

**MOTIVATION PROGRAMS ON EMPLOYEE PERFORMANCE AT
TECHNICAL UNIVERSITY OF MOMBASA, KENYA**

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**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF LAW, ART
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DECLARATION

This project is my original work and has not been submitted to any other university or organization for certification. Properly cited citations to outside sources support this study idea. Should any text, data (spoken or otherwise), images, photos, tables, or other materials taken from outside sources, like the internet, proper credit and citation were given in compliance with anti-plagiarism policies and the current APA format.

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DEDICATION

I would like to dedicate this research to my beloved family. Throughout this journey, their unwavering support, encouragement, and understanding have been instrumental in my pursuit of knowledge and academic growth.

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ABBREVIATIONS AND ACRONYMS

MOE	Ministry Of Education
QMS	Quality Management System
SPSS	Statistical Package for Social Sciences
TUM	Technical University of Mombasa

OPERATIONAL DEFINITION OF TERMS

Financial incentives: These are monetary incentives given based on differences in reaching predetermined goals.

Motivation: A person's desire to fulfill duties assigned to them with the highest level of excellence or effort.

Motivational goal setting: This is the procedure for setting specific, doable objectives for people or organizations. It is a technique for employee motivation that can help them comprehend company objectives and inspire them to solve issues.

Performance: A constant procedure for raising individual performance through performance alignment with the intended organizational aim.

Recognition: This is the process of praising and rewarding staff members for their efforts and contributions to achieving company goals.

Reward System: This is the salary and benefits package that employees receive in exchange for the services they provide.

ABSTRACT

Employee motivation is a necessary prerequisite towards the success of any organization. Employee performance is a critical determinant of an organization's success, and in the context of Technical University of Mombasa (TUM), Kenya, there is a growing concern regarding the efficacy of motivation programs in enhancing employee performance. Despite the various motivation programs implemented within TUM, there is an evident need to comprehensively assess their impact and effectiveness in promoting a highly motivated and productive workforce. This research aimed to establish the influence of motivation programs on employee performance at the Technical University of Mombasa, a public university situated at the Coast of Kenya. The study objectives were; to determine the influence of motivational goal setting, financial incentives, recognition and reward on the performance of employees at Technical University of Mombasa, Kenya. The study was grounded on Maslow's Theory of Human Motivation. The research employed a descriptive research design. The target population were 30 managerial staff and 100 supporting staff working at Technical University of Mombasa. However, purposive sampling technique was used to select ten percent (n=10) managerial staff and twenty-five percent (n=50) support staff for effective data collection and analysis. The study employed interviewing, questionnaires, and observation to gather both qualitative and quantitative data. NVivo and SPSS were utilized to analyze the data, which were then presented both narratively and in tabular form. The findings established that there is positive relationship between motivation programs (motivational goal setting, financial incentives, recognition and reward) and employee performance at Technical University of Mombasa. Since the P-value (0.002) is less than 0.05. The findings revealed that employees who have specific, measurable, achievable, relevant, and time-bound goals perform better. Motivational goal setting provides employees with a sense of direction, increases their focus, and promotes a sense of achievement when goals are accomplished. The results show that financial incentives, such as bonuses, commissions, and performance-based pay, are commonly used to motivate employees. These incentives provide tangible rewards for achieving specific targets or exceeding expectations. The findings also established that there is positive relationship between recognition and reward, and performance of employees at Technical University of Mombasa, Kenya. The study concluded that motivation programs, including motivational goal setting, financial incentives, recognition, and rewards, have a significant influence on employee performance. These programs provide employees with clear goals, tangible rewards, and a sense of recognition, which in turn enhance their motivation, productivity, and job satisfaction. The study recommendation organizations should implement a compensation incentive structure that rewards both short-term achievements and long-term contributions at University level. Additionally, financial incentives should be complemented with opportunities for professional development and career advancement, ensuring a balanced approach that also addresses intrinsic motivational factors.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

As per the Duica (2008), motivation encompasses all intrinsic and extrinsic factors that propel an individual to carry out tasks aimed at accomplishing specific objectives. Is there a relationship between employee performance in an institution and motivation? Deci and Gagne (2005) have demonstrated a direct relationship between motivation and performance. Extrinsic and intrinsic motivation are the two categories into which employee motivation falls. According to Beer and Walton (2014), intrinsic benefits might include a sense of success or influence and originate from the joy of finishing the activity itself. Conversely, activities motivated by expected results rather than intrinsic purpose are referred to as extrinsic motivation (Mosley, Pietri, & Mosley Jr., 2012). Salary, benefits, and working conditions are a few examples of extrinsic rewards. The organization offers these incentives in the form of money, perks, or recognition from supervisors and colleagues, such as promotions (Beer and Walton, 2014). It's crucial to remember that, depending on the situation, a mix of these elements might encourage employees (Riggio, 2013).

Maintaining employee motivation is an even more difficult challenge, according to Stacho, Urbancová, and Stachová's (2013) research of the organizational structure of human resource management in businesses operating in Slovakia and the Czech Republic. Organizations are under a lot of pressure right now to find and use solutions that will increase employee productivity (Deci, 2013). Pay increases alone are no longer enough to bring about greater performance (George & Jones, 2013).

The direct manager, the employee, and senior leadership are the three main players in

charge of motivating employees (Bhuvanaiah & Raya, 2015). A number of variables are involved, including trust, involvement, personal and organizational values, and job satisfaction, accomplishment, acknowledgment, and incentives. According to Stanley (2012), motivation is essential for productive individual and group work. The company's mission and values, employee involvement, management's acknowledgment of hard effort, and the leadership's overall sincerity all have a big impact on motivating staff to improve performance (Neeraj, 2014).

A study in German by Klauser (2016) to explore the degree to which extrinsic and intrinsic motivators influenced job satisfaction among public employees and servants. The results uncovered that there was no significant correlation between job position and the characteristics of autonomous and regulated work motivation.

Masud and Veronica (2015) carried out research in Ghana to find out how employee motivation affects organizational performance in the country's banking industry. The study's results indicate that socializing, achieving employee expectations, leadership opportunities, recognition, and employee appraisal are the main elements that drive workers motivation. The results indicate that a variety of factors, including technology, a positive work environment, employee assessments, managerial standards, motivation, and dedication, as well as a lack of incentives, a high degree of comfort, and poor management, affect how well employees perform. Also, the research discovered that the impact of motivation on organizational performance raises employee happiness, boosts productivity, helps workers achieve personal goals, and deepens workers' relationships with the company.

Maintaining employee motivation is much more difficult than motivating them (Levy, 2013). Employers are under tremendous pressure these days to put policies in place that

would increase employee productivity (Deci, 2013). According to George and Jones (2013), there are now more considerations to take into account in addition to compensation increases and performance expectations. A demotivated workforce can lead to lower output, subpar performance, high employee turnover, higher costs, frequent absenteeism, and a bad effect on staff morale (Jobber and Lee, 2014). Employee motivation is a critical factor in productivity. Whatever the business, it is often acknowledged that an organization's ability to succeed is largely dependent on the caliber of its people capital (Deci, 2013). Ensuring staff motivation is a critical responsibility for managers and leaders, as it directly contributes to increased production. When it comes to managing organizational behavior and human resource management (HRM), motivation is a crucial component (Nelson, 2013).

The case of motivation and performance at the Technical University of Mombasa (TUM) is yet to be studied. This comes after TUM's full-fledged new suitable strategic plan (2015-2020) as a necessity to transform the institution into "A World-class university of Engineering, Science and Technology." The strategic plan focuses on the expansion of academic programs, infrastructure, research, human resource management, finance, and so on. This development means more challenges to be overcome while motivating the employees for the successful implementation of the strategy.

Nonetheless, Bolman and Deal (2008) observed that even in QMS compliance, unhappy workers frequently retreat from their jobs and begin displaying traits like disobedience, absenteeism, and an attitude that negatively impacts output. Consequently, the current study is required to identify the institutional obstacles that the employee motivation tactics put in place must overcome and to provide potential remedies. It is noteworthy that a positive work atmosphere and improved performance

are fostered by motivated employees. A motivated workforce fosters employee loyalty and retention, both of which contribute to the expansion and improvement of the organization (Jushi, 2009).

From the foregone discussion, some observations can be made. The submissions described above show that motivated workers are content, very dedicated to their work, and productive. Employee motivation is also crucial to the expansion, success, and development of any firm. Furthermore, human resources are the most prized and appreciated resource in any workplace, surpassing all other resources. Motivation brings about loyalty and harmony at the workplace, a reduced employee turnover, and a result-driven employee, thus the proposed study title "influence of motivation programs on employee performance at the Technical University of Mombasa, Kenya".

