ends including, it is a powerful force because it is linked directly or indirectly to the satisfaction of many
needs; it clearly satisfies basic needs for survival and security, if it is coming in regularly; it can satisfy the need for self-esteem and status; it satisfies the less desirable but still prevalent drives of acquisitiveness and cupidity. Armstrong (2005)

Money can therefore provide positive motivation in the right circumstances, not only because people need and want money but also because it serves as a highly tangible means of recognition. But badly designed and managed pay systems can demotivate. A researcher in this area, Jaques (1961), emphasized the need for such systems to be perceived as being fair and equitable. In other words, the reward should be clearly related to effort or level of responsibility and people should not receive less money than they deserve compared with fellow workers. Jacques called this the 'felt-fair' principle.

2.2.5 Training and development

In an environment of rapid change, it is clear that an individual must be able to adapt to meet new factors. That is, changing technologies continue to alter the nature of work tasks, requiring employees to learn new knowledge and skills to perform their jobs. Training is one of the crucial strategies for organizations to assist employees to gain those necessary knowledge and skills needed to meet the factors. (Goldstein and Gilliam, 1990; Rosow and Zager, 1988).

More recent studies indicated that today's organizations will face two oncoming trends, increasing age of the workforce and the increasing introduction of new technologies, and suggested that training is especially critical, as the workplace introduces further new technologies, such as web-based operation, computerized intelligent systems, and other
task technologies. (Colquitt et al., 2000; Howard, 1995; Quinnoes, 1997). Training plays a critical role in increasing important. Thus, workers' adaptability and flexibility, which employers have found, is becoming increasingly important. Thus, it is important for an organization to maintain a necessary competence in motivation of employees represents an important factor in improving the effectiveness of training outcomes. Additionally, researchers have learned that employee-training motivation can be profoundly affected by management actions, such as intentional cues or signals (Baldwin and Magjuka, 1991).

For instance, Tsai and Tai (2003) found that employees had more training motivation when they were assigned to attend training program by management when they made their choice freely. That is, a training assignment by management sent a clear signal that attending the training was important; and the nature and manner of the assigning of the training (that is volunteer or mandatory attendance) can further enhance employee perception of the task. In addition, the framing of the assigned training to the needs of a department by a supervisor will increase employee perception regarding the importance of the training and of the value of attending a specific training program. (Quinones, 1997)

In a training context, motivation can influence the willingness of an employee to attend the training program, to exert energy toward the program and to transfer what they learn in the program onto the job (Baldwin and Ford, 1988). Thus, it is likely that trainees cannot reap the full benefits of training without considering training motivation. In fact, studies have been showing an association between training motivation and training effectiveness. Some studies also suggested that motivation played a more determinant role than other individual factors in regard to training performance. Colquitt et. al (2000) suggested that even trainees possess the ability to learn the content of a course; they
might fail to benefit from training because of low motivation. This implies that “g-centric” approach of trainability is not sufficient and should be accompanied by a trainee’s training motivation. Other researchers also suggested that the characteristics of trainees such as motivation and attitudes are more important to the training effectiveness than are the course-content variables (Fleishman and Mumford, 1989; Quinones, 1997). Baldwin and Magjuka (1991), further posited that training motivation is a mediator between the pre-information and training outcomes.

2.2.6 Supervision and leadership

Motivating staff has always been the greatest factors facing employers. This is because it is a complex matter trying to understand human motivation. According to Hunt (1992), understanding motivation means understanding three links, that is Goal profile, Energy and Reward. Managers are faced with the challenge of getting the individual goals and energy linked to the firm’s goals and rewards for as much of the time as possible.

First managers need to know what the goals of the individuals are, they need to observe, listen and read what individuals are “telling” them. According to Allan and Philip (1994), the challenge is to align individual and group goals with the goals of the organization, and where appropriate the goals of the organization with the goals of the individuals and group.

The second motivational skill is to link goals to energy. Individuals have choice of whether or not to expend energy in pursuit of tasks they have been allocated. Leaders
should enthuse, excite and uplift both the individuals and the group so that energy is released and performance excels.

There is strong evidence that setting goals for employees leads to higher performance, provided the goals are relevant and acceptable to participants. Employees should be clear about their individual and group goal; they should also participate in setting of these goals. As management is a process of achieving results through people, successful managers will involve staff in goal setting, ensure that the goals can be achieved and provide feedback whether the goals are being achieved. (Allan and Phillip, 1994)

**Supervision:** To decrease dissatisfaction in this area, one must begin by making wise decisions when appointing someone to the role of supervisor. It should be known that good employees do not always make good supervisors. The role of supervisor is extremely difficult. It requires leadership skills and the ability to treat all employees fairly. The supervisors should use positive feedback whenever possible and should establish a set means of employee evaluation and feedback so that no one feels singled out. (Allan and Phillip, 1994)

**Interpersonal relations:** The satisfaction of being employed is the social contact it brings, so the supervisor should allow employees reasonable amount of time for socialization (for example, over lunch hour, during breaks). This helps the employees have a sense of camaraderie and teamwork. The supervisor also cracks down on
rudeness; inappropriate behavior and offensive comments and if this persists the individual should be dismissed. (Allan and Phillip, 1994)

*Work itself:* Perhaps the most important to employee motivation is helping the individuals believe that the work they are doing is important and their tasks are meaningful. (Allan and Phillip, 1994)

*Achievement:* One premise inherent in Herzberg’s theory is that most individuals sincerely want to do a good job. To help them, supervisor’s make sure they have been placed in positions that use their talents and are not set up for failure. Clear and achievable goals and standards for each position should be set and employees should know them. Employees should also receive regular, timely feedback oh how they are doing. (Allan and Phillip, 1994)

