THE DEVELOPMENT OF MOTIVATIONAL STRATEGIES
FOR PUBLIC SECTOR WORKERS IN KENYA

BY

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Thesis presented in fulfilment of the requirements for the Degree
DOCTOR TECHNOLOGIAE: HUMAN RESOURCES MANAGEMENT
in the Faculty of Business and Economic Sciences
at the Nelson Mandela Metropolitan University
South Africa

PROMOTER: PROF. D. M. BERRY

JANUARY 2005
DEDICATION

This thesis is dedicated to my children:

- Irvin Kilot
- Adrian Kilot
- Sandra Chemutai
DECLARATION

“I, Ronald Kiprop Chepkilot, hereby declare that:

- the work in this thesis is my own original work;
- all sources used or referred to have been documented and recognised; and
- this thesis has not been previously submitted in full or partial fulfillment of the requirements for an equivalent or higher qualification at any other recognised education institution.”

______________________________  ________________________
RONALD KIPROP CHEPKILOT                      DATE
ABSTRACT

The purpose of this study was to develop motivational strategies for motivating public sector workers in Kenya. To achieve this objective the following procedure was followed:

- An examination of the public service was undertaken and the following factors were considered:
  - The history of the public service;
  - Past government reform programmes;
  - The problem of corruption;
  - Future government reform programmes; and
  - The motivational climate in the service.
A literature survey was conducted on the approaches used by organisations in motivating employees. The findings were used to develop a motivational strategy model. On the basis of the strategies in the model, a questionnaire was developed for the empirical research study.

The empirical study was undertaken to examine the level of motivation in the public service and to identify the motivational strategies currently used in the public service in Kenya. The study also sought to determine the extent to which public sector managers agreed or disagreed that the motivational strategies developed by the study would be effective in motivating employees in their organisations. The results of the empirical study were incorporated into the integrated motivational strategy model presented in chapter six.

The study established that the level of motivation among the public sector workers was extremely low. According to the research findings, 87 per cent of the respondents indicated that the level of motivation of employees in their organisation was low while 13 per cent indicated that it was high. It was also established that the climate in the public service was not conducive for motivating employees: the indicators were lack of job security; very low salaries; limited training and development opportunities; lack of career development programmes and lack of adequate working tools and equipment. It was further established that the government could no longer afford to make any substantial increases in salaries to the workers because the wage bill was extremely high at the level of 9.6 per cent of the GDP. It was observed that any further increases in salaries would
have a negative impact on the economy of the country. In view of the above, this study becomes extremely relevant as it suggests ways of enhancing the levels of motivation in the public service to improve service delivery in the public sector without allocation of vast financial resources. The study strongly recommends the application of the integrated motivational strategy model in its entirety; to enhance the level of employee’s motivation and work performance and achieve efficiency and effectiveness in service delivery. The study also recommends that further research be carried out to determine the effects of corruption on employee motivation and ways of eliminating the vice in the public service.
ACKNOWLEDGEMENTS

I wish to thank the following:

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- Prof. David M. Berry, my supervisor for his kindness, understanding and professional guidance during the course of my research efforts. I would also like to give him special thanks for assisting me with his library of books and for the provision of an office and computer without which my work would have been difficult;

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CHAPTER 1

INTRODUCTION, PROBLEM STATEMENT AND OUTLINE OF RESEARCH

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CHAPTER 1
INTRODUCTION, PROBLEM STATEMENT AND OUTLINE OF RESEARCH PROJECT

1.1. INTRODUCTION

The public service in Kenya traces its roots to British colonial administration. At the time of independence there was no major change in the structures of the service. Instead, efforts were directed at replacing the departing expatriates with the indigenous Kenyans under a policy referred to as Kenyanization. Over the years the public service has continued to render poor quality services to the people due to poor work performance by the employees. The source of the problems of poor work performance and service delivery in the public sector, began at the time of independence in 1963, and emanated particularly from Kenyanization policy (Directorate of Personnel Management(DPM), 2002a, p. v).

The above policy resulted in creation of direct employment of Kenyans, which eventually led to rapid expansion of the civil service and a high wage bill. Over the years the government has not been able to offer competitive remuneration to its employees because of this high wage bill. Although the cost of living continues to rise, the remuneration of the public sector workers has stagnated. To cope with the increasing cost of living, the public servants engage themselves in other economic activities to supplement their income. Most of the economic activities are undertaken during official working hours, leading to poor service delivery in the public sector (Aseka, 2002, p. 4)
To curb the problems, in 1993 the government introduced reform programmes aimed at improving work performance and service delivery in the public sector. The first phase of the reform programme focussed on staff reduction. During this phase the size of the civil service was significantly reduced by 37% through the following measures:

- Voluntary Early Retirement Scheme (VERS);
- Abolition of posts that had remained vacant for too long;
- Freezing of recruitment into the public service except in critical areas;
- Withdrawal of guaranteed employment to pre-trainees and graduates of tertiary educational institutions;
- Removal of 4500 “ghost” workers from the payroll as result of head count exercise;
- Strict enforcement of the mandatory retirement age of 55 years (DPM, 2002a, p. 5).

The second phase of the reform programme focussed on rationalization of the civil service to improve performance and productivity. During this phase the government introduced performance management strategies to enhance work performance in the public service. The strategies focused on improving service delivery in ministries/departments and creating a customer and results-oriented culture in the public service (DPM, 2002b, p. vi).

The third phase of the government reforms involved deepening ministerial/departmental rationalization initiatives in which government institutions reviewed their functions, structures and staffing with the aim of enhancing efficiency and productivity. As a result,
the number of employees declined from 272,000 in 1991 to 193,000 in 2002 (Ministry of Planning and National Development (MPND), 2003a, p. 13).

The reform programmes were also aimed at eliminating corruption that had penetrated into the public sector, resulting in misappropriation of government resources and poor service delivery. To fight corruption and restore integrity in the service, the government of Kenya in 2002 launched the Public Service Integrity Programme. The integrity programme was based on the fact that the Kenyan government recognised the importance of an efficient public sector as a means of enhancing economic growth and prosperity to the nation and to meet the challenges of improving the well being of its people (Directorate of Personnel Management/Anti Corruption Police Unit (DPM/ACPU, 2002, p. ix). Part of the government move to fight corruption targeted government departments including the Judiciary, where staff suspected to have been unproductive and involved in professional misconduct were suspended from duty. Ruto, (2003, p. 1) notes that six of the total of the nine of the Court of Appeal judges, 17 of the 34 High Court judges and 82 of 254 magistrates were suspended, and acting judges appointed to take their positions.

1.2. STATEMENT OF THE MAIN PROBLEM

The work performance of public sector workers in Kenya has been a major concern to the Kenyan government, civil society, development partners and the people of Kenya. The prevailing situation at the work place has been one of low work performance and poor
service delivery. The poor work performance has led to the decline in the growth of the economy from an average GDP growth rate of 2.3% in the 1990s to 1.1% in 2003 (World Bank Report, 2003, p. 27). It is important to note that the public service provides the enabling environment under which the players in the economy are able to operate effectively and efficiently. One of the public sector departments which has experienced low morale is the police department.

The low morale in the police force has seen the rise of insecurity across the country. The security situation has resulted in lack of foreign investor confidence. A large number of the investors have withdrawn from Kenya citing insecurity as the reason and moved to countries which they consider safe. This withdrawal, among other factors has contributed remarkably to the decline in the economy.

One of the major problems facing the public sector has been identified as low motivation of workers. The problem indicators include: absenteeism from work stations, low quality work, low productivity, lateness, stealing of government property, corruption, insecurity, laziness, a high rate of complaints by the workers, and high staff turnover among the professional staff.

According to Aseka (2002, p. 4), many of the problems in the public service could be attributed to low morale in the service.
The above discussion offers the basis for exploration of the main problem of this study. The main problem and the sub-problems of the study are represented by the following questions:

*What motivational strategies can the public service in Kenya use to motivate employees in order to enhance work performance and achieve efficiency and effectiveness in service delivery?*

### 1.3 SUB-PROBLEMS

An analysis of the main problem allows identification of the following sub-problems:

**Sub-Problem One**

*What motivational strategies are revealed in the relevant literature that will assist the Kenyan public service in motivating employees?*

**Sub-Problem Two**

*What motivational strategies are currently used in motivating employees in the public service in Kenya?*

**Sub-Problem Three**

*How can the results obtained from the resolutions of sub-problems one and two (above) be combined into an integrated motivational strategy which can be used by the Kenyan public service to improve the motivation of employees to achieve efficiency and effectiveness in service delivery?*
1.4 REASONS FOR AND SIGNIFICANCE OF THE STUDY

The performance of the public sector workers in Kenya has been a major concern to the Kenyan people. It has been characterised by low work performance and poor service delivery. The problem indicators include: absenteeism from work, lateness, corruption, theft, a high rate of complaints, low quality work output and high turn-over of professional staff. There was need therefore to undertake research aimed at developing strategies for motivating the public sector workers in Kenya. The main objective of this research study was to develop strategies for enhancing motivation in order to improve the work performance of the public sector workers. It is generally accepted that the Kenyan public sector workers are highly qualified and experienced and that they have the ability to perform. This is attested to by the curriculum vitaes they possess.

Tosi, Rizzo and Carroll (1994, p. 207) indicate that:

\[
\text{Performance} = f(Ability+Motivation).
\]

Robbins (1998, p. 189) adds opportunity to the equation of performance, thus

\[
\text{Performance} = f(Ability+Motivation+opportunity).
\]

Robbins (1998, p. 189) argues that even though an individual may be motivated and has the ability to perform, there could be obstacles that constrain opportunity to perform.
Kenyan workers have the ability and opportunity to perform, but they do not have the motivation to perform better. It is hoped that the findings of the study will be used to motivate the workers in the public sector to improve performance and service delivery. An efficient and motivated public sector is critical for good governance, delivery of public goods and services, formulation and implementation of economic policy and management of public resources (DPM, 2002b, p. 1).

Johns (1996, p. 158) affirms that motivation has become even more important in contemporary organisations as a result of the need for increased productivity and to be globally competitive.

Opiyo (2004, p. 18) observes that the public service wage bill is 9.6 per cent of the GDP. He states that any further increase in the wage bill could lead to negative economic consequences, such as the rise in inflation rates and general increase in price levels of goods and services. The government therefore is not in a position to spend more money in salary increases to enhance motivation. This is because at the moment the government has no resources to offer salary increase and any further increases (as indicated above) will cause negative economic impact. Therefore, a strategy that will assist in enhancing motivation of employees in the public sector without spending more resources becomes even more appealing.
1.5 OBJECTIVES OF THE STUDY

The purpose of this study was to develop strategies for motivating public sector workers in Kenya. More specifically, the objectives of the study were to:

- determine the level of motivation among the public sector workers in Kenya;
- examine the existing motivation strategies used in motivating workers in the public service in Kenya;
- develop strategies for motivating public sector workers in Kenya.

1.6 DEMARCATION OF THE RESEARCH STUDY

Demarcating the study enables the research to be focused and manageable.

1.6.1 Senior, middle level and line managers

The research study targeted senior, middle level and line managers in the public service organisations in Kenya. Senior management included chief executive officers and employees in top management positions. Middle level and Line managers included heads of departments and sections respectively.

1.6.2 Type and size of organisation

The study was limited to the public service sector and to organisations that employed over 50 employees. The Public sector organisations considered for the purpose of this study included:

- The civil service;
- Local authorities;
- Parastatals; and
- Public universities.
1.6.3 Geographical demarcation

The empirical component of the study was limited to the public service organisations within the Rift-Valley Province of Kenya. More specifically the study focused on the two districts of Nakuru and Koibatek.

1.6.4 Motivation

Based on the literature survey, the following definition for motivation was adopted for the study: “Motivation is the extent to which an employee exerts and directs persistent effort towards achieving organisational goals.”

1.7 RESEARCH DESIGN

This section describes the broad methodology that was followed in the study.

1.7.1 Research Methodology

The study was intended to investigate the levels of motivation among the Kenyan public sector workers and suggest concrete and practical strategies for motivating them. The following procedure was used to solve the main problem and the sub-problems:

- A literature study was undertaken to establish the motivational strategies used in organisations which could also be used to motivate public sector workers in Kenya.
- An empirical research study consisting of a survey was conducted using a questionnaire that helped to meet the objectives of the study. A questionnaire was appropriate because the research study explored and analysed the current situation in the public sector workplace, to determine the workers level of motivation.
According to Kathuri and Pals (1993, p. 34), questionnaires are used to collect basic descriptive information from a broad sample. Both closed and open-ended questions were used to solicit answers from the respondents with the intention of meeting the objectives set in this study. Open-ended questions gave the respondents more freedom to express their views or opinions and also make suggestions. Closed ended questions guided respondents to give the specific responses required by the researcher. The questions asked in the questionnaire were to establish the level of motivation in the public sector, determine existing motivation strategies and determine to what extent the respondents agreed that the strategies proposed by the study would be effective in enhancing motivation in their organisation. The empirical research study surveyed the entire study population to minimise on sampling error.

1.8 OUTLINE OF RESEARCH THESIS

The thesis includes the following chapters:

Chapter 1 Contains the problem statement and definition of key terms.

Chapter 2 Discusses the historical background of the public service and government reform programmes.

Chapter 3 Considers the approaches to motivating employees in organisations.

Chapter 4 Presents the motivational strategies for motivating employees in the public service in Kenya.

Chapter 5 Describes the empirical study and analyses the biographical details of respondents.

Chapter 6 Analyses and interprets the results of the survey.

Chapter 7 Presents the summary, the recommendations and the conclusion.
1.9 CONCLUSION

The objective of this chapter was to place the research study into perspective by providing an introduction to the study and stating the main problem and the sub-problems. Chapter two provides the history of the public service in Kenya, the government reform programmes and examines the climate in the public service with regard to motivation of employees.
CHAPTER 2

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CHAPTER 2

HISTORICAL BACKGROUND OF THE PUBLIC SERVICE AND
GOVERNMENT REFORM PROGRAMMES

2.1 INTRODUCTION

This chapter explores the history of the public service in Kenya. The background of the public service is important in understanding the developments which have occurred and the current status of the service. The chapter also discusses the problems which have afflicted the public service in Kenya. The three major problems are the high wage bill, corruption and political nepotism. To address the problems the government introduced interventions in the form of reforms since 1993. Future government plans to improve the performance of the public service will be put into perspective in this chapter. The discussion will also examine the organisational climate to determine the extent to which the environment within the public service motivates employees.

2.2 HISTORICAL BACKGROUND OF THE PUBLIC SERVICE

The structure of the Kenyan public service has its roots in the colonial administration set-up. At the time of independence there was no significant transformation of the public service. Instead government efforts were directed at replacing the departing colonial administrators with indigenous Kenyans through a policy called Kenyanization of the public service (Aseka, 2002, p. 2).
According to the United Nations report on public service ethics in Africa (2001, p. 16), the legal systems and constitutional framework inherited from colonial rule largely determine not only how public services are organised and operate but also how the conduct of public servants is regulated. The report further indicates that political independence has not brought about any remarkable change in orientation in the service and that most Anglophone countries adopted the British Westminster model upon attaining independence (United Nations report, 2001, p. 16).

The urgent need to Africanise the service impacted on education in Kenya at the time of independence. There was a critical shortage of staff to fill the vacancies that had been left by the departing colonial administrators. Education was therefore geared towards producing graduates to take up the available vacancies. This prompted the government move (referred to as the “air lifts”) which saw many Kenyans being educated overseas to prepare them to fill existing positions. This policy of Kenyanization led to a rapid expansion of the public service (Aseka, 2002, p. 2).

At the time of independence, the government also adopted a state-led development strategy in which it became the principal agent of development through central planning. Using this strategy the government took over the provision of basic services and development of infrastructure. This eventually led to rapid expansion of the public service. According to a government publication DPM (2002a, p. v), the public service expanded in size and complexity to cope with the development needs of the country. A resultant large wage bill led to unfavourable skewed personnel emoluments (PE) against
operations and maintenance (O&M) on the recurrent budget. The skewed ratio adversely affected the capacity of government to provide the requisite services. The available resources were increasingly overstretched which led to poor performance and low work productivity. In addition, Aseka (2002, p. 2) points out that the public service was the largest employer in Kenya absorbing 75 per cent of all university graduates. She notes that the recruitment of additional employees was not based on the needs of the public service, but was a means of providing a livelihood to the new graduates. Aseka adds that the government employed a large number of clerks, drivers and other subordinate staff as a means of providing employment opportunities to the people. Aseka further indicates that the government in addition absorbed employees of the defunct East African Community. The above factors swelled the public service to unproportional levels. As a result, in 1990 the government had exceeded its establishment by 26,618 employees, which represented 31 per cent of its total work force.

Inappropriate staffing practices and growth in the size of the civil service resulted in:

- a bloated work force;
- an unmanageable wage bill;
- a decline in efficiency and effectiveness in service delivery; and
- a staff imbalance and under-utilization of staff.

(DPM, 2002a, pp. 4-5)

It is against this background that the Kenyan government embarked on a series of reform programmes to rationalize the size of the public service to make it a leaner, more focused and efficient service in which employees would be competitively remunerated.
2.3 PAST GOVERNMENT REFORM PROGRAMMES

The first phase of the reform programme began in 1993 and its objective was to rationalize the size of the public service and to improve its efficiency. At this stage the programme focused on cost containment through staff reduction. The size of the service was significantly reduced by approximately 37 per cent through the following measures:

- voluntary early retirement scheme;
- abolition of posts that had remained vacant for a long time;
- control of unauthorized recruitment through centralization of issue of new personal numbers to civil servants;
- freeze on recruitment of public servants except in critical areas;
- withdrawal of guaranteed employment to pre-trainees and graduates of tertiary education institutions;
- removal of 4,500 “ghost” workers through a physical headcount; and
- strict enforcement of the mandatory retirement age of 55.

(DPM, 2002a, p. 4)

The efforts to reduce staff led to assessment of levels of staff in the civil service. As a result a total of 23 448 staff-performing functions identified as over manned and those in functions identified for abolition-were retrenched (DPM, 2002a, p. 6).

The second phase of the reform initiative by the government focused on performance improvement. To realize this goal, the government outlined key actions to be undertaken to establish long-lasting and sustainable change in the way the public service carried out
its business. These actions focused on improving service delivery in ministries/ departments and creating a customer and results-oriented culture in the public service (DPM, 2002b, p. vi).

The third phase of the reform programme involved deepening ministerial/departmental rationalization initiatives in which government institutions reviewed their functions, structures and staffing with the aim of enhancing efficiency and productivity. More specifically the objectives of the rationalisation programme included:

- defining the mission statement;
- articulating ministerial/ departmental goals, objectives and strategies;
- identifying the core functions and policy priorities of each ministry/department;
- critically reviewing the existing ministerial departmental organisational structures; and
- determining the optimal strategy levels necessary for achieving the ministerial/departmental mission.

(DPM, 2002c, p. 1)

The public universities were also involved in the public service reform agenda. The main objectives of the programme in the universities were to improve productivity and work performance. To achieve these objectives universities were required to rationalize their core functions and right-size staff. The public universities were required to assess their staffing levels and to downsize by a total of 5000 employees.
Under the rationalization programme, the universities were expected to:

- redefine their visions and missions;
- determine their core functions and policy priorities;
- identify non core functions for divestiture and abolition;
- identify duplicated programmes and departments for merger;
- review their organisational structures; and
- determine their optimum staffing levels.

(Egerton University, 2000, pp. 1-2)

However, two major problems continued to afflict the public service in Kenya: political nepotism and corruption. Aseka (2002, p. 3) indicates that soon after independence political leaders found it expedient to use the public service as an instrument for patronage. This led to the tendency to reward political and personal loyalty with personnel recruitment staff promotions. This caused much disenchantment within the sector and led to the demotivation of personnel.

The government publication by the Directorate of Personnel Management and the Anti Corruption Police Unit defines corruption as:

“the abuse of authority for personal advantage or for the advantage of another person or group and includes bribery, theft, embezzlement, fraud and evasion of payment of government revenue and taxes” (DPM/ACPU, 2002, p. 5).
Aseka (2002, p. 4) traces the genesis of corruption in the sector to two sources:

- Poor remuneration of staff; and
- The Ndegwa Commission report of 1973 that gave public servants express permission to engage in business without restriction.

The above factors led to the rise of a spirit of acquisition among the public servants and divided their loyalty between their employer and self-interest. Aseka adds that as a result, the vision of the public service was lost and the service was dominated by private, individual interest, which led to misappropriation of national resources through corruption. To fight corruption and restore integrity in the public sector the government launched the Public Service Integrity Programme (PSIP) in 2002. The main objective of the programme was to restore responsibility, accountability, transparency, efficiency and responsiveness in the public servants (DPM/ACPU 2003, p. x). The government further introduced legislation to govern the conduct and ethics of public servants. This legislation was incorporated in the Public Officers Act of May 2003. An example is the code of conduct and ethics for public universities, which states:

“the human resources in the public universities are expected to exhibit a high degree of maturity, integrity, trustworthiness, responsibility and accountability and are expected to adhere to the code both in public and private so as not to bring into ridicule and dishonor to the university” (Kenya Gazette Subsidiary Legislation, 2003, p. 561).

The act also compels the public officers to annually declare their wealth and that of their spouses and dependent children.
The government has been trying to improve the performance of the public sector because it recognises the crucial catalytic role of an efficient public service in achieving the objectives and aspirations of Kenyans. To play this important role effectively, the public service organisations must cleanse themselves of corruption, wastefulness, negligence and inefficiency (DPM/ACPU, 2003, p. ix).

It is important to note that the government reform programme in the public service has been a continuous process as the government tries to improve its performance and efficiency.

2.4 THE PROBLEM OF CORRUPTION

There is no universal definition for corruption because it manifests itself in different ways and forms in different environments and contexts. The definition of corruption is influenced by the background, opinion and experience of the individual examining the phenomena (DPM/ACPU, 2002, p. 3). However, according to the World Bank definition cited in DPM/ACPU (2003, p. 4) corruption is:

“the abuse of power, most often for personal gain or for the benefit of a group to which one owes allegiance. It can be motivated by greed, by the desire to retain or increase one’s power or, perversely enough, by the belief in a supposed greater good…while the term corruption is most often applied to abuse of public power by politicians or civil servants, it describes a pattern of behaviour that can be found in every sphere of life”.
The origin of corruption in the Kenyan public service, as noted in the previous section, emanated from the Ndegwa Commission report of 1973 which recommended that public servants be allowed to engage in private business to supplement the meager salaries offered by the government (Aseka, 2002, p. 4). Ongwae (2002, p. 4) notes that corruption in the public service had become part of the organisational culture in the sense that it was an accepted norm or practice. According to a survey to determine the extent of and attitudes towards corruption in service delivery in Kenya (published by the Social Development Network, SODNET, 2000, p. 9) it was found that the incidences or manifestation of corruption in Kenya had permeated the whole social fabric of the Kenyan nation and had assumed pandemic proportions. The survey indicated that corruption had been found in such diverse areas as in the development of infrastructure facilities with claims of graft within the World Bank funded projects; delivery of public services and allocation of public land, provision of health and education services and in the administration of justice. The survey further notes that petty corruption was perpetrated among the lower level cadre of personnel in the police force, land, education, judiciary and health sectors. This could be blamed on poverty borne out of unreasonably low earnings in the public service. On the other hand, greed could be blamed for the grand corruption found at various levels in divers sectors of the economy.

Some of the causes for corruption identified in the DPM/ACPU (2003, pp. 7-8) include:

- political patronage, tribalism, and nepotism in the appointments to public offices;
- political interference with the management of and allocation of resources;
• weak civil society and passive citizens who do not complain about corruption and corrupt practices;
• lack of professional integrity;
• an inefficient public sector characterized by poor remuneration which tends to tempt employees to engage in corrupt practices;
• outdated technology in the public service which creates loopholes for corruption;
• red tape, bureaucracy, and complex and complicated government procedures which tempt service seekers to circumvent the rules and regulations; and
• failure to implement proposals and recommendations by public watchdogs such as: the Auditor General, the Public Investment Committee, the Public Accounts Committee, the Efficiency Monitoring Unit, the Anti Corruption Agency, and by internal and external studies and reports.

The impact of corruption has had far reaching effects on the people of Kenya. Some of the effects cited in the DPM/ACPU (2002, pp. 8-9) are:

• poor economic performance leading to unemployment and an increase in poverty;
• fluctuation in currency and increased inflation;
• lack of respect for the rule of law;
• withdrawal of international aid;
• loss of confidence in the ability of the public service to provide services;
• increased insecurity; and
• low work morale among the public servants.
However the government has declared a total war against corruption and placed it as number one on the priority list (DPM/ACPU, 2003, p. ix). To this end the government has implemented tough legislation to help in the fight against corruption. These include:

- the Anti Corruption and Economic Crimes Act which created the Kenya Anti Corruption Commission which has the responsibility to investigate and prosecute economic crimes; and

- the Public Officers Ethics Act, which provides for codes of conduct for all officers, including members of parliament, the executive and the judiciary. This Act compels officers to declare their wealth including that of their spouses and dependent children annually.

(MPND, 2003a, p. 9)

The judiciary department was targeted in the government move to fight corruption. The government took action after some judges were reported to have been involved in corruption and professional misconduct. As a result of the purge, six of the nine Court of Appeal judges and 17 of the 34 High Court judges together with 82 of a total of 254 magistrates were suspended from their duties in 2003 (Ruto, 2003, p. 1). In a survey in 2002, Kenya was listed among the most corrupt countries in Africa. Table 2.1 demonstrates that Kenya was the fourth most corrupt country after Nigeria, Angola and Cameroon. The survey was undertaken by Transparency International (United Nations, 2001, p. 23).
Regional Ranking. | Country          | Perceived index as more transparent and less corrupt country. Index marked out of 10. |
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Table 2.1: Perceived corruption rankings for some African countries
The current government (elected in 2002) was elected on a platform of zero tolerance to corruption and therefore the fight against corruption has been at the top of its agenda. An example of this is the creation of the Department of Governance and Ethics in the Office of the President and the Ministry of Justice and Constitutional Affairs to coordinate the fight against corruption (MPND, 2003b, p. 35).

2.5 FUTURE GOVERNMENT REFORM PROGRAMMES

The government has carried out public service reforms over the past decade. The focus has been on downsizing the service (excluding teachers and the security forces), harmonizing pay and benefits and putting in place interventions to enhance the efficiency of the public service. In particular the public service downsizing saw the number of employees decrease from 272,000 in 1991 to 193,000 in 2002 (MPND, 2003a, p. 13). Despite these reforms, the public service wage bill has grown to reach 9.0 per cent of the GDP. This was as a result of fresh recruitment for the essential services of health, security and teaching as well as an increase in housing allowances to public servants. The government intends to cut the wage bill to 8.5 per cent by 2005/2006 (MPND, 2003b, p. 38) and downsize the public service by 24,000 employees (Daily Nation, 2003, p. 1).

The government is currently in a difficult situation because on the one hand, the salaries of the public sector workers are extremely low and on the other, the wage bill is high. It is important to note that the present government was elected on the platform of improved salaries to the public servants and they are still waiting for the fulfillment of this pledge. However the government is appealing for patience as it tries to revamp the economy in
order to be in a position to meet the myriad of pledges given to the people before elections in 2002.

The government is committed to accelerating the public service reforms to create a leaner, efficient, motivated and productive public service. Future reforms will focus on delivery of core government services and move away from commercial activities that can be performed more efficiently and effectively by the private sector. The government recognises that the private sector provides the basis for long-term, sustainable economic growth. The government therefore intends to accelerate the ongoing privatization programme which was started in the 1990s (MPND, 2003a, p 17).

One department that has been targeted for comprehensive reform is the police department. The government realises that the police force plays a crucial role in promoting public safety, law and order. However, unsatisfactory enforcement of the rule of law and the low standards of professionalism and competence within the force, coupled with low morale has worsened security in the country and led to lack of investor confidence. The government plans for a full diagnosis of the problems in the police force and to put in place a comprehensive strategy to enhance professionalism in the force. The reform programme will include:

- re-engineering police training programmes to enhance professionalism;
- providing the force with adequate modern equipment to be able to deal with modern crime;
• improving the living conditions of the police officers through provision of decent accommodation;

• strengthening partnerships between the police force, community, private sector, and other security agencies;

• developing a framework and capacity for research into crime, Intelligence and security concerns; and

• revising and enacting laws to deal with modern crime and new challenges such as terrorism, fraud, money laundering, e-commerce crimes and tax evasion (MPND, 2003b, p. 36).

Murimi (2004) quotes the Minister for National Security as saying that the government will soon hire more police officers to attain the approved United Nations ratio of one officer to 450 people. The current ratio stands at one officer for every 1150, which is more than twice the required ratio. This disparity has impacted negatively on the security situation in the country. The report further indicates that the police force will acquire 400 new vehicles and that the government will improve the conditions of employment and provides modern equipment and technology for the police officers to enable them to control the escalating crime in the country.

According to a report by Udoto (2004) which quotes the Police Commissioner, the police force has developed a five year strategic plan which will cost Kenya Shillings 51.4 billion (the equivalent of US Dollars 659 million) to reform the force into an efficient and effective service.
The five-year plan includes the following:

- recruiting an additional 5000 police officers. At the moment Kenya has 34,000 police officers serving 30 million people;
- involving communities in policing the areas;
- developing an appropriate training policy, undertaking an intensive training needs analysis and reviewing the curriculum;
- expanding and equipping the existing training facilities and relinquishing all auxiliary services;
- changing the name from the Kenya Police Force to Kenya Police Services;
- developing a partnership policy to enhance networking and building relationships with other sectors; and
- building the capacity of specialised support units that include the Air Wing, General Service Unit, Anti-terrorism Unit, Police Dog Unit and the Anti-stock theft Unit.

Another department that has been earmarked for comprehensive reform is the judiciary. The government notes that reliable and accessible dispensation of justice is critical for a well functioning society. Hence a sound system that is speedy, accessible, affordable to the poor, fair, not corrupt and that promotes and sustains economic development is essential. To achieve the above-mentioned objectives the government has taken several actions to improve the dispensation of justice. Key among the actions is the establishment of the Ministry of Justice and Constitutional Affairs. The new ministry is responsible for policy in the administration of justice, law reform, anti-corruption strategies, integrity and ethics, legal sector reform, legal aid advisory services and the Kenyan National Human
Rights Commission. The ministry’s five year strategy is to improve legal education, increase access to justice through supporting legal aid, create mechanisms for community justice and develop and implement a five-year anti-corruption campaign. The ministry also plays a key role in the ongoing review of the national constitution, which is expected to be implemented before next general elections in 2007 (MPND, 2003b, p. 37).

Other key public service reforms which the government intends to undertake, as indicated in MPND (2003a, p. 15) include:

- developing an information, communication, technology (ICT) policy to transform the public sector into an e-government in a coordinated manner. This will increase efficiency in government and at the same time help to reduce pilfering and misappropriation of funds;

- operationalising the ICT policy in the public service including full implementation of all ICT programmes such as the Integrated Payroll and Personnel Database (IPPD) system for both the Civil Service and the Teachers Service Commission to provide a basis for improved establishment control and integrity of the payroll system;

- accelerating the ongoing ministerial rationalization and developing strategic plans for ministries/departments in order to allow for proper utilisation of resources on clearly identified core functions, determination of appropriate staffing levels, objective appraisal of staff and better and improved methods of supervising staff based on the achievement of set targets;
• undertaking job evaluation to form the basis for determining a rational grading structure and terms of service for public servants. This will be undertaken every five years;
• introducing a contributory pension/superannuating scheme and a comprehensive medical insurance scheme for all civil servants;
• developing, introducing and institutionalizing performance-based management practices in the public service;
• developing a clear recruitment and training policy aimed at ensuring proper supply and development of skills in the civil service and pegging promotion on both performance and training; and
• establishing a permanent public sector review board to ensure that from that time pay and benefits in the public service will be rationalized, market oriented and performance based (It is important to note that this body was established in 2003).

In addition, the government intends to reform the following departments to ensure efficiency in service delivery:

• Immigration department. The government intends to equip the department, recruit more officers and install an effective security marking system to administer visas and permits to curb entry of illegal immigrants.
• Local government authorities. The government intends to implement reforms to improve delivery of services and accelerate the devolution of decision-making authority to local levels.
• Government parastatals. A committee is already in place to review the performance and viability of 136 state corporations with the aim of restructuring, merging and implementing legislative reforms. It is important to note that some of the corporations have been a source of financial burden to the government (MPND, 2003b, pp. 398-399).

According to Kisero (2003, p. 8), only radical surgery of the public service will enable the government to maintain the momentum for reform. He states that the scope and nature of the reforms to be implemented will require public servants who are prepared to take bold economic decisions even when those decisions threaten the vested interest of powerful people in the government. Kisero further argues that in the public service there are still far too many permanent secretaries who are well past retirement age and cannot be trusted to undertake the radical reforms required in the service. He maintains that it is for this reason that Kenya still has a public service that yields to populism when what is needed is effective leadership.

2.6 ORGANISATIONAL CLIMATE AND MOTIVATION IN THE PUBLIC SECTOR IN KENYA

This section will analyse the extent to which organisational climate in the public service in Kenya promotes the motivation of employees. Climate here refers to the general environment, the organizational culture, the rules and regulations and the terms and conditions of service for public servants. The study focuses on the following motivational
factors in order to determine the extent to which the climate in the public service promotes the concept of motivation:

- salary structures;
- benefits and other terms and conditions of service;
- work environment and job security;
- modern management systems;
- training and staff development; and
- availability of working tools and equipment.

2.6.1 Salary structures

Perhaps the most basic element of motivation in an organisation is the salary which a worker takes home. This is in accordance with Maslow’s hierarchy of needs theory. Salary helps to satisfy the very basic needs of an individual which includes food, clothing and shelter (Johns, 1996, p. 162).

The salaries paid to public sector workers in Kenya are extremely low and hardly motivates them. The incidences of industrial unrest are a clear indication of the magnitude of the problem of low wages. For example, the University lecturers went on strike from November 2003 to February 2004 to press for an increase of 200 per cent in their salaries. The government awarded salary increase of 160% per cent which enable a full university professor to earn a maximum consolidated salary of Kenya Shillings 149,543, equivalent to US Dollars 1917 per month, up from US $ 397 per month with effect from July 2004 (Siringi, 2004). However, Ramani (2004) quotes the Secretary
General of the University Academic Staff Union (UASU) who stated that the new salary increases for university staff were very low and would not help stem the brain drain problem in Kenya.

Ogutu (2004) states that poor remuneration has been cited as the major cause of brain drain in Africa. Although the continent produces the best brains, it easily loses them to other countries where terms of work are better. The continent is good at training, but not retaining. Mureithi and Wasikama (2004, p. 8) state that Africa in general has lost their manpower to the rest of the world. They quote data from Appleton and Teal (1998) to show the extent of the flight of the most educated Africans to the developed world. It is estimated that some 100 000 foreign experts work in Africa while some 100 000 skilled Africans (doctors, research scientists and university lecturers) work in Europe and North America. African governments pay expatriates more than ten times what they pay their local counterparts. This situation of inequity in remuneration kills the morale of the local staff.

The situation is no better in the civil service. Opiyo (2004, p. 18) claims that the civil servants are spoiling for war and that anger is mounting over the pace and mode of implementing the salary harmonization programme. Opiyo points out that the public service may turn into the government’s worst nightmare as various groups intensify demands for better pay. He further argues that besides the low wage level there is discontent fuelled by piecemeal implementation of salary increases in some departments. This had led to discontent among the groups which have been left out. However, the
eagerly anticipated 100% increase in salary may not materialize in the near future, at least not in the next two financial years. According to Kimani and Oongo (2004, p. 7) the Kenya Union of Civil Servants has indicated it will call for a strike if the government does not increase salaries for civil servants soon.

