

IMPACT OF NON-FINANCIAL COMPENSATION ON EMPLOYEE MOTIVATION

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DECLARATION

We, M. Wachira, D. Wanjiku, and A. Odiko declare that the work contained in this management research paper is our original work and to the best of our knowledge, it has been not been presented to any other university or college for a degree award.

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ABBREVIATIONS AND ACRONYMS

NetMBA- Net Management and Business Administration

RU- Riara University

ITDP - Institute of Transportation and Development Policy

C.E.O- chief executive officer

M.D- managing director

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ABSTRACT

The purpose of this study is to understand the impact of non-financial compensation on employee motivation. Non-financial rewards are non-monetary gains that influence people through non material rewards and are not a part of an employee's pay. This paper shows the impact of non-financial rewards such as learning, work balance, and career advancement on employee motivation. The study established a positive relationship between non-financial rewards and employees' performance. The study adopted a casual research design that focused on Riara university faculty staff the total number of members of interest was 76. The study used primary methods of obtaining data which include an online questionnaire that contained closed-ended questions. Data were analyzed using the feedback based on the reward on the questionnaire. The study found out that the employees were allowed to do further studies on their careers, they experienced employee coaching and organizational career planning. They were given enough time to spend with their families which include weekends and holidays. The study found out that employees were relieved of duties to attend training. Also, the study found out that employees were recognized in public for their good work. The study found out that career advancement helped employees performance .The study finally concluded that work-life balance, career advancement, and learning are good tools that managers can use to motivate employees. It is concluded that the Riara faculty employees place a high value on non-financial rewards. The results can benefit the C.E.Os, M.Ds, and policymakers of organizations. Institutions such as R.U face a highly competitive environment therefore should adopt non-financial rewards to maintain and motivate employees.

1 CHAPTER ONE: INTRODUCTION

1.1 Background of the study

Weiner's (2014) established that Employees will achieve accomplishment because of the encouragement from both internal and external to fulfill their needs. The character of employees who have high motivation in what they do yields high performance. This can hence explain that one of the elements of an increase in organization performance is the motivation of its workers. Work motivation is the driving force that creates the excitement of one's work so that they will cooperate, work effectively, and integrate with all their efforts to achieve satisfaction.

AA-Alawi, (2005) stated that, coming up with a well-structured system, is essential for an organization to maintain talent and capacitate employees to give the organization maximum benefit. Parsons and Broadbridge, (2006), say an organization's motivation arrangement will always affect employees 'productivity, morale, and work satisfaction. Lai (2007) explained that total compensation consists of financial compensation (fixed and variable) and non-financial compensation (praise, accomplishment, responsibility, freedom, job fulfillment, job security and personal growth, etc.)

Non-financial rewards are the non-monetary gains that influence people through non material rewards like; praise, giving more responsibility, and recognition in public (Musaazi, 2002). Armstrong (2009) added that creating a fun, challenging and empowering work environment in which individuals can use their abilities to do meaningful jobs for which they are shown appreciation is likely to be a more certain way to enhance motivation, commitment and performance.

Mohamed, T. Oyagi, B. and Ibrahim, O. (2015) agreed that employees that are motivated to work are more likely to have determination, innovative ideas, and more competence at work. Cheema et al., (2013) say that in institutions today, workers are motivated using both financially (payment, bonuses, allowances, insurance, incentives) and non-financially such as work conditions, training, recognition, and promotion. According to Armstrong, (2008) institutions with good and encouraging ambitions could make availability of the framework whereby high

levels of motivation are accomplished through non-financial reward structures by providing such opportunities as training, recognition, job security, and empowerment. These issues show the impact of non-financial compensation on employees' motivation at work.

Broni, (2012) also insisted that recognizing the employee's problem and solving it, makes them more motivated which will let them put in a lot of effort in their productivity. Employee motivation comes out openly through their job satisfaction and productivity in a firm. It's not all about money but also non-financial recognition. Silverman, (2004) supported that non-financial recognition will always provide employees with something tangible which they will forever remember, for example, a special day out or even a great meal. Ongango and Wanyoike, (2014) emphasize that time, money, and resources are not wasted if employees are properly trained thus training is of much importance as it motivates employees in return increasing productivity in an organization. Lameck, (2011) supported that on the other hand, institutions that have a friendly, trusting, and safe environment, experience high levels of productivity, an improvement in communication, and greater creativity. Therefore, companies should always ensure that their employees have a favorable working environment that impacts them positively both physically, mentally, and emotionally.

1.1.1 Riara University

Riara University was founded in 2012 by Mr. Daniel Gachukia and Dr. Eddah Gachukia. Riara University was born out of a sincere desire to provide a holistic approach to higher education. The vision statement is to be a leading university in the world and a Centre of Excellence in scholarship, research, and human resource development. The mission is to provide holistic education to enable each student to realize their full potential and to develop social and moral values that will underpin their actions through life.

Prof. Robert Gateru is the vice-chancellor of RU. The University offers Undergraduate programs at the following schools: Department of Education, School of Computing Sciences, School of Business, Riara Law School, Department of International Relations and Diplomacy, Department of Communication and Multimedia Journalism.

1.2 Problem statement

The research was aimed to establish the impacts of non-financial rewards on the motivation of employees in RU. RU is very competitive and the productivity of the industry is highly competitive, requiring the employees committed and working in unison to provide services to the clients. To meet the high-quality requirements from the clients and keep up with the competition in the market, the employees have to be properly motivated and keep their morale on the roof. As such, companies have been seen to implement programs and incentives aimed at motivating the employees. This study aimed at looking at the effects of non-financial rewards which are career advancement, learning, and work-life balance on RU employees' motivation.

1.3 General objectives

The objective of this study was to examine the impact of non-financial compensation which are career advancement, learning, and work-life balance on RU employees' motivation at Riara University.

1.3.1 Specific objectives

1. To identify the role of work balance as a non-financial reward to employee motivation at Riara University.
2. To examine how learning affects the motivation of employees at Riara University.
3. To evaluate the impact of career advancement on employee motivation at Riara University.

1.4 Research questions

1. Does training to the employees yield any motivating impact upon the employees at Riara University?
2. Does a career growth-related opportunity to the employees yield any motivating impact upon the employees at Riara University?
3. Does employees' work balance have an impact on employees' motivation?

1.5 Scope of the study/ Delimitations

The study focused on the impact of non-financial compensations on employee motivation. The researchers focused on the following non-financial compensation; career advancement, learning, and work-life balance. The study took place at Riara University focusing on the lecturers in all school departments.

1.6 Limitation of the study

The study was affected by several limitations. For instance, there was a general negative outlook on questionnaires thus limiting the conduction of the study. Another limitation of this study was that the researchers only collected data from employees hence failing to obtain managers' insight on the impact of non-financial rewards on employee motivation.

2 CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter summarizes information from other researchers who have researched the same field of study. The specific areas covered here are theoretical reviews, conceptual framework, empirical literature review, and research gap.

2.2 Theoretical review

2.2.1 Expectancy Theory

Robbins (2003) defined expectancy theory as the strength and attractiveness of a person's expectation of performance results. The attractiveness of the anticipated prize for a given contribution will govern one's motivational reliability according to whether the reward counters to beings' personal goals. In an administrative context, workers are often assessed by their performance.

Ramlall (2004) stated that a person approximates an outcome to be ultimately valence when the product is measured and seen wanted or, in simple words, once the reward goes hand in hand with one's personal goals. Savaneviciene and Stankeviciute (2010) proposed that an individual's routine highly depends on motivation, ownership of the essential skills and capabilities, suitable role, and acceptance of that role.