*Recognition:* Individuals at all levels of the organization should be recognized for their achievements on the jobs. The successes don’t have to be monumental before they deserve recognition, but the praise should be sincere. Employees who have done a good job should be publicly congratulated on work well done. Participation is also means recognition. It appeals to the need for affiliation and acceptance. Above all, it gives people as sense of accomplishment. Although they encourage participation of subordinates on matters with which the latter can help, and although they listen carefully, on matters requiring their decision they must decide themselves. The best subordinates would not have it any other way, and few subordinates never have respect for a weak superior. (Allan and Phillip, 1994)
Responsibility: employees will be more motivated to do their jobs well if they have ownership of their work. This requires giving employees enough freedom and power to carry out their tasks so that they feel the “own” the result. As individuals mature in their jobs, provide opportunities for added responsibility. (Allan and Phillip, 1994)

Advancement: reward loyalty and performance with advancement. If there is no open position in which to promote a valuable employee, he or she should be given a new title that reflects the level of work he or she has achieved. (Allan and Phillip, 1994)

Management style: a democratic approach is better than autocratic one. An organization that allows for decisions to be made lower down the hierarchy is appropriate. The establishment of communication networks can help generate useful ideas and perhaps better decisions than is a more autocratic, centralized style was adopted. (Penny Hackett, 1979)

Talk to people and ask them what motivates them. Not all people are motivated by the same things. Some people are motivated by being taken aside privately and being told they did a good job on something. The fact that someone notices what they do and thanks and congratulates them on their success can be plenty of motivation. Some people are motivated by being called up to stand in front of their team and being congratulated in front of everyone. (Allan and Phillip, 1994)

Some people are motivated by a little gift, such as a bookmark or a pin that acknowledges their contribution. What often motivates people and stimulates their loyalty to leaders is the fact that the learners take the time to say “Good morning”, “How was your holiday?”
or “How is your job going?” Knowing that the supervisor is interested enough to take the time to talk to them can be very motivating for employees. It affirms that they value and worth to the supervisor or leader. Koontz and Weihrich (1990)

Tom Peters (2005) often talks about excellent leaders as being the ones who practice management by walking around (MBWA). The leader who walks around the department, talking to staff members, acknowledging their contribution to the team, and listening to them usually will have an extremely loyal team working for and with them.

It is also important to make sure that staff members have a very clear understanding of what the leader’s expectations are. It is not fair to hold people responsible for duties or tasks that have not been made clear as their responsibility. It also motivates an employee when leaders see to it that people have the skills and tools they need to do their jobs. Asking employees to perform certain tasks without the necessary raw materials is demoralizing. Having a leader who is fair and consistent also is motivating and provides a sense of security. Workers know that they can count on the supervisor to stand behind them and support them in the work environment. If an employee feels valued and that the work they are doing is making a contribution, they more than likely feel motivated to return to their work places and perform at the level of expectation that has been set. Showing their value also means respect from all co-workers and support for each other when needed. A leader’s investment in the good of their employees will pay off many times over in excellent performance and a positive team environment for everyone. Tom Peters (2005)
2.3 Critical Review of Major issues

According to Koontz, Weihrich (1990), managing requires the creation and maintenance of an environment in which individuals work together in groups towards the accomplishment of common objectives. A manager cannot do his job without knowing what motivates people. The building of motivating factors into organizational roles, the staffing of these roles, and the entire process of leading people must be built on knowledge of motivation.

The basic element of human behavior is some kind of activity, whether physical or mental. Thus, human behavior can be as a series of activities. The question arises as to which activities human beings will undertake at any given time and why. Activities are goal-oriented; that is, people do things that lead them to accomplish something. But individual’s goals can be baffling. Sometimes people know exactly why they do things; however, individual drives lie buried in the subconscious. Koontz, Weihrich (1990)

The primary task of managers is to get people to contribute activities that help achieve the mission and goals of an enterprise or of any department or other organized unit within it. Clearly, guiding people’s activities in desired directions requires knowing, to the best of any manager’s ability, what leads people to do things, what motivates them. Koontz, Weihrich (1990)

The interaction of motivation and organizational climate not only underscores the systems aspects of motivation but also emphasizes how motivation both depends on and influences leadership styles and management practices. Leaders and managers (who if
effective, will almost certainly be leaders) must respond to the motivations of individuals if they are to design an environment, which people will perform willingly. Likewise, they can design a climate that will arouse or reduce motivation. Koontz, Weihrich (1990)

Managers design an environment for performance by setting that verifiable goals are set, strategies are developed and communicated, and plans to achieve objectives are made. They do it also in designing a system of organizational roles in which people can be effective. Managers do it also when they make sure that the structure is well staffed. Their styles of leadership and their ability to solve communication problems are central to managing. And managers do much to create an effective environment when they make sure that control tools, information, and approaches furnish people with the feedback knowledge they must have for effective communication. Koontz, Weihrich (1990)

According to Armstrong (2005), there are factors affecting motivation strategies, which include: the complexity of the process of motivation means that simplistic approaches on instrumentality theory are unlikely to be successful. Armstrong (2005) recommends that the human resource department should avoid the trap of developing or supporting strategies that offer prescriptions for motivation based on a simplistic view of the process or fail to recognize individual differences; people are more likely to be motivated if they work in an environment in which they are valued for what they are and what they do. This means paying attention to the basic need for recognition.

Armstrong (2005) recommends that the human resource department encourage the development of performance management processes, which provide opportunities to agree expectations and give positive feedback on accomplishments. The department
should develop reward systems, which provide opportunities for both financial and non-financial rewards to recognize achievements. Bear in mind, however, that financial rewards systems are not necessarily appropriate and the lessons of expectancy, goal and equity theory need to be take into account in designing and operating them; the need for which provides people with the means to achieve their goals, a reasonable degree of autonomy, and scope for the use of skills and competencies should be recognized.