It is also important to note that the majority of the local government authorities are not able to meet the salary obligations of their employees. The workers sometimes go for several months without remuneration. According to Kimani (2004), the Mombasa Municipal workers went on strike in March 2004 to press for payment of several months’ salary arrears, amounting to a total of Kenya Shillings 70 million. During the strike all the services provided by the council were paralysed. The strike was fully supported and coordinated by the local branch of the workers union: the Kenya Local Government Worker’s Union.

Table 2.2 shows salaries paid to public servants in some countries in Africa. Kenya is one of the countries, which offers very low compensation to its workers.
<table>
<thead>
<tr>
<th>Country</th>
<th>Lowest salary (in US $)</th>
<th>Highest salary (in US $)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Per annum</td>
<td>Per annum</td>
</tr>
<tr>
<td>Cameroon</td>
<td>734</td>
<td>4436</td>
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<tr>
<td>Gabon</td>
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<td>1224</td>
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<td>5480</td>
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<tr>
<td>Kenya</td>
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<td>9138</td>
</tr>
<tr>
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<td>4729</td>
</tr>
<tr>
<td>South Africa</td>
<td>4964</td>
<td>60273</td>
</tr>
<tr>
<td>Uganda</td>
<td>471</td>
<td>18768</td>
</tr>
</tbody>
</table>

Table 2.2: Salary structure for some African countries in 1998

From the above Table, it may be deduced why, with regard to salary, the level of motivation in the public service in Kenya is so low. Opiyo (2004, p. 18) observes that the current wage bill is over 9 per cent of the GDP and any further increase in the wage bill could lead to negative economic consequences, such as a rise in inflation and a general increase in the price of goods and services. Opiyo further observes that the government has to strike a balance between the huge public sector wage bill and the lofty promises made during the election campaign which included increases in salaries for public servants.
2.6.2 Employment benefits and other terms and conditions of service

The only other meaningful benefit which the public servants receive is the housing allowance, which is also low. The other benefits offered to public servants are:

- medical allowance;
- leave travelling allowance;
- commuter allowance;
- entertainment allowance (paid to a few senior officials); and
- risk allowance.

The researcher’s observation is that the amount of money paid to public servants in respect to the above benefits is low. The medical allowance ranges from Ksh. 500 to Ksh. 5000 per month, which is equivalent to US$ 6.4, to US$ 64 respectively. The amount indicated is expected to cater for the individual and the entire family. The commuter allowance paid to a university professor, for example, is Ksh. 4040 per month, which is equivalent to US$ 51. This is only enough money to fuel a car once to full capacity. Although the public universities teaching staff are allowed to import vehicles into the country tax-free, the majority of them are not able to utilize this facility, as their salaries are so low.

The benefits which are provided in other organisations, for example, bonuses, profit sharing and stock options are unheard of in the Kenyan public service. Some departments in the public service have extremely poor working conditions. The police officers in particular work under very difficult situations. The government has not been able to
provide adequate housing facilities for them. In many cases more than one family shares facilities meant for a single family. This is because the nature of the police work requires the officers to live within the police lines for easy mobilization and deployment, yet there inadequate housing facilities. However according to the MPND (2003b, p. 36), the government is committed to improving the living conditions of the police officers, including providing them with decent accommodation.

Many departments work under extreme pressure as a result of understaffing. The shortage of staff resulted from the retrenchment of staff under the public service reform programmes. The police force is also understaffed, according to United Nations standards as indicated before.

According to the DPM (2002a, p. 17), one of the factors that have contributed to poor performance in the public service has been inappropriate deployment and redeployment, leading to staff imbalance. Consequently, there has been over and under utilization of staff, lack of proper supervision and high staff turnover resulting in poor job performance. An overburdened workforce cannot have the required motivation levels to deliver efficient service (DPM, 2002a, p. 17).

Another important issue concerning working conditions is the frequent transfers public servants in Kenya are subjected to. The most affected department is the Provincial Administration. The researcher is aware of cases where officers in the Provincial Administration have been transferred to serve in up to four different stations in one year.
Such officers are subjected to continuous movement and are forced to stay away from their families. Job stability is very crucial for motivation of employees.

2.6.3 Work environment and job security

One of the problems, which have bedeviled the public service, is the political interference by the political leaders. Political leaders do not seem to fully understand their role in the running of government ministries and other public organisations which fall under their ministry. Basically the role of a minister is to formulate policies and the role of public servants is to implement these policies and run the daily operations of the ministry. Warrior (2004, p. 8) asserts that the public servants live in fear of government ministers who interfere with the running of their ministries as they try to seek favours for themselves and their political supporters. Warrior adds that the public servants live in constant fear of being suspended from work. This fear crept in after the government suspended all the procurement officers in the public service along with the forest officers following reports of professional misconduct in 2003. Nobody knows for sure which cadre will be next in the firing line.

Another daunting fear of the public servants in Kenya is the fear of being retrenched. The government may be forced to further downsize the public service to cut the wage bill. Opiyo (2004, p. 18) indicates that the government has been asked by the donor community to cut down on the wage bill and have advised the government to consider
retrenching 23,000 employees. As a result, the public servants are not secure in their employment and this affects their motivation to deliver services.

2.6.4 Training and staff development

Buckley and Cample (1990, p. 13) define training as:

“a planned and systematic effort to modify or develop knowledge/skills/attitudes through a learning experience, to achieve effective performance in an activity or range of activities. Its purpose in the workplace situation is to enable an individual to acquire abilities in order that he or she can adequately perform a given job”.

Buckey and Campke further state that part of the benefits of training is that it motivates employees because they are able to effectively undertake their work. They also describe employee development as the general enhancement and growth of an individual’s skills and abilities through conscious and unconscious learning. Staff development therefore ensures that employees in the organisation have the knowledge, skills and competency required to carry out work effectively.

According to the DPM (2002a p. 12), the government of Kenya has not had a comprehensive policy to guide staff development. Training in the public service has been guided by discrete policy guidelines contained in various government documents, which include administrative circulars, personnel and general letters, reports and other publications issued to the service from time to time. Training needs assessment and evaluation has not been undertaken with the resultant effect of minimal impact of training
on work performance and motivation of employees. However, the government is developing a comprehensive policy to act as a guide to training in the public service. The government also does not have a policy to manage career advancement programmes for employees in the public service. Instead senior public servants continue to be retained past retirement age. This situation has caused much disenchantment among the young people who want to advance their careers in the service (Kisero, 2003, p. 8).

2.6.5 Performance management programmes in the public service

Armstrong (1999, p. 429) defines performance management as a “strategic and integrated approach to delivering sustained success to organisations by improving the performance of the people who work in them and by developing the capabilities of teams and individual contributors.” Performance management provides feedback on performance to employees. This can have a motivating effect and they can strive to improve their performance. According to London (1997, p. 1) feedback guides, motivates and reinforces effective behaviour and reduces or stops ineffective behaviour.

In 2002, the government introduced performance improvement programmes based on a results oriented management approach (ROM). The approach was essentially a management tool for managing performance to achieve desired results. Simultaneously, the government introduced a service delivery survey (SDS). The objective of this survey was to examine and evaluate performance and service delivery in the public service (DPM, 2002b, pp. 3-13). In particular, the purpose of the SDS was to assist the ministries/departments to identify operational bottlenecks, service delivery shortfalls and
areas for improvement and to obtain targets for improved performance. Specific advantages of the SDS were considered to be the following:

- to provide baseline information that would give a picture of the strengths and weaknesses in the service’s existing delivery methods. This would help the public servants to design appropriate service delivery programmes for improved performance;
- to provide information necessary for measurement of the impact of reforms in the public service delivery;
- to enhance a “customer orientation” of the ministries/departments in their service delivery (DPM, 2002d, p. 51).

The above two approaches (ROM and SDS) are to some degree performance management initiatives. However, the programmes seemed not to have been successfully implemented in the public service and hence have not helped in enhancing motivation of the public servants.

The public service also uses staff performance appraisal instrument. Most public service institutions use the appraisal system for purposes of promotion, deployment, confirmation to appointment, retrenchment and training. The proper use of performance appraisal can motivate employees especially when the results are conveyed back to the employee. However, the practice in the public service is that the results never reach the employee because the appraisal itself is shrouded in secrecy. The staff appraisal system is thus rarely used for purposes of improving the performance of employees.
2.6.6 Availability of working tools, equipment and other resources

The Kenyan public service has been slow in adopting new technology and modern equipment. In the police force for example, this reluctance has contributed tremendously to the ineffectiveness of the force to fight modern and increasingly sophisticated crime. However, the government is in the process of securing proper and appropriate equipment and new technology for the police force (MPND, 2003b, p. 36).

Many other sectors also suffer from lack of proper equipment and facilities. The researcher has observed in Kenya that the university lecturers and professors in public universities are not provided with computers and have no access Internet facilities. This makes it difficult for the staff to access new research findings and information, which is crucial to the teaching and research in the university. In addition, most of the teaching staff are not provided with office facilities where they are able to consult with their students.

According to a report by Bartoo (2004), the government has been urged by a former senior world Bank official, Mr. J.M.M. Ritzen, to equip institutions of higher learning with sufficient Internet facilities. Mr. Ritzen stated that Internet facilities are crucial as they provide a means of collaboration between Kenyan institutions and others worldwide. Ritzen said that Internet facilities are as crucial as “the air we breathe” in providing a forum for exchange of information and technology.
Michieka (2004) claims that funding for universities has continued to decrease whereas student enrolments have continued to rise as a result of the increasing demand for university education. The lack of adequate funding has caused congestion in both teaching and accommodation facilities for students. University lecturers have continued to teach increasing numbers of students, yet their remuneration has remain constant. Understandably, their morale has declined over the years.

Siele (2004) reports that the government has been blamed for failing to enact practical policies to improve scientific research. According to the report, most of the local research work has been ignored while the scientists have been forced to move out to look for “greener pastures”. The government, therefore, has been asked to formulate clear policies and provide funding for research, and properly remunerate local researchers to stem their exodus to other countries.

It is also a common occurrence in most public institutions that registries are still using the old manual filing system. The majority of institutions have not introduced modern information based systems. The payroll system for the entire civil service, for example, is manual and it makes it difficult to handle voluminous data emanating from the entire civil service (DPM, 2002a, p. 15). Lack of proper equipment and technology makes the work tedious and frustrating and may contribute to lack of job satisfaction and motivation to work. In addition, the public service has not embraced job design methods which include job enlargement, job enrichment, and job rotation.
2.7 CONCLUSION

The structures of the public service in Kenya are reminiscent of the colonial set up. At the time of independence in 1963, no remarkable restructuring was done and instead efforts were directed to filling the vacant positions left by the departing expatriates. The decision by government to adopt the role of agent for development led to the need for a large workforce in the public service to carry out the huge responsibility. The large workforce resulted in a huge wage bill, which the government could not sustain. The government could not provide competitive salaries as the cost of living increased, and the recommendations and adoptions of the Ndegwa Report that public servants be allowed to operate business saw the rise of corruption in the service. The problem of corruption has had a far reaching, negative impact on the economy and service delivery in the public service. The problems of a huge wage bill and corruption led the government to introduce intervention measures in the form of reforms in 1993. The reform process is a continuous exercise as the government strives to convert the public service into an efficient and effective outfit to provide services and meet the aspirations of the Kenyan people. However, the climate at the moment does not support the motivation of the employees. Salaries are low and the other benefits offered by the government do not motivate the workers. The government is in a difficult situation between “a hard place and a rock”. On one side are the low wages and the campaign pledges for improved salaries and on the other, the escalating wage bill and the need to trim the workers. It remains to be seen which direction the government will take as it makes its difficult and far-reaching choices.
The next chapter will provide a comprehensive review of literature on the subject of motivation. The concept of motivation will be defined and various theories on the concept will be analysed. The strategies used by organisations to motivate their employees will be highlighted and discussed. The chapter will also focus on the benefits of motivation and its challenges.
CHAPTER 3

APPROACHES TO MOTIVATING EMPLOYEES

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3.1 INTRODUCTION

In the previous chapter the public service was critically examined to determine the extent to which the climate in the service was conducive to motivation of employees. This chapter defines and discusses in detail the concept of motivation and the various approaches organisations use in motivating employees. The chapter also discusses the various theories of motivation which scholars and management practitioners have formulated to explain their understanding of the concept. Finally, the chapter highlights the benefits of motivation and its related problems.

3.2 THE CONCEPT OF MOTIVATION

Organisations today have realised the importance the concept of motivation plays in achieving organisational objectives. As resources increasingly become scarce, organisations seek ways to improve employee productivity without incurring additional costs. Motivation has provided a way for employers to increase employee work performance and commitment to the organisation without spending a lot of resources on their employees (http://www.employer-employee.com/howtomo.htm (2003).
The modern business approach which focuses on customer care, has made the concept of motivation even more appealing to organisations. According to Burton (2001, p. 13), research has shown that good customer service begins inside the organisation with the way employees are treated, valued, respected, empowered and rewarded. For this reason delivering good service to customers is increasingly being linked to the way organisations manage and motivate their people. Burton argues that if one cannot easily deliver a good experience to employees within the organisation, one is highly unlikely to deliver a positive experience to the customers. Business success today rests on quick action, quality service to the customer and practical innovations which can only be achieved through motivated and committed employees (Burton, 2001, p. 13).

3.2.1 Motivation defined

Kreitner and Kinicki (1998, p. 189) note that the term motivation is derived from the latin word *movere* which means ”to move” and they define motivation as “those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed”.

Bagraim (2003, p. 52) defines motivation as “The force within us that arouses, directs and sustains our behaviour”.

Greenberg (1996, p. 62) supports the above definitions by stating that motivation is “the process of arousing, directing and maintaining behavior towards a goal.”
Mullins (1996, p. 480) states, “The underlying concept of motivation is some driving force within individuals by which they attempt to achieve some goal in order to fulfill some need or expectation.”

Graham and Bennett (1998, p. 60) describes employee motivation as “consisting of all the drives, forces, and influences, conscious or unconscious that cause the employee to want to achieve certain aims.”

Robbins (1993, p. 205) defines motivation as the “willingness to exert high levels of effort toward organisation goals, conditioned by the effort’s ability to satisfy some individual need.”

De Cenzo and Robbins (1996, p. 297) provide a model (see figure 3.1) to explain the process of motivation.

![Figure 3.1: Process of motivation model](Source: De Cenzo and Robbins (1996, p. 297))

Figure 3.1 shows that employee’s effort leads to achievement of organisational goals with resultant satisfaction of individual needs. According to Gordon (2000, p. 102), motivation concerns getting the desired outcomes from employees that, in turn, help to attain goals. She states that employees may be motivated to put extra effort into meeting all the
standards and specification of a job over a short time. However, they could be motivated to perform even better if they received rewards such as special bonus awards, or extra time off from work for their superior performances.

Armstrong (1999, p. 109) explains that motivation can take place in two ways. Intrinsic motivation, is self-generated and influences people to behave in a particular way. Intrinsic motivation is internal and includes the feeling that work is important and therefore motivates a person to perform. Extrinsic motivation on the other hand, is brought about by external factors which include praise, promotion, pay and punishment.

3.2.2 Role of motivation in the organisation

Why do we need motivated employees? The answer is for the survival of the organisation. In the increasingly competitive, rapidly changing world of business, a motivated workforce is a great asset. Motivated employees are more productive, committed and loyal to the organisation (http://www.employer-employee.com/howtomo.htm (2003).

Motivation is key among the factors for effective performance. Tosi, Rizzo and Carroll (1994, p. 207) indicate that performance is the result of ability and motivation of employees. Thus:

$$\text{Performance} = f(\text{Ability} + \text{Motivation})$$

Robbins (1998, p. 189) adds opportunity to the equation of performance thus:

$$\text{Performance} = f(\text{Ability} + \text{Motivation} + \text{opportunity})$$
Robbins argues that even though an individual may be motivated and has the ability to perform there could be obstacles that constrain opportunity to perform.

Kreitner and Kinicki (1998, p. 193) give the following formula indicating that effective performance involves many factors, including motivation:

\[
\text{Performance} = \text{Level of ability} + \text{Levels of skill} + \text{Motivation} + \text{Knowledge about how to complete the task} + \text{Feelings / Emotions} + \text{Facilitating and inhibiting conditions not under the individual’s control.}
\]

According to Kreitner and Kinicki (1998, p. 193) motivation is necessary, but not a sufficient contributor to job performance.

Bagraim (2003, p. 66) cites the example of the apartheid system in South Africa, which limited the opportunities of the vast majority of the South African people regardless of their motivation and competency. The majority of the South African population was simply never given the opportunity to achieve what they were capable of performing. Bagraim argues that effective performance is a factor of motivation, inherent ability, developed competence and opportunity.

Ability is based on education, experience and training and its improvement involves a long process. On the other hand, motivation can be improved quickly and immediately (http://www.accel.team.com/motivation/index.html(2004)).
Ivancevich (1992, p. 146) provides a model on work performance (see figure 3.2).

Figure 3.2: Work performance model
Source: Ivancevich (1992, p. 146)

Figure 3.2 shows that job performance involves willingness, capacity and the opportunity to perform. Bagaim (2003, p. 53) emphasises that an effective manager must understand employees and what motivates them, and that high levels of motivation are very important contributors to organisational performance. Highly motivated employees strive to produce at the highest possible level and they exert greater effort than employees who are not motivated. Bagaim adds that the characteristics of motivated employees are:

- they always want to come to work;
• they want to be part of teams at work;
• they are interested in helping and supporting others at work; and
• they generally exert greater effort in their work and contribute more in the organisation.

Tosi et al. (1994, p. 206) note that the subject of motivation is of interest to psychologists and managers since it is a factor in organisational psychology and human behaviour. As a psychological concept, motivation refers to the internal mental state of a person, which relates to the initiation, direction, persistence, intensity and termination of behaviour. Motivation is also a factor in management practice, therefore attracting interest of students of management and managers. Motivation as a management concept is seen as something managers do to induce others to act so as to produce results desired by the organisation.

Kreitner and Kinicki (1998, p. 189) observe that effective employee motivation has long been one of management’s most difficult and important duties especially in the current situation where organisations tend to downsize, and in relation to the demands associated with managing a diversified workforce.

3.3 THEORIES OF MOTIVATION
There are many competing theories which attempt to explain the nature of motivation. These theories help to explain the behaviour of certain people at certain times. Any theory, which aids in understanding of how best to motivate people at work, is useful. Because of the complexity of motivation and the fact that there is no ready-made solution or single answer to what motivates people to work well, all the different theories are important to the manager. The existence of many theories show that there are many motives which influence people’s behaviour and performance (Mullins, 1996, p. 486).

The first theory to be discussed is Fredrick Taylor (1911) scientific management theory. Taylor believed that the only thing that motivates employees was “more money”. According to him, one had to devise a way of tying the productivity of employees into the way they were paid. Taylor’s approach was later criticised for failing to recognise the complexity of human motivation. People are motivated by many factors, some of which money provides and some of which it does not. The shortcomings in Taylor’s theory led to the research study on motivation referred to as “the Hawthorne studies” by Elton Mayo in 1924. The studies concluded that man was a “social animal” and that basically man was motivated by social factors and not economic factors as suggested by Taylor. The Hawthorne studies gave rise to the human relations approach to understanding motivation (Lindner, 1998).

Some human relations theories explain the subject of motivation in terms of human needs. This school of thought has been referred to as the “need or content school of
thought”. This school focused on “what” motivates people. Another school of thought looked at motivation as a process - “process school of thought” and they focused on “how” behaviour is motivated (Tosi et al. 1994, p. 207). This study will focus on the above-mentioned schools of thought.

3.3.1 Content theories of motivation

The scientific basis of content theories is the belief that an unsatisfied need creates tension and a state of disequilibrium. To restore the balance, a goal that will satisfy the need is identified and a behaviour pathway that will lead to the achievement of the goal is selected. All behaviours are therefore motivated by unsatisfied needs (Armstrong, 1999, p. 111). This review focuses on the following content theories:

- Maslow’s hierarchy of needs theory;
- Aldefer’s ERG theory;
- Herzberg’s two factor theory;
- McGregor’s theory X and theory Y; and
- McClelland’s acquired needs theory.

3.3.1.1 Maslow’s theory of hierarchy of needs

According to Robbins (1998, p. 169) Maslow’s theory is based on two assumptions:

- That different needs are active at different times, and only needs not yet satisfied can influence behaviour; and
• That needs are arranged in a fixed order of importance called a hierarchy.

The need to satisfy leads to motivation to work in order to satisfy that particular need. Once that need has been satisfied then there must be an appeal to satisfy the next level of need to again be motivated.

Nzuve (1999. pp 39-40) indicates that Maslow (1943) identified five categories of needs as follows:

**Physiological needs** – basic level. These include food, water, sex, sleep and shelter. These are the needs that must be satisfied to sustain life and they take precedences over other needs. People work to satisfy these very basic needs often catered for by basic wages or salary.

**Safety needs** – The need for emotional and physical safety includes job security, job stability and safe working conditions.

**Social needs** – The need for affection and acceptance includes friendship, love, and association in the workplace.

**Self-esteem** – This includes social recognition, respect, social status, job title, autonomy to make decisions, achievement and attention from others. Maslow explains that self-esteem refers to self respect and respect from others.

**Self-actualization** – This refers to the need for growth, advancement, creativity and challenges. Maslow (1943) states that this level is the culmination of all the other needs and represents the pinnacle of self-fulfilment (see figure 3.3) (Nzuve, 1999. pp 39-40).
Maslow (1943) as cited by Graham and Bennet (1998, p. 62) suggest that the classes of needs (see figure 3.3) form a hierarchy which people tend to satisfy in a certain order of precedence. On reaching the highest level and achieving what he or she is capable of becoming, the person will have realised his or her full potential. Applied to the job, self actualization would represent the ultimate level of motivation. In this regard, Maslow notes that the lower level needs are easily satisfied and their further use will not motivate.

Maslow’s theory has been very influential. However, its main weakness is that it was not verified by empirical research and has been criticised for its apparent rigidity. People have different priorities and it is difficult to accept that people’s needs progress steadily up the hierarchy (Armstrong, 1999, p. 113).

3.3.1.2 Aldefer’s ERG theory
Hellriegel, Jackson and Slocum (1999, p. 467) state that Alderfer, like Maslow, looked at motivation from the needs perspective and identified three categories of needs: existence, relatedness and growth. Existence needs are desires for material and physical well-being that are satisfied through food, water, air, shelter, working conditions, pay and fringe benefits. These are similar to Maslow’s physiological and security needs combined.

Hellriegel et al. (1999, p. 467) indicate that relatedness needs refers to the desire to establish and maintain interpersonal relationships with other people including; family, friends, supervisors, subordinates and co-workers. Relatedness needs are similar to Maslow’s affiliation needs. Growth needs, according to Hellriegel et al., are desires to be creative and make useful and productive contributions and to have opportunities for personal development. Growth needs, are similar to Maslow’s esteem and self-actualization needs. Hellriegel et al. also point out that Alderfer’s theory contains a satisfaction progression hypothesis as well as a frustration regression process. The frustration regression process occurs when individuals are frustrated in meeting higher level needs, and therefore the immediate lower needs re-emerge to direct behaviour (see figure 3.4).
Greenberg and Baron (2000, p.136) indicate that the ERG theory is supported by research evidence suggesting that although basic needs exist, they are not exactly as specified by Maslow. Greenberg and Baron add that the two needs theories do not concur about the number of needs and the relationship between them, but they concur that satisfying human needs is an important part of motivation on the job. Greenberg and Baron (1999, p. 469) provide a comparative figure of Maslow’s and Aldefer’s theories (see figure 3.5).
3.3.1.3 Herzberg’s two factor theory

Fredrick Herzberg as quoted by Tosi et al. (1994, pp. 218-219) concentrated on satisfaction at the work place. Herzberg’s basic tenet is that not being satisfied is different from being dissatisfied. Unlike Maslow, Herzberg’s work was based on empirical research. His initial research involved two hundred engineers and accountants. Herzberg went out to organisations and asked people two questions:

1. What is it about the job that really motivates you?
2. What is it about the job that really makes you unhappy and dissatisfied?
Herzberg came to the conclusion that certain factors tended to lead to job satisfaction while others frequently led to dissatisfaction. The factors which led to satisfaction he called motivators and those giving rise to dissatisfaction he termed hygiene factors.

Factors that motivate people include:

- Responsibility;
- Achievement;
- Recognition;
- Advancement;
- work itself; and
- the workers’ potential for personal learning and growth.

Herzberg, according to Kreitner and Kinicki (1998, p. 200), found separate, distinct clusters of factors associated with job satisfaction and dissatisfaction. Job satisfaction was frequently associated with achievement, recognition, characteristics of the work, responsibility and advancement. These were related to the content of the task performed. Herzberg hypothesised that motivators caused a person to move from a state of no satisfaction to satisfaction and therefore managers can motivate individuals by incorporating motivators into a job. In addition, Kreitner and Kinicki point out that, Herzberg found dissatisfaction to be associated with the work context or environment, for example, company policies and administration, technical supervision, salary, interpersonal relations with supervisors and work conditions. Hygienic factors are:

- company policies and practices;
- technical supervision by the manager;
- interpersonal relations with the supervisor;
- the worker’s personal life; and
- physical conditions of the work setting (Kreitner and Kinicki, 1998, p. 200).

Figure 3.6 illustrates Herzberg’s two-factor theory.

Figure 3.6: Herzberg’s two-factor theory
Source: Hellriegel et al. (1999, p. 472)

Figure 3.6 show that hygiene factors cause dissatisfaction as indicated in line X and motivators cause motivation as indicated by line Y. Herzberg also found that a salary hike did not serve as a motivator, but its lack increased dissatisfaction. This is mainly because people feel that they deserve the raise they get and it does not motivate them. Herzberg notes that it takes more than a pay rise and good working conditions to motivate employees. It takes “an enriched job” that offers the individual an opportunity for achievement, recognition, responsibility and advancement (Kreitner and Kinicki, 1998, p. 201).
Herzberg’s two factor model has been heavily criticised because no attempt was made to measure the relationship between satisfaction and performance. It has been suggested that the two factor nature of the theory is an inevitable result of the questioning method used by the interviewers. Despite the criticisms, Herzberg’s theory has had a tremendous influence on the job enrichment movement. Armstrong (1999, p. 115) indicates that job enrichment seeks to design jobs in a way that will maximise the opportunities for intrinsic satisfaction in the work and thus improve the quality of working life.

3.3.1.4 McGregor’s theory X and Y

McGregor’s theory X and theory Y are essentially a set of assumptions about human behaviour in the workplace. McGregor saw two noticeable sets of assumptions which are made by managers about their employees. Theory X emphasises and assumes that employees are inherently lazy, requiring coercion and control and avoiding responsibility. It also assumes that employees are only seeking security. This theory substantially agrees with Taylor’s scientific theory which emphasises control and extrinsic rewards as ways of motivating workers. McGregor’s theory Y sees workers in a more favourable light. Employees are seen as enjoying work which is considered as natural as rest or play. They do not have to be controlled or coerced so long as they are committed to the organisation. This theory claims that workers will not only accept, but will also seek responsibility (Robbins, 1993, p.208).
3.3.1.5 Acquired Needs theory

McClelland, a well known psychologist at the Harvard University, studied employees behaviour. He used the Thematic Apperception Test (TAT) to measure employee motivation in satisfying various needs and found out that employees craved the need for achievement, the need for power and the need for affiliation (Kreitner and Kinicki, 1998, p. 196). The acquired needs theory focuses on the diversity of people and is rooted in culture. It assumes that needs are acquired or learned on the basis of our life experiences. When a need is strong, it will motivate the person to engage in behaviour that satisfies that need. Achievement is represented by the drive to excel, accomplish challenging tasks to achieve a standard of excellence. Achievement motivation depends on childhood, personal and occupational experience and even the type of organisation. According to this theory some people have a compelling drive to succeed. They strive for personal achievement rather than for the rewards of success. They have a strong desire to do something better or more efficiently than it has been done before. Individuals high on achievement needs often make good entrepreneurs running their own business (Johns, 1996, p. 166).

Kreitner and Kinicki (1998, p. 196) state that the need for achievement is defined by the following desires:

- to accomplish something difficult;
- to master, manipulate, or organise physical objects, human beings or ideas as rapidly and as independently as possible;
• to overcome obstacles and attain a high standard;
• to excel one’s self;
• to rival and surpass others; and
• to increase self regard by successful exercise of talent.

According to McClelland, as cited by Robbins (1998, p. 176) the need for power is the desire to influence and control one’s environment. The need for personal or institutional power can be a motivator in organisations. This is the desire to have an impact and to feel that one is in charge.

Kreitner and Kinicki (1998, p. 197) point out that the need for power reflects an individual’s desire to influence, coach, teach, or encourage others to achieve. People with a high need for power, like to work in groups and are concerned with discipline and self-respect. Kreitner and Kinicki add that there is a positive and negative side to this need. The negative side is characterised by an “if I win, you lose” mentality. On the other hand, people with a positive orientation to power focus on accomplishing group goals and helping employees obtain a feeling of competence.

Kreitner and Kinicki (1998, p. 197) explain that affiliation is the desire for friendly and close interpersonal relationships. Employees high on this need are likely to gravitate towards professions that involve high levels of interaction with others and tend to work well in teams. They also desire approval from others. In addition, such people prefer to spend time maintaining social relationships, joining groups and wanting to be loved.
Individuals high on this need are not effective managers or leaders because they have a hard time making difficult decisions without worrying about being disliked.

Different individuals have different levels of the various needs. Some have a greater need for achievement, others a stronger need for affiliation and still others have a greater need for power. While one need may be dominant, this does not mean that the others are non-existent. McClelland found that the needs were based on cultural background rather than inherent characteristics and could be indoctrinated by means of training and other attitude forming activities (Mullins, 1996, pp. 498-499). Figure 3.7 shows the process of motivation according to need theories.

![Figure 3.7: The process of motivation model](image)

Source: De Cenzo and Robbins (1996, p. 298)

Figure 3.7 indicate that the process of motivation is initiated by tension caused by a desire to satisfy a need. The tension causes effort (behaviour) to be directed in a particular direction (goal) in order to satisfy the need. Satisfaction results in decreased tension (calm state) in the person. The next sub-section discusses the process theories of motivation.
3.3.2 Process theories of motivation

Process theories are also referred to as cognitive theories because they are concerned with people’s perception of their working environment and the ways in which they interpret and understand it. This study focuses on four process theories of motivation, namely:

- Expectancy theory;
- Goal theory;
- Equity theory; and
- Reinforcement theory.

Armstrong (1999, p. 116) explains that the process theories are useful in understanding the complexities of human behaviour. They explain why different people have different needs and goals, why individual needs change and how employees change to try and satisfy needs in different ways. The process theories are considered useful to managers than the needs theories because they provide more realistic guidance on motivation techniques (Armstrong, 1999, p. 116).

3.3.2.1 Expectancy theory

Greenberg and Baron (2000, p. 149) indicate that the expectancy theory is based on three different types of beliefs: expectancy, instrumentality and valence. The expectancy theory was originally contained in the Valency–Instrumentality–Expectancy (VIE) theory which was formulated by Vroom. The theory seeks to predict or explain task-related effort, which is perhaps the most comprehensive motivational theory. The VIE theory suggests that motivation is a function of the perceived relation between effort, performance and desirability of consequences associated with performance outcomes. Expectancy is based
on the belief that a particular level of effort will be followed by a particular level of performance.

Kreitner and Kinicki (1998, p. 229) observe that Vroom’s terminology represents an individual’s belief that a particular degree of effort will be followed by a particular level of performance. In other words effort leads to performance expectation. According to Vroom, the following factors influence an employee’s expectancy perception:

- self-esteem;
- self-efficacy;
- previous success at the task;
- help received from a supervisor and subordinates;
- information necessary to complete the task; and
- good materials and equipment to work with.

Instrumentality relates to the individual’s perception of the probability/chance that a specific level of performance will lead to various outcomes of reward or punishment. Instrumentality is a performance outcome perception. It represents a person’s belief that a particular outcome is contingent on accomplishing a specific level of performance. In other words Instrumentality is the perception of performance outcome.

Kreitner and Kinicki (1998, p. 229) provide the example of passing exams as being instrumental in graduating from college. They also note that Valence refers to the positive or negative value people place on outcomes. For example, most employees have a positive valence for receiving additional money or recognition. In contrast, job stress and
being laid off would likely be negative examples of valence for most people. In Vroom's expectancy model, outcomes refer to different consequences that are contingent on performance such as pay, promotion, or recognition.

Luthans (1992, p. 164) observes that although the expectancy theory does not directly contribute to methods for motivating personnel in an organisation, it is valuable in understanding organisational behaviour. Luthans adds that the theory can clarify the relationship between individual and organisational goals.

### 3.3.2.2 Goal theory

Goal theory developed by Latham and Locke cited by Greenberg and Baron (2000, p. 139) maintains that motivation and performance are higher when individuals have set specific goals. According to Tosi et al. (1994, p. 234), the thinking here is that motivation is driven primarily by the goals or objectives that individuals set for themselves. It is believed that the goal itself provides the driving force for action. Thus a person with higher goals will do better than someone with lower ones. In addition, the theory states that someone who knows precisely what he or she wants to do, or is supposed to do will do better than someone whose goals are vague.

Gordon (2002, p. 115) observes that goal setting focuses behaviour and motivates employees. As employees receive ongoing feedback on progress towards achieving their goals, their motivation increases and remains high.
Kreitner and Kinicki (1998, p. 234) argue that more recently, goal setting has been promoted through a widely used management technique called management by objectives (MBO). MBO is a management system that incorporates participation in decision making, goal setting and objective feedback. Goal setting has been successful in improving performance because the method directs attention, regulates effort and increases persistence (Kreitner and Kinicki, 1998, p. 234).

### 3.3.2.3 Equity theory

Mullins (1996, p. 508) notes that equity theory is concerned with the perceptions people have about how they are being treated compared with others. This theory was expounded by J. Stacey Adams. Equity theory states that, people will be better motivated if they are treated equitably and demotivated if they are treated inequitably. In other words equity, fairness and justice in the workplace are major factors in determining motivation whereas unfairness is a major source of demotivation.

According to Kreitner and Kinicki (1998, p. 223), equity theory claims that people are motivated to maintain consistency between their cognitive beliefs and their behaviour. Perceived inconsistencies create cognitive dissonance (physical discomfort), which in turn, motivates corrective action. Kreitner and Kinicki indicate that employees input, (for which they expect a just return) includes education, experience, skills and effort. On the outcome side of the exchange, the organisation provides such things as pay, fringe benefits and recognition. On the job feelings of inequity revolve around a person’s evaluation of whether he or she receives adequate rewards to compensate for his or her
contributive inputs. People perform these evaluations by comparing the perceived fairness of their employment exchange to that of relevant others.

Kreitner and Kinicki (1998, p. 223) provide a model for making equity comparisons (see table 3.1).

