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**AN INVESTIGATION OF EMPLOYEE MOTIVATION AND ITS IMPACT ON
ORGANIZATIONAL PERFORMANCE IN PUBLIC SECTOR
ORGANIZATIONS: A CASE STUDY OF TEACHERS SERVICE COMMISSION
OF KENYA**

BY

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D53/OL/1539/02

**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT
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*An investigation of
employee motivation*



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DECLARATION

This research report is my original work and has not been presented for discussion in any other university.

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DEDICATION

This Project Report is dedicated to wife Mary, my sons Arthur and Jesse and my dear daughter Ruth for their patience and support during the entire process of research and report writing. I also wish to dedicate this project to my Mum and Brother Robert who encouraged me to continue studying. You have been my strength throughout this taxing moment in my life and your encouragement has enabled me to execute the research successfully. May God Bless you all.

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ABSTRACT

The study sought to investigate employee motivation and its impact on organizational performance in public sector organizations looking at the case of TSC of Kenya. More specifically, the study sought to: determine the motivational needs of employees of TSC of Kenya; determine the ways used by TSC of Kenya to motivate its employees; find out the effect of employee motivation in relation to productivity; determine the benefits of motivation to the organization and the individual employees; and suggest effective strategies of addressing motivational challenges facing civil servants in the country. The present study is based on an observation by Mwiti (2007) who reported that many public organizations in Kenya still undervalue employee motivation as a means of improving organizational performance. The study reviews literature related to the The Concept of Motivation; Significance of Motivation; Need for Evidence-based Management in Public Sector Organizations; Public Sector Reforms and Performance Contracting in Kenya; Motivation Process; Theories of Motivation and the Conceptual Framework. The study was a descriptive survey where questionnaires were used to collect data from 230 ordinary staff members and 10 management officers from Teacher Service Commission. The target population was 240 employees of TSC. Purposive sampling was used to select the 10 management staff while stratified random sampling was used to select 230 ordinary employees who participated in the study. Data collected was analyzed using descriptive statistics; percentages and frequencies and results were presented in summary tables, charts and graphs. Of the 240 questionnaires sent out to respondents, 154 were returned as fully filled. The study established the motivational needs of employees of TSC of Kenya as communication and cooperation in the working environment, better terms of service, job security, building work esteem, and job reputation. TSC of Kenya was found to motivate its employees through on and off the job employee trainings, and annual salary increments. The study established a relatively low motivation of TSC employees by their employer. Employee motivation was also found to affect employee productivity. Low motivation of employees was found to lead to low productivity and high motivation led to increased productivity. The benefits of motivation to the organization and the individual employees were found to include: uplifting of morale of the employees; leads to less complain by the teachers; quick service delivery; improved skills; improved employees' welfare; and increase competitive advantage of an organization. Overall, the employee motivational needs at the TSC were determined and its influence on organizational performance established. Recommendations were made to the TSC to increase its resource allocation to its HR division to improve employee appraisal and motivation; Ministry of Education to address motivational needs of TSC employees in an equitable manner without favor or discrimination; TSC to expand employee motivation framework to include other areas that may be currently overlooked or left out but which may be negatively affecting the performance of employees at the Commission; and the Ministry of Education to improve on the Commission's policy on Human Resource Management to fully address motivational needs of TSC employees.

DEFINITION OF TERMS

- Motivation** Motivation refers to the forces either within or external to a person that arouse enthusiasm and persistence to pursue a certain course of action.
- Development:** Development is a wide-ranging, enduring multi-faceted position of behaviors to bring an employee or an organization up to another opportunity of presentation.
- Professional development** This is a continuous process of growth for personnel in a organization.
- Human Resources** Is a term used to describe the individuals who comprise the workforce of an organization or describes the workforce capacity available devoted to the achievement of the organization objectives.
- Human Resources Development** Is a combination of training and education, in a broad context of adequate health and employment policies that ensures the continual improvement and growth of the individual, the organization, and the national human resourcefulness.
- Retention** is the ability to keep the workforce for a long time in an organization

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CHAPTER ONE

INTRODUCTION

1.0: Overview

This chapter introduces the study by looking at the background of the study and stating the problem under study. It further examines the purpose and objectives of the study, research questions, significance of the study, as well as the scope and limitations of the study.

1.1: Background to the Study

This study investigated employee motivation and its impact on organizational performance in public sector organizations: a case study of Teachers Service Commission of Kenya. All over the world, organizations are known to exist and function in complex and dynamic environments (AAPAM, 2006). AAPAM posits that this circumstance compels organizations to adopt innovative measures to meet the changing needs of the time and to bridge the gaps between goals and actual performance. According to AAPAM, most important among the response options to environmental dynamics is the organization's focus on developing and improving the human resource base. This underscores the importance of the human resource to organizational goal attainment.

Indeed, of all organizational resources which include human capital, finance, and technology among others, the human capital has been identified as the most important factor of production. According to Dada (2005), the degree of importance of the human capital can be better appreciated if it is viewed from its perspective as an organization's life-wire as it is the human element that moves an organization in the direction of meeting the societal needs. Hence, the human factor has been acknowledged as a critical factor in the development of any nation or state. Dada (2005) observes that the human resource constitutes the ultimate basis for the wealth of a nation rather than capital income or material resources, which are passive factors of production. The human resource represent the active agent who accommodate capital, exploit natural resources, build social, economic and political organizations for the development of its citizenry.

Given the many and varied influence or pressure on the human resource prompted by socio-economic demand and the twin demands of increased efficiency and productivity, its active management has indeed become a challenge (AAPAM, 2006). According to AAPAM, this explains why organizations whether in the public or private domain embark on deliberate and systemic Human Resource Development (HRD) programme. This is because the HRD programme is a vehicle for developing personnel competence, skills, and understanding to enable the organization to achieve its mission and goals.

However, Lienert (2006) observes that the level of achievements of these pre-set goals depends on how well the human element, which is unarguably the most important asset, is motivated to work. Similarly, the Society for Human Resource Management (SHRM, 2010) concurs with Lienert on the role of motivation in workplace performance. SHRM observes that in today's global marketplace where organizations seek a competitive edge, motivation is key for talent retention and performance. According SHRM, no matter the economic environment, the goal is to create a workplace that is engaging and motivating, where employees want to stay, grow and contribute their knowledge, experience and expertise. According to Stanley (2008), motivation is the psychological forces that determine the direction of a person's level of effort, as well as a person's persistence in the face of obstacles. The direction of a person's behaviour refers to the many possible actions that a person can engage in, while persistence refers to whether, when faced with roadblocks and obstacles, an individual keeps trying or gives up.

Motivation according to Dawson (1986) refers to the 'mainspring of behaviour' as it explains why individuals choose to expend a degree of effort towards achieving particular goals. Studies on motivation are therefore concerned with why people behave in a certain way. Motivation is considered a complex subject that is also influenced by numerous variables. It is considered very personal and internal, driven by a variety of changing and often conflicting needs. Davidman (2004) on the subject of motivation advances that: 'motivation views the commitment of the individual to work and to his work place from the point of view of factors originating within himself, from the point of view of individual needs, likes and preferences'.

According to Daft (2003) motivation refers to 'the forces either within or external to a person that arouse enthusiasm and persistence to pursue a certain course of action.' He goes on further to

explain that people have basic needs like food, security and achievement which translates into an internal tension that motivates the individual to exhibit specific behaviours with which to fulfill these needs. The satisfaction derived from the behaviour that produced that desired outcome is considered the reward. Daft further explains the nature of the rewards as being two fold; intrinsic and extrinsic rewards.

According to Lienert (2006), motivation in modern work environment has become an important aspect of employer's duty if the organization's set objectives are to be achieved. The responsibility for motivation is three-fold: it falls on the senior leadership, the direct manager and the employee. SHRM (2010) noted that numerous factors are involved, from trust, engagement and values (individual and organizational) to job satisfaction, achievement, acknowledgement and rewards. SHRM observes that motivation is essential for working autonomously, as well as for collaboration and effective teamwork. According to SHRM, the ultimate focus of the organization is to successfully retain talent, meet goals and go beyond expectations. It is the role of Human Resource (HR) and organizational leaders to foster an environment of excellence in an organization.

Within the preview of African Public Service, the present poor service delivery quagmire can be traced to motivational challenges, and this in turn is partly responsible for the present state of the continent underdevelopment (Lienert, 2006). Changing the status-quo requires going beyond the "traditional" service delivery improvement initiatives. It requires getting the Public Servants involved in such initiatives and adequately motivating them in order to make them remain service focused and sustain the service delivery improvement initiative.

Given that each employee has a motive for joining a given organization and once these motives, desires, or goals are not fully met, it has negative effect on productivity (Sanzotta, 1977). Sanzotta states that an individual employee will be able to contribute his very best only if he is 'highly' and not partially motivated. One can posit therefore, that, motivation is a dynamic process of continuity by which improved effectiveness, efficiency, productivity, commitment and dedication can be enhanced especially in the public service. The study by Lienert (2006) concluded that Public Service Management and delivery in greater part of Africa is lethargic. Therefore, achieving improved public service delivery in Africa requires going beyond the

razzmatazz of traditional formal speeches. It requires that the public service which as elsewhere in the world plays vital and indispensable roles in planning and managing the state which they serve moves to the next level with regards to motivating the workforce.

Every profession goes through an evolutionary change to reinvent and improve itself. But few professions have undergone as much study, criticism and reform as public administration. This is because public service has cross-cutting impact on all sectors of an economy and it is a sector that is ideally seen as custodian of public interest. The evolution has been more marked in post colonial states such as Singapore, India and Kenya just to mention but a few (KAPAM, 2010). Employee involvement has been seen as key to improving service quality, although past studies of the impacts of these reforms have suggested that little meaningful participation has been allowed (Burchell *et al.*, 2002).

Employees have been subjected to increased pressure to support management's productivity goals, and work intensification has occurred (Roper, 2004). Management's basic job is the effective utilization of human resources for achievements of organizational objectives (Godard, 2001). Godard observes that personnel management is concerned with organizing human resources in such a way to get maximum output to the enterprise and to develop the talent of people at work to the fullest satisfaction. According to Wood (1999), to achieve job satisfaction, employees of an organization must be sufficiently motivated to do their jobs. Motivation implies that one person, in organization context a manager, includes another, say an employee, to engage in action by ensuring that a channel to satisfy those needs and aspirations becomes available to the person (Davidman, 2004). Davidman notes that in addition to this, the strong needs in a direction that is satisfying to the latent needs in employees is important in order to harness them in a manner that would be functional for the organization.

However, a study on the role of welfare services in motivation of staff in Kenyan Parastatals by Mwiti (2007) at the Teachers Service Commission found out that in efficiency, mismanagement and corruption are thriving in these organizations, therefore denying Kenyans essential services, massive loss of taxpayer's money and retarding the economy. For instance, the study found out that Teachers Service Commission is being blamed for gross inefficiency resulting into long queues and corruption among other malpractices. According to the study, this has led to loss of

learning hours and low morale among the teaching staff, which was identified as a likely cause for poor performance in national examinations. For an organization that was formed 56 years ago with the mandate of managing the entire public teaching workforce of 240,000 members and a secretariat staff of 2,400 members, it has undergone a lot of restructuring that should translate into excellent services to the people of this country. Sadly for Kenyans, that is not the case and that leads to the question, has the commission explored employee motivation as a means of improving its performance?

It is from this background of under-performance and inefficiency manifested in long queues and constant teachers' complaints of ineptitude and poor services at the TSC headquarters that this study sought to investigate employee motivation and its impact on organizational performance in public sector organizations. According to Mwiti (2007), many teachers reported cases of low service delivery by TSC staff members forcing some of them to spend huge sums of money in renting hotel rooms in Nairobi for many days waiting to be served. Others complained of inactivity in certain cases and lack of follow-up for others. According to the study, many teachers were also forced to make several trips to Nairobi following-up a single case.

Unsurprisingly, understanding how motivation fully works is a challenge for managers because it arises from within and differs for each individual. Although, different theories have been postulated on motivation, it remains elusive but it is still essential that managers and organizations for that matter, pay heed to its workings and applications, if they are to get the best out of their employees (Linstead *et al.*, 2004).

1.2: Statement of the problem

A study conducted by Mwiti (2007) at the Teachers Service Commission on *The Role of Welfare Services in Motivation of Staff in Kenyan Parastatals* established that service delivery at the TSC Headquarters in Nairobi is marred by allegations of under-performance and inefficiency of the commission's staff. Mwiti reports long queues and constant teachers' complaints of ineptitude and poor services at the TSC headquarters. The study established that in 2006, TSC handled 144,000 cases out of which 55,000 complaints were made by teachers on how TSC handled their cases. Dominating the list of complaints by teachers was the slow pace of case turnovers and

poor follow-up of case files. This has forced many teachers to spend huge sums of money in renting hotel rooms in Nairobi for many days waiting to be served while others are forced to make several trips to Nairobi following-up a single case.

By any standards, the number of complaints viz-a-vis the cases handled by the commission annually is too high. But as Lienert (2006) notes, performance is closely related to motivation in any organization yet the link between motivation and work performance has received very little empirical testing (Piccolo and Colquitt, 2006). This study therefore, sought to investigate employee motivation and its impact on organizational performance in public sector organizations looking at the case of TSC of Kenya. The era of transformation in the public service require a more business-oriented approach which places more emphasis on workers motivation.

1.3: Overall objective of the study

The overall objective of the study was to investigate employee motivation and its impact on organizational performance in public sector organizations looking at the case of TSC of Kenya.

1.3.1: Specific objectives of the study

This study had the following specific objectives:

- a) To determine the motivational needs of employees of TSC of Kenya.
- b) To determine the ways used by TSC of Kenya to motivate its employees.
- c) To find out the effect of employee motivation in relation to productivity.
- d) To determine the benefits of motivation to the organization and the individual employees.

