THE IMPACT OF MOTIVATION ON EMPLOYEES PERFORMANCE IN AN ORGANIZATION:
A CASE OF UNICEF SOMALIA SUPPORT CENTRE, NAIROBI

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UNITED STATES INTERNATIONAL UNIVERSITY - AFRICA

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STUDENT’S DECLARATION

I, the undersigned, declare that this is my original work and has not been submitted to any other college, institution or university other than the United States International University - Africa in Nairobi for academic credit.

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This project report has been presented for examination with my approval as the appointed supervisor.

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Dr. Zachary Mosoti

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ABSTRACT

The purpose of this study was to determine the impact of motivation on employees’ performance using the case of UNICEF Somalia Support Centre, Nairobi. The study was guided by the following research questions: How do monetary factors impact the performance of employees at UNICEF Somalia Support Centre? How does job design impact the performance of staff at UNICEF Somalia Support Centre? And, how does staff training and development impact the performance of employees at UNICEF Somalia Support Centre?

The study used descriptive research design. The population of this study comprised of all the employees of UNICEF Somalia Support Centre in Nairobi. The study populace and sampling frame comprised of a list of all representatives that worked at UNICEF Somalia Support Center in Nairobi and was gotten from the Human Resources department. The census technique was used in the study to select the respondents from the list of employees provided by the human resource department in order to capture the entire population, thus, the sample size of the study was 122. Primary information for the study was gathered utilizing an organized questionnaire. Descriptive analysis was used to determine the proportions and frequency of the variables. Correlation tests were used to draw inferences about the population from the sample and Statistical Package for Social Sciences (SPSS) was used to facilitate the data analysis.

The study revealed that UNICEF Somalia did not use monetary rewards to motivate its employees. The study showed that the company used non-monetary rewards like recognition, decision making roles, promotion, flexible working hours to motivate employees. The study showed that the employees indicated that they believed that money was a crucial incentive to work motivation and that most of them used the value of money to perform the function of a scorecard by which they assessed the value that the organization had placed on their services. The study showed that employees at UNICEF Somalia were not happy with their job design in terms of the tasks they performed and the organization did not involve them in the job design leading to their demotivation. The study showed that, UNICEF Somalia employees acquire training aimed at improving their knowledge, skills and attitudes towards their work, as well as increase their morale and confidence in the job. It was revealed that, the employees
in the organization have a sense of security built from their training and this facilitated their ability to manage changes and new situations that occurred within the organization.

The study concludes that employees at UNICEF Somalia were not happy with their job design in terms the tasks they performed and the organization did not involve them in the job design leading to their demotivation. The study concludes that UNICEF Somalia employees acquire training aimed at improving their knowledge, skills and attitudes towards their work, as well as increase their morale and confidence in the job and that the employees in the organization had a sense of security built from their training that facilitated their ability to manage changes and new situations within the organization.

The study recommends that management retain the non-monetary rewards as a cost-effective way of keeping the workforce highly motivated, but also include monetary rewards that should be linked directly to the compensation plan and for to provide and create a practical job rotation programme and develop a comprehensive program for its electiveness. The study recommends managers to also provide optimal motivational systems that need to be determined for implementing job rotation policy.
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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

All organizations want to be successful, even in current environment which is highly competitive. Therefore, companies irrespective of size and market, strive to motivate their best employees, acknowledging their important role and influence on organizational effectiveness (Dobre, 2013). In order to encourage performance, companies should create a strong and positive relationship with its employees and direct them towards task fulfillment (Albeiti, 2015). In order to achieve their goals and objectives, organizations develop strategies to compete in highly competitive markets and to increase their performance (Knapp & Mujtaba, 2010). Nevertheless, just a few organizations consider the human capital as being their main asset, capable of leading them to success or if not managed properly, to decline (Bartol & Martin, 1998). This implies that, if employees are not satisfied with their jobs and not motivated to fulfill their tasks and achieve their goals, the organization cannot attain success.

As stated, the performance of employees is a concern for any organization because it determines whether the organization meets its targets and goals. Various resources are necessary for an organization to succeed and meet its targets, and this includes the human resource or employees (Shanks, 2012). However, skilled and talented employees may not achieve the desired results if they lack motivation and therefore, motivation is also considered an important value which is vital in the achievement of the organization’s goals (Osei, 2011). Due to lack of motivation employees would not give their all to the organization as they will distribute their time to other non-work related activities such as long lunch hours, or surfing the internet for non-work related purposes (Shanks, 2012).

Although some of these activities may seem harmless, they may result in a loss of effectiveness and efficiency that may be required to meet targets and goals the organization intends to achieve (Asim, 2013). The only way to get people to work hard is to motivate them. Today, people must understand why they are working hard. Every individual in an organization is motivated by some different way (Dobre, 2013). The job of a manager in the
workplace is to get things done through employees. To do this the manager should be able to motivate employees. But that is easier said than done (Dinler, 2008). According to Shahzadi et al. (2014) motivation practice and theory are difficult subjects, touching on several disciplines. The authors state that, in spite of enormous research, basic as well as applied, the subject of motivation is not clearly understood and more often than not poorly practiced. Uzona (2013) states that, to understand motivation, one must understand human nature itself, and that is where the problem of motivation lies. He states that, human nature can be very simple, yet very complex too, and that an understanding and appreciation of this is a prerequisite to effective employee motivation in the workplace and therefore effective management and leadership.

Uzona (2013) states that it has therefore been taken upon by organizations to come up with ways of motivating employees if they are to get the best performance out of them and ultimately that of the organization as a whole. According to Yang (2008), the motivational techniques implemented by organizations vary and can include team building, training, enhanced communication, targets, rewards and incentives, job enrichment, quality of working life programs, encouraging participation, checking system for equity, money, and recognizing individual differences.

According to Re’em (2011) motivation is coined from the Latin word motus, a form of the verb movere, which means to move, influence, affect, and excite. Bartol & Martin (1998) consider motivation a powerful tool that reinforces behavior and triggers the tendency to continue. In other words, motivation is an internal drive to satisfy an unsatisfied need and to achieve a certain goal. It is also a procedure that begins through a physiological or psychological need that stimulates a performance set by an objective. Shanks (2012) defined motivation as the act of providing motive that causes someone to act, but notes that, only an individual person can decide if they are going to be motivated.

According to Shanks (2012), motivation is an individual concept that can be described using three main pillars of motivation: arousal, referring to the drive or energy that ignites behaviour; direction, which has to do with the type of behaviour that is exerted and whether
it is in line with demand or organization goal; and persistence which deals with the lastingness of behaviour. Dobre (2013) notes that, as a result, different employees will be motivated by different things and it is therefore important for managers to understand what really motivates employees, and that cannot be achieved by simply asking them.

Motivation can be intrinsic or extrinsic. Intrinsic motivation originates from within the individual and causes the individual to feel stimulated internally (Re‘em, 2011). According to Burton (2012) intrinsic motivation is more about an individual’s self-satisfaction and the reward is normally within the action itself and does not need external factors to influence behavior. As a result intrinsic motivation is the most important and pervasive motivation because it is through this kind of natural motivational tendency that humans develop cognitive, social, and physical abilities (Ryan & Deci, 2000).

However, sometimes people act because external factors have influenced them or prompted them to act in a certain way, and this is referred to as extrinsic motivation (Ryan & Deci, 2000). As opposed to intrinsic motivation where the reward of the action is within the action itself, for extrinsic motivation the outcome or reward is separable from the activity itself (Re‘em, 2011). At the workplace the extrinsic motivation would be to attain goals that are non-work related such as getting money to pay personal bills. Burton (2012) argued that extrinsic motivation can come from a fear of a consequence of the actions taken or not taken, such that if the manager tells the employee to do something, it will be done because of extrinsic motivation.

Having looked at motivation, we now look at employee performance and what it entails. In every organization, there are many factors that come into play if the organization is to meet its targets. However, employees are the most important resource to the organization because they contribute to innovation, adjustment and other important values that would not be done by other resources such as machinery (Uzona, 2013). Employees mainly perform tasks like manufacturing, marketing, production, transportation, storage, distribution, purchasing promotion of business, finance and accounting, human resource, research and public relations (Dinler, 2008). Employees need to give their best in all these activities as the activities are
inter-related and to achieve the organization’s goals all have to be done properly (Yazıcı, 2008).

Performance of the employee is considered as what an employee does and what he does not do. Employee performance involves quality and quantity of output, presence at work, accommodative and helpful nature and timeliness of output. According to the results of the study conducted by Yang (2008) on individual performance showed that performance of the individuals cannot be verified. Similarly he asserts that organizations can use direct bonuses and rewards based on individual performance if employee performance is noticeable. Re’em (2011) investigated employee performance and revealed that acknowledgment and recognition and reward of performance of employees direct the discrimination between employee productivity. Moral and productivity of employees is highly influenced by the effectiveness of performance of an organization and its reward management system (Yazıcı, 2008).

To satisfy customers, firms pay much effort but do not pay attention to satisfying employees. But the fact is that customer would not be satisfied until and unless employees are satisfied. Because, if employees are satisfied, they will do more work therefore ultimately customers will be satisfied (Ahmad, Wasay & Malik, 2012). Employee performance is actually influenced by motivation because if employees are motivated then they will do work with more effort and by which performance will ultimately improve (Azar & Shafighi, 2013).

United Nations International Children’s Emergency Fund (UNICEF) is a global non-profit organization under the United Nations (UN) banner which works in 190 countries with the main focus of reaching the most vulnerable and excluded children to the benefit of all children everywhere (UNICEF, 2013). UNICEF programs focus on the most disadvantaged children, including those living in fragile contexts, those with disabilities, those affected by rapid urbanization, and those affected by environmental degradation. UNICEF Somalia Support Centre in Nairobi provides support to UNICEF in Somalia which is an unstable country that has faced civil wars for over two decades. UNICEF has been working in Somalia since 1972 where it has made numerous partnerships to help provide services such
1.2 Statement of the Problem

Several studies have been carried out relating to employee motivation, but few have focused on its impact on employees’ performance, rather focusing on the motivational techniques (Dinler, 2008). A study by Uzona (2013) revealed that employees from different regions and cultures would not be motivated using the same motivational techniques meaning that different techniques may need to be applied for different regions and cultures. Asim (2013) found that training is an important motivational technique that leads to a positive impact on employee performance in the educational sector in Pakistan. However, the study only focused on training as a source of motivation leaving a gap to be filled by examining other motivational techniques.

In Kenya, Gichunge & Musungu (2010) found that there is a direct relationship between motivation and employees’ productivity in the Kenyan Construction Industry. Njoroge (2011) also found a positive effect of motivational techniques such as good performance appraisals, training, and enhanced job security on the performance of employees in Kenyan government ministries. Albeiti (2015) found that reward systems such as stock options, profit sharing, and pay were the most popular and had a positive effect on the performance of employees at Victoria Commercial Bank of Kenya. The above studies were all carried out in Kenya, and all point towards a positive impact of motivation on the performance of employees, but none of the studies examines the Non-Governmental Organizations (NGOs) and Charities Sector, which will be examined in this study through the UNICEF Somalia Support Centre, Nairobi.

The above are empirical works carried out by different researchers (Uzona, 2013; Asim, 2013; Gichunge & Musungu, 2010; Njoroge, 2011; Albeiti, 2015) in the areas of employee motivation and performance. However, the question that has not been answered is, “what magnitude of performance variation can rewards both extrinsic and intrinsic induce taking into consideration the argument and counter argument on the consequences of tying
motivation to performance (Dinler, 2008). Therefore, the identified gap needs to be filled, and thus the need for this study to examine the impact of motivation on the performance of employees of UNICEF Somalia Support Centre in Nairobi.