According to Robbins (2003), expectancy theory stretches a decent explanation of why employees are not motivated; they always feel that outstanding performance is not recognized in the organization for several reasons. Ocheng and Susan (2014) found that expectancy theory is broadly used in the building industry to identify its performance. By understanding their employees' expectations, managers in the building industries can effectively and efficiently reward their workers. (Figure 1 Vroom's Expectancy theory) exhibits an individual's expectation regarding outcomes. Expectancy theory explains that an employee will commit their hard work to a particular duty because they want to achieve a predetermined reward. There is a need for managers to effectively understand the expectations of their employees' overtime to reward them (Armstrong, 2009). Armstrong (2009) upheld that workers expect that the administration will identify and recognize their exemplary performance.

Expectancy Theory (Vroom)

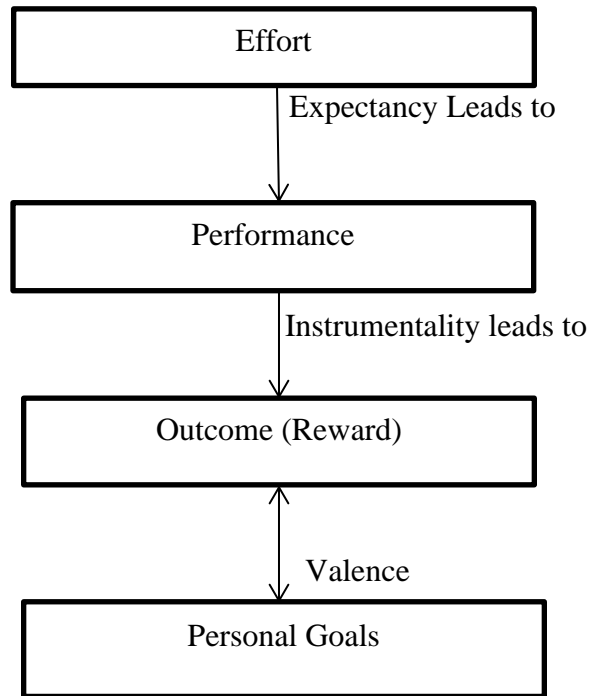


Figure 2.1 Vroom's expectancy theory

2.3 Empirical literature review

2.3.1 Career advancement

For this research's tenacities, career advancement was reserved to mean development through positions in the organization's hierarchy. Career advancement usually consists of a well-defined path of improvement through the ranks of an institute. Career advancement is grounded on value without respect for gender, race, age, or ethnicity. Ariely (2009) stated that once employees are satisfied with their work and are conscious of the opportunity for advancement, they will try hard to ascertain themselves to take advantage of that opportunity. Never should there be a point of stagnation for any employee during the period of his or her career? Employers should always provide opportunities for their employees to perform well and move up in the job hierarchy. Mullins (2007) also confirmed that employees' desire to progress gradually in organizations for which they work.

Career advancement under a common belief would involve alternative career paths built on the individual, employees, and organizational needs. Saari and Judge (2004) state that a lack of career advancement, may bring obstacles to a manager's chance to ascend the organization's ranks. Career advancement is essential to this research, and employees involved as it offers them an opportunity for long term success, higher pay, job security, and job satisfaction. An obligation to career advancement will allow for steps on route for achieving an improved motivated labour force and a more excellent performing organization. It also provides employees with chances to advance their education and undertake training, thus firming up employees' skill sets to receive contemplation for promotion and advance their career.

Redman and Wilkinson (2013) supported these findings by pointing out that the measly prospect of career advancement can motivate workers to work hard. Career advancement, among other things, can lead to a high level of job satisfaction, and that it aligns work with an individual employee's values and motivations. It is further reasoned that career advancement enables organizations to have well-motivated employees. Armstrong (2001) stated that motivation is "goal-directed" behaviour. NetMBA (2002-2009) also emphasized that there would be an issue with employee motivation if the employee is given a task where their full potential or abilities cannot be utilized, which will hence be regarded as a job for a less qualified person.

2.3.2 Work Balance

Gołaszewska-Kaczan (2015) defined work balance as an institution's internal social responsibility to employees; institutions give workers the chance to equalize their work and non-work life responsibilities and take care of life aspects. According to Russo et al. (2014), work-life balance is an employee's assessment of how well various life roles are balanced.

Thejakartapost.com (2016) confirms the survey taken by ITDP (Institute of Transportation and Development Policy) that traffic is the main force driving the importance of work-life balance. Employees take traffic as one of the critical factors which worsen their personal life. Also, ITDP (2015) agreed that Commuting time is a crucial issue towards improving an employee's quality of life and productivity. Haque et al. (2017) argue that stress affects commitment adversely. The RU employees living far away from the university face the pressure of traffic, which degrades such an employee's morale, which shows the importance of working from home.

Research done by Ryan & Koseek (2008) says that in reaction to different changes alongside the disagreements produced, various organizations are gradually encouraged to come up with best work practices amongst the numerous roles that individual holds. And arrangement, that will facilitate employee's efforts towards accomplishing both their work-related and their issues. Oswald (2012) supports that different researches support the fact that an employee will contribute to an organization's development only when they are enjoying a work-life balance.

According to European Research Studies (2010), work-life balance will persuade factors related to the employee's hierarchy of wants that suggest motivation. Burgess and Ratto (2003) say that incentive does not positively impact the public sector execution; thus, work balance, which is motivation, is necessary and critical for organizations. Harrington (2007) emphasized that work-life balance was to harmonize the needs of women joining the workforce in the 1970s.

Alrowwad et al. (2018) stated a positive relationship between employee talent management, which includes talent attraction, talent establishment, talent keeping, and work-life balance in an organization. Taking care of the worker's needs, increasing levels of management putting into consideration human touch and introducing them enough and useful facilities such as working online from home away from the organization's facilities that help them to balance their personal and work life, it helps the organization's management keep progression towards improving the company's performance

2.3.3 Learning

According to Brinkley et al. (2009), employees acquire knowledge and skills through case studies being taught and experience. Learning at the workplace arises from, and is implanted within, day to day work activity and the technical and social relations of production (Hoyrup & Elkjaer, 2006). A publication by the National Centre for Vocational Education Research highlighted some of the reasons for training as an increase in the economy's competitive nature and demographic, occupational, and workplace change. These changes have resulted in the constant need for evolving the skill level of employees. The skill mix required from employees is changing, with employers demanding non-specific skills such as communication and problem-solving skills, in addition to technical skills.

Learning is an education procedure that takes place throughout the life of a human being, and it is based on changing wants to attain skills, knowledge, and experience, to increase or change a person's qualification in accordance to the prerequisite of the employment market (Saari & Judge, 2004). Learning brings together both non-formal learning with formal education and advances essential skills along with new abilities. Work competence, skills, and knowledge must be provided to the jobless, those seeking jobs, those employed, and entrepreneurs (Mullins, 2007). Knowledge and skills attained during an individual's lifetime, irrespective of how they were acquired, is likewise essential and aid as the basis for an employee's growth and development. Hence, the education system comes u with a procedure for acknowledgment of knowledge and skills attained outside the formal education structure, thus improving personal career development and flexibility opportunities while saving the employee's time and resources (Armstrong, 2009: 407).

Learning improves employees' performance and motivates them to work better (Dirani, 2009). Motivation represents those psychological processes that cause the arousal, direction, and persistence of voluntary actions that are goal-directed (Kreitner & Kinicki, 2004)." When employees are motivated towards their jobs, they are motivated to do more work. When a person is not motivated by self, they may be fired or likely not to get promoted further. For this reason, it is necessary to provide such a workplace to the employees so that they feel motivated and perform better and better. The importance of employee motivation cannot be neglected in any sense as today, and it has become the foundation of organizational survival (Dr. Saeed & Asghar,

2012). (McColy and Wise 2002) showed that motivation is a tool to improve performance through learning. Success in the marketplace is highly related to learning and how to motivate employees to learn.

2.4 Research gap

According to Jun et al. (2006), employee training offers employees chances to widen their knowledge and abilities for efficient teamwork and achievement of individual development. Therefore, more studies should be done on how teamwork affects an individual employee's motivation. Mosadeghrad et al. (2008) and Al-Ahmadi (2002) say that employees reveal greater fulfillment and commitment when given sufficient opportunity for their personal and professional growth in their association. So far, no paper has ever measured an employee's satisfaction and loyalty due to career advancement.