1.4: Research questions

The study sought to answer the following questions:

- a) What are the motivational needs of employees of TSC of Kenya?
- b) How does TSC of Kenya motivate its employees?
- c) What is the effect of employee motivation on productivity?

d) What are the benefits of motivation to this organization?

1.5: Justification and significance of the study

This study sought to investigate employee motivation and its impact on organizational performance in public sector organizations looking at the case of TSC of Kenya in order to expand knowledge and address informational gaps that currently exists on the correlation between employees' motivation and organization performance in the Public Service. This study can assist TSC, Ministry of Education, Ministry of Public Service, and other government officials in all the other ministries and parastatals to initiate necessary structural readjustments in policy and practice to address the issue of employee motivation.

With a clear exposé of the motivational needs of the employees of TSC, this study is meant to spur the necessary debate on the place of motivation on employee performance in the Public Service. This will eventually lead to tapping the productive potential of public servants and enhance their contribution to organizational development. Furthermore, addressing motivational needs and leveraging the full participation of public servants in the development of Kenya's public sector together represent a significant opportunity to unleash Kenya's productive potential and to strengthen economic growth.

Besides, this study will be one of the few sources of data available for use both locally and nationally providing baseline information regarding employee motivation and its impact on organizational performance in public sector organizations in Kenya. The study is expected to particularly generated data that could be used to solve the existing problem and will therefore be important to other researchers, scholars and different organizations that may be interested in conducting further investigation on any related problem area or those seeking improved solutions to the current problem area. In any case, development partners can also use evidence based data from this study to assist public sector organizations improve on employee motivation.

The findings of the study can also be used to improve the policies and interventions necessary to improve employee motivation in the public sector. Specifically, findings of the study can be used to redesign strategies to promote workers benefits, enabling working environment, strengthening worker's economic capacity, eliminating workplace discrimination, promoting harmonization of

work and family responsibility for civil servants and encouraging participation of employees in decision making.

1.6: Scope of the study

The study was conducted at the TSC Headquarters in Nairobi County. TSC Headquarters/secretariat is located at the TSC House, Upper Hill area in Nairobi City. TSC is a middle-level public organization with a total of 2,400 secretariat employees and 6 departments all under a Commission Secretary. The study was conducted in all the departments and involved a sample population of 240 or 10 per cent of the 2,400 employees of TSC of which 5 were management staff and 235 were ordinary employees of the commission.

This study sought to investigate employee motivation and its impact on organizational performance in public sector organizations looking at the case of TSC of Kenya, a public organization established under an Act of Parliament (Cap 212) of the laws of Kenya of 1967. The study was conducted between November 2011-January, 2012.

1.7: Delimitations of the study

The researcher identified ways of mitigating the effects of the study limitations to ensure that the study was successfully conducted. First, to address the issue of security of respondents linked to the handling of information obtained from them, the study conducted a vigorous sensitization exercise involving respondents before and during the study to explain how information obtained for purposes of the study was to be handled. The intention of the research was explained to both the management and respondents and assurances were made to the effect that information obtained from them were for the sole purpose of informing the study and will not be used against them in any way and will always be under safe custody of the study.

The management and respondents were also assured of maximum confidentiality and that nobody will ever access any information they gave to the researcher. As a result, the study developed a positive relationship with both the management and respondents who provided the critical information that informed the current study.

Finally, in accessing respondents, the researcher distributed questionnaires and left them with respondents for a period of two weeks before they were picked. Again, the busy schedule of some of the respondents and Christmas festivities interfered with the two weeks' timeline allowed for filling in of questionnaires; the study timeline was readjusted to allow them more time to respond to the questionnaires. Additional financial resources were also mobilized to cater for extra study costs due to the extension of study period. Otherwise, due to the measures put in place to delimit the study, research objectives of the study were achieved.

1.8: Assumptions of the study

This study assumes that TSC of Kenya has vibrant and effective motivational policies in place and that the commission's employees are well motivated to help the commission achieve its aims and objectives on a daily basis.

The study also assumes that employee motivation leads to better performance of employees and hence increased productivity. Furthermore, this study assumes that a public organization that is working to improve service delivery to the people must embrace the principle of employee motivation to maximize productive.

CHAPTER TWO

LITERATURE REVIEW

2.0: Introduction

This section reviews thematically and methodologically different literature related to the concept of employee motivation and its significance at the workplace. Literature is also reviewed on situation analysis of employees in the Public Sector where many employees still find it hard to compete favourably with their private sector counterparts. This chapter is organized in five sub-sections, with the first section reviewing literature on employee motivation and how it has influenced service delivery in the public sector on the global, regional and local arena. The second section discusses employee motivation in the public sector in the country, while the third section looks at workplace challenges facing civil servants in Kenya and organizational reforms undertaken to address the identified challenges. The other sub-sections have previous studies undertaken to examine workplace motivation and employee performance of public sector employees in Kenya. The theoretical and conceptual frameworks are also presented in this chapter.

2.1: The Concept of Motivation

The word motivation has been derived from motive which means any idea, need or emotion that prompts a man into action. Whatever may be the behavior of man, there is some stimulus behind it. Stimulus is dependent upon the motive of the person concerned. Motive can be known by studying his needs and desires (Lewchuk and Robertson, 1996). There is no universal theory that can explain the factors influencing motives which control man's behavior at any particular point of time. In general, the different motives operate at different times among different people and influence their behaviors. The process of motivation studies the motives of individuals which cause different types of behavior (Wilkinson and Willmott, 1995).

Work motivation is one of the most intensively studied topics in the social sciences. According to Selden and Brewer (2000), scholars have devoted substantial effort to developing a master theory of motivation, trying to incorporate various characteristics to the concept. In the main, in the fields of Human Resource Management and organizational behavior, motivation is often

described as being “intrinsic” or “extrinsic” in nature (Sansone & Harackiewicz, 2000). According to Osterloh *et al.* (2002), extrinsic motivation occurs when employees are able to satisfy their needs indirectly, most importantly through monetary compensation.

In contrast, intrinsic motivation is apparent when individuals' behavior is oriented towards the satisfaction of innate psychological needs rather than to obtain material rewards (Ryan & Deci, 2000). In other words, motivation is intrinsic when people perform an activity for itself (Van Yperen & Hagedoom, 2003); trying to experience the satisfaction inherent in the activity or to secure the obligations of personal and social norms for their own sake (March, 1999). Intrinsic motivation appears to be self-defined (Loewenstein, 1999) and self-sustained (Calder & Staw, 1975) and is fostered by commitment to the work itself, which must be both satisfying and fulfilling for the employees (Deci, 1975). In any type of organization be it public or private, employees can be motivated by both extrinsic and intrinsic factors that will fulfill their perceptions regarding success, reward and satisfaction.

Researchers usually portray work motivation as a unifying topic that links together a network of subordinate concepts. Indeed, the relationship and inter-connectiveness of performance, goals, job satisfaction and work motivation is well established in organizational literature (Igalens & Roussel, 1999). In the private sector, literature indicates that corporations usually link employees' satisfaction with the provision of financial rewards such as salary and high-powered incentives. Gomez-Mejia & Welbourne (1988) argued that pay choices available to management have a positive impact on firms' performance and the effective use of human resources, whereas Spilerman (1986) saw a positive relationship between the opportunity for hierarchical advancement and increased financial income.

Apart from economic rewards, evidence also considers a positive association between employees' satisfaction and other extrinsic incentives as well. Thus, Smith *et al.* (1984) stressed the need to create a working environment that reinforces rewards and recognition. In addition, there is also evidence to support the straightforward positive relationship between intrinsic motivation and operational effectiveness. Amabile's (1998) conceptual paper had established a positive correlation between intrinsic rewards (inner satisfaction and challenging work) and

performance, whereas Manolopoulos (2006) focused on creativity, arguing that the major reward for employees could be the work itself.

In relation to the private-public motivational differences, the empirical research confirmed similarities between employees concerning the fulfillment of their achievement and self-actualization needs (Posner & Schmidt, 1996). The need for job security has also been found to be similar in the two sectors (Gabris & Simo, 1995), while Rainey (1982) concluded that public sector managers cared less about monetary rewards compared to private sector managers. On the contrary, the opportunity to serve society and the public interest matter more to public than private employees (Crewson, 1997; Rainey, 1982).

Turning more specifically to the relationship between public sector performance and motivation, the empirical investigation on the topic is limited, mainly due to the difficulties associated with the measurement of public sector outcomes (Stein, 1986). The seminal studies of Crewson (1997) and Brewer & Selden (1998) have documented a positive correlation of the two concepts and initialized several surveys thereafter. Following research that attempted to survey the impact of motivation on performance considered only a few factors that affect organizational outcomes (Brewer & Seldon, 2000) and was mainly centered on the provision of extrinsic incentives. Thus, Paarsch & Shearer (2000) indicated a positive association among work outcomes, public employees' motivation and performance-related pay designs, whereas Wright (2007) implied the positive relationship between the availability of extrinsic rewards and organizational performance.

Concerning the intrinsic type of motivation, Rainey & Steinbauer (1999) suggested that the effectiveness and performance of public agencies may be enhanced by three interrelated levels of rewards, namely task, mission and public service. On his part, Wright (2007) emphasized on public ethos, while Frank & Lewis (2004) have stressed the importance of public employees in such work characteristics as meaningful service and job security.

Overall, despite some conflicting empirical findings on work motivation, the mass of existing research has broadened our understanding on how to conceptualize the topic. The evidence revised here indicates that traditional work motivation models have often been based upon the

evaluation and ranking of specific job attributes; derived mainly through the provision of extrinsic and intrinsic incentives with the same argument being well established in the works of Kovach (1995) and Silverthorne (1992). In this study, possible motivators to employees at the TSC of Kenya will be investigated.

The motivators were mainly identified in the classical study conducted by Herzberg (1968), which was revalidated in 2003 (Harvard Business Review) and the work of Jurgensen (1978). Herzberg identified: firstly, intrinsic factors in employee motivation, such as achievement, recognition for achievement, the work itself, responsibility, growth and advancement; and secondly, extrinsic factors, such as company policy and appreciation, supervision, interpersonal relationships, working conditions, status, payment and security. Thus, the motivators the current study seeks to base its research on include: (x_1) provision of fair wage, (x_2) provision of pay incentives, (x_3) communication and cooperation in the working environment, (x_4) opportunity for hierarchical advancement, (x_5) security in the workplace, (x_6) working conditions, (x_7) opportunities to advance the field of employees' expertise, (x_8) need for creative work, (x_9) need for esteem and reputation, (x_{10}) recognition for work, (x_{11}) need for competence, and (x_{12}) opportunity to take responsibilities.

2.2: Significance of Motivation

The literature on the impact of motivation is extensive. Many of the studies, for example those referred to in the meta-analyses conducted by Guzzo *et al.* (1985) and Jenkins *et al.* (1998), were based on experiments. These often demonstrated a positive link between a reward practice and performance but the methodology was not one that could easily be replicated by practitioners on a regular basis. Other studies, such as those conducted by Hansen (1997) and Stajkovic and Luthans (2001), consisted of in-depth examinations of the relationship between motivation and performance, but again, the methodology was beyond the scope of a typical practitioner. Such studies can demonstrate that motivational practices have a relationship with organizational performance but they do not provide much guidance to motivation specialists on which practices are likely to be effective in their context.

Two British studies illustrated methods of evaluation that can be used by practitioners. In their examination of the impact of performance-related pay in the Inland Revenue, Marsden and Richardson (1994) used an attitude survey, and Kessler and Purcell (1992) relied on interviews in their review of performance-related pay. But the latter commented (Kessler and Purcell, 1992) that the complex range of factors interacting to determine organizational performance makes it difficult to isolate the impact of a payment system alone. However, as Lazear (2000) showed, it is possible to evaluate the impact of an incentive plan when the outcome in terms of units produced can be easily measured.

Rensis Likierthas called motivation as the core of management. Motivation is the core of management. Motivation is an effective instrument in the hands of the management in inspiring the work force. It is the major task of every manager to motivate his subordinate or to create the will to work among the subordinates. It should also be remembered that the worker may be immensely capable of doing some work but nothing can be achieved if he is not willing to work. Creation of a will to work is motivation in simple but true sense of term (Cunningham *et al.*, 1996).

Motivation is an important function which every manager performs for actuating the people to work for accomplishment of objectives of the organization. Godard (2001) observes that issuance of well conceived instructions and orders do not mean that they will be followed. According to him, a manager has to make appropriate use of motivation to enthuse the employees to follow them. To him, effective motivation succeeds not only in having an order accepted but also in gaining a determination to see that it is executed efficiently and effectively.

Kessler & Purcell (1992) observes that motivation involves getting the members of the group to pull weight effectively, to give their loyalty to the group, to carry out properly the purpose of the organization. According to Kessler & Purcell, a number of results may be expected if the employees are properly motivated. First, they observed that the workforce will be better satisfied if the management provides them with opportunities to fulfill their physiological and psychological needs. The workers will cooperate voluntarily with the management and will contribute their maximum towards the goals of the enterprise.

Secondly, Kessler & Purcell (1992) observes that workers will tend to be as efficient as possible by improving upon their skills and knowledge so that they are able to contribute to the progress of the organization. This will also result in increased productivity. Also, the rates of labor's turnover and absenteeism among the workers will be low and there will be good human relations in the organization as friction among the workers themselves and between the workers and the management will decrease. Finally, the number of complaints and grievances will come down, accident will also be low and there will be increase in the quantity and quality of products as wastage and scrap will be less. Better quality of products will also increase the public image of the organization.

