

Role of Non-Monetary Incentives on Employee Performance in Public Chartered Universities in Kenya

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Abstract: Modern day and ancient organizations have always been driven towards performance/success. Performance in organizations includes but not limited to superior products and services, financial based performance and employee performance in meeting the needs of the organizations' stakeholders. Financial performance, being able to remain profitable in a competitive market environment, creating a competitive advantage in a complex business environment, creating a long term sustainable organizational culture and impacting the environment (people, other businesses and political environment) positively in which it operates in. Performance of organizations has always been linked to the level of engagement by the employees and the level of engagement by the employers. Strengthening the level of this engagement in an organizational setting can lead to high performance. Organizations which have developed a culture of engagement between itself and its employees tend to have motivated employees. The level of engagement from the employer to the employee varies between monetary, non-monetary and a combination of both. While the engagement level from the employee to the employer varies from the various levels of performance. Performance ranges from no performance to low performance and to high performance. The level of engagement between the employer and the employee can foster respect, mutual understanding, productivity (performance), job satisfaction and job retention. The major problem for private, governmental and non-governmental employers is motivating their employees to be able to achieve the organizational goals and objectives. Motivation of employees takes intrinsic and extrinsic ways of bringing out the performance of employees. Human behavior researchers believe that human beings act the way they act because there's Incentive to be received or a goal to be achieved. Motivation is influenced by culture, upbringing, religion and needs. Employers ought to continuously seek for ways to create an environment and conditions where employees will work at their optional levels to achieve the objectives of the organisation and thereby achieve high performance. This study therefore investigated the role of non-monetary incentives on employee performance in public universities in Kenya with focus on the universities that were recently chartered in the year 2016 and 2017 include; Machakos University, Taita Taveta University, Garissa University, Rongo University, Embu University, Murang'a University, Co-operative University and Kirinyaga University. The researcher will employ a survey research design in conducting the study. The main data collection tools included semi structured questionnaires; which gave the respondents a bigger say in the study. The questionnaires that was administered in both open ended and close ended questions and interviews was administered to the respondents to get as much data as possible and more clarity. The sample was derived from the universities that were recently chartered in the year 2016 and 2017 include; Machakos University, Taita Taveta University, Garissa University, Rongo University, Embu University, Murang'a University, Co-operative University and Kirinyaga University. Population which stands at 2608 employees. The study employed stratified sampling. This due to the different cadres of employees in the University. These cadre of employees include Academic staff, Non-academic staff and top management, middle level management and support staff. The data collected will be analyzed using SPSS version 25. The data findings and analyses was presented using textual method; where it was explained using texts, tabular methods; using frequency distribution method and graphical methods; using bar charts, pie chart and histograms. The major finding was non-monetary incentives has significant role on employee performance in public universities in Kenya

Keywords: employee recognition, capacity building, work autonomy, flexible schedules at work.

I. INTRODUCTION

1.1 Background of the Study

According to Sorrauren, (2000), non-monetary incentive can have an even more substantial impact on employee satisfaction and motivation than traditional financial rewards. A study by the Hay Group involving around four million employees found that employees listed work climate, career development, recognition and other non-financial issues as key reasons for leaving a job. Even well-compensated employees may leave a company if dissatisfied with these aspects. Companies with excellent non-financial incentive plans can attract, motivate and retain talented people.

In the past, many institutions depend on money almost exclusively to stimulate their workforce, but employees often rate other aspects, such as recognition and flexibility as more important. Harunavamwe and Kanengoni, (2013) state that too much on money as a motivator is that it can encourage employees to focus on whatever will earn an immediate incentive rather than on finding long-term solutions or creative new approaches. It can also lead employees to see each other as opponents in a competition rather than working together for mutual benefit. The purpose of non-monetary incentives is to reward associates for excellent job performance through opportunities, including flexible work hours, training and education, pleasant work environment, and sabbaticals

Companies tend to rely on non-financial rewards when budgetary constraints make it difficult to offer raises or other monetary incentives. The importance of these issues to employees suggests that non-financial rewards should be a part of any company's plan regardless of the economic situation. Popular non-financial rewards include flexibility in work hours, training opportunities and recognition by management or co-workers. Employees in the Hay Group's study listed training opportunities and career development as two of the most important factors in job satisfaction.

A study conducted by the American Association of Retired Persons in 1999 found that non-financial incentives worked most effectively when tailored to the employees' age group. Employees nearing retirement age valued the opportunity to continue to work part time on a flexible schedule after retirement. Younger employees valued feedback from management, as well as career development opportunities. Employees in between these ages valued retirement planning assistance and the ability to take a sabbatical. Flexible scheduling was popular with both older and younger workers.

According to a survey conducted by consulting company Mercer in 2011, employees in Argentina, Brazil, Canada, Mexico and the United States all listed "being treated with respect" as the single most important factor in motivation. Recognition and praise can send employees the message that the company respects them and values their contribution. Financial incentives and bonuses were number 13 on the list in all five countries. American employees rated "base pay" fifth on the list, so although financial rewards remain important they actually have less importance for most employees than respectful treatment and recognition.

Among other reasons, the use of non-monetary incentive in organizations is to motivate employee towards job performance. Non-monetary reward is viewed as "a non-cash award given in recognition of a high 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-monetary incentives are regarded as cost effective ways to compensate employees, thereby, attracting, motivating and retaining employees. They remain part of the wellness of job environment regardless of the economic situation. The importance of non-monetary incentives and job satisfaction in improving job performance among employees cannot be underestimated. In view of the relevance of non-monetary incentives and job satisfaction in enhancing employee job performance, the paper conceptually discusses the existing relationships between the variables and employee job performance.

Employee performance is equally a fundamental component that facilitates organizational growth and sustainability, specifically being affected by the reward system employed in an organization (Ngulube, 2003). The business environment has drastically changed over time. Global organizations are becoming more responsive to their customers, reducing costs, and improving quality (Erbasi, 2012). Thus, today's successful organizations match their employee reward systems to their strategies, goals and values (Ballentine, 2007). Lawler (2000) argues that control can best be obtained through incentive pay, close supervision, hierarchy, and the careful delineation of responsibilities. Wyatt (2001) in his study observed that 83% of surveyed companies reported difficulty in recruiting 10 employees that have the skills that are critical to the success of their organizations. O'Hara (2011) insinuates that organizations with employees that feel affection for work for recognition are more likely to feel contented with non – monetary rewards as opposed to monetary ones. Non – monetary

incentives lower occupational stress, absenteeism from work, turnover rates, and in turn elevate work morale organizational productivity, employee competitiveness, in addition to organizational revenue as well as profits (Ngulube,2003)

1.1.1 Different Perspective on role of non-monetary incentives on employee performance

Given the global nature of the existing socio-economic challenges, it has become quite difficult for most organizations to cope with the unending employee demands, among them being the provision of an appropriate incentive scheme. Incentives provide an avenue through which management can effectively link performance and competence of the employees (Pay Review, 2013). However organizations offer varied incentive schemes for their employees (Nawab & Bhatti, 2011). According to Franco et al. (2002) an incentive is seen as an available means that is applied so as to influence the willingness of the specific sector professionals to enhance their input while maintaining their effort towards attaining organizational goals.