Armstrong (2005) recommends that advise on processes for the design of jobs which take account of the factors affecting the motivation to work, providing for job enrichment in the shape of variety, decision-making responsibility and as much control as possible in carrying out the work; the need for the opportunity to grow by developing abilities and careers.

Armstrong (2005) recommends that the human resource department provide facilities and opportunities for learning through such means as personal development planning processes as well as more formal training. The department should also develop career-planning processes; the cultural environment of the organization in the shape of its values and norms will influence the impact of any attempts to motivate people by direct or indirect means.

Armstrong (2005) recommends that the human resource department advice on the development of a culture, which supports processes of valuing and rewarding employees motivation will be enhanced by leadership, which sets the direction, encourages and stimulates achievement, provides support to employees in their efforts to reach goals and improve their performance generally.
Armstrong (2005) recommends the human resource department should devise competency frameworks, which focus on leadership qualities, and the behaviors expected of managers and team leaders. The department should also ensure that leadership potential is identified through performance management and assessment centers. Lastly, to provide guidance and training to develop leadership qualities.

2.4 Conclusion

According to Bratton and Jeffrey (1994), motivation is a vital area in the study of organizations and management and it cannot be ignored even with the many unanswered questions. Employee motivation remains a complex and difficult task, which is further complicated by the following factors:

*Human nature* – which is dynamic. Over time people change and their needs, wants, desires and interests also change. Their attitudes towards certain things change and what may have motivated them at one time may cease to be a motivator.(Bratton and Jeffrey, 1994)

*Dynamic Environment* – the social, economic, political, legal, cultural and technological environment in which employees live are dynamic. When these environments change they affect people’s attitudes towards many things e.g. towards authority or towards work in general. The problem is further complicated by the fact that the factors are out of the control of management and so more often than not management is unable to influence the effects of these factors on employees. Despite
these constraints managers must strive to make work as attractive to the employees as possible. If work is more satisfying to employees, then the employees are likely to have higher morale. (Bratton and Jeffrey 1994)

2.5 Conceptual framework

The following model shows that goals and standards, working conditions, remuneration, training and development and supervision and leadership at University of Nairobi are factors affecting motivation. (Rowley, 2003)

Figure 2.1: The Conceptual framework

![Conceptual framework diagram](image-url)
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter set out the various steps that were necessary in executing this study thereby satisfying its objectives. It described the scope of study, target population and sampling technique that was used. It also discussed how data was collected and analyzed.

3.2 Research Design

The research design is the overall scheme or plan and structure with which the research project is executed. The appropriate design depends on the objectives of the research and the required data. (Peterson, 1982). Descriptive research design was adopted in this study. This is because the research design determines and reports the way things are. It attempts to describe such things as possible behaviour, attitude, values and characteristics. This design also allows considerable amount of information to be obtained from a large sample.
3.3 Study Area

The area of study was University of Nairobi, Nairobi. The study was conducted in the seven campuses namely, Upper Kabete Campus, Main Campus, Chiromo Campus, Kenyatta National Hospital Campus, Parklands Campus, Lower Kabete Campus and Kikuyu Campus.

3.4 Target Population

The target population was all staff of University of Nairobi. The target population was 4435. The population of interest was as indicated in Table 3.1

Table 3.1 Target Population

<table>
<thead>
<tr>
<th>Category</th>
<th>Population Target</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>1540</td>
<td>35%</td>
</tr>
<tr>
<td>Administration</td>
<td>1080</td>
<td>24%</td>
</tr>
<tr>
<td>Support Staff</td>
<td>1815</td>
<td>41%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4435</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

(University of Nairobi, 2006)

3.5 Sample Design

From the approximate population of about 4435 staff a stratified random sample of 10% was taken. According to Mugenda and Mugenda (1999) a representative sample is one that is 10% of the population. This was as indicated below
3.6 Data Collection Instrument

The researcher used questionnaires as a data collection instrument. The researcher constructed the questionnaires of which the questions were relevant to the research. Questionnaires included structured and non-structured questions. The questionnaires were then distributed to the employees in various departments in the university. The researcher conducted a pilot test on the questionnaires. The sample questionnaire was first distributed to twelve employees in each of the three categories namely Administration, Academic and Support Staff.

Table 3.2 Sample Design

<table>
<thead>
<tr>
<th>Category</th>
<th>Population Frequency</th>
<th>Sample ratio</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>1540</td>
<td>0.1</td>
<td>154</td>
</tr>
<tr>
<td>Administration</td>
<td>1080</td>
<td>0.1</td>
<td>108</td>
</tr>
<tr>
<td>Support Staff</td>
<td>1815</td>
<td>0.1</td>
<td>182</td>
</tr>
<tr>
<td>Total</td>
<td>4435</td>
<td></td>
<td>444</td>
</tr>
</tbody>
</table>

(University of Nairobi, 2006)

The researcher used stratified random sampling. The advantages of stratified random sampling is that the researcher controls the sample size in the strata, it has increased statistical efficiency, it provides data to represent and analyze sub-groups and enables use of different methods in the strata.
3.7 Data Analysis

The information received was managed and analyzed using appropriate methods consisting of tables, pie charts and graphs, which were used for presentation of data in preparation of interpretation. Data from questionnaires was analyzed using data management software such as the statistical package for social scientist (SPSS). Analysis was used to analyze the qualitative content of data collected. Percentages were used to determine the magnitude of issues dealt within the research. The analysis was conducted on the basis of research questions formulated.

3.8 Limitations of the study

The major constraints the researcher faced during the study were as follows:

1. Time

Due to time constraint, the scope of the research was limited to only one institution.