In order to motivate workers to work for the organizational goals, the managers must determine the motives or needs of the workers and provide an environment in which appropriate incentives are available for their satisfaction. Guest (1999) observes that if the management is successful in doing so; it will also be successful in increasing the willingness of the workers to work. According to him, this will increase efficiency and effectiveness of the organization since there will be better utilization of resources and workers abilities and capacities.

In practice, organizations march their strategies to their goals (Huczynski and Buchanan, 1991). For example, managers are faced with the dilemma of how to satisfy and motivate their staff, which motivational theories to employ to suit their individual employees at the same time ensuring that organizational policies and boundaries are not over stepped. On the other hand employees are also expecting that the organization satisfies their needs or expectations for which they have joined the organization. Daft (2003) referred to this psychological contract that exist between employees and their organizations when he stated that different groups within an organization have different goals and aspirations. Management therefore requires skill and understanding of these diverse goals to bring about a coordinated approach and workings to realize organizational goals through employees. This will ensure that both workers and management expectations are not compromised. Job satisfaction is one of the functions of management that is essential in ensuring total commitment to the organization.

This literature is relevant to the current study given that it touches on the connectivity between organization employees, management policy on employee motivation, and organizational

performance. It is believed that the three tier connection of management, organization employees and organization performance if well investigated can provide an effective management model suitable for a good working public organization structure in Kenya.

2.3: Need for Evidence-based Management in Public Sector Organizations

The colonial public administration majored in the application of rules and regulations and that formed the framework of public service. A major shift was the movement towards greater efficiency, especially in post colonial era, within the context of the developmental state. The senior public servant was no longer satisfied with maintaining the status quo. An additional role was that of an agent of socio-economic transformation in new countries, impatient to accelerate the improvement of the wellbeing of citizens. Increased emphasis on efficiency emerged and given the growth and complexity of the service the public manager emerged (KAPAM, 2010).

Today, the public servant is looked upon to promote institutional adaptation and change. In other words, the senior public servant is expected to be a managerial leader who goes beyond efficient management of resources for public good to inspire, motivate and spearhead change management. The era of public servant leadership has dawned and the senior public servant has not the luxury of academic distinction between management and leadership but the former operating within the status quo and the other initiating transformation (Warren Bennis, 1985).

With the scope for decision making and problem solving and emergence of multiple alternatives, the possibility of conflict of self versus organization interest increase, as the individual moves through administrative and managerial to leadership levels of the decision maker become paramount. Therein lies the importance of values-based leadership in public service as the leader can be negatively transactional or positively transformational (KAPAM, 2010).

It is believed that an evidence-based management approach would provide a systematic basis for evaluating motivation and performance in both public and private organizations. Pfeffer (1998) pointed out that thinking about pay ought to be based on logic and evidence, not on belief or ideology. Rousseau (2006) explained that evidence-based management means translating principles based on best evidence into organizational practices. But she also pointed out that: evidence-based practice is not one size-fits-all; it's the best current evidence coupled with

informed expert judgment. The concept of evidence-based management was defined by Briner *et al.* (2009) in more detail as being about making decisions through the conscientious, explicit and judicious use of four sources of information: practitioner expertise and judgment, evidence from the local context, a critical evaluation of the best research evidence and the perspectives of those people who might be affected by the decision.

Pfeffer and Sutton (2006) recommended the collection of external evidence from benchmarking as long as it is not “casual” and the internal analysis and evaluation of relevant data, including information from pilot tests and experiments. Pfeffer & Sutton (2006) remarked that evidence-based management features a willingness to put aside belief and conventional wisdom which are the dangerous half-truths that many embrace and replace them with an unrelenting commitment to gather the necessary facts to make more intelligent and informed decisions. An evidence-based approach as described above is clearly appropriate when evaluating reward, motivation and performance. Its application to motivation is described as evidence-based motivation management and validates the present study as a source of evidence-based data for use by public sector organization in Kenya.

Consideration is hereby given to the extent to which human capital management techniques of measurement can be part of motivation evaluation in association with an evidence-based management approach. As defined by Baron and Armstrong (2007): Human Capital Management (HCM) is concerned with obtaining, analyzing and reporting on data which informs the direction of value-adding people management strategic, investment and operational decisions at corporate level and at the level of front line public sector management.

Interest has increased recently in methods of measuring human capital and some organizations now have data which they can potentially use to evaluate HR initiatives. Indeed many may now have too much rather than too little data which could prevent them from evaluating employee motivation effectively. Baron and Armstrong (2007) stated that measures are not an end in themselves although they can inform and test strategy, evaluate costs and assess the impacts of different actions. Selecting the right measures and collecting the data required is not always easy although, as Scarborough and Elias (2002) established from their research, it is not necessarily what organizations decide to measure that is important but the process of measurement itself.

There is, however, some consensus on what should be measured. The Accounting for People Task Force (2003) identified six key measures which seem to be used most frequently by companies. These are: the profile of the workforce, workforce turnover, retention rates, workforce absenteeism, performance and productivity, and engagement. Another typology produced by Kearns (1995) consisted of four levels: an act of faith, “we think it worked” which, as Corby *et al.* (2005) commented, amounts to no measurement at all; subjective/qualitative measures; objective measures of cost, quality and quantity; and objective “bottom-line” measures of profitability. As is evidenced by poor performance in many public organizations (Mwiti, 2006), an assumption that “we know” will not work for a malfunctioning public sector and the best approach is to conduct institution specific studies to determine the role of employee motivation in organizational performance.

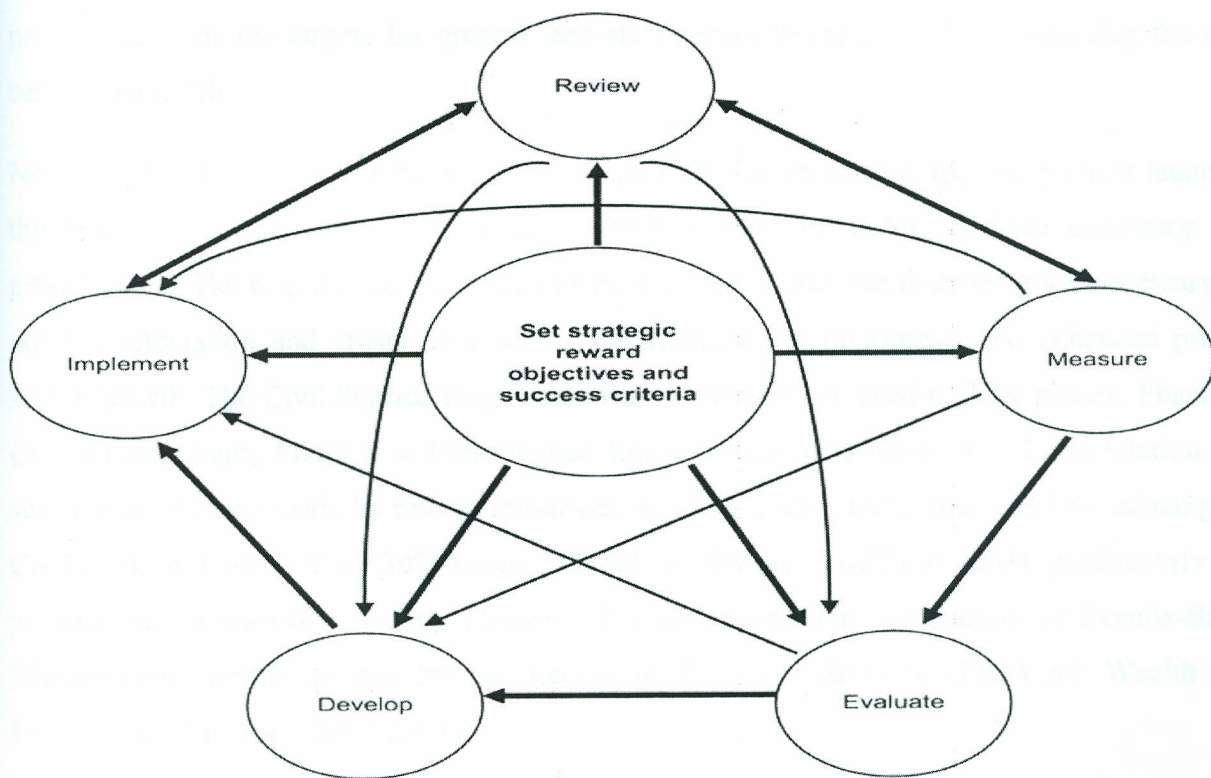


Figure 2.1: Model of the Inter-relationships between the Components of Evidence-based Motivational Management

2.4: Public Sector Reforms and Performance Contracting in Kenya

Public Service Reforms in Kenya started immediately after independence. Sessional Paper No. 10 (1965) on African Socialism and its Application to Planning in Kenya, outlined the first institutional framework for reforms. The reforms were aimed at addressing three challenges facing the government at the time namely disease, poverty and illiteracy. The main focus was on Africanization of public service, land reforms among others with the objective of improving service delivery and performance. Other reforms were later introduced focusing on performance improvement and remuneration for better service delivery. Sessional Paper No. 1 of 1986 on Economic Management for Renewed Growth later paved the way for wider public service reforms. Notable among these was the Structural Adjustments Programme (SAP) which aimed at lessening Government control on the economy, recognizing and harnessing the potential of the private sector as the engine for growth, and staff retrenchment as a way of reducing the civil service wage bill.

Noting that Public Service efficiency sets standards for other sectors, the government launched the Civil Service Reform Programme in 1993 to enhance Public Service efficiency and productivity. The reforms were expected to facilitate equitable wealth distribution necessary for poverty alleviation and create an enabling environment for investment and enhanced private sector growth. The Civil Service Programme was designed to proceed in three phases: Phase 1 – Cost Containment; Phase 2 – Performance Improvement, and Phase 3 – Consolidation and sustenance of gains made by reform initiatives. While phases 1 and 2 succeeded in reducing the Civil Service workforce by 30% (from 272,000 in 1992 to 191,670 in 2003), productivity and performance remained a fleeting illusion. This paved way for introduction of Results-Based Management (RBM) guided by the Economic Recovery Strategy (ERS) for Wealth and Employment Creation (2003-2008).

Public Sector Reforms and Performance Contracting has a mission to support, coordinate and facilitate performance management and measurement for effective service delivery, and efficient utilization of public resources. It also has a vision to be a center of excellence in promoting quality and accessible public services for a globally competitive Nation. Furthermore, it has strategic objectives to: increase responsiveness, public trust and confidence in Government,

facilitate improvement in accessibility to and satisfaction with public services, enhance efficiency and effectiveness in delivery of services to the public, enhance compliance with existing regulations and laws in public service delivery, contribute to the creation of an enabling environment for sustainable economic growth and development, entrench a culture of accountability, transparency and ethics in public service management and service delivery, promote innovation and creativity in the public sector and build the capacity of staff of Public Service in Kenya (GOK, 2010).

The Reform Agenda was enhanced by the Government when the Result Based Management (RBM) approach was introduced. This was to ensure that efficient management of the Public service is achieved and acquire the driving force for the broader Public Service, reforms are being undertaken to improve performance and service delivery. The reform strategies the government has adopted since 2003 in order to improve service delivery in the public service include: Rapid Results Approach; Performance Contracting; Citizen Service Delivery Charters; Transformative Leadership, Values and Ethics; and Institutional Capacity Building (GOK, 2010).

Review of the Government's public service reform program under the Public Service Reforms and Development Secretariat (PSR&DS) was the first conducted jointly by the Government of Kenya and the development partners since the establishment of PSR&DS in November 2004. The objectives of the review, held between April and May 2007, were to assess the progress of implementation of the 'Results for Kenyans' program since inception to January 2007, identify challenges and lessons learned, and provide specific recommendations on the way forward to facilitate smooth implementation of the program and ensure the sustainability of public sector reforms. Progress was reported in certain areas while other areas of public service recorded inadequate progress (GOK, 2007).

Overall, attempts to reform Public Service are sweeping across Kenya. According to Olowu (1999), current reform efforts aim to reduce the costs and refocus the activities of the Public Sector, to change the way it works, and to promote the role of the market and non-governmental actors both in service provision and in the economy at large. Mkandawire & Soludo (1999) observes that this time around, reforms are driven by pressures from economic crises and

structural adjustment, donor imposition, domestic demands for change amplified by growing political pluralism, and emulation of reforms in other countries. According to the two, public sector reforms are taking place at a time when few are prepared to defend status quo.

Public sector reforms is therefore a difficult undertaking anywhere. This study therefore focuses on motivation as a public sector reform agenda that should be pursued by various government departments and public sector organizations to help improve service delivery to the people of this country. According to Wright (1997), efficiency is now the overriding aim of public sector reforms in most African Countries as it is the “holy grail” of reform efforts in the North. Generally, it is difficult to find evidence of a paradigm shift envisaged for the public sector in Kenya (Kitamonge *et al.*, 1998).

2.4.1: Teachers Service Commission of Kenya

The history of Teachers Service Commission of Kenya dates back to the colonial times when teachers were employed by different bodies namely: The Missionaries and the Government for primary school teachers, and the African Teachers Service and the Government for both African and European secondary school teachers. The Kenya National Union of Teachers, established in 1957, an umbrella body of teachers, found it necessary to have the decentralized system of handling teachers affairs. It therefore made it its priority to press for the employment of teachers by a central body which led to the establishment of the Teacher Service Commission (TSC) under an Act of Parliament (Cap 212) of the Laws of Kenya in 1967.

The Teachers Service Commission was mandated by the Act to: Establish and keep a register of teachers; establish and maintain a teachers service adequate to the needs of public schools in Kenya; and carry out recruitment, employment, assignment, paying, promoting, transferring, and exercise the powers conferred on the Commission by the Code of Regulations for teachers in all public schools. Other responsibilities include: delegation to any person, with consent of the Minister and subject to such conditions as he may impose, any of its powers; compiling, publishing and amending the Code of Regulations for teachers; not to register unsuitable persons as teachers; and to keep under review standards of education, training, fitness to teach

appropriate to persons entering the service and to supply teachers and render advice to the Minister (Draft TSC Training and Capacity Building Policy, 2005).