1.3 Purpose of the Study
The purpose of this study was to determine the impact of motivation on employees’ performance using the case of UNICEF Somalia Support Centre, Nairobi.

1.4 Research Questions
The study was guided by the following research questions:
1.4.1 How do monetary factors impact the performance of employees at UNICEF Somalia Support Centre?
1.4.2 How does job design impact the performance of staff at UNICEF Somalia Support Centre?
1.4.3 How does staff training and development impact the performance of employees at UNICEF Somalia Support Centre?

1.5 Significance of the Study
1.5.1 Organizational Leaders
The findings of this study would benefit managers especially in UNICEF Somalia Support Centre in Nairobi as it would enable them understand their employees better and how or why they behave the way they do. It would also shed light to other organizational leaders on how to motivate their employees. The recommendations that have been offered in the study may guide the leaders and especially the human resource department on how to best motivate employees.

1.5.2 Trade Unions
The findings of this study would be beneficial to trade unions as it would help them understand what happens at the workplace between employers and employees in terms of motivation and performance, and therefore enable them to restructure their objectives in line with employee motivation.
1.5.3 Other Non-Governmental Organizations
The results of this study would be of benefit to other NGOs. Since the mode of business operations differ from public and private institutions, the results of this study may enable policy makers of NGOs to best understand their employees’ needs in terms of motivation.

1.5.4 Researchers and Academicians
The findings of this study would benefit researchers and academicians as it would contribute to the body of knowledge on motivation and management of human resource in NGOs. The study has given suggestions on new areas for further research that would be explored.

1.6 Scope of the Study
The study intended to determine the impact of motivation on employees’ performance. The study was conducted using a population of 122 employees of UNICEF Somalia Support Centre in Nairobi. The respondents were from various departments which included: Finance, Human Resources, Administration, Programme Staff. The data was collected between the months of April 2016 and August 2016.

1.7 Definition of Terms
1.7.1 Motivation
According to Re’em (2011) motivation is coined from the Latin word *motus*, a form of the verb *movere*, which means to move, influence, affect, and excite. Motivation can also be defined as the act of providing motive that causes someone to act (Shanks, 2012).

1.7.2 Intrinsic Motivation
Intrinsic motivation originates from within the individual and causes the individual to feel stimulated internally (Re’em, 2011). According to Burton (2012) intrinsic motivation is more about an individual’s self-satisfaction and the reward is normally within the action itself and does not need external factors to influence behavior.
1.7.3 Extrinsic Motivation
People sometimes act because external factors have influenced them or prompted them to act in a certain way, and this is referred to as extrinsic motivation (Ryan & Deci, 2000). As opposed to intrinsic motivation where the reward of the action is within the action itself, for extrinsic motivation the outcome or reward is separable from the activity itself (Re’em, 2011).

1.8 Chapter Summary
This chapter has looked at the background of the study, the statement of the problem, the purpose of the study, the research questions, and the significance of the study, the scope of the study and definition of terms. Chapter two provides a review of the literature based on employee motivation and what determines it, and how it impacts performance. Chapter three examines the research methodology that was adopted in the study, while chapter four included a summary of the results and findings of the study. Finally, chapter five provides summary, discussion, conclusion and recommendations of the study.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

The purpose of this study is to determine the impact of motivation on employees’ performance using the case of UNICEF Somalia Support Centre, Nairobi. This section will elaborate on the impact of monetary motivational factors on the performance of employees, the impact of job enrichment on the performance of staff, and the impact of staff training on the performance of employees.

2.2 Impact of Monetary Factors on Employee Performance

According to Wallace & Zeffane (2011), management depend upon rewards like money as the main factor of motivation because according to Maslow’s hierarchy of needs, money is a unique reward that can satisfy different needs such as physiological need for food. In McClelland’s acquired needs theory, money is an important source of performance feedback for high-need achievers.

Non-monetary rewards on the other hand attract persons with a high need for affiliation through verbal recognition, and high achievers through challenging jobs. Skinner (1953) argued that, the use of rewards in the classic work performance paradigm is based primarily on the reinforcement theory which focuses on the relationship between a target behavior such as high performance and its consequences for example pay (Langton & Robbins, 2007). This study was framed from Herzberg’s two factor theory and Skinner’s Reinforcement.

Rewards are divided by Armstrong (2007) into two groups; these are monetary and non-monetary rewards. The monetary rewards include base pay, merit pay, incentives, commission, bonus and healthy allowances. Non-monetary rewards include recognition, decision making roles, promotion, flexible working hours and company uniforms. He further indicated that employees are rewarded in accordance with their contribution, skill and competence and their market worth.
The importance of money as a motivator has been consistently downplayed by most behavioral scientists like Herzberg who point out the value of challenging jobs, feedback, cohesive work teams and other non-monetary factors as stimulants to motivation. However, money is the crucial incentive to work motivation because it is the vehicle by which employees can purchase the numerous need-satisfying things they desire (Robbins *et al.*., 2013).

Researches reaffirm that for the vast majority of the workforce, regular pay is absolutely necessary in order to meet basic physiological and safety needs, hence, lower level employees are caught in the trap (Wallace & Zeffane, 2011). Furthermore, money also performs the function of a scorecard by which employees assess the value that the organization places on their services, hence an element of being a valuable asset in the organization results in personal motivation resulting in money having a positive impact on motivation (Langton & Robbins, 2007).

Armstrong (2007) also point out that rewards can act as a goal that employees generally strive for, and as an instrument which provides valued outcomes. It is also a symbol which indicates the recipient’s value to the organization and can act as a general reinforcer because it is associated with valued feedback (Langton & Robbins, 2007). Many organizations face problems when trying to understand the relationship that exists between rewards and motivation, however, the authors argued that for rewards to motivate an individual certain conditions must be met, that is, the type of reward must be important to an individual and should be perceived as a direct reward for performance; if it is money, the marginal amount should be perceived by the individual as being significant, therefore, for money to motivate, the marginal difference in pay increases between a high performer and an average performer or a high skilled and a low skilled should be significant (Wallace & Zeffane, 2011).

### 2.2.1 Monetary Rewards

Bates (2006) indicates, for money to motivate, merit pay rises must be at least seven percent of base pay for employees to perceive them as motivating and to catch anybody’s attention. Recent studies by Locke (2008) on the four methods of motivating employees indicated that
money rated the second among lower-level employees. Such evidence demonstrates that money may not be the only motivator, but it is difficult to argue that it does not motivate. This therefore opens up the debate that non-financial rewards such as recognition, decision making and job security have a role to play in the internal motivation of employees that monetary rewards cannot address.

Langton & Robbins (2007) state that, to assume that financial incentives will always motivate people to perform better is therefore as simplistic as to assume that they never motivate people to perform better. The only issue that is certain about this is that multiplicities of interdependent factors are involved in motivating employees ranging from money to non-monetary.

Another stream of analyses points out that people never rate money as their main motivator, most achievements are reached for reasons other than money, and it is a factor that attracts people but does not play a big role in retaining and motivating. Robert & Shen (1998) point out, salary and other hygiene factors yielded dis-satisfaction and only motivators directly influence motivation beyond the psychological neutral level.

In a survey by Ellis & Pennington (2014) direct financial reward played a critical role in attracting talented employees, but they have only a short term impact on the motivational levels of employees. Kohn quoted by Armstrong (2007) challenge what he calls the behaviorists dogma about money and motivation. He claims that, no controlled scientific study has found a long-term enhancement of the quality of work as a result of any reward system. Slater quoted by Armstrong (2007) also argued that the idea that everybody wants money is propaganda circulated by wealth addicts to make they feel better about their addiction.

Robert & Shen (1998) further argued that, a closer look on how employees are motivated indicates that it becomes disturbingly clear that the more you use rewards to motivate, the more employees tend to lose interest in whatever they had to do to get the rewards. The more reinforcing the reward is, the more it erodes intrinsic interest. Ellis & Pennington (2014)
therefore suggested that, various devices can be used to get employees to do something, but that is a far cry from making people want to do something in this regard, non-monetary rewards apply. Theorists therefore point out the value of challenging jobs, feedback, cohesive work teams and other non-monetary factors as stimulants to motivation which should never be left out when addressing the subject of motivation in the workplace.

Pfeffer (1998) as quoted by Armstrong (2007) also contends that employees do work for money but they work even more for meaning in their lives. Where there is no meaning of work, there is greater loss of loyalty and commitment and pay should therefore not substitute for a working environment high on trust, fun, and meaningful work. The above simply mean, money should be used in conjunction with other motivating factors in order to win the attention of employees.

However, according to Wallace & Zeffane (2011), in a much publicized study, Gupta (2004) analyzed thirty-nine studies conducted over four decades and found that cold-hard cash motivates workers whether their jobs are exciting or mundane in labs and real world settings alike. But the research team acknowledges that money is not the only factor that concerns employees noting that beyond a certain point higher salaries will make employees happier, but it will not buy better performance and motivation.

Gupta (2004) still warns that, employers who dole out small merit raises -less than seven percent of base pay– may do more harm than good. According to her, small raises can actually be dysfunctional in terms of motivation because employees become irritated that their hard work yielded so little. Therefore there are mixed feelings among scholars on whether money has a positive or negative impact on motivation and such a question can only be addressed through an empirical study.

A study by Nelson (2012), non-monetary rewards were given number one ranking by the lower level employees especially. These results of his study were in agreement with Herzberg’s two factor theory of motivation which shows that a majority of employees indicate that it was very or extremely important to be recognized by their managers when
they do good work but contradict with the general perceptions for example, in a much publicized study, Gupta (2004) analyzed thirty-nine studies conducted over four decades and found that cold-hard cash motivates workers whether their jobs are exciting or mundane in labs and real world settings alike. These results also contradict with Arnolds & Venter (2007) whose results indicated that financial rewards are the best motivators.

There is an indication that low-level employees especially blue collar workers want more responsibility in their work, they want their jobs to be enriched with more freedom of decision making, space for creativity, skill variety and task significance. This would increase meaningfulness of their jobs and result in higher internal work motivation and, high-quality work performance (Daft & Marcic, 2010). It is however often found that, additional work responsibility is not a notion generally linked to lower-level employees (Nelson, 2012).

The study by Daft & Marcic (2010) also showed that, lower level employees prefer flexible working hours, merit pay and recognition, in particular as the top three motivational rewards. This is an indication to management that monetary rewards one by one combined with non-monetary rewards would deliver better motivational results than monetary compensation alone which might be the case in many firms. In this regard, it is however important to heed Glassock & Grams’ (1995) appeal that monetary rewards should not be confused with nonmonetary rewards such as recognition. According to these two, monetary rewards are impersonal in nature, geared toward supporting short-term objectives of the firm, based on the corporate budget of the firm and are infrequently distributed.

Therefore, organisations should consider balancing the monetary and non-monetary rewards especially among blue collar workers, such as flexible working hours. This can be as a result of the new trends in the working world which encourages individuals to live a healthy life (Daft & Marcic, 2010). There has been a visible increase in the value of flexibility in one’s working hours so as to maintain and improve the well-being of employees.
2.3 Impact of Job Design on Employee Performance

Job design has been one of the most effective tools used for optimizing an employee’s performance. It can be defined as changing the content and processes of a job to increase an employee’s satisfaction, motivation and productivity (Knapp & Mujtaba, 2010). Effective job design is the measure of the degree to which the employee is involved in his tasks and assignments (Bennett, 2013). Currently it is believed that most of the employees are not happy with their job design or not assigned with the tasks that they feel encouraged and motivated to perform. An effective job design brings involvement of an employee in work related activities which clearly forecasts employee output, departmental productivity and organizational success (Bates, 2006).

