

**NON MONETARY MOTIVATION AND EMPLOYEE PERFORMANCE: A  
CASE OF ELDORET POLYTECHNIC, UASIN NGISHU COUNTY, KENYA**

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**D53/OL/26714/2013**

**A Research Project Submitted in Partial Fulfillment of the Requirements for  
the Award of the Degree of Master of Business Administration  
(Human Resource Management) of Kenyatta University**

**OCTOBER 2017**

## DECLARATION

I hereby declare that this research project is my original work and has not been submitted to any other university for the award of a degree.

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## **ACKNOWLEDGEMENT**

I would like to acknowledge my supervisor Dr. Abel Anyieni for his patience and guidance throughout the project writing and the entire administration of Kenyatta University for the support awarded.

## **DEDICATION**

I dedicate this project to my family, wife and my children and to my friends who have supported throughout this course.

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## OPERATIONAL DEFINITION OF TERMS

<b>Employee Performance:</b>	This is percentage of work done by an employee
<b>Non-Monetary Motivation:</b>	This refers to non-cash awards given in recognition of outstanding accomplishments.
<b>Non-Financial Benefit:</b>	These are non-monetary award given for higher accomplishments.
<b>Promotion:</b>	Shifting of employees to jobs of higher significance and higher compensation
<b>Targets:</b>	Targets are short term aims, goals and objectives to be pursued by the employee
<b>Team Building:</b>	This refers to activities aimed at improving workplace bonding and cohesiveness among colleagues and employees
<b>Training:</b>	Acquiring skills, ideas and abilities required to perform a task, through teaching

## ACRONYMS

<b>HRM</b>	-	Human Resource Management
<b>IT</b>	-	Information Technology
<b>KCB</b>	-	Kenya Commercial Bank
<b>KPK</b>	-	Khyber Pakhtoon Khawa
<b>SPSS</b>	-	Statistical Package for Social Sciences
<b>TQM</b>	-	Total Quality Management
<b>TSC</b>	-	Teachers Service Commission
<b>VCC</b>	-	Volvo Car Corporation

## ABSTRACT

The usage of non-fiscal ways of incentives is an effort by firms to put on in the work the concepts theories of Maslow and Herzberg. Performance is considered to be related through the concepts of talent, opportunity and enthusiasm. Proprietors, supervisors and managers recognize positive incentive hints to improve performance and greater production however, may rely on the incorrect tools. Non-fiscal motivations are viewed as cheaper ways of compensating employees, thus attracting, encouraging and retaining workers. Eldoret Polytechnic has put in place non-monetary motivation as an attempt for maximizing on the overall employee performance and subsequently increasing overall productivity. However, though non-monetary motivation has been used in the institution, there has sometimes been low employee performance leading to decreased productivity and at times high employee turnover which increases the staffing costs and could even lead to losses. The general objective was to study the non-monetary motivation and employee performance which is a case of Eldoret Polytechnic. The research was steered by the following definite aims; to determine the influence of training on employee performance, to establish the outcome of advancement on workers performance, to find out the results of targets on worker performance and to determine the outcome of team building on worker performance in Eldoret Polytechnic. Study utilized a descriptive case study design. Population of the study was 364 employees at work in the educational institution. The sample of the study was 109 respondents generated by randomly sampling 30% of the respondents in polytechnic. Primary data was used in this research was collected using questionnaires. They were self-administered, pre-tested to ensure it was not faulty and that it was understood by the participants. The questionnaire was piloted for validity proof by discussing with two unsystematically chosen respondents. Fifteen questionnaires were administered to randomly chosen respondents and then analyzed using SPSS software for determining reliability. The respondents who played a part in the initial study were not involved in the last study to evade response bias. Data were analyzed mainly by frequencies, descriptive and inferential statistics. This included mean, standard deviation, correlation and regression analysis were used to draw a causal relationship between the independent variables and employee performance. Presentation of data was done by use of tables and figures. Before the questionnaire was administered, consent was sought and given by the respondents. Full confidentiality was maintained especially when dealing with questionnaires and the identity of the respondents was kept secret. The correlation results indicate that the association between employee performance and training, promotion, targets and team building was strong and positive and was statistically significant. From the study it was concluded that Eldoret Polytechnic had put in place training, promotion, targets and team building measures as non-monetary motivation incentives and such the variables were important in determining employee performance. It was recommended that the management of the institution should ensure that education on performance should be well carried out and effected in the institution as it will enable employees improve on their performance.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

Motivation has been brought into being to be one of the leading organizations strategies which can grow performance of employees and surge the productions of organizations (Tahir, 2014). Indeed, with the current global financial growth, many firms have comprehended this fact that productivity is desired for their organizations to strive strongly and likewise their employee's productivity is essential in shaping the organization successes. Also employees' performance as a result of progress and the development is critical for any organization (Lebelici, 2012).

According to Hawthorne studies and numerous research works on production of employees stresses the fact that workers who are contented with their work will have better job performance, hence absolute job retention, than those who are unhappy with their works (Guest, 2007). Furthermore, it is indicated that staffs are more likely to turnover if they are unsatisfied and hence discouraged to demonstrate noble performance. Workers Performance is higher if they are happy and satisfied. The organization finds it stress-free to motivate great performers to achieve firm goals (Sultana *et.al.* 2012).

Performance is well thought-out to be related with the concepts of skill, opportunity and enthusiasm (Nyauchi, 2014). Skill is a function of ability, learning, capability and teaching. Opportunity states to the infrastructure desired to accomplish an occupation. In conclusion, motivation is the need to accomplish an aim and readiness to apply effort for it. Inspiration is something that results to enhanced performance when other circumstances are met. However, motivation is beneficial over others in the logic that

while the chance and capacity tend to be steady and hard to alter for the personnel, inspiration has elasticity, that is, it can be transformed by some means. Moreover, it is apparent that in the absence of willingness to perform; capacity and opportunity will not generate the desired results. If the situation is to be explained by a proverb; you can take the horse to the water but you cannot make it drink (Lebelici, 2012).

All firms, whether public or private, want inspired workforces to be effective and proficient in their operations, in addition to the other factors. Workforces who are driven to work enthusiastically and innovatively toward the success of organization aims are one of the supreme inputs to organizational accomplishments. Subsequently, the test for organizations is to confirm that their staffs are exceedingly motivated (Torrington, Hall & Stephen, 2008).

### **1.1.1 Non-Monetary Motivation**

The practice of non-fiscal approaches of motivation is an effort by firms to put on in the workplace the notions behind the theories of Maslow and Herzberg. Regarding these concepts, what stands out is that enthusiasm to realize eminence of output is best realized over fulfillment of higher needs (Maslow, 1943) and the necessity to offer motivators (Herzberg, 1968). Performance is associated with the concepts of skill, opportunity and inspiration (Lebelici, 2012). Workers inspiration and performance are crucial factors in moving a business onward. Proprietors, executives and supervisors recognize positive inspiration tips to improved performance and greater productivity but may rely on the wrong tools (Armstrong, 2006).

Non-fiscal incentives are viewed as “a non-cash reward for recognition of a greater level of accomplishments or performance such as customer care or support to colleagues, which is not dependent on achievement of a pre-determined target” (Rose,

1998). Non-fiscal incentives are cost effective techniques of rewarding workforces, in so doing, enticing, motivating and retaining workers (Irfan, 2015). They remain part of the wellness of occupation setting irrespective of the economic situation. The importance of non-fiscal encouragements and job contentment in refining performance amongst employees cannot be misjudged. In sight of the relevance of non-fiscal incentives and work satisfaction in improving employee performance, the paper conceptually argues the present relationships among the variables and employee work performance (April, 2010).

Non-cash encouragements do not involve direct compensation of moneys and they can be physical or immaterial (McCausland, Pouliakas & Theodossiou, 2005). Some examples of this kind of inspirations are; encouraging the employees by providing them with independence in their occupations and involvement in decision making, allocating stimulating obligations, refining work settings, recognizing noble work through small favors, letters of appreciation, plagues, tickets to restaurant etc., providing some services for the employees, organizing social activities in the work place, etc. (Guest, 2007).

The researcher used on the job training, workshops, education, personal development skills and seminars as the elements to measure training. Equal opportunities, benefits, creation of promotion opportunities and promotion consideration basis will be used to measure the promotion variable. The researcher used recognition, increased responsibility, delegation, appreciation and empowerment as the elements to measure targets as a variable. Open communication, idea sharing, team trust, cooperation and improved morale were used as the elements to measure team building as an independent variable.

### **1.1.2 Employee Performance**

Gauging performance is of abundant significance to an encouragement plan because it converses the importance of recognized organizational aims. “What gets measured and compensated gets devotion” (Bohlander et al, 2001). In discipline of human resource management, different writers propose the following pointers for assessing employee performance and they comprise: quality that can be measured by percentage of work output that need be redone or is excluded; Customer contentment that can be measured by the number of royal clientele and customer feedback. Furthermore, timeliness, measured in terms of how fast work is accomplished by the employee when given a certain chore; absenteeism/tardiness perceived when employees absent themselves from work; and achievement of objectives measured when an employee has exceeded his/her set goals, he/she is then considered to have done well to realize objectives (Hakala, 2008).

Managing individual performance within firms has traditionally focused on evaluating performance and giving rewards, with effective performance seen as the outcome of the collaboration between individual capability and inspiration (Axelsson & Bokedal, 2009). It is progressively more being acknowledged that planning an enabling environment have acute effect on individual performance, with performance aims and standards, suitable resources, help and backing from the managers all being essential (Torrington, Hall & Stephen, 2008).

Workers will give their full when they have a sense or faith that their hard work will be compensated by the organization (Lebelici, 2012). There are many elements that distress worker performance like work settings, worker and employer bond, preparation and job enlargement opportunities, job confidence, and firm’s overall

rules and procedures for rewarding personnel, etc. Amongst all those features which affect workers performance, inspiration that comes with rewards is of greatest importance. Inspiration is an addition of different procedures which impact and direct our behavior to accomplish some particular objective (Baron, 2003).