Effectively, the Commission is set up into various departments and divisions that carry out specific functions to implement the mandate of the Commission as stipulated. At its inception, the Secretariat had a total number of 100 staff under one department who carried out consulting and coordination services. It was during this time that formulation of policies was being laid down and subsequently the first draft of the Code of Regulations for teachers 1972 was drawn. It was later brought to parliament and first published in 1976 and later revised in 1986 (TSC, 2010).

From the 100 members of staff with three commissioners under the chairmanship of Mr. John Malinda who also doubled-up as Director of Personnel Management, the Commission has grown to a total number 2,400 staff member under three major departments namely: Finance, Staffing and Human Resource Management, and Development and Administration. Its management procedures have undergone tremendous changes to meet the dynamic challenges of the Kenyan economy. This has been realized through the continuous staff development and expansion of services through the leadership of the then three Commissioners whose numbers have risen to the current 24 under the chairmanship of Mr. Ibrahim Hussein. Since its establishment, there have been a number of Commission Secretaries who are the Chief Executives. They have ensured effective and efficient management of the Secretariat. Currently, the commission Secretary is called Mr. Gabriel K. Lengoiboni (TSC, 2010).

With its growth and expansion, the Secretariat has been able to move from its initial offices occupying two floors of College House opposite the University of Nairobi to the Corporate House situated at the Hailselasie Avenue. It is at this place that most of the expanding departments were housed until the devastating terrorist bomb of August 1998 targeted at the American Embassy adjacent to Co-operative House forced the Commission out of the building. The Commission lost a number staff and substantial amount of documents after which they relocated to Bima House and Jogoo House "B" concurrently. To centralize its services, the Commission moved to the fourteen floors of the magnificent Bazaar Plaza situated along Moi Avenue. It has since relocated to its new premises on TSC House in Upper Hill Nairobi. Teacher

Service Commission has transformed from merely serving as a staffing unit of the Ministry of Education to currently handling all that is stipulated in the mandate. It has strategically positioned itself at a competitive edge, providing effective services for quality teaching to the largest workforce in the Civil Service totaling to 240,000 serving teachers with a current wage bill of Ksh 44.4 Billion (TSC, 2009).

Services of TSC are central to the role of teachers of contributing to the growth of the country's socio-economic and political dimensions. It is therefore important to determine the level of motivation of employees working for TSC in order to evaluate their level of performance of the institution viz-a-vis all that is stipulated in the mandate of TSC.

2.5: Motivation Process

A study of HR professionals' views on work motivation and retention of older workers by Claes & Heymans (2008) gave a glance of intended retention practices. Barbour (2005) and Vogt *et al.* (2004) stated that the goal of focus group research is "transferability" that is applicability, fittingness, meaning to others, decided by each reader for their own use rather than statistical generalizability that is representing the views of the population. For the latter, broader qualitative (e.g. interviews) and quantitative (e.g. survey) research is needed to complete the picture per country and/or per industrial sector.

Moreover, Khilji and Wang (2006) rightfully stated that understanding the HR-performance and motivation relationship requires a detailed analysis of intended and implemented HRPs. Whereas HR professionals have detailed information on intended HRPs for motivating and retaining workers, the ideal respondents to measure the implemented HRPs are the beneficiaries of such practices, i.e. the workers themselves.

Exploring how and to what extent older workers are indeed motivated to continue to work can be done qualitatively as observed by Kloep and Hendry (2006) or through surveys. Considering the diversity of the workforce and given that a pure individual approach may only be possible in very small companies or organizations, segmentation of workers by their work motives may be a potential research approach. The research data from that study suggested that the framework of Maertz and Griffeth (2004) may serve to screen the work motivation of workers via surveys. The

study posits that the process of motivation involves identification of need, tension analysis, course of action, result achieved which can either be positive or negative and a feed back.

Major societal dimensions relevant to workers combine into descriptive country profiles against which findings at organizational and individual level are interpreted. According to results of the study, as organizational characteristics, at the very least, structure and culture should be taken into account in any future research. HR practices, immediate work environment, and characteristics of workers (e.g. personality, competencies, attitudes, and behaviour) are the core variables in the model, to be measured at organizational and individual level by combining qualitative and quantitative research methods.

The study seeks to formulate some preliminary advice to HR professionals as to which practices aimed at retention of motivated workers, benefiting society at large, facilitate retention of workers in the labour force. These conditions imply respecting equal opportunities laws, rendering continued labour force participation more attractive than early retirement for both employers and employees, and turn negative attitudes of employees into recognizing their positive contributory value (Baron & Armstrong, 2007). According to Baron and Armstrong, retention practices preferably align with the long-term HR strategy and are preventive in their approach. Ideally, retention practices for workers are supposed to tailor-made to the individual and focus on person-organization exchange with the worker as a proactive agent. However, when and where tailor-made solutions are constrained, it would be best to aim at subgroups that are still able and willing to work.

Various theories can help HR professionals to keep workers motivated, it is advised to base their retention practices hereon. Most generally, they help deliver the message that workers may expect to attain their valued goals in the organization rather than in a different organization. Specific motivators may be performance goals and rewards such as autonomy, participation in training, transfer of their competence, and taking up relevant roles in work teams.

To motivate others is the most important of management tasks. It comprises the abilities to communicate, to set an example, to challenge, to encourage, to obtain feedback, to involve, to

delegate, to develop and train, to inform, to brief and to provide a just reward (Baron & Armstrong, 2007). The process of motivation is illustrated in figure 2.2.

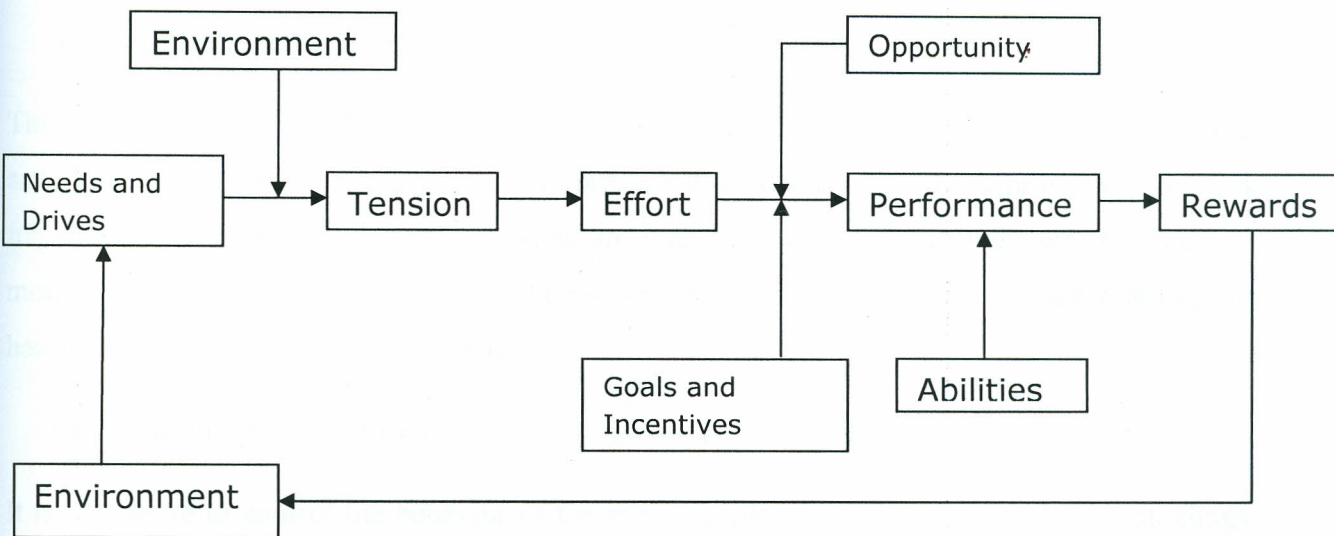


Figure 2.2: Process of Motivation (Baron & Armstrong, 2007)

In the initiation a person starts feeling lacknesses. There is an arousal of need so urgent, that the bearer has to venture in search to satisfy it. This leads to creation of tension, which urges the person to forget everything else and cater to the aroused need first. This tension also creates drives and attitudes regarding the type of satisfaction that is desired. This leads a person to venture into the search of information. This ultimately leads to evaluation of alternatives where the best alternative is chosen. After choosing the alternative, an action is taken. Because of the performance of the activity satisfaction is achieved which than relieves the tension in the individual (Baron & Armstrong, 2007).

2.6: Theories of Motivation.

Understanding what motivates employees and how they are motivated has been the focus of many researchers following the publication of the Hawthorne study results (Terpstra, 1979). Six major approaches that have led to an understanding of motivation are McClelland’s Achievement Need Theory, Behavior Modification Theory; Abraham H Mallows Need Hierarchy or Deficient Theory of motivation, J.S. Adam’s Equity Theory, Vrooms Expectation Theory, and Two Factor Theory.

2.6.1: McClelland's Achievement Need Theory.

According to McClelland's there are three types of needs;

a) Need for Achievement (n Ach)

This need is the strongest and lasting motivating factor. Particularly in case of persons who satisfy the other needs. They are constantly pre occupied with a desire for improvement and lack for situation in which successful outcomes are directly correlated with their efforts. They set more difficult but achievable goals for themselves because success with easily achievable goals hardly provides a sense of achievement.

b) Need for Power (n Pow)

It is the desire to control the behavior of the other people and to manipulate the surroundings. Power motivations positive applications results in domestic leadership style, while it negative application tends autocratic style.

c) Need for affiliation (n Aff)

It is related to social needs and creates friendship. This results in formation of informal groups or social circle.

2.6.2: Behavioral Modification Theory

According to this theory, people's behavior is the outcome of favorable and unfavorable past circumstances. This theory is based on learning theory. Skinner conducted his researches among rats and school children. He found that stimulus for desirable behavior could be strengthened by rewarding it at the earliest. In an organizational situation, the relevance of this theory may be found in the installation of financial and non financial incentives.

More immediate is the reward and stimulation or it motivates it. Withdrawal of reward in case of low standard work may also produce the desired result. However, researches show that it is generally more effective to reward desired behavior than to punish undesired behavior.

2.6.3: Abraham H Maslow Need Hierarchy or Deficient Theory of Motivation.

The intellectual basis for most of motivation thinking has been provided by behavioral scientists, A.H Maslow and Frederick Heizberg, whose published works are the “Bible of Motivation”. Although Maslow himself did not apply his theory to industrial or organizational situation, it has wide impact far beyond academic circles. Douglaus Mac Gregor has used Maslow’s theory to interpret specific problems in personnel administration and industrial relations.

The crux of Maslow’s theory is that human needs are arranged in hierarchy composed of five categories. The lowest level needs are physiological and the highest levels are the self actualization needs. Maslow starts with the formation that man is a wanting animal with a hierarchy of needs of which some are lower ins scale and some are in a higher scale or system of values. As the lower needs are satisfied, higher needs emerge. Higher needs cannot be satisfied unless lower needs are fulfilled. A satisfied need is not a motivator. This resembles the standard economic theory of diminishing returns. The hierarchy of needs at work in the individual is today a routine tool of personnel trade and when these needs are active, they act as powerful conditioners of behavior and as Motivators. Hierarchy of needs; the main needs of men are five. They are physiological needs, safety needs, social needs, ego needs and self actualization needs, as shown in order of their importance.

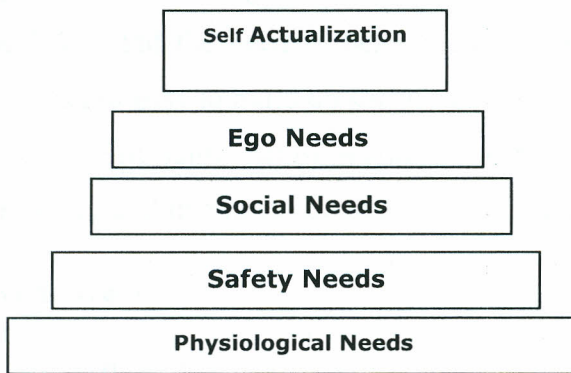


Figure 2.3: *Hierarchy of Needs by A.H Maslow and Frederick Heizberg*

The above five basic needs are regarded as striving needs which make a person do things. The first model indicates the ranking of different needs. The second is more helpful in indicating how the satisfaction of the higher needs is based on the satisfaction of lower needs. It also shows how

the number of person who has experienced the fulfillment of the higher needs gradually tapers off.

a) Physiological or Body Needs

The individual moves up the ladder responding first to the physiological needs for nourishment, clothing and shelter. These physical needs must be equated with pay rate, pay practices and to an extent with physical condition of the job.

b) Safety Needs

The next in order of needs is safety needs, the need to be free from danger, either from other people or from environment. The individual want to be assured, once his bodily needs are satisfied, that they are secure and will continue to be satisfied for foreseeable feature. The safety needs may take the form of job security, security against disease, misfortune, old age etc as also against industrial or workplace injury. Such needs are generally met by safety laws, measure of social security, protective labor laws and collective agreements.

c) Social needs

Going up the scale of needs the individual feels the desire to work in a cohesive group and develop a sense of belonging and identification with a group. He feels the need to love and be loved and the need to belong and be identified with a group. In a large organization it is not easy to build up social relations. However, close relationship can be built up with at least some fellow workers. Every employee wants to feel that he is wanted or accepted and that he is not an alien facing a hostile group.

d) Ego or Esteem Needs

These needs are reflected in our desire for status and recognition, respect and prestige in the work group or work place such as is conferred by the recognition of one's merit by promotion, by participation in management and by fulfillment of workers urge for self expression. Some of the needs relate to one's esteem such as the need for achievement, self confidence, knowledge, competence among others. On the job, this means praise for

a job but more important it means a feeling by employee that at all times he has the respect of his supervisor as a person and as a contributor to the organizational goals.

e) Self realization or Actualization needs

This upper level need is one which when satisfied provide insights to support future research regarding strategic guidance for organization that are both providing and using reward/recognition programs making the employee give up the dependence on others or on the environment. He becomes growth oriented, self oriented, directed, detached and creative. This need reflects a state defined in terms of the extent to which an individual attains his personnel goal. This is the need which totally lies within oneself and there is no demand from any external situation or person.