According to Yavuz, (2004) he illustrated that in Turkey the use of non-monetary incentives as a motivational tool in the public sector revealed that absence of employee willingness to perform; capacity and opportunity would not generate the company's desired results. As per the findings, the public sector employees preferred monetary incentives to satisfy their basic needs after which they would seek non-monetary incentives. This means that non-monetary incentives would not be effective in a situation where the employees are struggling to fulfill their physiological needs as this are the most basic in reference to the Maslow's pyramid of needs. Therefore, for non-monetary incentives to be effective in Turkey's public sector, the employees must be paid satisfying wage levels to compensate for their desire for monetary incentives at the work place. They need good salaries to be able to afford the basic needs which include food, shelter and clothing. If employees strain to fulfill the physiological needs, it would be difficult for them to appreciate non-monetary rewards as needs are fulfilled from the most primary/basic (physiological needs) to the secondary needs on the Maslow's hierarchy. Public employees in Turkey are not generally satisfied with their wage levels as they rank satisfying wage as the most important factor that would increase their effectiveness in job performance. It was evident that the employees' priority was to have satisfying wages as they first seek to satisfy their physiological/basic needs after which they go for non-monetary rewards. Therefore, from this research we realize that non-monetary incentives are only effective when money is not an issue, that is, only if employees are satisfied with their salaries.

Lindner (1998) did a research on understanding employee motivation at Ohio State University's Piketon Research and Research and Extension Center and Enterprise Center. The study revealed that two factors emerged as being the most crucial to staff motivation. These factors are interesting work and competitive salary. Interesting work, which emerged the most important factor falls under self-actualization on the Maslow's hierarchy; followed by competitive salary as the second most important and which falls under physiological needs on Maslow's hierarchy. This is unlike our expectation that employees will first seek physiological needs and rise to self-actualization needs as per the needs hierarchy. Therefore motivation needs differ from organization to another and from region to another depending on so many factors such as the country of operation, the inflation rate, age, preferences, and education level among other factors.

In their research Cheema *et al* (2013), found out that non-monetary incentives greatly affect motivation and thereby employee performance. They observed that some non-monetary incentives are likely to demotivate employees while others are likely to motivate employees. They observed a robust communication system within the organisation will motivate the employees. A robust communication involves good internal communication channels between the employees and management. They found out recognition of few individual(s) in the same cadre of employees is likely to cause demotivation among the group. It is assumed that the employees contributed to the success of the department wholesomely, singling out several individual(s) means that the effort of the other employees is not recognised.

A study conducted in Pakistan on the determinants of employee motivation and its impact on knowledge transfer and job satisfaction by Zafar (2014). he used self-administered questionnaires to collect data and processed the data using descriptive and regression analysis to check the reliability and confidence of the data in investigating the determinants of employee motivation and its impact on knowledge transfer and job satisfaction. Zafar (2014) several factors; Extrinsic reward where he focused on pay; Intrinsic rewards where he focused on appreciation; training and expectancy on employee motivation. The findings revealed that pay and appreciation do not effect employee motivation directly; job satisfaction also does not directly affect motivation. Employee training, expectancy and knowledge transfer are the factors that directly affect employee motivation.

Several authors have done Studies regarding non-monetary incentives on employee performance regionally. Rajendran *et al* (2017), in their study observed that Human Resources tend to become more effective the more they are engaged. Engagement therefore, can only be effective if the employees are motivated enough. The study observed that employees highly value the non-monetary incentives given to them by their employer. However, the degree of the non-monetary incentives offered by organisations can also lead to decreased motivation and lack of motivation thereof.

Studied that have been done about non-monetary incentives, rank training and development as top of the list followed by recognition and promotions. These form the core items of intrinsic motivation which is key to performance in organisations. Studies done on parastatals regarding non-monetary incentives, Okwudili (2011). His study on parastatals in Nigeria, found out that to get motivated staff through non-monetary incentives is possible. The study observed that the government of Nigeria can effectively motivate it's employees through the employment of the non-monetary incentives through various degrees of the incentives.

Chukwudi (2011) examined motivation and employee performance in private and public sectors in Nigeria. Chukwudi used qualitative analysis techniques in collecting and analyzing data and concluded that there is no perfect solution to employee job satisfaction due differences in employee preferences and priorities and therefore employers can only boost performance by putting in place motivation factors that need to be highly emphasized to ensure organizational progress. Such factors include providing job training opportunities, open and effective communication channels, and conducive working environment among other factors. When motivation is high, employees perform at their best hence high output. Chukwudi, (2011) having done the research indicated that in such cultures with desirable levels of motivation; employees always focus on doing their best; they enjoy their jobs and perform their tasks well. Managers should strive to capture the best operating practices within the industries in which they operate in so that they provide quality and safe working environment as well as encouraging employees to always concentrate on continuous improvement. Chukwudi recommended that organizations should also strive to provide good pay base for employees, pay that is competitive and enticing; and ensure pay increments for those who improve their skills by enrolling for higher education and those that have been added more responsibilities as a way of motivating them to work harder for excellent performance.

Leshabari *et al.* (2008) recommended that the health care employees should be given clearer job descriptions; the hospital should ensure that employees have the right and quality equipment needed to perform their jobs, the hospital should improve communication at all levels of the facility, the management incorporate employee welfare programs into the hospital policy as a matter of concern and finally to embrace reward systems that commensurate with employee performance in the institution.

Studies made in Kenya by Ngatia 2014, on non-monetary incentives effect on employee performance, he observed that non-monetary Incentives have been effective in motivation of employees. However though most organizations in Kenya have offered rewards to employees, most of them believe in monetary rewards like pay increase, bonuses and money valued vultures as opposed to rewards like recognition and opportunities to contribute in decision making (Aktar, Sachu & Ali, 2012). Lumumba (2011) assessed the effectiveness of non monetary incentives in motivating SACCO society staff in Kenya using both empirical and descriptive analysis revealed that SACCOS used non-financial reward systems to motivate their employees such as status, use of titles, recognition, job security, satisfying work conditions, team work, and job rotation. Training emerged to be one of the greatest motivator as it prepares employees towards higher positions, is also increase staff involvement, and finally enhances career development and facilitates change. Promotion and good working conditions also motivated employees. SACCOS have a well-defined promotion path to the employees and their jobs require the use of different aspects of knowledge. Employees were also motivated by the provision of fringe benefits such as pension schemes, life insurance, health insurance, workers compensation, and educational fees benefit program are those which greatly motivated employees (Lumumba, 2011).

1.2 Statement of the Problem

Most importantly, the high cost of monetary rewards forces employers to give to employees sparingly, out of the failure to realize that small offers like recognition and open communication can be given any time, at very little cost, and could boost employee performance to a great extent. This proves the fact that most organizations are far away from realizing the importance of non-financial rewards; hence they continue offering monetary ones that can never be enough for employees. Although everyone needs money to obtain the smallest of essentials to live, employees prefer the benefits of non-monetary gifts and incentives for motivation in the workplace. This implies that; regardless of how monetary incentives have been used widely in organizations, sometimes they discourage creativity in the workplace, a concept that can be achieved via the use of non-monetary rewards like career development via free trainings and work orientation.

Several studies have been conducted in the area of rewards/compensation and the in the work place by various authors. For instance, Ray's (2002) study on employees' attitude in the workplace concluded that attitudes of employees in the workplace can have a significant effect on the business as a whole; where attitudes are mainly determined by the kind of treatment employees get from their employers in relation to appreciation, being overworked and other ways. Additionally, Roberts's (2005) study investigated on whether rewards and recognition impacts on employee motivation. Roberts (2005) concluded that there exists a positive relationship between rewards, recognition and motivation. Roberts (2005) also concluded that good reward and recognition system contributes to employee satisfaction, in turn boosting performance. Even though various studies in the past assessed the situation of non-monetary rewards use and status most organizations today in some characteristics, no in depth study has been conducted on how recognition, career development, flexible schedules and employee independence as non-monetary rewards influence employee performance.

Amongst higher education institutions in Kenya, has a worsening problem of constant industrial unrest. This grave problem has kept many students delay in completing their studies or having to study under crush programmes. This problem of the universities aroused the researchers' interest to assess the reward system of the universities and in particular non- monetary incentives bearing in mind the continuous reduction in government financial support and reduced intake of students under the self-sponsored programme. The study thus answers the following basic question: What are the different non-monetary incentives currently used by universities for its academic staff? Based on the problem discussed above, the main objective will be to investigate the role of non-monetary incentives on employee performance in public universities in Kenya .