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>Pay/Bonuses</td>
</tr>
<tr>
<td>Education/Training</td>
<td>Fringe benefits</td>
</tr>
<tr>
<td>Experience</td>
<td>Challenging assignment</td>
</tr>
<tr>
<td>Skills</td>
<td>Job security</td>
</tr>
<tr>
<td>Creativity</td>
<td>Career advancement/promotion</td>
</tr>
<tr>
<td>Seniority</td>
<td>Status symbols</td>
</tr>
<tr>
<td>Loyalty</td>
<td>Pleasant/safe working environment</td>
</tr>
<tr>
<td>Age</td>
<td>Opportunity for personal growth/development</td>
</tr>
<tr>
<td>Personality traits</td>
<td>Supportive supervision</td>
</tr>
<tr>
<td>Effort expended</td>
<td>Recognition</td>
</tr>
<tr>
<td>Personal appearances</td>
<td>Participating in important decisions.</td>
</tr>
</tbody>
</table>

Table 3.1: Equity comparisons
Source: Kreitner and Kinicki (1998, p.223)

Table 3.1 shows the inputs the employees provide in the organisation and the expected outcome for each kind of input.

Hellriegel et al. (2001, p. 272) state that according to equity theory, if people perceive that they are being treated unfairly they are likely to look for justification for the treatment. Failure to find any, may cause them to behave in ways that harm the organisation. For example, the organisation may lose the valuable talents of high performers or dissatisfied employees stay on in the organisation may resort to withhold
effort which may reduce output or lower quality. The above discussion is illustrated by the equity model provided by Hellriegel et al. (2001, p. 273) in figure 3.8:

<table>
<thead>
<tr>
<th>Ration comparison</th>
<th>Perception</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Equity</strong></td>
<td></td>
</tr>
<tr>
<td>R50 = R10/ hr</td>
<td>I’m being treated equally</td>
</tr>
<tr>
<td>5 hrs. work</td>
<td></td>
</tr>
<tr>
<td>10 hrs. work</td>
<td></td>
</tr>
<tr>
<td><strong>Inequity</strong></td>
<td></td>
</tr>
<tr>
<td>R50 = R10/ hr</td>
<td>I’m getting less than deserve for my</td>
</tr>
<tr>
<td>5 hrs. work</td>
<td>efforts</td>
</tr>
<tr>
<td>R100 = R25/ hr</td>
<td></td>
</tr>
<tr>
<td>4 hrs. work</td>
<td></td>
</tr>
</tbody>
</table>

| **Inequity**      |                                      |
| R50 = R10/ hr     | I’m getting more than I deserve      |
| 5 hrs. work       |                                      |
| R20 = R5/ hr      |                                      |
| 4 hrs. Work       |                                      |

Key:  
- Outcomes (Self)  =  Outcomes (Other)  
- Inputs (Self)  =  Inputs (Other)  (1999, p. 467)
- R - South African Rand
- hrs – Hours

Figure 3.8: The equity model of motivation: comparing hourly wages
Source: Hellriegel et al.. (2001, p. 273)

Figure 3.8 illustrates the equity comparisons employees make with regard to inputs (hours worked) and outputs (wages) as compared to other employees in similar situations. The outcome will determine the employee’s behaviour in any given situation.
3.3.2.4 Reinforcement theory

Reinforcement theory was formulated by Skinner is based on Skinner’s classical experiments (Hellriegel et al., 2001, p. 273). It shifts emphasis from the employee’s underlying needs and cognitive processes to the rewards and punishments in the work environment. The two underlying assumptions of the theory are that human behaviour which is followed by a pleasant consequence is more likely to be repeated. Hellriegel et al. (2001, p. 273) provide an example of an employee who receives a reward (a bonus, a compliment, or promotion) for superior performance. The employee is likely to continue performing well in anticipation of future rewards. The other assumption is that if the consequence of a particular behaviour is unpleasant (management’s disapproval or a demotion), the employee will tend to modify that behaviour.

Hellriegel et al. (2001, p. 274) developed a reinforcement theory process model (see figure 3.9).

![Figure 3.9: Reinforcement process](image)

Source: Hellriegel et al. (2001, p. 274)
It can be noted from figure 3.9 that the prevailing situation determines the response (behaviour). The consequence of the behaviour will determines future behaviour pattern of the employee.

The four basic reinforcement strategies are:

**Positive reinforcement** – administration of positively rewarding consequence following desired behaviour.

**Negative reinforcement**- removal of negative consequences following desired behaviour.

**Extinction**- withdrawal of positive reward or reinforcing consequences for an undesirable behaviour.

**Punishment**- administration of negative consequences following undesirable behaviour (Ngesa, 2001, p. 9).

However, Robbins (1998, p. 182) argues that reinforcement theory ignores the inner state of the individual and concentrates solely on what happens to a person when he or she takes some action. He further argues that because it does not concern itself with what initiates behaviour, it is not strictly speaking a theory of motivation. However, Robbins observes that it does provide a powerful means of analysis of what controls behaviour. Consequently, it is included in this discussion of motivation.

The different theories discussed provide a framework with which to direct attention to the problem of how best to motivate staff to work willingly and effectively. It is
important to note that the theories are not conclusive. They all have their critics or have been subjected to alternative findings which purport to contradict the original ideas. However, the different theories provide a basis for study and discussion and for a review of the most effective motivational style (Mullins, 1996, p. 512).

Kreitner and Kinicki (1998, p. 192) argue that motivation theories present managers with a psychological puzzle because there is no motivation theory that is appropriate in all situations. Managers therefore need to use a contingency framework to pick and choose the motivational techniques best suited for the people and situation involved. Kreitner and Kinicki add that managers face a variety of motivational problems that can be solved with different theories of motivation. Each theory can help managers determine how to increase employee effort. For example, need and equity theories are mostly helpful to managers developing programmes to increase job satisfaction in the organisation. Managers faced with a high turnover are advised to use the reinforcement, equity and expectancy theories. Kreitner and Kinicki (1998, p. 192) provide a model based on the theories of motivation for managers to use in managing motivation in the organisation (see figure 3.10).
<table>
<thead>
<tr>
<th>Outcome of interest.</th>
<th>Need Theories</th>
<th>Reinforcement</th>
<th>Equity</th>
<th>Expectancy</th>
<th>Goal setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice to pursue a course of action</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Effort</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Performance</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Satisfaction</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Absentism</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Turnover</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Figure 3.10: Model for motivation

Figure 3.10 indicates the type of theory applicable for the various organisational needs. It can be noted for example that all the theories are applicable in improving employee effort. The next section discusses the various approaches used by organisations to motivate employees.

3.4 MOTIVATIONAL APPROACHES IN ORGANISATIONS

Armstrong (1999, p. 105) states that organisations are concerned with what should be done to achieve sustained levels of performance through people. He stresses that to achieve the above objective, organisations provide an environment for employees to be self motivated. He affirms that the employees who are motivated work very hard and there is therefore a need for managers to manipulate the work environment to influence
human behaviour and harmonise individual goals with those of the organisation. According to Armstrong, managers can identify employee needs and endeavour to meet them and in the process motivate employees. The next sub-section discusses the motivational approaches used by organisation to motivate employees.

### 3.4.1 Recognition of the good work done by employees

Robbins (2001, p. 192) notes that recognising employees for the work done is one of the strategies organisations use to motivate employees. He adds that employee recognition programmes express appreciation and approval for a job well done and can be personalised to individuals or groups. Monthly or annual awards are organised for workers nominated by peers and management for extraordinary effort on the job. Recognition involves congratulating an employee in private for a job well done or sending a handwritten note, an email, or even voicemail to acknowledge positive things employees have done. Employees with a strong need for social acceptance; require the manager to publicly recognise accomplishment. To enhance group cohesiveness and motivation, the organisation can organise a team celebration for success attained. Robbins warns that, in the contemporary competitive situation where resources are increasingly becoming limited, lavish recognition programmes may not be favourable. However, one of the most well-known and widely used recognition methods is the use of suggestion systems. Under this programme employees offer suggestions for improving processes, or cutting costs, and are recognised with small cash awards.
Greeenberg and Baron (2000, p. 137) indicate that Data company of Temple Terrace in Florida, give awards to employees who develop ways of improving customer care satisfaction or business performance. The biggest award is a four-day, first class vacation as well as US$500 cash award, a plaque and recognition in the company magazine. Greeenberg and Baron add that the General Motors, Ford, Shell Oil and AT&T companies of the United States offer small non-monetary gifts such as dinner certificates, VCRs and computers to employees in recognition of their accomplishments.

Some companies also write articles in the company newsletter that describe an employee’s remarkable success and contribution to the organisation. Other ways of recognising achievement include using the prestige sign to identify the employee of the month, assigning private parking spaces, giving monetary bonus, holding award banquets, trophies and giving employees keys for the executive washroom (Greenberg & Baron, 2000, p. 135).

### 3.4.2 Rewarding employees adequately and equitably

Organisations aim at rewarding employees adequately to enable them to satisfy most of their needs. Hellriegel et al. (2001, p. 280) mention that some organisations align rewards with what employees value and this is determined by asking employees what they value most. Some employees value monetary rewards above everything else, whereas others value work scheduling flexibility and others, training and development opportunities.
Hellriegel et al. point out that organisations must ensure that there is an equitable reward system. Employees must be given sufficient reward for their accomplishments which must also be equitable in comparison with rewards given to other employees with similar performances. This is done to ensure that employees have a fair return for their input into the organisation.

De Cenzo and Robbins (1996, p. 306) note that realising that employees have different needs should indicate that rewards, too, may need to be different. What motivates one individual may not motivate another. As such employers need to use their understanding of employee differences and tailor the reward system to meet the various needs. De Cenzo and Robbins argue that the rewards individuals receive should be viewed as comparable to the effort they have expended. Although perceptions may vary in what is equitable, effort must be made to ensure the reward system used is fair, consistent and objective. Difficult problems emerge when people receive information that other employees in similar jobs receive more money or rewards. The workers will be demotivated because of the perceived inequity.

Mengel (2001, p. 33) indicates that rewards should be immediate, appropriate and personal. Receiving a bonus cheque at the end of the year may be less meaningful than smaller, more frequent payouts.

Herzberg’s proposition, cited by Graham and Bennett (1998, p. 71), that money is a hygiene factor rather than a motivator has elicited a lot of controversy. Herzberg stated
that money does not motivate, but its lack can cause dissatisfaction. However Graham and Bennett (1998, p. 71) observe that money remains the single highest motivator for the following reasons:

- High wages provide access to physical goods, services and lifestyles greatly valued by the majority of employees;
- High incomes indicate occupational competence and a mark of success. This in itself constitutes an important motivating factor;
- Money can simultaneously satisfy many needs, from the very basic to the highest level;
- Money is a convenient way of measuring the worth of a job and for indicating the standards expected of a worker; and
- Pay rises awarded for excellent performance can greatly increase a worker’s commitment and general morale.

Nzuve (1999, p. 48) asserts that some people do not consider money as very important and it therefore may not motivate them. To others no amount of money may satisfy and they are continuously driven by the desire to get more. The definition of “good pay” is itself subjective. A certain salary package might be seen as excellent by one person, but as unsatisfactory by another. However, if money is to act as a motivator, it is necessary to link up the relationship between performance and rewards. Nzuve argues that those who seek money will be motivated to higher performance only if they can clearly link the higher performance to the money reward. Consistent with the expectancy theory, money
motivates high performance only to the extent that it satisfies an individual’s personal goals and perceived to be dependent upon level of performance.

In one of the most elaborate studies on employee motivation involving 31 000 men and 13 000 women, the Minneapolis Gas Company in the USA sought to determine what their potential employees desired most in the job. This study was carried out during a 20 year period from 1945 to 1965 and was quite revealing. Both groups considered security as the highest rated factor. The next three were:

- advancement;
- type of work; and
- pride in company.

Surprisingly, money, benefits and working conditions were given a low rating by both men and women. Money to both groups, was not the prime motivator, contrary to the common belief (http://www.accel.team.com./motivation/index.html (2004).

According to Taljaard (2003, pp. 93-94), the respondents in an empirical research on improving job performance by using a non-monetary reward system to motivate low-skilled workers in the automotive industry in South Africa, stated that, monetary rewards (salary and wages, annual company performance bonuses and monthly target based incentives schemes) were important for performance. However, they indicated that money was a short-term motivator and that majority of the workers believed that non-monetary rewards were also necessary to improve job performance and that the rewards should be visible. The respondents regarded the following as necessary for motivation:
• informal praise from the superior (thank you);
• formal praise from superior (certificate);
• symbolic gifts (caps, t-shirts);
• mention in monthly magazine;
• employee of the month or year award; and
• tickets for sporting events, entertainment and visits to holiday resorts.

The above research study, which involved three companies in the Eastern Cape Province of South Africa established that non-monetary rewards satisfied employee’s needs of recognition, growth and responsibility. The study’s main recommendations were that remuneration packages should integrate monetary rewards to satisfy the basic needs of employees. The basic needs, according to the study, include clothing, food, shelter and transport. It is imperative that these basic needs are satisfied with monetary rewards. Non-monetary rewards will satisfy those needs that are above physiological needs in the hierarchy of needs and should be included in the reward system (Taljaard, 2003, pp. 93-94).

Koontz and Weihrich (1988, p. 424) emphasise that money cannot be overlooked as a motivator whether in the form of wages, piecework, bonuses, stock options, company paid insurances, or any incentive pay. They argue that money can mean status and power and that economists and most managers have tended to place money high on the scale of motivation, while behavioural scientists have tended to place it low. Koontz and
Weihrich explain that behavioural scientists recognise people as social beings who are highly motivated by social needs as compared to monetary needs.

According to De Cenzo and Robbins (1996, p. 306), the primary reason most individuals work is money. They argue that while money cannot be the sole motivator, failure to use money as a motivator will significantly decrease employee productivity.

Gordon (2002, p. 122) observes that managers in the Dot-Com companies face new challenges because traditional pay structures do not work. For example, Dot-Com companies frequently reward top executives with stock options rather than direct compensation. Gordon notes that competencies and skills, rather than position determine an employee’s value to these companies. The rapid change experienced by such companies makes salary rankings and offerings inapplicable very quickly. Gordon states that some technical employees often deserve the large rewards allocated to high-level managers. This would ensure that the reward system meets the needs of these Dot-Com employees and motivates them to perform effectively (Gordon, 2002, p. 122).

3.4.3 Measuring motivation

Armstrong (1999, p. 125) notes that measuring motivation is an important strategy for managing motivation in the organisation. Measuring motivation provides an indication of the level of motivation within the organisation and the areas where motivation practices need to be improved. Armstrong observes that there are, however, no direct ways to
measure motivation. Indications of the level of motivation can be obtained through: attitude surveys; measuring productivity levels; establishing rates for employee turnover and absentism; analysis of the results of performance reviews; analysing issues raised through a grievance procedure and the enthusiasm with which employees participate in suggestion schemes and quality circles.

3.4.4 Training and development

Training and development is also used by many organisations to enhance the motivation of their employees. The availability of training and development opportunities is a motivating factor for employees in the organisation. Beardwell and Holden (1994, p. 337) indicate that the emphasis on training in recent years has led to many organisations investing substantial resources in employee training and development. The need for training has been precipitated by technological developments and organisational change and the realisation that success relies on the skills and abilities of the employees. This has also been underscored by the rise in human resource management with its emphasis on the importance of people and the skills they possess in enhancing organisational efficiency. Beardwell and Holden add that such human resource concepts as “commitment to the company” and the growth in “quality movements” have led senior management teams to realise the increased importance of training employees and developing a system of lifelong learning.
Bagraim (2003, p. 81) notes that training needs are identified through gaps in skills and knowledge between current and desired performance. Development needs are based on gaps between the current performance and the performance required in future positions. Bagraim further notes that the methods used in training include:

- formal classroom training;
- on the job training;
- coaching;
- mentoring programmes;
- temporary assignments;
- shadow assignments;
- assignments to project teams for learning; and
- business management programmes.

Graham and Bennett (1998, p. 283) maintain that the benefits of training and development include greater job satisfaction on the part of employees which enhances motivation. The acquisition of new skills and knowledge and attitude through training enables the employee to perform more effectively. The positive feedback on good performance as a result of training, motivates employees to work even better.

According to Carrel, Elbert, Hatfield, Grobler, Marx and Van der Schyf (1998, p. 311), training and development satisfies personal growth needs and gives employees a sense of achievement and motivation to face new challenges on the jobs.
Meyer (2003, p. 49) argues that there is a direct correlation between ability and motivation. He adds that empirical research has revealed that the higher the level of skills, the greater the level of motivation, and vice versa.

3.4.5 Mentoring, Coaching and Counselling programmes

Mentoring and coaching of employees is a valuable method for inducting new employees into the organisation and motivating them as well. Greenberg and Baron (1995, p. 232) state that mentoring occurs when an experienced employee (a mentor) advises, counsels and aids the personal development of a new employee (protege). Greenberg and Baron argue that mentors not only pave the way for their protege’s job success, but also provide a source of emotional support.

Kreitner and Kinicki (1998, pp. 187-190) note that some organisations assign new employees with a buddy who can answer questions and help the newcomer learn the ropes. Mentoring and coaching involves providing employees with direction, advice and guidance. It also involves effective listening, furnishing employees with successful role models, showing employees how to complete difficult tasks and helping them maintain high self-efficacy and self-esteem. Mentoring and coaching create positive feelings among employees towards the organisation because they see that people really care for them as individuals and value their contribution to the organisation. Kreitner and Kinicki add that organisations build stronger bonds within by organising social activities such as
picnics and sporting events to encourage new workers to get to know their peers (Kreitner and Kinicki, 1998, pp. 187-190).

Prinsloo (2001, p. 31) adds that some of the benefits of mentoring are that it provides employees with higher levels of skill and knowledge and elevates the quality of work life.

Some organisations have introduced counselling programmes for employees. These programmes are based on the realisation that staff members with problems may take more time off work on account of sicknesses that are either real or imagined. Many employees may suffer from stress related illnesses like high blood pressure or ulcers. This can be expensive for the organisation in terms of treatment and time lost. The workers who remain may suffer from the extra load of work, which affects their productivity and may lower their morale (Mwosa, 2003, p. 11).

Mwosa (2004, p. 11) strongly believes that the ability of managers to counsel employees is a great asset to the organisation. Organisations that have people trained in counselling will be better able to handle employee problems than those that do not have. Mwosa argues that staff who are feeling anxious, stressed, or unhappy, will not be able to perform very well despite their background and experience. She suggests that if such workers have an opportunity to talk through their problems with trained counsellors, they would be much more productive and motivated to work.
3.4.6 Career development programmes

Career development programmes are used by organisations to enhance the level of motivation among the employees. According to Greenberg and Baron (1995, p. 233), career development programmes are systematically designed programmes to assist individuals in managing careers while helping organisations meet their goals.

Armstrong (1999, p. 551-552) states that career planning shapes the progression of individuals within an organisation in accordance with assessment of organisational needs and performance, and the potential and preference of the individual employee. He explains that career development programmes are part of the management succession planning to ensure that the organisation has the managers it requires to meet future organisation needs. Armstrong adds that career programmes give individuals the potential guidance and encouragement they need to achieve a successful career within the organisation. Employee career development programmes enhance employee motivation because the career plans provide the basis for a promising, stable and successful future career in the organisation.

Dessler (1994) notes that organisations should be able to assist employees to achieve their full potential and fulfill their dream. He argues that firms that do not cater for the above need, lose their best employees, or drift along with increasingly bitter, unhappy and uncommitted ones. Dessler gives examples of companies such as Delta, Saturn and Federal Express in the United States of America, which provided opportunities for
employees to realise their potential and use all their skills and gifts at work. As a result of the above programmes, the companies realised tremendous employee performance levels and subsequent organisational growth and expansion.

Dladla (2001) p. 44) asserts that career management programmes benefit the organisation because they increase the probability that the right people will be available at the right time and place to meet the organisation’s staffing requirements. They also ensure that the demands of affirmative action and employment equity can be addressed, which in turn enhances motivation, sense of commitment and loyalty.

Beardwell and Holden (1994, p. 338) indicate that British Airways, Reed Employment and W.H. Smith of the United kingdom are some of the companies which have put in place career paths for their secretaries.

3.4.7 Job design

Job design is perhaps one of the most widely used strategies in improving motivation in the work place. Job design theories assume that people will work harder and longer if their jobs yield pleasure and satisfaction. Job design involves three concepts: job enlargement, job enrichment and job rotation. Greenberg and Baron (2000, p. 153) note that a job is enlarged when the employee carries out a wider range of tasks of approximately the same level of difficulty and responsibility as before. Job enlargement
attempts to make a job more varied by removing the dullness associated with performing repetitive operations.

According to Nzuve (1997, p. 30), job enlargement is the horizontal expansion of job content, which creates a wider variety of duties, expands the activities and reduces boredom. Koontz and Weihrich (1988, p. 427) explain that job enlargement attempts to enlarge the scope of the job by adding similar tasks without enhancing responsibility. For example, a production line worker in the assembly line who fixes bumpers is given the additional task of fixing headlamps as well. Kreitner and Kinicki (1998, p. 199) indicate that proponents of job enlargement claim it can improve employee job satisfaction, motivation and quality of production. Unfortunately, research reveals that job enlargement by itself does not have a significant and lasting positive impact on job performance. Researchers recommend the use of job enlargement as part of a wider approach that uses multiple job design techniques. According to Greenberg and Baron (1995, p. 157), job enrichment involves giving an employee greater responsibility and scope in decision making and one is expected to use skills not used before. Job enrichment is vertical expansion of the job and entails:

- increased responsibility;
- increased participation;
- increased freedom to workers in deciding about work methods; and
- feedback on performance to workers.

Kreitner and Kinicki (1998, p. 201) observe that job enrichment enables the employee to experience achievement, recognition, stimulating work, responsibility and advancement,
which are incorporated into the job through vertical loading. This means employees take on chores normally performed by their supervisors. Kreitner and Kinicki (1998, p. 201) provide a model for job enrichment as indicated in table 3.2:

<table>
<thead>
<tr>
<th>Principle</th>
<th>Motivators involved.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remove some controls while retaining accountability</td>
<td>Responsibility and personal achievement.</td>
</tr>
<tr>
<td>Increase accountability of individuals for their own work.</td>
<td>Responsibility and recognition</td>
</tr>
<tr>
<td>Giving a person a complete natural unit of work (division)</td>
<td>Responsibility, achievement, and recognition.</td>
</tr>
<tr>
<td>Granting additional authority to an employee in his activity and job freedom.</td>
<td>Responsibility, achievement, and recognition.</td>
</tr>
<tr>
<td>Making periodic reports directly available to the worker himself rather than the supervisor.</td>
<td>Internal recognition</td>
</tr>
<tr>
<td>Introducing new and more difficult tasks not previously handled.</td>
<td>Growth and learning</td>
</tr>
<tr>
<td>Assigning individuals specific or specialised tasks, enabling them to become experts.</td>
<td>Responsibility, growth and advancement.</td>
</tr>
</tbody>
</table>

Table 3.2: Principles of vertical loading of a job
Source: Kreitner and Kinicki (1998, p. 201)

Table 3.2 indicates the principles (actions) involved in job enrichment and the motivators (outcome) for each of them.

According to Hellriegel et al. (2001, p. 279), a fully enriched job may not be appropriate in all situations, but evidence indicates that enriched jobs tend to be more satisfying than jobs which have not been enriched. Hellriegel et al. suggest that managers should first
assess and determine whether jobs need to be redesigned by examining the degree to which employees value and consider their work as meaningful, feel personally responsible for their work outcomes and degree of feedback received.

Job rotation involves changing of tasks to reduce fatigue and monotony. Graham and Bennett (1998, p. 74) point out that job rotation involves training employees in several skills to enable them to exchange jobs with each other at intervals. Greater motivation is obtained because the employee has a greater understanding of the process through experiencing several jobs in the course of rotation.

Kreitner and Kinicki (1998, p. 199) note that by rotating employees from job to job managers believe that they can stimulate interest and motivation while providing employees with a broader perspective of the organisation. Other advantages of job rotation include increased flexibility and easier scheduling of work because employees are cross-trained to perform different jobs. The other advantage for employees is that since they are required to learn new skills in the course of rotation, this will assist them in their upward or lateral mobility.

3.4.8 Training managers in leadership skills and matching jobs with the right employees

Armstrong (1999, p. 125) explains that leadership skills play an important role in improving motivation in the organisation. Manager’s and team leader’s knowledge of
motivation techniques will help them to enhance levels of motivation in the organisation. Managers should be equipped with skills for motivating employees and be able to sustain high levels of motivation in the organisation. Managers should be encouraged to learn about the motivation process and how they can use their knowledge to improve the motivation of their team members.

To be effective, managers need to understand what motivates employees within the context of the roles they perform. Of all the functions a manager performs, motivating employees is arguably the most complex. This is due, in part, to the fact that what motivates employees changes constantly (Lindner, 1998).

Nzuve (1999, pp. 66-67) indicates that managers must have the right attitudes, personality, motivation, emotional appeal and concern for workers needs to achieve effective leadership.

Ivancevich (1992, p. 62) supports the above views by stating that a manager who can determine what motivates employees will make more effective decisions in respect of motivating employees in organisation. Ivancevich adds that employees who are work oriented and motivated towards working hard, require a compensation system which will lead to higher productivity and higher quality work. Those consciously motivated to do a better job will benefit from performance evaluation techniques such as management by objectives. Ivancevich argues that managers who can predict or identify the employees in the organisation who are highly motivated can easily create an environment that will most optimally sustain the motivation of such employees.
De Cenzo and Robbins (1996, p. 306) argue that an effective manager recognises that employees are not homogeneous, but rather that each individual possesses a unique set of needs. Accordingly, to effectively motivate any individual, one must understand what the employee’s needs are; what makes them provide the effort. In addition, De Cenzo and Robbins point out that employees should be properly placed and matched to the job. Employees should be placed in jobs in which they have the ability to perform. Proper recruitment and selection techniques would assist in creating this match.

Le Roux (2001, p. 30) supports the above views by stating that the need to match jobs with the individual is important. The knowledge of the nature and requirements of the job at the time of interview for recruitment will enable the organisation to recruit the right person for the job. Le Roux adds that considerations such as, individuals management style, and personality should be taken into consideration. He states that employees who are often mismatched, will not last long even if they are technically competent. Attendance, punctuality, poor productivity, low morale and turnover are some of the problems resulting from mismatching the type of person with the type of organisation and position.

3.4.9 Providing opportunities for employees to socialise

Nzuve (1999, pp. 29-30) observes that interaction opportunities for employees do not only satisfy workers’ needs for socialisation, but also contribute significantly in enhancing the level of motivation in the organisation. Socialisation offers the following
benefits to the workers: security; status; self-esteem; affiliation; power and goal-achievement. Nzuve argues that people do not want to stand alone and that they get reassurance from interacting with others and being part of a social group. Interaction increases peoples’ feeling of self-esteem and social groups provide them with a sense of status and satisfy the need for affiliation and friendship. Working groups also provide opportunities for workers who desire to influence or who may want to join hands to achieve certain set goals which may not be possible to achieve individually. Some of the groups in an organisation are informal but organisations encourage the existence of these groups so that employees can satisfy their needs through them.

3.4.10 Participative management

According to Robbins (1993, p. 254), participative management has often been promoted as a panacea for poor morale and low productivity. He states that participative management enables subordinates to share a significant degree of decision-making power with their superiors. This encompasses varied activities such as goal-setting, problem-solving, direct-involvement in work decision-making, inclusion in consultation committees, representation on policy-making bodies and selection of new co-workers. Employee participation in management decision-making can influence both employee job satisfaction and performance by satisfying the need for socialisation and self-esteem. When employees are involved in the decision-making process, they feel that the decisions made are their own and feel personally responsible for carrying them out.
Beardwell and Holden (1994, p. 568) assert that one of the most widely used form of employee involvement method is the Quality Circles (QC). A QC is made up of six to ten employees who hold regular meetings (weekly or fortnightly) during working hours. The principal aim is to identify problems from their area of work and using data collection methods and statistical techniques acquired during training, analyse the problems and devise possible solutions. The proposed solutions are then presented formally to the manager of the section who may decide to implement the QC proposals. Other forms of employee participation include team-working and financial participation.

Beardwell and Holden (1994, pp. 568-569) explain that team-working is another employee involvement technique used widely in organisations. They emphasise that teams vary in size from seven to ten people or even more and require training to ensure that workers, team leaders and managers have the requisite skills to enable them to function efficiently. Beardwell and Holden indicate that employee financial participation in organisation do not involve employees in decision-making processes, however the schemes enhances employees commitment to the organisation by linking the performance of the organisation to that of the employee. Thus it is argued that the employee is more likely to be positively motivated if he or she has a financial stake in the organisation.

Financial participation methods include:

- profit sharing;
- profit related pay;
- share options;
- personal equity plans;
• workers cooperatives;
• management buyouts;
• pension fund participation; and
• wage earner funds.

3.4.11 Setting goals for employees

Setting goal targets enables employees to strive to achieve the goals and therefore gives them direction and expectations. Motivation is enhanced further when employees participate in setting individual goals as well as those of the group (Robbins, 1998, p. 181).

According to Tosi et al. (1994, p. 234), motivation is driven primarily by the goals or objectives that individuals sets for themselves. It is believed that the goal itself provides the driving force for action. Thus a person with higher goals will do better than someone with lower ones. Tosi et al. adds that, someone who knows precisely what he or she wants to do, or is supposed to do will do better than someone whose goals are vague.

Gordon (2002, p. 115), observes that goal setting focuses behaviour and motivates employees. As employees receive ongoing feedback on progress towards achieving their goals, their motivation increases and remains high.
Kreitner and Kinicki (1998, p. 234) argue that more recently, goal setting has been promoted through a widely used management technique called management by objectives (MBO). They explain that MBO is a management system that incorporates participation in decision-making, goal-setting and objective feedback. Goal setting has shown great success in performance improvement programmes because the method directs attention, regulates effort and increases persistence.

Hellriegel et al. (1999, p. 483) indicate that MBO is widely used in the United States of America. MBO begins with a manager and an employee reviewing performance and objectives (goals) for the future. They agree to a set of goals that both parties accept as appropriate with the understanding that future performance evaluations will reflect the employee’s progress towards the goals agreed upon. Hellriegel et al. note that this approach yields big improvements in employee performance.

De Cenzo and Robbins (1999, p. 306) add that some organisations motivate employees by setting challenging and achievable goals. Employees often work best when challenging, but achievable goals are mutually set. These difficult but specific goals provide the direction employees may need. Continuous feedback on how well employees are performing helps them to reinforce their efforts and gives them the impetus to perform better.
3.4.12 Effective communication

Effective communication channels are also used in organisations to enhance the motivation of employees. Nzuve (1999, p. 53) defines communication as the “process by which information is intentionally or unintentionally exchanged between individuals. Specifically, it is the transfer and understanding of meaning”. Nzuve states that communication serves four major functions: control, emotional expression, information and motivation. Communication controls employees by directing them to follow their job descriptions and comply with company policies. Nzuve adds that communication within working groups is a fundamental mechanism by which members express their feelings, release their emotional expression and fulfill their social goals. Communication also facilitates decision making by gathering and providing the information that individuals and groups need to make decisions. More importantly, communication fosters motivation in the organisation by clarifying to employees what is to be done, how it is to be done, and what can be done to improve performance in the organisation (Nzuve 1999, p. 53).

Armstrong (1999, p. 759) observes that management uses communication to achieve three things in the organisation. First, to get employees to understand and accept what management proposes to do in areas that affect them. Secondly, to obtain the commitment of employees to the objectives, plans and values of the organisation. Thirdly, to help employees to appreciate more clearly the contribution they can make to organisational success and how it will benefit them.
Graham and Bennett (1998, p. 94) point out that from the psychological point of view, communications has an importance which goes beyond the transmission and reception of information. The form which communication takes can have a remarkable effect on the attitudes of employees and the degree to which they understand and support management policies. Graham and Bennett add that many industrial disputes originate from a failure in communication and misunderstanding by the employees on the intentions of management (or vice versa), or a misinterpretation of company policies. It can be noted from the above discussion that effective communication plays a vital role in relaying motivation strategies to the desired areas and it is also through communication that feedback is obtained. It is only in a situation where effective communication exists that employees can be effectively motivated.

### 3.4.13 Effective delegation of work

Effective delegation of work is also used to promote motivation in the organisation. Delegation of work includes conveying responsibility and authority to junior employees. Delegation allows employees to play a stronger role in their jobs which results in greater fulfilment and a greater sense of achievement and self-esteem, which are important prerequisites in motivating employees (McNamara, 1999).
3.4.14 Performance management systems

Performance management systems have become popular in contemporary times among organisations because the system enhances levels of motivation and improves performance levels in the organisation.

Armstrong and Baron (1998) cited by Armstrong (1999, p. 429) define performance management “as a strategic and integrated approach to delivering sustained success to organisations by improving the performance of people who work in them and developing the capabilities of teams and individual contributors”. Armstrong (1999, p. 431) indicates that performance management is a means of getting better results from organisational teams and individuals by understanding and managing performance within an agreed framework of planned goals, standards and competence requirements. Armstrong adds that it is a process for establishing shared understanding about what is to be achieved and for managing and developing people in a way that increases the probability of successful work performance. According to Armstrong, performance management enhances motivation as result of integrating human resource strategies which stimulate motivation such as:

- developing people in order to build their capacity to perform better;
- rewarding good performance;
- involving employees in decision-making;
- valuing people; and
- providing rapid feedback on performance.
Meyer (2003, pp. 30-32) provides the following broad objectives of performance management:

- to create a supportive environment in which performance improvement becomes part of the organisation’s culture;
- to establish clear standards and criteria for performance;
- to ensure the implementation of business plans and strategies;
- to provide feedback to employees on performance of their work;
- to promote the development of people through identifying training and development, and counselling and coaching needs;
- to improve career development by discussing plans for career advancement and promotion;
- to improve communication and relationships in the workplace by having regular meetings and discussions to establish mutuals goals and expectations;
- to establish a framework for linking pay to performance and rewarding employees in form of compensation, recognition and achievement;
- to encourage innovative thinking and creativity;
- to identify successes and problems experienced; and
- to provide a continuous performance evaluation.

Bagraim (2003, p. 79) explains that feedback provided by the performance management system serves two purposes. First, it allows the manager to know the level of performance and how to respond to employees and secondly, it allows the manager to redirect the effort of the worker if necessary. If the employee is performing well and
making progress, praise and recognition are appropriate rewards. Elaborate rewards range from prizes, incentives travel, share option schemes, bonuses, car schemes and salary increases. Bagraim adds that ideally good performance should not only lead to recognition, but also to material benefits for the worker. On the other hand if the worker is not making good progress in the work, or the work is substandard, then the manager can reprimand the worker. Providing a clear link between performance and rewards will stimulate motivation of employees.

Minty and Bennet (2001, p. 22) indicate that organisations which have introduced a performance management approach, create a culture where feedback is an integral part of daily performance and not reserved for formal appraisal. Other characteristics of such organisations include:

- career counselling;
- training and development funding;
- profit gainsharing practices; and
- a reward system which is market oriented, skills based and performance related.

### 3.4.15 Flexible working programmes

According to De Cenzo and Robbins (1996, p. 310), some organisations have adopted flexible working systems to enhance motivation of their employees. Such work programmes include “work at home” and “flexible hours”. De Cenzo and Robbins indicate that with the advent of computers, fax machines, modems and networked
communication lines, certain types of jobs can be completed in the comfort of one’s home. Many people, especially women, find that work at home affords them the opportunity to combine both their careers and family responsibility. Furthermore, working at home also gives the organisation an opportunity to save money by reducing the work space they lease or purchase. This practice has a clear motivational effect on employees. However, De Cenzo and Robbins point out that, this practice requires an appropriate management technique with proper planning of work and control of productive work flow (De Cenzo and Robbins, 1996, p. 310).