Cole (2005) said that the benefits of employee growth towards establishments include: growing the employees' morale because training will improve the employees' self-confidence and motivation, dropping the cost of production through enhanced and cost-effective use of material and apparatus, thereby dropping and evading waste. However, no paper shows if the use of better material and equipment results from employee's morale. Also, Shamsuzzoha (2007) urged that lack of chance for advancement through seniority or else results in dissatisfaction that festers in an employee's mind until him or her, in conclusion, quits. No paper shows that an employee left their job due to dissatisfaction and lack of advancement through seniority.

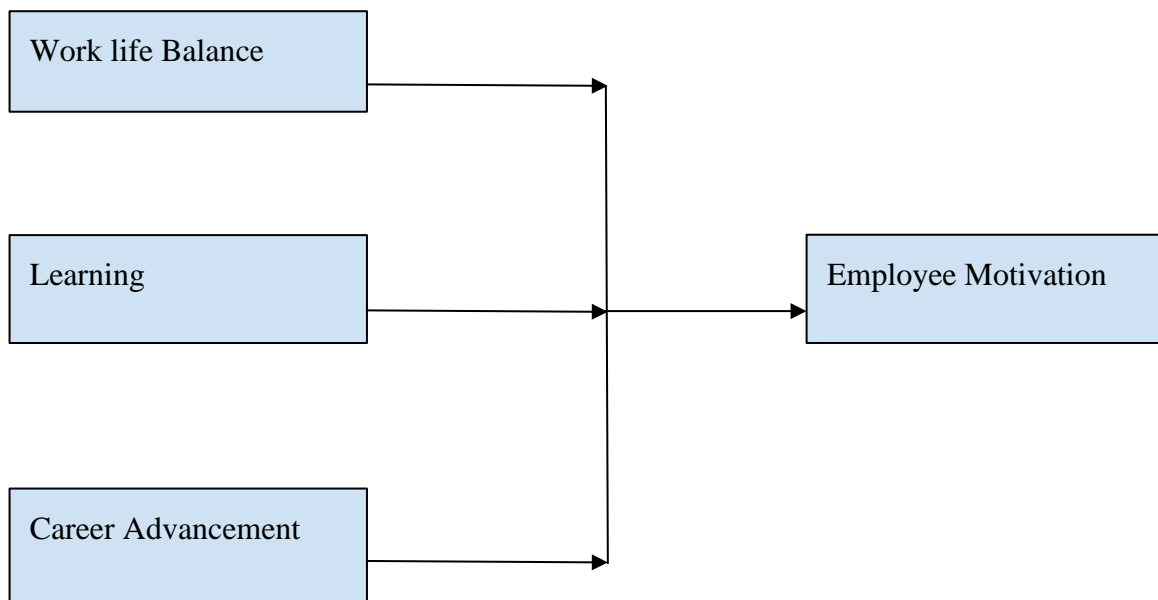
Much research has been done on employee motivation, but researchers do not link stimulus to an employee at an individual level. For instance, based on Maslow's hierarchy of needs, Barrow (2009) says that unless the physiological wants are satisfied, the other needs directly above the hierarchy will not be measured. Employees have different desires at a different level. For example, a manager may have a different need from an employee ranked below the manager. According to Mondy (2008), non-financial recompenses can help forecast employee performance as the more challenging an objective is, the higher the performance level becomes, and the greater the seeming satisfaction. However, no paper shows how to measure goals.

Kiangura and Stephen (2012) said that motivation is the most crucial factor in boosting volunteer performance. No research has measured the correlation between the two. According to Musaaazi

(2002), the absence of an effective repayment strategy that reflects employees' needs and their intentions discourages them, leading to little job commitment. La Belle (2005) argues that individuals have diverse perceptions of recompenses and believe that they are the driving force of fulfillments and that it encourages the employee to work stiffer and better, as a result of the motivation they get from it. However, no study has measured or shown that employees performed well due to their beliefs.

2.5 Conceptual framework

Table 2.1 Conceptual framework



Independent variables

Dependent variable

Source; Authors (2020)

Figure 2.2 Conceptual Framework showing some of the non-financial compensation that can affect employee motivation at the workplace

2.6 Operationalization and measurement of variables

Table 2.3 Operationalization and measurement of variables

Variables	Definition	Operationalization
Work-life balance	It gives workers the chance to equalize between their work and non-work life responsibilities and take care of life aspects. (Golaszewska-Kaczan, 2015)	Work-life balance was measured through Working hours using the ratio scale, working conditions, and work pressure using the ordinal scale.
Career advancement	Career advancement is defined as the progression through the ranks of the organization hierarchy. (Navern, Quraisha & Anis, 2015)	Career advancement was measured through employee coaching, Training Programs, Career counseling, and organizational career planning using an ordinal scale.
Learning	Learning is an education process based on changing needs to acquire knowledge, skills, experience, and increase one's qualifications (Saari & Judge, 2004).	Learning was measured through work experience, skills, and knowledge using an ordinal scale.
Employee motivation	Employee motivation is a process that accounts for an employee's passion, direction, and determination of effort towards attaining the organization's goals (Ran, 2009)	Employee motivation was measured through employee productivity, organizational goals achievements, and employee turnover using an ordinal scale.

Source; Authors (2020)

Figure 2.3 Operationalization of variables

3 CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This section described the contents of the chapter. It gave a summary of the research design, operationalization, and measurement of variables, target population, the sampling design, data collection, data collection procedure, data analysis and presentation, and ethical issues considerations. Rajasekar, Philominathan, and Chinnathambi (2013) explained that research methodology is a methodical way to unravel a problem. It is a science of studying how research is to be carried out. The techniques by which investigators go out their work to of describing, explaining, and predicting phenomena are known as a research methodology.

3.2 Research design

Kothari (2004) identified that research design is a blueprint intended to facilitate the even sailing of a range of procedures in research, therefore making research well organized to give the utmost information. Kothari (2004) stated that research design copes with making decisions regarding the procedures which are used in collecting data, forms of strategies, and instruments for sampling that are used. This study adopted a casual research design. A casual research design tends to give more information and account for descriptive information. Explanatory research design is alarmed by finding out the why and how questions. He also stated that this kind of research method finds out the effects, causes, and provides proof to support an explanation (Gray, 2014). It was steered to explain the relationships among the different variables under study. The study adopted this design as the main objective of the study was to identify the relationship between non-financial compensation and employee motivation. Due to measures put in place to curb the spread of COVID 19 the study was conducted online using online questionnaires which were sent via email therefore responses could be emailed. The purpose of the study was to determine the effects of non-financial rewards on motivation on faculty staff members of RU.

3.3 Operationalization and measurement of variables

Table 3.1 Operationalization of variables

Variables	Definition	Operationalization
Work-life balance	It gives workers the chance to equalize responsibilities and take care of life aspects. (Golaszewska-Kaczan, 2015)	Work-life balance was measured through Working hours using the ratio scale, working conditions, and work pressure using the ordinal scale.
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Source; Authors (2020)

Figure 3.1 Operationalization of variables.

3.4 Target population

Ngechu (2004) described the population as a fixed set of services, people, events, elements, or groups of items under a research-based study. Mugenda and Mugenda (2003) described the

target population as the population which a researcher requires to simplify the findings of the research. The target population is a population in which a researcher will want to simplify the results of his or her research (Sekaran, 2010). This study focused on lectures at RU both part-time and full-time lectures in all the school faculties which are the school of business, Riara law school, school of computing science, school of education, school of journalism, and school of international al relations.

3.5 Sampling design

Trochim (2005) stated that sampling is the procedure of selecting units for example people and organizations from a certain population of interest so that we may objectively simplify our results back to the population from which they were selected. The sampling design chosen to carry out the research was stratified. Respondents were selected randomly based on their current department. This ensured a representative sample. To find the best possible sample, stratified sampling was the best method to use as it provided reach and in-depth information. The sample chose eliminated biases.