1.3 Objectives of the study

1.3.1 General Objectives of the study

The general objective of this study was to examine the role of non-monetary incentives on employee performance in Public Universities in Kenya.

1.3.2 Specific Objectives of the study

The specific objective of this study were as follows;

- 1) To assess the role of employee recognition on employee performance in Public Universities in Kenya.
- 2) To determine the role of capacity building on employee performance in Public Universities in Kenya.
- 3) To assess the role of work autonomy on employee performance in Public Universities in Kenya.
- 4) To establish the role of flexible schedules at work on employee performance in Public Universities in Kenya.

1.4 Research Questions of the study

The Research Questions of the study was

- 1) What is the role of employee recognition on employee performance in Public Universities in Kenya?
- 2) What is the role of capacity building on employee performance in Public Universities in Kenya?
- 3) What is the role of work autonomy on employee performance in Public Universities in Kenya?
- 4) What is the role of flexible schedules at work on employee performance in Public Universities in Kenya?

2. LITERATURE REVIEW

2.1 Introduction

This section presents the review of literature related to the subject under the study. It consists of the theoretical review, conceptual framework

2.2 Theoretical Review

A theoretical review refers to the theory that a researcher chooses to guide him/her in his/her research (Cooper and Schindler, 2014). In this study, the theoretical review will consist of theories, which exhibit the role of non-monetary incentives on employee performance in a public University using two predominant feature human motivation and employee productivity, the two theories are namely Reinforcement theory and Need Theory.

2.2.1 Reinforcement Theory

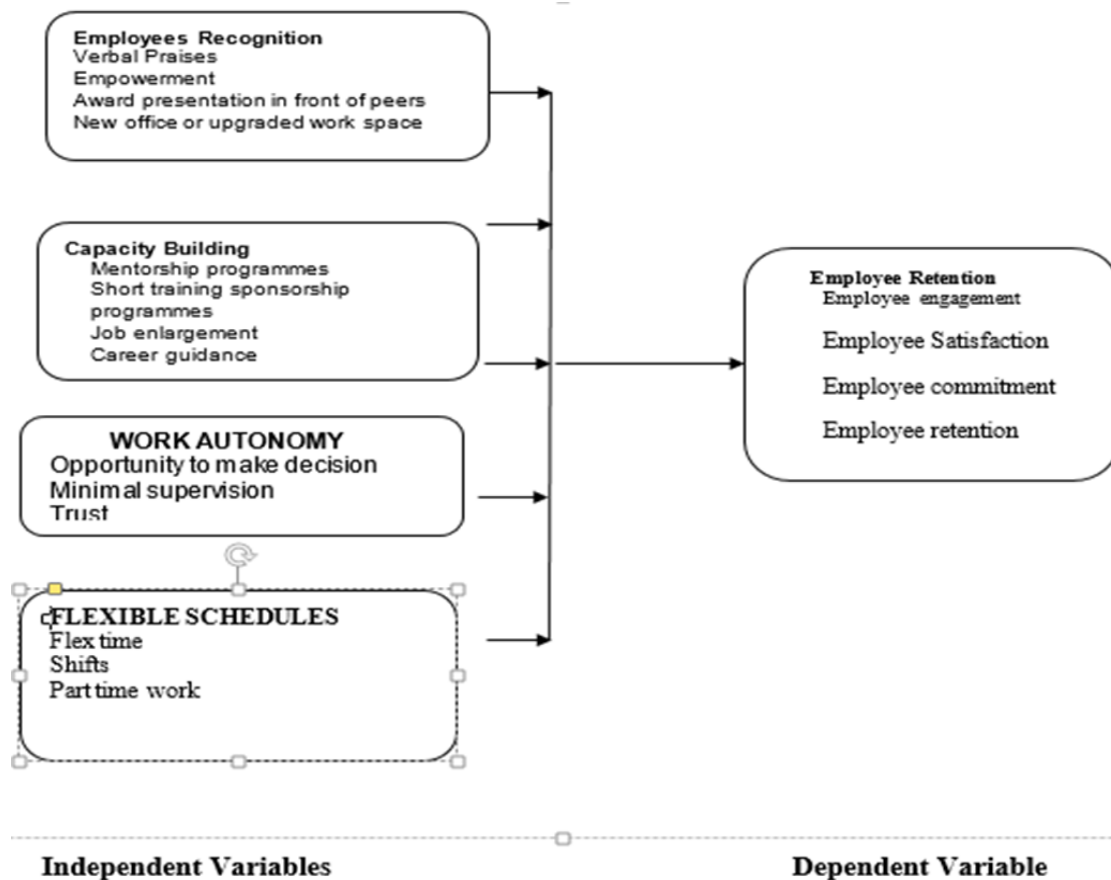
Behaviourist B.F. Skinner derived the reinforcement theory, one of the oldest theories of motivation, to explain behaviour and why we do what we do. The theory may also be known as Behaviourism, or Operant Conditioning, which is still commonly taught in psychology today. The theory states that "an individual's behaviour is a function of its consequences" (Management Study Guide, 2013). The theory is based on the principles of causality and knowledge that a worker's behaviour is regulated by the type of Incentive. The theory does not assess personality but focuses on behaviour and recognizes three basic rules of consequences: Incentive for positive behaviour reinforces positive behaviour Punishment for negative behaviour weakens negative behaviour and if there is no Incentive or punishment, behaviour is fading.

Employees who do an exceptionally good job on a project should be incentivized for that performance. It will motivate them to try to do an exceptional job on their next project. Employees must associate the Incentive with the behaviour. In other words, the employee must know for what specifically he or she is being incentivized. The Incentive should come as quickly as possible after the behaviour. The Incentive must be something desired by the employee. Some of the most powerful Incentives are symbolic; things that cost very little but mean a lot to the people who get them. Examples of symbolic Incentives are things like plaques or certificates (Karimi 2013). Staff performance appraisal can also be used as a reinforcement tool in motivation. During appraisal there's communication and feedback which enhances the elements of Incentive, commendation, recognition and praise. These elements reinforce behaviour which in turn motivates staff to greater individual and organizational performance (Karimi 2013).

2.2.2 The McClelland Theory of Need

The need theory developed by McClelland (1961), it encompasses that an individual's specific needs are acquired over time and are shaped by one's life experiences. A person's motivation and effectiveness in certain job functions are influenced by these three needs: Achievement motivation (n-ach) The n-ach person is 'achievement motivated' and therefore seeks achievement, attainment of realistic but challenging goals, and advancement in the job. There is a strong need for feedback about achievement and progress, and a need for a sense of accomplishment. People with a high need for achievement seek to excel and thus tend to avoid both low-risk and high-risk situations. Achievers avoid low-risk situations because the easily attained success is not a genuine achievement. In high-risk projects, achievers see the outcome as one of chance rather than one's own effort. High n-ach individuals prefer work that has a moderate probability of success, ideally a 50% chance. They prefer either to work alone or with other high achievers. Employees with High need for achievement should be given challenging projects with reachable goals. They should be provided frequent feedback. While money is not an important motivator. Rather, it is an effective form of feedback. Employees in organisation would want to do a good job. To help them, supervisor's make sure they have been placed in positions that use their talents and are not set up for failure. Clear and achievable goals and standards for each position should be set and employees should know them. Employees should also receive regular, timely feedback on how they are doing. (Allan and Phillip, 1994) Authority/power motivation (n-pow) the n-pow person is 'authority motivated'. This driver produces a need to be influential, effective and to make an impact. There is a strong need to lead and for their ideas to prevail. There is also motivation and need towards increasing personal status and prestige. A person's need for power (n-pow) can be one of two types - personal and institutional. Those who need personal power want to direct others, and this need often is perceived as undesirable. Persons who need institutional power (also known as social power) want to organize the efforts of others to further the goals of the organization. Managers with a high need for institutional power tend to be more effective than those with a high need for personal power. Affiliation motivation (n-affil) The n-affil person is 'affiliation motivated' and has a need for friendly relationships and is motivated towards interaction with other people. They need harmonious relationships with other people and need to feel accepted by other people. The affiliation driver produces motivation and need to be liked and held in popular regard. These people are team players. High n-affil individuals tend to conform to the norms of their work group. They prefer work that provides significant personal interaction. They perform well in customer service and client interaction situations. Employees with High need for affiliation perform best in a cooperative environment. Workers should be involved in goal setting and their relationship with supervisors in the achievement of set goals should be friendly, not the master-servant relationship. To achieve high productivity, the supervisor should assign specific goals to the workers, which must be within the worker's ability, and stay with them when they are working (Gichungu 2007).