2. Cooperation from the respondents

Most staff viewed the researcher with suspicion during data collection and they did not disclose all the information the researcher required. Another difficulty faced during the study was that some of the respondents were not willing to fill the questionnaire saying they were busy. Out of the 444 questionnaires distributed, only 300 were collected for analysis.
CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

This chapter presents the results of the study. It contains the detailed analysis and interpretation of data collected from the organization under study. The questionnaires were used.

300 questionnaires were collected from the organization and this formed 67.6% response and the data analyzed to form the basis of this chapter. The researcher distributed the questionnaires to the sample population that consisted of academic, administration and support staff.

4.2 Response Rate

Out of 444 respondents expected to participate in the study, 300 completed and returned the questionnaires. This formed a 67.6% response rate.

4.3 Background Characteristics of the respondents

The background characteristics included gender distribution, work experience and responses to questionnaires.
4.3.1 Gender Distribution

The purpose of this section was to find out the gender distribution in the organization as indicated in the table below:

Table 4.1: Gender Distribution

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>180</td>
<td>60%</td>
</tr>
<tr>
<td>Female</td>
<td>120</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Source: Questionnaires*

The frequency showed that the organization is gender biased. The male employees are more than the female employees. The results presented in table 4.1 and Fig 4.1 indicates that 60% of the employees were male while 40% of the employees were female.
4.3.2 Work Experience

The researcher sought to find out the work experience of the employees in the organization and the results are as shown in Table 4.2 below.

Table 4.2: Work Experience

<table>
<thead>
<tr>
<th>Duration (years)</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
<td>120</td>
<td>40%</td>
</tr>
<tr>
<td>6-10 years</td>
<td>78</td>
<td>26%</td>
</tr>
<tr>
<td>11-15 years</td>
<td>48</td>
<td>16%</td>
</tr>
<tr>
<td>16 years and above</td>
<td>54</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Source: Questionnaires*

The findings showed that 40% of the employees had work experience of between 0-5 years, 26% had work experience of 6-10 years, 16% had work experience of 11-15 years and 18% had work experience of 16 years and above. This showed that the majority of the employees had five or less years work experience. The results are represented in table 4.2 and Fig 4.2.

Fig 4.2: Work Experience
4.3.3. Responses to questionnaires

The researcher sought to know what percentage of the questionnaires distributed were completed and returned. The results are as shown in Table 4.3 and Fig 4.3 below:

Table 4.3: Response to questionnaires

<table>
<thead>
<tr>
<th>Population Category</th>
<th>Issued Questionnaires</th>
<th>Received Questionnaires</th>
<th>Percentage (%) of the response</th>
<th>Percentage of each category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>154</td>
<td>88</td>
<td>19.8%</td>
<td>57%</td>
</tr>
<tr>
<td>Administration</td>
<td>108</td>
<td>72</td>
<td>16.2%</td>
<td>67%</td>
</tr>
<tr>
<td>Support Staff</td>
<td>182</td>
<td>140</td>
<td>31.5%</td>
<td>77%</td>
</tr>
<tr>
<td>Total</td>
<td>444</td>
<td>300</td>
<td>67.5%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Questionnaires

The results indicated that 67% of the questionnaires issued were completed and returned to the researcher for analysis and interpretation. Results show that the highest response was from support staff with 77% while the lowest was from academic staff with 57%.

Fig 4.3: Responses to Questionnaires
4.4 FACTORS AFFECTING MOTIVATION

The purpose of this section was to examine five factors namely standards and goals, working conditions, remuneration, training and development and supervision and leadership that affect motivation. The tabulation of this data is shown below:

4.4.1 Standards and goals

From the findings, 68% of the respondents thought that standards and goals set are realistic while 32% thought they were not realistic. 90% of the respondents had targets set in their respective departments while 10% didn’t. 98% of the respondents thought that standards and goals affect motivation and 2% did not think so. The extent to which standards and goals affect motivation is indicated in the table 4.4:

Table: 4.4 Standards and goals

<table>
<thead>
<tr>
<th>Standards and goals</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very great</td>
<td>84</td>
<td>28%</td>
</tr>
<tr>
<td>Great</td>
<td>120</td>
<td>40%</td>
</tr>
<tr>
<td>Moderate</td>
<td>96</td>
<td>32%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Source: Questionnaires*
The data in table 4.4 shows that 28% of the respondents felt that the extent to which standards and goals affected motivation was very great, 40% of the respondents thought the extent was great while 32% felt that it was moderate.

It is clear that standards and goals do affect motivation to a great extent. It is a major motivating factor to the respondents it therefore important to note that the standards and goals set should be clear and communicated to the employees in good time.

4.4.2 Working Conditions

From the findings, 60% of the respondents said that the working environment was safe and clean to work in while 40% said that the working environment was not. 30% of the staff said that the university has provided adequate equipments and facilities and 70% of the respondents said the university has not provided. Only 14% of respondents are provided with transport by the university while 86% use public (58%) and private (28%) means. 98% of the respondents believe that working conditions affect motivation while 2% do not believe.

Table 4.5 below shows how the respondents felt about their working conditions at the University of Nairobi.
Table 4.6: Working conditions

<table>
<thead>
<tr>
<th>Working Conditions</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Poor</td>
<td>18</td>
<td>6%</td>
</tr>
<tr>
<td>Poor</td>
<td>36</td>
<td>12%</td>
</tr>
<tr>
<td>Fair</td>
<td>102</td>
<td>34%</td>
</tr>
<tr>
<td>Good</td>
<td>120</td>
<td>40%</td>
</tr>
<tr>
<td>Very Good</td>
<td>24</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Questionnaires

The data in Table 4.5 shows that 6% of the respondents felt the working conditions were very poor, 12% of the respondents felt the working conditions were poor, 34% felt they were fair, 40% felt they were good and 8% felt they were very good.