Maslow's theory was considered flawed on three levels: The first is regarding how the needs group at different levels. Maslow gives the impression that there is a standardized way in which these needs group and therefore a standardized solution can be found for employee needs. The argument is that people's motivation and attitude is to some extent influenced by or likely to change with age, time, accumulation of work experience and type of job among others (Martin, 2005). Maslow's theory also emphasizes that human needs are satisfied mainly through work. This has also been criticized as it is believed that not all people attach the same meaning to work. In other words, work may not be of central interest as people do not satisfy their needs, especially high level needs through work. Secondly, as Martin (2005) argues, it is very difficult to predict when a particular need sets in or becomes important. There is also no clear distinction between the needs and behaviour hence the application of standardized solutions is not possible. Thirdly, Maslow's theory is called a universal theory as he believes it applies to everybody. This has also attracted the criticism that it is not able to explain the differences between individuals or different cultures.

In spite of these limitations Maslow has been commended to be the first to attempt to make a comprehensive list of these human needs. His thinking has influenced and continued to influence management discussions with respect to job design, pay and reward structures. This is also evident in Huczynski and Buchanan's (1991) statement that 'Many subsequent management

fashions such as job enrichment, TQM, business process re-engineering, self managing teams, the 'new leadership' and employee empowerment incorporated Maslow's ideas in the search for practical motivational methods'.

2.6.4: J.S Adams Equity Theory

Equity theory (Adams, 1963) considers the employment situation as an exchange relationship of benefits /contributions between employers and employees, where benefits include pay, recognition and promotions. Contributions include employee's education, experience, effort, and ability (Daft, 2003). The principle governing equity theory suggests that people evaluate the fairness of their input/output balance by comparing it with their perception of the input/outcome balance of another, where this other may be another person, a class of people, an organization, or the individual relative to the individual's experiences from an earlier point in time. Employee compares her/his job inputs outcome ratio with that of reference. If the employee perceives inequity, she/he will act to correct the inequity: lower productivity, reduced quality, increased absenteeism, voluntary resignation among others.

The equity model postulates that under conditions of perceived equity the individual experiences job satisfaction. On the other hand, under conditions of perceived inequity (under-rewarded or over-rewarded relative to others) the individual experiences dissatisfaction. A state of equity is therefore said to exist whenever the ratio of one person's outcomes to inputs equals the ratio of another's outcomes to inputs (Daft, 2003). According to Martin (2005) this can lead to tensions and some psychological discomfort. This may also be followed by a desire to do something about it or take action to as it were lessen the tension being experienced. Adams suggests actions that an employee could employ to ease the tensions: modify inputs, seek to modify outputs, modify perception of self, modify perception of comparator, change comparator or leave the situation (Mullins, 2005). This is believed to restore a feeling of balance.

Even though the equity theory is considered straight forward, it cannot cover every contingency (Martin, 2005). Martin further added that even where inequities are perceived, employees are able to tolerate it to some extent providing that the reasons for the inequity are justified.

The equity theory therefore has three implications for human resource managers according to Martin (2005). His assertion is that employees will make comparisons, which are subjective. Jobs must therefore be matched properly in terms of the wage/effort bargain. Additionally, managers must be open regarding the basis on which the rewards are made to avoid wrong conclusions about equity. Equity theory illustrates the importance of performance management and reward systems in which, the outcomes are seen by individuals as relevant.

The second implication is that, there is a need for managers to redesign current compensation systems in order to avoid the performance destroying of perceived inequities and thirdly, to ensure that the redesigned systems do not lead to over rewarding of performance as that will not guarantee higher productivity or improved performance.

2.6.5: Vrooms Expectation Theory

This is the process theory that proposes that motivation depends on the individuals' expectations or outlook about their ability to perform tasks and receive desired rewards, (Daft, 2003). Developed by Vroom (1964), with inputs made by other scholars, the theory which takes on a human resource approach, proposes that there is a relationship between the individual effort (E), the individuals' performance (P) and the desired outcomes (O) associated with high performance. E-P expectancy advances whether putting effort into a task will lead to high performance. P-O expectancy on the other hand advances whether successful performance will lead to the desired outcome.

Expectancy theory makes no attempt to define specific types of needs of rewards, but tries to establish that these needs exist and may be different for every individual. It therefore measures the strength of the individual's motivation to behave in a particular way. If P-O expectancy is high, the individual is highly motivated. Motivation is also said to be high if E-P is high, that is the individual believes that effort will lead to high performance. There is however a third factor in the expectancy theory, which must also be present for employees to be highly motivated. That is valence-the attraction an individual has for an outcome, (Daft, 2003). When either valence or expectancy is zero, motivation is also zero.

Expectancy theory therefore states that the strength or 'force' of the individual's motivation to behave in a particular way is

$$F = E \times V$$

Where F = motivation to behave

E = the expectation (the subjective probability) that the behaviour will be followed by a particular outcome

V = the valence of the outcome.

This is called the expectancy equation adapted from 'Organizational Behaviour' by Huczynski and Buchanan (1991). Vroom's theory is based on the belief that employee effort will lead to performance and performance will lead to rewards (Vroom, 1964). Reward may be either positive or negative. The more positive the reward the more likely the employee will be highly motivated. Conversely, the more negative the reward the less likely the employee will be motivated.

The expectancy theory is however, considered complex compared to Maslow's theory. Lawler's (1973) view was that human rationality is limited. Therefore human behaviour is based on perceptions that are simplified by taking into account only a limited number of factors and alternatives, which he believes the theory is able to illustrate. The expectancy theory is believed to have been influential in stimulating research and in providing a tool for diagnosing and resolving organizational problems (Huczynski and Buchanan, 1991).

2.6.6: Two Factor Theory

Douglas McGregor introduced the theory with the help of two views; X assumptions are conservative in style and Y assumptions are modern in style.

X Theory

- Individuals inherently dislike work.
- People must be coerced or controlled to do work to achieve the objectives.

- People prefer to be directed

Y Theory

McGregor, a critique of Taylorism put forward a theory he called theory Y in which he criticized autocratic management styles. This stated the following:

- There is no inherent dislike of work, although an established way of doing work may be found to be not appropriate i.e. people view work as being as natural as play and rest.
- People are able to direct and control themselves when they are committed to particular objectives.
- People learn to accept and seek responsibility.

The extent of people's commitment to work is believed to be link to the rewards they expect. McGregor's view was that rewards people expected are not only monetary, but relates to the satisfaction of higher order needs such as self esteem which is also emphasized in Maslow's hierarchy of needs.

2.6.7: Herzberg's Motivation- Hygiene Theory

Herzberg and his associates, writing in 1959 proposed one of the most famous and controversial theories of job satisfaction. Herzberg did not look directly at motivation, but at the causes of job satisfaction and dissatisfaction with the aim of trying to understand what motivates people (Beardwell, Holden and Claydon, 2004). He takes a psychological, but yet a contemporary view based on two human needs: the need to avoid pain and the need to grow. This theory is known as the "Two Factor," "Dual" or "Motivator-Hygiene Theory." The basis of their theory was that there are two entirely separate set of factors that contribute to employees behaviour at work. One set was termed hygiene factors and the other motivators. Hygiene factors prevent dissatisfaction even though their presence does not motivate. This includes factors like working conditions, company policies and administration, pay and interpersonal relationships.

Motivators were considered as 'high level needs' believed to include achievement, recognition, responsibility and opportunity for growth. Additionally, jobs had specific factors, which were

related to job satisfaction or dissatisfaction. Herzberg did not however, believe that all jobs can be enriched to bring about job satisfaction. The highlight of Herzberg's findings was that the hygiene factors listed above do not motivate, but prevent dissatisfaction and pain. They provide the right environment for work. Motivators allow for growth towards self-actualization.

Later research by Padilla-Velez (1993) and Bowen (1980) also name the following as motivator-hygiene factors: Recognition, achievement, possibility of growth, advancement, salary, interpersonal relations, supervision, responsibility, policy and administration, working conditions and the work itself. Herzberg's theory has however been criticized by Moxley (1977), Padilla-Velez (1993), Poling (1990), Steers and Porter (1992), Bowen (1980). Bowen's assertion was that Herzberg's theory was not applicable to certain category of workers like teacher educators in Agriculture as his theory was born out of studying accountants and engineers. Moreover, Bowen views all the factors as related to job satisfaction except that the hygiene factors explained a higher proportion of job satisfaction as compared to the satisfiers. Vroom assertion of the two factor theory was that, it was just one of many conclusions that could be drawn from a research. Mullins (2005) has also commented that Herzberg's model has at least five theoretical interpretations.

The two general criticisms are therefore that the theory least applies to unskilled workers and people whose jobs are mostly repetitive and monotonous even though they happen to be in the majority and are the very people who often present management with the biggest problem of job satisfaction and motivation. Moreover, some workers do not seem to be interested in the job content of their work, or with motivators or growth factors.

The second general criticism is with the methodology employed by Herzberg. The view was that the method used had an influence on the responses. That is the critical incident method and the description of the sequence of events that give rise to good or bad feelings. Furthermore, the descriptions from the respondents were interpreted by interviewers who could also be influenced. It was argued that people were likely to attribute satisfying incidents at work (motivators) as a favorable reflection on their own performance. The dissatisfying incidents (hygiene factors) are more likely to be attributed to external influences and the efforts of other people (Mullins, 2005).

Despite the criticisms of Herzberg's theory, it is believed to be a good attempt to practically look at the study of motivation. His work also drew attention to job design and job enrichment. According to Crainer and Dearlove in Mullins (2005) 'the current emphasis on self-development, career management and self-managed learning can be seen as having evolved from Herzberg's insight'. Even though various arguments have been made by authors like McKenna (1999) as to the relevance of such motivational theories, Linstead *et al.* (2004) are also of the view that the word motivation cannot easily be dropped from the management lexicon. These theories have helped to demonstrate the many motives that influence the behaviour of people at work. In addition, these theories provide a framework that managers can draw on to motivate and reward their staff in order for them to work willingly and effectively.

Spector (1997) puts circumstances affecting job satisfaction into two categories. First is the job environment and the factors related to the job. This includes, nature of the job, relationships among people in the work place, how people are treated by their supervisors and rewards systems. Arvey *et al.* (1989) also provided supporting evidence on the fact that emotionally stable people who are able to view their environment in a positive way are likely to be more satisfied with their jobs and vice versa. Arvey *et al.* (1989) work involved using 34 sets of twins that were reared apart from an early age. They concluded that the way individuals view their work environment can affect their attitude and motivation, hence level of satisfaction.

Second are the individual factors that a person brings to the job including the individual's personality and experiences. Hannagan (2005) described these as situational factors, which influence people's behaviour. Notable among Hannagan's list are: other people, the presence and quality of management control systems and types of reward systems and their effectiveness. Additionally, the type of work a person does, the working environment, the size of the organization and the culture prevailing within the organization can also affect people's behaviour with relationship with other people considered a critical factor.

Employee motivation is one of the major issues faced by every organization. It is the major task of every manager to motivate his subordinates or to create the 'will to work' among the subordinates. It should also be remembered that a worker may be immensely capable of doing some work but nothing can be achieved if he is not willing to work. A manager has to make

appropriate use of motivation to enthuse the employees to follow them. Hence the current study meant to investigate employee motivation and its impact on organizational performance in public sector organizations, looking at the case of TSC of Kenya.

2.7: Conceptual Framework

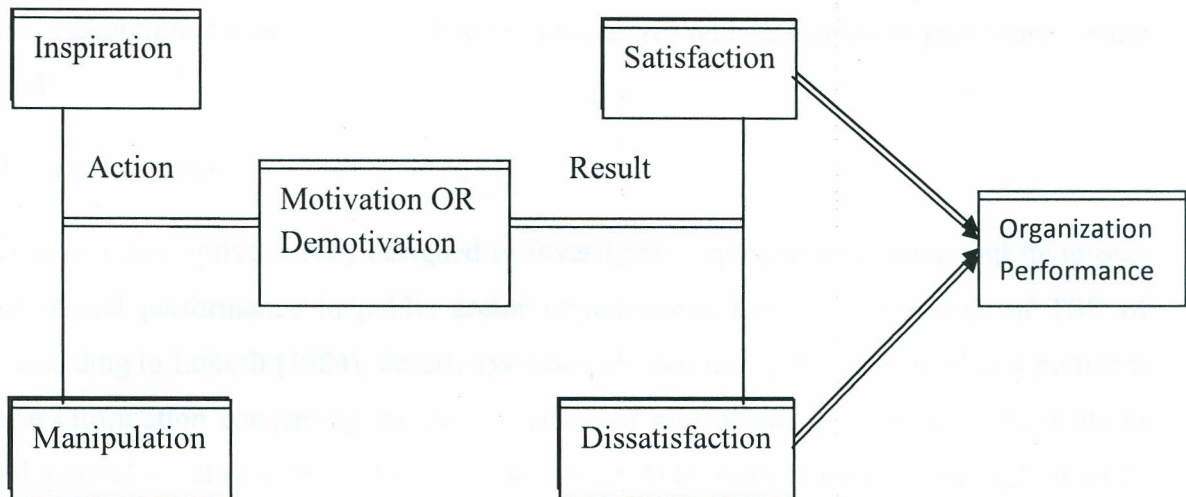


Figure 2.1: *Conceptual Framework (Author: Researcher, 2011)*

Manipulation or external stimulus as well as inspiration or internal stimulus acts as carriers of either demotivation or motivation which in turn either results into dissatisfaction or satisfaction depending upon the stimulus provided. In this study Motivation or demotivation are the independent variables while work performance is the dependent variable.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1: Introduction

This chapter covers research design, study locale, target population, sample and sampling procedures, research instruments, data collection procedures and data analysis procedure for the current study.