2.3 Conceptual Framework



2.4 Empirical Studies

Empirical research is research using empirical evidence. It is a way of gaining knowledge by means of direct and indirect observation or experience. Empirical studies can also be described as the collection and analysis of primary data based on direct observation or experiences in the 'field'.

Studies done on autonomy of employees and its effects on motivation and thereby employee performance, Ganta (2016) while expounding on the model of job enrichment observed the following; autonomy led to employees to exhibit high levels of intrinsic motivation which were marked by such strong interest and involvement in the work. Strong involvement in work and strong interest in work when enhanced often lead to high employee output and thereby high performance. According to the theory of Self Determination by Ryan & Deci (2000) it proved this and went on to show that motivation exists on a spectrum that is largely moderated by autonomy, and that higher degrees of motivation can only exist in an autonomous state. Autonomy at work encourages learning outside of the organisation just as the motivation to do it. without freedom to deviate outside their normally rigid role boundaries most people will not take on new responsibilities (Rodgers 2015).

Flexibility is a modern-day phenomenon where employees wish to work at their own convenience. Studies done on employee turnover rates especially on the millennials observed the following; three out of four Millennials reported that work-life balance drives their career choices. Many companies have started to offer flexible work schedules, work-from-home policies, and job appraisals based on outcomes and deliverables (Harvard Business Review 2016). Reports done by Future of Work institute observed the following employee behaviour on workplace flexibility; Increased Employee Productivity this was due to employees operating in an environment that best suits their personal working styles. Present studies highlight that flexible working times can be one of the factors that can help the organizations in upgrading the job satisfaction, positive motivation, work productivity & reducing the work stress (Solanki 2013).

Several studies have been done on the effect of non-monetary incentives on employee performance. Kathure (2014) posits that career development, development opportunities offered, and employee recognition are the tools that management can

use to motivate employees in order for them to perform effectively and efficiently. From her study it can be easily inferred that workers non-financial Incentives package matters a lot and should be a concern of both the employers and employee. The study also concludes that employees of KTDA place great value on different Incentives given to them and this promoted their level of commitment.

Studies done by Aktar *et al* (2012) concerning Incentives, motivation and performance. They found out that there exist a positive relationship among extrinsic Incentives, intrinsic Incentives and employees' performance. The study also found out that in non-monetary incentives also known as intrinsic Incentives significantly affect employees' motivation and performance thereof. The four factors included in the intrinsic Incentives such as recognition, learning opportunity, challenging work, career advancement. Among all of the four factors challenging work is a highly significant factor which affects employees' performance. Based on the results of the study, it is showed that only extrinsic or intrinsic Incentives are not sufficient to motivate employee to perform work highly. If commercial bank of Bangladesh keeps both types of Incentives for the employees than it will increase their employees' performance. Because there's strong correlation between intrinsic and extrinsic Incentives.

Condly *et al* (2016) in their research on effects of incentives on employee performance. The main result of their study was strong support for the claims that incentives can significantly increase work performance when they are carefully implemented, and performance is measured before and during incentive programs. The analysis suggests that incentives improved performance whether that desired performance gain was qualitative (26%) or quantitative (21%) in nature.

2.5 Critique of Existing Literature

The expectancy theory seems to be idealistic because quite a few individuals perceive high degree correlation between performance and Incentives. The application of this theory is limited as Incentive is not directly correlated with performance in many organizations. It is related to other parameters also such as position, effort, responsibility, education, etc.

Most organisations in selecting incentives they focus only when there is a motivation gap and only for challenging goals. It is essential to involve targeted recipients in the selection of incentives and to ensure equity and fairness. To achieve incentive system success, focus on implementation and communication. Monitor the incentive system continuously. This kind of thinking is flawed as employees need to be constantly motivated whether there's a motivational gap or not.

According to Harvard Business Review (2017), when it comes to producing lasting change in attitudes and behaviour, however, Incentives, like punishment, are strikingly ineffective. Once the Incentives run out, people revert to their old behaviours. Rather, incentives merely and temporarily change what human beings do. Previous studies have conclusively shown that people who expect to receive a Incentive for completing a task or for doing that task successfully simply do not perform as well as those who expect no Incentive at all.

2.6 Research Gaps

In this area of study future research suggestion to examine the combined effect of financial and non-financial job Incentives on employee's motivation with the moderating demographic differences like age and gender. Using age and gender difference as moderating variables, the effect of non-monetary Incentives on the employees' motivation can be further refined keeping in view their preferences for particular Incentives. It is important to consider the role of individual characteristics because different individual needs and interests have to be compromised with the organizations. People are motivated by unmet needs and these varies from person to person according to their particular circumstances, values and beliefs, family, education, personality, and work experience etc. While some individuals may value a job with more creativity over a high-salaried job, others may seek to work more to earn more money. Though some research has been done on employee motivation, the researchers do not link motivators to specific employee levels.

Considering Maslow's hierarchy of needs, people at different levels are motivated by different incentives/rewards; for instance, lower level employees and top management may not value the same type of incentives. This creates a gap in matching employee needs to suitable 23 incentives as per their needs. This research seeks to fill this gap by imploring employees' reward preferences as related to the organization levels; that is the lower level employees, middle, and top level (management).

One of the main reasons of motivation being a challenging job is due to the changing workforce. The employees become a part of their organization with various needs and expectations. Different employees have different beliefs, attitudes, values, backgrounds and thinking. But all the organizations are not aware of the diversity in their workforce and thus are not aware and clear about different ways of motivating their diverse workforce. Employees motives cannot be seen, they can only be presumed. Suppose, there are two employees in a team showing varying performance despite being of same age group, having same educational qualifications and same work experience. The reason being what motivates one employee may not seem motivating to other.

3. RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the method to be used in this study. The chapter describes the research design, study population, sampling frame, sample size and sampling techniques, data collection methods and techniques of data analysis. The statistical models that will be used in the analysis and the tests for the research hypothesis will also be provided.

3.2 Research Design

This study will adopt a descriptive design that will investigate the study variables in an attempt to understand, describe and explain role of non-monetary incentives on employee performance in public universities in Kenya with main focus being on the universities that were recently chartered in the year 2016 and 2017 include; Machakos University, Taita Taveta University, Garissa University, Rongo University, Embu University, Murang'a University, Co-operative University and Kirinyaga University. The descriptive research design allows for analysis of different variables at the same time and thus enabled the researcher to establish the effectiveness of non-monetary incentives in motivating employees in public universities. The use of the descriptive research design will lead to a better understanding of the phenomenon being studied and will help to view issues and problems from the perspective of the study being done.