When we compare the proportions of the respondents who felt the working conditions are good and those felt they were poor, we realize the working conditions are above average. This is a gateway to effective work performance by the employees hence limiting the causes of frustrations to employees.

4.4.3 Remuneration

All the respondents felt that remuneration affects motivation according to the findings. 2% of the respondents thought if remuneration was adjusted upwards their performance would not improve, 36% thought their performance would improve slightly while 62%
thought their performance would improve to a greater extent. 60% of the respondents indicated that the university offered them pay incentives while 40% did not.

Table 4.6 shows the comparison of compensation with fellow workers in the university

**Table 4.6: Remuneration**

<table>
<thead>
<tr>
<th>Remuneration</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too low</td>
<td>54</td>
<td>18%</td>
</tr>
<tr>
<td>Slightly lower</td>
<td>114</td>
<td>38%</td>
</tr>
<tr>
<td>Equitable</td>
<td>120</td>
<td>40%</td>
</tr>
<tr>
<td>High above</td>
<td>12</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Source: Questionnaires*

The data in Table 4.6 shows that 18% of the respondents felt that comparison of compensation with fellow workers in the university was too low, 38% felt that it was slightly lower, 40% felt it was equitable while 4% felt it was high above.

On average, the results indicated that in comparison of compensation with fellow workers, salary is equitable which limits the number of complaints by the employees thereby improving on their work performance.
4.4.4 Training and Development

From the findings, 98% of respondents indicated that training and development affects motivation while 2% indicated that it did not. 32% of the respondents that attended training did not benefit from the training while 68% did benefit. 54% of the respondents indicated that the university conducts training needs assessment while 46% of the respondents indicated that training needs assessment is not done.

Table 4.7 indicates the number times staff have attended university organized training.

Table 4.7: Training and development

<table>
<thead>
<tr>
<th>Training and Development</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>84</td>
<td>28%</td>
</tr>
<tr>
<td>One</td>
<td>90</td>
<td>30%</td>
</tr>
<tr>
<td>Two</td>
<td>48</td>
<td>16%</td>
</tr>
<tr>
<td>Three</td>
<td>18</td>
<td>6%</td>
</tr>
<tr>
<td>More than three</td>
<td>60</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Questionnaires
As can be seen in Table 4.7 above, 28% of the respondents have not attended any university organized training, 30% have attended one university organized training, 16% have attended two, 6% have attended three while 20% have attended more than three.

On average, the results indicated that the training and development opportunity were not satisfactory which was either as a result of unfair distribution or total lack of training in some areas.

4.4.5 Supervision and Leadership

From the findings, 86% of staff indicated that supervision and leadership affects motivation while 14% said that supervision and leadership does not affect motivation. 62% were not involved in goal setting by their supervisors while 38% were involved. 68% of staff at the University of Nairobi indicated that the style of leadership adopted was autocratic while 26% felt it was democratic and 6% felt both autocratic and democratic style of management is used.

Table 4.8 indicates as to whether supervisor recognizes a job well done.
Table 4.8: Supervision and leadership

<table>
<thead>
<tr>
<th>Supervision and leadership</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>54</td>
<td>18%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>210</td>
<td>70%</td>
</tr>
<tr>
<td>Always</td>
<td>36</td>
<td>12%</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Questionnaires

Table 4.8 shows that 18% of the respondents felt that the supervisor never recognizes a job well done, 70% felt that the supervisor sometimes recognizes a job well done while 12% of the respondents were always recognized for a job well done.

Almost three quarters of the respondents were recognized by their supervisor for work well done which greatly motivates the employees. It is therefore noted that there is good working relationship between the supervisors and the employees.
4.4.6 Summary of the factors affecting motivation

- The extent to which standards and goals affect motivation

Table 4.9: Extent to which standards and goals affect motivation

<table>
<thead>
<tr>
<th>Standards and Goals</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very low extent</td>
<td>12</td>
<td>4%</td>
</tr>
<tr>
<td>Low extent</td>
<td>12</td>
<td>4%</td>
</tr>
<tr>
<td>Some extent</td>
<td>102</td>
<td>34%</td>
</tr>
<tr>
<td>Great extent</td>
<td>132</td>
<td>44%</td>
</tr>
<tr>
<td>Very great extent</td>
<td>42</td>
<td>14%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Source: Questionnaires*

From the findings, majority of the staff thought that standards and goals affect motivation to a great extent.

- The extent to which working conditions affect motivation

Table 4.10: Extent to which working conditions affect motivation

<table>
<thead>
<tr>
<th>Working conditions</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very low extent</td>
<td>6</td>
<td>2%</td>
</tr>
<tr>
<td>Low extent</td>
<td>12</td>
<td>4%</td>
</tr>
<tr>
<td>Some extent</td>
<td>66</td>
<td>22%</td>
</tr>
<tr>
<td>Great extent</td>
<td>120</td>
<td>40%</td>
</tr>
<tr>
<td>Very great extent</td>
<td>96</td>
<td>32%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Source: Questionnaires*

From the findings, majority of the staff thought that working conditions affect motivation to a great extent.
• The extent to which remuneration affects motivation

Table 4.11: Extent to which remuneration affects motivation

<table>
<thead>
<tr>
<th>Remuneration</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very low extent</td>
<td>12</td>
<td>4%</td>
</tr>
<tr>
<td>Low extent</td>
<td>18</td>
<td>6%</td>
</tr>
<tr>
<td>Some extent</td>
<td>36</td>
<td>12%</td>
</tr>
<tr>
<td>Great extent</td>
<td>90</td>
<td>30%</td>
</tr>
<tr>
<td>Very great extent</td>
<td>144</td>
<td>48%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Questionnaires

From the findings, majority of the staff thought that remuneration affects motivation to a very great extent.