Job design plays a crucial role in the achievement of organizational as well as personal goals. Job design is defined as specifying the contents or methods of any job in such a way that various requirements of the job holder can be effectively satisfied (Buchanan, 1979). These requirements may include social, technological, personal and organizational desires. Job design is related to the process of transformation of inputs to outputs and it also takes into consideration the human factors as well as organizational factors which are of very much importance in the achievement of desired performance (Humphrey, Nahrgang & Morgeson, 2007). When employees get involved and are familiar with the job design they become more motivated to take active part in the achievement of organizational goals and as a result performance of employees increases which positively impacts the outcomes (Bakker, Albrecht & Leiter, 2011).

Job design of one’s own choice brings Involvement, satisfaction and motivation. Such employees bear more pain for their work, they enjoy their work and stay extra hours willingly. They consider work as virtue for them and a part of their lives (Bates, 2006) they feel that they are getting what they want from their jobs and fulfill their duties as ethical responsibility. These motivated, involved and delighted behaviors tend to enhance the employee performance and ultimately organizational productivity (Knapp & Mujtaba, 2010).
On the contrary if the employees are not satisfied with their job design they feel exhausted and unwilling to work properly only for the sake of organizational goals (Bates, 2006). Frustrated employees do not utilize all their efforts instead they waste their time in non-productive issues—this is what is observed in mostly public sector organizations (Bakker, Albrecht & Leiter, 2011). These types of employees destroy the organizational culture. Dissatisfied and de-motivated employees become a burden for the organization if they remain and if they quit or shift to another company they cause high employee turnover cost for the organization (Knapp & Mujtaba, 2010). Some approaches to construct an effective job design are job rotation, job enrichment and job enlargement, which can be used to engage, encourage and involve employees in their work (Knapp & Mujtaba, 2010).

2.3.1 Job Rotation
Job rotation is a planned replacement of employees among jobs in a period of time for one or more goals of earning skills and job independence; increasing motivation, job performance and productivity (Bennett, 2013). Job rotation is a process by which employees laterally mobilize and serve their tasks in different organizational levels; when an individual experiences different posts and responsibilities in an organization, ability increases to evaluate his capabilities in the organization (Kaymaz, 2010). The job rotation applications are significant not only for production workers but also for employees considered as manager candidates. In United States (US) and Japanese firms, qualified workers who are expected to be promoted as managers are required to have a broad view of the entire firm. The workers have experienced various production segments by rotating through different jobs, effectively learning many aspects of the company from a manager point of view (Eguchi, 2005).

Job rotation is called service training in some documents. Thus, an employee working in a unit can train different job skills in a certain time period. Job rotation is considered a functional method for enrichment and development of jobs (Kaymaz, 2010). Rotation in jobs results in increased individual knowledge and experience and decreased burnout and exhaustion; this leads to intellectual development and innovation (Delpasand, Raiisi, Begdely & Shahabi, 2010). The main objective of job rotation is regularly shifting employees from a job to another in order to increase their motivation and enthusiasm (Bennett, 2013).
Job rotation is a very effective training method since worker serves in different jobs and can earn more job skills. Thus shifting employees to new jobs is along with more flexibility (Kaymaz, 2010). Job rotation improves management and supervision in an organization; it can effectively avoid organizational corruption. Job rotation can help form an interactive control mechanism in the organization; moreover, members of these special networks can rely on and support each other under certain circumstances (Bennett, 2013). Improving employees’ professional levels, this approach enables them to reach scientific skills in different situations and get familiar to their job, all of which helps improve general quality. According to Bei (2009), regular rotation system can help validate decisions and decrease unnecessary operational errors; therefore decisions are made based on rich information with minimum error. Furthermore, performing regular job rotation could create a mutual trust between the staff and help them to improve their job.

2.3.2 Job Enrichment

Job enrichment is seen as a process where management give increasing responsibilities which are often assigned to the superiors to the employees. This essence of this to help employees to build the sense of self management and self-sufficiency (Kokemuller, 2008). Williams (2009) also posited that job enrichment is a fundamental aspect of stimulating the effort of employees by expanding job responsibilities and giving increased autonomy over the task processes and completion. According to Feder (2010), job enrichment is a systematic way of inspiring employees by giving them the opportunity to use a number of different types of skills and capabilities in performing a task. Kotila (2011) added that job enrichment leads to job satisfaction by increasing the level of responsibility and giving the sense of freedom, autonomy and opportunity for employees to decide what and how the job is to be performed and accomplished.

Job enrichment necessitates the practices that apportions greater responsibility for arranging, organizing, and designing work to the employees (Behson, Eddy, & Lorenzet, 2010) who actually produce product. Job enrichment develops jobs vertically and increases the variety of tasks in a job (Robbins & Judge, 2011). While job enlargement increases job scope. What
this means is that job enrichment gives room for the employee to have greater control over their work. Rentsch & Steel (2008) asserted that the variety of tasks in an enriched job makes an employee accomplish a given activity with increased sense of autonomy, individuality and responsibility (Kamal et al., 2008); and feedback should be given to allow employees to assess and evaluate the level of completion which is the end result of the task itself (Armstrong, 2010). Where jobs have been enriched, employee satisfaction tends to increase with a decrease in labor turnover and absenteeism (Saavedra & Kwun, 2010).

2.3.3 Job Enlargement

Job enlargement is defined as assessing workers additional same level activities, thus increasing the number of activities they perform (Dessler 2005). Job enlargement is a job design in which the number of tasks associated with a job is increased to add greater variety to activities, thus reducing monotony (Muhsan, Musarrat & Sarfraz, 2012). Job enlargement deals with wider job range through increasing the required activities of the job rather than limited repetitive tasks that cause high levels of job discontent, boredom, turnover, absenteeism and dissatisfaction (Ivancevich et al., 1998).

Enlarging jobs depends highly on the individuals’ perception. Employees might perceive enlarging their jobs positively as a tool or practice that improves their skills and abilities and as a sense of achievement that satisfies them and makes them feel worthwhile to the organization (Al-Salem, 2010). On the other hand, Muhsan, Musarrat and Sarfraz (2012) state that, other employees view the additional number of activities just as a practice that adds more routine or repetitive duties to their boring job. Kaymaz (2010) notes that enlarging jobs is a strategy the top management use to reduce costs of hiring new employees, so it is just a matter of workload. Dessler (2005) states that, to help modify this point of view, enlarging jobs should be accompanied by providing rewards. This will persuade employees to avoid negative perception and dissatisfaction or feelings of unfairness.

Saavedra & Kwun (2010) states that employees are dissatisfied with specialized jobs. They do not like doing particular repetitive tasks. Job enlargement strategy contradicts the principles of specialization and the division of labour whereby work is divided into small
units, each of which is performed by a specific individual (Kaymaz, 2010). In fact, job enlargement supports the expansion of work and the variety of skills that help make employees satisfied, motivated and, in the long run, committed. For job enlargement to be effective, it is recommended to train employees to practice the new tasks well though they are in the same level (Bennett, 2013).

### 2.4 Impact of Staff Training and Development on Employee Performance

The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations (Cole, 2011). Cole (2011) further states that there are so many benefits associated with training, which include: high morale – employees who receive training have increased confidence and motivations; lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste; lower turnover – training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided; change management – training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations; provide recognition, enhanced responsibility and the possibility of increased pay and promotion; and help to improve the availability and quality of staff.

According to Wognum (2011), training and development needs may occur at three organizational levels namely; one, strategic level where needs are determined by top management while considering organizations goals, mission, strategy and problems, which need to be resolved or fixed; two, tactical level where needs are determined with middle management while considering developments needs to the coordination and cooperation between organization units; and three, operational level where needs are determined with lower executive management and other employees while considering problems related to operations such as performance problems of individual workers and departments in subject.
In order to enable an organization formulate human resource training and development goals that will enable both formal and informal human resource training and development methods and programs create a workforce that enables effectiveness and competitiveness, it is worth giving consideration to, providing proper coordination as well as proper incorporation of the needs within the three levels (Torrington et al., 2005).

2.4.1 Formal Training Courses and Development Programs
There are a number of methods which may be used to develop the skills required within an organization. These course and programs are usually a set of defined and known programs where the contents, durations and all the details about the training are clear to both the organization and the personnel to be trained (Beardwell, Holden & Claydon, 2004). Unlike informal trainings and programs, formal training and programs can be planned earlier and also plan for their evaluation.

Employees may undertake these courses and programs while completely off work for a certain duration of time or alternatively be present for work on a part-time basis. These programs can be held within the organization (in-house) or off the job. Off the job is argued to be more effective since employees are away from workplace and their concentration is fully at training. Depending on the knowledge needed, organization’s structure and policies, the trainers too may be coming within the corporation or outside the organization (Harrison, 2010.).

2.4.1.1 Job Rotation and Transfers
Job rotation and transfers is a way of developing employee skills within organization involves movements of employees from one official responsibility to another for example taking on higher rank position within the organization, and one branch of the organization to another (McCourt & Eldridge, 2013). For transfers for example, it could involve movement of employees from one country to another. These rotations and transfers facilitate employees acquire knowledge of the different operations within the organization together with the differences existing in different countries where the organization operates. The knowledge
acquired by the selected employees for this method is beneficial to the organization as it may increase the competitive advantage of the organization.

2.4.1.2 Coaching and/or Mentoring
This involves having the more experienced employees coach the less experienced employees (McCourt & Eldridge, 2013; Torrington et al., 2005). It is argued that mentoring offers a wide range of advantages for development of the responsibility and relationship building (Torrington et al., 2005). McCourt & Eldridge (2013) states that, the practice is often applied to newly recruited graduates in the organization by being attached to mentor who might be their immediate managers or another senior manager. Torrington et al. (2005) notes that, this however does not imply that older employees are excluded from this training and development method but it is mainly emphasized for the newly employed persons within the organization.

2.4.1.3 Orientation
This is yet another training and development method. This involves getting new employees familiarized and trained on the new job within an organization. During this process, they are exposed to different undertakings for example the nature of their new work, how to take on their identified tasks and responsibilities and what is generally expected of the employees by the organization (Wognum, 2011). They are further given a general overview of the organizational working environment including for example working systems, technology, and office layout, briefed about the existing organizational culture, health and safety issues, working conditions, processes and procedures (Cole, 2011).

2.4.1.4 Conferences
As a training and development method, conferences involves presentations by more than one person to a wide audience. It is more cost effective as a group of employees are trained on a particular topic all at the same time in large audiences. This method is however disadvantageous because it is not easy to ensure that all individual trainees understand the topic at hand as a whole; not all trainees follow at the same pace during the training sessions;
focus may go to particular trainees who may seem to understand faster than others and thus leading to under training other individuals (Wognum, 2011).

2.4.1.5 Role Playing
Involves training and development techniques that attempt to capture and bring forth decision making situations to the employee being trained (McNamara, 2008). In other words, the method allows employees to act out work scenarios. It involves the presentation of problems and solutions for example in an organization setting for discussion. Trainees are provided with some information related to the description of the roles, concerns, objectives, responsibilities, emotions, and many more. Following is provision of a general description of the situation and the problem they face. The trainees are there after required to act out their roles. According to McCourt & Eldridge (2013), this method is more effective when carried out under stress-free or alternatively minimal-stress environments so as to facilitate easier learning. It is a very effective training method for a wide range of employees for example those in sales or customer service area, management and support employees.

2.4.2 Effect of Training on Performance
In the real world, hierarchical development and advancement is influenced by various variables. In light with the present exploration amid the improvement of organization, employee training assumes an indispensable part in enhancing execution and additionally expanding profitability. This thus prompts setting associations in the better positions to face rivalry and stay at the top (Wright and Geroy, 2011). This therefore suggests a presence of a noteworthy distinction between the organization that prepare their workers and those that do not.