De Cenzo and Robbins (1996, p. 310) also indicate that flexible working hours, referred to as “flexitime” have become popular among American companies. Flexitime is a system where employees contract to work for a specific number of hours a week, but are free to vary the hours of work within certain limits. Each day consist of a common core, usually six hours, with a flexibility band surrounding the core. For example, the core may be from 10:00 to 16:00 although the office actually opens at 7:30 and closes at 18:00. All employees are required to be at their jobs during the common core period, but they are allowed to use their other two hours before or after the core time as they see fit. De Cenzo and Robbins add that some flexitime programmes allow extra hours to be accumulated and turned into a free day off each month. They also indicate that under this working arrangement employees assume responsibility for completing a specific job which increases their feeling of self-worth. This system is consistent with the view that people are paid for producing work, not for being at their place of work for a set period of time hence, its motivational aspects. Flexitime has been implemented in a number of
United States organisations, such as American Express, IBM, Levi Strauss and PepsiCo. These companies have reported that flextime has reduced tardiness, absenteeism, lessened job fatigue, increased organisational loyalty and improved recruitment. Flexitime enables dual-career couples a better chance to balance work and family responsibilities (De Cenzo and Robbins, 1996, p. 310).

However, De Cenzo and Robbins (1996, p. 311) note that although the benefits of flexible scheduling appear plentiful, it creates problems for the managers in directing employees outside the core time periods. It also causes difficulty in evaluating the performance of an employee who may not be seen for eight hours a day. De Cenzo and Robbins suggest that rather than evaluating employees on how much they have been seen (often called “face time” in organisations), managers should concentrate on results and productivity.

3.4.16 Management leading by example

Another important motivation approach used by organisations is management leading by example. The leaders in the organisation strive to act as role models for employees. The organisation establishes corporate values and they make sure that managers practice what they “preach” and they “walk the talk”. In such situations the managers become a source of inspiration for the employees and morale is easily sustained (Mengel, 2001, p. 33).
3.4.17 Conducting exit interviews

Some organisations also conduct exit interviews for employees leaving the organisation. Knowing why employees leave the organisation is instrumental in understanding turnover rates. Tracking reasons for departure may uncover patterns that will help address further turn-over and ways of improving motivation (Mengel, 2001, p. 33). Baxter (2001, p. 35) adds that exit interviews should be done by a professional (usually an outsider) to ensure impartiality of the interviewer and to guarantee absolute confidentiality to the departing employee. Such an interview system will provide valuable information that can be stored in human resources database which will be useful in improving and sustaining motivation in the organisation.

3.4.18 Effective disciplinary system

An effective system of punishment is also used in organisations to keep employees motivated. This ensures that employees are motivated to engage in positive actions and less likely to involve themselves in behaviours which will result in punishment. The disciplinary system also ensures that those who engage in undesirable conduct are seen by others to be punished. However the disciplinary system is also backed by a positive reinforcement system which encourages employees to engage in positive conduct and rewarding them for their good actions (http://www.accel.team.com/motivation/index.html (2004).
3.4.19 **Introducing continuous change in the organisation**

Introducing continuous changes in the organisation keeps employees motivated. Introducing new changes greatly enhances and sustains the level of motivation within the organisation. Motivated workers are always willing to learn and experience new challenges in their jobs and the organisation at large. Making the organisation a learning organisation will further stimulate the motivation of employees because motivated workers are excited to learn new things in their work environment (McNamara, 1999).

3.4.20 **Providing a good and safe working environment**

Motivation thrives in a good and safe working environment. A clean environment, which is free from health hazards, promotes motivation. A safe environment free from any danger will make employees secure. The organisations therefore ensure that employees have a conducive environment which enables them to perform. Maintaining a secure environment involves providing employees with job security. It is only when employees feel that their lives are safe and their jobs secure that they can concentrate and perform their tasks to the best of their abilities (Armstrong, 2000, p. 124).
3.4.21 Providing welfare facilities

Motivation is further enhanced when organisations provide welfare facilities for employees and their families. Such facilities include:

- Medical Aids;
- Housing subsidies;
- Social facilities for example, halls, canteens, play grounds, swimming pools and social clubs;
- Transport facilities; and
- Community support towards:
  - schools
  - hospitals
  - maintenance of roads
  - provision of water.

Welfare facilities enhance the quality of life of employees and therefore improving their motivation to work.

3.4.22 Providing adequate tools and equipment

Employees will be motivated to perform their tasks better if they have adequate tools and equipment. Provision of modern equipment in the work place will go a long way towards enhancing motivation. The advent of the computer has made life easy in the work place. Equipment and tools using modern technology should be provided to employees to further improve their performance and to enhance their motivation (Bartoo, 2004).
3.4.23 Establishing organisational structures to support motivational strategies

The approaches identified in this chapter can only work if they are based on organisational structures. Employee motivational strategies should not be based on interpersonal relations, personality, or ad hoc policies, but should be based on sound structures and procedures in the organisation. Successful organisations have put in place structures for:

- Compensation or reward system;
- Performance management;
- Recognition system;
- Goal setting;
- Communication;
- Delegation;
- Training and development;
- Career management;
- Mentoring, coaching, and counseling;
- Job design;
- Participative management; and
- Punishment or disciplinary procedures.

The above structures will ensure that there is clear understanding of organisational operations and equitable and fair treatment of employees (McNamara, 1999).
3.5 BENEFITS OF MOTIVATION

Some of the benefits of motivation which have been cited by Robbins (1998, pp. 180-181), Robbins (2001, pp. 189-209) and Gordon (2001, pp. 119-123) include:

- increase in productivity and efficiency;
- decrease in tardiness and absenteeism;
- decrease in opposition to changes being effected for the betterment of the organisation;
- reduction in friction between workers themselves and between workers and management;
- improvement in relations and the working climate in the organisation;
- reduction of wastage and accidents in the workplace;
- reduction in employment turnover;
- reduction in complaints and grievances in organisation;
- promotion of teamwork; and
- support for other workers by motivated employees.

It is important to note that motivation alone does not guarantee good performance and high productivity. The ability (experience and training) of the employee to perform and the availability of opportunity play a crucial role in work performance (Robbins, 1998, p. 189). Hersey, Blanchard and Johnson (2001, p. 345) cited by Taljaard (2003, p. 16) indicate that there are seven factors which influence effective performance:
• A goal to provide direction;
• Standards to fulfill expectations;
• Feedback to provide progress on performance;
• Means to provide for resources, tools and equipment;
• Competence in terms of experience, skills, knowledge, qualifications and the right attitudes;
• Motivation to perform the task; and
• Opportunity.

Hersey et al. (2001, p. 345) developed a model to illustrate the above (see figure 3.11).

![Diagram showing the seven factors of effective performance]

Figure 3.11: The seven factors of effective performance
Source: Hersey et al. (2001, p. 345) cited by Taaljard (2003, p. 16)

Figure 3.11 indicate that effective performance involves: opportunity; standards; means; motivation; competence; feedback and goal.
3.6 PROBLEMS OF MOTIVATION

Some of the problems related to motivation have been highlighted by Robbins (1998, pp. 222-225), Robbins (2001, pp. 205-208) and Gordon (2001, p. 102) and they include:

- Motivation is difficult to implement and it is also difficult to know when managers have impacted positively;
- Motivation is uneven. It has been noted that educated and skilled employees can easily be motivated in comparison with unskilled and uneducated workers;
- Needs are also uneven and have to be recognised, identified and then satisfied through various types of incentives. Managers may find it difficult to determine what motivates workers;
- Employees may respond differently to rewards depending on their personal situation at a particular time;
- There is no one formula for motivating employees or a universal set of principles;
- Motivation can only be achieved to a limited extent. Workers sometimes have other loyalties away from the organisation; and
- Motivation is an internal instinct and therefore difficult to control or manage.

Kreitner and Kinicki (1998, p. 193) quote a motivation expert who argues that there are some jobs for which trying to influence motivation will be irrelevant for performance. There are situations in which ability factors or role expectation factors are simply more important than motivation. The expert indicates that the best predictor of high school grades for example is intellectual endowment, not hours spent on study. In some
circumstances, performance is controlled by technological factors and not human motivation.

Meyer (2003, p. 48) points out that motivation is a difficult concept to understand because:

- It cannot be measured directly, it can only be inferred by examining behaviour;
- It can fluctuate in the same individual in response to a variety of factors, which are difficult to recognise and control; and
- It interacts with a number of behavioural elements but the nature of the interaction is not always known.

Gomez-Mejia and Balkin (1998, p. 152) note that unfortunately motivation is very difficult to measure. Many employers try to assess motivation with a lot of difficulty. In addition, motivation seems to be much more dependent on context than the ability to perform. Gomez-Mejia and Balkin give an example of a student whose motivation to work hard in class depends to a large extent on whether he or she likes the course content, how much one respects the instructor and how grades are determined. They state that academic ability is fairly stable from course to course, but motivation level is much more variable. Gomez-Mejia and Balkin argue that work situation is as variable as the classroom. How much one likes the job’s responsibilities, how one gets along with the supervisor and how one is compensated will all affect the level of effort.
Robbins (1998, pp. 222-225) argues that some categories of employees present specific challenges in an attempt to motivate. These include: professionals, a diversified workforce, contingent workers and low skilled service workers. Robbins indicates that professionals are typically different from non-professionals because they have a strong commitment to their field of expertise. Their loyalty is often to their profession rather than to their employer. He adds that motivating a diversified workforce is challenging because they have diversified needs and interests. This calls for a motivation strategy which caters for a wide range of needs. Robbins states that there is no simple solution to motivating contingency (temporary) workers because they do not have job security or stability. Therefore, they do not identify with the organisation or display the commitment that other employees have. However, Robbins indicates that the prospect of getting permanent employment may motivate temporary workers. He cautions that temporary workers should not be put to work alongside permanent employees on an equity standpoint because permanent workers earn more and get more benefits for doing the same job. The performance of temporary workers is bound to suffer. Robbins suggests that separating such employees or converting all to a variable-pay or skills-based pay plan might help lessen this problem. He points out that it is quite challenging to attempt to motivate low skilled workers who are getting very low wages, because they have little opportunity for increased pay and limited prospects of promotion. He suggests that creating a close and family-like work climate and simply recognising and appreciating their contributions to the organisation will make them perform better.
3.7 CONCLUSION

Motivation as defined by various scholars and management practitioners, is a force within people that arouses, directs, exerts and sustains effort towards achieving organisational goals. According to the theorists, motivation is the result of an internal need which causes tension and leads employees to exert effort to satisfy the need. The effort also leads to achievement of organisational goals. Two schools of thought were discussed. One school looks at motivation as needs based while the other considers motivation as a process. Motivation is a complex subject. What motivates people varies from individual to individual, which explains the large number of theories formulated in an attempt to understand the concept. The concept of motivation is becoming more popular among many organisations today. The reason is that organisations can improve the performance of employees without necessarily spending more money on them. There are many strategies available which organisations can use to motivate their employees. There are also many benefits accrued from a motivated workforce. However, there are also problems related to motivation and it is true that a motivated workforce does not necessarily lead to improved performance and productivity. There are other factors which contribute to good performance, which include ability and the opportunity to perform among others.

The next chapter will present specific strategies to motivate the public sector workers in Kenya. The strategies have been developed from the various motivational approaches identified in the literature review undertaken in this chapter. On the basis of the strategies
identified a questionnaire was developed to determine the extent to which managers in
the public sector in Kenya agree or disagree that the strategies identified by the study
would be effective in motivating employees in their organisations.
# CHAPTER 4

## DEVELOPMENT OF MOTIVATIONAL STRATEGIES

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CHAPTER 4

DEVELOPMENT OF MOTIVATIONAL STRATEGIES

4.1 INTRODUCTION

From the discussions in chapters two and three it may be concluded that motivation plays an important role in the organisation. The main objective of this study was to develop motivational strategies for public sector workers in Kenya. This objective was pursued by examining the motivational climate in the public service and by undertaking a literature review to identify motivational strategies used in organisations. The strategies identified for motivating employees are presented in this chapter. The strategies have been integrated into a motivational strategy model for motivating employees in the public sector in Kenya.

The chapter will first discuss various models for motivation enhancement. The models will be integrated with the motivational approaches identified in chapters two and three to develop a motivational strategy model for motivating employees in the public sector in Kenya. The motivational strategies presented in this chapter formed the basis for the design of the questionnaire used to establish the extent to which managers employed in the public service organisations in Kenya agreed or disagreed that the strategies identified in the study would be effective in motivating employees in their organisation. The results of the survey were integrated with the motivational strategy model to develop an integrated motivational strategy model for motivating public sector workers in Kenya. The integrated motivational strategy model is presented in chapter six.
4.2 THEORETICAL MOTIVATIONAL MODELS

Bennet (1992, p.130), cited by Berry (2003, p. 137), defines a model as “a representation of reality intended to reduce complex problems to a number of manageable variables, which the analyst may then study in depth”.

Stoner and Freeman (1992, p. 281), cited by Belemu (2000, p. 9), define a model as “a simplified representation of key properties of the real-world object, event, or relationship; which can be verbal, physical or mathematical”.

Swansburg (1993, p. 143), cited by Bemelu (2000, p. 9), states that models illustrate and clarify theories. This section presents theoretical motivational models which will be integrated with the strategies identified in chapters two and three to develop a motivational strategy model for motivating public sector workers in Kenya.

4.2.1 Integrative model of motivation enhancement

The integrative model of motivation enhancement, presented by Whetten and Cameron (2002, p. 329), involves six motivational approaches:

- Goals / Expectations;
- Ability;
- Reinforcement;
- Equity;
- Salience - personal needs; and
- Timeliness.

The model is presented in Figure 4.1:
According to the above model, the effective use of the motivational approaches leads to work satisfaction and commitment and has a negative effect on absenteeism and turnover. The model underscores the importance of each approach in motivating employees and strongly recommends that all the strategies must be included in a total integrated programme for improving performance and job satisfaction.

Figure 4.1: Integrative model of motivation enhancement
4.2.2 A systems model of motivation and performance

Kreitner, Kinicki and Buelens (1999, p. 181), cited by Taljaard (2003, p. 26), provide a systems model of motivation and performance. The model is based on the systems and reinforcement theories. The model is shown in figure 4.2:

![Figure 4.2: A systems model of motivation and performance](source)

The systems model of motivation suggests seven types of inputs that influence employee’s ability to achieve the desired goals. The inputs are:

- Materials and machinery;
- Performance objectives and expectations;
- Individual differences;
- Training;
- Task characteristics;
- Psychological climate; and
- Work flow and internal processes.

According to the model, managers assist employees to transform the above inputs into desired outputs by using: performance monitoring, feedback, providing support, coaching and consequence performance. This stage is referred to as the transformational stage.

Outputs from the employees include:

- Internal and external customer satisfaction;
- Performance;
- Job satisfaction;
- Organisational commitment;
- Job involvement; and
4.2.3 Motivation and performance model

Carrel, Elbert, and Hatfield (1995, 505) cited by Vlotman (2001, p. 27) provide a motivation and performance model. The model is presented in figure 4.3:

![Motivation and performance model diagram]

According to the model, employees set certain expectations about rewards they will receive in return for certain levels of performance. Having performed the job and received the reward, as determined by management’s evaluation of performance, the employee is in a position to evaluate the fairness of the performance-reward relationship and amends his or her expectations accordingly (Vlotman, 2001, p. 27-28).

Vlotman (2001, p. 28) indicates that, where a positive link is perceived between performance and reward, the employee is likely to strive for improved performance with the expectation of increased rewards. In a situation where employees see no link between the pay and performance, they are not likely to be motivated to put in extra effort.
4.2.4 Process model of performance to promote superior performance

The process performance model to promote superior performance was developed by Sporke (2002, p. 49). The model is shown in figure 4.4:

Determine Performance Gap

Investigate Motivational Variables
- individual differences
- job characteristics
- organisation practices

Decide on and implement Motivation Strategy/ies
- needs
- equity
- job enrichment/redesign
- goal setting
- MBO
- employee participation & empowerment
- re-enforcement behaviour
- incentive schemes
- money

Evaluate outcomes and performance

Consider individual effort

Provide feedback and rewards

Figure. 4.4: Process model of performance to promote superior performance

Source: Sporke (2002, p. 49)
Sporke developed the above model upon undertaking a research study on “An evaluation of strategies used by managers to motivate employees to achieve superior performance in selected private healthcare organisations”. The study was based in Gauteng and Cape Town in South Africa. According to the model, the manager needs to examine the performance gaps of the employees before proceeding to determine the cause of poor performance. According to the model, poor performance could be attributed to any of the three factors given below:

- Individual differences;
- Job characteristics; and
- Organisation practices.

Upon establishing the cause of poor performance the manager is expected to select an appropriate motivational approach from the list provided in the model which include:

- Satisfying needs;
- Ensuring equity;
- Job enrichment/redesign strategy;
- Management by objectives (MBO) strategy;
- Employee involvement (participation in decision making process);
- Re-enforcement strategy (disciplinary process);
- Incentive schemes (recognition); and
- Money (rewarding employee contributions).

The manager is required to evaluate the effectiveness of the selected approach by examining the performance of the employees. If the work performance improves, it
means that the approach is successful. If there is no improvement, the manager is advised to go through the processes in the model once again. Once there is improvement in the performance of employees, the manager is required to provide feedback to the employee to further enhance motivation in the organisation.

4.2.5 Steers and Porter’s checklist of influences on motivation at work.

Steers and Porter cited by Weightman (1999, p. 178) designed a three-phase checklist model on the factors influencing motivation at work (see Table 4.1). The first phase of the checklist comprises of individual characteristics, which influence motivation at work. The individual factors are:

- Interest;
- Attitudes; and
- Needs.

The second phase of the model comprises of job characteristic, which influence work. These characteristics include:

- Types of rewards;
- Autonomy;
- Performance feedback;
- Variety of tasks; and
- Work environment.

The third phase of the steers and porter’s checklist model deals with the organisational actions such as: reward practices, systems-wide rewards, individual rewards and organisational climate.
1. Individual characteristics
   • Interests
   • Attitudes towards:
     ➢ self;
     ➢ job; and
     ➢ aspects of the work situation.
   • Needs such as:
     ➢ security;
     ➢ social; and
     ➢ achievement.

2. Job characteristics.
   • Types of intrinsic rewards;
   • Degree of autonomy;
   • Amount of direct performance feedback;
   • Degree of variety in tasks; and
   • Work environment characteristics such as:
     ➢ peers; and
     ➢ supervisor(s).

3. Organisational actions such as:
   • Reward practices;
   • System-wide rewards;
   • Individual rewards; and
   • Organisational climate.

Table 4.1: Steers and Porter’s checklist model of influences on motivation at work
Source: Steers and Porter cited by Weightman (1999, p. 178)

According to Table 4.1, employee motivation is influenced by individual characteristics, job characteristics and organisational practices.
4.2.6 Integrative motivation programme model

The integrative motivation programme model expounds on the relations between motivation, satisfaction and performance. It states that the understanding on the relationship between the three factors have changed over the years. The initial understanding was that, satisfaction leads to motivation and motivation in turn results in performance as indicated below.

\[
\text{Satisfaction} \rightarrow \text{Motivation} \rightarrow \text{Performance}
\]

The above view changed as researchers began collecting longitudinal data on the predictors of performance and they realised that the correct sequence was as follows:

\[
\text{Motivation} \rightarrow \text{Performance} \rightarrow \text{Satisfaction}
\]

Later it was discovered that high performance leads to satisfaction if workers believe that better performance results in rewards. The aspect of outcomes was then added onto the equation. Thus, it is now believed that the correct position is that:

\[
\text{Motivation} \rightarrow \text{Performance} \rightarrow \text{Outcomes} \rightarrow \text{Satisfaction}
\]

It is on the basis of the above equation that the integrative motivation programme model was developed (Whetten and Cameron, 2002, p. 310). The integrative motivation programme is presented in Table 4.3 based on the assumptions indicated in Table 4.2:
### Key assumptions underlying the integrative motivation programme model

- Employees typically start out motivated. Therefore, a lack of motivation is a learned response, often fostered by misunderstanding or unrealistic expectations.

- The role of management is to create a supportive, problem-solving work environment in which facilitation, not control, is the prevailing value.

- Rewards should encourage high personal performance that is consistent with management objectives.

- Motivation works best when it is based on self-governance.

- Individuals should be treated fairly.

- Individuals deserve timely and honest feedback on work performance.

---

Table 4.2: Integrative motivation programme model of assumption  

---

On the basis of the assumptions in Table 4.2 above, an integrated motivational programme model was developed as indicated in Figure 4.3 below.
### Motivation  →  Performance

- Establish moderately difficult goals that are understood and accepted.  
  *Ask,* “Do subordinates understand and accept my performance expectations?”
- Remove personal and organisational obstacles to performance  
  *Ask,* “Do subordinates feel it is possible to achieve this goal or expectation?”

### Performance  →  Outcomes

Use rewards and discipline appropriately to extinguish unacceptable behaviour and encourage exceptional performance.  
*Ask,* “Do your subordinates feel that being a high performer is more rewarding than being a low or average performer?”

### Outcomes  →  Satisfaction

- Provide salient internal and external incentives.  
  *Ask,* “Do subordinates feel the rewards used to encourage high performance are worth the effort?”
- Distribute rewards equitably.  
  *Ask,* “Do subordinates feel that work-related benefits are being distributed fairly?”
- Provide timely rewards and specific, accurate and honest feedback on performance.  
  *Ask,* “Are we getting the most out of our rewards by administering them on a timely basis as part of the feedback process?”  
  *Ask,* “Do subordinates know where they stand in terms of current performance and long-term opportunities?”

---

Table 4.3: Integrative motivation programme model  
4.2.7 Behaviour-shaping strategy model

Whetten and Cameron (2002, p. 318) provide a behavior-shaping strategy model (see figure 4.5).

![Behaviour-shaping strategy model diagram]

Figure: 4.5 Behaviour-shaping strategy model

The above model indicates that unacceptable behaviour should be reprimanded through appropriate disciplinary action. The unacceptable behaviour or energy should be redirected into acceptable or exemplary performance (exceptional behaviour). The exemplary performance should immediately be recognised and instantly rewarded as a way of feedback to the employee. The effective application of the behaviour-shaping strategy model will motivate employees to engage in positive and rewarding behaviour and they are unlikely to engage in negative behaviour which leads to punishment.
4.3 MOTIVATIONAL STRATEGY MODEL

In this section the seven models presented in the previous section of this chapter are integrated with the motivational approaches discussed in chapters two and three to develop a motivational strategy model for motivating employees in the public service in Kenya. The motivational strategy model is presented in Figure 4.6. The motivational strategy model consists of nine strategies identified by the study for enhancing the level of motivation for employees. This section discusses the motivational strategies in detail.

STRATEGY 1: REWARD EMPLOYEES ADEQUATELY FOR THEIR WORK

The first strategy in the motivational strategy model ensures that employees have their basic needs satisfied by receiving adequate rewards for their effort. According to Maslow's theory (Greenberg and Baron, 2000, p. 133), people will not function well if their basic needs have not been met. Providing adequate pay will ensure that employees provide the effort needed in the organisation. The salary given to employees should therefore allow them to meet all their basic needs (e.g. food, shelter, clothing, water, transport) and should enable the employees to lead a decent life. In addition to an adequate pay, the employees should be accorded with adequate housing or an adequate housing allowance to enable them to rent decent accommodation. It was noted in chapter 2.6.1 that the public service employees in Kenya are paid very low salaries and this has resulted in low motivation among the employees. The low pay, has forced employees to engage themselves in other economic activities in order to get extra income to make ends meet.
STRATEGY 1
REWARD EMPLOYEES
Provide adequate salaries
Provide adequate housing or
Reasonable housing allowance
Provide dining facilities (canteens)
Provide transport allowance

STRATEGY 2
CATER FOR SAFETY AND SECURITY NEEDS
Provide job Security
Ensure safety at work
Provide a clean working environment
Provide health cover

STRATEGY 3
RECOGNISE EMPLOYEES
CONTRIBUTIONS
Recognise good performance
Reward superior performance

STRATEGY 4
EMPOWER EMPLOYEES
Provide opportunities for:
Training and development;
Mentoring, coaching and counselling;
Career development programmes; and
Advancement (promotion).

STRATEGY 5
CREATE A MOTIVATING ORGANISATIONAL CLIMATE
Provide opportunities to socialise with co-workers
Provide opportunities to socialise with management
Train managers in motivation strategies
Provide adequate working tools and equipment
Establish a learning organisation that promotes learning
Place employees in jobs that fit their skills/personalities
Establish a fair grievance and complaints procedure

STRATEGY 6
ENSURE EQUITY AND FAIRNESS
Ensure equity in organisational practices such as:
Payment of salaries and benefits;
Safety and security needs;
Recognition and rewarding of superior performance;
Training and development opportunities;
Career development programmes;
Advancement opportunities;
Access to mentoring/coaching/counselling services; and
Distribution of tools and equipment.

STRATEGY 7
ADOPT APPROPRIATE MANAGEMENT APPROACHES
Performance management
Goal-setting
Management by objectives
Participative management
Job design
Effective delegation
Effective communication
Effective change management
Flexible working programme
Effective disciplinary procedure
Managers leading by example
Conduct exit interviews
Succession Management

STRATEGY 8
ESTABLISH SYSTEMS
Establish policies/systems for:
Payment of rewards and benefits;
Safety/security needs;
Recognition schemes;
Empowerment programmes;
Policies for enhancing motivational climate;
Policies on equity and fairness;
Management approaches.

STRATEGY 9
EVALUATE MOTIVATION
Evaluate the impact of the strategies by:
Using attitude surveys;
Determining level of performance and productivity;
Monitoring labour turn-over rates;
Establishing absenteeism rates;
Determining levels of grievances;
Examining enthusiasm for suggestion schemes; and
Establishing degree of teamwork.

Figure 4.6: Motivational strategy model
Some of these economic activities are undertaken during working hours compounding the problem of poor service delivery in the public sector. There is need for the government therefore to improve the rewards offered to the public servants in order to motivate them while discouraging them from engaging in other activities when they are required to be working productively for public service organisations.

The government however has accepted that the salaries offered to public servants are low and has promised to improve the rewards to employees when the economy of the country improves. It was pointed out in chapter 2.6.1 that the current government (2002-2007) was elected on their promise to improved terms of service for the public servants, among other issues. It remains to be seen whether the government will fulfill the pledge to the public servants.

In addition, organisations should be able to provide dining facilities and transport allowance to employees. Should the organisation provide facilities to have tea/coffee and lunch breaks, this will enhance the motivation of employees. Such dining facilities include canteens and other catering services. Hungry people cannot concentrate on their work or perform effectively. The organisation can provide employees with transport or pay them a commuting allowance to work. Some public servants in Kenya are paid a commuting allowance, however, it was noted in chapter 2.6.1 that the commuting allowance for university staff is not sufficient. There is a need for an increase of this allowance in order for public sector employees to be motivated.
The second strategy in the model deals with safety needs of employees. This relates to Maslow’s second level of the hierarchy needs (Nzuve, 1999, p. 39). There is need for the organisation to provide employees with job security and safety in the work place. Employees can only provide the required effort when they feel secure in terms of job security and in an atmosphere where their lives are secure from danger.

A motivated workforce is a healthy workforce. Sickly or unhealthy employees cannot work. Organisation should ensure that the employees are healthy and have the necessary energy to provide the effort for the achievement of organisational objectives. Therefore, organisation should be able to cater for the medical needs of the employees while providing a clean and safe working environment that is free from diseases and possible danger.

Nzuve (1997, p. 108) argues that organisations have both the legal and moral obligation to provide a healthy and safe working environment as well as ensuring the total well being of their employees. Nzuve believes that organisations should be concerned with employee’s general health, both physical and mental for both economic and humanitarian reasons. The employees are the most important resources to any organisation and their total well being is not only important to themselves but equally so to the employer.
According to Nzuve (1997, p. 109) safety and health go hand in hand. Safety is the protection of employees from injuries due to work-related accidents. These accidents are unplanned and uncontrolled events, which can result in damage, to both human and organisational property. Nzuve further indicates that since organisations provide the work and the physical plant (office or establishment) it should be committed to doing everything possible to protect employees from risks associated with their work. Accidents, according to Nzuve, need not occur only in manufacturing or production establishments. They can occur in offices or while driving an official car on duty.

Armstrong (1999, p. 780) indicates that management in the organisation should do the following to ensure the safety and health of the employees:

- Develop and implement health and safety policies and ensure that there are procedures for carrying out risk assessment, safety audits and safety inspections. Management has a responsibility to evaluate health and safety conditions and take the necessary precautionary measures;
- The employees should be made conscious of health, safety precautions hazards and should be advised not to take risks; and
- Employees should be sensitised on preventive and clinical occupational health matters involving industrial accidents or diseases and advised on recovery from injury or illness arising from work.
STATEGY 3: RECOGNISE EMPLOYEE CONTRIBUTIONS

The third strategy deals with recognition and rewarding of employee’s superior efforts. Recognition of good work gives employees a sense of achievement and builds their self-esteem. According to McClelland’s acquired needs theory, which was discussed in chapter three, some people have a strong need for achievement. There is need therefore for managers to recognise exemplary achievement in order to motivate employees to do even better. Recognition programmes may involve a simple “thank you for good performance” to more elaborate rewards, which may include group parties, the employee of the year award, holiday vouchers and even cash awards.

Weightman (1999, p. 109) suggests that simple acts such as making eye contact with employees along the corridors, saying “good morning” and smiling can make a difference. According to Weightman, evidence from research shows that people really welcome such gestures and these make employees feel recognised and valued. Weightman further suggests that providing feedback, delegating work, consultation and participation will make employees feel recognised and valued. People need feedback from colleagues and seniors, which can be both formal (performance appraisal) and informal (by saying: that’s great). Delegating work will make members of staff feel valued when responsibility is entrusted to them. Employees must be trusted to make decisions on key issues and not just the job of completing tasks. Employees also feel good when they are consulted about issues that affect their work (Weightman, 1999, p. 109). Taljaard (2003, p. 96) gives a model for non-monetary reward (see Table 4.4).
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<td>Mention in monthly magazine</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Employee of the month trophy</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overtime preferences</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Quarterly</td>
<td>Day off</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Certificate of good performance</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tickets to Sport and Entertainment events</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annually</td>
<td>Employee of the Year</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.4: Non-monetary reward model
Source: Taljaard (2003, p. 96)

Table 4.4 indicates the appropriate non-monetary reward for each level of work performance. It is important to note that rewards should be immediate, timely, specific, accurate and equitable. A performance reward is a form of feedback, which indicates that an employee has excelled in a job (Whetten and Cameron, 2002, p. 311).
STRATEGY 4: EMPOWER EMPLOYEES

The fourth strategy in the model incorporates development and growth opportunities, which empower employees while stimulating their motivation. According to Schultz (2003, p. 147) empowerment of employees involves the following:

- Delegating authority from positions with authority to lower positions;
- Increasing accountability at lower levels;
- Developing problem-solving capabilities at lower levels;
- Assisting employees to take charge of their careers and destinies; and
- Helping people to realise their full potential.

Schultz (2003, p. 148) indicates that empowerment is usually viewed as a form of employee involvement, which is designed and intended to generate employee commitment and enhance employee contribution to the organisation. The employees are able to improve their performance because empowerment has a motivating effect. This study has identified five methods of empowering employees namely:

- Training and development;
- Career development;
- Promotion opportunities;
- Mentoring and coaching opportunities; and
- Counselling programmes.

According to Alderfer’s theory (Hellriegel et al. 1999, p. 467) as discussed in chapter 3, growth opportunities in the form of training and development, career development programmes and opportunities for promotion enhance employee’s self-esteem, self-
respect and approval by others. In addition training, mentoring and coaching equip employees with the right attitudes, knowledge and skills, enabling employees to perform better. Positive feedback on good performance gives employees the motivation to perform even better. On the other hand counseling services enable employees to be mentally stable and fit to work.

According to Naina’s (2002, p. 101) empirical research study undertaken to investigate the effects of leadership training on junior management’s morale in three organisations within Buffalo City in South Africa, training contribute to the personal growth and self-esteem of the employees. According to the study, the knowledge gained during training increases employee self-confidence, interpersonal communication and their motivation to work. The study established that there was a direct correlation between training and motivation and recommends that organisations should consider the benefits of providing training as it enhances employee satisfaction, thereby increasing performance and success in the organisation.

Weightman (1999, pp. 129-136) gives a number of training and development approaches for developing employee’s competencies and self-development. These include:

- **Acting up**: This involves doing a more senior job temporarily to cover for absence or vacancy following maternity leave, promotion, study leave, or turnover. Individuals in this case broaden their experience and skills in positions of greater responsibility;
• **Action learning:** This is an organised learning system, which involves linking a real structured task and action within the learning process using action-learning tests. Action-learning sets up groups of people who discuss the problems associated with the task using an identified facilitator;

• **Audio-visual presentations:** This learning method is similar to lectures in terms of what they can achieve. However, video has an advantage over lectures in that it can be stopped and started as required and can be taken home for study at one’s leisure. Audio-visual presentation includes: slides, films, video and power point;

• **Case studies:** This involves the presentation of a case study for analysis and suggestions of possible solutions. The method provides for critical analysis of the problem and the exchange of ideas;

• **Coaching:** This approach seeks to improve the performance of an employee who is already competent. It is a one-on-one encounter set in an everyday working situation and is a continuous activity. It involves gently nudging employees to improve their performance, develop their skills and improve their self-confidence so that they can take more responsibility of their own work and development of their career. Coaching helps employees grow and improve their competencies. The coach sets challenging goals, informs the employee of the expectation and evaluates progress towards the goals. Performance is improved through feedback;

• **Delegation:** Delegation is not just giving people jobs to do, but involves giving people the scope, responsibility, and authority to do the jobs in their own way. It enables employees to test their ideas and develop understanding and confidence. This is often referred to as empowerment;
• **Discussion**: This method allows for exchange of ideas and opinions between the trainers and the trainer. This is particularly suitable for changing attitudes and finding out how knowledge is applicable;

• **Distance learning**: This is a learning method which is based on self-learning and utilises printed material and audio-visual which requires a lot of self-discipline. The Open University in the UK and UNISA in South Africa are the best-known examples of institution of distance learning;

• **Job rotation**: This involves employees doing different jobs within the organisation. Rotating jobs enables employees to broaden their experience and skills;

• **Lectures**: This is a talk suitable for large audience and requires careful preparation. There is however little feedback and ideally should not exceed more than 40 minutes;

• **On the job training**: The trainees work in a real environment with assistance from experienced workers. This enables the trainees to practice while doing the real work. Important characteristics of this method include: briefing, feedback, and support that help the trainees achieve their objectives in a structured way;

• **Secondments**: Involves deploying an employee to an alternative department or another organisation for a particular purpose. It is often used for professional and management development; and

• **Other training methods include**: learning contracts, programmed instruction, projects, role-play, simulations, skill instructions, talks, group dynamics, exercises, seminars, academic programmes and mentoring.
Weightman (1999, pp. 129-136) suggests that there is a strong need for organisations to encourage employees to consider training and development as a lifelong commitment to enable them to cope with the rising speed of change in the workplace and the world in general.

The term career development in the organisation involves two important concepts: career planning and career management. Career planning is the process through which employees identify and implement their plans and options to attain career goals, whereas career management is the process through which organisations select, assess, assign, and develop employees to provide a pool of qualified people to meet present and future needs. Career management is about succession management (Milkovich and Boudreau, 1997, 360).