• The extent to which training and development affects motivation

Table 4.12: Extent to which training and Development affects motivation

<table>
<thead>
<tr>
<th>Training and development</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very low extent</td>
<td>18</td>
<td>6%</td>
</tr>
<tr>
<td>Low extent</td>
<td>18</td>
<td>6%</td>
</tr>
<tr>
<td>Some extent</td>
<td>78</td>
<td>26%</td>
</tr>
<tr>
<td>Great extent</td>
<td>102</td>
<td>34%</td>
</tr>
<tr>
<td>Very great extent</td>
<td>84</td>
<td>28%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Questionnaires

From the findings, majority of the staff thought that training and development affect motivation to a great extent.

50
The extent to which supervision and leadership affects motivation

Table 4.13: 
Extent to which supervision and leadership affects motivation

<table>
<thead>
<tr>
<th>Supervision and leadership</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very low extent</td>
<td>18</td>
<td>6%</td>
</tr>
<tr>
<td>Low extent</td>
<td>18</td>
<td>6%</td>
</tr>
<tr>
<td>Some extent</td>
<td>102</td>
<td>34%</td>
</tr>
<tr>
<td>Great extent</td>
<td>114</td>
<td>38%</td>
</tr>
<tr>
<td>Very great extent</td>
<td>48</td>
<td>16%</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Questionnaires

From the findings, majority of the staff thought that supervision and leadership affect motivation to a great extent.
The following graph indicates the extent to which standards and goals, working conditions, training and development, remuneration and supervision and leadership affect motivation.

Fig: 4.4 The Extent to which motivation is affected by the five factors

From the findings, remuneration affects motivation the most while supervision and leadership affects motivation the least. Working conditions also affect motivation but not as much as remuneration. Training and development also affects motivation followed by standards and goals.
From the findings, the employees who have worked in the university for a period of five or less years felt that working conditions affects motivation the most while training and development affected motivation the least. The employees who have between five and ten years of work experience in the university thought that remuneration affects motivation the most while standards and goals affected motivation the least. The employees who had worked in the university for a period between ten and fifteen years felt that remuneration affects motivation the most while supervision and leadership affects motivation the least. For those employees with fifteen years work experience and above felt that training and development affects motivation the most while standards and goals affect motivation the least.
According to the findings, respondents from the main campus felt that working conditions affected motivation to a great extent and both supervision and leadership and training and development affected motivation the least. At the chiromo campus, working conditions affected motivation the most while training and development affected motivation the least. At the kikuyu campus, respondents felt that remuneration affected motivation to a great extent and standards and goals affected motivation the least. Respondents at the Kenyatta National Hospital Campus felt that remuneration affected motivation the most while standards and goals affected the least. At the Lower Kabete Campus, staff felt working conditions affected motivation the most while supervision and leadership affected motivation the least. At Parklands campus, remuneration affected motivation to a
great extent while standards and goals affected motivation the least. Respondents at Upper Kabete Campus felt that remuneration affected motivation the most while affecting training and development the least.

Figure: 4.7 Extent to which motivation is affected in relation to gender

![Bar chart showing the extent to which motivation is affected by gender.](image)

According to the findings the female respondents felt that remuneration affected motivation the most followed by working conditions. What affected motivation the least according to the female staff was training and development.

According to the findings the male respondents felt that working conditions affected motivation the most followed by remuneration. What affected motivation the least according to the male staff was training and development same as the female staff.
4.5 SUMMARY

In this chapter, the researcher analyzed the findings based on 300 respondents who returned the questionnaires. The researcher found that although there is motivation at University of Nairobi, more needs to be done by the management. Managers need to know what will spark employees’ best efforts, whether it is money, responsibility, bigger challenges or interesting work. That is an important piece of the motivation equation. Employee needs are complex, and thus in order to motivate staff and maintain them in the organization, factors relating to employees relations and those with monetary value need both be enhanced. It was found that University of Nairobi offers its employees a wide range of rewards. They include basic salary, house allowance and transport allowance. Other rewards include medical scheme for self and immediate family, leave allowance, academic leave and training.
5.1 Introduction

The research study was carried out to examine the five factors namely standards and goals, working conditions, remuneration, training and development and supervision and leadership affecting motivation of employees of University of Nairobi.

Motivation is meant to improve employee performance which influences the organization’s overall performance in terms of meeting their desired goals, reducing costs and increasing organization stability and flexibility to adapt to changing external requirements. It should therefore be meant for the entire staff of the organization.

5.2 Discussions of Major findings/Answers to Research Questions

The following are the major findings of the study as was outlined through the analysis of the data collected from the sample subjects on the five motivational factors examined by the researcher. The state of motivation at the University of Nairobi according to the responses is average.
5.2.1 Standards and goals

68% of the staff at University of Nairobi thought that standards and goals were realistic. The staff that thought standards and goals were not realistic comprised of 32% of the staff interviewed. This is a significant number of staff which the university management should note. There needs to be further consultations with staff in setting goals and standards in the institution.

90% of the staff interviewed indicated that they have set targets in their respective department which is strength for the university. 10% of the staff did not have any set targets which pose a challenge to the university management that goals should be communicated to the employees.

98% of the staff thought standards and goals affect motivation to a great extent. It is to be noted that clear goals and standards play a vital role in motivating its employees. It is also important that employees be involved in setting of these goals and standards.

5.2.2 Working Conditions

The working conditions at the University of Nairobi are above average according to the findings. But that is not good enough since a small percentage of the respondents indicated that their working conditions were poor. It is the responsibility of the university management to investigate which areas need improvement.
60% of the interviewed staff thought that their working environment was safe and clean to work in. 40% thought it was dirty and hazardous to work in. The university management should liaise with the departmental heads on ensuring a clean and safe working environment.