Existing writing presents confirmation of a presence of evident impacts of preparing and improvement on employees execution. Some studies have proceeded by looking at performance in terms of employee performance in particular (Purcell, Kinnie & Hutchinson 2013; Harrison 2010) while others have extended to a general outlook of organizational performance (Guest 1997; Swart et al., 2005). In whatever way, the two are connected as in
worker execution is a component of organizational performance since employee performance impacts general organizational performance (Wright and Geroy, 2011).

In connection to the above, Wright & Geroy (2011) note that worker capabilities change through viable preparing programs. It accordingly not just enhances the general performance of the employees to successfully play out their present occupations additionally it improves the knowledge, skills and attitude of the employees for the future job, consequently adding to prevalent organizational performance. Training has been demonstrated to produce performance improvement related advantages for the worker and additionally for the organization by positively affecting employee performance through the advancement of employee knowledge, skills, ability, capabilities and behavior (Appiah 2010; Harrison 2010; Guest 1997).

Moreover, other studies for example one by Swart et al. (2005) elaborate on training as a method for managing ability shortfalls and performance gaps as a method for enhancing employee performance. According to the author, connecting the performance gap alludes to actualizing an applicable preparing mediation for creating specific attitudes and abilities of the workers and improving employee performance. He encourage elaborate the idea by expressing that preparation encourage association to perceive that its specialists are not performing great and an in this manner their knowledge, attitudes and states of mind should be formed by firm needs. It is generally with the goal that employees have a specific measure of information identified with various employments.

2.5 Chapter Summary
This chapter has looked at various factors of employee motivation. The section has highlighted the impact of monetary motivators on employee performance. The section also discusses the impact of the various job design like job rotation, enrichment and enlargement on employee performance. The chapter also highlights the impact of training and career development on employee performance. The next chapter discusses the research methodology of the study.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction
This chapter presents the research methodology to be used to conduct this study, and the chapter is organized as follows: research design, population and sampling techniques, data collection methods, research procedures, and data analysis methods.

3.2 Research Design
Saunders et al. (2003) describes research design as a procedure that provides answers to issues such as techniques to use to gather data, the kind of sampling strategies and tools to be used and how time and cost constrain will be dealt with. The study adopted a descriptive research design. According to Thornhill (2011) the key purpose of descriptive research is that it describes affairs as they exist and involves collection of data to test hypothesis regarding the current status of the study subject. The researcher deemed the descriptive research design as appropriate for the study because the study was concerned with finding answers to a key question of the motivational techniques implemented, the impact of these motivational techniques on the employees’ performance and the challenges faced in implementing them.

3.3 Population and Sampling Design
3.3.1 Population
Babie & Halley (2010) define target population as the entire aggregation of respondents that meet the designated set of criteria within a study. According to Onwuegbuzie & Leech (2005) a population element is the study subject and may consist of a person, an organization, customer database, or the amount of quantitative data on which the study measurement is being taken. The population of this study comprised of all the employees of UNICEF Somalia Support Centre in Nairobi (122 in total), because they were the basis of the study and provided the relevant answers to the study questions. The study population comprised of all the staff members who came from various departments within the organization.
Table 3.1 Population Distribution

<table>
<thead>
<tr>
<th>Section</th>
<th>Population Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Employee Numbers</td>
</tr>
<tr>
<td>Programme</td>
<td>93</td>
</tr>
<tr>
<td>Administration and Finance</td>
<td>12</td>
</tr>
<tr>
<td>Human Resource</td>
<td>6</td>
</tr>
<tr>
<td>Supply</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>122</td>
</tr>
</tbody>
</table>

Source: UNICEF (2016)

3.3.2 Sampling Design

3.3.2.1 Sampling Frame
A sampling frame alludes to the arrangement of source materials from which the population is chosen (Turner, 2012), and that the reason for the frame is to give a way of picking the specific sample size from the target population that are to be interviewed in the study. Sampling frame can therefore be defined as the actual set of units from which a sample has been drawn (Verschuren, 2009). The sampling frame for this study consisted of a list all employees that worked at UNICEF Somalia Support Centre in Nairobi and it was obtained from the Human Resources department.

3.3.2.2 Sampling Technique
Statistical sampling techniques are the strategies applied by researchers during the statistical sampling process (Noy, 2008). The study employed a census sampling technique. According to Lohr (2010) a census is an investigation of each unit, everybody or everything, in a population. It is known as a complete identification, which implies a complete count.

The census technique was used in the study to select the respondents from the list of employees provided by the human resource department in order to capture the entire population. This procedure was chosen by the specialist since it gave a genuine measure of the population with no sampling error, it likewise set a benchmark information that was
gotten for future studies, and it offered a point by point data about the little sub-bunches inside the population.

### 3.3.2.3 Sampling Size

A sample is defined as a small proportion of an entire population; a selection from the population (Lohr, 2010). Sample size determination is the act of choosing the number of observations or replicates to include in a statistical sample (Singh, 2008). The sample size is an important feature of any empirical study in which the goal is to make inferences about a population from a sample (Noy, 2008). Singh (2008) states that a sample is a subset of a population, but that subset is only useful if it accurately represents the larger population. To ensure that this was achieved, the researcher focused on the target population only. Given that, the nature of the sampling technique selected for the study was a census, the sample size of the study was all the 122 employees that worked at the Support Centre in UNICEF Somalia based in Nairobi.

#### Table 3.2 Sample Size Distribution

<table>
<thead>
<tr>
<th>Section</th>
<th>Sample Size Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme</td>
<td>93</td>
</tr>
<tr>
<td>Administrarion and Finance</td>
<td>12</td>
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<tr>
<td>Human Resource</td>
<td>6</td>
</tr>
<tr>
<td>Supply</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>122</strong></td>
</tr>
</tbody>
</table>

Source: UNICEF (2016)

### 3.4 Data Collection Methods

Data collection methods refer to the process of collecting data after the researcher has identified the types of information needed which is based on the research questions guiding the study (Fielding, 2010). The researcher used primary data for the study and a structured questionnaire was the tool that was used to collect primary data. Singh (2008) notes that structured questionnaires are easier to administer, analyze and economical in terms of time and money. The questionnaires was issued to the respondents through informal self-
introduction. Each entity within the questionnaire was developed to tackle a specific research question to fit best in the research problem. Structured questionnaires were more convenient since employees were busy people and it was expected that they would have less time to take part in oral interviews.

The questionnaire had four sections: The first part analyzed demographic data, which focused on obtaining information on personality characteristics that influenced employee motivation and how it impacted on the employee performance. The second part looked at the employee techniques implemented at UNICEF Somalia Support Centre in Nairobi. This section consisted of questions based on the identified motivational techniques studied in the literature review with an aim of determining if they applied to UNICEF Somalia Support Centre in Nairobi. The third part of the questionnaire looked at how the motivational techniques impacted on the employees’ performance at UNICEF Somalia Support Centre in Nairobi. The fourth part of the questionnaire looked at the challenges that were faced in implementing the motivational techniques.

3.5 Research Procedures
A carefully fit organized questionnaire was created by the researcher, particularly for this study. The data collection method used was a structured questionnaire and more specifically, a self-administered structured questionnaire. The information collection instrument (organized questionnaire) was pilot tried with 10 respondents representing the different functions or divisions in UNICEF Somalia. The pilot test was not carried out on staff from the Support Centre since the study employed a census sampling design.

The issues experienced amid the pilot testing of the information collection instrument were addressed by making important conformity to the questionnaire before managing it all in all study test. After update of the information gathering instrument and refinement, the entire study test was subjected to the information collection instrument. Various strategies were utilized to enhance the response rate, for example, drop and pick technique and follow up updates through phone and email.

3.6 Data Analysis Methods
Data analysis is the systematic organisation and synthesis of the research data and the testing of research hypotheses, using those data (Creswell & Plano, 2010). Data analysis also entails categorizing, ordering, manipulating and summarizing the data and describing them in meaningful terms (Pearson, 2010). As per Cooper and Schindler (2011), the reason for information analysis is to lessen aggregated information to a sensible size, creating synopses, searching for examples, and applying statistical techniques.

Descriptive analysis was used to determine the proportions and frequency of the variables. Correlation tests were used to draw inferences about the population from the sample and Statistical Package for Social Scientists (SPSS) was used to facilitate the data analysis. The results were presented in the form of tables and figures.

3.7 Chapter Summary
This chapter introduces the different techniques and methods the scientist embraced in leading the study with a specific end goal to answer the exploration questions brought up in the first chapter. The chapter is organized in the following way: the research design, population and sample, data collection methods, sampling design and sample size, research procedures and data analysis. The following chapter concentrates on the study results and findings.
CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction
This chapter presents the results of the study finding. The chapter is divided in various sections. Section 4.1 presents the introduction; section 4.2 deals with general information; section 4.3 presents the results for the impact of monetary factors on employee performance; section 4.4 presents findings for the impact of job design on employee performance; section 4.5 presents the results for the impact of staff training and development on employee performance; and section 4.6 gives the chapter summary.

4.2 General Information

4.2.1 Response Rate
The researcher distributed 122 questionnaires to the population and 110 were received. After the process of data cleaning which involved the scrutiny of the questionnaires to determine that they were completely filled and none had more than one response on a particular question, only 92 remained. This gave the study a response rate of 75.4%.

4.2.2 Gender
The respondents were asked to indicate their gender and the results were as shown. Figure 4.1 shows that 72.8% of the respondents were female and 27.2% were male. Majority of the respondents were female, thus indicating that UNICEF Somalia Support Centre had more female employees compared to the male employees.

![Figure 4.1 Gender of Respondents](image)

28
4.2.3 Department
The respondents were asked to indicate the department they worked in and the results were as shown. Figure 4.2 shows that 73.9% of the respondents worked in programmed department, 10.9% were in administration and finance, 8.7% were in supply and 6.5% were in human resource. These results are in tandem with the population distribution that indicated the programme department bearing majority of the respondents.

![Department Chart](image1)

Figure 4.2 Department Worked

4.2.4 Years Worked in the Department
The respondents were asked to indicate the number of years they had worked within their departments and the results were as shown. Figure 4.3 shows that 75% of the respondents had worked for 1-5 years, 13% had worked for 11-15 years, 8.7% had worked for 16-20 years, and 3.3% had worked for 6-10 years within their various departments. This showed that majority of the respondents had settled to new departments within the organization.

![Years Worked Chart](image2)

Figure 4.3 Years Worked within the Department
4.2.5 Years Worked at UNICEF
The respondents were asked to indicate the number of years they had worked in the organization (UNICEF Somalia) and the results were as shown. Figure 4.4 shows that 51.1% of the respondents had worked for UNICEF Somalia for 1-5 years, 25% had worked for less than a year, 7.6% had equally worked for 6-10 years and above 21 years, 6.5% had worked for 16-20 years, and 2.2% had worked for UNICEF Somalia for 11-15 years. This showed that majority of the respondents had worked for UNICEF Somalia between 1 month and 5 years, which explains the number of years worked within the various departments.