Table 3.1 sample size

Category	Population	Percentage
School of business	15	20
School of law	10	13
School of computer science	15	20
School of IR	10	13
School of education	14	18
School of journalism	12	16
Total	76	100

Source; author (2020)

3.6 Data collection

The study mainly focused on primary data that was collected through closed-ended questions which were administered through a questionnaire. For an effective collection of primary data, a Likert scaled questionnaire was formed. Mugenda and Mugenda (2003) stated that questionnaires have an advantage in that they are time conservative, have high privacy and convenience. Hair, Bush, and Ortinau (2009) recognizes questionnaires as the main tools used to generate information in a survey. The questionnaire was self-administered and contained structured queries to save time and money and for easier analysis as they are indirectly usable form. Due to measures put in place to curb the spread of COVID 19 the study was conducted online using online questionnaires which were sent via email therefore responses were emailed. The study aimed to determine the effects of non-financial rewards on motivation on faculty staff members of RU.

3.7 Data collection procedure

Cooper and Schindler (2011) stated that data collection methods refer to the process of gathering data after the researcher has identified the types of information needed. Questionnaires were sent via emails and a follow-up was made upon which the faculty staff was able to ask questions where they did not understand. The secondary data was not heavily relied on in the research since it did not fit in the framework of the research factors. The questionnaire consisted of only close-ended questions.

According to Mugendaa (2018) Questionnaires have benefits compared to the other types of examinations because they are cheap, require little or no effort from the questioner such as verbal or telephone surveys, and email. The questionnaire had four sections; the first section collected the demographic data of the respondents such as age, sex, and department. The second part

covered the impact of career advancement on motivation. The third part looked at the effect of work-life balance on employee motivation. The fourth section collected information on the impact of learning on employee motivation. Each section offered multiple-choice options to represent five levels of preference which were; Strongly disagree, Disagree, Neither agree nor disagree, Agree, Strongly agree.

3.8 Data analysis and presentation

Cooper & Schindler (2011) says that Data analysis is the examination, cleaning, converting, and exhibiting of data to highlight important information to come up with conclusions that support decision making. Data in this research was analyzed by the use of descriptive analysis. The data composed by the use of questionnaires was thoroughly corrected and checked for Completeness. This enabled the respondents to complete them. Edited data was imputed into a table. The data in the table was then examined and calculated based on percentages appropriately. Data from frequencies and tables helped create pitter-patters, trends, and understand the consequences of the study. Data was presented through tabulation, pie charts, and bar-graphs for positive interpretations and conclusions.

3.9 Ethical considerations

Ethical issues tended to arise during the study. For example, some lectures were not free to reveal information in regards to work-life balance in regards to the policy of RU. Another ethical issue included avoidance of cheating and looking for the authorization of respondents during data gathering.

Plagiarism being another ethical issue was solved by plagiarism checker. During research information copy-pasted from original documents was paraphrased to prevent plagiarism. The researcher also gave their references using the APA format in addition to preventing plagiarism. There was also the use of in-text citations to properly credit the information used in the paper.

Due to confidentiality, only numbers were used and not the names of the respondents, this means the results were to be treated with a lot of privacy. Other ethical issues included evading false information and seeking the approval of respondents during data collection. Before the questionnaires were administered, consent was sought and given by the respondents.

Respondents were informed that the information given was used for the study and that they had the right not to take part in the survey. There was full privacy especially when dealing with the identity and personal information in the questionnaires and was kept a secret.

4 CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter analyzed the findings on the impact of non-financial compensation on employee motivation in Riara University. The findings were presented in different forms, such as pie charts, tables, and graphs. The data is well interpreted as collected from the respondents as set out in the research methodology in chapter three. The data was gathered using a questionnaire designed in line with the study's objectives and distributed online. This chapter is organized under sections guided by the questionnaire. The first section covers findings on the sample characteristics of the respondents. The second section covers findings of the general objective which was to determine whether non-financial compensation has an impact on employee motivation. The third section covers the findings on one of the specific objectives which were to evaluate the impact of career advancement on employee motivation at Riara University. The fourth section covers the findings of the second specific objective which was to examine how learning affects the motivation of employees at Riara University. The fifth section covers the last specific objective which was to identify the role of work balance as a non-financial reward to employee motivation at Riara University. The information analyzed was interpreted with the objectives of the study to ensure it provided answers to the research questions.

4.2 Response rate

The study targeted 76 respondents, and out of this, 40 filled in the questionnaire contributing to 52.6%. The response rate was made possible after several reminders were made through emails and explained the importance of their contribution to the study. The response frequency was adequate as Mugenda, and Mugenda 2008 explains that a response rate of 50% is adequate for analysis and reporting.

Table 4.1 Response rate as per the questionnaire

Response	Frequency	Percentage %
Responded	40	52.6%
Not responded	36	47.4%
Total	76	100%

Source; Questionnaire

4.3 Sample characteristics

4.3.1 Gender of the respondents

The research required to find out the gender of the respondents as the samples were expected to comprise both male and female. Of the questionnaire responses, 21, which is 52.5%, were male while 19 were female, 47.5%. These findings show that in matters to do with employee motivation, gender equity existed.

Please indicate your gender

40 responses

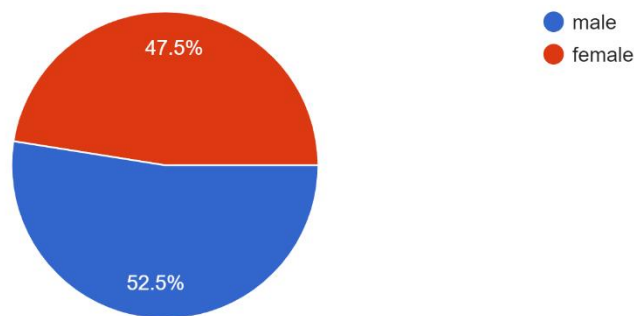


Figure 4.1 Gender of the respondents as per the questionnaire

Source; Questionnaire

4.3.2 Age Bracket of the respondents

The study sought to identify the age bracket of the respondents. The study found out that most respondents were between 41 and 45 years, as shown by 28.2% (11). Some respondents were between the age of 36-40 years as shown by 20.5% (8), age of 31-45 and 46-45 were both at 15.4% (6), those of the age between 26-30 was shown by 12.8% (5) and those above 50 were shown by 7.7% (3).

What is your age bracket?

39 responses

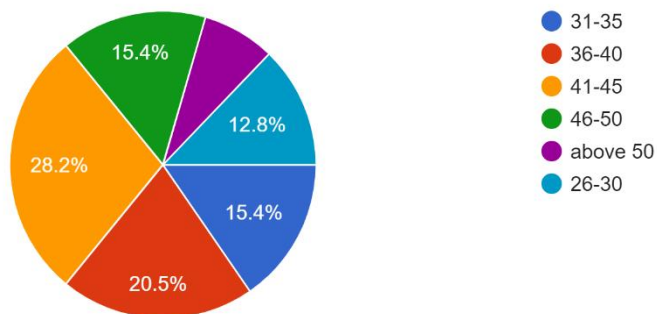


Figure 4.2 Age bracket of the respondents as per the questionnaire

Source; Questionnaire

4.3.3 School/department

The organization has different departments/schools: the school of computing science, school of journalism, school of education, law school, school of education, and international relations school. For adequate Responses, the questionnaires were shared with all lectures in different schools. As per the responses, school business and school of law had the same percentage of respondents each, which is 20% (8), school of education were 17.5% (7), school of computing science and school of journalism also had the same percentage each which is 15% (6) and school of international relations had 12.5% (5).