30% of the staff indicated that the university provided adequate equipment and facilities. 70% felt that the equipment and facilities provided were inadequate. The university management should ensure that all departments have inventory of equipment available and through a budget indicate what is missing and needs to be replenished.

The university provides transport to only 14% of its employees. 86% of the employees use public (58%) or private (28%) means. As a way to motivate employees, the university should organize ways in which the employees can be picked from home and dropped to work.

98% of the staff believe that working conditions affect motivation. It is to be noted that working conditions is a major motivating factor.

5.2.3 Remuneration

According to the findings, 100% of staff thought that remuneration affects motivation. This is an indication that remuneration is regarded highly by the staff of university of Nairobi. 40% of staff felt that the comparison of compensation with fellow workers is equitable while 4% believed that there are employees who earn higher than they do. This
is a good indicator that the university strives to ensure that there is equitable pay amongst staff.

98% of respondents thought that if their salaries were improved slightly their performance would improve tremendously while a 2% of the staff thought that their performance would not improve at all. It is be noted that staff believed that remuneration is for sure a major motivating factor.

60% indicated that the university offered them pay incentives while 40% were not paid. This could be an indicator that some departments could be given pay incentives while others are not. The pay incentives should be distributed evenly across the board.

5.2.4 Training and Development

98% of the respondents indicated that training and development affects motivation. They also indicated that 28% of the respondents interviewed had not attended any university organized training. 30% of the respondents had attended at least one training and 42% had attended training more than two times. The university should organize for training for staff and give all staff an opportunity to attend training.

32% of the staff that attended training did not benefit from the training while 68% benefited. 54% of the staff interviewed indicated that the university conducts training needs assessment while 46% claims its not done. The university should ensure training needs assessment is conducted at levels as to ensure that the employees are taken to the right training to avoid wastage of resources.
5.2.5 Supervision and leadership

Compared to other factors of motivation supervision and leadership seems to be the least in affecting motivation. 86% of staff indicated that supervision and leadership affects motivation while 14% indicated that it does not affect. It was also noted from the findings that 38% of the staff were involved in goal setting by their supervisors while 62% were not. This is alarming because two thirds of the staff do not understand what their targets are and where the organization is going.

70% of the supervisors at the University of Nairobi will sometimes recognize a job well done, 12% will always recognize a job well done and 18% never recognize a job well done. It is important that supervisors do recognize a job well done either verbally or written or at times through rewards this motivates employees to a great extent.

The style of leadership used at University of Nairobi as noted by the 68% of the staff is autocratic. 26% believe it is democratic while the 6% believe both democratic and autocratic styles of leadership are used.

5.3 Conclusions of the study

Standards and goals are key to staff motivation. From the study, a third of the respondents indicated that the university's goals and standards are not realistic. This is a large number which means that the employees are dissatisfied. It is therefore important that the employees are involved in the process of setting goals and standards. At the
departmental level, it is impressive to note that a majority of the employees have individual targets. In conclusion, goals and standards does affect motivation to a great extent.

The environment in which people work in is essential background to having motivated personnel. Although the working conditions are favourable at the University of Nairobi more needs to be done to ensure that the working environment is satisfactory. Transport for staff should be provided to ensure that the employees concentrate more on their work. In conclusion, working conditions is a major motivating factor.

Remuneration is regarded highly compared to other motivating factors. From the findings all the respondents indicated that it does affect motivation. University of Nairobi has strived to ensure equitable pay amongst staff which is a strength for the institution. But also to be noted from the findings is that pay incentives are given to certain departments this is as a result of the nature of programmes offered. The university should ensure that pay incentives are equitable across the board. In conclusion, remuneration is the only motivating factor that affects motivation the most.

Training and development should be satisfactory in any institution and this is brought about by ensuring fair distribution of training programmes and also ensuring that training is done in all areas. In the case of University of Nairobi, a third of the staff had not attended university organized training while two thirds have at least attended between one to three training sessions. It is also to be noted that for those who attended the training only two thirds benefited. This is an indication that training needs assessment is not conducted or there is unfair distribution of training programmes. It is important to train
employees to ensure that they are up to date with the modern technology and also to motivate them.

Although according to the findings supervision and leadership affects motivation the least, it still does affect motivation to some extent. Over three quarters of the respondents did indicate that the supervisors did recognize a job well done. This is an indicator of good working relationship and effective supervision which is necessary for high level of work performance.

5.4 Recommendations

It is recommended that goals and standards should be addressed through training for all staff. It is important that all stakeholders are involved in the setting of goals and standards which should be properly formulated and communicated to staff in good time. Rewarding of staff should be made once goals have been met whether in monetary or non-monetary terms. It is vital that there are good working conditions for the employees to meet the set targets. Lastly regular evaluation should be made so that these goals and standards do not become outdated.

It is recommended that employees and theirs supervisors should discuss on the appropriate working environment. The university should provide modern and sufficient computing facilities provide more furniture, lecture theatres and libraries. The university should also improve on providing adequate housing to cater for the staff. It is also important that job descriptions should be given to the employees so that each employee is able to know what is expected them. Finally that periodical analysis should be done on the working environment by an independent body.
It is recommended that training and development should be conducted in all departments to ensure that all staff are trained in their areas of specialization. Training should be open to all and sponsored by the university. Evaluation should be done once staff undergo training and the respective employee promoted.

It is recommended that on supervision and leadership the university should adopt the democratic style of management where all staff are involved in decision making. Supervisors should be given authority to take action and make decisions so as to avoid delays in executing certain tasks and reduce on bureaucracy. Supervisors should be appointed based on qualities and outstanding performance and periodic evaluations should be made based on their performance. Finally supervisors and leaders should solely focus on achieving goals of the university.