1.2 Statement of the Problem

Employees with a high level of expertise, dependability, and experience are invaluable to any company. Workers with high levels of motivation are more likely to be productive. According to Ryan (2012), contented and diligent workers result in increased output, financial gain, peace of mind, and organizational success. Despite paying above average compensation, certain companies have a history of having a high turnover rate (Aquino 2012). This tells us that there are other ways to inspire staff members besides money. Different things motivate noticeably different people. Hence, rather of adopting a one-size-fits-all strategy, managers must learn what drives each individual employee (George & Jones, 2013).

Every organization's competitiveness and success are directly correlated with the performance of its workforce. Within the context of Technical University of Mombasa, Kenya, there exists an imperative to understand and optimize the factors that influence

employee performance. One such factor is the effectiveness of motivation programs implemented within the institution. The Technical University of Mombasa recognizes the need to ensure a motivated workforce, as this can lead to increased productivity, improved job satisfaction, and ultimately contribute to the achievement of the university's strategic goals. Human resources must be managed with extreme caution because of their unique nature and the special attention they require (Stoney, 2013). The strength of an organizational institution depends on its personnel. This suggests that research on HRM techniques is crucial for determining the best strategies to maximize employee motivation. This research aimed to explore how employee performance is affected by motivation programs in the particular academic and administrative setting of TUM.

1.3 Research Objectives

This study objectives were:

- i. To determine the influence of motivational goal setting on the performance of employees at Technical University of Mombasa, Kenya.
- ii. To establish the influence of financial incentives on the performance of employees at Technical University of Mombasa, Kenya.
- iii. To find out the influence of recognition and reward on the performance of employees at Technical University of Mombasa, Kenya.

1.4 Research Questions

The research questions included:

- i. What is the influence of motivational goal setting on the performance of employees at Technical University of Mombasa, Kenya?
- ii. What is the influence of financial incentives on the performance of employees at Technical University of Mombasa, Kenya?

- iii. What is the influence of recognition and reward on the performance of employees at Technical University of Mombasa, Kenya?

1.5 Justification and Significance of the Study

The management of the university as a whole as well as the employer and employees will benefit from the study's conclusions. Stated differently, there are three ways in which this study will be beneficial: for individual workers, as a research contribution, and for university administration. Employees will receive information on the various motivator initiatives at their disposal and how to make the most of them for both enhanced performance and personal growth. The survey will provide a valuable contribution to the current corpus of knowledge regarding the impact of employee motivation initiatives. It will also help researchers in the future who want to look at performance and motivation. The Technical University of Mombasa's management will benefit from the findings as they develop and implement initiatives that might inspire staff members and raise productivity.

1.6 Scope and Limitation of the Study

The primary goal of this study was to explore the influence of motivation programs on employee performance. The study targeted only full-time employees at the Technical University of Mombasa working at junior and senior management levels as well as support staff. Specifically, the respondents were given questionnaires and interviews; demographic variables like age and gender were also taken into account in the study to have a thorough grasp of the potential impact they may have on performance and motivation.

In an effort to shed light on potential problems that could have arisen while distributing questionnaires, the study only looked at interviews and questionnaires as administration

tools. This could have limited finding generalizability due to the varied management styles and employees' socio-economic backgrounds. However, the study overcame this by purposively selecting participants from diversified socio-economic statuses.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature on the effects of employee performance motivator initiatives is reviewed in this chapter. This section also cover literature on financial incentives, motivational goal-setting, recognition and reward programs in relation to employee performance. Further, theoretical framework and conceptual framework were also covered.

2.2 Empirical Review

The empirical research on financial incentives, recognition and reward systems, and motivating goal-setting is presented in this section.

2.2.1 Motivational Goal Setting and Employee Performance

According to goal-setting theory, adherence to clear, difficult performance goals and the role they play in influencing employees' motivation are crucial factors (Newstrom, 2011). Objectives must be acknowledged. According to Locke and Latham (2002), the first stage in developing motivation is accepting a goal. If an organization's members are just provided goals, they might not be committed to achieving them, particularly if the goals are challenging (Lunenber, 2011). When aiming for difficult goals, commitment is very crucial and pertinent (Locke & Latham, 2006). One cannot expect goal setting to be successful if goals are easily abandoned at the first sign of difficulty. It makes natural sense to believe that the relationship between performance and goals is moderated by a commitment to goals (Kurose, 2013).

The notion posits that employees perform better when they have well-defined, difficult goals that are both high and achievable, as stated by Clements and Kamau (2017). Actually, this indicates that employees who have high aspirations usually perform better

than those who have low expectations for their goals (Cook, 2016). The study found that people are more driven and exert more effort to accomplish goals that are challenging to reach (Clements & Kamau 2017).

Fincham and Rhodes (2015) emphasized that meeting personal goals keeps a worker engaged and productive. He continued by saying that encouragement can help an employee reach their own objectives and further their own personal growth. Kurose (2013) came to the conclusion that after an employee hits certain first goals, they realize the significant correlation between effort and results, which further motivates them to keep working hard. Performance reviews, according to Evans et al. (2021), assist employees achieve their corporate goal to the best of their abilities and give managers and employees information that they may use to make business decisions. They are a catalyst for both professional and personal growth since they also provide feedback to their staff.

Ibrahim (2015) conducted research in Ghana on how employee motivation affects organizational performance in the financial industry. The study's data came from employees of four financial organizations in Ghana that were chosen at random. For the study, a sample size of eighty respondents was employed. The simple random sampling method was utilized to choose this sample. The use of a questionnaire was justified by its broad applicability, high response rate, quick administration, and low cost. As per the results, the main things that inspire employees are socialization, leadership possibilities, satisfying expectations, and acknowledgment and appraisal. The results also showed that elements influencing workers' performance include low management, comfort level, lack of incentives, technology, employee assessments, motivation, dedication, and managerial standards. Additionally, the study illustrates

how motivation affects an organization's overall effectiveness. Employee productivity is increased, and it also helps them reach their individual objectives. Additionally, it strengthens employees' bonds with the organization and cultivates a sense of contentment among them.

Sharing responsibilities and authority between a management and subordinates is known as delegation of authority. Allen (2013) asserts that a manager's effectiveness as a manager is based on how well they delegate. Another way to describe delegation of authority is the release of certain administrative and functional levels' powers and authorities to assist lower functional levels in carrying out their missions of quickly and easily providing services to clients and beneficiaries.

One of the contemporary practices used by managers is the delegation of authority. Its role is to contribute to and raise employee engagement levels while generating favorable returns for the company (Onyango, 2014). At the organizational level, it results in a competitive edge, a knowledge inventory, increased productivity, and quick task completion. From a managerial perspective, this results in reduced functional burdens, more employee satisfaction, and a stronger sense of trust and collaboration between managers and staff. This allows managers to devote their full time to addressing more critical tasks. It lessens the mental and physical strain that supervisors and other staff members put on. At the staff level, it aims to build alternative and administrative leadership, accomplish functional empowerment, and inspire self-assurance and high performance (Zia, 2011). Because authority is delegated, the customer's needs are met quickly, and there is no delay in the delivery or provision of the service.

2.2.2 Financial Incentives and Employee Performance

Yusuf and Gichinga (2016) investigated how employee performance in Somalian telecommunications enterprises was impacted by motivation. The study's variables were described through the use of a descriptive research approach. With a sample size of 98, the study's target population was 5,000. As a research tool, a structured questionnaire was utilized to gather the data. The Statistical Package for Social Science (SPSS version 22) was then utilized to explore the data using graphs, frequencies, percentages, and regression analysis. The study also found a favourable association between employee motivation and performance, despite the fact that there is inversely correlated between employee motivation and performance with training and development. The results showed that employee empowerment and financial incentives significantly improve worker performance. This study emphasizes how worker motivation affects productivity in the telecom sectors in Somalia.

Mukuru (2013) conducted research on how employee performance is affected by motivation in public middle-level technical training institutions in Kenya. The survey embraced a descriptive research design. A total 315 people made up the sample, which was intended for department heads, administrators, and both teaching and non-teaching staff. The information from the participants was gathered using a standardized questionnaire that included likert scale items. In addition, administrators and department heads were interviewed. The research employed two content theories to clarify the particular aspects affecting individuals and two process theories to explore the behavioral and cognitive mechanisms that underlie motivation. At Kenya's public middle-level technical training institutions, most staff members currently hold degrees or diplomas in a variety of academic fields. According to the report, workers are dissatisfied with their salary and workplace. Since the study was limited to a single

county, it is not applicable to other public or private establishments. Policymakers and experts in technical institutions should use this text to create human resource management strategies and policies that work.