3.2: Research Design

The study was a descriptive survey designed to investigate employee motivation and its impact on organizational performance in public sector organizations looking at the case of TSC of Kenya. According to Lokesh (1984), descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible to draw valid general conclusion from the facts discovered. This research design was applied while collecting data on motivation needs of employees and helped to establish a correlation between employee motivation and organization performance at the TSC. This is well within the realms of Mugenda & Mugenda (2003) observation that surveys can be used for explaining or exploring the existing status of two or more variables at a given point in time.

Similarly, Orodho (2004) perceive a descriptive survey design as one that provides an investigator with quantitative and qualitative data. In the current study, both quantitative and qualitative data were collected. Against this background, descriptive survey was more appropriate for investigating employee motivation and its impact on organizational performance in public sector organizations such as TSC of Kenya.

3.3: Study Area

The study was conducted at the Teachers Service Commission Secretariat at the TSC House, Upper Hill in Nairobi County, Kenya. Teachers Service Commission has a total of 2,400 staff members under three major departments namely: Finance; Staffing and Human Resource Management; and Development and Administration. Currently TSC has a total of 24 Commissioners under the chairmanship of Mr. Ibrahim Hussein with Commission Secretary as

the Chief Executive. Currently, the Commission is headed by Mr. Gabriel K. Lengoiboni as the Secretary and Chief Executive Officer who is charged with the responsibility of ensuring effective and efficient management of the Secretariat.

Teacher Service Commission was chosen because it has transformed from merely serving as a staffing unit of the Ministry of Education to currently handling all that is stipulated in its mandate under the TSC Act Cap 212. It has strategically positioned itself at a competitive edge, in order to provide effective services for quality teaching to the largest workforce in the Civil Service totaling to 240,000 serving teachers with a current wage bill of Ksh 44.4 Billion. This is by any standards a core government institution that is central to the attainment of vision 2030 and should be at the height of efficiency and effective service delivery.

However, statistics from past studies indicate that TSC is still operating below expectations of teachers in the country and employee morale at the institution is low (Mwiti, 2007). This affects the quality of education in Kenya. If intervention measures are therefore not undertaken, the service delivery gap will continue to increase, thus denying teachers the chance to effectively compete with their counterparts in other government departments. Consequently, the Commission will continue to lag behind in service delivery reforms spearheaded by the Public Service Reforms and Performance Contracting under the office of the Prime Minister.

3.4: Target Population

The target population comprised of both unionized and un-unionized employees of Teachers Service Commission of Kenya. TSC has a total of 2,400 staff members and 24 Commissioners.

Table 3.1 provides a summary of various departments at the TSC and the number of employees in each department.

Table 3.1: Various Departments at the TSC and the Number of Employees

Department	Population
Development and Administration	18

Finance	56
Staffing and Human Resource Management	2,326
Total	2,400

Source: Human Resources Department, TSC (2010)

3.5: Sampling Procedure and Sample Size

According to Gay (1992), a researcher selects a sample due to various limitations that may not allow researching the whole population. The study used a sample population of 240 or 10 per cent of the 2,400 employees of TSC. This is in agreement with Mugenda *et al.* (2003) which states that for descriptive studies, 10% of the accessible population is enough. The study used purposive sampling to select 10 management staff members to take part in the study. The 10 respondents were from the Staffing and Human Resource Management (HRM), Staff Welfare and the Shops Stewart Departments who were chosen because of their central role in designing, implementing and evaluating HR policies of TSC. The ten were better placed to assist the study establish employee motivation and its impact on organizational performance at the TSC. According to Patton (1990), purposive sampling enables the researcher to limit the sample to cases that are likely to be rich in information.

However, out of the 2 remaining departments of TSC, stratified random sampling was used to select respondents. Employees were grouped according to their departments and to achieve proportional representation from the two departments, the employees were selected in the ratio of 56:2,326 for the Departments of Finance and Staffing and Human Resource Management respectively. Table 3.2 gives a summary of the sample size used in the study.

Table 3.2: Sample Matrix

Department	Total population	Sampling procedure	Sample
Development & Administration	18	Purposive sampling	10
Finance	56	Stratified Random	6
Staffing & HRM	2,326	Stratified Random	224
Total	2,400		240

Source: TSC, 2010

3.6: Data Collection Methods

The study used self administered questionnaires to investigate employee motivation and its impact on organizational performance at the TSC. The questionnaires were distributed and left with the respondents for a period of two-six week before they were collected. The self administered questionnaires formed the basis of primary data and collected both quantitative and qualitative data. In addition, secondary data was also used in the current study. This was gathered from government documents, official statistics, project reports, baseline studies, professional and academic journals, reference books, computerized data bases and internet web-sites.

3.6.1: Validity and Reliability

The research conducted a Pilot Study at the Public Service Commission Headquarters based along *Harambee* Avenue in Nairobi County and involved 5 employees of the Commission selected through simple random sampling. The designed questionnaires were used to investigate employee motivation and its impact on organizational performance at the PSC of Kenya. The filled questionnaires were analyzed for clarity, consistency, accuracy and relevance. The pilot study established that some items in the sample questionnaire elicited unclear and inconsistent responses while others elicited inaccurate and irrelevant responses. Such items were reconstructed while others were removed altogether. The procedure used in the Pilot Study was

used in the actual study and it has produced similar results. The results of the current study is therefore deemed to be valid and a fair representation of the entire population under study.

3.8: Data Analysis and Presentation

Data was analyzed using Statistical Package for Social Sciences (SPSS) computer software and presented using pie-charts, bar-graphs and tables. Qualitative data was thematically analyzed according to the study objectives and presented through descriptive methodology.

3.9: Data Management and Ethical Considerations

Prior to conducting the study, the researcher sought permission from the TSC for its employees to be allowed to participate in the study. Prior to the actual field study, the researcher met the prospective respondents to explain the intentions of the study which helped to cultivate positive relationship between the study and the respondents. Respondents were guaranteed confidentiality and assured that information collected from them were to be used for the sole purpose of the current study and no other purpose whatsoever.

The questionnaires were designed considering the respondent's workplace responsibilities, privacy and psychological needs. Straightforward short answer questions were used in the study to minimize time taken to fill each questionnaire with an aim of avoiding time wastages. Finally, names of respondents of the study do not feature anywhere in the questionnaire used or the final report generated from the study.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents methods of data analysis that were used in the study, a systematic presentation of both qualitative and quantitative findings based on study objectives, and the discussions of the findings in relation to the previous findings in the literature.

4.1 Methods of Data Analysis

From the study, both qualitative and quantitative data were collected from the respondents at the Teachers Service Commission Secretariat in Nairobi, Kenya. Data were analyzed using descriptive statistics. Quantitative data were coded then analyzed using Statistical Package for Social Sciences (SPSS) computer software and presented using pie-charts, bar-graphs and tables while qualitative data were thematically analyzed according to the study objectives and presented through descriptive methodology. There were 240 questionnaires distributed to all the respondents. Out of 240 questionnaires, 154 or 64 per cent were dully filled and considered for analysis. The results of the descriptive statistics were computed to describe data obtained based on pertinent research questions under investigation.

4.2 Background Information

a) Respondents by Gender

The study revealed that 70% or n=108 of the interviewed staff of TSC were male and 30% or n=46 were female. This ensured that the responses obtained the views of both gender.

b) Age Distribution

An item was included on both management staff and ordinary employees' questionnaires which sought information on age. Table 4.1 presents information on the employees' age.

Table 4.1: Age Distribution

Age Distribution	Frequency	Percentage
	Ordinary Employees	Management
Between 18-25	11(7.6%)	-
Between 26-35	42 (29.2%)	-
Between 36-45	51(35.4%)	1(10.0%)
Between 46-55	36(25.0%)	6 (60.0%)
Over 55 years	4(2.8%)	3(30.0%)
Total	144	10

According to Table 4.1, 35.4 percent of the ordinary employees are between 36 and 45 years old, 29.2 percent between 26 and 35 years. This indicates that majority of the ordinary employees are relatively young compared to management staff with majority over 46 years of age.

c) Marital Status

An item was included in the questionnaires which sort for information on the marital status of all the respondents. Figure 4.1 presents the findings

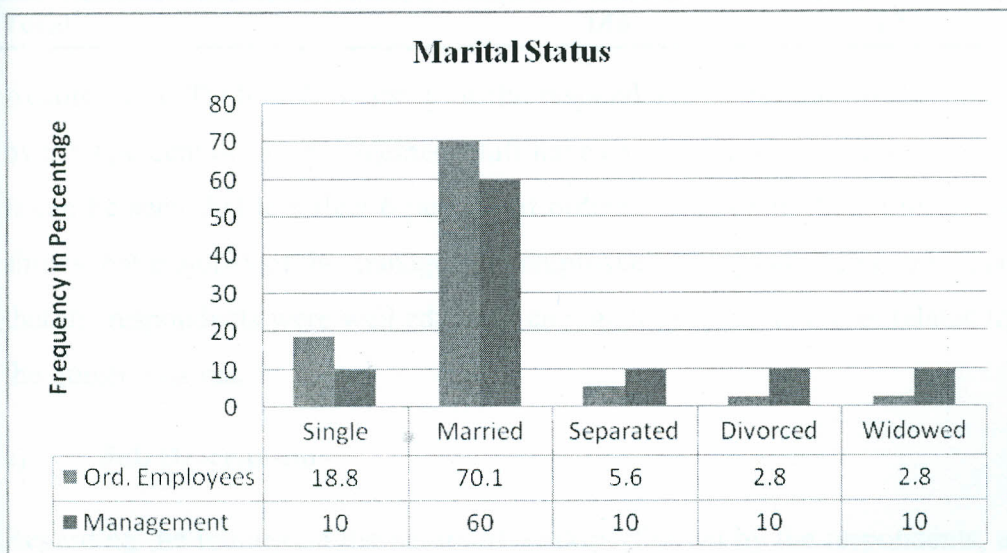


Figure 4.1: Marital Status

According to figure 4.1, 70.1 percent and 60.0 percent of the respondents are married, less than 20 percent of the respondents are single. This indicates that most of the respondents are married with a family to support hence requires motivation.

d) Level of Education

This question was asked to all the respondents with a view to establish whether the level of education would vary on different views regarding employee motivation. Table presents the findings

Table 4.2: Level of Education

Level of Education	Frequency		Percentage
	Ordinary Employees	Management	
No Formal Education	2(1.4%)	-	-
Primary	5(3.5%)	-	-
Secondary	26(18.2%)	2(20.0%)	
Certificate Course	56(39.2%)	-	
Diploma	-	3(30.0%)	
Degree	54(37.8%)	5(50.0%)	
Total	143	10	

According to Table 4.2, majority of the respondents 77 percent of the ordinary employees and over 80 percent of the management staff have completed certificate level of education and above. It can be seen that less than 6 percent of ordinary employees had primary education. The study shows that majority of the management employees were graduate i.e. 50.0 percent. This indicates that the respondents were well educated enough to respond to issues related to staff motivation in the questionnaires.

e) Job Description

Regarding the inquiry on the nature of work performed by the respondents, a highest number of 4 respondents 40 percent of the management staff were engaged in ordinary management duties

and 6 respondents 60 percent were senior managers. As for the ordinary employees, 107 respondents 74.3 percent were on supervisory level and above and 37 respondents 25.7 percent were unionizable employees.

f) Years of Service

An item was included on the questionnaires which sought information on respondents' years of service. Table 4.3 presents information on respondents' years of service.

Table 4.3: Years of Service

Years of Service	Frequency		Percentage	
	Ordinary Employees		Management	
Below 1 year	2 (2.1%)		-	
1-5 Years	25 (17.4%)		-	
6-10 years	50 (34.7%)		2 (20.0%)	
11-15 Years	45 (31.3%)		5 (50.0%)	
Above 15 Years	21 (14.6%)		3 (30.0%)	
Total	143		10	

According to Table 4.3, the majority of ordinary employees 34.7 percent have been working for TSC for between 6 to 10 years, followed by 31.3 percent for between 11 and 15 years. On the other hand all the management staff had worked for TSC for over 6 years. This indicates a high level of job retention as the respondents who have been working for the shortest period of time, less than 1 year stood with 2 respondents at 2.1 percent for ordinary employees and none for the management staff. It would be interesting to understand their views on job motivation. In terms of employment status, the study revealed that all the management staffs were on permanent

terms of employment. On the other hand, 93.8 percent of ordinary employees were on permanent terms as well, 4.9 percent on contract and 1.4 percent on casual basis.

f) Salaries

In a bid to establish the starting salary per month in Kenya shillings when both the ordinary and management employees first joined the Teachers Service Commission, the researcher observed the following as shown in Table 4.4 below:

Table 4.4: Starting Salary

Starting Salary	Frequency		Percentage	
	Ordinary Employees		Management	
100-1000	2(1.4%)		-	
1001-5000	17 (11.8%)		-	
5001-10000	25 (11.4%)		-	
10001-50000	82 (56.9%)		1 (10.0%)	
50001-100000	17(11.8%)		8 (80.0%)	
Above 100000	-		1 (10.0%)	
Total	143		10	

According to Table 4.4, a majority of 56.9 percent of the ordinary employees received a salary of between 10,001 and 50,000 and 80 percent of the management staff received between 50,001 and 100,000 Kenya shillings per month as starting salaries when first joined TSC. This could be a reason why there good retention of employees at the TSC.