Please indicate the school/Department

40 responses

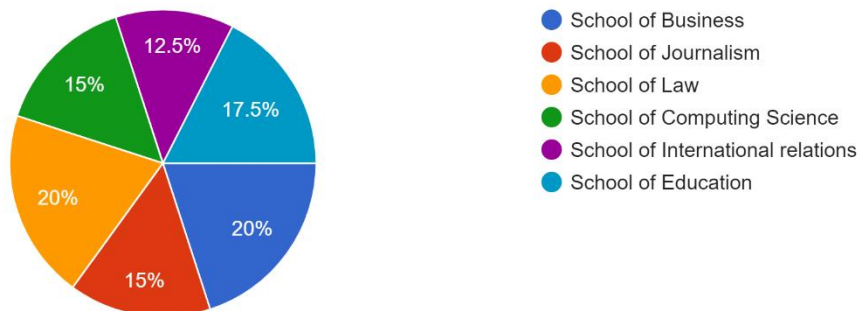


Figure 4.3 School/ department of the respondents as per the questionnaire

Source; Questionnaire

4.4 Non-financial compensation will positively motivate me as an employee to work hard

The study intended to identify whether non-financial compensation affects an employee's motivation generally. A statement was posed where respondents were supposed to tick appropriately along the Likert scale to whether non-financial compensation affects them positively. The following were the findings.

Table 4.2: Non-financial compensation will positively motivate me as an employee to work hard

Findings	Frequency	Percentage
Strongly agree	16	40%
Agree	12	30%
Neutral	6	15%
Disagree	3	7.5%
Strongly disagree	3	7.5%

Source; Questionnaire

Non-financial compensation will positively motivate me as an employee to work hard
40 responses

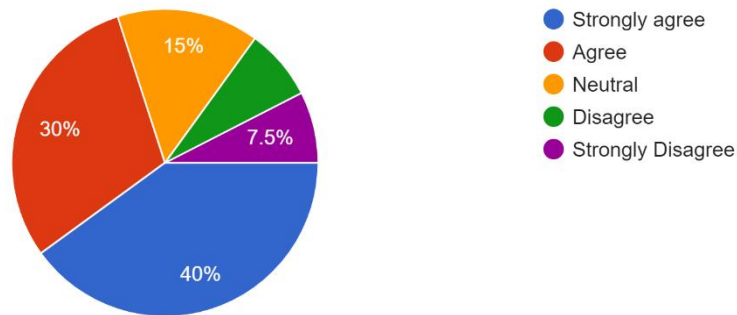


Figure 4.4 A pie chart of the level of agreement

Source; Questionnaire

From the above analysis, it can be seen that most respondents strongly agreed with a percentage of 40% that non-financial compensation would positively motivate them to work hard. 30% agreed with the statement.

4.5 Career advancement

According to the study's objectives, one of the specific goals was to evaluate career advancement's impact on employee motivation. The questionnaire posed five statements relating to career advancement and its effect on employee motivation. The respondents were expected to tick appropriately the various options given, which were strongly agreed, agree, neutral, strongly disagree, or disagree.

4.5.1 Riara University enhances career advancement for its employees

The findings were as follows.

Table 4.3 Riara University enhances career advancement for its employees

Findings	frequency	percentage
Strongly agree	14	35%
Agree	18	45%
Neutral	8	20%
Disagree	0	0%
Strongly disagree	0	0%

Source; questionnaires

Riara university enhances career advancement for its employees
40 responses

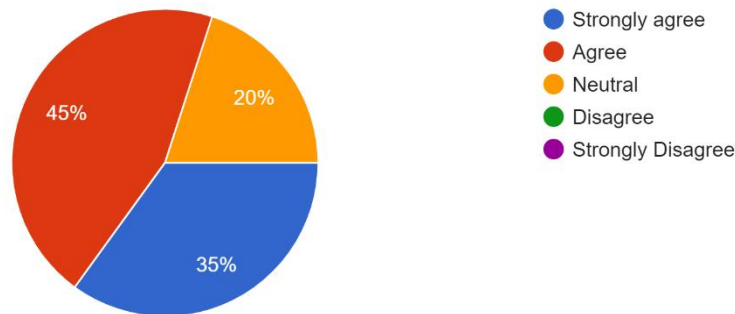


Figure 4.5 A pie chart of the level of agreement

Source; Questionnaire

It can be seen that most respondents agreed with the statement where 45% agreed that Riara University enhances career advancement for its employees, 35% strongly agreed while 20% were not sure.

4.5.2 Career Advancement greatly influences my motivation as an employee

The findings were,

Table 4.4 Career advancement greatly influences my motivation as an employee

Finding	Frequency	percentage
Strongly agree	27	67.5%
Agree	12	30%
Neutral	0	0%
Disagree	1	2.5%
Strongly disagree	0	0%

Source; Questionnaire

Career Advancement greatly influences my motivation as an employee
40 responses

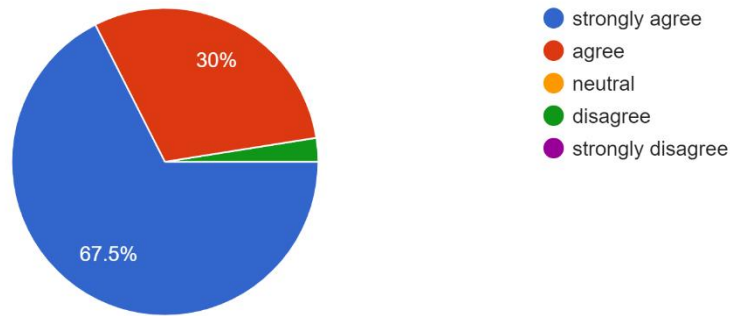


Figure 4.6 A pie chart of the level of agreement.

Source; Questionnaire

According to the respondents, 67.5% strongly agreed that career advancement greatly influences employee motivation, 30% agreed to the statement, while 2.5% disagreed.

4.5.3 Training programs will positively improve my personal growth

The findings are as follows:

Table 4.5 Training programs will positively improve my personal growth

Findings	frequency	Percentage
Strongly agree	31	77.5%
Agree	9	22.5%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%

Source; Questionnaire

Training programs will positively improve my personal growth
40 responses

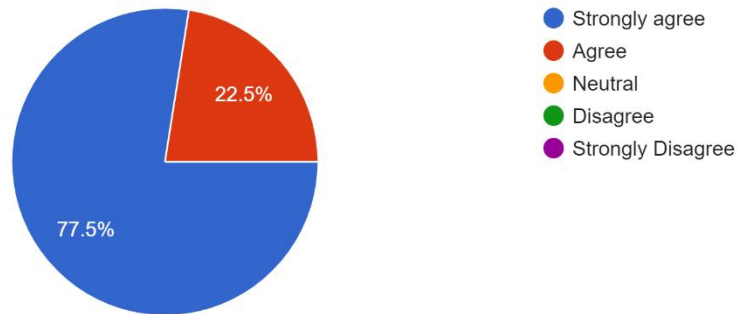


Figure 4.7 pie chart of the level of agreement

Source; Questionnaire

From the findings, 77.5% strongly agreed that training programs would positively improve personal growth, while 22.5% agreed with the statement.

4.5.4 Employee coaching is essential as it will improve my job performance

The following were the findings of the study.

Table 4.6 Employee coaching is essential as it will improve my job performance

Finding	Frequency	percentage
Strongly Agree	30	75%
Agree	9	22.5%
Neutral	1	2.5%
Disagree	0	0%

Strongly Disagree	0	0%
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Source; Questionnaire

Employee coaching is essential as it will improve my job performance
40 responses

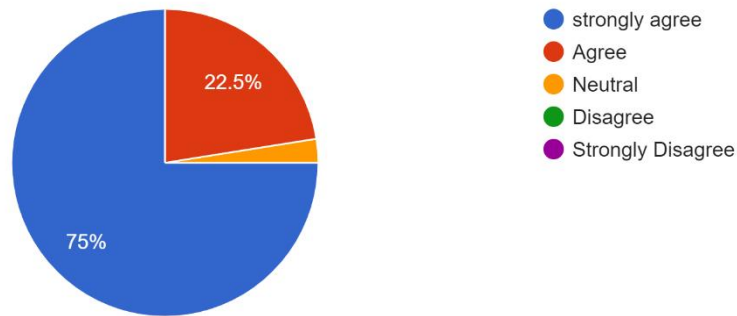


Figure 4.8 Pie chart of the level of agreement

Source; Questionnaire

As the finding is presented above, 75% of the respondents strongly agreed that employee coaching is essential. It will improve job performance. 22.5% agreed to the same statement while 2.5% were not sure.