Omollo (2015) conducted a study on the effect of motivation on workers in KCB banks in Migori county, Kenya. The study also concentrated on characteristics that demotivate employees, such as unclear career advancement, onerous workloads, lengthy workdays, and manager disapproval. Because a sample of people were to be interviewed or given questionnaires, this study used a descriptive design. Since there were no complications, simple random sampling was employed. All you needed was a population that was well defined and reasonably tiny. To get the necessary primary data, the study used a self-administered questionnaire. The approach of descriptive statistical analysis was utilized to acquire a valuable overview of the responses. Data was generated using the Statistical Programme of Social Scientists (SPSS) version 17 tool and provided as needed in tables and pie charts. Forty-five employees made up the sample population, which was selected using simple random selection. To sum up, managers need to understand that financial incentives are what drive their staff. It is advised that managers create a thorough incentive strategy for every department in the company, as there is a direct correlation between the efficacy of workers and the degree to which managers carry it out.

2.2.3 Recognition and Reward, and Employee Performance

Taking advantage of chances for inspiration and appreciation is a cost-effective way to inspire staff members and guarantee their commitment to a specific company no matter how bad things go financially. This research intends to explore the impact of motivation programs on employee performance in light of the significance of non-monetary

external incentive initiatives in improving employee performance (Kipleting, 2013). Employee recognition can make an employee happier and a happier employee is more productive. The reason being, recognition makes the staff feel they have mastered the job and are a great fit for their role in the company. It also enhances loyalty and promotes collaborations. Recognition is a good way to retain the workforce of an institution. Some of the ways to recognize employees' hard work include having employee appreciation days or events, giving employees bonuses or treats, and having an employee recognition wall (Irum, 2012).

Asim (2013) conducted a research on the association between employee motivation and rewards in relation to performance when training is mediated. The aim of the research was to investigate the relationship between employee motivation and performance in relation to training mediation and promotions. All of the universities in Wahcantt are providing data. Each university receives 30 questionnaires, for a total of 150 questionnaires delivered. The participant, however, is just 118 out of 150. Every question uses a five-point Likert scale. All are understandable, straightforward, and float with the supervisor's permission. Every questionnaire was given out on an individual basis. The findings show that staff performance is rising along with motivation, which has a favorable impact on performance in the education sector.

Aryan and Singh's (2015) study explored the effects of employee motivation and recognition on performance in Punjabi and Haryana's public and private sector banks. It is difficult for managers in the modern day to implement techniques that inspire workers to increase their output and performance at work. The necessary primary data is gathered from 100 participants working for public and commercial banks in Punjab and Haryana using a structured questionnaire. Statistical tools utilized in analysis

include factor analysis, regression analysis, descriptive statistics, and t-test. The study discovered that an employee's pay and other financial benefits from their employer have a big impact on their performance. The most significant non-cash incentive that raises bank employees' performance is recognition. Workers believe that their company ought to give them greater chances for career promotion and personal development.

2.3 Theoretical Framework

The English word "motive," which means the reason we act as we do, is derived from the Latin word "Movere," which means "to move" (Huber, 2006; McLeam, 2006). According to Huber (2006), motivation is the process that animates and propels people's actions toward achieving particular objectives. It is a psychological force that motivates someone to do action in order to fulfill needs or achieve current goals (Slavin, 2006). The degree to which someone is driven to achieve a goal is referred to as their motivation (Schmid et al, 2010). Consequently, motivation can be either extrinsic or intrinsic and refers to the dynamic process of energizing and developing an organization's personnel. A behavior motivated by fulfilling internal rewards is known as intrinsic motivation. Put another way, it refers to engaging in an activity for its own sake rather than for any measurable gain. as opposed to extrinsic motivation, which derives from sources outside the person. On the other hand, activity motivated by outside benefits like cash, notoriety, a good grade, or praise is known as extrinsic motivation.

Abraham Maslow's (1943) research studies provide the basis of human motivation theory. Maslow's (1943) Theory of Human Motivation serves as the foundation for this study, which evaluates the impact of motivational programs on worker performance. The query "What motivates behavior?" serves as the foundation for Maslow's

hypothesis. According to Maslow, the need to satiate particular needs drives human activity. Maslow first presented the idea of a hierarchy of needs and motivation in his 1943 paper "*A Theory of Human Motivation*" and his book "*Motivation and Personality*," which was published in 1954.

Theory of Human Motivation is based on the idea that self-actualization and the satisfaction of physiological, security, social, and esteem needs are essential to human motivation (Maslow, 1943). According to Nakazibwe (2015), the motivation theory's principles can be used to an organization's efforts to build relationships, develop its sense of community, accept authority, share, and prevent embarrassment. As a result, when evaluating the impact of incentive programs on employee motivation, consideration must be given to the expressed consent based on long-lasting relationships, tangible output with enduring accomplishments through admirable actions within the organization, employee capacity building within the framework of existing authority structures, and honorable representation through human resource recognition.

2.4 Conceptual Framework

The conceptual framework be regarded as the diagrammatic representation of the effects of motivation programs on employee performance.

Independent Variables

Dependent Variable

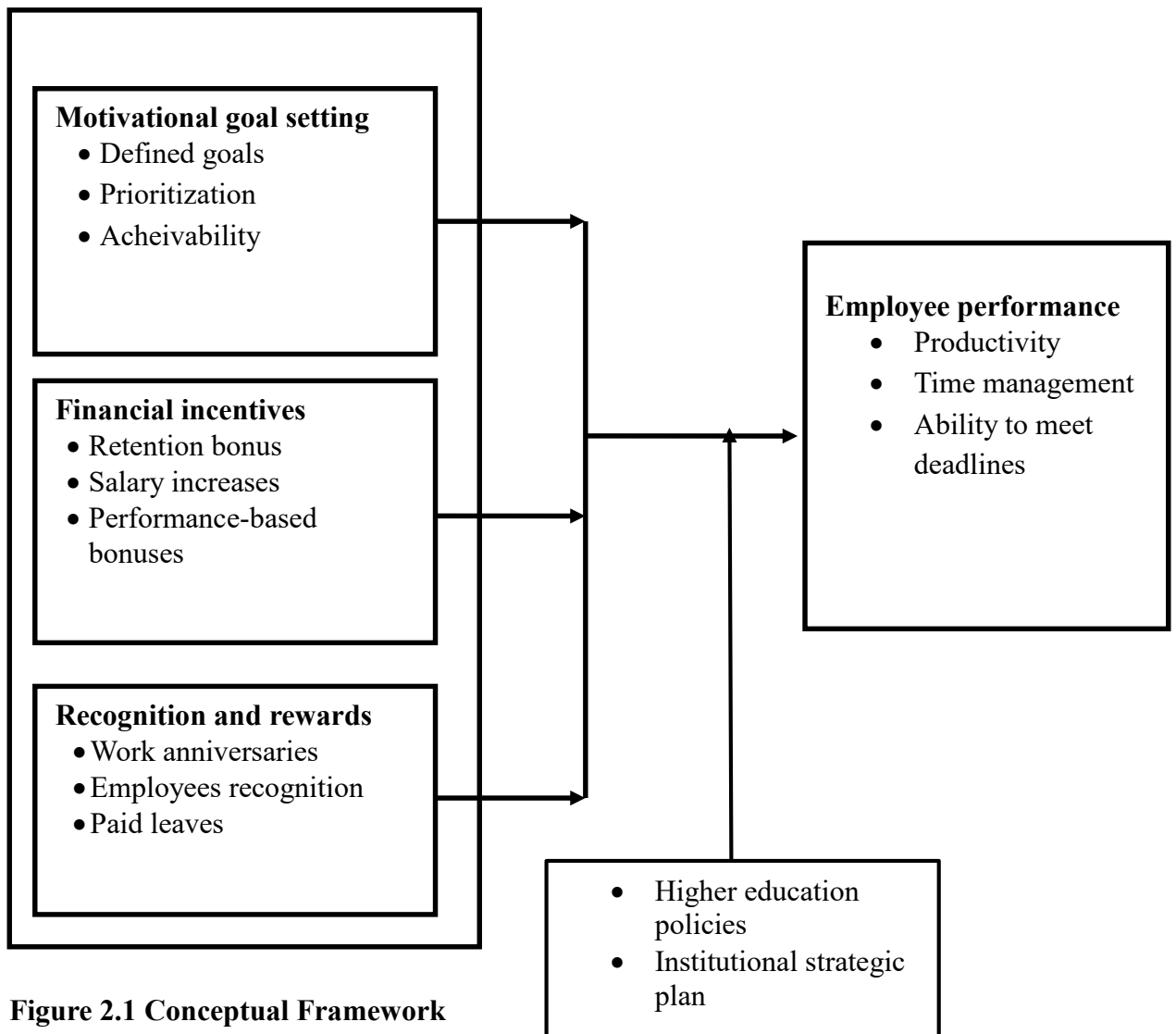


Figure 2.1 Conceptual Framework

Source: Researcher (2023)