Workers performance is essential for the firm to make every effort to support non-performers (Torrington, Hall & Stephen, 2008). There are five components of performance and they comprise: Planning, observing, developing, assessment and rewarding. In the planning stage, Planning means setting goals, developing strategies, and outlining tasks and schedules to accomplish the goals. Observing is the phase in which the objectives are viewed at to see how well one is doing to achieve them. It also means constantly gauging performance and providing continuing advice to employees and work groups on their advancement toward attainment of their goals (Irfan, 2015). Constant watching offers the opportunity to check exactly how well employees are meeting predetermined standards and to make changes to impracticable or challenging standards.

According to Baron (2003) in the emerging stage an employee is thought to improve any low performance that has been observed through the time frame one has been at work in the firm. All through planning and observation of work, insufficiencies in performance become evident and can be looked into.(Malik, Danish & Munir, 2012). The researcher will use quality of work done, percentage of work output redone/rejected, timeliness, decreased trends of absenteeism and meeting/surpassing of set targets/goals as the elements to measure the dependent variable (employee performance).

### **1.1.3 Eldoret Polytechnic**

Eldoret Polytechnic is a college in Eldoret Town, Kenya. It is an affiliate of Moi University, Eldoret. The college offers diploma courses in numerous departments. Presently there are approximately 5000 students registered to Eldoret Polytechnic College. It has different faculties comprising of 161 well-qualified and experienced lecturers devoted to guide students for a better future, all are employed by Teachers Service Commission except 39 who are under Board of Governors. The non-teaching staffs are 203 employees making the total employees in the institution 364 (Chelimo, 2014).

Inspiration is the greatest significant matter in each organization public or a private sector. Eldoret Polytechnic has put in place non-monetary motivation as an attempt for maximizing on the overall employee performance and subsequently increasing overall productivity (Chelimo, 2014). However, though non-monetary motivation has been used in the institution, there has sometimes been low employee performance leading to decreased productivity and at times high employee turnover which increases the staffing costs and could even lead to losses (Chintallo & Mahadeo, 2013).

The courses offered includes Bachelor in Economics, Science, and Applied statistics, along with Bachelor of Science (Electrical & electronics engineering, and Mechanical engineering) and provides Certificates in Mass communication, Mechanical engineering, Science laboratory technology, Housekeeping & Laundry, and Security management. Eldoret Polytechnic Institute Diploma courses includes Diploma in Business Administration, Sales & Marketing, HR Management, Pharmaceutical technology, Computer science, Analytical chemistry, Banking, IT, Computer studies,

Bakery Technology, and Business management. Eldoret Polytechnic College has good setup with decent facilities including isolated hostels for boys and girls with current amenities like internet services, cleaned water and interior sporting areas (Eldoret Polytechnic, 2016).

The college inspires involvement in sporting activities amongst students. It has indoor and outdoor gaming facilities e.g. billiard & snookers, basketball, football cricket, lawn tennis, table-tennis, badminton, volleyball etc. and fitness center with latest equipment. The institution organizes for cultural fiestas for students. They are managed by student organizations and groups so as to advance their management abilities. The Eldoret Polytechnic has a placement cell for leadership and coaching of scholars. They have cooperated with several Multi-national corporations for campus recruitment and preparation (Eldoret Polytechnic, 2016).

## 1.2 Statement of the Problem

Inspiration is the greatest matter for all organization whether in public or private sectors. Eldoret Polytechnic has put in place non-monetary motivation as an attempt for maximizing on the overall employee performance and subsequently increasing overall productivity (Chelimo, 2014). However, though non-monetary motivation has been used in the institution, there has sometimes been low employee performance leading to decreased productivity and at times high employee turnover which increases the staffing costs and could even lead to losses (Chintallo & Mahadeo, 2013). Questions as to whether non-monetary motivation contributes to better employee performance arise and as such it is against this circumstantial that the scholar pursues to study non-monetary motivation on employee performance at Eldoret Polytechnic.

Various studies have been conducted on nonmonetary motivation and employee performance. Tahir (2014) led a study on the influence of teaching and enlargement as a non-monetary incentive on workers' performance and output in United Bank Limited, Peshawar City and the outcome showed that there were significant connection between teaching, enlargement and employee performance in the study. Ahmed and Ali (2008) did a research on the effect of non-cash prize and acknowledgment programs on worker inspiration and contentment and the study displayed backing for an optimistic association amongst reward and employee contentment. Closer home, Onyango (2014) did a survey on the effects of training as a non-cash incentive on worker performance of health workforces in the County of Siaya, Kenya and the outcomes showed a solid relationship amongst training of workers as well as their performance. Gitari (2012) studied the influence of office

recreation on worker performance in Kenya Utalii College and the results were team building correlated highly with performance.

Although the studies have made important contributions on various aspects on their countries and organizations, they were conducted in different geographical contexts as they did not cover on how non-monetary motivation influenced employees' performance in Eldoret Polytechnic creating a paucity of literature in the area. This stands the study gap this research wishes to address by studying effect of non-monetary motivation and employee performance in Eldoret Polytechnic.

### **1.3 Research Objectives**

#### **1.3.1 General Objective**

The general objective was to study non-monetary motivation and employee performance which is a case of Eldoret Polytechnic.

#### **1.3.2 Specific Objectives**

The particular aims in this study were:

- i. Determine the impact of teaching on employee behaviors in Eldoret Polytechnic.
- ii. Establish the influence of advancement on workers performance in Eldoret Polytechnic.
- iii. Find out the effect of targets on workers performance in Eldoret Polytechnic.
- iv. Determine the consequence of team building on workforce performance in Eldoret Polytechnic.

### **1.4 Research Questions**

The study sought to answer the following research questions:

- i. What are effects of training on employee performance in Eldoret Polytechnic?
- ii. How does promotion affect employee performance in Eldoret Polytechnic?
- iii. What are effects of targets on employee performance in Eldoret Polytechnic?
- iv. How does team building affects workers performance in Eldoret Polytechnic?

## **1.5 Significance of the Study**

The study will be beneficial to numerous stakeholders.

Findings in the study are important to the management of Eldoret Polytechnic and other institutions especially those in educational sector in formulating better motivation strategies aimed at increasing overall employee performance. The study is relevant since it explores various motivational strategies that influence workers performance which hints to an effect on overall performance of the institution.

The Government through policy makers will find the results and commendations of this study valuable to diagnose the problems affecting overall performance in the education sector. Also can use the data to assist the sector in coming up with a conducive environment of enhancing better motivation strategies aimed at enhancing employee performance.

The information will be beneficial to scholars as it will add to the present knowledge as well as illustrate the gaps that come along with the study of the motivation and employee performance, therefore opening more areas for future studies in the field.

The general public including the employees in other sectors will also benefit from the findings of this study. They will be in a position to understand how motivation influences their performance. They will also know which motivational practices to apply best in their respective places of work to ensure that they give the best in their effort to make the most on performance.

## **1.6 Scope of the Study**

The study was done in Eldoret Polytechnic. Population was 364 employees working in the educational institution. The study was conducted in 2016. The study also concentrated on the variables highlighted in the specific objectives and the conceptual framework

## **1.7 Limitations of the Study**

The chief limitation the study was failure of respondents to collaborate in giving replies to the queries contained in the feedback form which they deem confidential. To overcome this, the researcher assured them that the information would only be used for the purpose of achieving the research objectives and that any private information was kept confidential. The busy nature of employees in the polytechnic was also a hindrance as the researcher needed to be assured that they would find time to fill the questionnaire responses. To address this, researcher considers leaving questionnaire with the respondents and picking later so that they would find time to fill.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section captures theoretical framework that explain non-monetary and worker performance and moreover empirical studies that have been carried out on the same field of study. Conceptual framework is established to depict variables of the study diagrammatically.

#### **2.2 Theoretical Framework**

This sections reviews the concepts related to this study. The concepts are the Maslow's Hierarchy of Needs, Douglas McGregor Theory X and Theory Y and Herzberg Two Factor Theory.

##### **2.2.1 Maslow's Hierarchy of Needs**

This is the most broadly known concept of inspiration and was hypothesized by American psychologist Abraham Maslow in the 1940s and 1950s. Maslow placed forward the notion that there happened a ladder of wants comprising of five levels in the hierarchy. These wants preceded from lower order wants through to higher level wants (Bohlander et al, 2001).

The basic basis of the concept is that we all have these five stages of needs and that beginning at the bottom level we are driven to fulfill each level in ascending order. As each level is adequately satisfied we are then moved to fulfill the next level in the ladder. The five diverse stages were additional sub-categorized into two key groups, these being: Deficiency wants - Maslow reflected these as very basic desires required

for survival and safety. These wants include: physiological wants, safety wants and social wants. Growing needs- These are wants allied to personal growth and fulfillment of individual potential and include honor needs and self-actualization wants (Maslow, 1943).

In Maslow's philosophy at no time can we run out of inspiration since the very highest level, self-actualization, which relays to the accomplishment of our complete potential, can by no means be fully met. Maslow's model has been extensively incorporated and imparted within the business realm and limited people who have joined a corporation supervision or basic management coaching course are likely to be conversant with this model (Hakala, 2008).

This theory is relevant in this study as Maslow's dispute that workforces pursue to fulfill their wants in a categorized order, beginning from the bottom discontented want. It is acknowledged that most of the public workforces in Kenya are not content with their earnings. Hence, it can be reasoned that this unsatisfied want may drive the staffs to state that sufficient levels of pay is the first aspect that encourage them to apply more energy in their works. The foundational basics of this theory are key in trying to understand employees and how non-financial incentives motivate them to perform better in the workplace.