4.5.5 Career counseling and career planning will influence my career prospects

The following are the findings of the above statement.

Table 4.7 Career counseling and career planning will influence my career prospects

Finding	Frequency	Percentage
Strongly Agree	21	52.5%
Agree	16	40%
Neutral	2	5%
Disagree	1	2.5%
Strongly Disagree	0	0%

Source; Questionnaire

Career counseling and career planning will influence my career prospects

40 responses

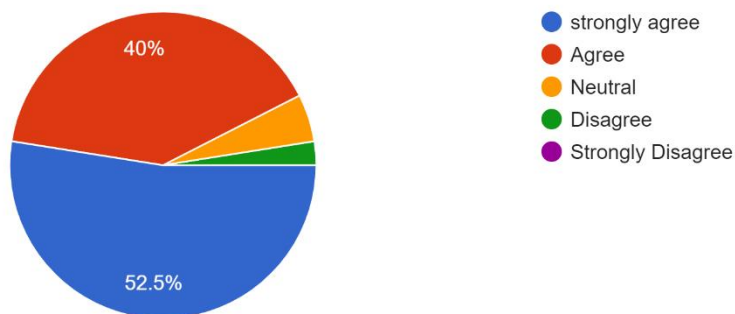


Figure 4.9 Pie chart of the level of agreement

Source; Questionnaire

According to our finding as presented above, 52.5% strongly agreed that career counseling and career planning influences employee career prospects. 40% agreed with the statement, 5% were not sure, while 2.5% disagreed with the idea.

Table 4.8 Career advancement

Responses	1	2	3	4	5	Average	Standard deviation
Riara University enhances career advancement for its employees	14	18	8	0	0	1.85	0.73
Career Advancement greatly influences my motivation as an employee	27	12	0	1	0	1.37	0.63
Training programs will positively improve my personal growth	31	9	0	0	0	1.225	0.42
Employee coaching is essential as it will improve my job performance	30	9	1	0	0	1.275	0.50
Career counseling and career planning will influence my career prospects	21	16	2	1	0	1.575	0.71
Total average						1.46	0.13

From table 4.8 above, the results obtained from the respondents on the level of agreement on the effects of career advancement as a non-financial compensation on employee motivation at Riara university shows the total average of all the responses was 1.46. According to the scale used where 1 represents strongly agree, 2 represents agree, 3 represents neutral, 4 represents disagree and 5 represents strongly disagree, this shows that most of the respondents strongly agreed to the fact that career advancement will have an impact on employee motivation.

Redman and Wilkinson (2013) support these findings by pointing out that the mealy prospect of career advancement can motivate workers to work hard. Career advancement, among other things, can lead to a high level of job satisfaction, and that it aligns work with an individual employee's values and motivations.

Saari and Judge (2004) also support these findings by stating that an obligation to career advancement will allow for steps on route for achieving an improved motivated labor force and a more excellent performing organization. It also provides employees with chances to advance their education and undertake training, thus firming up employees' skill sets to receive contemplation for promotion and advance their career.

4.6 Learning

The study is aimed at finding out the impact of learning on the employees at Riara University. The questionnaire contained three questions on this particular section of the survey. The respondents were required to choose from the options provided: strongly agree, agree, neutral, disagree, and strongly disagree.

4.6.1 An organization that provides learning opportunities for its employees highly motivates them to work hard.

The following were the findings of the above statement

Table 4.9 An organization that provides learning opportunities for its employees highly motivates them to work hard

Findings	Frequency	Percentage
Strongly agree	23	57.5%
Agree	16	40%

Neutral	1	2.5%
Disagree	0	0%
Strongly agree	0	0%

Source; Questionnaire

An organization that provides learning opportunities for its employee highly motivates them to work hard.

40 responses

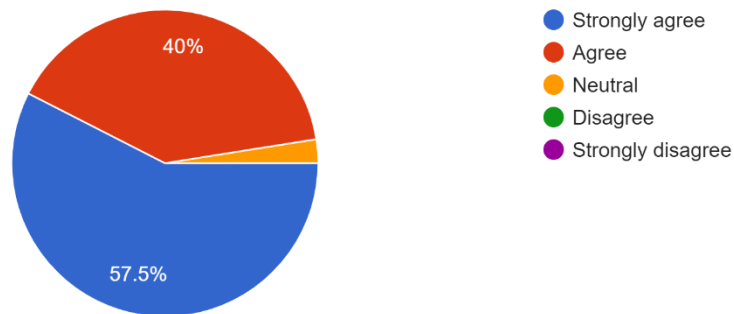


Figure 4.10 Pie chart of the level of agreement

Source; Questionnaire

When asked whether an organization that provides learning opportunities for its employees highly motivates them to work hard, 57.5% strongly agreed, 40% agreed, while 2.5% were not sure.

4.6.2 Learning will substantially increase my knowledge in my work area, thus improving my productivity

The findings were as follows.

Table 4.10 Learning will substantially increase my knowledge in my work area, thus improving my productivity

Findings	Frequency	Percentage
Strongly agree	24	60%
Agree	14	35%
Neutral	2	2%
Disagree	0	0%
Strongly disagree	0	0%

Source; Questionnaire

Learning will substantially increase my knowledge in my work area, thus improving my productivity
40 responses

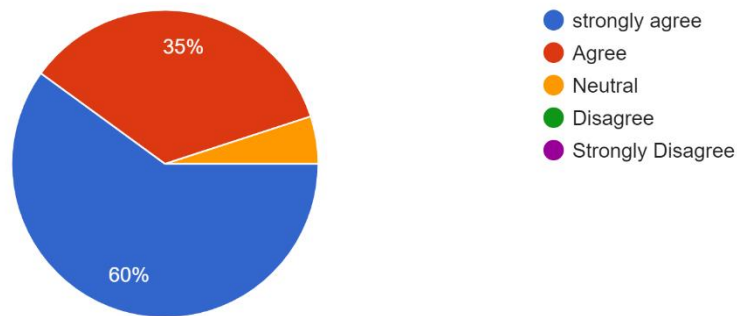


Figure 4.11 Pie chart of the level of agreement

Source; Questionnaire

From our findings, 60% strongly agreed with the statement, 35% agreed, while 2% were not sure.

4.6.3 Gaining more skills and knowledge makes my work more exciting and enjoyable hence I become more inspired to do better

The following were the findings

Table 4.11 Gaining more skills and knowledge makes my work more exciting and enjoyable hence I become more inspired to do better

Findings	Frequency	Percentage
Strongly agree	29	72.5 %
Agree	8	20%
Neutral	2	5%
Disagree	1	2.5%
Strongly disagree	0	0%

Source; Questionnaire

Gaining more skills and knowledge makes my work more exciting and enjoyable hence I became more inspired to do better
 40 responses

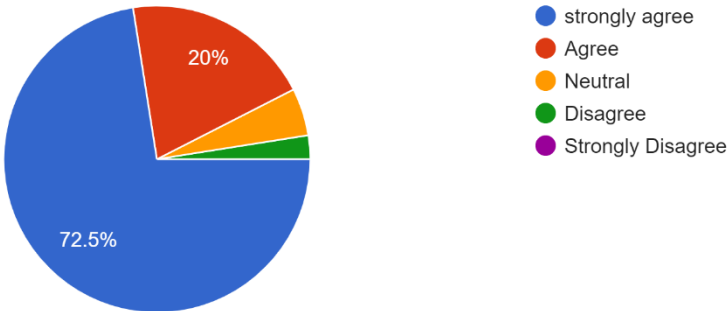


Figure 4.12 Pie chart of the level of agreement

Source; Questionnaire

The findings indicate that 72.5% strongly agreed that gaining more skills and knowledge makes work more exciting and enjoyable hence one becomes more inspired to do better. On the same, 20 % agreed, 5% were not sure, while only 2.5% disagreed.