Intervening variables

2.5 Summary of Literature review and Gap Identification

This chapter provided an overview of relevant literature on employee motivation and performance in businesses, as well as numerous study theories. The impact of goal-setting on performance of workers was covered in this section. The section also looked at how performance was impacted by financial incentives. Along with the effect of motivational goal-setting on employee accomplishment, it also covered the effect of rewards and recognition on employee achievement. Various types of motivation programs were discussed, such as financial incentives, non-monetary rewards, recognition and praise, professional development opportunities, and wellness programs. The literature highlighted the wide array of strategies organizations employed to motivate employees. Researchers consistently demonstrated that employee performance and motivation were positively correlated. Employees that were motivated were typically more engaged, productive, and dedicated to their jobs. As a result, the study aimed to evaluate how motivation programs affected workers' productivity at the Technical University of Mombasa.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter presents the research design, target population, sampling procedure, research instruments, data collection procedures, data analysis, and ethical considerations that were used in the study.

3.1 Research Design

A descriptive survey research design was utilized in this research. This strategy comprises collecting and analyzing data in a more thorough way (Mugenda & Mugenda, 2003). In order to assist specifically address the research issues, the design incorporates both qualitative and quantitative data (Yin & Robert, 2003). The study's design was selected based on its capacity to fully integrate all facets of the research topic and to gather a broad range of information that would enable a comprehensive description of the situation regarding the effect of motivation programs on worker performance at the Technical University of Mombasa, a particular public university on the Kenyan coast.

3.1.1 Variables

a) Independent Variables

The independent variables are recognition and rewards, financial incentives and motivational goal setting.

b) Intervening Variables

The intervening variables for the study are the higher education policies and institutional strategic plan were put into consideration during the study.

c) Dependent Variables

The dependent variable is the employee performance that relies on the independent and intervening variables.

3.2 Location of Study

This research was done at the Technical University of Mombasa. This is a public university situated at the Coast of Kenya. The case of motivation and performance at the Technical University of Mombasa (TUM) comes after the institution's need to transform into "A World-class university of Engineering, Science and Technology" through a new strategic plan.

3.3 Target Population

The study targeted 30 managerial and 100 support staff at the Technical University of Mombasa. These participants initiate or experience the Non-monetary Extrinsic Motivation Programs, Managerial Motivation, and Institutional challenges at the Technical University of Mombasa (QMS 9001-2015 TUM Manual).

3.4 Sampling Techniques and Sample size

3.4.1 Sampling Techniques

Purposive sampling was utilized in the research to evaluate the sample size. In order to guarantee that a variety of viewpoints are represented, purposeful sampling entails selecting participants based on particular criteria (Mugenda & Mugenda, 2003). The researcher purposefully selected ten (n=10) managerial staff and fifty (n=50) support staff for effective data collection and analysis.

3.4.2 Sample Size

The sample size consisted of Technical University of Mombasa management and support personnel with extensive tenure at the school, fluency in English, and a willingness to share their employee experiences. Thus, a sample size of ten managerial staff and fifty support staffs were targeted.

3.5 Research Instruments

The study employed observation, questionnaire and interview to gather both qualitative and quantitative data. While qualitative data were gathered through interview guides, quantitative data were gathered through observation and questionnaires.

a) Observation Checklist

A checklist was created to offer direction for the observation and documenting of Non-monetary Extrinsic Motivation Programs in place at the Technical University of Mombasa.

b) Questionnaire

The research utilized semi-structured questionnaires to obtain data on the Institutional challenges. The questionnaire included support staff self-assessment items using closed-ended questions on a five Point-Likert Scale of; 5-Strongly Disagree, 4-Disagree, 3-Neutral, 2-Agree and 1-Strongly Agree.

c) Interview guides

The study used open-ended interview guide to obtain data on the Managerial Motivation. The researcher obtained managers' views on the association between motivation and performance of employees.

3.6 Pilot study

The pilot study was done at the Coast Training Institute (CTI) before the actual study. This was to pre-test the accuracy of the research instruments to determine their validity and reliability. The piloting involved five managers and twenty-five support staffs.

3.6.1 Validity

The degree to which the observation checklist, questionnaire and interview guide will measure what it intends to measure (Stephanie, 2016) and was determined using a test-retest technique on the five managers and twenty-five support staffs at the Coast

Training Institute (CTI). Their responses were used to improve the questionnaire and interview guide items.

3.6.2 Reliability

This is the degree to which the questionnaire and interview guide produced consistent results (Bolarinwa, 2015). The reliability was determined by Cronbach's Alpha deemed acceptable above 0.5.

3.7 Data Collection

This study utilized observation checklist, semi-structured questionnaires and interview guides to obtain data from respondents as follows:

Step1: Observation checklist was used to record the Non-Monetary Extrinsic Motivation Programs in place at the Technical University of Mombasa.

Step2: Semi-structured questionnaires were used to obtain data on the Institutional challenges. The questionnaires were administered to the support staff for self-assessment on a five Point-Likert Scale.

Step3: Open-ended interview guide was used to collect data on the Managerial Motivation. Managers at the Technical University of Mombasa was interviewed by the research for not more than ten minutes to obtain their views on the association between motivation and worker's performance.

3.8 Data Analysis

The observation checklist was utilized to record quantitative data related to incentive programs. Additionally, semi-structured questionnaires were utilized to gather data, which was then analyzed using SPSS and NVivo software to evaluate the qualitative Managerial Motivation data that was gathered using an open-ended interview guide.

The results were then presented in tabular and narrative forms as appropriate. In order to quantify respondents' opinions regarding the effect of motivation programs on performance of employees, the primary methods of analysis for the quantitative data were the correlation coefficient technique and the narrative analysis for the qualitative data.

3.9 Logistical and Ethical Considerations

It was necessary to obtain an authority letter from Kenyatta University of Graduate School, a research permission from the County Education Officer on behalf of MOE, and consent forms from participants in order to handle the logistical requirements of this research. This was made possible by applying the human relations style of management to handle ethical dilemmas while taking professionalism into account in order to safeguard the managers' and support staff's confidential rights regarding employee performance.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents research findings and discussions. The study aims to explore the influence of motivation programs on employee performance at Technical University of Mombasa, Kenya. The chapter presents the background information of the respondents, findings of the analysis based on the objectives of the study. Descriptive and inferential statistics have been used to discuss the findings of the study. The findings were presented in figures and tables.

4.2 Response Rate

The researcher distributed 50 questionnaires to the selected respondents. However, 45 questionnaires were dully filled and returned. This gave a response rate of 90%. The results are presented in Table 4.1. Further, all 10 managerial staff were available for interview schedules. This response rate was an excellent representation of the entire population. Tobi and Kampen (2018) contend that a response rate of 50% is acceptable for analysis; response rate of over half is good while over 70% is very good. The response rate was therefore adequate for the study to make relevant conclusions basing on the responses.

Table 4.1 Response Rate Results

Category	Frequency	Percentage
Response	45	90.0
Non-response	5	10.0
Total	50	100

Source: Field Data (2024)

4.3 Demographic Information

For the determination of nature of respondents, the researcher asked the respondents to provide general information. This section has provided the results regarding the gender, age bracket, work category, educational level and working experience. The results are provided as indicated below;

4.3.1 Gender

The respondents were requested to indicate their gender. The findings were presented in Table 4.2.

Table 4.2 Respondents' Gender

Gender	Frequency	Percentage
Male	24	53.3%
Female	21	46.7%
Total	45	100%

Source: Field Data (2024)

According to the results in Table 4.2, majority of the respondents were male as demonstrated by a proportion of 53.3%. However, it was noted female respondents constituted 46.7% of the respondents. These results indicate that both male and female were involved in the study hence no biasness. The near parity in gender representation is noteworthy, particularly in a technical institution where historically, male dominance has been more pronounced. Compagnucci and Spigarelli (2020) noted that technical fields such as engineering, information technology, and applied sciences have traditionally seen lower female enrollment compared to their male counterparts due to various socio-cultural factors.