Minor (1986, pp. 205-206) cited by Milkovich and Boudreau (1997, p. 361) provide models for career planning and career management in Tables 4.5 and 4.6 respectively.
### Career Planning Activities

**Employee’s responsibilities:**
- Self-assessment abilities, interest, and values;
- Analyse career options;
- Decide on development objectives and needs;
- Communicate development preferences to manager;
- Map out mutually agreeable action plans with the manager; and
- Pursue agreed-upon action plan.

**Manager’s responsibilities:**
- Act as catalysts: sensitise employee on the development planning process;
- Assess realism of employees expressed objectives and perceived development needs;
- Counsel employees and develop a mutually agreeable plan; and
- Follow up and update employee’s plans appropriately.

**Organisation’s responsibilities:**
- Provide a career-planning model, resources, counselling, and information needed for individual career planning;
- Provide training in career development planning to managers and employees, and career counselling to managers; and
- Provide skills training programmes and on-the-job development experience opportunities.

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Table 4.5: Integrative career planning table

### Career Management Activities

**Employee’s responsibilities:**
- Provide accurate information to management as required on skills, work experience, interest and career aspirations;

**Manager’s responsibilities:**
- Validate information provided by the employee;
- Provide information about vacant job positions; and
- Use all information provided by the process to: (a) identify all viable candidates for a vacant position and make selection; and (b) identify career development opportunities (job openings, training programmes, rotation assignments) for employees and place them accordingly;

**Organisation’s responsibilities:**
- Provide information system and process to accommodate management’s decision-making needs;
- Organise and update all information; and
- Ensure effective usage of information by (a) designing convenient methods for collecting, analysing, interpreting, and using the information; and (b) monitoring and evaluating the effectiveness of the process.

Table 4.6: Integrative career management table

Tables 4.5 and 4.6 indicate the responsibilities for the individual employee, the manager and the organisation in relation to the employee’s career planning (Table 4.5) and the career management programmes in the organisation (Table 4.6).
According to French (1994, p. 273) career counselling programmes and career planning can help employees deal with career transitions of various types. Career counselling can also help people who are faced with problems or crisis. French further indicates that career counseling, is normally offered by human resource departments while line managers provide informal counselling services. French adds that the organisation should not only offer counselling services on career planning, but they should also provide counselling services which deal with problems in everyday life. This should include problems arising from marriages, social interactions, spiritual or economic crisis.

Mwosa (2004, p. 10) notes that if employees are unhappy, anxious or stressed they will not be in a position to perform effectively. Their productivity will go down and their mental condition will also affect their relations with other employees and supervisors. Makinde (1983), cited by Mwosa (2004, p. 10), defines counselling as an integrative process between a client, who is vulnerable and who needs assistance, and a counsellor, who is trained and educated to give assistance. The goal of the interaction is to help the client learn to deal more effectively with himself/herself and the reality of the environment. The person is helped to use his/her strength to cope more effectively by making appropriate decisions or taking an appropriate action.

Mwosa (2004, p. 10) suggests that people who can be facilitated to provide counselling in the organisation are the co-workers who can function as peer counsellors, supervisors and managers who can counsel their staff. Mwosa further suggests that the human resource managers and the training managers can be facilitated to counsel staff in other
departments. In addition, some of the senior managers could be earmarked to counsel other members of senior management. Mwosa indicates that some of the problems addressed by counselling include:

- Sexual behaviors, which could lead to exposure to HIV/AIDS;
- Drug addiction and alcoholism;
- Family problems;
- Coping with colleagues, supervisors, management and friends (interpersonal relations);
- Money problems;
- Sickness;
- Coping with sudden deaths; and
- Overcoming trauma.

De Cenzo and Robbins (1996, p. 10) state that one of the most important purposes of employee counselling is to uncover reasons for poor performance in the work place. They indicate that counselling requires good listening on the part of the counsellor who is also expected to attack the unacceptable behaviour and not the person, though they appear difficult to separate. The manager should probe the employee to determine the cause of poor performance and make the employee accept the problem.

De Cenzo and Robbins (1996, p. 251) quote from Commerce Clearing House (1990, pp. 4359-4360) and provide the following guide for counselling employees who perform poorly:
• Document all the problems of performance behaviours;
• Deal with the employee objectively, fairly and equitably;
• Confront the unacceptable behaviour;
• Offer assistance to help the employee;
• Expect employee to resist the feedback and become defensive;
• Get employee to own up to the problem;
• Develop an action plan to correct performance;
• Identify outcomes for failing to correct problems; and
• Monitor and control the progress.

Feedback on positive progress of the employee’s performance will enhance the motivation of the employee to perform even better.

Mentoring is an important strategy for empowering employees. Berry (2003, p. 288) developed an integrated nine-phase organisational mentoring model to facilitate achievement of the objectives of the Employment Equity Act (Act 55 of 1998) of the Republic of South Africa. The model was developed based on an empirical study involving local and international automotive manufacturers and suppliers in the Nelson Mandela Metropole, Buffalo City Metropole and surrounding areas within the Eastern Cape Province of South Africa. The Berry model (2003, p. 288) identifies the following nine phases for effective mentoring in the organisation:

• Phase 1 defines programme objectives;
• Phase 2 identifies management development needs;
• Phase 3 selects mentors and mentees;
• Phase 4 conducts orientation and training sessions;
• Phase 5 matches mentors with mentees;
• Phase 6 establishes development plans;
• Phase 7 provides feedback and evaluates relationship;
• Phase 8 dissolves the mentoring relationship; and
• Phase 9 evaluates the mentoring programme.

Berry’s mentoring model (2003, p. 290) indicates competencies for mentors and mentees.

The competencies for a mentor are:

• High credibility;
• Good communication skills;
• Sound leadership skills;
• Ability to create a climate in which mentees feel confident to experiment with different approaches to doing things;
• Good insight into behaviour patterns;
• Strong interest in developing others;
• Ability to assist mentees in setting goals;
• Commitment to their own learning; and
• Willingness to serve as mentors.

The competencies for a mentee are:

• Sound interpersonal skills;
• A track record of success;
• Demonstrated initiative in previous jobs;

• Ambitious;

• Ability to identify and solve problems;

• Willingness to accept greater responsibility;

• Receptive to feedback and coaching;

• Potential to perform at one or more levels above their current positions;

• Realisation of responsibility for their own career advancement and growth; and

• Ambition to channel abilities into career advancement.

Berry’s model (2003, p. 293) recommends for evaluation of mentoring programmes.

Some of the key questions to be considered in the evaluation of a mentoring programme include the following:

• Did the mentor and mentee meet often enough on specific mentoring-related issues?

• Did mentors and mentee develop sufficient trust?

• Was there a clear sense of direction in the mentoring relationship?

• How many participants attended the mentor/mentee training programme?

• Did the mentor and the mentee meet the goals they had set?

• Has the organisation increased retention of key staff - particularly designated employees?

• Have measurable objectives or goals set at the commencement of the programme been achieved?

• Did the organisational culture support the programme?
An effective mentoring programme will empower and stimulate employee motivation in the organisation.

**STRATEGY 5: CREATE A MOTIVATING ORGANISATIONAL CLIMATE**

Strategy 5 deals with the creation of a climate in which motivation of employees is not only stimulated, but sustained as well. Providing social interaction satisfies the need for affiliation. According to Maslow’s Theory, Alderfer’s ERG Theory, McClelland’s Acquired Needs Theory, which were discussed in chapter three, the need to socialise is identified by the theories as a strong need within employees. Opportunities for socialising between employees and management and between individual employees should be provided. Socialising builds self-esteem and satisfies the need for acceptance and approval by others. Socialising also affords the employees the opportunity for recognition by other employees and management.

Managers should be trained in strategies for the employee motivation to enable them to create and sustain a motivating climate in the organisation. Weightman (1999, p. 142) suggests the actions which a manager should incorporate in order to motivate employees and provide good leadership. These actions should include the following:

- Maintaining the trust and support of the employees;
- Setting up collaborative and consultative working arrangements;
- Providing an environment for people to excel;
- Nurturing individuals development;
• Recognising success;
• Encourage enthusiasm through team working;
• Role-modelling;
• Inspiring people;
• Communicating sensitively;
• Establishing integrity and ethics; and
• Upholding values and culture.

The managers should have the necessary skills to implement the above-mentioned practices (Weightman, 1999, p. 142).

In a research study conducted by Belemu (2000, p. 89) to identify management skills required by middle managers to effectively manage a public hospital in the Eastern Cape in South Africa, it was discovered that managers require more than general and technical skills to effectively manage the modern business environment. Belemu states that today, the focus is on leadership skills such as empowerment, vision and motivation strategies rather than mere possession of general management skills. The above skills are required for a manager to be effective in the work environment.

According to Nicholson (2003, pp. 20-21), everybody accepts that effective managers motivate with the power of their vision, the passion of their delivery and the compelling logic of their reasoning. He argues that effective managers create the environment in which the inherent motivation (the natural commitment and drive that most people have) is freed and channelled toward achieving organisational and individual goals. Effective
managers, according to Nicholson, are able to unblock what prevents employees from getting motivated. Nicholson further argues that knowing what drives the employees and what may be blocking those drives if they are not motivated is very crucial for an effective manager. Nicholson provides some of the things that block motivation drives of employees and include:

- Stress at home;
- Frustrated dreams;
- Broken promises at work;
- Trauma resulting from death of a loved one; and
- Management style of the supervisor.

Nicholson (2003, pp. 20-21) indicates that managers should concentrate in bringing out the best in employees and should try not impeding the motivation of employees. According to him some managers could be the source of employee’s lack of motivation and why employees leave the organisation. One such impediment could be the management style of the manager, which could tend to bring out the worst in the employees instead of the best.

Whetten and Cameron (2002, p. 308) allege that according to McGregor’s Theory Y workers basically want to do a good job and assume more responsibility. Management according to the theory should therefore assist workers to reach their potential by channelling their motivation to succeed and achieve their goals. Management should help the employees in setting their goals, making sure that employees have the necessary aptitudes, training, and resources for the job. It is the manager’s job to make the paths
leading to the targeted goals to be smooth and easy for the employees (Whetten and Cameron, 2002, p. 308).

The organisation should provide the workers with adequate tools and equipment enabling them to perform to their best ability. Also, availability of tools and equipment ensures that the workers perform effectively and gain satisfaction in their work. It was noted in Chapter 2.6.6 that, the Kenyan government is slow in adopting new technologies and in providing adequate tools and equipment to employees. It was noted in particular that the police force has been unable to cope with the fight against crime because it is ill equipped to fight modern sophisticated crime. Information in most public service organisations is managed using old technology and public universities are not even adequately linked to the internet. There is a strong need for the government to invest in new technology and provide the requisite tools and equipment to the public service employees in order to enhance their performance and motivation.

A learning organisation also creates a motivating climate for employees in the organisation. Establishing a learning organisation will ensure that learning new things becomes part of organisation’s culture. Experiencing changes and facing new challenges has a positive effect on the motivation of employees. Learning is a continuous process and motivated employees are excited to learn and experience new challenges while equipping them to cope with the ever-changing environment in the work place. A learning organisation facilitates learning for all its members and continuously transforms

The important characteristics of a learning organisation, according to Armstrong (1999, pp. 496-497), include:

- Systematic problem solving which relies heavily on philosophy and scientific methods to solve problems. Such methods are: statistics, hypothesis testing, histograms and pareto charts;

- Experimentation, which involves systematic search for and testing of new knowledge. Continuous improvement of strategies and programmes is an important feature of a learning organisation;

- Learning from past experience by reviewing their successes and failures, assessing them critically and drawing lessons learned in an open way where employees get access to the information;

- Learning from others by looking outside the immediate environment to gain a new perspective. This approach is also referred to as benchmarking. It is a disciplined process of identifying successful practices in other organisations, which are modified to suit one’s own environment;

- Transferring knowledge quickly and efficiently through the organisation by seconding people with new expertise, and using education and training programmes;

- Shared vision, which enables the organisation to identify, respond to and benefit from future opportunities;
• An enabling structure which facilitates learning;
• Supportive culture, which encourages challenges to the status quo and the questioning of assumptions and established ways of doing things;
• Empowering management to accept that devolving decision-making and team-working result in improved performance;
• A motivated workforce which wants to learn continuously;
• Enhanced learning which encourages learning among all the employees; and
• Inventiveness for new discoveries (Armstrong, 1999, pp. 496-497).

There is also a need to ensure that employees are placed in the jobs that fit their skills and personalities. This can be realised through proper recruitment procedure. According to Weightman (1999, p. 114) the first step towards proper selection of employees involves the drawing of a job description which considers the following points:

• The main purpose of the job;
• The main tasks of the job;
• Scope of the job; and
• Importance of the job. This is assessed by describing the value of the equipment or materials handled, the degree of precision required and the number of people supervised. Other important factors include: skills and knowledge of the job holder, interpersonal relations required, and the generic competence he or she requires to be able to function in the position (Weightman, 1999, p. 114).

The second step according to Weightman (1999, p. 115) is to select the person specification using a seven-point plan indicated below:

• Physical make-up: health, appearance, bearing and speech;
• Attainment: education, qualification, experience;
• General intelligence: intellectual capacity;
• Special aptitudes: mechanical, manual dexterity, facility in use of words and figures;
• Interests: intellectual, practical, construction, physically active, social, artistic;
• Disposition: acceptability, influence over others, steadiness, dependability, self-reliance; and
• Circumstances: any special demands of the job, such as ability to work unsocial hours, and travel abroad.

Weightman (1999, p. 115) provides for a five-fold grading system for use in deployment and promotion of staff. The grading system is intended to ensure job/employee match and it includes:

• Impact on others: physical make up, appearances, speech, and manner;
• Acquired qualifications: education, vocational training, work experience;
• Innate abilities: quickness of comprehension and aptitude for learning;
• Motivation: individual goals, consistency, and determination in following them up and the success rate; and
• Adjustment: emotional stability, ability to stand up to stress and ability to get on with people.

In order to further enhance the working environment the employees should be provided with a system of putting forward their complaints and grievances. There should be a
procedure in the organisation for handling employee discomfort. Such a system eases tension and allows for problems solving, which would otherwise cause damage to the motivation of the workers. In some organisations the employees register their grievances through the workers unions. It is recommended that an organisation establish a system or procedure for handling employee grievances.

**STRATEGY 6: ENSURE EQUITY AND FAIRNESS IN THE ORGANISATION**

Strategy 6 deals with equity in the organisation. There should be equity and fairness for all employees in the organisation. Equity and fairness should be observed in the following organisational practices:

- Rewarding of employees (salaries and benefits);
- Recognition of effort;
- Rewarding of exemplary performance;
- Opportunities for training and development;
- Management of career development programmes;
- Access to mentoring, coaching and counselling programmes;
- Promotions opportunities;
- Distribution of tools and equipment; and
- Access to welfare facilities.

Equity is also referred to as organisational justice. Adam’s equity theory as cited by Greenberg and Baron (2000, p. 143) states that people are motivated to maintain fair or equitable relationships among themselves and they avoid relationships that are unfair or
inequitable. Employees consider two variables while comparing themselves to others. These are: inputs and outputs. Outputs (outcomes) include: pay, fringe benefits and prestige. Inputs are employee contributions and they include: time worked, amount of effort expended, number of units produced and the qualifications for the job. According to the theory of equity, employees compare their inputs and outcomes with others in a similar category. The comparison can result in any of the three different states that are indicated below:

- Overpayment – inequity;
- Underpayment – inequity; and
- Equitable payment (Greenberg and Baron 2000, p. 143).

Greenberg and Baron (2000, p. 143) indicate that if an inequitable situation exists, people will try to make the relationship equitable. The underpaid worker may ask for raise or steal the company property to make up the difference. The person may also start coming to work late, leaving early, taking longer breaks, doing less work or lowering the quality of the work or even quit the job. The overpaid worker on the other hand will try to make the relationship equitable by: putting in more effort by working extra hours to justify the overpayment, or lower income by foregoing some of the extra fringe benefits offered in the organisation. People try to change an inequitable relation into an equitable one. Table 4.7 summarises the individual’s behaviour in different inequity situations.
<table>
<thead>
<tr>
<th>Type of inequity</th>
<th>Behavioural (What you can do is …….)</th>
<th>Psychological What you can think is ……..</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overpayment Inequity</strong></td>
<td>Raise your inputs (e.g. work harder), or lower your outcomes (e.g. work through a paid vacation or forego some fringe benefit.)</td>
<td>Convince yourself that your outcomes are deserved based on your inputs (e.g. rationalised that you work harder than others and so you deserve more pay).</td>
</tr>
<tr>
<td><strong>Underpayment inequity</strong></td>
<td>Lower your inputs (e.g. reduce effort), or raise your outcomes (e.g. get raise in pay)</td>
<td>Convince yourself that other’s inputs are really higher than your own (e.g. rationalise that the comparison worker is really more qualified and also deserves higher income.</td>
</tr>
</tbody>
</table>

Table 4.7: Possible reaction to inequity process
Source: Greenberg and Baron (2000, p. 145)

Table 4.7 indicates the various inequity situations and the possible behaviour patterns of employees in the given situation.

In chapter 2.6.1 it was indicated that some employees in the public service are not happy with the peace-meal implementation of improved salaries in the public service. There are
disparities in the salary structures in the public service which arose from previous use of separate ad-hoc committees that reviewed salaries for various cadres of staff in the public service. However, the government has formed a permanent public sector pay review board to ensure rationalised and harmonised pay packages for public servants. The board was established in 2003 and it is yet to undertake its work. The disparities, however, need to be sorted out as fast as possible if the motivation of public sector employees is to be enhanced.

**STRATEGY 7: ADOPT APPROPRIATE MANAGEMENT APPROACHES**

Strategy 7 deals with management approaches that promote motivation in the organisation. Each of the management systems listed under this strategy has positive effect in motivating employees in the organisation. Perhaps the most elaborate system is the performance management system, which incorporates most of the other valuable approaches listed such as:

- Performance related pay system;
- Goal-setting;
- Performance feedback to employees;
- Recognition of achievement;
- Effective delegation;
- Participative management;
- Effective communication.
Performance management system integrates employee development and a result-based assessment system. It encompasses performance appraisal, objectives setting for individuals and departments, appropriate training programmes and performance related pay. The appraisal of employees may involve managers, subordinates, peers, employees in other departments and perhaps even customers (Graham and Bennet, 1998, p. 246). Some of the key aspects of performance management system have been highlighted in chapter 3.4.1.13.

The foundation of an effective motivation programme is proper goal-setting. Goal setting enables employees to plan their course and know their expectations. There should be agreement and acceptance on goal expectations. More importantly, the employees should be involved in setting the goals as studies indicate that performance of groups is significantly higher when they are involved in the setting of goals rather than being assigned. Goal setting, according to the goal theory by Locke and Latham (Whetten and Cameron, 2002, p. 311), enhances motivation because it mobilises effort, direct attention and encourages persistence and strategy development.

Goal setting involves three components: goal-setting processes, goal characteristics and feedback. The goal-setting process demands that the goals are understood, accepted and should involve the employees to be effective. The characteristics of the goals should be:

- Specific;
- Measurable;
- Unambiguous;
Goals that stretch individuals tend to motivate more than easy goals. This is attributed to the motivation for achievement. High expectations generally foster high performance (Whetten and Cameron, 2002, p. 312).

Whetten and Cameron (2002, p. 312) argue that effective goal setting should include feedback, as it provides for clarification of expectation, adjusting goal difficulty and opportunity for recognition. Feedback provides the benchmark on which the employees determine their progress of performance.

Management by Objectives (MBO) is a management system that adopted goal setting as its basic element. According to Graham and Bennet (1998, p. 245) MBO is a system of management, which attempts to improve the performance of the organisation by motivating employees through providing training and integrating personal goals with objectives of the organisation. This management approach allows for the manager and the employee to sit together and agree on the performance objectives and expectations over a given period of time. The work objectives and expectations are quantified for measuring purposes. At the end of the period the manager and the employee sit together and jointly review the achievements or non-achievement of the objectives (Graham and Bennett, 1998, p. 245).
MBO raises the motivation of employees because it involves employee participation and increases job satisfaction by giving employees a sense of achievement as a result of the goals and objectives achieved. MBO further enhances employee motivation because it integrates feedback as part of its review process. Figure 4.7 indicates the processes involved in MBO.

1. Develop action plan
Managers and subordinates work together to set goals that are specific and measurable. They develop a plan to attain them.

2. Implement plan
Progress toward the goal is carefully monitored, making corrections as needed.

3. Evaluate results
Was the goal reached?

Yes
If yes, Set new goals

No
If no, Develop new plan

Figure 4.7: MBO process
Source: Greenberg and Baron (2000, p. 603)

It can be noted from Figure 4.7 that the MBO process begins with the development of an action plan. The second stage deals with implementation of the plan while the third stage evaluates the results.
Participative management is a management style involving employees in the decision making process. The performance management system, goal setting and MBO approaches have incorporated participative management as a core activity. In addition, it was noted in chapter 3.4.1.10 that quality circles and teamwork provide appropriate examples for participative management.

Effective delegation is also considered as a participative form of management. Delegation is the process of assigning responsibility and authority to employees for accomplishment of organisational goals. Responsibility and authority is delegated downwards to junior employees. Delegating work motivates employees by enhancing their self-esteem, sense of achievement and recognition. When work is entrusted to employees they feel they are valued and recognised.

A Flexible management approach enhances employee motivation as employees are empowered to take charge of the management of their work. Flexible working hours “flextime” and “working from home” are two examples of flexible working programmes. These two approaches were discussed in detail in chapter 3.4.1.10.

Managers’ leading by example is an important approach which enhances employee motivation. Under this approach the manager’s lead by providing a good example and they act as role models to the rest of the employees. It was noted in chapter 3.4.1.15 that management establishes corporate values and ensure that the managers become a source of inspiration by “walking the talk” and “practicing what they preach”. 
It is important for the organisation to establish the reasons why employees leave the organisation. This will enable the organisation to rectify areas where they could be a source of discomfort to employees, leading to the loss of competent employees. This objective can be achieved through conducting exit interviews. Information obtained from the exit interviews could reveal the underlying causes of lack of motivation and provide ideas on how to improve the motivation of employees in the organisation.

Effective communication is an important tool in enhancing motivation in the organisation. According to Lussier (1997, p. 320) there are two types of communication:

- Organisational communication; and
- Interpersonal communication.

Organisational communication involves communication among organisations, and between units/departments of an organisation whereas interpersonal communication takes place among people. Lussier argues that communication can be either effective or ineffective at transmitting information and meaning and suggests a five-step guide for effective communication. The effective communication guide is indicated Table 4.8:
Step 1. Develop rapport: It is appropriate to begin communication with small talk to put the receiver at ease thus receive the message properly.

Step 2. State communication objectives: Second step deals with the objectives of the communication. In most cases the objectives of communication is to: inform, influence and to express feelings.

Step 3. Transmit the message: Deliver the message if it is to inform, influence or express feelings.

Step 4. Check the receiver’s understanding: Asking checks the receiver’s understanding whether there is any questions or clarifications.

Step 5. Get the commitment and follow up: Confirm the commitment of the employee or the receiver to undertaking the task and follow up to check whether action is being done.

Table 4.8: Effective communication process
Source: Lussier (1997, p. 332)

The communication process in Table 4.8 is presented in a model form in Figure 4 below.

Figure 4.8: Effective communication process
Source: Lussier (1997, p. 333)
Effective change management is an important management approach in the motivation of employees. It was noted in chapter 3.4.1.18 that motivated employees are willing to embrace new changes. Greenberg and Baron (2000, p. 600) give a five-point approach to effective change management in the organisation. The approach is as follows:

- **Shape political dynamics:** It is important to persuade and win the support of the political leadership in the organisation in favour of the changes. Having the powerful and influential individuals demonstrate support for the changes is a sure way of getting others to accept and support the new changes.

- **Educate the workers:** People at times are reluctant to change because of imaginary fears. The assurance of security will put such fears to rest. There is need to educate employees on the benefits of change to enable them embrace the changes.

- **Involve employees:** Employees who are involved in the planned changes may have little resistance to change. Introducing changes without involving employees or a warning may meet stiff resistance. Involving employees will help them better understand the significance of the change and are likely not to offer resistance.

- **Reward constructive behaviour:** One significant method of facilitating organisational change is to reward employees who demonstrate acceptable behaviour towards the changes. Employees, who adopt change fast, should be rewarded as part of the feedback and to encourage others who may be uncertain about the changes.

- **Create a learning organisation:** According to Greenberg and Baron (2000, p. 601) a learning organisation is “an organisation that is successful at acquiring,
cultivating and applying knowledge that can be used to help it adopt to change”. Learning organisations are institutions that have developed the capacity to adopt to change continuously. In learning organisation people put aside their old ways of doing things and freely share ideas with others working together to achieve organisational objectives. For an institution to become a learning organisation it should:

a) Establish a commitment to change. The top leadership must support change;

b) Adopt an informal organisational structure by eliminating formal boundaries between people; and

c) Develop an open organisational culture, which embraces, risk taking, openness and growth (Greenberg and Baron, 2000, pp. 600-601).

An effective disciplinary approach will go a long way in enhancing the levels of motivation in the organisation. The disciplinary procedure is an effective way of responding to unacceptable employee behaviour. The disciplinary process attempts to direct all the employee’s time and energy into meaningful organisational work. An effective disciplinary system will discouraged employees from pursuing behaviours which result in punishment and instead encourage them to pursue behaviour that results in positive rewards. The reinforcement theory by Skinner, which was discussed in chapter 3.3.2: indicates that employees will duplicate behaviour which yields positive results rather than that which yields negative results. Whetten and Cameron (2002, p. 319) provide a guideline for managing undesirable behaviour in the organisation in Table 4.9:
Table 4.9: Guideline for improving bad behaviour
Tables 4.9 indicate that improving undesirable behaviour involves three processes, which include: reprimanding, redirecting and reinforcing behaviour.

Succession management is also an important management tool that enhances motivation of employees. Succession management is part of the career management programme of the organisation. It was observed in chapter 3.4.1.5 that career management enables the organisation to always be in a position to meet its human resources requirements in the present and future. This management approach has a motivating effect on employees because employees can see that they will be able to grow within the organisation and be promoted to positions that they desire to be, in the future. The employees can clearly project their plans and dreams when the organisation adopts succession management as part of its strategic plan. Succession management, therefore, provides employees with future security in the organisation. This assurance impacts positively on the motivation of employees.

**STRATEGY 8: INTRODUCE ORGANISATIONAL SYSTEMS**

Motivation in the organisation can only thrive if it is based and supported by sound organisational systems or structures. It was noted in chapter three that motivational factors in the organisation should not be based on interpersonal relations, personalities, friendship or habits, but should be built on policies and systems within the organisation. All the motivational approaches in strategies 1 - 7 should be based on effective and sound
policies. It can therefore be argued that there is need to establish systems and structures for the following:

- Reward system;
- Catering for safety and security needs;
- Recognition schemes;
- Empowerment programmes;
- Equity and fairness monitoring systems;
- Policies which help in the management of the organisational climate; and
- Policies which help in implementing motivational management approaches.

**STRATEGY 9: EVALUATE MOTIVATION IN THE ORGANISATION**

The purpose of evaluation of motivation in the organisation is to determine whether the strategies implemented have impacted positively, resulting in the motivation of employees. Evaluation is undertaken by using the following methods:

- Measuring the levels of motivation by carrying out attitude surveys;
- Determining the level of performance and productivity of employees;
- Monitoring the labour-turnover rates;
- Establishing rates for absenteeism;
- Determining levels of employees grievances;
- Examining enthusiasm for suggestion schemes; and
- Establishing the degree of teamwork in the organisation.
If the motivation level is high, the strategies will have posted positive results and the management should be able to sustain motivation among employees by continuously using the strategies provided in the model. If the result of the evaluation is negative, the management of the organisation should re-check to find out which strategy was not properly implemented. Upon rectifying the anomaly, the evaluation should be done again to ascertain the level of motivation. Perhaps the most effective way of assessing the impact of the strategies is by checking on the level the employee’s work performance and the effectiveness of service delivery in the organisation. If the work performance improves, it means that the strategies have had a positive impact. If there is no change, then there will be need to go through the process more carefully to ensure that all the strategies are implemented properly. It is recommended that evaluation of motivation in the organisation should be carried out from time to time as part of managing and sustaining employee motivation in the organisation.

4.4 CONCLUSION

The aim of this chapter was to develop motivational strategies which will be recommended for use in motivating public sector workers in Kenya. A number of strategies have been developed and integrated into a motivational strategy model. The model is based on strategies used by organisations to motivate their employees along with the theoretical models presented in the beginning of this chapter. The strategies were identified through literature review on the subject of motivation. It is important to note that the strategies developed can only be implemented and sustained if they are based on sound structures and systems within the organisation. In the light of the strategies discussed in this chapter
a questionnaire was developed to determine the extent to which managers and employees of the public sector in Kenya agreed or disagreed that the strategies would be effective in improving the level of motivation in their organisation. The details of the questionnaire are discussed in the next chapter. The next chapter also provides details of the research design for the study, how the empirical study was undertaken, the analysis of the biographical information of the respondents and the conclusion.
## CHAPTER 5

**EMPIRICAL RESEARCH METHODOLOGY AND ANALYSIS OF BIOGRAPHICAL DETAILS OF RESPONDENTS**

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CHAPTER 5

EMPIRICAL RESEARCH METHODOLOGY AND ANALYSIS OF BIOGRAPHICAL DETAILS OF RESPONDENTS

5.1 INTRODUCTION

In chapter four, the study presented a motivational strategy model, which is based on the various motivational approaches discussed in chapters two and three; and the theoretical models presented in chapter four. The empirical research of this study was based on a survey questionnaire. The questionnaire was developed on the basis of the strategies in the motivational strategy model. The questionnaire was used to determine the extent to which the public sector managers in Kenya agreed or disagreed on the effectiveness of the various strategies in the model in motivating employees in their organisation. The purpose of this chapter is to discuss the research methodology that was used during the study and to present a qualitative analysis of biographical data of respondents.

5.2 RESEARCH DESIGN

Mutai (2000, p. 3) defines research as a “systematic search for pertinent information which leads to new knowledge. It encompasses investigation into relationships among different factors operating in a given situation”. According to Mugenda and Mugenda (1999, p. 1) research is a diligent inquiry or a critical examination of a given phenomena. It implies exhaustive study, investigation or experiments following some logical sequence. Mugenda and Mugenda further add that research involves a critical analysis of
existing conclusions or theories with regard to newly discovered facts. They indicate that advances in technology and ever-changing society, demands a continued search for new knowledge and understanding of the world around us.

Mugenda and Mugenda (1999, p. 2) note that the purpose of research is to:

- **Discover new knowledge**: This involves the discovery of new facts, their correct interpretation and practical application. Research is one of the most efficient and reliable sources of knowledge and truth;

- **Describe phenomena**: Accurate identification of any event involves a thorough description of size, shape, age, weight, colour, height etc. Description then provides knowledge that which forms basis for the other purposes of research stated below;

- **Enable prediction**: Prediction is the ability to estimate phenomena. Research uses a set of variables to predict a given variable;

- **Enable control**: Control is the ability to regulate the phenomena under study. Many scientific experiments are designed to achieve this objective;

- **Enable explanation of phenomena**: Explanation involves accurate observations and measurement of a given phenomena; and

- **Enable theory development**: Theory development involves formulating concepts, laws, and generalization about a given phenomena. Research is also undertaken to confirm or validate existing theories. This is sometimes referred to as “falsification of theory”.
On the basis of the above analysis, the purpose of this research study was to find new knowledge in the subject of motivation of employees and to validate the theoretical motivational model developed by the study in chapter four.

The research design for this study consisted of identifying the main problem and breaking it into three sub-problems. The main problem was:

*What motivational strategies can the public service in Kenya use to motivate employees in order to enhance work performance and achieve efficiency and effectiveness in service delivery?*

The study developed three sub-problems in order to solve the main problem. The sub-problems were:

1. *What motivational strategies are revealed in the relevant literature that will assist the Kenyan public service in motivating employees?*

2. *What motivational strategies are currently used in motivating employees in the public service in Kenya?*

3. *How can results obtained from resolutions of sub-problems 1 and 2 be combined into an integrated motivational strategy which can be used by the public service in Kenya to motivate employees to achieve efficiency and effectiveness in service delivery?*

The following procedures were used to solve the main and the sub-problems:
(a) In chapter two an analysis of the public service was undertaken to establish the extent to which the service was conducive to motivation of employees. In chapter three the literature review on the approaches for motivating employees was undertaken and various theories and concepts of motivation were discussed. In chapter four, a number of theoretical motivational models were presented and discussed. On the basis of the approaches identified in chapter two and three and the models presented in chapter four, a motivational strategy model was developed and presented in chapter four.

(b) In order to resolve sub-problem two, the motivational strategy model presented in chapter four was used to develop a survey questionnaire (included as appendix 1) to establish the extent to which the public service managers in Kenya agreed or disagreed that the motivational strategies in the model would be effective in motivating employees in their organisation.

(c) The results obtained in step (b) were used to adapt the motivational model where, and if necessary, to align it with the views of the majority of the respondents. This led to the development of an integrated motivational strategy model for motivating employees in the public service in Kenya. Thus, sub-problem three was addressed.
5.3 CONDUCTING THE EMPIRICAL STUDY

An empirical study was conducted using a survey questionnaire. The questionnaire was developed to serve the purpose of a measuring instrument. The results of the survey were statistically analysed using statistical software, SPSS version 9.0. This section will discuss the sampling procedures and the development of the questionnaire.

5.3.1 The sample

Mugenda and Mugenda (1999, p. 41) point out that the researcher should be able to identify and define the population of study as consistently as possible with the purpose of the study. There must be a rationale for defining and identifying the accessible population from the target population. The accessible population must be the most representative of the target population. The researcher selects a sample from the accessible population to represent the whole study population.

5.3.1.1 Sampling procedure

According to Kathuri and Pals (1993, p. 48), sampling is a process of selecting a few cases in order to provide information that can be used to make judgments about a much larger number of cases. The “few cases” are the samples while the larger cases are the population or the universe. Kathuri and Pals add that if a sample is to provide adequate information to make judgments, it should be a good representative of the population and
must portray the characteristics on which the judgment is to be based. One way of obtaining a representative sample is through random sampling.

Kathuri and Pals (1993, p. 48) mention that random sampling is often referred to as non-probability sampling. In random sampling, every member of the population has an equal chance of being included in the sample. Kathuri and Pals indicate that a random sample is an unbiased sample and those individuals included in the sample vary only as they would due to random fluctuation.

Leedy and Ormrod (2001, pp. 214-216) explain the various types of non-probability sampling as follows:

- **Simple random sampling:** The sample is identified by simple random selection. Every member in the population of the study has an equal opportunity of being selected;

- **Stratified random sampling:** This method of sampling is used when the population to be sampled is not homogeneous in terms of certain required characteristics. The researcher divides the population into two or more sub-populations. Stratified random sampling has the advantage of ensuring a guarantee of equal representation of each identified strata;

- **Proportional stratified sampling:** This method is used when there are further different characteristics within the given strata. Proportional stratified sampling ensures that different groups in the strata are represented in the sample;
• **Cluster sampling:** This involves the random selection of clusters from larger population of clusters. All population members of a selected cluster are included in the sample. The difference between cluster sampling and stratified sampling is that in cluster sampling the sampling unit is the cluster or stratum; the sampling unit in stratified random sampling is individual element within the strata; and

• **Systematic sampling:** Systematic sampling involves selecting individuals or clusters according to a predetermined sequence or systematic order.