### **2.2.2 Motivation-Hygiene Concept**

Frederick Herzberg deliberated the aspects in the work setting that initiated contentment and discontent amongst the workforces. He cross-examined hundreds of workforces about times when they were exceedingly inspired to work and other times when they were displeased and unenthusiastic at work. He establishes that the influences producing job fulfillment were diverse from those prompting job

discontent and they cannot be treated as inverses of one another (Herzberg, 1966). Herzberg maintained that two completely discrete dimensions add to an employee's conduct at work: hygiene factors and promoters.

Hygiene aspects refer to the existence or lack of job dissatisfies (Nyauchi, 2014). When hygiene aspects are condensed, work is frustrating. They are considered maintenance aspects that are essential to evade discontent but they do not themselves add to the work contentment and inspiration of personnel. That is, they only maintain workers at work. In line with Herzberg's opinion, hazardous working settings or a noisy work setting will cause workforces to be displeased with their work but their exclusion will not tip to a high level of inspiration and satisfaction. Some other samples of hygiene factors are pay, position, safety, supervision, company rule etc. (Oyegbaju, 2009).

Furthermore, promoters, leading to job fulfillment, are linked with the nature of the work itself (Tahir, 2014). They are those job-related practices such as assignment of stimulating works, attainment, work itself, acknowledgement, accountability, improvement and openings for growth in the job etc. Herzberg maintained that when promoters are absent, workers are neutral to work, but when promoters are present, workers are very much motivated to shine at their work. In contrast, hygiene aspects can only work to prevent job dissatisfaction. Therefore, hygiene elements and motivators represent two distinct aspects (Samson and Daft, 2002).

Based on the arguments of the model, sufficient hygiene factors have to be provided to meet the basic wants of employees and to avoid dissatisfaction with their work. Moreover to this, motivators that are essential to the work itself should be integrated

to the process to meet higher-level needs and drive workers towards greater accomplishment and fulfillment.

Herzberg (1971, pp. 3) identified that "...the factors which make persons happy all are associated to what people did: the work content... what made persons unhappy was related to the condition in which they did their job: job setting, job situation..." According to him, workers are satisfied with a work that is exciting and challenging and they will be driven to do work that they classify to be significant. Consequently, it is possible to motivate workforces with the work itself. In fact, Herzberg stresses that true motivation originates from within an individual, that is, intrinsically, not extrinsically. In line with this opinion he advocated that jobs can be reformed and developed to incorporate "promoters" to the job, so that workforces will be willing to apply more effort in their work. He reasoned that jobs should have ample challenge to wholly utilize employees' capabilities and employees who demonstrate to have growing levels of capacity should be given increasing levels of accountability (Cool, Almeida Costa & Dierickx, 2002).

Motivation-hygiene theory has significant consequences for this study. It is relevant as it institutes a good context for the rationality of the argument that non-monetary incentives can be as effective as fiscal incentives in the inspiration of personnel. The theoretical underpinnings of the theory can also be used to better understand employee motivation and how that leads to better performance.

### **2.2.3 Resource Based View Theory**

This model holds that organization's assets form the greatest determinants of competitive advantage and therefore performance (Barney, 1986). In order for any firm to implement any approach, they need capitals which can be used in the

enactment of the strategy. The model has two assumptions: organizations within an industry may be diverse with respect to the bundle of resources that they control. The resource diversity may persist over time owing to the fact that resources are used to implement approaches in organizations are not perfectly mobile across firms (Peteraf & Barney, 2003). Since the resource heterogeneity, firms are able to use the bundle of resources in their control for growth of sustainable competitive advantage. In order for scholastic institutions in Kenya to realize improved performance, it is vital that they own resource benefit which will help them have competitive gain over their opponents hence improve their performance in the market (Cool, Almeida Costa & Derrick, 2002).

This philosophy is essential for this study as it enlightens why organizations are successful and have enhanced performance as a consequence of better resources management. As of the several sources of competitive gains in terms of resources within their reach, henceforth firms have enhanced significantly on their performance. These resources might take the form of employee abilities and competency, good will and understanding, acceptance by the market amongst others.

## **2.3 Empirical Review**

### **2.3.1 Training and Employee Performance**

Teaching or training refers to the achievement of the skills, understanding and proficiencies required in accomplishing a task, by means of coaching. Noe et al. (2006) expresses training as “a planned effort to ease the learning of job-related knowledge, abilities, and conduct by employees”. According to April (2010) there happens a positive link between coaching and employee performance. Training generates benefits for the workers as well as for the institution by positively

prompting employee performance through the development of worker understanding, skills, ability, experiences and conducts (April, 2010).

There are several studies which have been conducted relative to training and employee performance. Tahir (2014) did a study on the influence of training and enlargement on employees' performance and production in United Bank Limited, Peshawar City. Eight united banks limited were chosen for the study. Eighty feedback forms were distributed for the gathering data. The Pearson correlation results displayed that there was substantial association amongst the training and development and worker performance in the study.

Nyauchi (2014) empirically studied the association between training and worker performance in Mutare City Council, Zimbabwe. Correlational study design was used in this research, with an effort to define and measure the degree of relationship between performance and training. One hundred and thirty two (132) respondents (91 males and 41 females) were chosen from the population. The outcome of the study showed that there was solid positive association amongst training and performance of employees.

Guest (2007) studied teaching and enlargement programs on worker performance and found out that they positively affects the quality of the workers understanding, abilities and competency and so results in greater employee performance on job. This relation eventually contributes to supreme institutional performance. Furthermore, the result of the study of Sultana. et.al. (2012), done in telecom sector of Pakistan, states the  $R^2$  as .501 which shows that 50.1% of variation in worker performance is conveyed by training programs. Further, the T-value was 8.58 that clarifies training is noble predictor of employee performance. Moreover Farooq and Ahmad and Bakar

(2003) studied the relationship between training and organizational obligation among the white-collar workers in Malaysia and establish a positive correlation between training and employee obligation.

Onyango (2014) did a study on the influences of training on employee performance of health workforce in the County of Siaya, Kenya. The target populations for the research were the doctors, clinical officers, nurses and subordinate staff serving in public health facilities within the county. The researcher took a sample size of 20% giving a sample size of 56 respondents and the outcomes displayed that there is a resilient positive association between training of employees and performance.

Tuei and Saina (2015) did a research on effect of training and career improvement on employee performance of KCB Branches in the North Rift Region, Kenya. Census method was used to gather data from 6 branches of Kenya Commercial Bank in the North Rift Region. Study findings showed that indeed trainings and career improvement has an influence on their performance. From regression analysis, it was witnessed that trainings and career enlargement contributed to 55.29% of employee performance while the rest contributed to 44.71% and was as such a determinant of employee performance.

### **2.3.2 Promotion and Employee Performance**

Job advancement is a moving of employee to a job of advanced significance and higher reward (Lazear, 2000). The movement of an employee ascending in the hierarchy of the institution typically that hints to enrichment of accountability and rank and a better reward package is job advancement (McCausland, Pouliakas & Theodossiou, 2005). Many scholars offer their opinion that job contentment is powerfully correlated with job enlargement opportunities and there is a direct and

positive relation among promotional prospects and job fulfillment (McCausland, Pouliakas & Theodossiou, 2005).

Ahmed & Ali (2008) did a research on the influence of reward (compensation, job advancement, work settings and personal acknowledgment programs on employee motivation and contentment. Study design used was exploratory. Sample selected for the study was 80 employees of Unilever companies and data gathering instrument used was a questionnaire. Pearson's correlation was used to evaluate data to determine the degree of association between job advancement and contentment and motivation. Main results showed a positive association between job enlargement and work contentment as well as inspiration.

Malik, Danish and Munir (2012) empirically studied the influence of salary and job advancement on workers performance in higher education institutes of Pakistan. Multiple regression analysis was used and 200 questionnaires were given out to public and private universities of Punjab, Pakistan. Job advancement was found to impact and was important to the employee performance. Moreover, Filipkowski and Johnson (2008) in their research found out that there is a direct link among job satisfaction elements like salary, advancement, co-workers, and the work condition itself and the performance of the employees.

Axelsson & Bokedal (2009) did a study on advancement inspiring different groups at Volvo Car Corporation. The hypothesis was based on a case study of Volvo Car Corporation in Goteborg. Empirical data was based on twenty interviews with managers at the company. Main findings displayed that opportunities for growth and job advancement are motivating for both groups. It was established that there exists generational differences. Though, both groups considered non-fiscal rewards to be of

great importance. The writers suggested research to be carried out on reward systems and how they influence on other interesting aspects like gender, life stage

### **2.3.3 Targets and Employee Performance**

Gohari, Ahmadloo, Boroujeni and Hosseinipour (2013) studied the association amongst rewards and worker performance in two Malaysian tourism companies. The sample was 77 workers from the two companies. Backward multiple regression method was applied in this study. The numerical results indicated that although all reward types (including intrinsic and extrinsic types) have a direct positive association with workers performance based on the correlation test, three types (i.e. appreciation, fringe benefits, and bonus) lose their significance when they are considered in a more broad model comprising other rewards. Likewise, the study shows that in-house rewards have more powerful effects on employees' performance than the external rewards.

Ahmed and Ali (2008) carried out a study on the influence of reward and acknowledgment programs on employee incentive and contentment. Study design used was exploratory. Sample selected for the study was 80 workers of Unilever companies and data collection tool used was a questionnaire. Pearson's correlation was used to analyze data to define the degree of association among reward (benefit, acknowledgement and recognitions) and satisfaction and motivation. Main findings showed a positive association amongst rewards and work contentment as well as motivation. Features affecting contentment were identified; payment 86%, promotion 74%, works environments 61%, personal 37%. Analysis showed support for a positive correlation between reward and employee contentment.

Rewards and targets which are employees reinforcement by moneys or other things such as bonuses (e.g. car loan and payment increase), will lead to staffs productivity and improved performance. Therefore, it is significant to identify which rewarding approaches lead to advanced employee's output and to enrich their performance. As the result of this study, it can be determined that diverse motivating features like job advancement and bonuses, and suitable payment reward have significant association with higher performance (Oyegbanju, 2009).