3.3 Target population

A target population is that population to which a researcher wants to generalize the findings of the study. The study will focus on the the universities that were recently chartered in the year 2016 and 2017 include; Machakos University, Taita Taveta University, Garissa University, Rongo University, Embu University, Murang'a University, Co-operative University and Kirinyaga University population. population is made up of academic staff and non-academic staff. The staff are further divided into management staff, midlevel staff and support staff. Information supplied by the university it indicates the staff number of staff stands at 2,608 (Establishment Report 2018).

3.4 Sampling Frame

According to Mugenda and Mugenda (2010), a sampling frame is a list of sampling units for a study. The sample frame for this study will consist of a list of all staff of Jomo Kenyatta University of Agriculture and Technology both from main and centers campus and list will be obtained from the Human Resource Department.

3.5 Sample size and Sampling Techniques

In a descriptive research, a sample size of 10-50% is acceptable (Mugenda & Mugenda, 2003). Therefore, the sample for this study will be 261 respondents, representing 10% of the population.

This study will use simple random sampling. Simple random sampling is the basic sampling technique where the researcher selects a group of subjects (a sample) for study from a larger group (a population). Each individual is chosen entirely by chance and each member of the population has an equal chance of being included in the sample.

S/NO	TARGET POPULATION	SAMPLE PERCENTAGE	SAMPLE SIZE
1.	2608	15%	384

3.6 Data Collection instrument

In this study, the main data collection instrument will be questionnaires. Questionnaires are regarded as effective data collection instruments that will allow respondents to give much of their opinions pertaining to the research problem. The questionnaires will be designed to address specific objectives, research question(s).

3.7 Data Collection Procedures

The researcher will obtain an introduction letter from the chairman department of Entrepreneurship, Technology, Leadership and Management and a research permit from National Council of Science and Technology. I will be collect both primary and secondary data for this study. The primary data will be collected from respondents (source) using drop and pick later method, while the secondary data will be collected from published materials and journals. The questionnaires will be self-administered by myself using google form questionnaires.

4. RESEARCH FINDINGS AND DISCUSSION

4.1 Respondent Rate

The study sought to establish the respondent rate. A total of 384 questionnaires were issued out to respondents in 70 universities in Kenya as shown in table 4.1. Completed questionnaires that were received were 303. Results indicated that the majority (78.91%) of the questionnaires were returned while (21.09%) were unreturned. The response rate was considered adequate given the recommendation by Fincham (2008), a response rate of 60% is considered appropriate in research. Saunders, Lewis and Thornhill (2007) suggest a response rate of 30-40% as sufficient for research. Sekaran (2003) document that 30% is equally considerate while Mugenda and Mugenda (2003), advices on response rates exceeding 50% and Hager, Wilson, Pollack and Rooney (2003) recommended 50%. Based on these assertions, this implied that the response rate for this study was adequate and sufficient to draw conclusions.

Table 4.1: Response Rate

Response Rate	Frequency	Percent
Returned	303	78.91%
Unreturned	81	21.09%
Total	384	100.00%

4.2. Pilot study results

4.2.1 Reliability and Validity of research instruments

Reliability of a measure indicates the extent to which it is without bias (error free) thus ensuring consistent measurement across time and the various items in the instrument. Reliability of the instrument was carried out using Cronbach's alpha constant (co-efficient) which is a measure of internal consistency and average correlation. It ranges between 0 and 1 (Kipkebut, 2010). As a rule of thumb acceptable alpha should be at least 0.70, (Mugenda & Mugenda, 2003). Higher alpha coefficient values mean there is consistency among items in measuring the concept of interest. Cronbach constant test was carried out for every variable. Cronbach's Alpha was used to test the reliability of the questionnaire. Since the research instrument yielded reliability coefficient of more than 0.7 on employee recognition, capacity building, work autonomy and flexible schedules at work. It can be concluded that the research instrument was adequate for subsequent analysis. The findings are shown in the Table 4.2.

Table 4.2: Reliability of research instruments

Variables	Cronbach Alpha	Remarks
Employee Recognition	0.759	Accepted
Capacity Building	0.702	Accepted
Work Autonomy	0.823	Accepted
Flexible Schedules At Work	0.721	Accepted

4.2.2 Validity

Validity refers to how well an instrument as measures what it is intended to measure. This was done using Kaiser-Mayor-Oklin measures of sampling adequacy (KMO) and Bartlett's test of sphericity. Kaiser-Mayor-Oklin measures of sampling adequacy (KMO) and Bartlett's test of sphericity were applied to test whether the correlation between the study variables exist as shown in Table 4.1. The Kaiser-Mayor-Oklin measures of sampling adequacy show the value of test statistic as 0.898 which means it was adequate and p-value <0.05. Bartlett's test of sphericity had a chi-square value of 612.121 p-value of 0.000. Since the p value is less than 0.05 then it implies that there exists a relationship among the study variables therefore providing a ground for further statistical analysis to be conducted.

Table 4.3: Validity of research instruments

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.898
Bartlett's Test of Sphericity	Approx. Chi-Square	612.121
	Df	38
	Sig.	.000

4.3 Descriptive statistics

In this section we describe for independents and dependent variables. According to Kumar, (2019). Descriptive statistics is the analysis of data that helps describe, show or summarize data in a meaningful way such that, for example, patterns might emerge from the data. This represented using percentage, mean, and standard deviation.

4.3.1 Descriptive statistics of role of employee recognition on employee performance in Public Universities in Kenya

The first objective of the study sought to assess the role of employee recognition on employee performance in Public Universities in Kenya. The respondents were asked to express the extent to which they agree or disagree with the following aspects of employee recognition on employee performance in Public Universities in Kenya: Concerning whether the universities gives congratulatory and recognition letters to exemplary performance: 70.6% agreed, 12.2% were neutral, 8.9% strongly agreed, 4.3% disagreed and 4.0% strongly disagreed. In regard to know whether the employer verbally praises me for work well done: 12.9% of the respondents strongly agreed, 37.3% agreed, 5.3% were neutral, 10.0% disagreed while 4.0% strongly disagreed.

On whether the employer allows me to participate in decision making in the department on work-related issues; 9.9% of the respondents strongly agreed, 32.0% agreed, 38.3% were neutral, 15.0% disagreed while 4.3% strongly disagreed. On whether university has confidence in me that I can work without supervision, 7.3% of the respondents strongly agreed, 28.4% agreed, 39.9% were neutral, 19.1% disagreed while 5.3% strongly disagreed.

Concerning whether the university utilizes my talents and capabilities in the workplace appropriately, 11.2% of the respondents strongly agreed, 39.3% agreed, 32.7% were neutral, 12.0% disagreed while 4.0% strongly disagreed. On whether the My supervisor is supportive and helps me accomplish difficult tasks, 7.9% of the respondents strongly agreed, 26.4%39 agreed, 34.7% were neutral, 26% disagreed while 4.3% strongly disagreed. The rest of the findings are shown in table 4.14.

Table 4.4: Descriptive statistics of role of employee recognition on employee performance in Public Universities in Kenya

Statement	S.D	D	N	A	S.A	Mean	Std. Dev
My employer verbally praises me for work well done	4.0%	4.3%	12.2%	70.6%	8.9%	3.76	.8277
My employer gives congratulatory and recognition letters to exemplary performance	4.0%	10.0%	35.3%	37.3%	12.9%	3.46	.9780
My employer allows me to participate in decision making in the department on work-related issues	4.3%	15.0%	38.3%	32.0%	9.9%	3.28	.9845

My employer has confidence in me that I can work without supervision	5.3%	19.9%	39.9%	28.4%	7.3%	3.13	.9816
My employer utilizes my talents and capabilities in the workplace appropriately	4.0%	12.2%	32.7%	39.3%	11.2%	3.41	.9820
My supervisor seeks votes form other employees on who deserves to be recognized for good performance	4.3%	15.5%	38.3%	32.0%	9.9%	3.28	.9845
In cases of evaluation, my supervisor gives back timely feedback to enhance performance	4.0%	10.2%	35.3%	37.3%	12.9%	3.46	.9780
My supervisor is supportive and helps me accomplish difficult tasks	4.3%	26.1%	34.7%	26.4%	7.9%	3.07	1.009
Univerisities allows employees to programme their working schedules	5.3%	28.1%	29.4%	31.7%	5.0%	3.02	1.008
My supervisor publicly announces any achievements so that everyone recognizes too	8.3%	9.2%	32.7%	37.6%	12.2%	3.36	1.077
Total						3.311	0.981

Further analysis indicates that, the average score for all the indicators was 3.311 and standard deviation of 0.981 respectively out of possible scale of 5. On the other hand standard deviation was indicating that the dispersion was very little. Table 4.14 shows the details of the finding.