Table 4.12 Learning

Responses	1	2	3	4	5	Average	Standard deviation
An organization that provides learning opportunities for its employees highly motivates them to work hard.	23	16	1	0	0	1.45	0.55
Learning will substantially increase my knowledge in my work area, thus improving my productivity	24	14	2	0	0	1.45	0.60
Gaining more skills and knowledge makes my work more exciting and enjoyable hence I become more inspired to do better	29	8	2	1	0	1.38	0.70
Total average						1.425	0.08

Table 4.12 above shows the level of agreement of the respondents on whether learning has an impact on employee motivation. The total average of the responses was 1.425 which shows that more respondents strongly agreed that learning as a non-financial compensation greatly impacts the motivation of employees. These findings relate to that of Dirani (2009) that states that learning improves employees' performance and motivates them to work better. Motivation represents those psychological processes that cause the arousal, direction, and persistence of voluntary actions that are goal-directed (Kreitner & Kinicki, 2004). Armstrong (2009) also supports these findings by identifying that knowledge and skills attained during an individual's lifetime, irrespective of how they were acquired, is likewise essential and aid as the basis for an employee's growth and development. Hence, the education system comes up with a procedure for acknowledgment of knowledge and skills attained outside the formal education structure, thus improving personal career development and flexibility opportunities while saving the employee's time and resources.

4.7 Work-life Balance

One of the study's specific objectives was to identify the role of work balance as a non-financial reward to employee motivation at Riara University. Four statements were posed where

respondents were supposed to tick appropriately from the choices given. The following were the findings.

4.7.1 A better work-life balance will highly motivate me to work hard

The findings were as follows

Table 4.13 A better work-life balance will highly motivate me to work hard

Findings	Frequency	Percentage
Strongly agree	24	60%
Agree	12	30%
Neutral	2	5%
Disagree	2	5%
Strongly disagree	0	0%

Source; Questionnaire

A better work-life balance will highly motivate me to work hard
40 responses

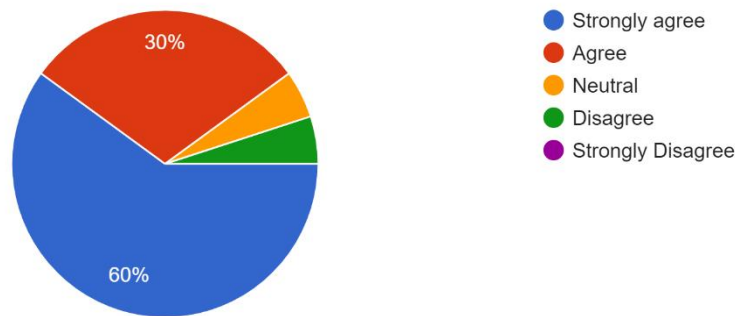


Figure 4.13 Pie chart of the level of agreement

Source; Questionnaire

According to the findings, 60% Strongly agreed that a better work-life balance would motivate them to work hard. 30% agreed on the same, 5% were not sure, while 5% disagreed.

4.7.2 Working for appropriate hours will highly improve my productivity and reduce stress

The findings were as follows

Table 4.14 Working for appropriate hours will highly improve my productivity and reduce stress

Findings	Frequency	Percentage
Strongly agree	23	57.5%
Agree	14	35%
Neutral	3	7.5%
Disagree	0	0%
Strongly disagree	0	0%

Source; Questionnaire

Working for appropriate hours will highly improve my productivity and reduce work stress

40 responses

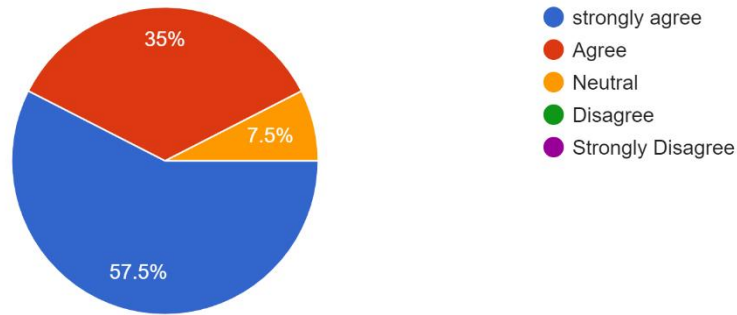


Figure 4.14 pie chart of the level of agreement

Source; Questionnaire

It can be seen that 57.5% strongly agreed that working for appropriate hours will highly improve productivity and reduce work stress. 35% agreed, while 7.5% were not sure of the statement.

4.7.3 Having a conducive work environment will greatly improve my performance at the workplace

The following were the findings

Table 4.15 Having a conducive work environment will greatly improve my performance at the workplace

Findings	Frequency	Percentage
Strongly agree	26	65%
Agree	13	32.5%
Neutral	1	2.5%
Disagree	0	0%
Strongly disagree	0	0%

Source; Questionnaire

Having a conducive work environment will greatly improve my performance at the workplace
40 responses

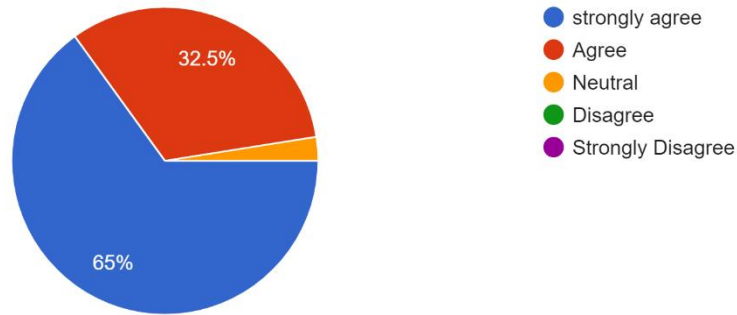


Figure 4.15 Pie chart of the level of agreement

Source; Questionnaire

65% strongly agreed that having a conducive environment will greatly improve performance in the workplace. 32.5% agreed, while 2.5% were not sure.

4.7.4 Work pressure will increase employee turnover

The findings were as follows

Table 4.16 Work pressure will increase employee turnover

Findings	Frequency	Percentage
Strongly agree	11	27.5%
Agree	11	27.5%
Neutral	11	27.5%
Disagree	6	15%
Strongly disagree	1	2.5%

Source; Questionnaire

Work pressure will increase employee turnover
40 responses

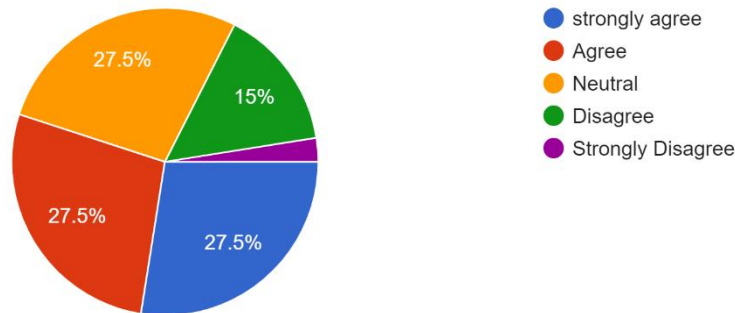


Figure 4.16 Pie chart of the level of agreement

Source; Questionnaire

According to the findings, 27.5% strongly agreed to the statement, 27.5% agreed, while the same percentage of respondents was not sure. 15% disagree, while 2.5% strongly disagreed.