Jamil and Raja (2011) carried out influence of compensation, performance assessment and advancement practices on government workforces vs. private workforces. These performance incentives included common external rewards such as cash bonuses, gift cards, award points, and travel awards, as well as intrinsic rewards such as having more freedom and autonomy at work, being able to choose interesting projects, and being allocated to guide other employees. Not surprisingly, cash bonuses were listed as the maximum preferred incentive by three-out-of-four people (74%) surveyed. Additionally, offering exclusively cash bonuses only look like having very little influence on company performance, either in terms of improved customer service, or in better productivity.

Njanja, Maina, Kibet and Njagi (2013) studied the influence of reward on employee performance in Kenya Power and Lighting Company Ltd., Nakuru, Kenya. The study adopted correlation study design. 68 management personnel responded. The findings of the study exhibited that cash bonus have no result on workers performance ( $p=0.8$ ). This is for the reason that those who received cash bonuses and those who did not all settle that the cash bonus affects their performance similarly.

### **2.3.4 Team Building and Employee Performance**

Zia (2011) studied the effects of organizational team building on employees' performance. The sample size for the study was 387 respondents from diverse sectors e.g. textile, service, oil and gas, blue chip, pharmaceutical. Numerical method used is simple linear regression to test the assumption. The research findings showed that team building has long term positive connection with employee performance.

Manzoor (2011) studied the influence of joint effort on employee performance about the staff members of Higher Education Department of Khyber Pakhtoon Khawa (KPK), Peshawar Province of Pakistan. Numerous ways of employee performance were examined including esprit de corps, team trust and acknowledgment and rewards. The study results showed clear proof that joint effort and other measures of worker performance are positively related with performance.

Irfan (2015) conducted a research on the influence of team building on employee incentive in the banking sector of Pakistan. Team building is used as an autonomous variable and the features of employee motivation such as employee productiveness, organizational growth, job contentment, open communication, ideas sharing are used as dependent variables. Target population was all employees of banking sector in Karachi out of which 200 were chosen as a sample. Outcomes indicate that there is positive connection amongst team building on employee incentive.

Lebelici (2012) conducted a study on team building and patients' safety in the dynamic domain of healthcare sector in Singapore. The outcomes of this research showed a positive association between teamwork on patients' safety. The role of teamwork not only in patients' safety and care also in communication, leadership,

collaboration because this is the era of innovation every organization used different tools to improve their teams efficiency and productivity.

Anyim, Chidi and Badejo (2012) conducted a study in the education sector of Nigeria. The aim of this study was to explain importance of Human capital management through getting best from employees and developing an effective atmosphere where job satisfaction and performance can be enhanced. This research found that team building has optimistic effect on employee behaviors. Results indicated that it is a measurable tool to enhance productivity, organizations performance, competitive advantage and also TQM.

Gitari (2012) studied the effects of office recreation on worker behaviors of Kenya Utalii College and included team building, job contentment, service excellence, customer contentment as independent variables. The study used descriptive design covering a stratified sample of 81 respondents drawn from 162 workers. Team building correlated highly with performance at 0.55. The study established that team building is a significant feature in employee behaviors; surges the level of obligation, enhances bonding and increases employee wellbeing with a subsequent positive effect on general performance.

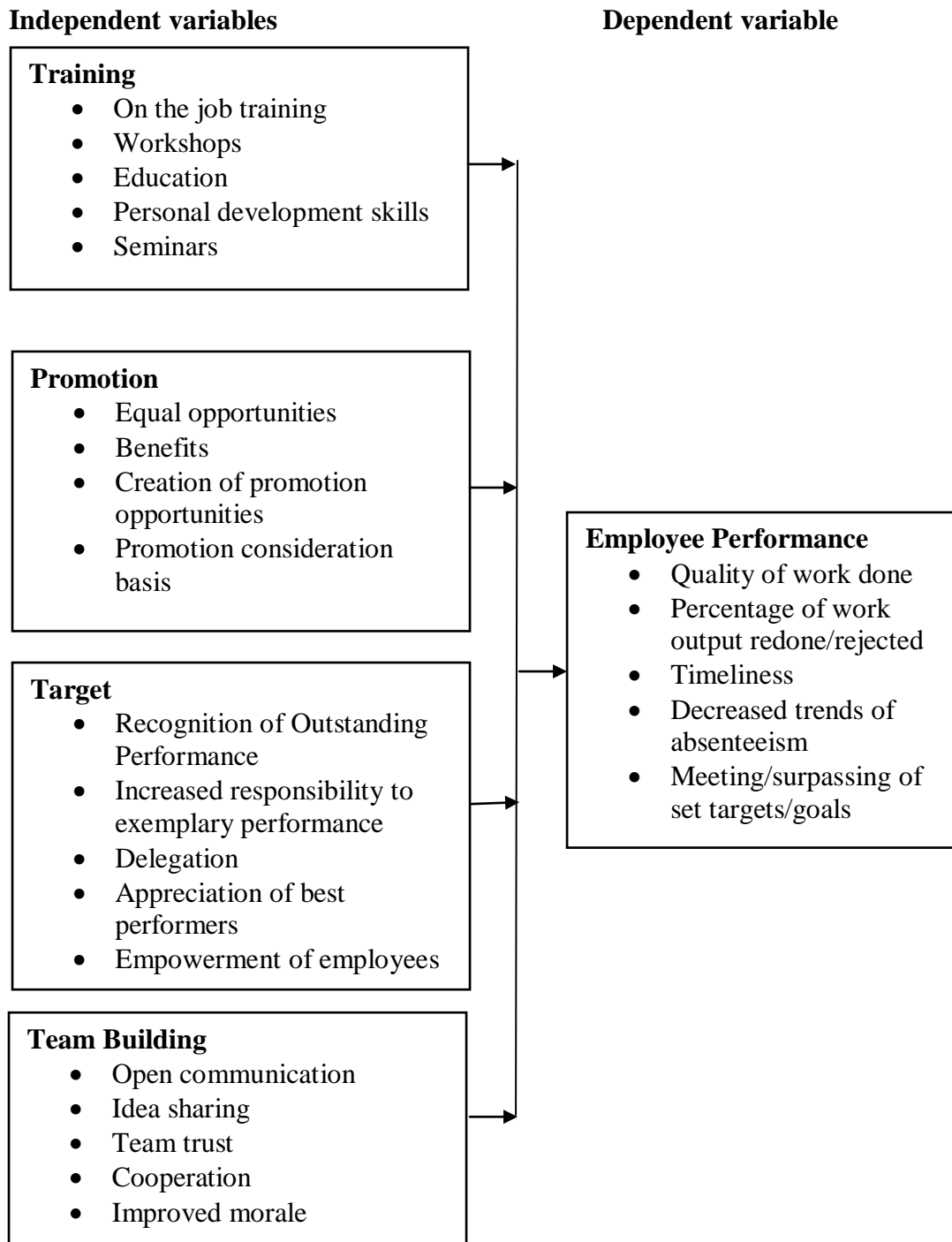
#### **2.4 Summary of Research Gap**

Various have found that non-monetary motivation has a direct relationship to employee performance. Various studies (Nyauchi, 2014; Onyango, 2014; Ahmed & Ali, 2008; Oyegbanju, 2009; Zia, 2011; Anyim, Chidi and Badejo, 2012; Gitari, 2012) have found that non-monetary motivation has a direct relationship on employee performance. Though there have been positive results and improved performance in various institutions as a result of motivation, challenges in the same still remain in key

areas. Although the studies have made important contributions on various aspects on their countries and organizations, they were conducted in different geographical contexts as they did not cover on how non-monetary motivation influenced employees' performance in Eldoret Polytechnic creating a paucity of literature in the area. This is study gap the research wishes to address by studying effect of nonmonetary motivation and employee performance in Eldoret Polytechnic.

## 2.5 Conceptual Framework

A conceptual framework diagrammatically simplifies the proposed relationships between the variables in the study (Mugenda & Mugenda, 2003).



**Figure 2. 1: Conceptual Framework**

**Source: Researcher (2016)**

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section describes the approaches that were used in the study, gather and analyze data. The exact areas comprised are the research design, population, sampling procedure, sample size, data gathering method, research tools, pilot testing tools and data gathering techniques and analysis of data.

#### **3.2 Research Design**

The study design according to Chandran (2004) offers answers for queries such as; what procedures was used to gather data, what kind of sampling approaches and tools used and just how will time and budget limitations be dealt with. In other words, it is preparation of circumstances for gathering and exploration of data in an approach that combines their association with the purpose of the study (Kothari, 2004). The research employed descriptive case research design. The researcher chose descriptive case design as it would help him to collect material, review, presents data and deduce it for clarification without making alterations to the findings but rather reporting on them as they are.

#### **3.3 Target Population**

Target population is population which researcher needs to simplify the results of a research (Mugenda & Mugenda, 2003). The target population in a study encompassed all those possible participants that may possibly make up a study group (Kothari, 2004). Population for that reason involves all the cases or persons that fit exactly for being sources of the data essential in addressing the research problem. The target

population is defined as that population to which a researcher wants to generalize the results of the study (Sekaran, 2010). The populations of the study were all the 364 employees working in the educational institution. According to Chelimo (2014) there are 364 teaching and non-teaching employees in Eldoret Polytechnic.

The researcher selected Eldoret Polytechnic as the case of study in that it presents an ideal array of different employees who can be broadly categorized into either teaching or nonteaching staff. The employees hold offices in various offices and have different levels of exposure and experience. The researcher observed that the institution being a diverse and multicultural institution, he would be in a position to gather the kind of information he needed for his study.