![Years Worked at UNICEF Somalia](image)

**Figure 4.4 Years Worked at UNICEF Somalia**

4.3 Impact of Monetary Factors on Employee Performance
The respondents were asked to rate various monetary factors using the scale ‘SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree’. The results of the study were as follows:

4.3.1 Use of Monetary Rewards
The respondents were asked to indicate whether the organization used monetary rewards to motivate its employees and the results were as shown. Table 4.1 shows that 48.9% strongly disagreed, 19.6% disagreed and only 31.5% strongly agreed. These results indicate that, the company did not use monetary rewards like base pay, merit pay, incentives, commission, bonus and healthy allowances to motivate its employees.
Table 4.1 Use of Monetary Rewards

<table>
<thead>
<tr>
<th>Use of Monetary Rewards</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>45</td>
<td>48.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>18</td>
<td>19.6</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Agree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>29</td>
<td>31.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>92</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Survey Data (2016)

4.3.2 Use of Non-Monetary Rewards

The respondents were asked to indicate whether the organization used non-monetary rewards to motivate its employees and the results were as shown. Figure 4.5 shows that 34.7% disagreed, 8.7% strongly disagreed, 28.3% equally agreed and strongly agreed. These results show that the company used non-monetary rewards like recognition, decision making roles, promotion, flexible working hours and company uniforms to motivate employees.

![Use of Non-Monetary Rewards](image)

Figure 4.5 Use of Non-Monetary Rewards

4.3.3 Money as an Incentive

The respondents were asked to indicate whether they believed that money was a crucial incentive to work motivation and the results were as shown. Table 4.2 shows that 8.7%
strongly disagreed, 31.5% were neutral, 17.4% agreed and 42.4% strongly agreed. These results show that the respondents believed that money was a crucial incentive to work motivation.

**Table 4.2 Money as an Incentive**

<table>
<thead>
<tr>
<th>Monetary as an Incentive</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>8</td>
<td>8.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Neutral</td>
<td>29</td>
<td>31.5</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>17.4</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>39</td>
<td>42.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>92</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Survey Data (2016)*

**4.3.4 Value of Money**

The respondents were asked to indicate whether the respondents used the value of money to perform the function of a scorecard and the results were as shown. Table 4.3 shows that 8.7% strongly disagreed, 17.4% disagreed, 35.9% were neutral, 14.1% agreed and 23.9% strongly agreed. These results show that employees used the value of money to perform the function of a scorecard by which they assessed the value that the organization had placed on their services.

**Table 4.3 Value of Money**

<table>
<thead>
<tr>
<th>Value of Money</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>8</td>
<td>8.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>16</td>
<td>17.4</td>
</tr>
<tr>
<td>Neutral</td>
<td>33</td>
<td>35.9</td>
</tr>
<tr>
<td>Agree</td>
<td>13</td>
<td>14.1</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>22</td>
<td>23.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>92</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Survey Data (2016)*
4.3.5 Perception of Rewards

The respondents were asked to indicate whether rewards had been viewed as goals that employees generally strived for and the results were as shown. Table 4.4 shows that 16.3% strongly disagreed, 33.7% disagreed, 13% were neutral, 23.9% agreed and 13% strongly agreed. This indicates that the organization’s rewards have not been viewed as goals that employees generally strive for.

Table 4.4 Perception of Rewards

<table>
<thead>
<tr>
<th>Perception of Rewards</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>15</td>
<td>16.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>31</td>
<td>33.7</td>
</tr>
<tr>
<td>Neutral</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Agree</td>
<td>22</td>
<td>23.9</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>92</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Survey Data (2016)

4.3.6 Employee Salary

The respondents were asked to indicate whether salaries and other hygiene factors had led to a dis-satisfaction of their employment and the results were as shown. Figure 4.6 shows that 58.7% strongly disagreed, 13% disagreed and 28% were neutral. This indicates that the employees’ salary and other hygiene factors have not led to a dis-satisfaction of their employment.

![Employee Salary](image)

Figure 4.6 Employee Salary
4.3.7 Quality of Work

The respondents were asked to indicate whether the organization has observed a long-term enhancement on the quality of work and the results were as shown. Figure 4.7 shows that 4.3% strongly disagreed, 27.3% disagreed, 55% were neutral and 13% agreed. This indicates that the organization has not observed a long-term enhancement on the quality of work as a result of the reward system in place.

![Quality of Work](image)

**Figure 4.7 Quality of Work**

4.3.8 Challenging Jobs

The respondents were asked to indicate whether they found challenging jobs, feedback, cohesive work teams and other non-monetary factors more motivating than monetary factors and the results were as shown. Table 4.5 shows that 13% disagreed, 19.6% were neutral, 35.9% agreed and 31.5% strongly agreed. This indicates that the respondents find challenging jobs, feedback, cohesive work teams and other non-monetary factors more motivating than monetary factors.

**Table 4.5 Challenging Jobs**

<table>
<thead>
<tr>
<th>Challenging Jobs</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Neutral</td>
<td>18</td>
<td>19.6</td>
</tr>
<tr>
<td>Agree</td>
<td>33</td>
<td>35.9</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>29</td>
<td>31.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>92</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Survey Data (2016)*
4.3.9 Working for the Meaning of Employment

The respondents were asked to indicate whether employees work more for the meaning it has in their life than the monetary bit of it and the results were as shown. Table 4.6 shows that 13% disagreed, 39.1% were neutral, 7.6% agreed and 40.2% strongly agreed. This indicates that the employees work more for the meaning it has in their life than the monetary bit of it.

Table 4.6 Work for Job Meaning

<table>
<thead>
<tr>
<th>Work for Job Meaning</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Neutral</td>
<td>36</td>
<td>39.1</td>
</tr>
<tr>
<td>Agree</td>
<td>7</td>
<td>7.6</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>37</td>
<td>40.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>92</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Survey Data (2016)

4.3.10 Small Raises

The respondents were asked to indicate whether employees find small raises being dysfunctional in terms of motivation and the results were as shown. Table 4.7 shows that 27.2% strongly disagreed, 31.5% disagreed, 37% were neutral and 4.3% agreed. This indicates that employees did not find small raises being dysfunctional in terms of motivation because they did not become irritated with the little appreciation of their hard work.

Table 4.7 Impact of Small Raises

<table>
<thead>
<tr>
<th>Small Raises</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>25</td>
<td>27.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>29</td>
<td>31.5</td>
</tr>
<tr>
<td>Neutral</td>
<td>34</td>
<td>37</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>4.3</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>92</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Survey Data (2016)
4.3.11 Relationship between Monetary Incentives and Employee Performance

The Pearson correlation test was conducted on the monetary incentives to determine the significance of the factors (the independent variables) and their impact on employee performance (the dependent variable). The study required P value ranged between 0.00 and 0.05 for significant factors.

Table 4.8 Relationship between Monetary Incentives and Employee Performance

<table>
<thead>
<tr>
<th>Monetary Factors</th>
<th>Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of monetary rewards like base pay, merit pay, incentives, commission, bonus and healthy allowances for motivation</td>
<td>.355” .001</td>
</tr>
<tr>
<td>Use of non-monetary rewards like recognition, decision making roles, promotion, flexible working hours and company uniforms for motivation</td>
<td>.549” .000</td>
</tr>
<tr>
<td>Money being a crucial incentive to work motivation</td>
<td>.615” .000</td>
</tr>
<tr>
<td>Value of money as a measure / scorecard used to assess the value that the organization has placed on employee services</td>
<td>.671” .000</td>
</tr>
<tr>
<td>Rewards being viewed as goals that employees generally strive for, and as an instrument which provides valued outcomes</td>
<td>.281” .007</td>
</tr>
<tr>
<td>Salary and other hygiene factors leading to a dis-satisfaction of employment</td>
<td>-.455” .000</td>
</tr>
<tr>
<td>Organization observing long-term enhancement on the quality of work as a result of the reward system in place</td>
<td>-.556” .000</td>
</tr>
<tr>
<td>Challenging jobs, feedback, cohesive work teams and other non-monetary factors motivating employee more than monetary factors</td>
<td>.679” .000</td>
</tr>
<tr>
<td>Working more for the meaning it has in an employee’s life than the monetary bit of it</td>
<td>.745” .000</td>
</tr>
<tr>
<td>Small raises being dysfunctional in terms of motivation because employees become irritated with the little appreciation of their hard work</td>
<td>.301” .004</td>
</tr>
</tbody>
</table>

Table 4.8 shows that use of monetary rewards like base pay, merit pay, incentives, commission, bonus and healthy allowances for motivation was significant (P=0.001). Use of non-monetary rewards like recognition, decision making roles, promotion, flexible working hours and company uniforms for motivation was significant (P=0.000). Money being a crucial incentive to work motivation was significant (P=0.000). Value of money as a measure / scorecard used to assess the value that the organization has placed on employee services was significant (P=0.000). Rewards being viewed as goals that employees generally strive for,
and as an instrument which provides valued outcomes was significant (P=0.007). Salary and other hygiene factors leading to a dissatisfaction of employment was significant (P=0.000). Organization observing long-term enhancement on the quality of work as a result of the reward system in place was significant (P=0.000). Challenging jobs, feedback, cohesive work teams and other non-monetary factors motivating employee more than monetary factors was significant (P=0.000). Working more for the meaning it has in an employee’s life than the monetary bit of it was significant (P=0.000). Small raises being dysfunctional in terms of motivation because employees become irritated with the little appreciation of their hard work was significant (P=0.004).

4.4 Impact of Job Design on Employee Performance
The respondents were asked to rate various job design factors using the scale ‘SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree’.

4.4.1 Job Design
The respondents were asked to indicate whether they were happy with my job design and the results were as shown. Figure 4.8 shows that 10.9% strongly disagreed, 39.1% disagreed, 39% were neutral and 10.9% agreed. This indicates that employees were not happy with their job design in terms the tasks that they perform.

![Job Design](image)

Figure 4.8 Job Design
4.4.2 Employee Involvement
The respondents were asked to indicate whether the organization involves them in the job design and the results were as shown. Figure 4.9 shows that 23.9% strongly disagreed, 43.5% disagreed, 24% were neutral and 8.7% agreed. This shows that the organization did not involve employees in the job design, thus demotivating them.

Figure 4.9 Employee Involvement

4.4.3 Job Rotation
The respondents were asked to indicate whether the company employs job rotation to help them earn new skills and the results were as shown. Figure 4.10 shows that 14.1% strongly disagreed, 32.6% disagreed, 37% were neutral and 16.3% agreed. This shows that the company does not employ job rotation to help employees earn new skills and job independence.

Figure 4.10 Job Rotation
4.4.4 Individual Knowledge

The respondents were asked to indicate whether job rotation has been used in the organization to increase individual knowledge and the results were as shown. Table 4.9 shows that 14.1% strongly disagreed, 41.3% disagreed, 23.9% were neutral and 20.7% agreed. This shows that job rotation has not been used in the organization to increase individual knowledge and experience as well as decrease employee burnout and exhaustion.

<table>
<thead>
<tr>
<th>Individual Knowledge</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>13</td>
<td>14.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>38</td>
<td>41.3</td>
</tr>
<tr>
<td>Neutral</td>
<td>22</td>
<td>23.9</td>
</tr>
<tr>
<td>Agree</td>
<td>19</td>
<td>20.7</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>92</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Survey Data (2016)

4.4.5 Employee Motivation

The respondents were asked to indicate whether job rotation has been used in the organization to increase staff motivation and enthusiasm and the results were as shown. Figure 4.11 shows that 14.1% strongly disagreed, 32.6% disagreed, 37% were neutral and 16.3% agreed. This indicates that job rotation was not used in the organization to increase staff motivation and enthusiasm.

![Staff Motivation Graph](image)

Figure 4.11 Employee Motivation
4.4.6 Management and Supervision Improvement

The respondents were asked to indicate whether job rotation has been used in the organization to improve management and supervision in the organization and the results were as shown. Figure 4.12 shows that 3.3% strongly disagreed, 28.2% disagreed, 45% were neutral, 19.6% agreed and 4.3% strongly agreed. This shows that job rotation in the organization has not improved management and supervision in the organization.