4.3.2 Age of Respondents

The study sought to determine age distribution of the respondents since age of the participant is an indispensable factor in the study because it determines one's

experience and way of reacting to situations. The findings were tabulated in Table 4.3.

Table 4.3 Age of the Respondents

Age category	Frequency	Percentage
Below 21 years	3	6.7%
21 – 35 years	10	22.2%
36 – 50 years	21	46.7%
Above 50 years	11	24.4%
Total	45	100%

Source: Field Data (2024)

The results in Table 4.3 indicate that 21(46.7%) of the respondents were aged between 36 and 50 years, 11(24.4%) were aged above 50 years, 10(22.2%) were aged between 21 and 35 years while 3(6.7%) were aged below 21 years. This infer that majority of the respondents are aged between 36 and 50 years. This demographic is particularly significant as individuals in this age range are often at the peak of their professional careers, possessing substantial experience and expertise. Their performance is crucial to the university's operations, and thus, understanding the impact of motivation programs on this group is vital.

This implies that different age group participate in study hence distinct perspectives, need and priorities were captured. Susanto, Sawitri, and Suroso (2023) emphasized the need of promoting inclusivity by giving opportunities for people of all ages to participate. This included meeting differing scheduling preferences, developing diverse engagement platforms, and considering accessibility difficulties.

4.3.2 Level of Education

The researcher analyzed the data acquired on the level of education of the employees participated in the study, as shown in Figure 4.1.

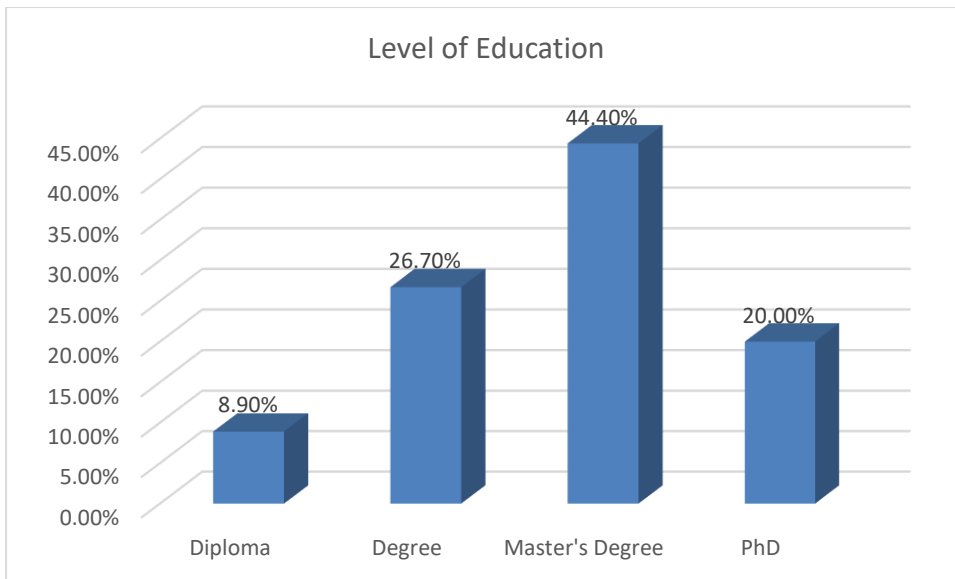


Figure 4.1 Level of Education

Source: Field Data (2024)

The study results in Figure 4.1 show that 20(44.4%) of the respondents had acquired a master's degrees, 12(26.7%) of the respondents indicated that they had bachelor's degree and 9(20.0%) had attained PhD as highest level of education. These results imply that all the respondents had requisite level of literacy to understand the information sought by this study. Employees with higher education levels often have different motivational needs compared to those with lower levels of education, and tailoring motivation programs to these needs can significantly enhance performance across the institution. The findings are supported by the findings of a study by Rusilawati (2023) who established that employees with advanced degrees, such as master's or doctoral degrees, are likely to be driven by opportunities for academic and professional growth, recognition in their field, and involvement in research projects. For these highly educated individuals, motivation programs that offer research grants, opportunities for publication, and participation in conferences can be particularly effective.

4.3.4 Working Experience

Work experience is a pivotal factor in understanding the influence of motivation programs on employee performance at the Technical University of Mombasa. The respondents were requested to indicate their number of years they have worked in Technical University of Mombasa. The findings were as shown in Table 4.4.

Table 4.4 Working Experience

Response	Frequency	Percentage
Below 4 years	6	13.3%
4 – 10 years	21	46.7%
Above 10 years	18	20.0%
Total	45	100

Source: Field Data (2024)

The findings in Table 4.4 revealed that 46.7% of the participants have worked between 4 and 10 years, 20% had worked for more than 10 years while 13.3% had worked for less than 4 years in the Technical University of Mombasa. This implies that majority of the participants have worked in more than 4 years. It is a clear demonstration that the participants had a good working experience. Employees with varying levels of work experience have distinct motivational needs and expectations, which must be addressed through tailored motivation programs to enhance their performance effectively. Al Amin, Prahiawan, Ramdanyah, and Haryadi (2023) stated that having worked for a long period of time, a person's job experience includes the knowledge and abilities they've gained during that time. By paying attention to employee work experience, the organization can determine a position or positions that are appropriate for their expertise. These programs acknowledge their expertise and commitment, fostering a sense of value and loyalty, which in turn can lead to higher levels of job satisfaction and performance

4.4 Descriptive Statistics

This study utilized mean, standard deviation to present the summary measures of the sample that was observed.

4.4.1 Motivational Goal Setting and Employee Performance

The first objective of the study was to determine the influence of motivational goal setting on the performance of employees at Technical University of Mombasa. Respondents were asked to indicate their agreement level with each statement regard to motivational goal setting and how it has influenced employee performance. A scale of 1-5 where 1= strongly disagree, 2= disagree, 3= neutral, 4 = Agree and 5 = Strongly agree was used. The findings are as shown in Table 4.5

Table 4.5 Descriptive Statistics for Motivational Goal Setting

Statements	n	Mean	Std. Dev
The goals set are realistic and achievable.	45	3.64	0.648
The setting goals has greatly improved overall performance within the organization.	45	3.59	0.656
The employees understand the importance of goals in relation to overall goal of the organization	45	3.63	0.673
The employees are regularly trained to acquire and improve the knowledge and skills towards the work.	45	3.57	0.642
Am satisfied with duties at work.	45	3.69	0.634
Employees participate in setting the organization goals.	45	3.58	0.627
Average scores		3.62	0.647

Source: Field Data (2024)

From the research findings in Table 4.5 established that majority of the respondents agreed that the goals set are realistic and achievable (mean = 3.64; Std. Dev = 0.648). Most participants agreed that setting goals has greatly improved overall performance within the organization (mean = 3.59; Std. Dev = 0.656). Further, the respondents

agreed that employees understand the importance of goals in relation to overall goal of the organization (mean = 3.63; Std. Dev = 0.673). The findings infer that when employees are involved in the goal-setting process, they tend to exhibit higher levels of commitment and satisfaction with their work tasks. Moreover, feedback mechanisms play a crucial role in guiding employee efforts towards goal attainment and improving overall performance. This agrees with Twalib and Kariuki (2020) who revealed that motivational goal setting has been linked to improvements in employee self-efficacy and confidence. When employees are able to set and attain challenging goals, they experience a boost in their self-belief and are more likely to tackle new tasks with enthusiasm and determination. This increased self-efficacy can lead to higher levels of performance as employees take on more challenging projects and responsibilities.

Also, the findings revealed that most respondents agreed that employees are regularly trained to acquire and improve the knowledge and skills towards the work (mean = 3.57; Std. Dev = 0.642). The participants agreed that they are satisfied with duties at work (mean = 3.69; Std. Dev = 0.634). Also, the result revealed that most of participants agreed that employees participate in setting the organization goals (mean = 3.58; Std. Dev = 0.627). Employees who have defined goals to work toward are more likely to stay focused, prioritize activities properly, and persevere through obstacles to reach their objectives. This is supported by Andreas (2022) who established that by integrating employees in the goal-setting process, managers encourage individuals to take ownership of their work and feel accountable for their performance outcomes. This fosters a higher sense of accountability and motivates individuals to strive for excellence in their jobs. Organizations that implement well-structured goal-setting programs can expect to see improvements in productivity, motivation, and overall job

satisfaction. A study by Kuswati (2020) revealed that participative goal setting resulted in higher performance compared to assigned goals, as it fosters a sense of ownership and accountability.