4.3.2 Descriptive statistics of the role of capacity building on employee performance in Public Universities in Kenya.

The second objective of the study sought to determine the role of capacity building on employee performance in Public Universities in Kenya. The respondents were asked to rate their opinion regarding the following statements as far as recruitment strategies are concerned. Concerning whether the university provides opportunities for further studies to its staff members., 42.2% agreed, 28.4% were neutral, 10.2% strongly agreed, 16.5% disagreed and 2.6% strongly disagreed. In regard to whether the university offers scholarships for both staff and students, which has hence improved their morale and productivity, 15.5% of the respondents strongly agreed, 27.7% agreed, 28.1% were neutral, 26.1% disagreed while 2.6% strongly disagreed. Also on whether university offers in-service training and benchmarking opportunities for all staff.; 37.3% of the respondent strongly agreed, 23.1% agreed, 20.5% were neutral, 15.8% disagreed while 3.3% strongly disagreed. On whether the university enhances leadership position in hands-on training 28.4% of the respondents strongly agreed, 37.6% agreed, 19.5%3 were neutral, 11.2% disagreed while 3.3% strongly disagreed.

To find out whether the university provides for counseling, spiritual nourishment and career guidance services to staff and students. : 14.9% of the respondent strongly agreed, 53.3% agreed, 19.9% were neutral, 8.6% disagreed while 3.3% strongly disagreed. On whether there is a pro-active library management that is visible, open and transparent that meets the demands of both staff and students; 9.2% of the respondent strongly agreed, 27.1% agreed, 34.7% were neutral, 24.1% disagreed while 5.0% strongly disagreed. Whether team building and group dynamics form an integral part of university management leadership, 29.0% of the respondent strongly agreed, 38.0% agreed, 21.8% were neutral, 7.9% disagreed while 3.3% strongly disagreed. The rest of the findings are shown in table 4.15.

Table 4.5: Descriptive statistics of the role of capacity building on employee performance in Public Universities in Kenya.

Statement	S.D	D	N	A	SA	Mean	Std. Deviation
The university provides opportunities for further studies to its staff members.	2.6%	16.5%	28.4%	42.2%	10.2%	3.2781	1.0916
The university offers scholarships for both staff and students, which has hence improved their morale and productivity.	2.6%	26.1%	28.1%	27.7%	15.5%	3.7517	1.2068
The university offers in-service training and benchmarking opportunities for all staff.	3.3%	15.8%	20.5%	23.1%	37.3%	3.7715	1.0802

The University enhances leadership position in hands-on training.	3.3%	11.2%	19.5%	37.6%	28.4%	3.6788	0.9433
The university promote leadership development and participation of students in decision making processes.	3.3%	8.6%	19.9%	53.3%	14.9%	3.1192	1.0338
The University provides for counselling, spiritual nourishment and career guidance services to staff and students.	5.0%	24.1%	34.7%	27.1%	9.2%	3.8146	1.0465
There is a pro-active library management that is visible, open and transparent that meets the demands of both staff and students.	3.3%	7.9%	21.8%	38.0%	29.0%	3.5728	0.9363
Team building and group dynamics form an integral part of university management leadership.	2.6%	6.9%	37.3%	36.6%	16.5%	3.4139	0.9666
Staff of the university works in a coordinated teamwork.	3.3%	7.9%	21.8%	38.0%	29.0%	3.5728	0.9363
Total						3.5501	1.0382

Similarly, the items under role of capacity building were analyzed further, and the average score for all the indicators was 3.5501 and standard deviation of 1.0382 respectively out of a possible scale of 5. On the other hand, standard deviation was indicating that the dispersion was little. Table 4.14 shows the details of the finding. In general majority of the respondents agree that the role of capacity building statement listed above have a significant role on employee performance in Public Universities in Kenya

4.3.3 Descriptive statistics of the role of work autonomy on employee performance in Public Universities in Kenya

The third objective of the study was to assess the the role of work autonomy on employee performance in Public Universities in Kenya. The respondents were asked to state their level of agreement with the following items based on role of work autonomy and how they are associated with employee performance in Public Universities in Kenya. The findings were as follows: On whether the universities allowed worker to decide how to go about getting my job done, 33.1% of the respondents agreed, and 16.2% strongly agreed, 18.9% were neutral, 29.1% disagreed and only 2.6% of the respondents strongly disagreed. On the other hand, on a scale of 1 to 5, an average score rate of 3.87 was recorded with a standard deviation of 0.888.

To investigate if universities have control over the sequencing of workers activities, 30.6% of the respondents agreed, 7.3% strongly agreed, 36.9% were undecided 23.3% disagreed and 2.0% strongly disagreed. An average score rate of 3.56 was recorded with a standard deviation of 1.026. Again the respondents were asked whether or not they are able to modify what they job objectives are, 44.9% of respondents agreed, 5.0% strongly agreed, 21.5% were undecided, but 25.7% disagreed and 3.0% strongly disagreed. Average scale of 3.85 out possible 5 and standard deviation of 0.887 was recorded. To find out whether they have some control over what I am supposed to accomplish majority (37.7%) of respondents agreed, 5.0% strongly agreed, 28.8% were undecided but 26.2% disagreed and 2.3% strongly disagreed. Average score rate was 3.16 out of 5 and standard deviation of 0.9424 was recorded.

Based on whether staff universities in Kenya, are free to chose the method(s) to use in carrying out my work., the finding suggests that, 6.8% of respondent strongly agreed , 26.4 agreed 28.0%of respondents were undecided, 31.4% disagreed while 6.4% strongly disagreed. Average score rate was 2.92 out of 5 with standard deviation of 1.046. The rest of the findings are shown in table Table 4.16.

Table 4.6: Descriptive statistics of the role of work autonomy on employee performance in Public Universities in Kenya.

Statement	S.D	D	N	A	S. A	Mean	Std. Dev
I am allowed to decide how to go about getting my job done.	2.6%	29.1%	18.9%	33.1%	16.2%	3.32	1.143
I have control over the sequencing of my work activities	2.0%	23.3%	36.9%	30.6%	7.3%	3.20	.933

I am able to modify what my job objectives are	3.0%	25.7%	21.5%	44.9%	5.0%	3.25	.984
I have some control over what I am supposed to accomplish	2.3%	26.2%	28.8%	37.7%	5.0%	3.16	.9424
I am free to chose the method(s) to use in carrying out my work.	6.4%	31.4%	28.0%	27.4%	6.8%	2.92	1.046
My job allows me to modify the normal way we are evaluated so that I can emphasize some aspects of my job and play down others.	3.3%	12.0%	33.8%	35.5%	15.4%	3.62	2.679
I am able to choose the way to go about my job	3.3%	18.5%	27.1%	42.9%	8.3%	3.33	.9912
I have control over the scheduling of my work.	2.0%	22.5%	28.8%	39.1%	7.6%	3.27	.961
My job is such that I can decide when to do particular work activities.	1.0%	9.1%	16.9%	51.0%	22.0%	3.83	.9166
Total						3.26	1.210

4.3.4 Descriptive statistics of the role of flexible schedules at work on employee performance in Public Universities in Kenya

The fourth objective of the study sought to determine the role of flexible schedules at work on employee performance in Public Universities in Kenya. The respondents were asked to rate the extent to which they agree or disagree with the following statements as concerns flexible schedules at work in Public Universities in Kenya: - Flexible working schedules lead to improved morale, 2.3% strongly disagreed, 7.3% disagreed, 17.5% were neutral, 52.1% agreed and 20.8% strongly agreed.