**Table 3. 1: Population**

<b>Staff</b>	<b>Number of Employees</b>
Teaching	161
Non-Teaching	203
<b>Total</b>	<b>364</b>

**Source: Researcher (2016)**

### **3.4 Sample and Sampling Technique**

The sample design used in this study was simple unsystematic sampling method to define the sample size. This technique was favored because all respondents in the teaching institution were given equal chance of selection and this minimized/reduced biasness (Kothari, 2004). The sample of 109 respondents was generated by randomly sampling 30% of the respondents in polytechnic. According to Mugenda and Mugenda (2003) a sample of 10-30% is adequate and is a true representation of the population.

**Table 3. 2: Sample**

<b>Staff</b>	<b>Number of Employees</b>	<b>Sample</b>	<b>Percent (%)</b>
Teaching	161	48	30%
Non-Teaching	203	61	30%
<b>Total</b>	<b>364</b>	<b>109</b>	<b>30%</b>

**Source: Researcher (2016)**

### **3.5 Data Collection Method**

Primary data was used in this study. Primary data was collected by means of questionnaires. A likert scaled questionnaire was designed for effective collection of primary data from the target respondents. According to Mugenda and Mugenda (2003) questionnaires have the advantage of time conservation, convenience, as well as anonymity. Hair, Bush and Ortinau (2000) identified questionnaires as the key tools used in generating data in a survey. Structured queries were therefore used in an effort to preserve time and money and to facilitate an easier analysis as they are in direct usable form. These questionnaires were self-administered.

### **3.6 Validity**

According to Mugenda and Mugenda (2003) validity is the accuracy and meaningfulness of inferences, which are based on the research results. In other words validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. Validity exists if the data measure what they are supposed to measure. Validity indicates the research tool is testing what it have to be (Cronbach, 1951). The questionnaires were pre-tested to ensure it is not faulty and that it is understood by the participants. The questionnaire was piloted for validity proof by discussing with two randomly selected respondents. The comments from the

respondents were reviewed and incorporated to enhance the validity of the questionnaire.

### **3.7 Reliability**

Reliability is the consistency of a set of measurement items (Cronbach, 1951). Reliability is the consistency of your measurement, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. In short, it is the repeatability of your measurement. The researcher used the best common internal constancy measure known as Cronbach's Alpha ( $\alpha$ ) which was generated by SPSS. It shows the degree to which a set of test items can be treated as measuring a single latent variable (Cronbach, 1951). The commended value of 0.7 was used as a cut-off of reliabilities. Fifteen questionnaires were administered to randomly selected respondents and then analyzed using SPSS software for determining reliability. The respondents who play a part in the initial study were not incorporated in the final study to evade response bias.

### **3.8 Data Analysis and Presentation**

Data was organized mainly by use of frequencies, descriptive and inferential statistics. Descriptive statistics included mean and standard deviation. Inferential statistical techniques included correlation and regression analysis which was used to draw a causal relationship between the independent variables and employee performance. The quantitative data was analyzed using Statistical Package for Social sciences (SPSS) in order to determine and test the correlation between the dependent variable and each independent variable. Data was presented using tables and figures.

In particular, the following regression model was used;

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \mu$$

Where;

Y= Employee Performance

X<sub>1</sub>= Training

X<sub>2</sub>= Promotion

X<sub>3</sub>= Targets

X<sub>4</sub>= Team Building

$\alpha$  = constant

$\beta_1, \beta_2, \beta_3, \beta_4$  = beta coefficients

$\mu$  = error term

### **3.9 Ethical Considerations**

This study adhered to suitable research techniques and all sources of material were acknowledged as far as possible. Before the questionnaire was administered, consent was sought and given by the respondents. The respondents were informed of their right not to take part in the survey. Full privacy was conserved especially when dealing with questionnaires and the identity of the respondents was kept secret. Personal information was used for the purposes of the study only.

**CHAPTER FOUR**  
**RESEARCH, FINDINGS AND DISCUSSION**

**4.1 The Response Rate**

A successful response rate of 81.6% (89 respondents out of possible 109) was obtained. Babbie (2004) stressed that return rates of 50% are adequate to analyze and publish, 60% is good and 70% is very good. The study response rate was very noble according to Babbie (2004) standards. Results are presented in Table 4.1.

**Table 4. 1: Response Rate**

<b>Respondents</b>	<b>Response</b>	<b>Response (%)</b>
Successful	89	81.6
Unsuccessful	20	18.4
<b>Total</b>	<b>109</b>	<b>100</b>

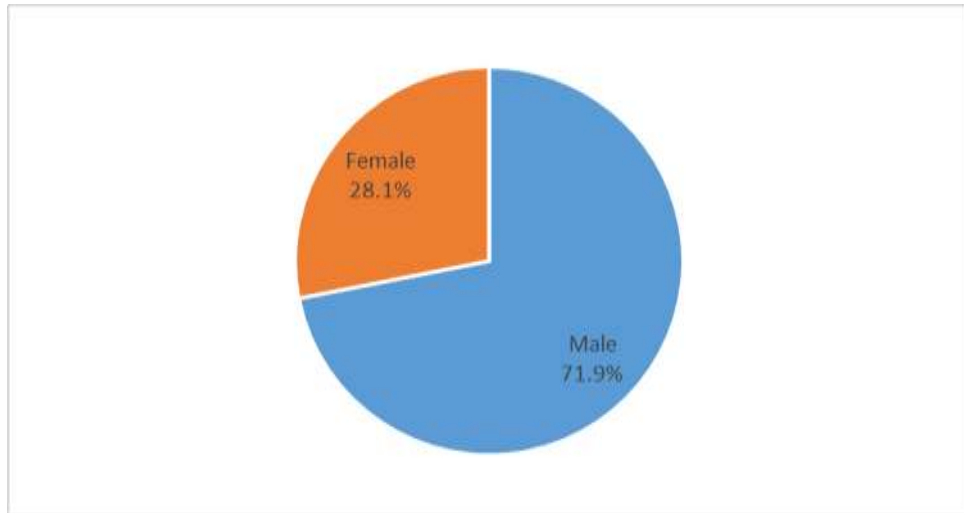
**Source: Researcher (2017)**

**4.2 Sample Characteristics**

The sample characteristics in this study were represented by gender, age, work category, work experience, education level and duration worked in the institution.

**4.2.1 Gender**

The researcher sought to find out the gender proportion of the respondents. The findings were presented in Figure 4.1. About seventy two percent of the respondents were masculine however twenty eight percent were feminine. The findings imply that the study was conducted in an area that was male dominated as indicated by majority of the respondents.

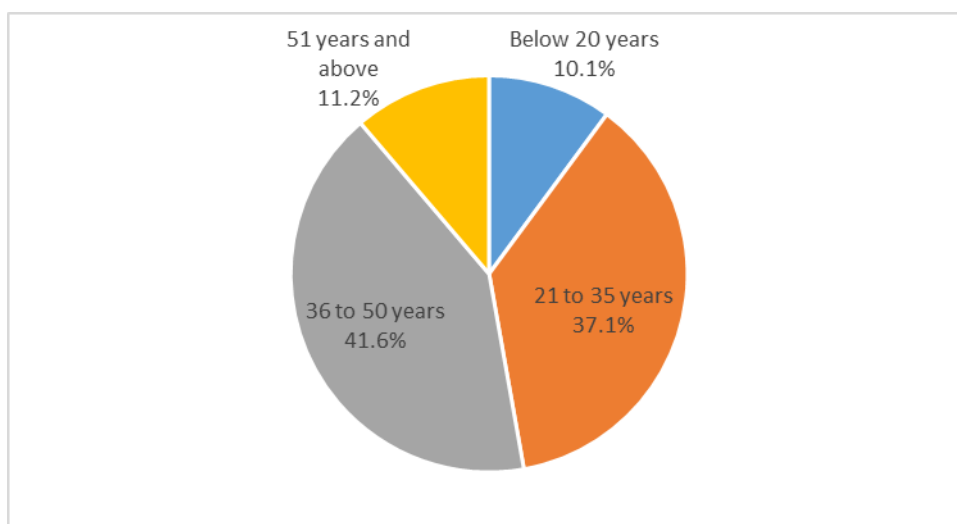


**Figure 4. 1: Gender**

**Source: Researcher (2017)**

#### **4.2.2 Age**

The researcher set to find out the age of the respondents as presented in Figure 4.2. Forty two percent of the respondents were aged between 36 and 50 years whereas thirty seven percent of the respondents were between 21 and 35 years. Eleven percent of the respondents were above 51 years and ten percent were below the age of 20. The results imply that most respondents were medium aged and thus at their career peaks.



**Figure 4. 2: Age**

**Source: Researcher (2017)**

#### **4.2.3 Work Category**

The researcher pursued to find out the work category of the respondents. The findings were presented in Table 4.2. About sixty percent of the respondents were teaching staff while forty percent were non-teaching staff.