![Management and Supervision](image)

**Figure 4.12 Management and Supervision**

4.4.7 Interactive Control Mechanism

The respondents were asked to indicate whether job rotation has helped the organization to form an interactive control mechanism and the results were as shown. Table 4.10 shows that 3.3% strongly disagreed, 28.3% disagreed, 37% were neutral, 27.2% agreed and 4.3% strongly agreed. This shows that job rotation has not helped the organization to form an interactive control mechanism.

![Interactive Control Mechanism](image)

**Table 4.10 Interactive Control Mechanism**

<table>
<thead>
<tr>
<th>Interactive Control Mechanism</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>3</td>
<td>3.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>26</td>
<td>28.3</td>
</tr>
<tr>
<td>Neutral</td>
<td>34</td>
<td>37</td>
</tr>
<tr>
<td>Agree</td>
<td>25</td>
<td>27.2</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>4</td>
<td>4.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>92</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Survey Data (2016)*
4.4.8 Decisions Validation
The respondents were asked to indicate whether job rotation has facilitated the validation of decisions and decreased unnecessary operational errors and the results were as shown. Figure 4.13 shows that 26.1% equally strongly disagreed and disagreed, 24% were neutral and 23.9% agreed. This indicates that the rotation system in the organization has not facilitated the validation of decisions and decreased unnecessary operational errors.

![Decision Validation](chart)

**Figure 4.13 Decision Validation**

4.4.9 Employees’ Responsibilities
The respondents were asked to indicate whether management increases their responsibilities with the aim of building their sense of self-management and and the results were as shown. Figure 4.14 shows that 15.2% strongly disagreed, 23.9% disagreed, 16% were neutral, 37% agreed and 7.6% strongly agreed. This indicates that management increases employees’ responsibilities with the aim of building their sense of self-management and self-sufficiency.

![Employee Responsibilities](chart)

**Figure 4.14 Employees’ Responsibilities**
4.4.10 Job Perception

The respondents were asked to indicate whether they find their job satisfying due to the increased level of responsibility and the sense of freedom and the results were as shown. Table 4.11 shows that 41.3% disagreed, 23.9% equally were neutral and agreed and 10.9% strongly agreed. This indicates that employees find their job satisfying due to the increased level of responsibility and the sense of freedom, autonomy and opportunity to decide what and how they perform their job.

Table 4.11 Job Perception

<table>
<thead>
<tr>
<th>Job Perception</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>38</td>
<td>41.3</td>
</tr>
<tr>
<td>Neutral</td>
<td>22</td>
<td>23.9</td>
</tr>
<tr>
<td>Agree</td>
<td>22</td>
<td>23.9</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>10</td>
<td>10.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>92</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Survey Data (2016)

4.4.11 Relationship between Job Design and Employee Performance

The Pearson correlation test was conducted on the job design factors to determine the significance of the factors (the independent variables) and their impact on employee performance (the dependent variable). The study required P value ranged between 0.00 and 0.05 for significant factors.

Table 4.12 shows that, happiness with the job design in terms of the tasks employees perform was significant to performance (P=0.005). Involvement in the job design, thus motivating employees to perform better was significant (P=0.001). Use of job rotation to help employees earn new skills and job independence was significant (P=0.000). Use of job rotation to increase individual knowledge and experience as well as decrease employee burnout and exhaustion was significant (P=0.000). Use of job rotation to increase employee motivation and enthusiasm was significant (P=0.000). Job rotation in the organization improving
management and supervision in the organization was significant (P=0.032). Job rotation helping the organization to form interactive control mechanisms was insignificant to employee performance (P=0.546). Rotation system in the organization facilitating the validation of decisions and decreasing unnecessary operational errors was significant (P=0.000). Management increasing employee responsibilities with the aim of building their sense of self management and self-sufficiency was significant (P=0.000). Job satisfaction due to increased levels of responsibility and the sense of freedom, autonomy and opportunity to decide what and how to perform was significant (P=0.054).

Table 4.12 Relationship between Job Design and Employee Performance

<table>
<thead>
<tr>
<th>Job Design</th>
<th>Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happiness with my job design in terms of the tasks they perform</td>
<td>.291”</td>
</tr>
<tr>
<td></td>
<td>.005</td>
</tr>
<tr>
<td>Involvement in the job design, thus motivating us to perform better</td>
<td>.353”</td>
</tr>
<tr>
<td></td>
<td>.001</td>
</tr>
<tr>
<td>Use of job rotation to help employees earn new skills and job independence</td>
<td>-.490”</td>
</tr>
<tr>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>Use of job rotation to increase individual knowledge and experience as well as decrease employee burnout and exhaustion</td>
<td>-.439”</td>
</tr>
<tr>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>Use of job rotation to increase employee motivation and enthusiasm</td>
<td>-.490”</td>
</tr>
<tr>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>Job rotation in the organization improving management and supervision in the organization</td>
<td>.223’</td>
</tr>
<tr>
<td></td>
<td>.032</td>
</tr>
<tr>
<td>Job rotation helping the organization to form interactive control mechanisms</td>
<td>.064</td>
</tr>
<tr>
<td></td>
<td>.546</td>
</tr>
<tr>
<td>Rotation system in the organization facilitating the validation of decisions and decreasing unnecessary operational errors</td>
<td>.435”</td>
</tr>
<tr>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>Management increasing employee responsibilities with the aim of building their sense of self management and self-sufficiency</td>
<td>-.415”</td>
</tr>
<tr>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>Job satisfaction due to increased levels of responsibility and the sense of freedom, autonomy and opportunity to decide what and how to perform</td>
<td>-.202</td>
</tr>
<tr>
<td></td>
<td>.054</td>
</tr>
</tbody>
</table>

4.5 Impact of Staff Training and Development on Employee Performance

The respondents were asked to rate various staff training and development factors using the scale ‘SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree’.
4.5.1 Employee Training
The respondents were asked to indicate whether they were trained to acquire and improve their knowledge and skills and the results were as shown. Table 4.13 shows that 23.9% disagreed, 28.3% were neutral, 32.6% agreed and 15.2% strongly agreed. This indicate that the employees are trained to acquire and improve their knowledge, skills and attitudes towards their work.

Table 4.13 Employee Training

<table>
<thead>
<tr>
<th>Employee Training</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>22</td>
<td>23.9</td>
</tr>
<tr>
<td>Neutral</td>
<td>26</td>
<td>28.3</td>
</tr>
<tr>
<td>Agree</td>
<td>30</td>
<td>32.6</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>14</td>
<td>15.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>92</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Survey Data (2016)

4.5.2 Employee Training and Morale
The respondents were asked to indicate whether training gives them high morale and the results were as shown. Table 4.14 shows that 15.2% were neutral, 25% agreed and 59.8% strongly agreed. This results show that training gives employees high morale since they become more confident and feel motivated.

Table 4.14 Employee Training and Morale

<table>
<thead>
<tr>
<th>Employee Training and Morale</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Neutral</td>
<td>14</td>
<td>15.2</td>
</tr>
<tr>
<td>Agree</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>55</td>
<td>59.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>92</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Survey Data (2016)

4.5.3 Job Security
The respondents were asked to indicate whether their training facilitated their sense of security at their workplace and the results were as shown. Table 4.15 shows that 28.3% were
neutral, 27.2% agreed and 44.6% strongly agreed. This indicates that, since employees were trained, they have built a sense of security at their workplace.

Table 4.15 Job Security

<table>
<thead>
<tr>
<th>Job Security</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Neutral</td>
<td>26</td>
<td>28.3</td>
</tr>
<tr>
<td>Agree</td>
<td>25</td>
<td>27.2</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>41</td>
<td>44.6</td>
</tr>
<tr>
<td>Total</td>
<td>92</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Survey Data (2016)

4.5.4 Employee Change Management

The respondents were asked to indicate whether their training has helped them manage changes that have occurred by increasing their understanding and involvement to new situations and the results were as shown. Figure 4.15 shows that 15.2% were neutral, 37% agreed and 47.8% strongly agreed. This shows that employee training has helped them manage changes that have occurred by increasing their understanding and involvement and also adjust to new situations.

![Employee Change Management Figure]

Figure 4.15 Employee Change Management
4.5.5 Employee Courses

The respondents were asked to indicate whether they undertake courses and programs when they are off work to increase their skill level and the results were as shown. Figure 4.16 shows that 23.9% were neutral, 52% agreed and 23.9% strongly agreed. These results show that employees undertake courses and programs when they are off work to increase their skill level.

![Employee Courses Chart]

**Figure 4.16 Employee Courses**

4.5.6 Internal Transfers

The respondents were asked to indicate whether employees have developed their skills within the organization through internal transfers and the results were as shown. Table 4.16 shows that 39.1% disagreed, 23.9% were neutral, 29.3% agreed and 7.6% strongly agreed. This indicates that, employees have not developed their skills within organization through internal transfers.

**Table 4.16 Internal Transfers**

<table>
<thead>
<tr>
<th>Internal Transfers</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>36</td>
<td>39.1</td>
</tr>
<tr>
<td>Neutral</td>
<td>22</td>
<td>23.9</td>
</tr>
<tr>
<td>Agree</td>
<td>27</td>
<td>29.3</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>7</td>
<td>7.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>92</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Survey Data (2016)*
4.5.7 Provision of a Mentor

The respondents were asked to indicate whether as new recruits in the organization, they were given a mentor to guide and train me and the results were as shown. Table 4.17 shows that 16.3% strongly disagreed, 26.1% disagreed, 50% agreed and 7.6% strongly agreed. This indicates that while the employees were new recruits in the organization, they were given a mentor to guide and train them.

Table 4.17 Provision of a Mentor

<table>
<thead>
<tr>
<th>Provision of a Mentor</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>15</td>
<td>16.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>24</td>
<td>26.1</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Agree</td>
<td>46</td>
<td>50</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>7</td>
<td>7.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>92</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Survey Data (2016)

4.5.8 Employee Orientation

The respondents were asked to indicate whether their orientation in the organization helped them to familiarize themselves as well as get training while on the job and the results were as shown. Figure 4.17 shows that 16.3% strongly disagreed, 39.1% disagreed, 37% agreed and 7.6% strongly agreed. This indicates that employee orientation in the organization did not help employees in familiarizing themselves as well as get training while on the job.

Figure 4.17 Employee Orientation
4.5.9 Competitive Advantage

The respondents were asked to indicate whether training has placed the organizations in the better position to face competition and the results were as shown. Table 4.18 shows that 13% strongly disagreed, 23.9% disagreed, 15.2% were neutral, 37% agreed and 10.9% strongly agreed. This indicates that employee training has placed the organizations in the better position to face competition and stay at the top.

Table 4.18 Competitive Advantage

<table>
<thead>
<tr>
<th>Competitive Advantage</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Disagree</td>
<td>22</td>
<td>23.9</td>
</tr>
<tr>
<td>Neutral</td>
<td>14</td>
<td>15.2</td>
</tr>
<tr>
<td>Agree</td>
<td>34</td>
<td>37</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>10</td>
<td>10.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>92</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Survey Data (2016)

4.5.10 Performance Bridging

The respondents were asked to indicate whether training has facilitated the bridging of the performance gap by implementing a relevant training intervention and the results were as shown. Figure 4.18 shows that 13% strongly disagreed, 39.1% were neutral, 33% agreed and 15.2% strongly agreed. This shows that training in the organization has facilitated the bridging of the performance gap by implementing a relevant training intervention that enhances employee performance.

![Performance Bridging](image-url)

**Figure 4.18 Performance Bridging**
4.5.11 Relationship between Training and Development and Employee Performance

The Pearson correlation test was conducted on the training and development factors to determine the significance of the factors (the independent variables) and their impact on employee performance (the dependent variable). The study required P value ranged between 0.00 and 0.05 for significant factors.