In regard to know whether or not the Flexible working schedules render employees great flexibility in how their jobs are done, 2.6% strongly disagreed, 9.9% disagreed, 26.2% were neutral, 45.4% agreed and 15.9% strongly agreed. Average score rate was 3.6192 out of 5 and standard deviation of 0.95620 was recorded. To know whether or not Creating good morale can help in keeping stress at low levels, and so employees are not only happier but healthier, 8.9% strongly disagreed, 10.9% disagreed, 29.1% were neutral, 34.4% agreed and 16.6% strongly agreed. Average score rate was 3.3874 out of 5 and standard deviation of 1.15231 was recorded. To know whether flexible working hours lead to improved productivity within an organization in terms of goals achievements, 2.3% strongly disagreed, 12.2% disagreed, 28.1% were neutral, 34.7% agreed and 22.8% strongly agreed. Average score rate was 3.6325 out of 5 and standard deviation of 1.03783 was recorded.

Further analysis was aimed to determine the extent to which flexible working arrangements lead to enhanced employee retention, hence; reduces employee turnover, 1.0% strongly disagreed, 11.6% disagreed, 15.9% were neutral, 49.3% agreed and 22.2% strongly agreed. Average score rate was 3.8013 out of 5 and standard deviation of 0.94725 was recorded. Lastly, to determine whether or not flexitime affects employees in a university on work period, 2.6% strongly disagreed, 12.9% disagreed, 23.1% were neutral, 46.9% agreed, and 14.5% strongly agreed. Average score rate was 3.5762 out of 5, and standard deviation of .97774 was recorded. The rest of the results are shown in table 4.17.

Table 4.7: Descriptive statistics of the role of flexible schedules at work on employee performance in Public Universities in Kenya

Statement	S.A	D	N	A	S.A	Mean	Std. Dev
Flexible working schedules lead to improved morale	2.3%	7.3%	17.5%	52.1%	20.8%	3.818	.92399
Flexible working schedules render employees great flexibility in how their jobs are done	2.6%	9.9%	26.2%	45.4%	15.9%	3.619	.95620
Creating good morale can help in keeping stress at low levels, and so employees are not only happier but healthier	8.9%	10.9%	29.1%	34.4%	16.6%	3.387	1.1523
Flexible working hours lead to improved productivity within an organization in terms of goals achievements	2.3%	12.2%	28.1%	34.7%	22.8%	3.633	1.0378

Flexible working arrangements lead to enhanced employee retention, hence; reduces employee turnover	1.0%	11.6%	15.9%	49.3%	22.2%	3.801	.9473
Flexi time affects employees in a university on work period	2.6%	12.9%	23.1%	46.9%	14.5%	3.576	.9777
Flexi time influence students feedback	6.6%	24.4%	36.6%	25.4%	6.9%	3.020	1.0212
Total						3.4375	1.0166

4.3.5 Descriptive statistics of the role of non-monetary incentives on employee performance in public chartered universities in Kenya

The study found that employee performance is significantly role by non-monetary incentives like recognition, training and development, flexible work arrangement and work autonomy. 82% of the surveyed staff indicated that non-financial rewards enhance their satisfaction in terms of pleasure they derive from performing their tasks, 90% indicated that training and career development opportunities help in enhancing their efficiency in their work in terms of filling the skills gap and flexible working arrangement is vital for increasing productivity. The respondents agree that employee recognition, training and development opportunities, flexible working arrangement and work autonomy are important for enhancing employee performance in terms of increased satisfaction, increased efficiency, increased creativity and productivity. The findings of this study are in line with literature review by Mumbi and Makori (2015) who opined that employee performance can be enhanced through non-financial rewards like employee training and development, recognition, flexible working arrangement and work autonomy.

Table 4.8: Descriptive statistics of the role of non-monetary incentives on employee performance in public chartered universities in Kenya

Statement	SA	A	N	D	SD	Mean	SD
Recognition of my contribution in the organisation enhances my satisfaction and productivity	54.0%	28%	3%	4%	6%	1.36	0.663
Training opportunities enhances my efficiency and motivation to perform present and future tasks	56 %	34%	0%	2%	6%	1.32	0.584
Career development opportunities helps in developing my career path hence increasing my productivity	56%	21%	7%	9%	12%	1.61	0.708
Flexible work arrangement can help in increasing my efficiency and productivity	63%	35%	0%	7.0%	7%	1.70	0.978

4.4 Inferential Statistics

Kumar, (2009) posit that Inferential statistics is a statistical method that deduces from a small but representative sample the characteristics of a bigger population. In other words, it allows the researcher to make assumptions about a wider group, using a smaller portion of that group as a guideline. In this research it used correlation and regression statistics.

4.4.1 Correlation statistics of the study

Table 4.9: Correlation analysis of independent variables

		Employee Recognition	Capacity Building	Work Autonomy	Flexible Schedules At Work	Employee Performance
Employee Recognition	Pearson Correlation	1	.583**	.472**	.542**	.565**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	303	303	303	303	303
Capacity Building	Pearson Correlation	.583**	1	.651**	.664**	.597**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	303	303	303	303	303
Work Autonomy	Pearson Correlation	.472**	.651**	1	.683**	.596**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	303	303	303	303	303
Flexible	Pearson Correlation	.542**	.664**	.683**	1	.625**

Schedules At Work	Sig. (2-tailed)	.000	.000	.000		.000
	N	303	303	303	303	303
Employee Performance	Pearson Correlation	.565**	.597**	.596**	.625**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	303	303	303	303	303

** . Correlation is significant at the 0.01 level (2-tailed).

Table illustrates the Pearson correlation results of employee performance, employee recognition, capacity building, work autonomy and flexible schedules at work. The findings revealed that employee recognition were positively and significantly correlated with employees performance ($r = 0.565$ $\rho < 0.01$). Further, capacity building were positively and significantly correlated with employees performance ($r = 0.597$, $\rho < 0.01$). Similarly, Work Autonomy were positively correlated with employees performance ($r = 0.596$ $\rho < 0.01$) and Flexible Schedules At Work were indicated to positively correlate with employees performance ($r = 0.625$, $\rho < 0.01$). These findings imply that employee recognition, capacity building, work autonomy and flexible schedules at work are expected on role on employee's performance.

4.4.2 Model summary

Table 4.10 illustrates the model summary of multiple regression model; the results showed that all the four predictors (employee recognition, capacity building, work autonomy and flexible schedules at work) explained 88.8 per cent variation of employee performance. This showed that considering the four study independent variables, there is a probability of predicting performance by 88.8% (R squared =0.581).

Table 4.10: Model summary

Overall Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.942 ^a	.888	.886	.12227	1.801

a.

redictors: (Constant), X_4 , X_3 , X_1 , X_2 model 1

b. Dependent Variable: performance of employees (Y)

4.4.2 ANOVA overall model fitness

Table 4.51 provides the results on the analysis of the variance (ANOVA). The results indicated that the overall model was statistically significant. This was supported by an F statistic of 468.666 and the reported p-value (0.000) which was less than the conventional probability of 0.05 significance level. These results suggest that the independent variables are good predictors of dependent variable (performance of employees).