Mugenda and Mugenda (1999, pp. 51-52) point out that non-probability sampling include:

• **Purposive sampling:** This method of sampling allows the researcher to use cases that have the required information with respect to the objectives of the study;

• **Snowball sampling:** The researcher in this context uses a single case involved in the study to gain insight of other similar cases;

• **Quota sampling:** The researcher in this case purposely selects subjects to fit to identified quotas. The selection of actual participants is not random since subjects are picked as they fit into identified quotas;

• **Convenient sampling or accidental sampling:** This technique involves selecting cases or units for observation as they become available to the researcher; and
• **Dimensional sampling:** This is a multidimensional form of quota sampling. The researcher specifies all dimensions or variables of interest in the population and then makes sure that every combination is represented by at least one case. Gay (1996, p. 125) cited by Leedy and Ormrod (2001, p. 221) suggest that for a study population that does not exceed 100, the entire population should be surveyed. In view of the above suggestion this study surveyed the entire study population.

5.3.1.2 Sample size

Kathuri and Pals (1993, p. 52) state that the larger size of the sample, the more likely its mean and standard deviation will be representative of the population’s mean and standard deviation. The larger the sample the less likely the researcher will obtain negative results or fail to get the truth. The study population for this study was between 50 and 100; senior, middle level and line managers in the public service in Kenya. De Vos, Strydom, Fouche and Delport (2002, p. 200), quoted by Berry (2003, p. 204), indicate that a study population of between 50 and 100 will require between 32 and 45 respondents. However, this study surveyed the entire population to minimise on sampling error.

5.3.1.3 Sampling error

Mugenda and Mugenda (1999, p. 52) define sampling error as the discrepancy between the characteristics of the population and the characteristics of the sample, although the sample is drawn from that particular population. They state that sampling errors are due
to the errors inherent in the random sampling and are never entirely under the control of
the researcher. This is because a random sample, however accurately drawn, is never an
exact replica of the population. Mugenda and Mugenda further indicate that any statistic
computed on a sample has sampling distribution and a sampling error. To minimize the
standard error of the statistic it is necessary to take as large a sample as possible.
According to Mugenda and Mugenda, small samples tend to have larger standard errors
(Mugenda and Mugenda, 1999, p. 52).

5.3.2 The questionnaire

The motivational strategy model developed in chapter four, served as the basis for the
development of the questionnaire. According to Kathuri and Pals (1993, p. 58), a
questionnaire is a collection of items or questions to which a researcher’s subject is
expected to address. The questionnaire may consist of one or more sets of questions
depending on the aspects of the data to be collected.

5.3.2.1 Development of the questionnaire

The empirical research method employed by this study was the survey research. Kathuri
and Pals (1993, p. 34) mention that the purpose of a survey research is to determine
opinions, attitudes, preferences, and perceptions of groups of people of interest to the
researcher and usually uses questionnaires and interviews. Kathuri and Pals also mention
that questionnaires are used to collect basic descriptive information from a broad sample.
However, they indicate that the questionnaires can be biased because the way a question is asked can influence the response.

Leedy (1993, p. 187) explains the characteristics of a descriptive research survey as:

- A research method that deals with a situation that demands the technique of observation as the main method of collecting data;
- The population of the study must be carefully chosen, clearly defined and specifically delimited to set precise parameters for ensuring discreeteness to the population;
- A research method that is particularly susceptible to distortion through biased design methods. Care should be taken to guard the data from the influence of the biasses; and
- The data obtained is organised and presented systematically so that valid and accurate conclusions can be drawn from them.

Mugenda and Mugenda (1999 p. 78) give some useful ideas in developing a questionnaire which include:

- **Make the questionnaire attractive:** The more presentable the questionnaire is, the more inviting it is to the respondents. This increases the respond rate;
- **Organise the layout of questions:** This makes the questionnaire easy to complete;
• **Number pages, items and questions:** This makes the questionnaire easy to follow. Brief but clear instructions should be provided; and

• **Make the questionnaire short.** This motivates the respondents to fill the questionnaire because it takes a short time.

### 5.3.2.2 Reliability and validity of the measuring instrument

Leedy and Ormrod (2001, p. 31) state that the validity and reliability of the measuring instrument influence the extent to which the researcher can conceptualise the phenomena under study, the probability of statistical significance in data analysis and the degree to which one can draw meaningful conclusions from the data.

- **Reliability**

According to Leedy and Ormrod (2001, p. 31) reliability is the consistency with which a measuring instrument produces a certain result when the entity being measured has not changed. They indicate that instruments designed to measure psychological (unsubstantial) phenomena are less reliable than those designed to measure physical (substantial) phenomena.

Mugenda and Mugenda (1999, p. 95) argue that reliability in research is influenced by random error. As random error increases, reliability decreases. Random error is the deviation from a true measurement as a result of factors not effectively addressed by the researcher. Mugenda and Mugenda suggest that one of the ways of enhancing reliability
is pre-testing the instrument. In this study, two pilot studies were undertaken to pretest the questionnaire.

**Validity**

Kathuri and Pals (1993, p. 16) explain that validity is the degree to which a test actually measures the variables it is meant to measure. Validity refers to the systematic error in measurement that is, it should measure what it is supposed to measure. The better an instrument can measure what it claims to measure, the less systematic error there is and the more valid the instrument is judged to be. Kathuri and Pals provide four types of validity, which include: content validity, criterion related validity, construct validity, and face validity. This study ensured that the instrument was subjected to pilot studies and therefore valid.

5.3.3 Pilot study

Once the questionnaire was developed it was assessed by the research promoter to determine suitability. It was then subjected to the first pilot study involving senior faculty members at the Port Elizabeth Technikon, College Campus, who have an intimate knowledge of motivation strategies. The instrument was also presented to a statistician who analysed its validity to measure the phenomena (revised version of the questionnaire instrument is presented as Appendix 1). The revised questionnaire was further subjected to another pilot study in Kenya, which involved five human resource practitioners in the
Mugenda and Mugenda (1999, p. 74) indicate the importance of a pilot study as follows:

- Questions, which are vague, will be revealed and addressed accordingly;
- Comments and suggestions made by the respondents during the pilot study will be incorporated and thus improve the instrument; and
- Deficiencies of the questionnaire will be revealed and the necessary amendments made.

### 5.3.3.1 Questionnaire covering letter

Two covering letters were developed for the study. The first letter was used in the two pilot studies to explain the purpose and objectives of the pilot studies. The letter was then revised after the first pilot study at the Port Elizabeth Technikon, College Campus. The revised copy of the pilot study covering letter is presented as Appendix 2. The pilot study covering letter which was further revised to suit the second pilot study undertaken in Kenya is included as Appendix 3. The main questionnaire covering letter for the actual study also underwent the process of testing under the first pilot study undertaken at the Port Elizabeth Technikon, College Campus. The revised version is included as Appendix 4. The main purpose of the questionnaire covering letter was to explain the purpose and significance of the study to the respondents. Mugenda and Mugenda (1999, p.8) suggest that the covering letter should:
• Explain the purpose of the study. Respondents need to be aware of the purpose of the study for them to appreciate the importance of the study and secure their corporation;

• Promise to share the results of the study when it is completed; and

• Assure the respondents of confidentiality if the topic is sensitive.

5.3.4 Administering the questionnaire

The researcher had to obtain a research permit from the government of Kenya as a legal requirement before administering the questionnaires to the respondents. The research permit was granted on the 27 May 2004. A copy is presented as Appendix 5. The permit had a covering letter, a copy of which is included as Appendix 6.

Mugenda and Mugenda (1999, p. 80) note that questionnaires are normally administered using three methods. These are:

1) **Self-administered questionnaire**: The respondents are asked to complete the questionnaire themselves. The questionnaires are sent to the respondents through the mail or hand-delivered.

2) **Researcher administered questionnaire**: The researcher uses the questionnaire to interview the respondent. This is done when the subject of the study may not have the ability to easily interpret the questions.
3) **Use of Internet:** The advancement in technology has made it possible for researchers to collect data using websites and email.

This research study administered questionnaires using the self-administering method. The questionnaires were hand delivered and collected at a later date by the researcher.

### 5.3.5 Response rate

Having been issued with the research permit on the 27 May 2004, the questionnaires were distributed to the respondents from 4 June 2004. A total of 100 questionnaires were distributed to cover the entire study population. The distribution per district was as follows:

- Nakuru district: 70
- Koibatek district: 30

The distribution of the questionnaires was based on the regularity of public service organisations in each district. Nakuru district had a larger presence of public service organisations because it also serves as the provincial headquarters for the Rift-Valley Province. Nakuru district had one Public University, whereas, Koibatek district did not have one. Nakuru district therefore had a representation of all the public organisations targeted by the study while Koibatek district featured the Civil Service and the Local Authority categories.
The respondents were requested to complete the questionnaires by 15 June 2004. Table 5.1 shows the number of questionnaires which had been collected by the researcher on or before the expiry of the deadline.

**TABLE 5.1**

**RESPONSES RECEIVED ON OR BEFORE THE DEADLINE**

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>RESPONSES COLLECTED</th>
<th>No. OF RESPONDENTS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nakuru</td>
<td>50</td>
<td>70</td>
<td>71.4%</td>
</tr>
<tr>
<td>Koibatek</td>
<td>16</td>
<td>30</td>
<td>53.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>66</strong></td>
<td><strong>100</strong></td>
<td><strong>66%</strong></td>
</tr>
</tbody>
</table>

Source: Responses from questionnaires received on or before the deadline

According to Table 5.1, 71 per cent of the total questionnaires for Nakuru district were received on time while 53 per cent were received from Koibatek district. A total of 66 responses, representing 66 per cent of the total questionnaires were received on or before 15 June 2004. The researcher however continued to pursue the collection of the questionnaires and by 30 June 2004 a total of 89 questionnaires had been collected. The breakdown is given in Table 5.2:
### TABLE 5.2
**TOTAL NUMBER OF QUESTIONNAIRES RECEIVED AFTER FOLLOW UP**

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>RESPONSES</th>
<th>No. OF RESPONDENTS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nakuru</td>
<td>67</td>
<td>70</td>
<td>95.7%</td>
</tr>
<tr>
<td>Koibatek</td>
<td>22</td>
<td>30</td>
<td>73.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>89</strong></td>
<td><strong>100</strong></td>
<td><strong>89%</strong></td>
</tr>
</tbody>
</table>

Source: Total number of questionnaires received

Table 5.2 indicates that the total number of questionnaires received from Nakuru district were 67 which represents 95.7 per cent of the total number of questionnaires distributed in the district. A total of 22 questionnaires were collected from Koibatek district; and this represents 73.3 per cent of the total number of questionnaires distributed. A total of 89 per cent of the total questionnaires distributed in the two districts were collected. Chart 5.1 indicates the results per district.

### CHART 5.1
**RESPONSES ACCORDING TO DISTRICT**

Source: Table 5.2 converted to a pie chart

Table 5.3 shows the responses according to type of organisation in each district.
TABLE 5.3
RESPONSES ACCORDING TO CATEGORY OF THE ORGANISATION PER DISTRICT

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>NAKURU</th>
<th>KOIBATEK</th>
<th>TOTAL</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Service</td>
<td>20</td>
<td>16</td>
<td>36</td>
<td>40%</td>
</tr>
<tr>
<td>Local Authority</td>
<td>8</td>
<td>6</td>
<td>14</td>
<td>16%</td>
</tr>
<tr>
<td>Parastatal</td>
<td>17</td>
<td>0</td>
<td>17</td>
<td>19%</td>
</tr>
<tr>
<td>Public University</td>
<td>22</td>
<td>0</td>
<td>22</td>
<td>25%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>67</td>
<td>22</td>
<td>89</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Results obtained from analysis of organisations

CHART 5.2
RESPONSES ACCORDING TO CATEGORY OF ORGANISATION

Source: Table 5.3 converted to pie chart

It can be observed from Table 5.3 and Chart 5.2 that the highest numbers of questionnaires received were from the Civil Service category representing 40 per cent.
The Public University was second with 25 per cent; Parastatal formed 19 per cent and Local Authority 16 per cent. The results reflect the distribution of the organisations. The majority of public service organisations in the two districts were Civil Service organisations and that explains the high rate of response from this category. The low response from the local authority can be explained by the fact that there were few managers in the local authorities that could be interviewed.

5.4 ANALYSIS OF BIOGRAPHICAL INFORMATION OF THE RESPONDENTS

Section A of the questionnaire solicited general biographical information from the respondents. The biographical information analysed from the questionnaires is presented in Tables 5.4 - 5.11 and Charts 5.3 – 5.15.

**TABLE 5.4**

RESPONSES ACCORDING TO SIZE OF ORGANISATION

<table>
<thead>
<tr>
<th>No. Of Employees</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 500</td>
<td>23</td>
<td>26%</td>
</tr>
<tr>
<td>501 - 1000</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>1001 - 1500</td>
<td>21</td>
<td>24%</td>
</tr>
<tr>
<td>1501 - 3000</td>
<td>32</td>
<td>35%</td>
</tr>
<tr>
<td>3001 - 5000</td>
<td>7</td>
<td>8%</td>
</tr>
<tr>
<td>5001 and above</td>
<td>5</td>
<td>6%</td>
</tr>
<tr>
<td>Total</td>
<td>89</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Results from analysis on the size of organisation
It can be observed from Table 5.4 and Chart 5.3 that the highest response came from the organisations with 1501 to 3000 employees (35 per cent). The second highest category was 0 - 500 employees (26 per cent). It was closely followed by category 1001 - 1500 employees (24 per cent). The others were 3001 - 5000 (8 per cent) and 5001 and over (6 per cent). The least response came from category 501 - 1000 representing 1 per cent. There was no particular explanation for this kind of pattern since there was no prior analysis of the sizes of organisations before the distribution of the questionnaires.
### TABLE 5.5

RESPONSE ACCORDING TO AVAILABILITY OF PARTICULAR OFFICES

<table>
<thead>
<tr>
<th>OFFICE</th>
<th>YES</th>
<th>NO</th>
<th>PERCENTAGE (YES)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resource/Personnel</td>
<td>85</td>
<td>4</td>
<td>96%</td>
</tr>
<tr>
<td>Performance Management</td>
<td>26</td>
<td>63</td>
<td>29%</td>
</tr>
<tr>
<td>Training and Development</td>
<td>67</td>
<td>22</td>
<td>75%</td>
</tr>
<tr>
<td>Career Development</td>
<td>26</td>
<td>63</td>
<td>29%</td>
</tr>
<tr>
<td>Employee’s Salaries</td>
<td>70</td>
<td>19</td>
<td>79%</td>
</tr>
<tr>
<td>Mentoring, Coaching and Counselling</td>
<td>17</td>
<td>72</td>
<td>19%</td>
</tr>
</tbody>
</table>

Source: Results from analysis of availability of particular offices

Table 5.5 shows responses to availability of particular offices in the organisation. Charts 5.4 to 5.9 indicate the response for each particular office.

#### CHART 5.4

AVAILABILITY OF HUMAN RESOURCE/PERSONNEL OFFICE

![Pie chart showing 96% YES and 4% NO](image)

Source Table 5.5 converted to Pie chart

Chart 5.4 indicates that 96 per cent of the respondents had human resources/personnel office in their organisation. This office recorded the highest rate of occurrence.
Chart 5.5 shows that most of the public service organisations had not established offices dealing with performance management. Only 29 per cent of the respondents indicated that they had performance management office.

Chart 5.6 shows that 75 per cent of the respondents indicated that they had an office dealing with training and development. The above results indicate that most of the organisations had training and development office.
CHART 5.7

AVAILABILITY OF CAREER DEVELOPMENT OFFICE

Source: Table 5.5 converted to pie chart

It can be noted from chart 5.7 that very few organisations in the public sector had the office for career development for the employees. Only 29 per cent of the respondents indicated that they had career development office.

CHART 5.8

AVAILABILITY OF EMPLOYEE REWARDS/SALARIES OFFICE

Source: Table 5.5 converted to pie chart

Chart 5.8 indicates that 79 per cent of the respondents indicated that they had an office for handling employee rewards/salaries.
It can be observed from chart 5.9 that most public service organisations did not make use of mentoring, coaching and counselling services as shown by the results. Only 19 per cent of the organisations had established an office for counselling, mentoring and coaching. It can be observed from table 5.5 and charts 5.4 to 5.9 that besides rewarding employees and providing training and development opportunities, majority of the organisations in the public service in Kenya did not utilise other motivational strategies which include: performance management, career development, coaching, mentoring, and counselling in motivating their employees. The low occurrence of the offices dealing with these strategies points to the above position.
### TABLE 5.6

RESPONSES ACCORDING TO MANAGEMENT POSITIONS AS PER THE CATEGORY OF ORGANISATION

<table>
<thead>
<tr>
<th>Position</th>
<th>Civil Service</th>
<th>Local Authority</th>
<th>Parastatal</th>
<th>Public University</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Management</td>
<td>14</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>29</td>
<td>33%</td>
</tr>
<tr>
<td>Middle Management</td>
<td>15</td>
<td>6</td>
<td>10</td>
<td>13</td>
<td>44</td>
<td>49%</td>
</tr>
<tr>
<td>Line Management</td>
<td>7</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>16</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
<td><strong>14</strong></td>
<td><strong>17</strong></td>
<td><strong>22</strong></td>
<td><strong>89</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Results from analysis of management position in the organisation

### CHART 5.10

RESPONSES ACCORDING TO MANAGEMENT POSITION IN THE ORGANISATION

- **Senior Management**: 33%
- **Middle Management**: 49%
- **Line Management**: 18%

Source: Table 5.6 converted to pie chart
The results from the analysis of the management positions indicate that the majority of the responses were from the middle management levels (49 per cent). The responses from the senior management made up 33 per cent while 18 per cent were from the line management. It is important to note that the above statistics provides validity and reliability to the results of the empirical study on the assumption that the managers in higher positions understood the subject of the study and therefore could offer better, informed, valid and reliable information that was crucial to the success of the study.

**TABLE 5.7**

RESPONSES ACCORDING TO NUMBER OF YEARS SERVED IN POSITION

<table>
<thead>
<tr>
<th>YEARS OF SERVICE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 1 Years</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>2 - 5 Years</td>
<td>32</td>
<td>36</td>
</tr>
<tr>
<td>6 - 10 Years</td>
<td>31</td>
<td>35</td>
</tr>
<tr>
<td>Over 10 Years</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>89</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Results from analysis of the years served in position
CHART 5.11

RESPONSES ACCORDING TO YEARS SERVED IN POSITION

It can be observed from Table 5.7 and Chart 5.11 that a large number of the respondents according to years served in position were in the category 2 - 5 years (36 per cent). The second category fell in 6 - 10 years (35 per cent). The others were in the over 10 years category (20 per cent) and 0 - 1 year made up (9 per cent). There is no particular explanation for this pattern since there was no prior analysis on the years served. However, the results added credibility and validity to the study in the sense that the majority of the respondents were people who had extensive work experience. It can be noted that 91 per cent of the respondents had served in their positions for a period of two years and more. Only 9% had served for a period between 0 - 1 year. It is assumed that those who had served for more years have a deeper understanding of issues related to motivation of employees and therefore could offer more useful and reliable information on the subject.
TABLE 5.8

RESPONSES ACCORDING TO GENDER

<table>
<thead>
<tr>
<th>Gender</th>
<th>Civil Service</th>
<th>Local Authority</th>
<th>Parastatal</th>
<th>Public University</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>27</td>
<td>12</td>
<td>13</td>
<td>15</td>
<td>67</td>
<td>75%</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>22</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>14</td>
<td>17</td>
<td>22</td>
<td>89</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Results from the analysis of gender

CHART 5.12

RESPONSES ACCORDING TO GENDER

Source: Table 5.8 converted to pie chart

It can be observed that the gender distribution of the respondents was 75 per cent male and 25 per cent female. There is no specific explanation for the pattern. However, the
results confirm the general perception that there is a gender imbalance in positions of management in the public service in Kenya.

TABLE 5.9

RESPONSES ACCORDING TO AGE

<table>
<thead>
<tr>
<th>Age</th>
<th>Civil Service</th>
<th>Local Authority</th>
<th>Parastatal</th>
<th>Public University</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-30</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>6.74%</td>
</tr>
<tr>
<td>31-40</td>
<td>13</td>
<td>8</td>
<td>7</td>
<td>11</td>
<td>39</td>
<td>43.82%</td>
</tr>
<tr>
<td>41-50</td>
<td>20</td>
<td>2</td>
<td>7</td>
<td>11</td>
<td>37</td>
<td>41.57%</td>
</tr>
<tr>
<td>51-61</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>7.87%</td>
</tr>
<tr>
<td>Over 61</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>14</td>
<td>17</td>
<td>22</td>
<td>89</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Results from analysis of age

CHART 5.13

RESPONSES ACCORDING TO AGE

Source: Table 5.9 converted to pie chart
The results in Table 5.9 and Chart 5.13 show that the highest response in terms of age was from people in the age bracket of 31 - 40 years (43 per cent) and closely followed by people in the age bracket 41 - 50 years (42 per cent), 21 - 30 years (7 per cent), 51 - 60 (8 per cent) and over 60 years (0 per cent). The absence of responses from the people of over 60 years can be explained by the fact that the mandatory retirement age in most public institutions is 60 years.

**TABLE 5.10**

RESPONSES ACCORDING TO QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Civil Service</th>
<th>Local Authority</th>
<th>Parastatal</th>
<th>Public University</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Std 7</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Form 4</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>4%</td>
</tr>
<tr>
<td>Certificate</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>8</td>
<td>9%</td>
</tr>
<tr>
<td>Diploma/Higher diploma</td>
<td>9</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>13</td>
<td>15%</td>
</tr>
<tr>
<td>Honours degree</td>
<td>18</td>
<td>4</td>
<td>7</td>
<td>4</td>
<td>33</td>
<td>37%</td>
</tr>
<tr>
<td>Masters degree</td>
<td>6</td>
<td>1</td>
<td>4</td>
<td>12</td>
<td>23</td>
<td>26%</td>
</tr>
<tr>
<td>Doctorate degree</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>6</td>
<td>7%</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
<td><strong>14</strong></td>
<td><strong>17</strong></td>
<td><strong>22</strong></td>
<td><strong>89</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Results from analysis of qualifications
CHART 5.14

RESPONSES ACCORDING TO QUALIFICATIONS

Source: Table 5.10 converted to pie chart

It can be noted from Table 5.10 and Chart 5.14 that the majority of the responses were from people with Honours degree qualifications (37 per cent). This can be explained by the fact that the basic qualification for direct entry into a management position in most public service organisations is an Honours degree. The second highest response was from individuals with Masters degrees (26 per cent). The others were Diploma/Higher Diploma 15 per cent, Certificates 9 per cent and Doctorate 7 per cent. Four per cent had Form Four qualifications, 1 per cent had Std 7 and others 1 per cent. It can also be noted that the highest concentration of top-level qualifications was in the Public University. Fifty two per cent of the Public University respondents had a Masters degree and 100 per cent of the Doctorate qualifications were centered in Public University. This can be
attributed to the fact that the minimum qualification for recruitment into the University is high particularly for teaching jobs, which require a minimum of a Masters degree. Another reason is that the University provides opportunities for staff to pursue academic qualifications even above Doctorate level whereas other public service organisations may not provide such opportunities for their staff. The qualification indicated under the category: “others” was the Certified Public Secretary qualification, which is offered by the Instituted of Certified Public Accountants of Kenya. It is a highly rated qualification in the field of management and general administration.

**TABLE 5.11**

**RESPONSES ACCORDING TO ATTENDANCE OF TRAINING IN MOTIVATING EMPLOYEES**

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Service</td>
<td>20</td>
<td>55.6%</td>
<td>16</td>
<td>44.4%</td>
</tr>
<tr>
<td>Local Authority</td>
<td>12</td>
<td>85.7%</td>
<td>2</td>
<td>14.3%</td>
</tr>
<tr>
<td>Parastatal</td>
<td>13</td>
<td>76.5%</td>
<td>4</td>
<td>23.5%</td>
</tr>
<tr>
<td>Public University</td>
<td>11</td>
<td>50.0%</td>
<td>11</td>
<td>50.0%</td>
</tr>
</tbody>
</table>

Source: Results from analysis of attendance of training in motivation
It can be observed from Table 5.11 and Chart 5.15 that the majority of the respondents had attended training in motivating employees. This accounted for 63 per cent of the total responses. Thirty seven per cent had not attended any training in motivating employees. These statistics give assurance that most of the respondents were knowledgeable on the subject of the study, thus giving the study results a high degree of validity as well as reliability. Further analysis of Table 5.11 and Chart 5.15 will be given in relation to the discussion on the levels of motivation in the public service in the next chapter.
5.5 CONCLUDING REMARKS

The objective of this chapter was to explain the research method that was used in the empirical research study. The discussion on the methodology of the study focused on the population sample, sample size, sampling, the questionnaire; its development and administration, and the pilot study. The next chapter will provide for the research findings on the extent to which the senior, middle level and line managers in the public sector in Kenya agreed or disagreed that the motivational strategy model would be effective in motivating employees in their organisation.
# CHAPTER 6
## ANALYSIS AND INTERPRETATION OF DATA

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<td>6.3</td>
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<td>222</td>
</tr>
<tr>
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</tr>
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</tr>
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<td>6.12</td>
<td>Responses to establishing organisational systems</td>
<td>254</td>
</tr>
<tr>
<td>6.13</td>
<td>Responses to evaluating motivation in organisation</td>
<td>256</td>
</tr>
</tbody>
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CHAPTER 6
ANALYSIS AND INTERPRETATION OF DATA

6.1 INTRODUCTION

In the previous chapter the research methodology that was used in the study was discussed. The biographical data obtained from section A of the questionnaire was presented. Chapter six deals with the section B and C of the questionnaire. The raw data from the survey study were analysed using the Statistical Package for Social Science (SPSS) version 9.0. The data in section B were analysed into descriptive and inferential statistics while section C were analysed into descriptive statistics. This chapter resolves sub-problems two and three of the study.

Sub-problem two states:

What motivation strategies are currently used in motivating employees in the public service in Kenya?

Sub-problem three states:

How can the results obtained from the resolutions of sub-problems one and two be combined into an integrated motivational strategy which can be used by the Kenyan public service to improve the motivation of employees to achieve efficiency and effectiveness in service delivery?

The analysis of section B of the questionnaire resolves sub-problem two. Section C of the questionnaire was designed to survey the extent to which the public sector managers agreed or disagreed with the effectiveness of the strategies in improving the levels of motivation in their organisation. The integration of results in section B and C of the
questionnaire, leads to development of an integrated motivational strategy model thus resolving sub-problem three.

6.2 QUANTITATIVE ANALYSIS OF RESULTS OF SECTION B OF THE QUESTIONNAIRE

This section presents the following findings: strategies used in the public service in Kenya; the level of motivation in the service; factors respondents believed contribute to high and low levels of motivation of employees in their organisation.

6.2.1 Motivational strategies currently used in public service in Kenya

In sub-section B.1 of the questionnaire, the respondents were required to state if their organisations had formal strategies for motivating employees. Table 6.1 indicates the results.

| TABLE 6.1 |

RESPONSES ACCORDING TO AVAILABILITY OF FORMAL STRATEGIES FOR MOTIVATING EMPLOYEES

<table>
<thead>
<tr>
<th>ORGANISATIONS WITH FORMAL STRATEGIES FOR MOTIVATING EMPLOYEES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATEGORY</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Civil service</td>
</tr>
<tr>
<td>Local Authority</td>
</tr>
<tr>
<td>Parastatal</td>
</tr>
<tr>
<td>Public University</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Source: Results from analysis of organisations with formal strategies for motivating employees
The results in Table 6.1 and Chart 6.1 show that only 36 per cent of the respondents indicated that their organisation had formal strategies for motivating employees. The results indicate that the majority of the public service organisations had not put strategies in place for motivating employees. The category of organisation which recorded the highest occurrence of strategies was the Local Authority category (64.3 per cent) followed by Parastatal (52.9 per cent), Civil Service (33.3 per cent) and the lowest Public University (9 per cent). The study noted that the availability of motivational strategies had a direct correlation on the attendance of training in motivating employees and the level of motivation of employees in the organisation. This correlation will be discussed in section 6.2.2.
The respondents were asked in section B.2 of the questionnaire to mention specific strategies used in motivating employees in their organisation. The analysis of results in this section resolves sub-problem two of the study which states:

*What motivational strategies are currently used in motivating employees in the public service in Kenya?*

The following is a summary of strategies mentioned by the respondents:

- Salary increment;
- Improving working conditions;
- Career development programmes and schemes of service;
- Commendation letters;
- Long service awards;
- Rewarding personal initiatives;
- Training and development programmes;
- Good medical cover;
- Use of employee appraisal system;
- Annual salary increments pegged on performance;
- Cash awards to outstanding performance;
- Provision of annual leave;
- End of year staff parties;
- Rewarding exemplary performance through presidential awards; special allowances; promotions and study tours;
- Provision of housing/housing allowance;
- Fostering good relations with the employees.
It can be observed that most of the strategies presented above have been identified by the study and included in the motivational strategy model in chapter four. The strategies listed above can be broadly grouped under the following motivational strategies:

- Rewarding employees adequately;
- Recognising good performance;
- Rewarding superior performance;
- Providing good working environment;
- Providing career development programmes and advancement opportunities;
- Empowering employees through training and development;
- Providing opportunities for socialisation between workers; and
- Providing opportunities for socialisation between workers and management;

6.2.2 Level of motivation in the public service in Kenya

In section B.3 of the questionnaire the respondents were asked to indicate the level of motivation among the employees in their organisation. Table 6.2 and Chart 6.2 provide the results.
**TABLE 6.2**
RESPONSES ACCORDING TO THE LEVEL OF MOTIVATION IN THE ORGANISATION

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>HIGH</th>
<th></th>
<th>LOW</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>%</td>
<td>Frequency</td>
<td>%</td>
</tr>
<tr>
<td>Civil Service</td>
<td>3</td>
<td>8.3%</td>
<td>33</td>
<td>91.7%</td>
</tr>
<tr>
<td>Local Authority</td>
<td>5</td>
<td>35.7%</td>
<td>9</td>
<td>64.3</td>
</tr>
<tr>
<td>Parastatal</td>
<td>4</td>
<td>23.5%</td>
<td>13</td>
<td>76.5%</td>
</tr>
<tr>
<td>Public University</td>
<td>0</td>
<td>0%</td>
<td>22</td>
<td>100%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>12</td>
<td>13%</td>
<td>77</td>
<td>87%</td>
</tr>
</tbody>
</table>

Source: Results from analysis of level of motivation in the organisation

**CHART 6.2**
RESPONSES ACCORDING TO THE LEVEL OF MOTIVATION IN THE ORGANISATION

![Pie chart showing 13% HIGH and 87% LOW]

Source: Table 6.2 converted to pie chart

It can be observed from Table 6.2 and Chart 6.2 that the level of motivation in the public sector is extremely low. Eighty seven per cent of the respondents indicated that the level
of motivation of employees in their organisation was low while 13 per cent indicated that it was high. The category of organisation which indicated the lowest level of motivation was the Public University (100 per cent low). It was followed by the Civil Service (91.7 per cent low), Parastatal (76.5 per cent low) and the Local Authority (64 per cent low). The results also indicate a general correlation between the availability of the motivational strategies and the level of motivation in the organisation. There was also a significant correlation between attendance of motivational training and availability of motivational strategies in the organisation. The organisations which had motivational strategies in place and whose managers had attended motivational training indicated a higher level of motivation compared to those which had no strategies and whose managers had not attended any motivational training. Table 6.3 provides a correlation analysis between the availability of the strategies, the attendance of training and the level of motivation.

**TABLE 6.3**

**GENERAL CORRELATION BETWEEN ATTENDANCE OF TRAINING IN MOTIVATING EMPLOYEES, AVAILABILITY OF MOTIVATIONAL STRATEGIES AND THE LEVEL OF MOTIVATION IN ORGANISATION**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>ATTENDANCE OF TRAINING (YES)</th>
<th>AVAILABILITY OF STRATEGIES (YES)</th>
<th>MOTIVATION LEVEL (% HIGH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public University</td>
<td>50.0%</td>
<td>9.1%</td>
<td>0%</td>
</tr>
<tr>
<td>Civil service</td>
<td>55.6%</td>
<td>33.3%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Parastatal</td>
<td>76.5%</td>
<td>52.9%</td>
<td>23.5%</td>
</tr>
<tr>
<td>Local authority</td>
<td>85.7%</td>
<td>64.3%</td>
<td>35.7%</td>
</tr>
</tbody>
</table>

Source: Analysis of results on attendance of training in motivating employee’s, availability of motivational strategies and the level of motivation in organisation
It can be noted from Table 6.3 that the Local Authority and the Parastatal category recorded a higher attendance of training and availability of motivational strategies. It can also be observed that the level of motivation in the two categories was higher as compared to the Public University and the Civil Service whose levels of employee’s motivation were extremely low. The results of the above analysis confirm the theories developed by this study that training of managers in motivation strategies and developing strategies for motivating employees in the organisation improves the level of motivation in the organisation. The correlation between the three factors described above is further illustrated in Chart 6.3:

**Chart 6.3**

**General Correlation Between Attendances of Training in Motivating Employees, Availability of Motivational Strategies and The Level of Motivation in Organisation**

Source: Table 6.1 converted to bar chart
The results in Chart 6.3 were subjected to the Pearson Correlation Coefficient Measure which was developed by an English statistician; Karl Pearson. The instrument measures the degree of correlation between various variables under study (Kiminyo, 1991, p. 50). The Pearson correlation results are indicated in Table 6.4:

**TABLE 6.4**

**PEARSON CORRELATION BETWEEN ATTENDANCES OF TRAINING IN MOTIVATING EMPLOYEES, AVAILABILITY OF MOTIVATIONAL STRATEGIES AND THE LEVEL OF MOTIVATION IN ORGANISATION**

<table>
<thead>
<tr>
<th></th>
<th>ATTENDANCE MOTIVATION</th>
<th>FORMAL STRATEGIES</th>
<th>LEVEL OF MOTIVATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ATTENDANCE OF MOTIVATION TRAINING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>89</td>
<td>89</td>
<td>89</td>
</tr>
<tr>
<td><strong>AVAILABILITY OF FORMAL STRATEGIES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>.236(*)</td>
<td>.167</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.026</td>
<td>.118</td>
<td></td>
</tr>
<tr>
<td><strong>LEVEL OF MOTIVATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.236(*)</td>
<td>1</td>
<td>.458(**)</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.026</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>89</td>
<td>89</td>
<td>89</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level (2-tailed)
** Correlation is significant at the 0.01 level (2-tailed)

Source: Analysis of results on attendance of training in motivating employees, availability of motivational strategies and the level of motivation in organisation.

The results in Table 6.4 indicate that there is a strong correlation between availability of formal strategies and the level of motivation in the organisation. The correlation is significant at the level of 1 per cent indicating a significant positive correlation. This fact
confirms the validity of the main objective of this research study that is to develop strategies for motivating public sector workers in Kenya to enhance efficiency and effectiveness of service delivery. The results confirm that motivation strategies enhance the level of motivation in the organisation. The results in Table 6.4 also show a significant correlation between the attendance of training in motivating employees and the availability of formal strategies in the organisation. The correlation is significant at 5 per cent and this confirms the theory advanced by this study that training managers in motivational skills would enable them to develop motivational strategies in the workplace. The above statistics further confirmed that putting in place strategies for motivating employees results in the improvement of the level of motivation of employees in the organisation. The results therefore affirm the significance of this study which aims at developing motivational strategies for enhancing motivation in the public service in Kenya to achieve efficiency and effectiveness in service delivery. Weightman (1999, p. 142) supports the above theory and indicates that managers should be equipped with strategies for motivating employees and good leadership skills. Some of the strategies include:

- Maintaining trust and support of the employees;
- Setting up collaborative and consultative working arrangements;
- Providing environment for people to excel;
- Nurturing individuals development;
- Recognising success;
- Encouraging enthusiasm through team working;
- Role-modeling;
• Inspiring people;
• Communicating sensitively;
• Establishing integrity and ethics; and
• Upholding values and culture (Weightman, 1999, p. 142).