From the interview schedule, it was noted that;

“Providing employees with autonomy in the workplace have a significant positive impact on various aspects of their performance and overall well-being. When employees are given the freedom to make decisions and take ownership of their work, it lead to increased morale as they feel trusted and valued by their organization. This sense of autonomy also contributes to higher levels of job satisfaction, as employees are more likely to feel engaged and fulfilled in their roles when they have the ability to contribute their ideas and creativity”.

4.4.2 Financial Incentives and Employee Performance

The second objective of the study was to establish the influence of financial incentives on the performance of employees at Technical University of Mombasa. Respondents were asked to indicate their level of agreement with each statement regarding to financial incentives and how it has influenced employee performance. A scale of 1-5 where 1= strongly disagree, 2= disagree, 3= neutral, 4 = Agree and 5 = Strongly agree was used. The findings are as shown in Table 4.6.

Table 4.6 Descriptive Statistics for Financial Incentives

Statements	n	Mean	Std. Dev
The institution pay policy helps to attract and retain high performing employees.	45	3.61	0.641
I am satisfied with the level of pay I receive.	45	3.46	0.623
The money paid to the employees is a strong indication of the value the institution has placed on the services delivered.	45	3.52	0.637
My salary and other hygiene factors (company policies, working conditions, supervision) have led to dissatisfaction.	45	3.45	0.664
The pay paid by university is very competitive compared to other universities.	45	3.55	0.635
I would be satisfied if a I receive monthly expenses such as travel and telephone fees.	45	3.42	0.647
Average scores		3.50	0.641

Source: Field Data (2024)

The findings in Table 4.6 shows that majority of the respondents agreed that institution pay policy helps to attract and retain high performing employees (mean = 3.61; Std. Dev = 0.641). The respondents agreed that employees are satisfied with the level of pay they receive (mean = 3.46; Std. Dev = 0.623). Also, the respondents agreed that money paid to the employees is a strong indication of the value the institution has placed on the services delivered (mean = 3.52; Std. Dev = 0.637). These findings concur with those of Chiang and Birtch (2019) who established that financial incentives have been found to enhance job satisfaction and job engagement among employees. When employees are rewarded for their performance through financial means, they tend to feel valued and recognized for their contributions, leading to a greater sense of job satisfaction. This, in turn, result in improved employee morale, loyalty, and overall engagement with their work responsibilities.

Further, findings presented in Table 4.6 established that salary and other hygiene factors (company policies, working conditions, supervision) have led to dissatisfaction (mean

= 3.45; Std. Dev = 0.664). The respondents agreed that pay paid by university is very competitive compared to other universities (mean = 3.55; Std. Dev = 0.635). Also, the respondents agreed that they would be satisfied if they receive monthly expenses such as travel and telephone fees (mean = 3.42; Std. Dev = 0.647). This infer that financial incentives help organizations attract and retain top talent by incentivizing high performance and achievement. By offering competitive financial rewards, organizations can motivate employees to excel in their roles and stand out among their peers. This competitive advantage ultimately contributes to the organization's success and growth, as high-performing employees drive innovation and superior performance outcomes (Gerhart & Fang, 2018). This agrees with Cerasoli, Nicklin and Ford (2021) who established that offering monetary rewards, such as bonuses or commission-based incentives, can serve as effective motivators for employees to increase their productivity and achieve performance targets. Employees are often driven by the prospect of earning additional income through financial incentives, which can lead to higher levels of effort and commitment towards their work tasks.

Frome the interview schedule, it was noted that;

“Financial incentives, such as bonuses or performance-based pay, can serve as strong motivators for employees. The opportunity to earn additional income based on performance can create a sense of urgency and drive individuals to strive for higher levels of performance. Financial incentives provide a tangible reward that employees can directly benefit from, which can significantly enhance their motivation to excel in their work”.

4.4.3 Recognition and Reward, and Employee Performance

The third objective of the study was to find out the influence of recognition and reward on the performance of employees at Technical University of Mombasa. Respondents were asked to indicate their level of agreement with each statement regarding to recognition and reward, and how it has influenced the employee performance. A scale

of 1-5 where 1= strongly disagree, 2= disagree, 3= neutral, 4 = Agree and 5 = Strongly agree was used. The findings are as shown in Table 4.7.

Table 4.7 Descriptive Statistics for Recognition and Reward

Statements	n	Mean	Std. Dev
The institution has a fair and equitable reward scheme.	45	3.67	0.651
The institution uses non-monetary rewards like recognitions, inclusive decision-making and flexible hours to motivate workers.	45	3.58	0.663
It is important to be recognized by peers and co-workers for a job well done.	45	3.54	0.654
The recognition and reward program motivates employee to perform better.	45	3.60	0.635
The institution has observed a long-term improvement of quality of work as a result of the reward system in place.	45	3.63	0.642
The rewards are viewed as goals that employees generally strive for and instrument that provides valued outcomes.	45	3.61	0.648
Average scores		3.61	0.621

Source: Field Data (2024)

The results in Table 4.7 revealed that majority of the respondents agreed that institution has a fair and equitable reward scheme (mean = 3.67; Std. Dev = 0.651). The respondents agreed that institution uses non-monetary rewards like recognitions, inclusive decision-making and flexible hours to motivate workers (mean = 3.58; Std. Dev = 0.663). Also, the respondents agreed that recognition of workers by peers and co-workers for a job well done is significant (mean = 3.54; Std. Dev = 0.654). Recognition and rewards play a crucial role in shaping employee performance and motivation within organizations. This study is in agreement with Baqir, Hussain, Waseem and Islam (2020) who established that acknowledging and appreciating

employees' efforts through recognition programs can have a positive impact on their performance levels. By publicly recognizing and honouring employees for their achievements, organizations create a culture of appreciation and encouragement, leading to increased employee engagement and productivity. Moreover, rewards, such as non-monetary incentives, also significantly influence employee performance. Tangible rewards like gift cards, extra time off, or personalized tokens of appreciation can serve as powerful motivators for employees to go above and beyond in their work. These rewards not only recognize individual contributions but also reinforce desired behaviours and outcomes, ultimately driving improved performance.

Further, the findings presented in Table 4.7 revealed that most respondents agreed that recognition and reward program motivates employee to perform better (mean = 3.60; Std. Dev = 0.635). The respondents agreed that institution has observed a long-term improvement of quality of work as a result of the reward system in place (mean = 3.63; Std. Dev = 0.642). Also, the respondents agreed that rewards are viewed as goals that employees generally strive for and instrument that provides valued outcomes (mean = 3.61; Std. Dev = 0.648). Employee job satisfaction tends to rise when they experience recognition programs and prizes that make them feel valued and appreciated. Positive reinforcement fosters dedication and loyalty among staff members, which improves job performance and contributes to the success of the organization as a whole. This is supported by Jeni, Mutsuddi and Das (2020) who established that workplace recognition, such as praise and acknowledgment of achievements, significantly boosts employee morale and productivity. Similarly, the Manzoor, Wei and Asif (2021) reported that employees who receive regular recognition are more productive, engaged, and likely to stay with their organization.

From the interview schedule, it was noted that;

“Employee recognition helps boost morale by making employees feel valued and appreciated for their efforts. When individuals receive recognition for their work, they are more likely to feel satisfied, motivated, and engaged in their roles. This positive reinforcement lead to a more positive work environment and enhance overall job satisfaction. Recognizing employees for their contributions serve as a motivational tool to drive productivity. When employees feel that their efforts are acknowledged and appreciated, they are more likely to be motivated to perform at their best. This result in increased efficiency, higher quality work, and improved output”.

4.5 Analysis of Qualitative Data

The interviewed manager noted that implementing motivational goal-setting strategies for employees at the Technical University of Mombasa have a significant impact on performance in various ways. Setting clear and challenging goals motivate employees to strive for excellence, enhance their focus, and drive productivity and achievement. Setting specific and achievable goals helps employees clarify what is expected of them and focus their efforts on key priorities. Clear goals provide a roadmap for performance improvement and guide individuals in identifying the actions and behaviours required to achieve desired outcomes.

From the interview schedules, it was noted that ranting autonomy foster positive relationships between employees and their managers, as well as among team members. When individuals are empowered to make choices and solve problems independently, it promotes a culture of collaboration and mutual respect. This enhanced communication, teamwork, and mutual support within the organization. Moreover, offering autonomy in the workplace is a key factor in employee retention. When individuals feel empowered and trusted, they are more likely to be loyal to their organization and less inclined to seek opportunities elsewhere. By promoting autonomy, managers can create a work environment where employees feel motivated and satisfied, leading to higher levels of productivity and overall performance.