Table 4.11: Analysis of variance (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	35.033	5	7.007	468.666	.000 ^b
	Residual	4.440	297	.015		
	Total	39.473	302			

a. **Dependent Variable:** performance of employees

b. **Predictors: (constant)**, employee recognition, capacity building, work autonomy and flexible schedules at work

4.4.3 Overall regression coefficients

Regression of coefficients results in Table 4.52 shows that there was a positive and significant role between performance of employees (dependent variable) and employee recognition, capacity building, work autonomy and flexible schedules at work (independent variables). From the finding, the overall model obtained was expressed as follows:-

$$Y = 1.698 + 0.192X_1 + 0.082X_2 + 0.071X_3 + 0.078X_4$$

These were supported by beta coefficients of 0.192, 0.082, 0.071, and 0.078 respectively. These results showed that a change in either of the variables would definitely lead to a positive change in performance of employees in universities in Kenya.

Table 4.12: Overall regression coefficients

Model	Unstandardized Coeff		Std Coeff	T	Sig.	Collinearity Statistics	
	B	Std. Er				Beta	Tolerance
(Constant)	1.698	.046		36.863	.000		
employee recognition	.192	.016	.310	12.068	.000	.574	1.742
capacity building	.082	.014	.170	5.705	.000	.427	2.342
work autonomy	.071	.015	.142	4.872	.000	.444	2.254
flexible schedules at work	.078	.014	.164	5.387	.000	.408	2.449

a. Dependent Variable: Y(retention of employees (Y)

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents summary of findings, conclusions and recommendations. In the summary of findings, the results and remarks for each of the hypothesis in the study were presented for the four research objectives. The conclusions presented in this section were guided by the research objectives and informed by the findings, analysis, interpretation and discussions in the study. Based on the conclusions made, the contribution of the study to knowledge was examined. Recommendations based on the results for policy and practice and for methodology as well as suggestions for further research were made.

5.2 Summary of the study

The current study stemmed from the realization of the research problem in literature on examining role of non-monetary incentives on employee performance in Public Universities in Kenya. Empirically most of the studies on the role of non-monetary incentives have been skewed towards use of primary data and only specific non-monetary incentives had been evaluated. Among the several studies which had been done in the Kenyan perspective majority have not examined the causal joint role of non-monetary incentives on employee performance in Public Universities in Kenya.

Consequently, the researcher's primary purpose was to examine the role of non-monetary incentives on employee performance in Public Universities in Kenya.. Further, the study sought to test four hypotheses; there is no significant role of employee recognition on employee performance in Public Universities in Kenya, also there is no significant the role of capacity building on employee performance in Public Universities in Kenya, in addition there is no significant role of work autonomy on employee performance in Public Universities in Kenya and lastly there is no significant the role of flexible schedules at work on employee performance in Public Universities in Kenya.

In order to meet the overall objective and test the study hypotheses the study adopted descriptive research design. Stratified random sampling was used to select a respondents of 384 . Primary data was collected from both academic and non-academics staff and out of 384 questionnaires which were issued they all completely filled and only 303 was returned which yielded a response rate of 78.91%. The independent variables attributed examined in the study were employee recognition, capacity building, work autonomy and flexible schedules at work. Descriptive analysis such as frequency, percentage, mean and standard deviation were used to analyze the data which was summarized using figures and tables.

Correlation analysis was used to examine the strength of the relationship between employee's performance and non-monetary incentives and regression analysis was used to examine the nature of the role between firm performance and non-monetary incentives. The findings of the study demonstrated that non-monetary incentives have significant role on employee's performance.

5.3 Conclusion

This section presents the conclusions made in the current study. Research objective one in this study was to establish the role of employee recognition on employee performance in Public Universities in Kenya. The indicators of employee recognition were Verbal Praises, Empowerment, Award presentation in front of peers and New office or upgraded work space. The indicators for performance in this case were Employee engagement, Employee Satisfaction and Employee commitment. Verbal Praises, Empowerment, Award presentation in front of peers and New office or upgraded work space had a positive significant role with the employees performance. It was therefore concluded that there was a positive and significant roles on employee recognition and employee performance in Kenya. To improve on the employee performance, it was therefore concluded that to some extent, organization must look at employee recognition

Research objective two in the current study was to determine the role of capacity building on employee performance in Public Universities in Kenya. The pointers for capacity building were Mentorship programmes, Short training sponsorship programmes, Job enlargement and Career guidance. The pointers for performance in this case were Employee engagement, Employee Satisfaction and Employee commitment. Mentorship programmes, Short training sponsorship programmes, Job enlargement and Career guidance had a positive and significant role with employee performance. It was therefore concluded that there was a positive and significant role between capacity building and employees performance in Kenya.

Research objective three in the current study was to establish the role of work autonomy on employee performance in Public Universities in Kenya. The pointers for work autonomy were Opportunity to make decision, Minimal supervision and Trust. The pointers for employees performance in this case were the Employee engagement, Employee Satisfaction and Employee commitment. Opportunity to make decision, Minimal supervision and Trust had a positive and significant role with employee performance. It was therefore concluded that there was a positive and significant role on work autonomy on employee performance in Public Universities in Kenya..

Lastly, research objective four in the current study was to the role of flexible schedules at work on employee performance in Public Universities in Kenya. The pointers for flexible schedules at work were Flex time, Shifts, Part time work. The pointers for employee performance in this case were the the Employee engagement, Employee Satisfaction and Employee commitment. Flex time, Shifts and Part time work had a positive and significant role with employee performance. It was therefore concluded that there was a positive and significant role on flexible schedules at work on employee performance in Public Universities in Kenya..

5.4 Recommendation

The study recommended that University management should also provide the employees with more organizational freedom and respective autonomy. Employees should participate in decision making so that they feel that their opinions are important for development of University. Some culture of celebration should be created in which channel of communications can be constructed to inform levels of management of employees achievements, assisting employees in overcoming obstacles and increase job responsibilities. Rewards should be provided equitably for performance.

Further the study recommended that Management should ensure that no large remuneration gaps exist among the different levels of performance. Furthermore, it should be equitable and performance linked. Above all, management should better the available rewards to achieve higher and greater levels of motivation and employee performance. Consequently, rewards should possess an objective criterion of performance which can be viewed by the employees as fair. This would be a powerful communication of trust and support to University employees. In essence, rewards should communicate respect and should of course acknowledge employees skills and respective talents.

The study also recommends that Public universities should continue administering capacity building through training need assessment to employees to enable them to identify areas affecting staff and recommend for them trainings accordingly to help bridge the gap between what is happening and what is expected to be done. This is because trainings which are irrelevant to employees, would lead to waste of time and financial resources. Through trainings need assessment, public universities will realize many new job opportunities for various employees and employees will therefore be happy, satisfied and stay focused in their appropriate jobs.

The universities should engage their lecturers on regular training programs. This will allow them to take initiative to assess their skills and competencies. An extensive training program should be adopted by the universities so that it equips the lecturers with the necessary skills. Sponsorship programs and tuition waivers should be maintained to those who wish

to further their studies. Communication process should be improved to ensure that there is a smooth flow of information in the workplace.

5.5 Area of Further Study

From the findings, the R^2 was 88.8% which means that the independent variables (employee recognition, capacity building, work autonomy and flexible schedules at work) explained performance to an extent of 88.8%. There are other factors which are not captured by the proposed model in this study which are captured by 11.2% which is not explained. Another study can be carried out to determine other factors explaining 11.2% of employee performance in view of the study context and scope.

This research did not address all the issues around the role of non-monetary incentives on employee performance in Public Universities in Kenya in any way and for that reason it is recommended that alternative study be done in other institutions for instance in the other public institution perhaps applying the same factors used in this study so as to find out whether the outcomes will be consistent in an unlike setting. An additional study can also be executed using the same topic on the process of non-monetary incentives but applying different proxies to measure the variable in determining overall performance to find out whether the study outcomes will be inconsistent or consistent to the present study.

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