**Table 4. 2: Work Category**

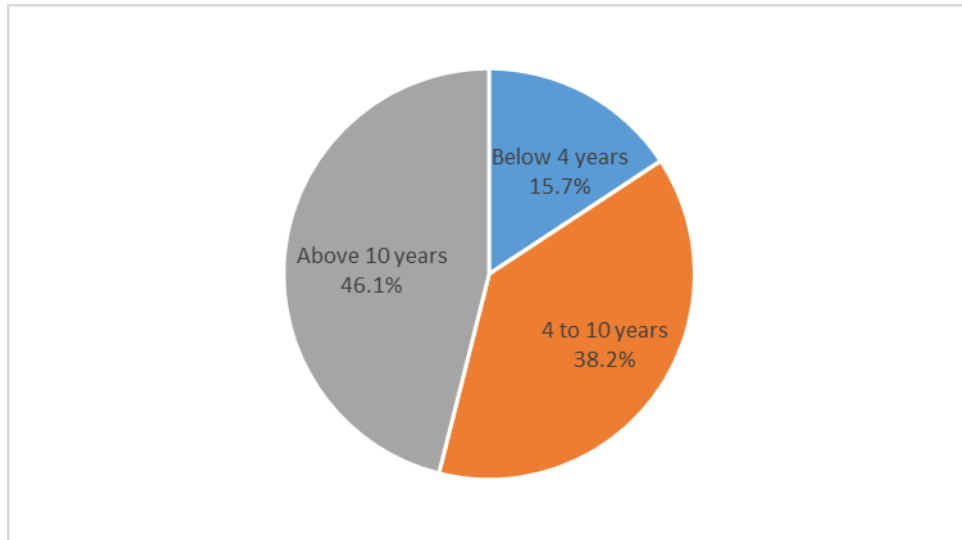
<b>Work Category</b>	<b>Frequency</b>	<b>Percent (%)</b>
Teaching Staff	53	59.6
Non-Teaching Staff	36	40.4
<b>Total</b>	<b>89</b>	<b>100</b>

**Source: Researcher (2017)**

#### **4.2.4 Work Experience**

The researcher sought to find out the work experience of the respondents. The findings were presented in Figure 4.3. Majority of the respondents (46.1%) had above 10 years' experience while 38.2% of the respondents had between period of 4 and 10 years' experience. Sixteen percent of the respondents had below 4 years' experience.

The findings indicate that most respondents had substantial experience and hence were well suited to take this study.

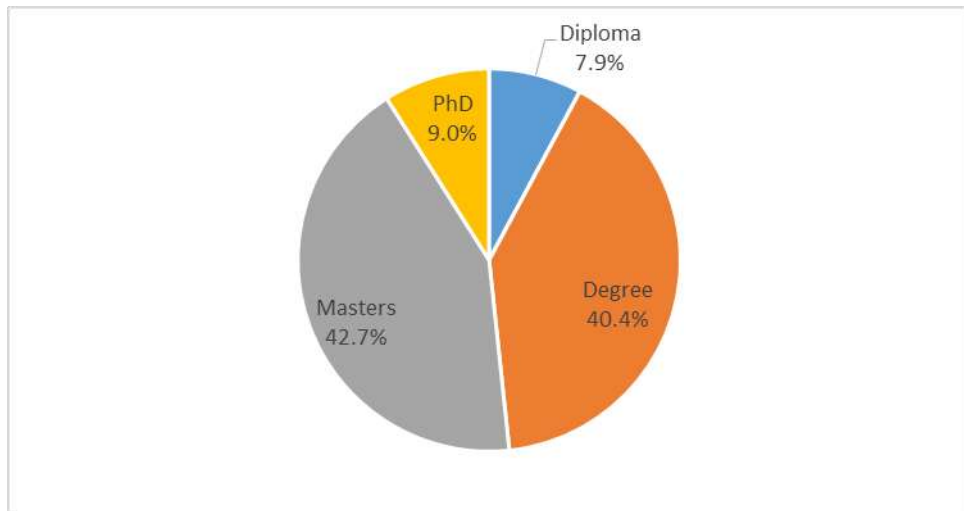


**Figure 4. 3: Work Experience**

**Source: Researcher (2017)**

#### **4.2.5 Education**

The researchers pursued to investigate the utmost attained level of education of the respondents. Findings were presented in Figure 4.4. Popular of the respondents (42.7%) had attained a master's degree whereas 40% of the respondents had an undergraduate degree. Nine percent of the respondents had attained a PhD while 7.9% had attained a diploma. The outcomes imply that popular of the respondents had attained a advanced levels of education and therefore were well knowledgeable individuals.

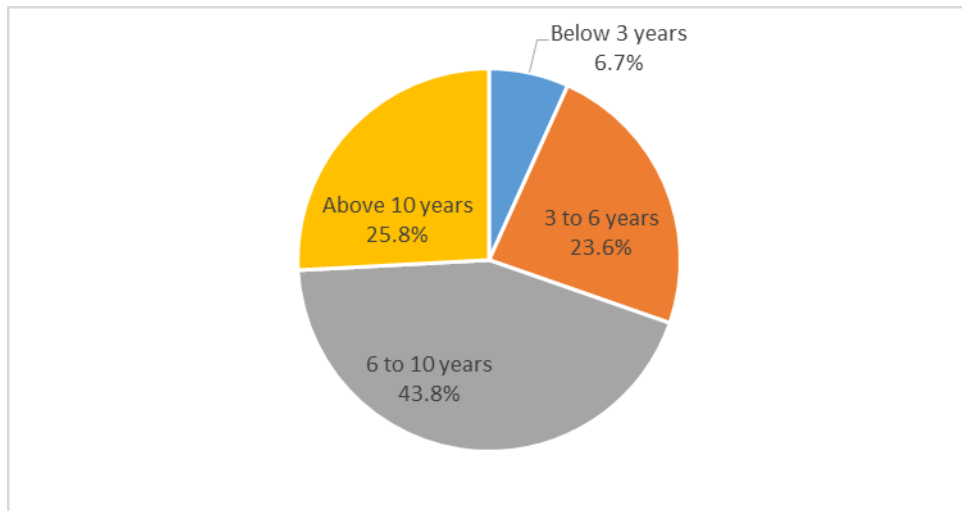


**Figure 4. 4: Education**

**Source: Researcher (2017)**

#### **4.2.6 Duration**

The researcher pursued to establish the duration respondents hold their respective position at the Polytechnic. The findings were presented in Figure 4.5. Most respondents (43.8%) had stayed in the institution for 6 to 10 years. Twenty six percent of the respondents had stayed for above 10 years. Twenty four percent of the respondents had stayed for a period between 3 and 6 years. Seven percent of the respondents had stayed for less than 3 years. The results imply that most employees had stayed for a substantial duration in the polytechnic hence had exposure on nonmonetary motivation used by the institution and how this affected employee performance.



**Figure 4. 5: Duration**

**Source: Researcher (2017)**

### **4.3 Descriptive Statistics**

#### **4.3.1 Training and Employee Performance**

The researcher sought to examine the effect of training on employee performance. The findings were presented in Table 4.3. Popular of the respondents (64.1%) settled that on the job training offered in the institution had helped them work on skills development. Seventy three percent of the respondents agreed that workshops held on job performance at Eldoret Polytechnic had helped them improve on my day to day performance. Fifty eight percent of the respondents agreed that education on performance had been well effected in the institution enabling them improve on their performance. Sixty five percent of the respondents settled on that Eldoret Polytechnic empowered and supported personal development skills by facilitating acquisition of such development. Sixty two percent of the respondents agreed that seminars organized at workplace have helped me have better perception and improve on job performance.

The overall mean was 3.6 with a standard deviation of 1.30. The outcomes imply that training was an important determinant of employee performance. The findings are in agreement with those of Guest (2007) studied training and development programs on employee performance and found that teaching and job enlargement clearly affects the quality of the workers understanding, abilities and capability and hence results in greater employee performance on job.

**Table 4. 3: Training and Employee Performance**

<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Mean</b>	<b>Std. Deviation</b>
On the job training	7.9%	10.1%	18.0%	36.0%	28.1%	3.7	1.22
Workshops	10.1%	9.0%	7.9%	38.2%	34.8%	3.8	1.29
Education	12.4%	18.0%	11.2%	30.3%	28.1%	3.4	1.39
Personal development skills	9.0%	13.5%	12.4%	41.6%	23.6%	3.6	1.24
Seminars	12.4%	15.7%	10.1%	32.6%	29.2%	3.5	1.38
<b>Total</b>						<b>3.6</b>	<b>1.30</b>

**Source: Researcher (2017)**

#### **4.3.2 Promotion and Employee Performance**

The researcher sought to examine the effect of promotion on workers performance.

The outcomes were presented in Table 4.4.

**Table 4. 4: Promotion and Employee Performance**

<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Mean</b>	<b>Std. Deviation</b>
Equal opportunities	12.4%	19.1%	19.1%	20.2%	29.2%	3.4	1.40
More benefits	32.6%	9.0%	10.1%	21.3%	27.0%	3.0	1.65
Promotion made on basis of performance	19.1%	19.1%	10.1%	27.0%	24.7%	3.2	1.48
Most motivating non-financial incentive	23.6%	12.4%	6.7%	33.7%	23.6%	3.2	1.53
Promotion opportunities	12.4%	24.7%	10.1%	24.7%	28.1%	3.3	1.43
<b>Total</b>						<b>3.2</b>	<b>1.50</b>

**Source: Researcher (2017)**

Forty nine percent of the respondents settled on that they had the same opportunities of getting job advancement with other coworkers with similar qualifications. Forty eight percent of the respondents agreed that more benefits accrued from promotion opportunities in the institution. Popular of the respondents (51.7%) agreed that advancement considerations were made on the base of work performance. Fifty seven percent of the respondents agreed that promotion was seen as the most motivating non-financial incentive in the institution. Fifty three percent of the respondents agreed that there were promotion opportunities created by the institution.

The overall mean was 3.2 with a standard deviation of 1.50. The outcomes imply that promotion was an important determinant of employee performance. The findings agree with those of Malik, Danish and Munir (2012) who empirically studied the influence of pay and job advancement on employee performance in advanced education institutes of Pakistan and establishes that promotion was found to impact and was significant to the employee performance.

### **4.3.3 Targets and Employee Performance**

The researcher set out to establish the effect of targets on employee behaviors. The findings were presented in Table 4.5. Popular of the employees (87.6%) agreed that workforces were recognized as a result of outstanding performance. About seventy percent of the respondents agreed that more responsibility was awarded to employees who perform exemplary. Eighty one percent of the respondents settled on that delegation was allowed for/ exercised by employees who had proven to have good performance. About seventy one percent of the respondents agreed that appreciation for jobs well performed was done to the respective employees. Seventy five percent of the respondents agreed that empowerment of the productive employees was done so as to help them consistently increase their performance.