Table 4.5: Current Salary per Month

Current salary	Frequency	Percentage
	Ordinary Employees	Management
1001-5000	3(2.1%)	-
5001-10000	3(2.1%)	-
10001-20000	21(14.6%)	-
20001-30000	37 (25.7%)	-
30001- 50000	54 (37.5%)	2 (20.0%)
50001-70000	21 (14.6%)	1 (10.0%)
70001-100000	5 (3.5%)	6(60.0%)
Above 100000	1(0.7%)	1(10.0%)
Total	129	10

4.3 Motivational needs of Employees of TSC

In a bid to establish whether the commission carries out needs assessment, 80 percent of the management staff informed the study that commission carries out needs assessment and 20 percent disapproved. Interestingly only 18.3 percent of ordinary employees were aware of the motivational policies at the TSC. This implies that motivational policies should be communicated to all members of staff particularly ordinary employees to understand their motivational needs. This study however revealed that 77.6 percent of ordinary employees have undergone some training since they joined TSC. Table 4.6 shows the periods when ordinary employees were trained.

Table 4.6: Period of Training for Ordinary Employees

Training Period	Frequency	Percentage
Within the last one year	26	18.6
Between 2-5 years	80	57.1
Between 6-10 years	17	12.1
More than 10 years	4	2.9
Can't remember	13	9.3
Total	140	10

According to figure 4.6, majority of ordinary employees 57.1 percent had undergone some training within 2 to 5 years, followed by 18.8 percent within the last one year. These results could mean that TSC embraced training of its employees as way of motivating them. The study further revealed that 96.5 percent have received pay increment during their service with the TSC, although just 67.1 percent do receive their pay increment annually. The reasons observed by the study for pay increase were as shown in Table 4.7.

Table 4.7: Reasons for Pay Increase

Reasons	Frequency	Percentage
Internal promotions	61	43.0
External promotions	12	8.5
Recognition of work excellence	8	5.6
Normal pay increment	60	42.3
Total	140	10

According to Table 4.7, majority 43.0 percent of employees received pay increment based on internal promotions and 42.3 percent based on normal increased. Interestingly the study could not establish whether internal promotions or normal pay increment could play any role towards motivational needs of the employees.

In a bid to establish how the management staff identifies the needs of the employees, 20 percent by talking to the employees, 80 percent by looking at their appraisal forms and talking to their immediate supervisors. The employees' needs assessment training techniques adopted by management includes both on the jobs and off the job techniques and this is done continuously throughout the year paid for by the commission. The study revealed that 50.7 percent received good communication and co operation, 70.6 percent informed the study that TSC ordinary employees had been given fair chances for hierarchical advancement.

In a bid to establish the needs considered as motivational at the TSC, Table 4.8 presents these findings.

Table 4.8: Motivational Needs of Employees

Needs	Frequency	Percentage
Job Satisfaction	76	53.1
Fair Promotion	67	46.9
Work safety	46	32.2
Job security	65	45.5
Improved technical capability & Training	54	37.8
Provision of fair wage	81	56.6
Need for creative work	32	22.4
Need for self esteem and reputation	39	27.3
Recognition for work	57	39.9
Need for competence	34	23.8
Opportunity to take responsibility	34	23.8

According to Table 4.8, one of the motivational need cited by 45.5 percent of the employees is the need for job security. This finding concurs with (Gabris & Simo, 1995), who observed that the need for job security has also been found to be similar in the both public and private sectors while Rainey (1982) concluded that public sector managers cared less about monetary rewards compared to private sector managers. On the contrary, the opportunity to serve society and the public interest matter more to public than private employees (Crewson, 1997; Rainy, 1982).

4.4 Ways used by TSC of Kenya to motivate its Employees

In a bid to establish the ways used by the commission to motivate its employees, the study observed the following as shown in Table 4.9.

Table 4.9: Ways used to Motivate Employees

Ways	Frequency	Percentage
Fair promotion	55	39.0
Work safety	65	46.1
Job security	42	29.8
Improved technical capability	21	14.9
Provision of fair wages	20	14.2
Need for creative work	11	7.9
Need for esteem and reputation	10	7.1
Recognition for work	19	13.6
Need for competence	18	12.9
Opportunity to take responsibility	27	19.3

According to Table 4.9 majority 46.1 percent were motivated by being assured of work safety, followed by 39.0 percent due to fair promotion and 29.8 percent job security. On the other hand the need for high self esteem and reputation, need for creative work received were cited by only 7.9 percent and 7.1 percent respectively. As expected by the researcher promotions, work safety and job security are the main ways of motivating employees. The study revealed that over 58.8 percent of the ordinary employees rated the employee motivation as good, 28.7 percent rated it as below average and 12.6 percent rated it as bad. This outcome was also repeated regarding their view on performance when motivated where 92.0 percent regarded as good.

4.5 Benefits of Motivation to the Organization and Individual Employees

In a bid to establish the benefits of motivation to the commission and its employees, the study sought the opinion of the respondents. The study revealed that 58.8 percent rated employees' motivation at the commission as good, a similar response obtained from the management staff. 45.8 percent of the ordinary members of staff informed the study that their supervisors reacted positively when the employees work under good motivation environment. This implies that even the supervisors embrace motivation as a way uplifts the morale of the employees as 80.2 percent revealed that there is satisfactory performance after motivation. An item was included in the questionnaires that sought for information on the benefit of motivation from the commission. Table 4.10 presents the findings.

Table 4.10: Benefits of Motivation of the Employees

Benefits	Frequency	Percentage
Quick service delivery	55	39.0
Improved skills	44	31.0
Less complains by teachers	67	47.1
Gain high self esteem	42	29.6
Gets opportunity to take self responsibility	35	24.6

According to Table 4.10 majority, 47.1 percent of the respondents informed the study that they received less complains by the teachers, followed by 39.0 percent who mentioned quick service delivery and 31.0 percent improved skills. This concurs with all other findings regarding the benefits of motivating employees.

In terms of the commission's efficiency and effectiveness in service delivery, only 20.3 percent agreed; this was also reflected on the employees' welfare where only 27.3 percent admitted that welfare of the employees is of great concern to the commission. Interestingly 67.1 percent informed this study that the competitive advantaged possessed by the commission was not as a result of employees motivation. This may be an indication that competitive advantage enjoyed by the commission could be as a result of other factors other than employees' motivation.

In a bid to establish the category of employees that work to the commission's satisfaction, 22.2 percent mentioned trained employees, 11.1 percent newly promoted, 33.3 percent said those employees that are trained and promoted and 33.3 percent said the employees that work to the commission's satisfaction depended on the circumstances during work time. The management staff suggested to the study that job simplification and methods of doing work should be improved to increase the output of the staff. In relation to other government departments, majority 40.0 percent of management staff rated the commission as the best in terms of employees' motivation, 30.0 percent rated it as better and 20.0 percent saw the commission as just the same as other government departments.

4.6 Strategies of Addressing Motivational Needs.

In a bid to establish the strategies that are used by the commission in addressing the motivational needs of its employees, an item was included in the questionnaires which asked the respondents to evaluate the contributions of motivators in the design of future compensation system that will meet the perceptions of employees concerning rewards and satisfaction. The respondents were asked to state whether the statements in Table 4.11 are an absolute priority, very important, important or almost unimportant.

Table 4.11: Strategies of Addressing Motivational Needs

Motivational Needs	AP	VI	I	AU
Provision of fair wages	5(50%)	5(50%)	-	-
Provision of pay incentives	4(40%)	2(20%)	4(40%)	-
Communication and cooperation in the working environment	7(70%)	3(30%)	-	-
Opportunity for Hierarchical Advancement	4(40%)	2(20%)	4(40%)	-
Security on the workplace	6(60%)	2(20%)	2(20%)	-
Working Conditions	1(10%)	2(20%)	7(70%)	-
Opportunities to Advance the Field of Employees' Expertise	5(50%)	3(30%)	2(20%)	-
Need for Creative Work	4(40%)	1(10%)	5(50%)	-
Need for Esteem and Reputation	6(60%)	2(20%)	2(20%)	-

Recognition for Work	5(50%)	2(20%)	2(20%)	1(10%)
Need for Competence	5(50%)	1(10%)	4(40%)	-
Opportunity to take responsibility	3(30%)	2(20%)	3(30%)	2(20%)

Key AP-Absolute Priority VI- Very Important I- Important AU- Almost Unimportant

According to Table 4.11, majority 70 percent indicated that communication and cooperation in the working environment may contribute towards motivational need, 60 percent cited Security on the workplace, Need for Esteem and Reputation can be used as a strategy to motivate employees. On the other hand opportunity to take responsibility and recognition for work were regarded as almost unimportant strategy by 20 percent and 10 percent respectively.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATION

5.1 Introduction

This chapter presents the summary of the study findings, conclusions and recommendations arrived at. The chapter also presents suggested studies that could be carried out in future to extend knowledge in this area.

5.2 Summary

The purpose of the study was to investigate employee motivation and its impact on organizational performance in public sector organizations. This study looked at the case of Teachers Service Commission of Kenya. The study used descriptive survey design. Target population comprised of 2,400 staff members. The sample comprised of 240 management and ordinary employees of the TSC. The study established that TSC usually carries out needs assessment of its employees. It was further established that a majority of ordinary employees were unaware of the motivational policies at the TSC. The study also revealed that 77.6 percent of ordinary employees have undergone some training since they joined TSC.

The study further revealed that 96.5 percent have received pay increment during their service with the TSC, although only 67.1 percent do receive their pay increment annually. However, opinion was divided whether or not internal promotions or normal pay increment play major role towards motivational needs of the employees. The study found out that the management staff identifies the needs of the employees 20 percent by talking to them and 80 percent by looking at their appraisal forms and talking to their immediate supervisors. It was also established that on the jobs and off the job training techniques has been adopted by TSC to upraise its staff and is continuously done throughout the year and paid for by the Commission. The study revealed that 50.7 percent received good communication and co-operation, and 70.6 percent contend that ordinary employees are given fair chances for hierarchical advancement.

The study further established that the greatest motivational needs of TSC employees are work safety and job security. Ways used by TSC of Kenya to motivate its employees are: assurance of

work safety, fair promotion and job security, encouraging high self esteem and reputation, and promotion of creative work. The study revealed that over 58.8 percent of the ordinary employees rated the employee motivation as good, 28.7 percent rated it as below average and 12.6 percent rated it as bad. Performance when motivated was found to be good as indicated by 92.0 percent of respondents.

The study also established the benefits of motivation to include: supervisors react positively when the employees work under good motivational environment; it uplifts the morale of the employees; leads to less complain by the teachers; quick service delivery; and improved skills. In terms of the commission's efficiency and effectiveness in service delivery, the study found out that 20.3 percent agreed; and was also reflected on the employees' welfare where only 27.3 percent admitted that welfare of the employees is of great concern to the commission. The study further established that 67.1 percent of respondents view the competitive advantaged possessed by the commission as not being the result of employee motivation. The category of employees that work to the commission's satisfaction were established as trained employees mentioned by 22.2 percent of respondents, newly promoted (11.1 percent), employees that are trained and promoted (33.3 percent) and circumstances during work time (33.3 percent).

Finally, the study established that in order to address motivational needs of employees, 70 percent want communication and cooperation in the working environment, 60 percent need job security, while 52 per cent need esteem and reputation to be motivated. However, opportunity to take responsibility and recognition for work were regarded as a non-important strategy to motivate staff.

5.3 Conclusions of the Study

From the findings of this study, the researcher concludes that the motivational needs of employees of TSC of Kenya include communication and cooperation in the working environment, job security, building work esteem, and job reputation. TSC of Kenya was found to motivate its employees through on and off the job employee trainings, and annual salary increments. The study established a relatively low motivation of TSC employees by the employer. Employee motivation was also found to affect employee productivity. Low motivation

of employees was found to lead to low productivity and high motivation led to increased productivity. The benefits of motivation to the organization and the individual employees were found to include: supervisors react positively when the employees work under good motivational environment; it uplifts the morale of the employees; leads to less complain by the teachers; quick service delivery; and improved skills. It was also found out that motivation improve employees' welfare and increase competitive advantage of an organization.

5.4 Recommendations

Based on the findings of the study, the researcher makes the following recommendations:

- a) The TSC of Kenya should increase its resource allocation to its HR division to improve employee appraisal and motivation at the Commission.
- b) The Governmet should seek to address motivational needs of TSC employees in an equitable manner without favor or discrimination. Negative HR practices such as nepotism, tribalism, gender discrimination and other forms of favoritism should be shunned by the management in order to give preference to ability and qualification of individual employees at the Commission.
- c) There is need for expansion of employee motivation framework by the TSC to include other areas that may be currently overlooked or left out but which may be negatively affecting the performance of employees at the TSC.
- d) The Government should review policies on Human Resource Management to fully address motivational needs of TSC employees and entire public service.

5.5 Suggestions for Further Research

- a) This study looked at only one organization, which is the TSC of Kenya. Similar studies should be carried out to establish the employee motivation and its impact on organizational performance in other public sector organizations in Kenya.
- b) The study established that the competitive advantage enjoyed by the TSC could be due to other factors other than employee motivation. There is therefore the need to conduct

another study to establish factors other than employee motivation that are responsible for competitive advantage of the TSC.