Table 4.17 work-life balance

Responses	1	2	3	4	5	Average	Standard deviation
A better work-life balance will highly motivate me to work hard	24	12	2	2	0	1.75	0,81
Working for appropriate hours will highly improve my productivity and reduce stress	23	14	3	0	0	1.5	0.64
Having a conducive work environment	26	13	1	0	0	1.37	0.54

will greatly improve my performance at the workplace							
Work pressure will increase employee turnover	11	11	11	6	1	2.37	1.12
Total average						1.7	0.26

The respondents' view on whether work-life balance as non-financial compensation has an impact on employees' motivation is shown by the table above. Most of the respondents agreed with the statement as the total average was 1.7 which is in the middle of strongly agree and agree and a standard deviation of 0.26. These findings are supported by European Research Studies (2010) who state that work-life balance will persuade factors related to the employee's hierarchy of wants that suggest motivation. Burgess and Ratto (2003) also support these findings by saying that incentive does not positively impact the public sector execution; thus, work balance, which is motivation, is necessary and critical for organizations. Oswald (2012) supports that different researches support the fact that an employee will contribute to an organization's development only when they are enjoying a work-life balance.

5 CHAPTER FIVE: SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the findings from chapter four. It also gives conclusions, recommendations, and suggestions for further research based on the objective of the study. The objective of the study was to determine the impact of non-financial compensation on employee motivation at Riara University.

5.2 Summary of the findings

The main objective of the research was to find out the impact of non-financial compensation on employee motivation. The non-financial incentives focused on this research were career advancement, learning, and work-life balance. The study focused on lecturers at Riara University. The total response of the study was 40 which represented 52.6% of all the responses expected thus making it sufficient in analyzing the data. The research established that non-financial compensation has a great impact on employee motivation. 40% of the respondents strongly agreed while 30% agreed to bring this to a total of 70% of those who felt like non-financial compensation has an impact on their motivation at the workplace. 15% were not sure while 15% disagreed.

On career advancement, the study found out the following: Riara University enhances career advancement to its employees where 80% of the respondents agreed and only 20% were not sure, also career advancement greatly influences employee motivation as 97.5% agreed while only 2.5% disagreed. Training programs will positively improve personal growth where there was 100% agreement. Employee coaching is essential as it will improve job performance as 97.5% agree while only 2.5% were not sure. Lastly, career counseling and career planning will influence career prospects where 92.5% agreed, 5% were not sure while only 2.5% disagreed.

The study also found out the following regarding learning: An organization that provides learning opportunities for its employees highly motivates them to work hard, 97.5% agreed while only 2.5% were not sure; learning will substantially increase my knowledge in my work area, thus improving my productivity as 95% agreed while 5% were not sure, gaining more skills and knowledge makes my work more exciting and enjoyable hence I become more inspired to do better as 92.5% agreed, 5% were not sure while only 2.5%.

On matters regarding work-life balance, the research made the following findings: A better work-life balance will highly motivate me to work hard where 90% of the respondents agreed, 5% were not sure and only 5% disagreed; Working for appropriate hours will highly improve my productivity and reduce stress where 92.5% of the respondents agree while only 7.5% were not sure; Having a conducive work environment will greatly improve my performance at the workplace as 97.5% agreed while 2.5% were not sure; Work pressure will increase employee turnover where the respondents had different views as 55% of the respondents agreed, 27.5% were not sure and 17.5% disagreed.

5.3 Conclusion

According to this study, it is obvious that employee learning (for example through training), employee career advancement, and employee work-life balance to a large affect employee motivation in an institute, and it greatly affects employee performance too. Employees yearn to be given opportunities to grow their career paths in their professions as it motivates them, particularly for promotions. In addition employees yearn being given enough time with their families. This boosts their morale when they are given weekends and holidays to rest. This is done at RU and therefore the management of the university should continue to consider the directly above employee motivation tools.

Non-monetary recompenses and enticements motivate employees as well as satisfy employees. Other needs such as enhancing career advancement for employees, imputing training programs in an organization greatly impact the personal growth of an employee. Employee coaching improves performances. Career counseling and career planning also boost performances as employees feel they are motivated to continue giving their best. Working for appropriate hours improves the productivity of an employee and reduced their stress at work. Attention and carefulness from the institution, for example, providing employees with a conducive work environment makes employees feel that they are cared for and appreciated thus motivating them to work hard.

Work pressure reduces employee turnover as they feel unwanted and this demoralizes their morale. Organizations that provide learning opportunities to their employees make them feel motivated to work even harder for the success of the organization. Thus learning opportunities are recommended for organizations to practice. This is because learning increases employee

knowledge in their work area. When employees gain more skills and knowledge they feel more excited to work. In addition, it encourages staff to utilize their full potential which in the end helps the Institution to achieve its objectives. Finally, recompenses and incentives are the greatest effective ways of improving the staff's job morale in addition to creating an inspired workforce and this leads to a performing environment.

5.4 Recommendations

The study recommends the use of non-financial forms of motivation in order to increase productivity and quality of work. The employees at Riara University expressed their appreciation of these methods through the questionnaires

The study also recommends improving the hours worked by employees to promote a better work-life balance. This will allow the employees not only to improve their productivity but also to be able to have a functioning personal life. This will greatly reduce the stress and make work more enjoyable.

The study recommends more opportunities for career advancement this will not only improve motivation but also reduce employee turnover and reduce costs in the long term for Riara University since positions will be able to be filled internally.

The study recommends that learning opportunities for employees should not be limited to specific positions but be more widespread to encourage productivity. This will enable the employees to gain more skills and knowledge hence they are inspired to do better.

Riara University as a learning institution continues to operate in an increasingly competitive environment, as a result, the research has identified that non-financial reward has a positive effect on employee motivation. The policymakers at the institution may use these findings to review their reward system and put more emphasis on what motivates employees.

5.5 Suggestions for further research

To improve the significance of this study, the researcher would commend that further studies to be done. The study was done to assess the impact of non-financial compensation on the employees' motivation in Riara University. This research was centered on the staff of Riara University, doing similar research on more institutions around the country will shed light on the

subject. This will also greatly affect perceptions of non-financial compensation in institutions. A further study on employee compensation can be done to find out the different forms of compensation in place and which form motivates employees more and why. Lastly, more study is recommended to find out how current non-financial compensation methods can be improved and motivate employees more.

QUESTIONNAIRE

QUESTIONNAIRE ON THE IMPACT OF NON-FINANCIAL COMPENSATION ON EMPLOYEE MOTIVATION AT RIARA UNIVERSITY

We are students at Riara University, pursuing a degree in Business Administration. As part of the requirements, we are required to conduct research to identify the impact of non-financial compensation on employee motivation. In this regard, we kindly request your help in responding to the questionnaire. Your responses will be vital because they will help to meet the objectives of our research. We also assure you that all the information you provide will be treated with the utmost confidence, and this study will only be utilized for academic reasons. The survey will only take 5mins of your time. Thank you for your valuable time on this.

INSTRUCTIONS

Tick where appropriate

SECTION A

General information

What is your age bracket?

26-30

31-35

36-40

41-45

46-50

Above 50

Please indicate your gender

Male

Female

Marital status

Married

Single

Widow

Divorced/separated

Please indicate the school/Department

School of Business

School of Computing Science

School of Journalism

School of International relations

School of Law

School of Education

SECTION B

Non-financial compensation will positively motivate me as an employee to work hard

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

Career Advancement on employee motivation

Career advancement methods	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Riara university enhances career advancement for its employees					
Career Advancement greatly influences my motivation as an employee					
Training programs will positively improve my personal growth					
Employee coaching is essential as it will improve my job performance					
Career counseling and career planning will influence my career prospects					

SECTION C

Work-life balance and employee motivation

Work-life balance factors	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A better work-life balance will highly motivate me to work hard					
Working for appropriate hours will highly improve my productivity and reduce work stress					

Having a conducive work environment will greatly improve my performance at the workplace					
Work pressure will increase employee turnover					

SECTION D

Learning and employee motivation

Learning methods	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. An organization that provides learning opportunities for its employee highly motivates them to work hard.					
2. Learning will substantially increase my knowledge in my work area, thus improving my productivity					
3. Gaining more skills and knowledge makes my work more exciting and enjoyable hence I became more inspired to do better					

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