It is recommended that remuneration should be based on staff’s responsibility and qualifications not only on the number of years served. Salary increment should be made after a specific duration of time. The pay incentives should be done in time to motivate employees. Other pay incentives such as bonuses should be awarded fairly to employees to improve on their job performance.

### 5.5 Suggestions for further research

Further research should be taken in other factors affecting motivation in both public and private universities.
REFERENCES


Accel-TEAM, Advancing Employees productivity, [www.accel-team.com](http://www.accel-team.com)


Pascoe, Ali & warne [cpx@comedu.canberra.edu.au](mailto:cpx@comedu.canberra.edu.au)
Appendix I

Teresia Gichungu
P.O.Box 62000
00200 Nairobi

Dear Respondent,

REF: FACTORS AFFECTING MOTIVATION OF STAFF IN OF INSTITUTIONS OF HIGHER LEARNING IN KENYA

I am currently pursuing a course in Masters in Business Administration (Human Resource Management Option) at Kenyatta University. It is a requirement of the course to write a report as a partial fulfillment of the course. I am currently conducting the above-mentioned research with an aim of understanding the factors affecting staff motivation at University of Nairobi.

You have been randomly selected to participate in this study. Enclosed herein is a copy of the questionnaire, which I kindly request you to take a little of your time and complete.

The information you will provide in the questionnaire for academic purpose only, and will be treated in confidentiality. This information is meant to contribute to an important study whose results are likely to provide an insight oh how you can be best motivated.

I thank you in advance for your cooperation and participation.

Yours faithfully

Teresia Gichungu

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Appendix II

QUESTIONNAIRE

Section A

Name: ________________________________

Sex:  
A. Male ( )  B. Female ( )

Faculty/Institute/School: ________________________________

Department: ________________________________

Number of years worked in the university:  
A. 0-5 ( )  B. 5-10 ( )  C. 10-15 ( )  
D. Over 15 ( )

Section B

1. Are staff given realistic goals and standards to work with?
   A. Yes ( )  B. No ( )

2. Do you have any targets in your department?
   A. Yes ( )  B. No ( )

3. Do you think standards and goals affect motivation?
   A. Yes ( )  B. No ( )

4. If yes to what extent
   A. Very great ( )  B. Great ( )  C. Moderate ( )  D. Low ( )  E. Very Low ( )

5. Do you think standards and goals affect motivation?
   A. Yes ( )  B. No ( )

6. Suggest what needs to be done on goals and standards of work accomplishment to improve on motivation
Section C

7. Describe in general your working conditions?
   A. Very Good ( ) B. Good ( ) C. Fair ( ) D. Poor ( ) E. Very Poor ( )

8. Do you consider your working environment safe and clean to work in?
   A. Yes ( ) B. No ( )

9. Do you feel that the university has provided adequate equipments and facilities?
   A. Yes ( ) B. No ( )

10. Are you provided with transport by the university?
    A. Yes ( ) B. No ( )

11. How do you get to work?
    A. University Transport ( ) B. Public transport ( ) C. Private transport ( ) D. Others ( )

12. Do you think working conditions affect motivation?
    A. Yes ( ) B. No ( )

13. Suggest what needs to be done on working conditions to improve on motivation.
Section D

13. Do you think remuneration affects motivation?
   A. Yes ( )   B. No ( )

14. How do you compare your compensation with fellow workers in the university?
   A. High above ( ) B. Equitable ( ) C. Slightly lower ( ) D. Too low ( )

15. If your remuneration was adjusted upwards (40% increase), would your performance improve?
   A. To greater extent ( ) B. Slightly ( ) c. Not at all ( )

16. Does the university give any pay incentives?
   A. Yes ( )   B. No ( )

17. Suggest what needs to be done on remuneration to improve on motivation

       _______________________________________________________________

       _______________________________________________________________

       _______________________________________________________________

Section E

18. Do you think training and development affects motivation?
   A. Yes ( )   B. No ( )

19. How many university organized training have you attended?
   A. One ( )   B. Two ( ) C. Three ( ) D. More than three ( ) E. None ( )

20. If yes did you benefit from the training?
   A. Yes ( )   B. No ( )
21. Does the university conduct training needs assessment?
   A. Yes ( )   B. No ( )

22. Suggest what needs to be done on training and development to improve on motivation

   _____________________________________________
   _____________________________________________
   _____________________________________________

Section F

23. Do you think supervision and leadership affects motivation?
   A. Yes ( )   B. No ( )

24. Does your supervisor involve you in goal setting?
   A. Yes ( )   B. No ( )

25. Does your supervisor recognize a job well done?
   A. Always ( ) B. Sometimes ( ) C. Never ( )

26. What type of management style is adopted in the university?
   A. Autocratic ( ) B. Democratic ( )

27. Suggest what needs to be done on supervision and leadership to improve on motivation

   _____________________________________________
   _____________________________________________
   _____________________________________________
Section G

Rate all the following factors in relation to how it affects motivation

28. Standards and goals
   A. Very Low Extent () B. Low Extent () C. Some Extent ()
   D. Great Extent () E. Very Great Extent ()

29. Working Conditions
   A. Very Low Extent () B. Low Extent () C. Some Extent ()
   D. Great Extent () E. Very Great Extent ()

30. Remuneration
   A. Very Low Extent () B. Low Extent () C. Some Extent ()
   D. Great Extent () E. Very Great Extent ()

31. Training and Development
   A. Very Low Extent () B. Low Extent () C. Some Extent ()
   D. Great Extent () E. Very Great Extent ()

32. Supervision and leadership
   A. Very Low Extent () B. Low Extent () C. Some Extent ()
   D. Great Extent () E. Very Great Extent ()