Table 4.19 Relationship between Employee Training and Performance

<table>
<thead>
<tr>
<th>Training and Development</th>
<th>Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee training to acquire and improve their knowledge, skills and attitudes towards work</td>
<td>.844”  .000</td>
</tr>
<tr>
<td>Training giving employees high morale and building their confidence levels</td>
<td>.086  .413</td>
</tr>
<tr>
<td>Employee training facilitating the building of a sense of security within the workplace</td>
<td>.233’  .026</td>
</tr>
<tr>
<td>Training helping employees to manage organizational changes</td>
<td>.271”  .009</td>
</tr>
<tr>
<td>Employees undertaking courses and programs when off work to increase their skill level</td>
<td>.280”  .007</td>
</tr>
<tr>
<td>Employees developing their skills within the organization through internal transfers</td>
<td>.759”  .000</td>
</tr>
<tr>
<td>New recruits in the organization being given mentor(s) to guide and train them</td>
<td>.408”  .000</td>
</tr>
<tr>
<td>Staff orientation that facilitates their familiarization and training on the job</td>
<td>.789”  .000</td>
</tr>
<tr>
<td>Staff training placing the organizations in the better position to face competition</td>
<td>.938”  .000</td>
</tr>
<tr>
<td>Training in the organization facilitating the bridging of the performance gap</td>
<td>.905”  .000</td>
</tr>
</tbody>
</table>

Table 4.19 shows that, employee training to acquire and improve their knowledge, skills and attitudes towards their work was significant to employee performance (P=0.000). Training
giving employees high morale and building their confidence levels was insignificant (P=0.413). Employee training facilitating the building of a sense of security within the workplace was significant (P=0.026). Training helping employees to manage organizational changes was significant (P=0.009). Employees undertaking courses and programs when off work to increase their skill level was significant (P=0.007). Employees developing their skills within the organization through internal transfers was significant (P=0.000). New recruits in the organization being given mentor(s) to guide and train them was significant (P=0.000). Staff orientation that facilitates their familiarization and training on the job was significant (P=0.000). Staff training placing the organizations in the better position to face competition was significant (P=0.000). Training in the organization facilitating the bridging of the performance gap was significant (P=0.000).

### 4.6 Chapter Summary

This chapter has presented the findings of the study by giving brief explanations on the figures presented. The findings have been presented in the form of figures and tables. Frequency analysis has been used to give percentages, descriptive analysis has been used to give the means and standard deviations, Pearson Correlation has also been used for analysis. The next chapter gives the study’s discussion, conclusion and offers recommendations.
CHAPTER FIVE

5.0 DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter summarizes the study. The chapter gives the study summary and the discussions guided by the study objectives. The chapter gives the study conclusions that have been derived from the study findings. The chapter also offers recommendations for the study categorized by recommendations for improvement and those for further studies.

5.2 Summary of Findings
The purpose of this study was to determine the impact of motivation on employees’ performance using the case of UNICEF Somalia Support Centre, Nairobi. The study was guided by the following research questions: How do monetary factors impact the performance of employees at UNICEF Somalia Support Centre? How does job design impact the performance of staff at UNICEF Somalia Support Centre? And, how does staff training and development impact the performance of employees at UNICEF Somalia Support Centre?

The study adopted a descriptive research design. The population of this study comprised of all the employees of UNICEF Somalia Support Centre in Nairobi. The sampling frame for this study consisted of a list all employees that work at UNICEF Somalia Support Centre in Nairobi and was obtained from the Human Resources department. The census technique was used in the study to select the respondents from the list of employees provided by the human resource department in order to capture the entire population, thus, the sample size of the study was 122. Primary data for the study was collected using a structured questionnaire. Descriptive analysis was used to determine the proportions and frequency of the variables. Correlation tests were used to draw inferences about the population from the sample and Statistical Package for Social Sciences (SPSS) was used to facilitate the data analysis.

The study revealed that UNICEF Somalia did not use monetary rewards to motivate its employees. The study showed that the company used non-monetary rewards like recognition, decision making roles, promotion, flexible working hours to motivate employees. The study showed that the employees indicated that they believed that money was a crucial incentive to
work motivation and that most of them used the value of money to perform the function of a scorecard by which they assessed the value that the organization had placed on their services. The study showed that the organization rewards had not been viewed as goals that employees generally strived for, and that, the salary earned by employees had not led their dissatisfaction. The study showed that UNICEF Somalia had not observed a long-term enhancement on the quality of work as a result of the reward system it had in place, even though its employees found challenging jobs, feedback, cohesive work teams and other non-monetary factors more motivating than monetary factors.

The study showed that employees at UNICEF Somalia were not happy with their job design in terms the tasks they performed and the organization did not involve them in the job design leading to their demotivation. It can be observed that the organization did not employ job rotation that would facilitate its employees to learn new skills at work and also increase their individual knowledge and experience, or decrease their burnout and exhaustion. From the study, it was revealed that, the management of the organization did not increase employees' responsibilities by building their sense of self-management and self-sufficiency and neither did the employees find their jobs satisfying due to the lack of responsibility, freedom, and autonomy.

The study showed that, UNICEF Somalia employees acquire training aimed at improving their knowledge, skills and attitudes towards their work, as well as increase their morale and confidence in the job. It was revealed that, the employees in the organization have a sense of security built from their training and this facilitated their ability to manage changes and new situations that occurred within the organization. Employees at UNICEF Somalia undertook courses and programs when they are off work to increase their skill level to enhance their security on the job, since they had noticed that they would not develop their skills within the organization through things like internal transfers. Employee training had, however, placed the organizations in the better position to face competition and stay at the top, and it had facilitated the bridging of the performance gap by implementing a relevant training intervention that enhanced employee performance.
5.3 Discussions

5.3.1 Impact of Monetary Factors on Employee Performance

The study showed that UNICEF Somalia did not use monetary rewards to motivate its employees as shown by 68.5% of the respondents that disagreed compared to the 31.5% that agreed to the statement. These results differ with Armstrong (2007) who indicates that rewards are used by organizations to motivate employees and that monetary rewards include base pay, merit pay, incentives, commission, bonus and healthy allowances.

The study showed that UNICEF Somalia used non-monetary rewards to motivate employees as shown by 56.6% of the respondents that agreed compared to the 43.4% that disagreed to the statement. These results are in tandem with Armstrong’s (2007) observation, that non-monetary rewards are used by organizations to motivate employees and they include recognition, decision making roles, promotion, flexible working hours and company uniforms. He further indicated that employees are rewarded in accordance with their contribution, skill and competence and their market worth.

The study showed that the employees of UNICEF Somalia believed that money was a crucial incentive to work motivation as shown by 42.4% of the respondents that agreed compared to the 40.2% that disagreed to the statement. These results are similar to Robbins et al.’s (2013) study where he found that, money was the crucial incentive to work motivation because it was the vehicle by which employees could purchase the numerous need-satisfying things they desired.

The study showed that the organization rewards had not been viewed as goals that employees generally strived for as shown by 50% of the respondents that agreed compared to the 36.9% that disagreed to the statement. These results differ with Armstrong (2007) who states that, rewards can act as a goal that employees generally strive for, and as an instrument which provides valued outcomes. The results also differ with Langton & Robbins (2007) state that, it is also a symbol which indicates the recipient’s value to the organization and can act as a general reinforcer because it is associated with valued feedback.
The study showed that the salary and other hygiene factors at UNICEF Somalia Support Centre had not led to a dis-satisfaction of the employees as shown by 71.7% of the respondents that agreed compared to none of the respondents that disagreed to the statement. These results differ with Robert & Shen (1998) who point out that, salary and other hygiene factors yielded dis-satisfaction and only motivators directly influence motivation beyond the psychological neutral level.

The study showed that UNICEF Somalia had not observed a long-term enhancement on the quality of work as shown by 31.6% of the respondents that disagreed compared to the 13% that agreed to the statement. To an extent, these results concur with Armstrong (2007) who challenges what he calls the behaviorists dogma about money and motivation by claiming that there is no controlled scientific study that has found a long-term enhancement of the quality of work as a result of any reward system.

The study revealed that the employees at UNICEF Somalia found challenging jobs, feedback, cohesive work teams and other non-monetary factors more motivating as compared to monetary factors as shown by 67.4% of the respondents that agreed compared to the 13% that disagreed to the statement. These results are in tandem with Ellis & Pennington (2014) who suggested that, various devices can be used to get employees to do something, but that is a far cry from making people want to do something in this regard, non-monetary rewards apply.

The study showed that the employees worked more for the meaning of the job, than the monetary bit of it as shown by 47.8% of the respondents that agreed compared to the 13% that disagreed to the statement. These results are in tandem with Pfeffer (1998) as quoted by Armstrong (2007) who contends that employees do work for money but they work even more for meaning in their lives. Where there is no meaning of work, there is greater loss of loyalty and commitment and pay should therefore not substitute for a working environment high on trust, fun, and meaningful work.
The study revealed that UNICEF Somalia employees did not find small raises being dysfunctional in terms of motivation as shown by 58.7% of the respondents that disagreed compared to the 4.3% that agreed to the statement. These results differ with Gupta (2004) who warns that, employers who dole out small merit raises -less than seven percent of base pay – may do more harm than good and also notes that, small raises can actually be dysfunctional in terms of motivation because employees become irritated that their hard work yielded so little.

5.3.2 Impact of Job Design on Employee Performance

The study showed that employees at UNICEF Somalia were not happy with their job design in terms the tasks that they performed as shown by 50% of the respondents that disagreed compared to the 10.9% that agreed to the statement. These results concurs with Bates (2006) who notes that, currently it is believed that most of the employees are not happy with their job design or not assigned with the tasks that they feel encouraged and motivated to perform. An effective job design brings involvement of an employee in work related activities which clearly forecasts employee output, departmental productivity and organizational success.

The study revealed that, the UNICEF Somalia Support Centre did not involve its employees in the job design as shown by 67.4% of the respondents that disagreed compared to the 8.7% that agreed to the statement, thus demotivating them. These results differ with Bakker, Albrecht & Leiter (2011) who state that, when employees get involved and are familiar with the job design they become more motivated to take active part in the achievement of organizational goals and as a result performance of employees increases which positively impacts the outcomes.

The study showed that UNICEF Somalia did not employ job rotation to help employees learn new skills and job independence as shown by 46.7% of the respondents that disagreed compared to the 16.3% that agreed to the statement. These results differ with Bennett (2013) who states that, job rotation is a planned replacement of employees among jobs in a period of time for one or more goals of earning skills and job independence; increasing motivation, job performance and productivity.
The study revealed that job rotation had not been used in the organization to increase individual knowledge and experience of the employees as shown by 55.4% of the respondents that disagreed compared to the 20.7% that agreed to the statement. These results differ with Delpasand *et al.* (2010) who state that, rotation in jobs results in increased individual knowledge and experience and decreased burnout and exhaustion; this leads to intellectual development and innovation.

The study revealed that job rotation was not used in the organization to increase staff motivation and enthusiasm as shown by 46.7% of the respondents that disagreed compared to the 16.3% that agreed to the statement. These results differ with Bennett (2013) who noted that, the main objective of job rotation is regularly shifting employees from a job to another in order to increase their motivation and enthusiasm.

The study showed that, job rotation in the organization had been used to improve management and supervision within the organization as shown by 31.5% of the respondents that disagreed compared to the 23.9% that agreed to the statement. The study also showed that job rotation had not helped the organization to form an interactive control mechanism. These results concur with Bennett (2013) who states that, job rotation improves management and supervision in an organization; it can effectively avoid organizational corruption. Job rotation can help form an interactive control mechanism in the organization; moreover, members of these special networks can rely on and support each other under certain circumstances.