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- a) Senior Management [] (b) Management [] c) Supervisory []
d) Unionizable []

7. How long have you worked for the Commission?

- a) Below 1 year []
b) 1 - 5 Years []
c) 6 – 10 Years []
d) 11 -15 Years []
e) Above 15 Years []

8. What is your employment status?

- a) Permanent and Pensionable []
b) Contract []
c) Casual []

9. What was your starting salary per month when you first joined the Commission in Kenya Shillings?

- a) Between 100 – 1,000 []
b) 1,001- 5,000 []
c) 5,001- 10,000 []
d) 10,001-50,000 []
e) 50,001-100,000 []
f) Above 100,000 []

10. What is your current salary per month in Kenya Shillings?

- a) Between 1,000 - 5,000 [] (b) Between 5,001 – 10,000 []
(c) Between 10,001 – 20,000 [] (d) Between 20,001 – 30,000 []
(e) Between 30,001 – 50,000 [] (f) Between 50,001 – 70,000 []
(g) Between 70,001 – 100,000 [] (h) Above 100,000 []

Section B: Motivational needs of employees of TSC

To help establish the motivational needs of employees of TSC, this study is seeking your opinion as follows

1. Does the Commission carry out needs assessment of its employees?
a) Yes [] (b) No [] (c) I don't Know []
2. How do you identify the needs of your employees?
a) By talking to the employees [] b) By looking at their appraisal forms []
c) By talking to the immediate supervisor [] d) All of the above []
3. Which are the best employee needs assessment techniques you have adopted?
a) On the job technique [] b) Off the job technique [] c) Both the above []
4. How long does needs assessment take?
a) 1 week [] (b) 1 month [] (c) Continuous throughout the year []
d) Others (Specify).....
5. Who pays for the needs assessment of employees?
a) Self [] b) Commission [] c) Others (specify).....

Section C: Ways used by TSC of Kenya to motivate its employees

To help establish ways used by TSC to motivate its employees, this study is seeking you honest opinion as under. Please tick as appropriate

6. How do you ensure maximum motivation of your trainees?
a) Apply principles of employee motivation [] (b) Give cash rewards []
b) Promote employees on merit [] (d) Apply all the above options []
7. Do your employees appreciate the rewards given to them?
a) Yes [] (b) No [] (c) I don't Know []
8. Is there a policy that guides employee motivation at the Commission?
a) Yes [] (b) No [] (c) I don't Know []
9. Briefly outline the pre-motivation process followed before giving a reward?

.....

Section D: Benefits of Motivation to the Organization and Individual Employees

To help establish the benefits of motivation to the Commission and its employees, this study is seeking your honest opinion as under. Please tick as appropriate

10. How do you evaluate the effectiveness of the method of motivating an employee?

- a) Talk to them and gauge their reactions []
- b) Talk to their supervisor about performance after motivation []
- c) Evaluate performance before and after motivation []
- d) All the above []

11. What reactions do you get from your employees after motivation?

- a) Positive [] b) Negative [] c) Both reactions []

12. What reactions do you get from your supervisors after motivation?

- a) Positive [] b) Negative [] c) Both reactions []

13. In your opinion, how was performance before motivation?

- a) Excellent [] b) Satisfactory [] c) Below expectations []

14. In your opinion, how is performance after motivation?

- a) Excellent [] b) Satisfactory [] c) Below expectations []

15. Does the Commission gain from motivating its employees?

- a) Yes [] (b) No [] (c) I don't Know []

16. How does the Commission benefit from motivation given to the employees?

- a) Quick Service Delivery [] b) Improved Employee Skills []
- b) Less Complaints by Teachers []
- e) Others (Specify).....

17. Does the motivation scheme cover every staff?

- a) Yes [] (b) No [] (c) I don't Know []

18. What category of employees work to the Commission's satisfaction?

- a) Trained [] (b) Newly Promoted [] (c) Trained and promoted []

c) Untrained [] (e) Well paid [] (f) Any depending on the circumstances []

19. Is the output of the Commission reasonably high?

a) Yes [] (b) No [] (c) I don't Know []

20. Could this be as a result of motivation of staff?

a) Yes [] (b) No [] (c) I don't Know []

21. Suggest areas of motivation that can be considered to further increase the output of staff.....

22. Is there reduction of the gap between the actual and the required performance?

a) Yes [] (b) No [] (c) I don't Know []

23. Do you think that the competitive advantage that the Commission possesses is as a result of employee motivation?

a) Yes [] (b) No [] (c) I don't Know []

24. Is the Commission efficient and effective enough?

a) Yes [] (b) No [] (c) I don't Know []

25. Is the employee welfare of great concern to the Commission?

a) Yes [] (b) No [] (c) I don't Know []

26. Comment briefly on the number of complaints from teachers concerning the Commission services.

a) Increased [] (b) Decreased [] (c) Not changed []

27. Can this be attributed to motivation or demotivation of staff at the Commission?

a) Yes [] (b) No [] (c) I don't Know []

28. Has the Commission's motivation policy been reviewed?

a) Yes [] (b) No [] (c) I don't Know []

29. Could the review be as a result of previous motivational assessment feedback?

a) Yes [] (b) No [] (c) I don't Know []

30. How could you rate the motivation programs in place at the Commission?

a) Adequate [] (b) Somehow Adequate [] (c) Inadequate []

d) I Cannot tell []

31. Relative to other Government Departments in Kenya, how do you rate the Commission in terms of employee motivation?

- a) Same [] (b) Better [] (c) Best [] (d) Poorer []

32. Can you attribute the Commission's work performance to employee motivation?

- a) Yes [] (b) No [] (c) Not Sure []

Section E: Strategies of Addressing Motivational Needs of Civil Servants in the country

Public sector is under a process of reforms. Please evaluate the contribution of the following motivators in the design of a future compensation system – that will meet the perceptions of employees concerning reward and satisfaction and will lead to a more productive workforce – as being:

- (4) an absolute priority
- (3) very important
- (2) important
- (1) almost unimportant

Provision of Fair Wage	<input type="text"/>
Provision of Pay Incentives	<input type="text"/>
Communication and Cooperation in the Working Environment	<input type="text"/>
Opportunity for Hierarchical Advancement	<input type="text"/>
Security in the Workplace	<input type="text"/>
Working Conditions	<input type="text"/>
Opportunities to Advance the Field of Employees' Expertise	<input type="text"/>
Need for Creative Work	<input type="text"/>
Need for Esteem and Reputation	<input type="text"/>
Recognition for Work	<input type="text"/>
Need for Competence	<input type="text"/>
Opportunity to Take Responsibilities	<input type="text"/>

APPENDIX TWO

QUESTIONNAIRES FOR ORDINARY EMPLOYEES

The researcher is a student at Kenyatta University undertaking a post graduate studies in (MBA). The purpose of this questionnaire is to collect data for research work on employee motivation and its impact on organizational performance of Public Sector Organizations in Kenya: the case of TSC. All collected data will be treated with strict confidence and will be used for academic purposes only. Please answer all the questions and tick where necessary.

SECTION A: Particulars of Contact Person

1. Your area of work?.....Department.....Section
2. What is your age?

18-25	[]
26-35	[]
36-45	[]
46-55	[]
Over 55	[]
3. What is your marital status:

Single	[]
Married	[]
Separated	[]
Divorced	[]
Windowed	[]
4. What is your highest level of education?

Primary	[]
Secondary	[]
Certificate Course	[]
Degree	[]
Possess no formal education	[]
5. What is your job description?

a) Senior Management []	(b) Management []	(c) Supervisory []
d) Unionizable []		

6. How long have you served the Commission?

Below 1 year []

1 - 5 Years []

5 – 10 Years []

10 -15 Years []

Above 15 Years []

8. What is your employment status?

(a) Permanent and Pensionable []

(b) Contract []

(c) Casual []

9. What was your starting salary per month when you first joined the Commission in Kenya Shillings?

a) Between 100 – 1,000 []

b) 1,001- 5,000 []

c) 5,001- 10,000 []

d) 10,001-50,000 []

e) 50,001-100,000 []

f) Above 100,000 []

10. What is your current salary per month in Kenya Shillings?

a) Between 1,000 - 5,000 []

(b) Between 5,001 – 10,000 []

(c) Between 10,001 – 20,000 []

(d) Between 20,001 – 30,000 []

(e) Between 30,001 – 50,000 []

(f) Between 50,001 – 70,000 []

(g) Between 70,001 – 100,000 []

(h) Above 100,000 []

SECTION B: Motivational needs of employees of TSC

To help establish the motivational needs of employees of TSC, this study is seeking your opinion as follows

1. Are you aware of the existence motivation policies at the TSC?
a) Yes () b) No ()
2. Have you ever undergone any kind of training since you joined the commission?
a) Yes () b) No () c) Not Sure ()
3. If No, do you need training to be effective in your current place of work?
a) Yes () b) No () c) Not Sure ()
4. If Yes, when were you trained?
a) Within the last one year () b) Between 2-5 Years ()
c) Between 6 – 10 years () d) More than Ten Years ()
e) Can't Remember ()
5. Have you ever received a pay increment?
a) Yes () b) No () c) Not Sure ()
6. If Yes, can you state how often?
a) Annually [] (b) After Five Years [] (c) Once in a while [] (d) Only once []
7. For what reason did you earn a pay increase?
a) Internal Promotion () (b) External Promotion () (c) Recognition for work excellence () (d) Normal Pay Increments
8. Do you receive good communication and cooperation in workplace?
a) Yes [] b) No [] (c) Not Sure []
9. As an employee, do you think that cooperation in the workplace is a necessity?
a) Yes () b) No () c) Not Sure
10. As an employee in the Commission, have you been given fair chance for hierarchical advancement?
a) Yes [] b) No []

11. As an employee, do you think that giving a fair chance for hierarchical advancement to all the employees is a necessity for enhancing work motivation?

- a) Yes [] b) No [] c) I don't Know []

12. As an employee of the Commission, which one among these needs do you consider as a motivational need?

- a) Job Satisfaction () (b) Fair Promotions () (c) Work Safety ()
(d) Job Security () (e) Improved Technical Capability & Training ()
(f) Provision of Fair Wage () (g) Need for Creative Work ()
(h) Need for Esteem and Reputation () (i) Recognition for Work ()
(j) Need for Competence () (k) Opportunity to take Responsibilities ()

SECTION C: Ways used by TSC to Motivate its Employees

To help establish ways used by TSC to motivate its employees, this study is seeking your honest opinion as under. Please tick as appropriate

13. Which ways do the Commission use to motivate its employees?

- (a) Fair Promotions ()
(b) Work Safety ()
(c) Job Security ()
(d) Improved Technical Capability & Training ()
(e) Provision of Fair Wage ()
(f) Need for Creative Work ()
(g) Need for Esteem and Reputation ()
(h) Recognition for Work ()
(i) Need for Competence ()
(j) Opportunity to take Responsibilities ()

SECTION D: Benefits of Motivation to the Commission and its Employees

To help establish the benefits of motivation to the Commission and its employees, this study is seeking your honest opinion as under. Please tick as appropriate

14. How do you rate employee motivating at the Commission?

- a) Excellent []
- b) Good []
- c) Below Standards []
- d) Bad []

15. How do you perform in your duties when you are well motivated to work?

- a) Excellent []
- b) Good []
- c) Below Standards []
- d) Badly []

16. What reactions do you get from your supervisors when you work under good motivation environment?

- b) Positive [] b) Negative [] c) Both reactions []

17. In your opinion, how is performance after motivation?

- b) Excellent [] b) Satisfactory [] c) Below expectations []

18. How do you benefit from any kind motivation from the Commission?

- c) Quick Service Delivery [] b) Improved Skills [] c) Less Complaints by Teachers []
- (d) Gain Self Esteem [] (e) Gets Opportunities to Take Responsibilities []
- (f) Others (Specify).....

19. Suggest areas of motivation that can be considered to further increase the output of staff.....

20. Is the Commission efficient and effective enough?

- b) Yes [] (b) No [] (c) I don't Know []

21. Is the employee welfare of great concern to the Commission?

- b) Yes [] (b) No [] (c) I don't Know []

22. Do you think that the competitive advantage that the Commission posses is as a result of employee motivation?

- b) Yes [] (b) No [] (c) I don't Know []

23. Comment briefly on the number of complaints from teachers concerning the Commission services.

b) Increased [] b) Decreased [] c) Not changed []

24. Can this be attributed to motivation or demotivation of staff at the Commission?

b) Yes [] (b) No [] (c) I don't Know []

25. How could you rate the motivation programs in place at the Commission?

b) Adequate [] (b) Somehow Adequate [] (c) Inadequate []

a) I Cannot tell []

SECTION E: Strategies of Addressing Motivational Needs of Civil Servants in the country

26. Has the Commission's motivation policy been reviewed in the recent past?

b) Yes [] (b) No [] (c) I don't Know []

27. Could the review be as a result of previous motivational assessment feedback?

b) Yes [] (b) No [] (c) I don't Know []

28. Relative to other Government Departments in Kenya, how do you rate the Commission in terms of employee motivation?

b) Same [] (b) Better [] (c) Best [] (d) Poorer []

29. Are there any other areas where you feel you still need further motivation?

a) Yes [] b) No [] c) I don't know []

30. If your answer in (18) above is yes, how would your performance after motivation be?

a) Higher [] b) Lower [] c) Same as before []

b) Others (Specify).....

31. Generally, how effective is motivation as a way of improving employee performance?

a) Effective [] b) Ineffective [] c) Partially Effective [] d) I don't know []

32. Do you feel all your motivational needs have been taken into account? Briefly explain

33. To what extent do you agree that the use of motivation enhances the following factors:

Factor	1	2	3	4	5
Increased efficiency					
Higher productivity					
Competitive advantage					
Improved customer care					
Increased work output					
Increased self esteem					

Where 1 = Strongly Agree, 2 = Agree, 3 = Not sure, 4 = Disagree, 5 = Strongly Disagree

APPENDIX 3

WORK PLAN

Activity	March 2011	June 2011	June-July 2011	July 2011	August 2011	August 2011	September 2011
Proposal Writing							
Data collection							
Report Writing							
Submission							
Review							