The overall mean was 3.9 with a standard deviation of 1.16. The findings imply that targets were an important determinant of employee performance. The findings are consistent with those of Gohari, Ahmadloo, Boroujeni and Hosseinipour (2013) who studied the relationship between rewards and employee performance in two Malaysian tourism companies and found that internal rewards have more powerful effects on employees' performance than the extrinsic rewards.

**Table 4. 5: Targets and Employee Performance**

<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Mean</b>	<b>Std. Deviation</b>
Outstanding performance recognized	3.4%	2.2%	6.7%	39.3%	48.3%	4.3	0.94
More responsibility	7.9%	0.0%	22.5%	39.3%	30.3%	3.8	1.11
Delegation	6.7%	3.4%	9.0%	43.8%	37.1%	4.0	1.10
Appreciation	7.9%	21.3%	0.0%	29.2%	41.6%	3.8	1.39
Empowerment	10.1%	9.0%	5.6%	41.6%	33.7%	3.8	1.28
<b>Total</b>						<b>3.9</b>	<b>1.16</b>

**Source: Researcher (2017)**

#### **4.3.4 Team Building and Employee Performance**

The researcher pursued to study the consequence of team building on employee behaviors. The findings were presented in Table 4.7. Seventy nine percent of the respondents agreed that team building activities at the institution had enhanced open communication increasing overall performance. Seventy four percent of the respondents agreed that idea sharing had been enhanced as a result of team building efforts at Eldoret Polytechnic. Eighty one percent of the respondents agreed that team building activities had led to increased team trust and hence cohesiveness among employees and creating a good internal environment. Sixty nine percent of the respondents agreed that cooperation among the employees had increased as a result of team building activities. Seventy six percent of the respondents agreed that there had been improved morale in the employees as a result of bonding and teamwork efforts.

The overall mean was 3.9 with a standard deviation of 1.17. The outcomes imply that team building was an important determinant of employee performance. The findings agree with those of Zia (2011) who studied the effects of organizational team building

on employees' performance and that team building has long-term positive connection with worker performance.

**Table 4. 6: Team building and Employee Performance**

<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Mean</b>	<b>Std. Deviation</b>
Open communication enhanced	10.1%	4.5%	6.7%	44.9%	33.7%	3.9	1.22
Idea sharing enhanced	6.7%	11.2%	7.9%	38.2%	36.0%	3.9	1.22
Increased team trust	3.4%	4.5%	11.2%	38.2%	42.7%	4.1	1.01
Cooperation	13.5%	7.9%	10.1%	28.1%	40.4%	3.7	1.41
Improved morale	1.1%	7.9%	14.6%	33.7%	42.7%	4.1	1.00
<b>Total</b>						<b>3.9</b>	<b>1.17</b>

**Source: Researcher (2017)**

#### **4.3.5 Employee Performance**

The researcher sought to assess employee performance in Eldoret Polytechnic. The findings were presented in Table 4.8. Eighty one percent of the respondents agreed that there had been an increase in the eminence of work done in the recent past as a result of non-monetary rewards. Sixty four percent of the respondents agreed that the percentage of work productivity that must be repeated or rejected had decreased over the years due to motivation. Seventy five percent of the respondents agreed that timeliness in task performance had improved as a result of nonmonetary rewards. Sixty five percent of the respondents agreed that there had been decreased trends of absenteeism resulting from non-monetary motivation in the institution. Sixty four percent of the respondents agreed that more employees were reported to have surpassed their set targets/goals as a result of non-monetary motivation in Eldoret Polytechnic. The overall mean was 3.7 with a standard deviation of 1.19.

**Table 4. 7: Employee Performance**

<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Mean</b>	<b>Std. Deviation</b>
Quality of work done	4.5%	3.4%	11.2%	46.1%	34.8%	4.0	1.01
Work output	7.9%	10.1%	18.0%	36.0%	28.1%	3.7	1.22
Timeliness	7.9%	4.5%	12.4%	41.6%	33.7%	3.9	1.16
Absenteeism decrease	9.0%	13.5%	12.4%	41.6%	23.6%	3.6	1.24
Set targets/goals	14.6%	4.5%	16.9%	38.2%	25.8%	3.6	1.32
<b>Total</b>						<b>3.7</b>	<b>1.19</b>

**Source: Researcher (2017)**

#### **4.4 Pearson's Correlation Analysis**

The researcher performed a correlation analysis of the variables in the study. The findings were presented in Table 4.7. Bivariate correlation specifies the association amongst two variables. It ranges from 1 to -1 where 1 shows a strong positive correlation and a -1 indicates a strong negative correlation and a zero indicates lack of relationship between the two variables. The closer the correlation tends to zero the weaker it becomes. The association between employee performance and all the independent variables; training, promotion, targets and team building was strong and positive (0.769, 0.712, 0.690 and 0.579 respectively). All the independent variables were statistically significant with a significance level of 0.000 each. The findings imply that all the independent variables; training, promotion, targets and team building were important determinants of employee performance.

The outcomes are in agreement with those of Tahir (2014) who conducted a study on the impact of training and development on employees' performance and productivity in United Bank Limited, Peshawar City and Pearson correlation results showed that there was significant relationship between the training and development and employee

performance in the study. They also agree with those of Ahmed & Ali (2008) carried out a research on the impact of reward (payment, promotion, work conditions and personal recognition programs on employee motivation and satisfaction and found a positive relationship between promotion and work satisfaction as well as motivation.

**Table 4. 8: Pearson’s Correlation**

Variable		Employee Performance	Training	Promotion	Targets	Team- building
Employee Performance	Pearson Correlation	1				
	Sig.					
Training	Pearson Correlation	0.769				
	Sig. (2- tailed)	0.000				
Promotion	Pearson Correlation	0.712	0.834	1		
	Sig. (2- tailed)	0.000	0.000			
Targets	Pearson Correlation	0.690	0.597	0.637	1	
	Sig. (2- tailed)	0.000	0.000	0.000		
Team- building	Pearson Correlation	0.579	0.419	0.311	0.361	1
	Sig. (2- tailed)	0.000	0.000	0.003	0.001	

**Source: Researcher (2017)**

#### **4.5 Regression Analysis**

Table 4.10 below displays the fitness of the regression model in clarifying the variables under study. The results indicate that the independent variables; training, promotion, targets and team building were satisfactorily explaining employee performance. This conclusion is supported by the R square of 0.738. This implies that the independent variables can explain 73.8% of the independent variable (employee performance).

**Table 4. 9: Regression Analysis**

<b>Model</b>	<b>Coefficient</b>
R	0.859
R Square	0.738
Adjusted R Square	0.726
Std. Error of the Estimate	0.36906

**Source: Researcher (2017)**

#### **4.6 Analysis of Variance (ANOVA)**

ANOVA statistics presented on Table 4.11 specify that the overall model was statistically significant. This was sustained by a probability (p) value of 0.000. The reported p value was less than the conventional probability of 0.05 significance level and thus significant in the study. These outcomes indicate that the independent variables; training, promotion, targets and team building are good determinants of employee behaviors.

The outcomes are constant with those of Ahmed and Ali (2008) carried out a research on the impact of non-monetary motivation (reward and recognition) programs on employee motivation and satisfaction and found a statistically significant relationship between rewards and work satisfaction as well as motivation. Zia (2011) studied the effects of organizational team building on employees' performance indicated that team building has a statistically significant relationship with employee performance.

**Table 4. 10: Analysis of Variance**

<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	32.238	4	8.06	59.173	0.000
Residual	11.441	84	0.136		
<b>Total</b>	<b>43.679</b>	<b>88</b>			

**Source: Researcher (2017)**

Regression of coefficients results were presented in Table 4.12. The outcomes show that there is a positive association between employee performance and training, promotion, targets and team building whose beta coefficients is 0.285, 0.075, 0.301 and 0.316 respectively. Training, targets and team building were also statistically significant with levels of 0.001, 0.000 and 0.000 respectively. However, promotion did not show a statistically significant relationship with employee performance as it had a significance level of 0.202. The results indicated that training, targets and team building were important determinants of employee performance.

**Table 4. 11: Regression of Coefficients**

<b>Variable</b>	<b>B</b>	<b>Std. Error</b>	<b>t</b>	<b>Sig.</b>
(Constant)	0.048	0.314	0.154	0.878
Training	0.285	0.083	3.452	0.001
Promotion	0.075	0.058	1.287	0.202
Targets	0.301	0.08	3.764	0.000
Team-Building	0.316	0.071	4.471	0.000

**Source: Researcher (2017)**

The results indicate that; an upsurge in training by one unit leads to an increase in employee performance by 0.285 units; an increase in promotion by one unit leads to an increase in employee performance by 0.075 units; an increase in targets by one unit leads to decrease in employee performance by 0.301 units; an increase in team building by one unit leads to an increase in employee performance by 0.316 units.

The findings are consistent with those of Ahmad and Bakar (2003) who studied the connection between training and organizational obligation among the white-collar workers in Malaysia and found a positive correlation between training and employee commitment. The also agree with those of Malik, Danish and Munir (2012) empirically studied the impact of pay and promotion on employee performance in

higher education institutes of Pakistan and found promotion to influence and was significant to the employee performance. Further, the findings agree with Manzoor (2011) who studied the effect of teamwork on employee performance about the staff members of Higher Education Department of Khyber Pakhtoon Khawa (KPK), Peshawar Province of Pakistan and the findings indicated clear evidence that joint effort and other measures of employee performance are positively linked with employee performance.

The regression equation was as follows;

$$\text{Employee Performance} = 0.048 + 0.285 \text{ Training} + 0.075 \text{ Promotion} + 0.301 \text{ Targets} + 0.316 \text{ Team Building}$$

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

The chapter addressed the summary capturing the major findings, conclusion and recommendations in line with the objectives.