Armstrong (1999, p. 125) also supports the above position and explains that motivation skills play an important role in improving motivation in the organisation. Knowledge of motivation techniques by managers and team leaders will help them to improve the levels of motivation in the organisation. Armstrong adds that managers should be equipped with skills for motivating employees to enable them build motivation among employees.

An analysis of the inferential statistical results indicated that there was no other significant correlation between all the other dependent variables of the study except for the variables discussed above.

6.2.3 Factors respondents believed contributed to high levels of motivation in the organisation

In section B.4 of the questionnaire the respondents were asked to mention what they believed contributed to high levels of motivation of employees in the organisation. The following is the summary of the recommendations:

• Providing an adequate salary;
• Training and development programmes;
• Recognition of employees;
• Providing adequate and modern working tools;
• Job satisfaction;
• Good working environment; and
• Well-defined job specification/description.

The respondents indicated that building self-esteem among the employees enhances self-worth, self-confidence and motivation to work. Recognising employees and providing them with opportunities for growth could enhance self-esteem. Improving employee’s welfare through provision of social amenities, cultivating good employee relations, creating a caring and supportive management environment and a well-coordinated welfare system were mentioned as important strategies for motivating employees.

Some of the respondents mentioned that the provision of financial credit for employees to enable them acquire property (houses and cars) for material empowerment was an important strategy. It was suggested that material empowerment would enhance self-esteem and self-confidence which are important components of employee motivation.

Participative management was mention as an important management approach for motivating employees. Participative management took the form of frequent decision-making consultations between various levels of decision-making process and teamwork. Other management approaches which were suggested are:

• Management by objectives (MBO);
• Performance management system;
- Job design (job enrichment);
- Job evaluation; and
- Work specialization.

A number of respondents mentioned that maintaining fairness and equity in the organisation was an important approach for motivating employees. It was stated that equity should be observed in the following areas:

- Staff promotions;
- The reward system;
- Training and development opportunities; and
- Disciplinary procedure.

The respondents further indicated that to ensure equity in staff promotion, it should be based on merit and the following should be considered:

- Work experience;
- Level of training; and
- Level of performance.

The respondents strongly recommended recognition and reward of employee’s contribution as important strategies. The following methods of recognition and rewarding employee’s superior performance were suggested:

- Providing parties and entertainment;
- Providing end of year bonuses;
- Providing good retirement scheme;
• Measuring and rewarding high performance;

• Recognising professionalism; and

• Paying high allowances.

The respondents also strongly recommended an efficient and effective management system as an important approach for enhancing motivation in the organisation. They mentioned that efficiency and effectiveness in management should result in timely and prompt payment of salaries and other allowances; regular staff reviews and performance appraisal. In addition the respondents suggested that the organisation should also provide the following to enhance motivation in the organisation:

• Uniforms and protective clothing;

• Refresher courses;

• IT facilities (internet and email);

• Research opportunities;

• Interaction opportunities between management and employees;

• Job security; and

• Job stability.

Placing employees in the right jobs was also mentioned as an important strategy for motivating employees. The respondents indicated that the organisation should place employees in jobs which matched their skills and training.
It can be observed that majority of the strategies mentioned above have already been identified by this study. However, the strategies which have not been captured by the study, will be integrated into the integrated motivational strategy model in section 6.4.2.

6.2.4 Factors which respondents believed contributed to low levels of motivation in the organisation

The respondents were asked in section B.5 of the questionnaire to state what they believed contributed to low levels of motivation in their organisation. Poor remuneration and delay in payment of salaries and allowances topped the list as the major factors that have contributed to low levels of motivation in the public service in Kenya. Stagnation in one job group/position for a long time, inadequate working tools, lack of modern equipment, tribalism and nepotism were also mentioned as the factors which had contributed to low motivation in the public service.

Poor management practices were mentioned as a factor which had contributed to the low levels of motivation in the public service and were manifested in the following forms:

- Poor job specification;
- Lack of staff meetings;
- Overstaffing;
- Poor employee welfare programmes;
- Poor communication;
- Poor management of human resources;
- Poor recruitment policies;
• Long and rigid bureaucratic procedures;
• Arrogant and insensitive management;
• Poor employee relations; and
• Poor supervision of employees.

It was also claimed that ineffective training programmes, unqualified managers, erratic retrenchment programmes and poor delegation had also contributed to low levels of motivation. It was also noted that inequity and unfairness in the public service organisations had contributed remarkably to employee demotivation. Inequity was manifested in the following forms:

• Unfair reward system;
• Discriminatory career management programmes;
• Subjective rules and regulations in the work place;
• Poor job grading in relations to qualifications (people of a higher and lower qualifications were lumped together in one job group);
• Same rewards for higher and poor performers;
• Protection of none performers by management;
• Unfairness in promotion criteria and training opportunities;
• Favouritism in the general handling of employees; and
• Unfair disciplinary procedure.

The respondents indicated that the level of motivation of employees was also low as a result of the following factors:

• Lack training opportunities;
• Lack of career development programmes;
• Slow advancement in career development;
• Lack of recognition of employee’s contribution;
• Lack of funds for operations;
• Lack of allowances for employees;
• Lack of job security;
• Lack of job stability; and
• Poor working conditions.

The respondents also indicated that lack of involvement of employees in the running of the organisation had contributed to lack of motivation. Poor routine work; lack of adequate housing; poor handling of employee’s grievances; too much work as a result of understaffing in some departments and bad organisational politics added to the list of factors which had contributed to low motivation in the public service. The respondents added that insufficient funds for training; lack of office facilities and equipment, abuse of the appraisal system, professional rivalry and lack of trust by management had also contributed to low levels of motivation. Other factors also included:

• Receiving instructions from more than one supervisor;
• Lack of team work;
• Corrupt managers; and
• Lack of strategies for motivating employees.

It is generally believed that the factors indicated above have contributed remarkably to low levels of motivation of employees in the public service in Kenya.
6.3  QUALITATIVE ANALYSIS OF SECTION C OF THE QUESTIONNAIRE

Section C of the questionnaire presented the motivational strategy model. The respondents were required to state to what extent they agreed or disagreed that the motivational strategy model would be effective in improving the levels of motivation of employees in their organisation. The following are the analysis of the results:

6.3.1  Reward employees adequately

Table 6.5 indicates the responses to strategy 1 of the motivation strategy model which states that the employees should be rewarded adequately.

<table>
<thead>
<tr>
<th>RESPONSES TO REWARDING EMPLOYEES ADEQUATELY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REWARD EMPLOYEES ADEQUATELY n = 89</strong></td>
</tr>
<tr>
<td>No. &amp; %</td>
</tr>
<tr>
<td>Provide adequate salary No. %</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Provide adequate housing/housing allowance No. %</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Provide dining facilities No. %</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Provide transport allowance No. %</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Source: Survey Questionnaire, Section C: Strategy 1
The results in Table 6.5 shows that there was a high degree of acceptance for the provision of an adequate salary (96.6 per cent). Provision of housing and housing allowance recorded 95.5 per cent acceptance and providing transport allowance (89.8 per cent). According to Maslow's theory cited by Greenberg and Baron (2000, p. 133), people will not work well if their needs have not been met. Ciucci (2004, p. 18) strongly supports the view that employees should be adequately rewarded and not just given some remuneration. Ciucci argues that reward incentives should also recognise performance. It is only when the basic needs have been satisfied that the employees can provide the effort required to meet the organisational objectives.

According to the results in Table 6.2 there was a low acceptance for the provision of dining facilities to employees as a way of motivating them (51.7 per cent). Many respondents did not wish to commit themselves, preferring to remain uncertain (32 per cent). There was a high degree of disagreement on this particular strategy (15 per cent). The possible explanation for the poor support is because most managers believed that providing dining facilities (canteens and provision of tea/coffee) would add extra cost to the organisation. They assume that the salary provided to employees should cater for all employee refreshments and food requirements. However, it should be noted that provision of tea and coffee in the work place saves time for employees and the organisation. Much time would be wasted if the employees were to seek for refreshment outside the organisational premises. Despite the high rate of uncertainty and disagreement, a greater majority of the respondents concurred that providing dining facilities was an important strategy (51.7 per cent).
6.3.2 Cater for safety and security needs

Table 6.6 shows the response to strategy 2 of the motivational model which deals with safety and security needs.

**TABLE 6.6**

**RESPONSES TO CATERING OF SAFETY AND SECURITY NEEDS**

<table>
<thead>
<tr>
<th>CATER FOR SAFETY AND SECURITY NEEDS n=89</th>
<th>No. &amp; %</th>
<th>Strongly Agree/Agree</th>
<th>Uncertain</th>
<th>Disagree/Strongly Disagree</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide job security</td>
<td>No. 85%</td>
<td>95.5</td>
<td>3</td>
<td>1</td>
<td>89</td>
</tr>
<tr>
<td>Ensure safety in the work place</td>
<td>No. 81%</td>
<td>91</td>
<td>8</td>
<td>0</td>
<td>89</td>
</tr>
<tr>
<td>Provide a clean working environment</td>
<td>No. 86%</td>
<td>96.6</td>
<td>3</td>
<td>0</td>
<td>89</td>
</tr>
<tr>
<td>Provide health cover</td>
<td>No. 84%</td>
<td>94.4</td>
<td>4</td>
<td>1</td>
<td>89</td>
</tr>
</tbody>
</table>

Source: Survey Questionnaire, Section C: Strategy 2

The results in Table 6.6 show that there was a high degree of agreement for all the strategies under the security and safety category with all the four strategies endorsed at 91 per cent and above. This shows that the public service managers valued job security and provision of health cover for employees. It is believed that one of the factors which had
contributed tremendously to low levels of motivation in the public service was lack of job security caused by the government plans to retrench the public servants to reduce the huge wage bill. Opiyo (2004, p. 18) confirms the above position and reports that the government of Kenya has been advised by the donor community to trim down on the wage bill and have asked the government to consider retrenching 23,000 employees. The fear of losing jobs is quite a reality since the government has in the past undertaken extensive retrenchment programmes.

The strategy dealing with the provision of health cover received a high rate of acceptance among the public sector managers in the survey (94.4 per cent). Folscher (2004a, p. 7) recommends the provision of medical aid to employees and says that it has become a standard employee benefit offered by most organisations. Folscher points out that perhaps the most positive steps an employer can take is to establish an organisational employee wellness programme with the aim of reducing the need for medical aid by improving the health of the workforce. Folscher (2004a, p. 8) suggests that an organisational wellness programme should include:

- Stress management skills;
- Financial management skills;
- Inter-personal skills development;
- Psychological counselling or life-long coaching;
- Absenteeism management which involve monitoring rates of absenteeism;
- Health education and awareness of the role of exercise; nutrition; vitamins supplement, and lifestyle change in preventing illness;
• Removal of unnecessary stress factors in the workplace (such as bullying or sexual harassment);
• Access to gym facilities;
• Access to assistance in quitting smoking, drug abuse and other substances;
• First Aid and basic nursing skills to manage minor ailments and accidents in homes and workplace;
• Occupational safety and health programmes to minimise injury and health risks at work; and
• HIV/AIDS and TB awareness, counselling, treatment and management programmes (Folscher, 2004a, p. 7).

6.3.3 Recognise employee’s contributions

The results for strategy 3 which refers to recognition of employee’s contribution are indicated in Table 6.7:

**TABLE 6.7**

RESPONSES TO RECOGNISING EMPLOYEE’S CONTRIBUTIONS

<table>
<thead>
<tr>
<th>RECOGNISE EMPLOYEE’S CONTRIBUTIONS</th>
<th>No. &amp; %</th>
<th>Strongly Agree/Agree</th>
<th>Uncertain</th>
<th>Disagree/Strongly Disagree</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognise good performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>88</td>
<td>98.9</td>
<td>0</td>
<td>1</td>
<td>89</td>
</tr>
<tr>
<td>%</td>
<td>98.9</td>
<td></td>
<td>0.0</td>
<td>1.1</td>
<td>100</td>
</tr>
<tr>
<td>Reward superior Performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>88</td>
<td>98.9</td>
<td>1</td>
<td>0</td>
<td>89</td>
</tr>
<tr>
<td>%</td>
<td>98.9</td>
<td></td>
<td>1.1</td>
<td>0.0</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Survey Questionnaire, Section C: Strategy 3
The strategy on recognition of employees contribution elicited the highest acceptance in the entire study. Table 6.7 indicates that the two strategies of recognising good performance and rewarding superior performance each received 98.9 per cent endorsement. The results show the importance managers in the public service in Kenya attach to recognising employee’s contributions. Weightman (1999, p. 109) supports this strategy and states that recognising employee’s contributions motivates employees to work better. Patron (2004, p. 21) concurs with the above view and cites a recent canadian employee motivation survey which concluded that a motivating work environment is the most significant factor in attracting and retaining high quality personnel. The survey found that people are more likely to choose a safe environment that promotes: team cohesiveness; provides challenges; rewards and ensures recognition of employees; as opposed to one where they are regarded as just another number on the payroll.

6.3.4 Empower employees

The results for strategy 4 which deals with empowering employees are given in Table 6.8:
Table 6.8 shows that there was a high degree of acceptance for the strategies on providing training and development opportunities and providing advancement opportunities (98.9 per cent). The other strategy with a high acceptance rate was provision of career development programmes which recorded 95.5 per cent. Some strategies in this category attracted some degree of uncertainty although they recorded a reasonable degree of
acceptance. The results indicate that the respondents strongly agreed/agreed that providing mentoring and coaching programmes was an effective strategy (84.2%), while 11.3 per cent of the respondents were uncertain. The respondents also strongly agreed/agreed with the provision of counselling services (77.5%) while 15.8 per cent were uncertain. The high rate of uncertainty in mentoring, coaching, and counselling strategies can be explained by the fact that most public service organisations had not embraced these strategies in their management practices. However, despite the uncertainty, the results indicate that the strategies received sufficient support and will remain valuable strategies for motivating employees. Musomi (1997, p. 2) affirms that counselling facilitates a meaningful understanding of one-self and results in the establishment of goals and values for a future desirable behaviour. Musomi adds that a counsellor helps a counsellee to make alternative choices to either cope or overcome a persistent problem. Through counselling, managers can help employees overcome problems and therefore assist unblock the motivation drives.

Coaching is an effective way of empowering employees. Munroe-Faure and Munroe-Faure (1996 p. 168) support this strategy and argue that a coach in the organisation has an important role as a source of knowledge and information; in celebrating when things go well and supporting teams and individuals through bad times. Munroe-Faure and Munroe-Faure add that a coach should explain the the good points in people’s work and how they can improve in certain areas.
Munroe-Faure and Munroe-Faure (1996 p. 165) state that empowerment of employees involves providing the following:

- Knowledge and training to employees to ensure that they understand the organisation and their role in it so that they have ability and confidence to know how to improve performance;
- Information to enable them to make rational decisions and understand the impact of those decisions on others and the company performance;
- Authority and responsibility to make decisions which affect the performance of activities under their control; and
- Share of rewards from improved performance. If the employees do not benefit from the improved performance, they may not be motivated to put extra effort to sustain the improved status.

6.3.5 Create a motivating organisational climate

The analysis of the results for strategy 5 which provides for the creation of a motivating climate in the organisation is presented in Table 6.9:


**TABLE 6.9**

RESPONSES TO CREATING A MOTIVATING ORGANISATIONAL CLIMATE

<table>
<thead>
<tr>
<th>CREATE A MOTIVATING ORGANISATIONAL CLIMATE</th>
<th>No. &amp; %</th>
<th>Strongly Agree/Agree</th>
<th>Uncertain</th>
<th>Disagree/Strongly Disagree</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide opportunities to socialise with co-workers</td>
<td>80 &amp; 89.9</td>
<td>8 &amp; 9.0</td>
<td>1 &amp; 1.1</td>
<td>89 &amp; 100</td>
<td></td>
</tr>
<tr>
<td>Provide opportunities to socialise with management</td>
<td>76 &amp; 85.4</td>
<td>10 &amp; 11.2</td>
<td>3 &amp; 3.4</td>
<td>89 &amp; 100</td>
<td></td>
</tr>
<tr>
<td>Train managers in motivation strategies/skills</td>
<td>86 &amp; 96.7</td>
<td>2 &amp; 2.2</td>
<td>1 &amp; 1.1</td>
<td>89 &amp; 100</td>
<td></td>
</tr>
<tr>
<td>Provide adequate working tools and equipment</td>
<td>88 &amp; 98.9</td>
<td>0 &amp; 0</td>
<td>1 &amp; 1.1</td>
<td>89 &amp; 100</td>
<td></td>
</tr>
<tr>
<td>Establish a learning organisation which promotes learning</td>
<td>77 &amp; 86.6</td>
<td>10 &amp; 11.2</td>
<td>2 &amp; 2.2</td>
<td>89 &amp; 100</td>
<td></td>
</tr>
<tr>
<td>Place employees in jobs that fit their skills/personalities</td>
<td>86 &amp; 96.7</td>
<td>1 &amp; 1.1</td>
<td>2 &amp; 2.2</td>
<td>89 &amp; 100</td>
<td></td>
</tr>
<tr>
<td>Establish a fair grievance and complaints procedure</td>
<td>85 &amp; 95.5</td>
<td>3 &amp; 3.4</td>
<td>1 &amp; 1.1</td>
<td>89 &amp; 100</td>
<td></td>
</tr>
</tbody>
</table>

Source: Survey Questionnaire, Section C: Strategy 5
Table 6.9 indicates that there was a high degree of acceptance for the provision of adequate tools and equipment (98.9 per cent). Other strategies that received high acceptance include: training managers in motivation strategies (96.7 per cent); placing employees in jobs that fit their skills/personalities (96.7 per cent) and establishing grievance procedure (95.5 per cent).

There seemed to be some degree of uncertainty in relation to the strategies for providing employees with opportunities to socialise between themselves and with management. This indicates that there was little interaction between employees and management in the public service and that some managers believed that providing opportunities for employees to interact between themselves was a waste of organisation time and resources. However, Maslow cited by Johns (1996, p. 162) supports the need for socialization and states that employees have a strong need for affection and acceptance to a group. This includes friendship and love achieved through association in the work place. Socialising also provides an opportunity for enhancing self-esteem which is an important factor in motivation of employees.

However, there was still a reasonable degree of agreement in respect to socialisation in the organisation. Providing opportunities for interaction with co-workers realised 89.9 per cent support and providing opportunities to employees to socialise with management realised 85.4 per cent. This means that the majority of the public sector managers consider opportunity for socialisation as an important strategy for motivation. It can also be noted from Table 6.9 that there was also some degree of uncertainty and disagreement in relation to the establishment of a learning organisation. This strategy received 11.2 per
cent uncertainty and 22 per cent disagreement. The high degree of uncertainty can be attributed to ignorance on the part of managers on the concept of a learning organisation. However despite this fact, the strategy was rated favourably at 86.6 per cent agreement.

It can be observed that the majority of the public sector managers supported the strategy on training of managers in motivational skills (96.7 per cent). Wellman (1996, pp. 229-230) concurs with the strategy and indicates that, for employees to have motivation, managers must motivate them. Managers must stimulate employees to desire to take action by providing workers with incentives or motives. Wellman adds that managers who depend on fear to stimulate the workers will not achieve effective performance because the employees will do only what is necessary. Such workers who live under fear will not be creative because of the fear of doing things wrong. Wellman further notes that motivated employees have self-discipline and they seek and do work without being told and they have the patience and persistence to finish their work quickly and thoroughly. There is an important need therefore to equip managers with the skills for creating a motivating environment in the work-place.

6.3.6 Ensure equity (fairness) in the organisation

Table 6.10 provides the results for strategy 6 that deals with equity (fairness) in the work place.
## TABLE 6.10

RESPONSES TO EQUITY IN THE ORGANISATION

<table>
<thead>
<tr>
<th>Ensure Equity (Fairness) in the Organisation</th>
<th>No. &amp; %</th>
<th>Strongly Agree/Agree</th>
<th>Uncertain</th>
<th>Disagree/Strongly Disagree</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>n=89</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure equitable and fair payment of salaries</td>
<td>No.</td>
<td>87</td>
<td>1</td>
<td>1</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>97.8</td>
<td>1.1</td>
<td>1.1</td>
<td>100</td>
</tr>
<tr>
<td>Ensure equitable and fair catering of security and safety needs</td>
<td>No.</td>
<td>84</td>
<td>5</td>
<td>0</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>94.4</td>
<td>5.6</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Ensure equitable and fair recognition and reward of performance</td>
<td>No.</td>
<td>86</td>
<td>1</td>
<td>2</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>96.7</td>
<td>1.1</td>
<td>2.2</td>
<td>100</td>
</tr>
<tr>
<td>Ensure equitable and fair training and development opportunities.</td>
<td>No.</td>
<td>87</td>
<td>0</td>
<td>2</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>97.8</td>
<td>0</td>
<td>2.2</td>
<td>100</td>
</tr>
<tr>
<td>Ensure fair and equitable career development programmes</td>
<td>No.</td>
<td>83</td>
<td>4</td>
<td>2</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>93.3</td>
<td>4.5</td>
<td>2.2</td>
<td>100</td>
</tr>
<tr>
<td>Ensure equitable mentoring, coaching and counselling programmes.</td>
<td>No.</td>
<td>69</td>
<td>19</td>
<td>1</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>77.5</td>
<td>21.4</td>
<td>1.1</td>
<td>100</td>
</tr>
<tr>
<td>Ensure fair and equitable advancement opportunities (promotion opportunities)</td>
<td>No.</td>
<td>87</td>
<td>1</td>
<td>1</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>97.8</td>
<td>1.1</td>
<td>1.1</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Survey Questionnaire, Section C: Strategy 6
The results in Table 6.10 indicate that all the strategies on equity with the exception of equity on mentoring, coaching and counselling (77.5 per cent) were endorsed at 93 per cent and above. This could be explained by the fact that most managers have not adopted mentoring, coaching and counselling in their management practices. The above approaches were not widely used in Kenya and therefore most managers preferred to remain uncertain (21.4 per cent). However, the approach still received high support (77.5 per cent) and therefore it remains an acceptable strategy for the study. Hellriegel et al. (2001, p. 272) agree with the need for equity and argue that according to equity theory, if people perceive that they are being treated unfairly, they are likely to look for justification for the treatment. Failure to find any justification, they may behave in ways that harm the organisation. Cooper and Rousseau (1996, p. 55) support the above view and indicate that a perceived sense of unfairness in rewards in the organisation can result in theft of organisation property by the employees and high rate of turn-over.

Perceived inequity creates employee dissatisfaction and subsequent lack of motivation to work. A great majority of the respondents indicated that their was need to practice fairness and equity in the organisation.

6.3.7 Adopt appropriate management approaches

Table 6.11 provides for the results for strategy 7 which caters for motivational management approaches.
# Table 6.11

RESPONSES TO MOTIVATIONAL MANAGEMENT APPROACHES

<table>
<thead>
<tr>
<th>MANAGEMENT APPROACHES</th>
<th>No. &amp; %</th>
<th>Strongly Agree/Agree</th>
<th>Uncertain</th>
<th>Disagree/Strongly Disagree</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance management system</td>
<td>No. % 89</td>
<td>84 94.4</td>
<td>5 5.6</td>
<td>0 0</td>
<td>89 100</td>
</tr>
<tr>
<td>Management By Objectives (MBO)</td>
<td>No. % 89</td>
<td>82 92.2</td>
<td>6 6.7</td>
<td>1 1.1</td>
<td>89 100</td>
</tr>
<tr>
<td>Goal setting</td>
<td>No. % 89</td>
<td>88 98.9</td>
<td>0 0</td>
<td>1 1.1</td>
<td>89 100</td>
</tr>
<tr>
<td>Participative management</td>
<td>No. % 89</td>
<td>81 91.0</td>
<td>8 9.0</td>
<td>0 0</td>
<td>89 100</td>
</tr>
<tr>
<td>Effective delegation</td>
<td>No. % 89</td>
<td>80 89.9</td>
<td>5 5.6</td>
<td>4 4.5</td>
<td>89 100</td>
</tr>
<tr>
<td>Effective change management</td>
<td>No. % 89</td>
<td>70 78.7</td>
<td>18 20.2</td>
<td>1 1.1</td>
<td>89 100</td>
</tr>
<tr>
<td>Leading by example</td>
<td>No. % 89</td>
<td>83 93.3</td>
<td>2 2.2</td>
<td>4 4.5</td>
<td>89 100</td>
</tr>
<tr>
<td>Job design</td>
<td>No. % 89</td>
<td>74 83.2</td>
<td>13 14.6</td>
<td>2 2.2</td>
<td>89 100</td>
</tr>
<tr>
<td>Flexible working schedule</td>
<td>No. % 89</td>
<td>55 61.8</td>
<td>21 23.6</td>
<td>13 14.6</td>
<td>89 100</td>
</tr>
<tr>
<td>Effective communication</td>
<td>No. % 89</td>
<td>86 96.7</td>
<td>2 2.2</td>
<td>1 1.1</td>
<td>89 100</td>
</tr>
<tr>
<td>Conducting exit interviews</td>
<td>No. % 89</td>
<td>69 77.5</td>
<td>15 16.9</td>
<td>5 5.6</td>
<td>89 100</td>
</tr>
<tr>
<td>Effective disciplinary procedure</td>
<td>No. % 89</td>
<td>74 83.2</td>
<td>9 10.1</td>
<td>6 6.7</td>
<td>89 100</td>
</tr>
<tr>
<td>Succession management</td>
<td>No. % 89</td>
<td>71 79.8</td>
<td>12 13.5</td>
<td>6 6.7</td>
<td>89 100</td>
</tr>
</tbody>
</table>

Source: Survey Questionnaire, Section C: Strategy 7
It can be observed from Table 6.11 that the following motivational management approaches scored highly in the terms of support:

- Performance management – 94.4 per cent;
- MBO – 92.2 per cent;
- Goal-setting – 98.9 per cent;
- Participative management – 91 per cent;
- Effective delegation – 89.9 per cent;
- Leading by example – 93.3 per cent; and
- Effective communication – 96.7 per cent.

The high rate of agreement on the above approaches could be attributed to familiarity of the approaches to the respondents and that the concepts could easily be understood.

The following management approaches had some degree of uncertainty which could be attributed to unfamiliarity of the approaches on the part of the respondents and hence some degree of uncertainty.

- Effective change management; agreement 78.7 per cent; uncertainty 20.2 per cent;
- Job design; agreement 83.2 per cent; uncertainty 14.6 per cent;
- Flexible working schedule; agreement 61.8 per cent uncertainty; 23.6 per cent;
- Conduct exit interviews; agreement 77.5 per cent uncertainty; 16.9 per cent;
- Effective disciplinary procedure; agreement 83.2 per cent; uncertainty 10.1 per cent; and
- Succession management; agreement 79.8 per cent; uncertainty 13.5 per cent.
It can be observed that the flexible working schedule attracted the highest rate of disagreement (14.6 per cent). This could be attributed to the fear that under this management approach, employees may not be effectively supervised because they work away from the office and sometimes work at odd hours. However, despite the uncertainty and disagreement all the management approaches in strategy 7 remain valid strategies because the majority of the managers demonstrated sufficient support (above 60 per cent).

Goal-setting was rated the highest in terms of acceptance (98.9 per cent). Enos (2000, p. 39) supports the strategy and lists the following benefits for setting goals in the organisation:

- They provide direction and focused performance;
- They provide teams and individuals with clear expectations;
- They are motivational as it provides a feeling of success that come with the achievement of a challenging and realistic goals;
- As a result of the achievement of challenging goals they enhance job satisfaction and self confidence from those performing well;
- They make work fun and relieve boredom. The goals become more of scores in a game; and
- They provide for measuring and evaluating current performance and progress or lack of progress (Enos, 2000, p. 39).

Enos (2000, p. 37) also gives the characteristics for effective goals. He indicates that:

- Goals should be clear and specific;
• Goals should be measurable;
• Goals should be achievable but challenging. They should be “stretch goals” and “out of reach but not out of sight”;
• Goals should be realistic; and
• Goals should be timed; should be attached to deadlines for accomplishment.

Parker and Stone (2003, p. 23) support the above views and state that people who are confronted by challenges that test their capability are more likely to perform. Tasks that are perceived as too easy become boring, while tasks that are viewed as beyond “our measure” create anxiety.

The importance of goal-setting is summarised by Robert Smither a performance expert as quoted by Enos (2000, p. 47):

“One fact that researchers have demonstrated repeatedly over the years is that goal setting improves performance...Goals act as motivators, and research in both applied and experimental settings shows that difficult goals produce higher levels of performance than either no goals or simply instruction to “do your best”...When workers know a particular level of performance is expected of them, they are motivated to try to reach that level, even though it may be difficult. In addition, when group members are committed to a goal, performance of the group improves”
Performance management approach was also highly rated (94.4 per cent) among the management approaches. The main strength for performance management lies in the provision of feedback. Tony Montebello; an expert in teamwork cited by Enos (2000, p. 46) indicates that:

“Feedback has a powerful motivational and developmental value for teams. It lets the team and the members know how they are doing so they know what to do more of, less of, or differently. Feedback can be about performance results, variance from plan, coordination with other units, customer satisfaction, or effective and ineffective behaviour on the team. Depending on the type of feedback required and desired, there are obviously different sources such as internal customers, management, suppliers, and the team members themselves. But for feedback to be effective, it must be timely, specific, balanced and candid.”

Enos (2000, p. 47) concurs with the above and indicates the criteria for providing feedback as follows:

- Feedback should be specific and if possible should be tied to specific goals or performance indicators;
- Feedback should be sincere reflecting honest attitudes and opinions from the provider of the feedback;
- Feedback should be timely. Receiving feedback way after the occurrence reduces impact; and
Feedback should offer suggestions for performance improvement and deficiencies.

Leading by example was highly supported in the survey (93.3 per cent). Parker and Stone (2003, p. 19) endorse this strategy and indicate that managers particularly those who are leaders are role models. Parker and stone indicate that the way in which managers solve problems, relate to others, exercise power and respond to pressure for example, will be copied to varying degrees by those around them. It therefore means that managers involved in creating behavioural change in others, have, among other skills, to be able to demonstrate their own capacity to change.

Effective communication also received a high degree of acceptance among the public service managers (96.7 per cent). Folscher (2004b, p. 12) agrees with this strategy and states that research shows that good communication is a major factor in job satisfaction, performance and productivity. Folscher adds that some of the issues which should be effectively communicated to employees include:

- Progress of the company towards achievement of set organisational goals and objectives;
- Movement of people such as appointments, promotions, transfers and terminations;
- Information of new or departing customers, suppliers and partners;
- Changed policies or procedures which may include: recruitment, performance management, job grading and remuneration, training and development, working conditions, safety and health and operational procedures; and
Performance at work. Each employee has a right to clear communication about what he/she is expected to do and expected targets. This will enable employees to know the areas which require improvement.

Participative management approach was highly supported by the respondents (91 per cent). Enos (2000, p. 121) affirms that high achieving managers use participative management style especially when they are looking for quality decisions and acceptance of those decisions.

Effective change management received a high degree of endorsement according to the results in Table 6.11 (78.7 per cent). Effective change management according to Greenberg (1996, p. 293) involves systematic techniques referred to as Organisational Development (OD). Greenberg states that OD involves the use of such techniques such as: survey feedback; quality of work life programmes; management by objectives; sensitivity training and team building. Greenberg further asserts that organisational changes focuses on organisation structure, technology and people in the organisation.

Job design proved a popular management approach among the public sector managers. Mullins (1993, p. 493) supports this view and notes that there appears little doubt that restructuring work by making it more interesting and challenging through job enrichment increases job satisfaction. Mullins adds that situations individuals find most satisfying and rewarding are those which provide the opportunity for: a sense of achievement; recognition and appraisal; authority and responsibility; growth and advancement and self-development; the nature of the work itself in respect to variety, creativity and challenge.
### 6.3.8 Establish organisational systems

Table 6.12 shows the results for strategy 8 that refers to establishing organisation systems.

**TABLE 6.12**

RESPONSES TO ESTABLISHING ORGANISATIONAL SYSTEMS

<table>
<thead>
<tr>
<th>ESTABLISH ORGANISATIONAL SYSTEMS</th>
<th>No. &amp; %</th>
<th>Strongly Agree/ Agree.</th>
<th>Uncertain</th>
<th>Disagree/ Strongly Disagree</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Payment of salaries should be based on established policies</td>
<td>No.</td>
<td>83</td>
<td>5</td>
<td>1</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>93.3</td>
<td>5.6</td>
<td>1.1</td>
<td>100</td>
</tr>
<tr>
<td>Provision of security and safety needs should be based on policies</td>
<td>No.</td>
<td>83</td>
<td>4</td>
<td>2</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>93.3</td>
<td>4.5</td>
<td>2.2</td>
<td>100</td>
</tr>
<tr>
<td>Recognition and reward of performance should be based on schemes</td>
<td>No.</td>
<td>81</td>
<td>5</td>
<td>3</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>91.0</td>
<td>5.6</td>
<td>3.4</td>
<td>100</td>
</tr>
<tr>
<td>Empowerment of employees should be based on formal programmes</td>
<td>No.</td>
<td>73</td>
<td>8</td>
<td>8</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>82.0</td>
<td>9.0</td>
<td>9.0</td>
<td>100</td>
</tr>
<tr>
<td>Enhancement of equity among employees should be based on policies</td>
<td>No.</td>
<td>80</td>
<td>7</td>
<td>2</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>89.9</td>
<td>7.9</td>
<td>2.2</td>
<td>100</td>
</tr>
<tr>
<td>Motivational management approaches should be based on policies</td>
<td>No.</td>
<td>78</td>
<td>7</td>
<td>4</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>87.6</td>
<td>7.9</td>
<td>4.5</td>
<td>100</td>
</tr>
<tr>
<td>Measures for enhancing motivational climate should be formal.</td>
<td>No.</td>
<td>73</td>
<td>8</td>
<td>8</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>82.0</td>
<td>9.0</td>
<td>9.0</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Survey Questionnaire, Section C: Strategy 8
Table 6.12 shows that all strategies for establishment of organisation systems attracted a high degree of acceptance. All the strategies were endorse at over 82 per cent support and this indicates that most managers believe that the best means of managing organisations was by using systems, structures and clear policies, which would allow for consistency, objectivity and fairness to all employees.

According to Greenberg (1996, p. 263) organisation structure refers to the formal configuration between individuals and groups with regard to the allocation of tasks, responsibilities and authority within the organisation. Anthony and Gales (2003. p.38) agree with the strategy and suggest that organisations should create elaborate formal structures in the form of manuals, job description, and other written policies and documents to direct employee behaviour. Anthony and Gales add that organisations rely on formalisation in the belief that formalisation will provide the employees and the managers with information, knowledge, skills, judgement and self-control necessary to coordinate their responsibilities effectively.

Mullins (1993, p. 307) concurs with establishment of structures/systems and argues that the structure of an organisation affects not only productivity and economic efficiency but also the motivation of the work force. He adds that the structure should be designed to encourage participation of the members of the organisation and effective organisational performance. Mullins states that a poor organisational structure makes it difficult to realise effective performance.
Decisions made on the basis of organisational policies, procedures and other formal structures enhances fairness and equity among individuals and groups in the organisation as opposed to those based on personal relationships and other informal connections.