Financial incentives serve as a form of recognition for employees' exceptional performance. When individuals receive financial rewards for their achievements, it acknowledges their hard work and dedication. This recognition boost morale, job satisfaction, and a sense of accomplishment, which, in turn, can lead to increased performance and productivity. Offering competitive financial incentives help in attracting and retaining top talent at Technical University of Mombasa. In a competitive job market, financial rewards are crucial factor in attracting highly skilled individuals who are motivated by monetary incentives. Moreover, financial incentives also contribute to employee retention by providing a compelling reason for talented individuals to stay with the university rather than seeking opportunities elsewhere. Further, it was noted that employee recognition contributes to increased job satisfaction. When employees receive recognition for their hard work, they feel valued and acknowledged, which enhances their overall job satisfaction. This, in turn, motivates them to perform at their best and strive for excellence in their work. Recognized employees tend to be more engaged in their work. When employees feel valued and appreciated, they develop a stronger emotional connection to their work and the organization. This increased engagement drives them to go above and beyond their assigned tasks, resulting in higher productivity and output.

4.6 Inferential Statistics

The researcher conducted multiple regression analysis to examine relationship between motivation programs and employee performance at Technical University of Mombasa, Kenya. In this case, motivational goal setting, financial incentives, recognition and reward were regressed on employee performance. The findings of Model Summary, ANOVA and Regression Coefficients are as shown in subsequent sections.

4.6.1 Model Summary

The findings of coefficient of correlation and coefficient of determinations was identified by the researcher. The findings are indicated in Table 4.8.

Table 4.8 Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	0.895	0.801	0.795		0.127

a. Predictors: (Constant), Motivational goal setting, financial incentives, recognition and reward

b. Dependent Variable: Employee Performance

Source: Field Data (2024)

Table 4.8 shows that coefficient of correlation was 0.895, an indication that the study variables significantly influenced employees' performance at Technical University of Mombasa. Coefficient of adjusted determination was 0.795 which translates to 79.5%. This indicates that variations in dependents variable was explained by the independent variables (motivational goal setting, financial incentives, recognition and reward). The residual of 10.5% could be explained by other factors beyond the scope of the current study.

4.6.2 ANOVA

An ANOVA was carried out at 5% level of significant level. A comparison between $F_{\text{Calculated}}$ and F_{Critical} was carried out. The findings are indicated in Table 4.9.

Table 4.9 ANOVA

Model	SS	df	MS	F	Significance
Regression	25.21	3	.372	3.25	0.003 ^b
Residual	63.42	42	1.943		
Total	88.63	45			

a. Predictors: (Constant), Motivational goal setting, financial incentives, recognition and reward
b. Dependent Variable: Employee Performance

Source: Field Data (2024)

Table 4.9 shows that that $F_{\text{Calculated}}$ was 3.25 and F_{Critical} was 1.28. Since $3.25 > 1.28$ indication that the overall regression model significantly influenced the study. The P-value was $0.003 < 0.05$ an indication that the study variables significantly influenced employees' performance at Technical University of Mombasa, Kenya.

4.6.3 Regression Coefficients

To investigate the influence motivation programs on employee performance at Technical University of Mombasa, Kenya; the following coefficient were generated and presented in Table 4.10

Table 4.10 Regression Coefficients

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.417	0.117		3.233	.003
Motivational goal setting	0.314	0.0237	1.134	2.212	.002
Financial incentives	0.362	0.0161	1.136	2.184	.001
Recognition and reward	0.358	0.0211	1.123	2.169	.002

Source: Field Data (2024)

As per the SPSS generated table, the equation ($Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \epsilon$) becomes:

$$Y = 0.417 + 0.314X_1 + 0.362X_2 + 0.358X_3$$

Where Y = Employee performance at Technical University of Mombasa

X_1 = Motivational goal setting

X₂ = Financial incentives

X₃ = Recognition and reward

The results of regression analysis in Table 4.10 demonstrated that motivational goal setting is significant at $\beta=0.314$; $t = 2.212$; $p = .002$. This implies that at 95% confidence level, motivational goal setting has a positive effect on employee performance at Technical University of Mombasa. A unit increase in motivational goal setting while holding all other factors constant, employee performance would be at 0.314.

The results of regression analysis in Table 4.10 shows that financial incentives are significant at $\beta=0.362$; $t = 2.184$; $p = .001$. This indicates that at 95% level of confidence, financial incentives have a positive effect on employee performance at Technical University of Mombasa. A unit increase in financial incentives when holding all the variables constant, employee performance would be at 0.362.

Also, the findings in Table 4.10 revealed that recognition and reward are significant at $\beta=0.358$; $t = 2.169$, $p = .002$. This suggests that at 95% level of confidence, recognition and reward have a positive effect on employee performance at Technical University of Mombasa. These results further demonstrate that a unit increase in recognition and reward while holding all the other variables constant, performance would be at 0.358. The findings are supported by Pradhan (2022) who established that motivation programs that focus on goal setting, financial incentives, and recognition and rewards have a substantial influence on employee performance within organizations. By effectively implementing these programs, organizations create a work environment where employees are motivated, engaged, and committed to achieving their goals. It is important for organizations to tailor their motivation programs to the specific needs and preferences of their employees to maximize the impact on performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of the major findings of the actual study; it then draws conclusions and finally, it makes some recommendations and suggestions on areas of further study.

5.2 Summary of Study Findings

The purpose of this study was to explore the influence of motivation programs on employee performance at Technical University of Mombasa, Kenya. The first research objective was to determine the influence of motivational goal setting on the performance of employees at Technical University of Mombasa, Kenya. The descriptive results revealed that motivational goal setting is a widely used technique to enhance employee performance. It involves setting clear and challenging goals that align with the organization's objectives. Research has shown that employees who have specific, measurable, achievable, relevant, and time-bound goals are more likely to perform better. Motivational goal setting provides employees with a sense of direction, increases their focus, and promotes a sense of achievement when goals are accomplished.

The second research objective was to establish the influence of financial incentives on the performance of employees at Technical University of Mombasa, Kenya. From descriptive findings, the study revealed that financial incentives, such as bonuses, commissions, and performance-based pay, are commonly used to motivate employees. These incentives provide tangible rewards for achieving specific targets or exceeding expectations. Studies have indicated that financial incentives can significantly improve

employee performance by increasing their motivation, productivity, and job satisfaction. However, it is important to design incentive programs that are fair, transparent, and aligned with individual and organizational goals to ensure their effectiveness.

The third research objective was to find out the influence of recognition and reward on the performance of employees at Technical University of Mombasa, Kenya. Descriptive findings revealed that recognition and reward programs are essential for acknowledging and appreciating employees' efforts and achievements. These programs take various forms, such as verbal praise, certificates, plaques, or public recognition. Research has shown that recognition and reward programs positively impact employee performance by boosting morale, increasing job satisfaction, and fostering a sense of loyalty towards the organization. When employees feel valued and appreciated, they are more likely to go the extra mile and strive for excellence.

5.3 Conclusion

From the study findings, the study concluded that motivation program affects the employee performance at Technical University of Mombasa. Motivational goal setting emerged as a pivotal factor, demonstrating that clear, achievable goals significantly drive employee focus and determination. Employees who have a clear understanding of their objectives and the means to achieve them are more likely to exhibit higher levels of performance. This goal-oriented approach not only enhances individual productivity but also fosters a culture of accountability and continuous improvement within the organization.

Financial incentives were also found to be a powerful motivator, especially in roles where performance is easily quantifiable. The promise of monetary rewards can spur employees to exceed their usual performance standards, thereby increasing overall

productivity. However, the study also highlighted the potential for diminishing returns if financial incentives are not well-calibrated or if they overshadow intrinsic motivators, such as job satisfaction and personal growth.

Recognition and reward programs were identified as crucial for sustaining long-term employee engagement. These programs fulfill employees' intrinsic need for appreciation and validation, fostering a sense of belonging and loyalty to the organization. When employees feel recognized and valued for their contributions, their motivation to perform well is significantly enhanced. The study suggests that a balanced approach, integrating both intrinsic and extrinsic rewards, is most effective in sustaining high levels of employee performance.

5.4 Recommendations for Policy and Practise

The following recommendations were based on study findings;

- i. The education institutions should prioritize the implementation of motivational goal setting as a core component of their performance management systems. Goals should be clearly defined, achievable, and aligned with both individual career aspirations and organizational objectives. Managers should regularly communicate these goals and provide ongoing feedback, ensuring that employees remain focused and motivated. This approach not only enhances individual performance but also contributes to a culture of continuous improvement and accountability.
- ii. Secondly, while financial incentives are effective motivators, they should be designed carefully to avoid potential pitfalls such as diminishing returns or overemphasis on extrinsic rewards. Organizations should implement a compensation incentive structure that rewards both short-term achievements

and long-term contributions at University level. Additionally, financial incentives should be complemented with opportunities for professional development and career advancement, ensuring a balanced approach that also addresses intrinsic motivational factors.