#### **5.2 Summary**

The study general objective was to study non-monetary motivation and employee performance which is a case of Eldoret Polytechnic. The first objective was to determine the effect of training on employee performance in Eldoret Polytechnic. Results indicated that training was important in determining employee performance. This was maintained by popular of the respondents who agreed that on the job training offered in the institution had helped them work on skills development, workshops held on job performance at Eldoret Polytechnic had helped them improve on their day to day performance, education on performance had been well effected in the institution enabling them improve on their performance, Eldoret Polytechnic empowered and supported personal development skills by facilitating acquisition of such development and that seminars organized at workplace have helped me have better perception and improve on job performance. The correlation results indicate that the association between employee performance and training was strong and positive and was statistically significant. Regression results also show that there is a positive relationship between employee performance and training.

The second objective was to determine the effect of promotion on employee performance in Eldoret Polytechnic. Results indicated that promotion was important in determining employee performance. This was supported by majority of the respondents who agreed that they had equal opportunities of getting promotion with

other colleagues with similar qualifications, more benefits accrued from promotion opportunities in the institution, promotion considerations were made on the basis of work perform, promotion was seen as the most motivating non-financial incentive in the institution and that there were promotion opportunities created by the institution. The correlation results indicate that the association between employee performance and promotion was strong and positive and was statistically significant. Regression results also show that there is a positive relationship between employee performance and promotion. However, according to the regression results promotion had a statistically insignificant relationship with employee performance.

The third objective was to find out the effect of targets on employee performance in Eldoret Polytechnic. Results indicated that targets were important in determining employee performance. This was supported by majority of the respondents who agreed that employees were recognized as a result of outstanding performance, more responsibility was awarded to employees who perform exemplary, delegation was allowed for/ exercised by employees who had proven to have good performance, appreciation for jobs well performed was done to the respective employees and that empowerment of the productive employees was done so as to help them consistently increase their performance. The correlation results indicate that the association between employee performance and target was strong and positive and was statistically significant. Regression results also show that there is a positive and statistically significant relationship between employee performance and targets.

The forth objective was to determine the effect of team building on employee performance in Eldoret Polytechnic. Results indicated that team building was important in determining employee performance. This was supported by majority of

the respondents who agreed that team building activities at the institution had enhanced open communication increasing overall performance, idea sharing had been enhanced as a result of team building efforts at Eldoret Polytechnic, team building activities had led to increased team trust and hence cohesiveness among employees and creating a good internal environment, cooperation among the employees had increased as a result of team building activities and that there had been improved morale in the employees as a result of bonding and teamwork efforts. The correlation results indicate that the association between employee performance and team building was strong and positive and was statistically significant. Regression results also show that there is a positive and statistically significant relationship between employee performance and team building.

### **5.3 Conclusions**

From the study findings, one can conclude that:

- i. Eldoret Polytechnic had put in place training measures as a non-monetary motivation incentive and such training was important in determining employee performance
- ii. Eldoret Polytechnic had put in place promotion measures as a non-monetary motivation incentive and such promotion was positively associated to employee performance
- iii. Eldoret Polytechnic had put in place target measures as non-monetary motivation incentive and such targets was important in determining employee performance
- iv. Eldoret Polytechnic had put in place team building measures as non-monetary motivation incentive and such team building was important in determining employee performance

#### **5.4 Recommendations**

The management of the banks should ensure that education on performance should be well carried out and effected in the institution as it will enable employees improve on their performance. The management should also give employees more benefits in positions that the employees have been promoted into in the institution. The institution should put in place measures to empower the productive employees so as to help them consistently increase their performance. Team building activities at the institution should be encouraged as they enhance open communication increasing overall performance.

#### **5.5 Area for Further Study**

In view of the study findings, promotion as a variable was found to have unique findings in that they assumed a statistically insignificant relationship with employee performance while the other variables assumed a statistically significant relationship. Hence, a study can be done using promotion as the predictor variable can be conducted to establish whether the results of this study will hold true in a diverse context.

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## APPENDICES

### Appendix I: Letter of Introduction

TO WHOM IT MAY CONCERN

Dear Sir/Madam

**REF: RESEARCH STUDY**

I am a post graduate student studying Master of Business Administration at Kenyatta University, Nairobi. I am writing a research project which is a requirement for the award of the degree. The topic of my research is; “**Non-monetary Motivation and Employee Performance: A Case of Eldoret Polytechnic**”. I kindly request your assistance by availing time to respond to the questionnaire. All data collected will be treated in strict confidence and used only for purpose of this study.

Your co-operation will be highly treasured.

Yours faithfully

**Nathaniel Kipleting,**

**D53/OL/26714/2013**

## Appendix II: Questionnaire

### SECTION A: Sample Characteristics (Please tick as appropriate)

1) Please indicate your gender

1) Male

2) Female

2) Please specify your age

a. Below 20 yrs.

b. 21 to 35yrs

c. 36-50 years

d. 51 years and above

3) Please indicate your work category

Teaching  Non-Teaching

4) Please indicate your work experience

Below 4 years

4 to 10 years

Above 10 years

5) Please indicate your highest attained level of education

Diploma

Degree

Masters

PhD

6) How long have you worked in this institution

Below 3 years [ ]

3 to 6 years [ ]

6 to 10 years [ ]

Above 10 years [ ]

**SECTION B: NON-MONETARY MOTIVATION AND EMPLOYEE PERFORMANCE**

This subsection is concerned with assessing the independent variables and their relationship to employee performance at Eldoret Polytechnic.

**Section B1: Training and Employee Performance**

This subsection is concerned with assessing training and its relationship with employee performance. Please mark (x) in the box which best describes the extent to which you agree with each of the following statements.

Rate your response on a scale of 1 to 5;

(1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5= Strongly Agree)

Statement	1	2	3	4	5
On the job training offered in the institution has helped me work on skills development					
Workshops held on job performance at Eldoret Polytechnic have helped me improve on my day to day performance					
Education on performance has been well effected in the					

institution enabling me improve on my performance					
Eldoret Polytechnic empowers and supports personal development skills by facilitating acquisition of such development					
Seminars organized at workplace have helped me have better perception and improve on job performance					

### Section B2: Promotion and Employee Performance

This subsection is concerned with assessing promotion and its relationship with employee performance. Please mark (x) in the box which best describes the extent to which you agree with each of the following statements.

Rate your response on a scale of 1 to 5;

(1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5= Strongly Agree)

Statement	1	2	3	4	5
I have equal chances of getting promotion with other colleagues with similar qualification					
More benefits accrue from promotion opportunities in the institution					
Promotion considerations are made on the basis of work performance					
Promotion is seen as the most motivating non-financial					

incentive in the institution					
There are promotion opportunities created by the institution					

### Section B3: Targets and Employee Performance

This subsection is concerned with assessing targets and their relationship with employee performance. Please mark (x) in the box which best describes the extent to which you agree with each of the following statements.

Rate your response on a scale of 1 to 5;

(1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5= Strongly Agree)

Statement	1	2	3	4	5
Employees are recognized as a result of outstanding performance					
More responsibility is awarded to employees who perform exemplary					
Delegation is allowed for/ exercised by employees who have proven to have good performance					
Appreciation for jobs well performed is done to the respective employees					
Empowerment of the productive employees is done so as to help them consistently increase their performance					

### Section B4: Team Building and Employee Performance

This subsection is concerned with assessing team building and its relationship with employee performance. Please mark (x) in the box which best describes the extent to which you agree with each of the following statements.

Rate your response on a scale of 1 to 5;

(1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5= Strongly Agree)

Statement	1	2	3	4	5
Team building activities at the institution has enhanced open communication increasing overall performance					
Idea sharing has been enhance as a result of team building efforts at Eldoret Polytechnic					
Team building activities have led to increased team trust and hence cohesiveness among employees and creating a good internal environment					
Cooperation among the employees has increased as a result of team building activities					
There has been improved morale in the employees as a result of bonding and teamwork efforts					

## Section B5: Employee Performance

This subsection is concerned with assessing employee performance. Please mark (x) in the box which best describes the extent to which you agree with each of the following statements.

Rate your response on a scale of 1 to 5;

(1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5= Strongly Agree)

Statement	1	2	3	4	5
There has been an increase in the quality of work done in the recent past as a result of non-monetary rewards					
The percentage of work output that must be redone or rejected has decreased over the years due to motivation					
Timeliness in task performance has improved as a result of nonmonetary rewards					
There has been decreased trends of absenteeism resulting from non-monetary motivation in the institution					
More employees are reported to have surpassed their set targets/goals as a result of non-monetary motivation in Eldoret Polytechnic					

### Appendix III: Estimated Budget

<b>TASK/ACTIVITY</b>	<b>COST</b>	<b>COST DESCRIPTION &amp; JUSTIFICATION</b>
Pilot Testing of questionnaire	10,000	1 research assistant at 1000/= per day for 5 man days
Questionnaire printing & photocopying	5,000	100 copies of questionnaire at 3/=
Field data collection	20,000	2 research assistants at 10000/= each
Data sorting, coding & input	5,000	1 research assistant at 5000/= each
Printing & binding project report	10,000	20 copies of 200 pages thesis at 3/= plus binding at 400/= per copy
Local Travelling for data collection	5,000	For research assistants
Contingency budget	10,000	To cater for any unprecedented research activities that may present themselves
<b>Total Budget</b>	<b>65,000</b>	

### Appendix IV: Research Work Plan

Activity	TIME																			
	Month 1				Month 2				Month 3				Month 4				Month 5			
	Week				Week				Week				Week				Week			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Topic selection & approval	■																			
Supervisor appointment		■																		
Produce draft proposal			■	■																
Incorporate supervisors reviews				■	■	■														
Proposal ready for presentation							■	■												
Incorporation of panel comments											■	■								
Pilot testing of questionnaire												■								
Data collection															■	■				
Data processing and analysis																■				
Review of draft by supervisor																■	■			
Incorporate supervisor comments																			■	
Submit Project																			■	■
Defend Project																				■