6.3.9 **Evaluate motivation in the organisation**

The results for strategy 9 relating to the evaluation of motivation in organisation are indicated in Table 6.13:

**TABLE 6.13**

<table>
<thead>
<tr>
<th>RESPONSES TO EVALUATING MOTIVATION IN ORGANISATION</th>
<th>No. &amp; %</th>
<th>Strongly Agree/ Agree</th>
<th>Uncertain</th>
<th>Disagree/ Strongly Disagree</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVALUATION OF MOTIVATION IN ORGANISATION n=89</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measuring levels of motivation using attitude surveys</td>
<td>No. 78</td>
<td>87.6</td>
<td>12.4</td>
<td>0</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>% 87.6</td>
<td>12.4</td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Determining level of performance and productivity of employees</td>
<td>No. 85</td>
<td>95.6</td>
<td>2.2</td>
<td>2.2</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>% 95.6</td>
<td>2.2</td>
<td>2.2</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Monitoring labour turnover rates</td>
<td>No. 75</td>
<td>84.2</td>
<td>12.4</td>
<td>3</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>% 84.2</td>
<td>12.4</td>
<td>3.4</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Monitoring rates of absenteeism from work</td>
<td>No. 69</td>
<td>77.5</td>
<td>15.7</td>
<td>6</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>% 77.5</td>
<td>15.7</td>
<td>6.8</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Determining level of grievance and complaints</td>
<td>No. 74</td>
<td>83.1</td>
<td>7.9</td>
<td>9</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>% 83.1</td>
<td>7.9</td>
<td>9.1</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Examining level of enthusiasm for suggestion schemes</td>
<td>No. 74</td>
<td>83.1</td>
<td>14.7</td>
<td>2.2</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>% 83.1</td>
<td>14.7</td>
<td>2.2</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Establishing the level of team-work</td>
<td>No. 79</td>
<td>88.7</td>
<td>6.8</td>
<td>4</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>% 88.7</td>
<td>6.8</td>
<td>4.5</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Survey Questionnaire, Section C: Strategy 9
It can be noted from Table 6.13 that evaluating the level of motivation by determining the level of productivity and performance of employees was highly accepted (95.6 per cent). This could be attributed to the fact that the method is easily applicable and understood by most managers. All the evaluation methods indicated in Table 6.13 were sufficiently endorsed and these include:

- Measuring level of motivation using attitude surveys (87.6 per cent);
- Monitoring labour turn-over rates (84.2 per cent);
- Monitoring rates of absentism from work (77.5 per cent);
- Determining level of grievance and complaints (83.1 per cent);
- Examining level of enthusiasm for suggestion schemes (83.1 per cent); and
- Establishing the level of team-work (88.7 per cent).

However, monitoring the rates of absenteeism and examining the level of enthusiasm for suggestion schemes attracted some degree of uncertainty because some managers could not easily link the relationship between these evaluation strategies and the concept of motivation. Majaro (1992, p.241) endorses the use of suggestion schemes and observes that the main objectives for various types of suggestions schemes is to capture the plethora of ideas locked in the employees minds. He states that the organisation can harness all the invisible and unexpressed ideas through suggestion schemes and may find its creativity enriched and level of innovation improved. Majaro (1992, p. 243) adds that suggestion schemes also improves relations between management and the employees. The fact that management is interested in receiving employee ideas improves organisational relationships. However, one can easily establish the level of motivation of
employees by monitoring the employee enthusiasm in participating in suggestion schemes. If the level of participation is high it means that the level of motivation is high and vice versa.

Wellman (1996, p. 232) supports evaluation of motivation and indicates that some of the issues considered while estimating an employee’s motivation level are the employee’s past performance, current performance and the employee’s desired future performance. Using the above expressions, the following equation is formulated:

\[ \text{Desire} \times \text{Expectancy} = \text{Motivation} \]

Wellman adds that although a person’s motivation cannot be expressed scientifically, the above equation does give an indication of how motivation can be measured by estimating the values given to what a person wants and what a person expects.

**6.4 REVIEW OF QUALITATIVE ANALYSIS WITH THE AIM OF ELIMINATING, ALTERING OR ADDING TO ASPECTS OF THE MOTIVATIONAL STRATEGY MODE**

The main objective of this study was to develop motivational strategies for public sector workers in Kenya. To achieve this objective the following 3 sub-problems in form of questions were developed to guide the study:

**Sub-Problem One:**

*What motivational strategies are revealed in the relevant literature that will assist the Kenyan public service in motivating employees?*
Sub-Problem Two

What motivational strategies are currently used in motivating employees in the public service in Kenya?

Sub-Problem Three

How can the results obtained from the resolutions of sub-problems one and two (above) be combined into an integrated motivational strategy which can be used by the Kenyan public service to improve the motivation of employees to achieve efficiency and effectiveness in service delivery?

Sub-problem one was resolved by reviewing the relevant literature in chapters two, three, and four. On the basis of the literature survey and the models presented in chapter four, a motivational strategy model was developed and presented in chapter four (figure: 4.6). The motivational strategy model resolved sub-problem one.

Sub-problem two was resolved by developing a survey questionnaire using the motivational strategy model. The respondents to the questionnaires (public sector managers in Kenya) were required to indicate to what extent they agreed or disagreed with the strategies listed in the survey instrument. The respondents were also asked and provided with space to indicate any additional information or comments on each strategy. In addition the respondents were asked to state if they had formal strategies for motivating employees in their organisations and were requested to list them in the space provided in the questionnaire.

Thus, sub-problem two was resolved (reference section 6.2.1).
The aim of this section is to resolve sub-problem three. To achieve the objectives of this section the following procedure will be adopted:

- The results of the quantitative analysis will be analysed to identify the strategies which recorded low support from the respondents with the view of deleting them from the motivational strategy model; and
- The suggestions from the respondents will be reviewed with the objective of integrating them into the motivational strategy model. Thus, sub-problem three will have been resolved.

6.4.1 Analysis of qualitative results with the objective of eliminating motivational strategies which received low support in each category of the motivational strategy model

An analysis of the qualitative results indicates that there was a high degree of agreement to most of the motivational strategies developed by the study. The motivational approach which received the least support (below 60 per cent) is the strategy related to the provision of dining facilities (in strategy 1) which recorded 51.7 per cent agreement, 32.6 per cent uncertainty, and 15.7 per cent disagreement. It is assumed in this study that any strategy that recorded below 60 per cent agreement did not receive adequate support to warrant retention in the motivational strategy model. In view of the above therefore, the strategy on the “provision of dining facilities” is hereby deleted from the list of motivational strategies to be included in strategy one of the integrated motivational strategy model.
6.4.2 Analysis of the qualitative results with the objective of adding or making alterations to the strategies in the motivational strategy model

An examination of each of the nine strategies will be undertaken with the aim of making additions or alterations to the model.

- **Strategy 1: Reward employees adequately**

  The respondents proposed no additions or alterations.

- **Strategy 2: Cater for safety and security needs**

  One of the respondents indicated that in addition to providing safety at work and job security, there was need to provide “job stability”. The respondent noted that public servants were subjected to frequent transfers as a matter of government policy. It was assumed by government that the more time a public servant spends in one station the greater the chances of an officer becoming involved in corrupt dealings. In some organisations, and particularly the civil service, managers were required to serve for a period not exceeding three years in one station. It is important to note that transfers in the civil service involve physical relocation from one location of the country to another. This issue was also discussed in chapter 2.6.2. The problems arising from frequent transfers include:

  - Family instability;
  - Lack of continuity in work programme and projects;
  - Lack of concentration on the work because of fear of transfer; and
Frequent health problems as result of exposure to diverse ecological zones.

The above factors contribute to the lack of motivation to perform. It is on the basis of above that the strategy to provide job stability will be added to strategy two of the integrated motivational strategy model.

- **Strategy 3: Recognise employee’s contributions**

  The respondents proposed no additions or alterations.

- **Strategy 4: Empower employees**

  A number of respondents suggested the provision of credit facilities to employees for material empowerment. The respondents suggested that a revolving fund should be introduced for public sector employees to empower employees to own property. Acquisition of material possessions (cars and houses) would enhance self-esteem of the employees which is also an important element in motivating employees. They indicated that the fund should attract minimal interest to make it affordable to all the employees. In view of the above, this strategy of empowering employees materially by providing financial credit will be integrated into strategy four of the integrated motivational strategy model.

Some respondents noted that the two strategies on provision of career development opportunities and providing advancement opportunities were closely related. It was observed that career development programmes also caters for
advancement opportunities for employees. In the light of the above observation, the strategy on the providing advancement opportunities (promotion) will be deleted from the list of motivational approaches in strategy four. The strategy on provision of advancement opportunities to employees will therefore be catered for under the strategy dealing with career development programmes.

- **Strategy 5: Create a motivating organisational climate**
  The respondents proposed no additions or alterations.

- **Strategy 6: Ensure equity (fairness) in the organisation**
  The respondents proposed no addition or alterations.

- **Strategy 7: Adopt an appropriate management approaches**
  The respondents proposed no addition or alterations

- **Strategy 8: Establish organisation systems**
  The respondents proposed no additions or alterations

- **Strategy 9: Evaluate of motivation in organisation**

  A number of respondents suggested additional methods of evaluating the level of motivation in the organisation. These additional methods are:

  - Monitoring the rates of wastage and accidents in the workplace. It was suggested that when employee motivation levels is low alot of wastage occur and the number of accidents increase because unmotivated employees are wasteful and careless. As a result of carelesness they are prone to accidents. Motivated employees on the other hand are committed
to the organisation, are more careful and therefore minimal wastage and less accidents in the place of work.

- Examining the degree of resistance to change. Motivated employees embrace new changes and are always ready to face new challenges which come with change. Unmotivated employees on other hand resist change and always want to maintain the status quo. One can therefore determine the level of motivation in an organisation by analysing the degree of support for new changes introduced into the organisation.

- Establishing the level of tardiness. Unmotivated employees are tardy in the way they work. Unmotivated employees do not expend their energy and are always slow in offering services. Motivated employees are lively and they work with speed, efficiency and perfection.

The above three strategies will be added to strategy nine of the integrated motivational strategy model.

### 6.5 INTEGRATED MOTIVATIONAL STRATEGY MODEL

The main objective of this research study was to develop motivational strategies that would be used in improving the levels of motivation of public sector workers in Kenya to achieve efficiency and effectiveness in service delivery. The above objective has been realized through the following procedure:
Developing a motivational strategy model for motivating employees from the review of existing relevant literature.

Testing the motivational strategy model among the public sector managers using a survey questionnaire to establish whether the model would help in motivating employees in the public sector organisations.

Integrating the results from the survey study with the motivational strategy model to develop an integrated motivational strategy model.

In section 6.4 an analysis that was undertaken resulted in the development of an integrated motivational strategy model, which is presented in Figure 6.1. The details of the strategies in the model are presented in Figure 6.2:
Figure 6.1: Integrated motivational strategy model

**Strategy 1: Reward Employees**
- Provide adequate salaries
- Provide adequate housing or reasonable housing allowance
- Provide transport allowance

**Strategy 2: Cater for Safety and Security Needs**
- Provide job security
- Provide job stability
- Ensure safety at work
- Provide a clean working environment
- Provide health cover

**Strategy 3: Recognise Employees**
- Recognise good performance
- Reward superior performance

**Strategy 4: Empower Employees**
- Provide opportunities for:
  - Training and development
  - Career development
  - Mentoring, coaching and counselling
- Provide financial credit for material empowerment

**Strategy 5: Establish Systems**
- Establish policies/systems for:
  - Payment of rewards and benefits
  - Safety & security needs
  - Recognition schemes
  - Empowerment programmes
  - Enhancing motivational climate in the organisation
  - Policies on equity and fairness
  - Management approaches

**Strategy 6: Ensure Equity and Fairness in Terms Of**
- Payment of salaries and benefits
- Safety and security needs
- Recognition and rewarding of superior performance
- Training and development opportunities
- Career development programmes
- Access to mentoring, coaching & counselling
- Distribution of tools and equipment

**Strategy 7: Adopt Appropriate Management Approaches**
- Performance management
- Goal-setting
- Management by objectives
- Participative management
- Job design
- Effective delegation
- Effective communication
- Effective change management
- Flexible working programme
- Effective disciplinary procedures
- Managers leading by example
- Conduct exit interviews
- Succession Management

**Strategy 8: Evaluate Motivation**
- Evaluate the impact of the strategies by:
  - Using attitude surveys
  - Determining level of performance and productivity
  - Monitoring labour turn-over rates
  - Establishing absenteeism rates
  - Determining levels of grievances
  - Examining enthusiasm for suggestion schemes
  - Establishing degree of teamwork
  - Monitoring levels of wastage and accidents
  - Examining degree of resistance to new changes
  - Establishing levels of tardiness

**Strategy 9: Create a Motivating Organisational Climate**
- Provide opportunities to socialise with co-workers
- Provide opportunities to socialise with management
- Train managers in motivation strategies
- Provide adequate working tools and equipment
- Establish a learning organisation that promotes learning
- Place employees in jobs that fit their skills/personalities
- Establish a fair grievance and complaints procedure
<table>
<thead>
<tr>
<th>STRATEGY 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reward employees adequately</strong></td>
</tr>
<tr>
<td>- Provide adequate salaries</td>
</tr>
<tr>
<td>- Provide adequate housing facilities or</td>
</tr>
<tr>
<td>- Provide reasonable housing allowance</td>
</tr>
<tr>
<td>- Provide transport allowances</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STRATEGY 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cater for safety and security needs</strong></td>
</tr>
<tr>
<td>- Provide job security</td>
</tr>
<tr>
<td>- Provide job stability</td>
</tr>
<tr>
<td>- Ensure safety in the work place</td>
</tr>
<tr>
<td>- Provide a clean working environment</td>
</tr>
<tr>
<td>- Provide health cover</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STRATEGY 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recognise employee’s contributions</strong></td>
</tr>
<tr>
<td>- Recognise good performance</td>
</tr>
<tr>
<td>- Reward superior performance</td>
</tr>
</tbody>
</table>

Figure 6.2: Details of each strategy of the integrated motivational strategy model
### STRATEGY 4

**Empower Employees**

- Provide training and development opportunities
- Provide career development programmes
- Provide mentoring, coaching & counselling programmes
- Provide financial credit for material empowerment

### STRATEGY 5

**Create a motivating organisational climate**

- Provide opportunities to socialise with co-workers
- Provide opportunities to socialise with management
- Train managers in motivation strategies
- Provide adequate working tools and equipment
- Establish a learning organisation that promotes learning
- Place employees in jobs that fit their skills/personalities
- Establish a fair grievance and complaints procedure

Figure 6.2: Details of each strategy of the integrated motivational strategy model cont
### STRATEGY 6

**Ensure equity (fairness) in the organisation**

- Ensure equitable and fair payment of salaries & benefits
- Ensure equitable and fair catering of security and safety needs
- Ensure equitable and fair recognition and reward of superior performance
- Ensure equitable and fair training and development opportunities
- Ensure equitable and fair career development programmes
- Ensure equitable and fair access to mentoring/coaching/counselling programmes
- Ensure equitable and fair distribution of tools and equipment

### STRATEGY 7

**Adopt appropriate management approaches**

- Performance management system
- Goal setting (setting clear, achievable, and challenging goals)
- Management by Objectives (MBO)
- Participative management (involving employees in making decisions)
- Job design (job rotation, job enlargement, job enrichment)
- Effective delegation (delegating work and authority to junior employees)
- Effective communication system in the organisation
- Effective change management (introducing systematic changes)
- Flexible working schedule (working from home and flexible working hours)
- Effective disciplinary procedure to encourage positive behaviour
- Managers leading by example (managers acting as role models)
- Conducting exit interviews (to establish why employees leave the organisation)
- Succession management

Figure 6.2: Details of each strategy of the integrated motivational strategy model cont
## STRATEGY 8

**Establish organisation systems**

- Payment of rewards and benefits should be based on established policies
- Provision of security and safety needs should be based on policies
- Recognition and reward of performance should be based on formal schemes
- Empowerment of employees should be based on formal programmes
- Enhancing equity among employees should be based on formal policies
- Motivational management approaches should be based on policies
- Policies for enhancing motivational climate should be formal

## STRATEGY 9

**Evaluate motivation in the organisation**

- Measure level of motivation using attitude surveys
- Determine level of work performance and productivity of employees
- Monitor labour turn-over rates
- Establish absenteeism rates
- Determine level of grievance and complaints
- Examine level of enthusiasm for suggestion schemes
- Establish degree of teamwork in the organisation
- Monitor the levels of wastage and accidents
- Examine the degree of resistance to change
- Establish the level of tardiness

Figure 6.2: Details of each strategy of integrated motivational strategy model cont
6.6 CONCLUSION

Chapter six presented the analysis of results of the field study. The analysis of the results in this chapter enabled the study to realize all its objectives which were:

- to determine the level of motivation among the public sector workers in Kenya;
- to examine the existing motivation strategies used in motivating workers in the public service in Kenya; and
- to develop strategies for motivating the public sector workers in Kenya.

The results indicated that the level of motivation in the public service in Kenya was extremely low. Eighty seven per cent of the respondents indicated that the level of motivation in their organisation was low. Only 13 per cent of the respondents indicated that the level of motivation in their organisation was high.

The study also established that few public service organisations had strategies put in place for motivating employees. Only 36 per cent of the respondents confirmed that their organisations had developed strategies for motivating employees. However, majority of the strategies developed by the study received sufficient support from the respondents. Only one strategy dealing with the provision of dining facilities was deleted from the model for lack of sufficient support from the respondents. The suggestions by the respondents were incorporated into the integrated strategy model presented in Figure 6.1 and the details in Figure 6.2. The integration of the motivational strategy model with the results of the field study and subsequent development of the integrated motivational
strategy model resolve the final objective of the study and the sub-problem three which stated:

How can the results obtained from the resolutions of sub-problems one and two be combined into an integrated motivational strategy which can be used by the Kenyan public service to improve the motivation of employees to achieve efficiency and effectiveness in service delivery?

The process of integrating the motivational strategy model involved deleting the motivational strategies that failed to garner sufficient support from the respondents and integrating the strategies that were used in the public service and those suggested by the respondents.

The final chapter of the study will present the summary of the study, the recommendations and the conclusion.
### CHAPTER 7

**SUMMARY, RECOMMENDATIONS AND CONCLUSIONS**

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<th>Section</th>
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<td>7.2  LIMITATIONS AND PROBLEMS OF THE STUDY</td>
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<td>7.3  SUMMARY OF THE STUDY</td>
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<td>7.4  RECOMMENDATIONS</td>
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</tr>
<tr>
<td>7.5  CONCLUDING REMARK</td>
<td>280</td>
</tr>
</tbody>
</table>
CHAPTER 7

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

7.1 INTRODUCTION

The final chapter of the study will present a summary of the research study and describe the problems experienced in the study and its limitations. This chapter will also present recommendations for further research and applications based on the findings of the research study.

7.2 LIMITATIONS AND PROBLEMS OF THE STUDY

The research study had several limitations. The first limitation was the distance which had to be covered by the field study. Koibatek district is far from where the researcher was residing (Nakuru district). The second limitation was the financial resources since the researcher was under self-sponsor with bursary support from Port Elizabeth Technikon. The main problem experienced by the researcher was the refusal by some respondents to complete the questionnaire forms. The refusal emanated from the fear of being reprimanded by their management for what was perceived to be “leaking organisation’s information to outsiders”. Some respondents were not willing to cooperate even after they were shown the permit for the research study. The process of collecting the questionnaires proved to be challenging because some respondents failed
to fill the questionnaires on time and the researcher spent a lot of time visiting offices to follow up the collection of the questionnaires. At the end of the collection exercise, 10% of the respondents who received the questionnaires could not be reached by the final deadline set for June 30, 2004.

7.3 SUMMARY OF THE STUDY

The main problem that prompted the study was the poor work performance by the public sector workers in Kenya which has been a major concern to the Kenyan government, civil society, development partners and the people of Kenya. The prevailing situation at the work place has been one of poor work performance and poor service delivery. The poor work performance has led to the decline in the growth of the economy from an average GDP growth rate of 2.3 % in the 1990s to 1.1% in 2003 (World Bank report, 2003, p. 27). The following questions were formulated in order to address the problem of the study:

*What motivational strategies can the public service in Kenya use to motivate employees in order to enhance work performance and achieve efficiency and effectiveness in service delivery?*

An analysis of the main problem provided identification of the following sub-problems:

Sub-Problem One;

*What motivational strategies are revealed in the relevant literature that will assist the Kenyan public service in motivating employees?*
A review of the relevant literature in chapters two, three and four identified motivational strategies used by organisations to motivate employees. The identification of the strategies led to the development of a motivational strategy model which was presented in chapter four (figure 4.6). On the basis of the motivational strategy model, a survey questionnaire was developed and presented to the public sector managers to indicate the extent to which they agreed or disagreed that the strategies developed by the study would be effective in motivating public sector workers in Kenya. The methodology and the analysis of the biographical data were presented in chapter five. Chapter six provided an opportunity for the analysis and the interpretation of the results. The results of the survey study showed a high degree of support for all the strategies except one that was deleted for lack of sufficient support by the respondents.

Sub-Problem Two;

*What motivational strategies are currently used in motivating employees in the public service in Kenya?*

To resolve sub-problem two, a survey questionnaire was developed by the study to establish the motivational strategies that were used in motivating public sector workers in Kenya. The results indicated that very few organisations strategies in place to motivate employees (36 per cent) while a greater majority had not developed the strategies (64 per cent).
Sub-Problem Three;

*How can the results obtained from the resolutions of sub-problems one and two (above) be combined into an integrated motivational strategy which can be used by the Kenyan public service to improve the motivation of employees to achieve efficiency and effectiveness in service delivery?*

Sub-problem three was resolved by adding, altering and deleting motivational strategies in the motivational strategy model in light of the suggestions by the respondents. In view of the above, the motivational strategies in the model which did not receive sufficient support from the respondents were deleted and the motivational strategies suggested by the respondents along with strategies used in the public service in Kenya were integrated into the model, resulting in the development of the integrated motivational strategy model (Figure 6.1). The development of the integrated motivational strategy model resolved sub-problem three. The next section will present the recommendations and the conclusion of the study.

**7.4 RECOMMENDATIONS**

The study will not be complete without making recommendations for the application of its findings and related areas of the study which require further research. The main objectives of this study were to develop motivational strategies for public sector employees in Kenya and determine the level of motivation among the employees. The study established that the level of motivation in the service was extremely low and in
view of the above findings, the following recommendations are strongly recommended for application:

- The integrated motivational strategy model should be adopted and wholly implemented by the public service organisations in Kenya to improve the level of motivation and performance among the employees to achieve efficiency and effectiveness in service delivery.

- The study established that the motivation of employees was essential in improving employees’ work performance. Ability to perform is not enough for effective performance. Employees have to be motivated for them to realise their maximum potential. The public service organisations in Kenya should strive to create a motivating work environment (climate) by implementing the integrated motivational strategy model developed by this study.

- Universities in Kenya should be involved in the provision of consultancy work particularly in the area of effective management of human resources. The universities should be involved in the training of public sector managers in effective management of human resources by equipping them with motivational and leadership skills. It is only through training that the public service managers will be able to create a motivating climate in the public service that will enable employees to maximize their potential.

- The public service organisations should abolish the policy of subjecting public servants to frequent transfers from one location of the country to another. This practice adversely affects the motivation of employees, continuity of projects and
family stability. The public service organisation should endeavour to provide job stability to the employees.

- Future public service retrenchment programmes should, as far as practical, be made clear to employees to avoid anxiety and suspicion in the organisation. Keeping employees in suspense ahead of retrenchment exercises affects their sense of job security and work performance. Retrenchment programmes should be not be dragged on for long. They should be made clear and implemented swiftly to avoid subjecting the employees to undue stress.

- The public service organisations should establish clear lines of communication to allow for free flow of information. The official Secrecy Act should be reviewed with the aim of repealing it to allow for free sharing of information within and without the public organisations. In the current era of information, communication and technology (ICT), information sharing is crucial for the survival all organisations, both public and private. It is important to note that corruption thrives in an environment where it is shrouded with secrecy.

The areas suggested by the study for further research include:

- A study to establish the possible effects of corruption on the motivation of employees in the public service in Kenya. Such a study should also come up with suggestions on ways to curb the vice in the service.

- A study to evaluate the effectiveness of performances management systems which were introduced by the government in the 1990s. The study should develop an
effective model for development and management of performance management systems in the public service in Kenya.

- A study to develop effective ways of managing training in the public service. The study should suggest effective methods of assessing training needs for the public service organisations and the management of training in general so as to realise the full benefits accrued from employee training and development.

7.5 CONCLUDING REMARKS

The study established that the level of motivation in the public sector was low. It was also found out that few organisations had put in place specific programmes for motivating employees. The study further established that there was a direct correlation between the attendance of training programmes in motivating employees, availability of motivational strategies and the level of motivation in the organisation. The organisations whose managers had attended training in motivating employees, and those that had developed motivational strategies recorded a higher level of motivation among their employees. The above findings affirm the theory advanced in this study that: training managers in motivational skills and developing strategies for motivating employees enhances the level of motivation in the organisation. The public service organisations in Kenya are therefore encouraged to adopt and implement the integrated motivational strategy model to improve the motivation levels of their employees in order to enhance efficiency and effectiveness in service delivery.
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SECTION A: BIOGRAPHICAL DATA

Please respond to the following questions by making an "X" in the appropriate space provided.

A.1 In which category of the public service are you employed?

<table>
<thead>
<tr>
<th>Category</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Service</td>
<td>1</td>
</tr>
<tr>
<td>Local Authority</td>
<td>2</td>
</tr>
<tr>
<td>Parastatal</td>
<td>3</td>
</tr>
<tr>
<td>Public University</td>
<td>4</td>
</tr>
<tr>
<td>Other (Please specify)</td>
<td>5</td>
</tr>
</tbody>
</table>

A.2 How many employees does your organisation employ?

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

A.3 In which district is your work station located?

<table>
<thead>
<tr>
<th>District</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nakuru</td>
<td>1</td>
</tr>
<tr>
<td>Koibatek</td>
<td>2</td>
</tr>
</tbody>
</table>

A.4 Does your organisation have the following?

<table>
<thead>
<tr>
<th>Category</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resources/Personnel Department.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office responsible for performance management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office responsible for training and development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office responsible for career development for employees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office responsible for employee rewards (Salaries)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office responsible for mentoring, coaching and counselling</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A.5 What position do you currently hold?

<table>
<thead>
<tr>
<th>Position</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior management</td>
<td>1</td>
</tr>
<tr>
<td>Middle management</td>
<td>2</td>
</tr>
<tr>
<td>Line management</td>
<td>3</td>
</tr>
</tbody>
</table>

A.6 How many years have you held this position?

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

A.7 What is your gender?

<table>
<thead>
<tr>
<th>Gender</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
</tr>
</tbody>
</table>

A.8 What is your age group?

<table>
<thead>
<tr>
<th>Age Group</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21-30</td>
<td>1</td>
</tr>
<tr>
<td>31-40</td>
<td>2</td>
</tr>
<tr>
<td>41-50</td>
<td>3</td>
</tr>
<tr>
<td>51-60</td>
<td>4</td>
</tr>
<tr>
<td>Over 60</td>
<td>5</td>
</tr>
</tbody>
</table>
A.9  What is your highest qualification?

<table>
<thead>
<tr>
<th>Level</th>
<th>Qualification</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Std 7</td>
<td>Diploma/Higer Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Std 8</td>
<td>Honours Degree</td>
<td>2</td>
</tr>
<tr>
<td>Form 2</td>
<td>Masters Degree</td>
<td>3</td>
</tr>
<tr>
<td>Form 4</td>
<td>Doctorate Degree</td>
<td>4</td>
</tr>
<tr>
<td>Certificate</td>
<td>Other (Please specify)</td>
<td>5</td>
</tr>
</tbody>
</table>

A.10  Have you attended any training/workshop/seminar on motivating employees?

<table>
<thead>
<tr>
<th>Response</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

Section B: Motivation in the organisation

B.1  Does your organisation have formal strategies/programmes for improving the motivational levels for employees?

<table>
<thead>
<tr>
<th>Response</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

B.2  If yes, please mention these strategies/programmes

<table>
<thead>
<tr>
<th>Strategies/Programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

B.3  How do you rate the general level of motivation in your organisation?

<table>
<thead>
<tr>
<th>Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>1</td>
</tr>
<tr>
<td>Low</td>
<td>2</td>
</tr>
</tbody>
</table>

B.4  What factors do you believe contribute to high levels of motivation?

<table>
<thead>
<tr>
<th>Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

B.5  What factors do you believe contribute to low levels of motivation in your organisation?

<table>
<thead>
<tr>
<th>Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Section C: MOTIVATIONAL STRATEGY MODEL

The following nine strategies have been developed to assist public sector organisations in improving work motivational levels of employees. Please indicate with an “X” the extent to which you agree/disagree that these strategies will assist in enhancing employee motivational levels in your organisation and the public service at large.

<table>
<thead>
<tr>
<th>STRATEGY 1: REWARD EMPLOYEES ADEQUATELY</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Provide adequate salaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Provide adequate housing facilities/housing allowance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Provide dining facilities(canteens and provision of Tea/Coffee)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Provide transport allowances</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 If others (please specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STRATEGY 2: CATER FOR SAFETY AND SECURITY NEEDS</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Provide job security</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 Ensure safety in the work place</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.3 Provide a clean working environment</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2.4 Provide health cover</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2.5 Other (please specify)</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STRATEGY 3: RECOGNISE EMPLOYEE’S CONTRIBUTIONS</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Recognise good performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2 Reward superior performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3 If others (please specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STRATEGY 4: EMPOWER EMPLOYEES</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>--------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1 Provide training and development opportunities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2 Provide mentoring and coaching programmes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3 Provide counselling services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4 Provide career development programmes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5 Provide advancement opportunities (promotion)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.6 If others (please specify)………………………………………………………</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STRATEGY 5: CREATE A MOTIVATING ORGANISATIONAL CLIMATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Provide opportunities to socialise with co-workers</td>
</tr>
<tr>
<td>5.2 Provide opportunities to socialise with management</td>
</tr>
<tr>
<td>5.3 Train managers in motivation strategies</td>
</tr>
<tr>
<td>5.4 Provide adequate working tools and equipment</td>
</tr>
<tr>
<td>5.5 Establish a learning organisation which promotes learning</td>
</tr>
<tr>
<td>5.6 Place employees in jobs that fit their skills/personalities</td>
</tr>
<tr>
<td>5.7 Establish a fair grievance and complaints procedure</td>
</tr>
<tr>
<td>5.8 Others (Please specify)………………………………………………………</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STRATEGY 6: ENSURE EQUITY (FAIRNESS) IN THE ORGANISATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Ensure equitable and fair payment of salaries</td>
</tr>
<tr>
<td>6.2 Ensure equitable and fair catering of security and safety needs</td>
</tr>
<tr>
<td>6.3 Ensure equitable and fair recognition and reward of performance</td>
</tr>
<tr>
<td>6.4 Ensure equitable and fair training and development opportunities</td>
</tr>
<tr>
<td>6.5 Ensure equitable and fair career development programmes</td>
</tr>
<tr>
<td>6.6 Ensure equitable and fair mentoring/coaching/counselling programmes</td>
</tr>
<tr>
<td>6.7 Ensure equitable and fair advancement (promotion opportunities)</td>
</tr>
<tr>
<td>6.8 Others(Please specify)………………………………………………………</td>
</tr>
</tbody>
</table>
### STRATEGY 7: MANAGEMENT APPROACHES

Please indicate with an "X" the degree to which you agree or disagree that the following management approaches will help in motivating employees in the organisation.

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Performance management system</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.2 Management By Objectives (MBO)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.3 Goal setting (Setting clear, achievable, and challenging goals)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.4 Participative management (Involving employees in making decisions)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.5 Effective delegation (Delegating work and authority to junior workers)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.6 Effective change management (Introducing systematic changes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.7 Leading by example (Managers acting as role models)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.8 Job design (Job rotation, job enlargement, job enrichment)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7.9 Flexible working schedule (Working from the home or flexible hours)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>7.10 Effective communication system in the organisation</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7.11 Conducting exit interviews (Establish why employees leave organisation)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.12 Effective disciplinary procedure to encourage positive behaviour</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.13 Succession management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.14 Others (Please specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### STRATEGY 8: ESTABLISH ORGANISATION SYSTEMS

Please indicate with an "X" the extent to which you agree/disagree that the motivational approaches indicated in strategies 1-7 should be based on organisational formal policies and systems and not on ad-hoc policies, personalities, or friendship.

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Payment of salaries should be based on established policies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.2 Provision of security and safety needs should be based on policies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.3 Recognition and reward of performance should be based on schemes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.4 Empowerment of employees should be based on formal programmes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.5 Enhancing equity among employees should be based on policies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.6 Motivational management approaches should be based on policies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.7 Measures for enhancing motivational climate should be formal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.8 Others (please specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### STRATEGY 9: EVALUATION OF MOTIVATION IN ORGANISATION

Please indicate with an "X" the extent to which you agree/disagree that the following activities can assist to evaluate or determine the levels of motivation of employees in the organisation.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 Measuring levels of motivation using attitude surveys</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.2 Determining level of work performance and productivity of employees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.3 Monitoring labour turn-over rates (employees who leave the organisation)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.4 Monitoring rates of absenteeism from work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.5 Determining level of grievances and complaints.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.6 Examining level of enthusiasm for suggestion schemes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.7 Establishing degree of teamwork.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.8 Other (Please specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NAME (OPTIONAL) ...........................................................................................................

Thank you for your cooperation.
To

Dear,

Attached please find a survey questionnaire for my study. Kindly fill in the forms. I have sent the forms to you as part of my pilot study. The pilot study will enable me to make the necessary adjustments to the questionnaire before collecting data in the field. You are invited to make comments on the clarity of the questions. Please call me on extension 3887 when the forms are ready or you can forward them to Shirley Ngcosini. Thank you for your kind assistance.

Ronald K. Chepkilot.

5 May 2004.
To

Dear,

Attached please find a survey questionnaire for my study. Kindly fill in the forms.

I have sent the forms to you as part of my pilot study. The pilot study will enable me to make the necessary adjustments to the questionnaire before collecting data in the field. You are invited to make comments on the clarity of the questions. Please call me on 0722805871 when the forms are ready.

Ronald K. Chepkilot.

2 June 2004.
1 JUNE 2004.

Dear

MOTIVATIONAL STRATEGIES SURVEY

Kindly complete and return the attached questionnaire. The information required is to enable me complete Doctoral studies at the Port Elizabeth Technikon in South Africa.

My study focuses on the development of motivational strategies, which will help in motivating public sector workers in Kenya to achieve efficiency and effectiveness in service delivery.

Based on research, nine strategies for improving the levels of motivation of employees have been identified. The purpose of the survey study is to determine extent to which the senior management, middle level managers and the line managers in the public sector agree or disagree that the strategies identified in the study will help in improving the levels of motivation of employees in their organisations.

Please complete the questionnaire by 15 June 2004. The researcher will collect the questionnaire from your office. Should you wish to receive a synopsis of the results, please provide your details at the end of the questionnaire.

Yours sincerely

RONALD K CHEPKILOT

Dr. D.M. BERRY
SUPERVISOR