- iii. Thirdly, recognition and reward programs should be integrated into the organizational culture to foster a supportive and appreciative work environment. These programs should be inclusive, recognizing a wide range of achievements and contributions, from day-to-day efforts to significant milestones. Personalized recognition, such as public acknowledgment, awards, or personal thank-you notes, can significantly boost employee morale and engagement. It's crucial for leaders to be trained in the art of meaningful recognition, ensuring that employees feel genuinely valued for their efforts.
- iv. Lastly, organizations should promote a holistic view of employee well-being, integrating motivation programs with broader initiatives that support work-life balance, mental health, and overall job satisfaction. By fostering a supportive and inclusive work environment, organizations can enhance employee engagement and performance while also building a loyal and motivated workforce.

5.5 Recommendations for Further Study

Future researchers should carry out replicative studies in other technical universities in Kenya as this would help in validating the findings and conclusions of this study. Moreover, further research should be carried out using longitudinal research design in order to gain a deeper understanding of the long-term effects of motivation programs on employee performance at Technical University of Mombasa. Also, a research should

be done on examining the role of leadership in driving the successful implementation of motivation programs at Technical University of Mombasa.

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APPENDICES

APPENDIX I: OBSERVATION CHECKLIST

The observation checklist below is intended to collect data on the Non-monetary Extrinsic Motivation Programs in place at Technical University of Mombasa to determine the influence of motivation programs on employee performance. Please observe and record by ticking either active, inactive, or none.

No.	Non-monetary Extrinsic Motivation Program	Active	Inactive	None
1	Flexibility at work			
2	Rewards and Recognition			
3	Provide an extra day off			
4	Provide time for volunteer work			
5	Provide extensive training plans			
6	One-on-one lunch			
7	Experiential Rewards			
8	Offer to mentor an employee			
9	Let employees have more autonomy at work			

APPENDIX II: QUESTIONNAIRE

SECTION A: Sample Qualities (Please check the relevant boxes)

1) Please indicate your gender

a) Male

b) Female

2) Please specify your age

a. Below 20 yrs.

b. 21 to 35yrs

c. 36-50 years

d. 51 years and above

3) Please indicate your work category

Teaching Non-Teaching

4) Please indicate your work experience

Below 4 years

4 to 10 years

Above 10 years

5) Please indicate your highest attained level of education

Diploma

Degree

Masters

PhD

SECTION B: MOTIVATIONAL GOAL SETTINGS

Please indicate on a five-point Likert scale how much you agree with the following assertions about motivated goal-setting.

1-Strongly Agree, 2-Agree, 3-Neutral, 4-Disagree, and 5-Strongly Disagree. Please tick appropriately.

Statement	1	2	3	4	5
My goals/targets are realistic and achievable					
The setting of goals/targets has greatly improved my overall performance within the organization					
I understand the importance of my goals/targets in relation to the overall objective of the organization					
As an employee, I am regularly trained to acquire and improve my knowledge, skills and attitudes towards my work					
As an employee, I am satisfied with the challenges provided by my work					
My manager lets me participate in the setting of my goals/targets					

SECTION C: FINANCIAL INCENTIVES

Please indicate on a five-point Likert scale how much you agree with the following assertions about financial incentives:

1-Strongly Agree, 2-Agree, 3-Neutral, 4-Disagree, and 5-Strongly Disagree. Please tick appropriately.

Statement	1	2	3	4	5
The institution pay policy helps attract and retain high performing employees					
I am satisfied with the level of pay I receive					
I believe the money I am paid is a strong indication of the value the institution has placed on my services					
My salary and other hygiene factors (e.g. company policies, working conditions, supervision) have led to a dis-satisfaction of my employment					
I would be satisfied if I received a monthly expense (e.g. fuel and telephone) allowance					
The pay offered by the university is very competitive compared to other universities in the industry					

SECTION D: RECOGNITION AND REWARD

Please indicate on a five-point Likert scale how much you agree with the following assertions about reward and recognition

1-Strongly Agree, 2-Agree, 3-Neutral, 4-Disagree, and 5-Strongly Disagree. Please tick appropriately.

Statement	1	2	3	4	5
The institution has a fair and equitable reward scheme					
The institution uses non-monetary rewards like recognition, inclusive decision-making and flexible working hours to motivate us					
It is important to me to be recognized by my peers and co-workers for a job well done					
The recognition and reward program motivates me to perform better					
The institution has observed a long-term improvement of the quality of work as a result of the reward system in place					
In our institution, rewards are viewed as goals that employees generally strive for, and an instrument that provides valued outcomes					

APPENDIX III: INTERVIEW GUIDE

In order to determine the relationship between motivation and employee performance, the researcher will be guided by the following open-ended questions as they gather managerial motivation data from managers' perspectives.

1. The majority of workers quit their jobs because they feel ignored and undervalued by their supervisors, not because they are paid too little.

.....
.....
.....

2. What managerial perspective do you have regarding the relationship between employee autonomy and performance in the workplace, specifically in terms of morale, job satisfaction, positive relationships, and employee retention?

.....
.....

3. In what ways does employee recognition at Technical University of Mombasa influence motivation and output?

.....
.....

4. Do you think that workers at Technical University of Mombasa view recognition as a component of their sense of worth and gratitude, which in turn boosts workers' morale and ultimately boosts productivity? Back up your response.

.....
.....

5. What input do you have about the idea that the Technical University of Mombasa employees' professional level influences their level of performance?

.....

6. How would you like to see career development included as a primary type of employee reward in the Technical University of Mombasa's existing reward system?

.....
.....

7. How do flexible work schedules at Technical University of Mombasa improve staff retention, which in turn lowers employee turnover?

.....

8. How do management at Technical University of Mombasa foster a positive work environment that lowers stress levels and makes people happier and healthier?

.....
.....

APPENDIX IV: CONSENT FORM

I have read the material, I get it, and I have had a chance to ask questions. I understand that my participation is entirely optional and that I can stop at any time, for any reason, and without incurring any fees. I understand that I will receive a copy of this permission form.

Participants Name:-----

Participant Designation: -----

Participants Contacts:-----Location:-----

Participants Signature:----- Date:-----

Researchers Signature:----- Date:-----

Please get in touch with the study coordinator if you have any inquiries about the research or would like to report any issues you have encountered.

Study Coordinator: Mwanyoha, Stephen Ndegwa

Thank You

APPENDIX V: RESEARCH APPROVAL LETTER



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

Internal Memo

FROM: Executive Dean, Graduate School

DATE: 21st March, 2024

TO: Mwanyoha Stephen Ndegwa
C/o Public Policy & Public Administration Dept.

REF: C153/MSA/PT/26728/2014

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board of 13th February, 2024 Entitled "Motivation Programs on Employee Performance at Technical University of Mombasa, Kenya."

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking and Progress Report Forms per semester. The Forms are available at the University's Website under Graduate School webpage downloads.

Also, please ensure that you publish article(s) from your project before submitting it to Graduate School for examination as per the Commission for University Education and Kenyatta University guidelines.

Thank you.

A handwritten signature in black ink, appearing to read 'Eljah Mutua'.

ELIJAH MUTUA
FOR: EXECUTIVE DEAN, GRADUATE SCHOOL

C.c. Chairman, Department of Public Policy and Public Administration

Supervisors:

1. Dr. Daniel Mange
C/o Department of Public Policy and Public Administration
Kenyatta University

EM/mo

APPENDIX VI: RESEARCH AUTHORIZATION LETTER



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

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P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: C153/MSA/PT/26728/2014

DATE: 21st March, 2024

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MWANYOHA STEPHEN NDEGWA – REG. NO. C153/MSA/PT/26728/2014

I write to introduce Mwanyoha Stephen Ndegwa, who is a Postgraduate Student of this University. The student is registered for MPPA degree programme in the Department of Public Policy and Public Administration.

Mwanyoha intends to conduct research for a MPPA Project Proposal entitled, "Motivation Programs on Employee Performance at Technical University of Mombasa, Kenya."

Any assistance given will be highly appreciated.

Yours faithfully,

PROF. ELISHIBA KIMANI
EXECUTIVE DEAN, GRADUATE SCHOOL

EM/mc