The study revealed that, rotation system in the organization had not facilitated the validation of decisions and decreased unnecessary operational errors as shown by 52.2% of the respondents that disagreed compared to the 23.9% that agreed to the statement. These results differ with Bei (2009) who states that, regular rotation system can help validate decisions and decrease unnecessary operational errors; therefore decisions are made based on rich information with minimum error.
The study showed that management did increase employee’s responsibilities with the aim of building their sense of self management and self-sufficiency as shown by 44.6% of the respondents that agreed compared to the 39.1% that disagreed to the statement. These results concur with Kokemuller (2008) who states that, job enrichment is seen as a process where management give increasing responsibilities which are often assigned to the superiors to the employees. This essence of this to help employees to build the sense of self-management and self-sufficiency.

The study showed that employees did not find their job satisfying due to the lack of increase in the level of responsibility and the sense of freedom and autonomy as shown by 41.3% of the respondents that disagreed compared to the 34.8% that agreed to the statement. These results differ with Kotila (2011) who states that, job enrichment leads to job satisfaction by increasing the level of responsibility and giving the sense of freedom, autonomy and opportunity for employees to decide what and how the job is to be performed and accomplished.

5.3.3 Impact of Staff Training and Development on Employee Performance

The study showed that UNICEF Somalia employees were trained to acquire and improve their knowledge, skills and attitudes towards their work as shown by 47.8% of the respondents that agreed compared to the 23.9% that disagreed to the statement. These results concur with to Cole (2011) who states that, the main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks.

The study revealed that the training received, gave employees high morale since they became more confident and felt motivated as shown by 84.8% of the respondents that agreed compared to none that disagreed to the statement. These results concur with to Cole (2011) who states that, there are many benefits associated with training, which include: high morale and states that, employees who receive training have increased confidence and motivations; lower cost of production and lowers turnover rate.
The study showed that the training given to UNICEF Somalia employees had built a sense of security for them at their workplace as shown by 71.7% of the respondents that agreed compared to none that disagreed to the statement. These results concur with Cole (2011) who states that, training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided.

The study showed that employee training had helped them manage changes that had occurred by increasing their understanding and involvement and also adjust to new situations as shown by 84.8% of the respondents that agreed compared to none that disagreed to the statement. These results concur with Cole (2011) who states that, training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations. Cole (2011) further states that training provides the skills and abilities needed to adjust to new situations; provide recognition, enhanced responsibility and the possibility of increased pay and promotion; and help to improve the availability and quality of staff.

From the study, it was revealed that, employees at UNICEF Somalia undertook courses and programs when they are off work to increase their skill level as shown by 76.1% of the respondents that agreed compared to none that disagreed to the statement. These results concur with Harrison (2010) who states that employees may undertake courses and programs while completely off work for a certain duration of time or alternatively be present for work on a part-time basis.

The study also showed that, the employees at UNICEF Somalia had not developed their skills within the organization through internal transfers as shown by 39.1% of the respondents that disagreed compared to the 36.9% that agreed to the statement. These results differ with McCourt & Eldridge (2013) who state that, job rotation and transfers is a way of developing employee skills within organization involves movements of employees from one official responsibility to another for example taking on higher rank position within the organization, and one branch of the organization to another.
The study showed that, when the employees were new recruits in the organization, they were given a mentor to guide and train them as shown by 57.6% of the respondents that agreed compared to the 42.4% that disagreed to the statement. These results concur with Torrington et al. (2005) who state that, mentoring offers a wide range of advantages for development of the responsibility and relationship building. It also concurs with McCourt & Eldridge (2013) who state that, the practice is often applied to newly recruited graduates in the organization by being attached to mentor who might be their immediate managers or another senior manager.

The study revealed that, the orientation of new employees in the organization did not help them to familiarize themselves as well as get training while on the job as shown by 55.4% of the respondents that disagreed compared to the 44.6% that agreed to the statement. These results differ with Wognum (2011) who states that, orientation involves getting new employees familiarized and trained on the new job within an organization. During this process, they are exposed to different undertakings for example the nature of their new work, how to take on their identified tasks and responsibilities and what is generally expected of the employees by the organization.

The study showed that, employee training had placed the organizations in a better position to face competition and stay at the top as shown by 47.9% of the respondents that agreed compared to the 36.9% that disagreed to the statement. These outcomes agree with Wright and Geroy (2011) who express that, employee training plays an imperative part in enhancing performance and also expanding profitability. This thus prompts putting organization in the better positions to face rivalry and stay at the top.

The study revealed that, training in the organization had facilitated the bridging of the performance gap by implementing relevant training interventions that enhanced employee performance as shown by 47.9% of the respondents that agreed compared to the 13% that disagreed to the statement. These results concur with Swart et al. (2005) who expresses that, crossing over the performance gap refers to actualizing an important preparing mediation for creating specific skills and abilities of the employees and upgrading employees performance.
He encourage elaborate the idea by expressing that training encourage organization to perceive that its workers are not performing great and an along these lines their knowledge, skills and attitudes should be shaped by firm needs.

5.4 Conclusions

5.4.1 Impact of Monetary Factors on Employee Performance
From the study it can be concluded that, UNICEF Somalia does not use monetary rewards to motivate its employees, but rather it relies on non-monetary rewards like recognition, decision-making roles and flexible working hours to motivate its employees. The study concludes that, UNICEF Somalia employees believe that money is a crucial incentive to work motivation and most of them used the value of money as a scorecard by which they assed the value that the organization had placed on their services. From the study it can be concluded that UNICEF Somalia had not observed a long-term enhancement on the quality of work as a result of the reward system it had in place, even though its employees found challenging jobs, feedback, cohesive work teams and other non-monetary factors more motivating than monetary factors.

5.4.2 Impact of Job Design on Employee Performance
From the study it can be concluded that employees at UNICEF Somalia were not happy with their job design in terms the tasks they performed and the organization did not involve them in the job design leading to their demotivation. It can be observed that the organization did not employ job rotation that would facilitate its employees to learn new skills at work and also increase their individual knowledge and experience, or decrease their burnout and exhaustion. From the study, it can be concluded that the management of the organization did not increase employees’ responsibilities by building their sense of self-management and self-sufficiency and neither did the employees find their jobs satisfying due to the lack of responsibility, freedom, and autonomy.

5.4.3 Impact of Staff Training and Development on Employee Performance
The study concludes that UNICEF Somalia employees acquire training aimed at improving their knowledge, skills and attitudes towards their work, as well as increase their morale and
confidence in the job. It can be concluded that the employees in the organization have a sense of security built from their training and this facilitated their ability to manage changes and new situations that occurred within the organization. Employees at UNICEF Somalia undertook courses and programs when they are off work to increase their skill level to enhance their security on the job, since they had noticed that they would not develop their skills within the organization through things like internal transfers. Employee training had, however, placed the organizations in the better position to face competition and stay at the top, and it had facilitated the bridging of the performance gap by implementing a relevant training intervention that enhanced employee performance.

5.5 Recommendations
5.5.1 Recommendations for Improvement
5.5.1.1 Impact of Monetary Factors on Employee Performance
The organization needs to re-evaluate its motivation structure since the study revealed that UNICEF Somalia employees believe that money is a crucial incentive to work motivation and most of them used the value of money as a scorecard by which they assessed the value that the organization had placed on their services. The study recommends that management retain the non-monetary rewards as a cost-effective way of keeping the workforce highly motivated, but also include monetary rewards that should be linked directly to the compensation plan.

5.5.1.2 Impact of Job Design on Employee Performance
The study revealed that the organization did not practice various job designs like job rotations among other designs. This study therefore recommends that, managers at UNICEF Somalia Support Centre provide and create a practical job rotation programme and develop a comprehensive program for its effectiveness. The study recommends managers to also provide optimal motivational systems that need to be determined for implementing job rotation policy, payment processes based on performance and particularly learning diverse skills in motivational systems, and assignment of responsibility and authority to employees while executing the process.
5.5.1.3 Impact of Staff Training and Development on Employee Performance

The study showed that employee orientation in the organization did not help employees to familiarize themselves as well as get training while on the job. The NGO should ensure that those valuable individuals (the new hires) become engaged in the organization’s ongoing learning processes, through mentors, and this should go beyond communicating policies and procedures, the organization should create a shared vision by acclimating the new hires into the company culture and values, as well as the overall framework.

5.5.2 Recommendations for Further Studies

The direct focus of this study was on NGOs and UNICEF Somalia and strictly among the employees at the Support Centre. The results therefore, were limited in terms of generalizability, and thus not a complete representative of the entire organization and all other NGOs and other industries within the country. Given the numerous complex areas that surround the topic of employee motivation, that have not been covered by this study, additional studies need to be carried out, including replications of this study among other departments and industries in order to have a detailed result of future studies.
REFERENCES


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APPENDICES
APPENDIX 1: QUESTIONNAIRE

The general objective of this study is to determine the impact of motivation on employees performance in an organization. The study will focus on UNICEF Somalia Support Centre based in Nairobi. The following questionnaire has been developed to help the researcher gather information necessary to answer the research research questions of the study. Kindly fill it appropriately.

SECTION A: Demographics

1. Please indicate your gender
   Male [  ]  Female [  ]

2. Please indicate the department that you work in
   Programme [  ]  Administration and Finance [  ]
   Human Resource [  ]  Supply [  ]

3. How long have you held that position?
   1-5 Yrs [  ]  6-10 Yrs [  ]  11-15 Yrs [  ]  16-20 Yrs [  ] 21 and above [  ]

4. How long have you been working with UNICEF Somalia Support Centre?
   <than a Year [  ]  1-5 Yrs [  ]  6-10 Yrs [  ]  11-15 Yrs [  ]  16-20 Yrs [  ]
   21 and above [  ]
SECTION B: Impact of Monetary Factors on Employee Performance

5. Using the following key (1=‘strongly disagree’, 2=‘disagree’, 3=‘neutral’, 4=‘agree’, 5=‘strongly agree’), how would you agree with the following statements in relation to monetary factors on employee performance?

<table>
<thead>
<tr>
<th>Monetary Factors</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our company uses monetary rewards like base pay, merit pay, incentives, commission, bonus and healthy allowances to motivate us</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our company uses non-monetary rewards like recognition, decision making roles, promotion, flexible working hours and company uniforms to motivate us</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I believe that money is a crucial incentive to work motivation because it is what I can use to purchase the numerous need-satisfying things I desire</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use the value of money to perform the function of a scorecard by which I assess the value that the organization has placed on my services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In our organization, rewards have been viewed as goals that employees generally strive for, and as an instrument which provides valued outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>My salary and other hygiene factors have led to a dis-satisfaction of my employment</td>
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<tr>
<td>Our organization has observed a long-term enhancement on the quality of work as a result of the reward system in place</td>
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<tr>
<td>I find challenging jobs, feedback, cohesive work teams and other non-monetary factors more motivating than monetary factors</td>
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<tr>
<td>As an employee I work more for the meaning it has in my life than the monetary bit of it</td>
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<tr>
<td>As an employee, I find small raises being dysfunctional in terms of motivation because I become irritated with the little appreciation of</td>
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</table>
**SECTION C: Impact of Job Design on Employee Performance**

6. Using the following key (1=‘strongly disagree’, 2=‘disagree’, 3=‘neutral’, 4=‘agree’, 5=‘strongly agree’), how would you agree with the following statements in relation to job design and employee performance?

<table>
<thead>
<tr>
<th>Job Design</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>As an employee, I am not happy with my job design in terms the tasks that I perform</td>
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<tr>
<td>Our organization involves us in the job design, thus motivating us to perform better</td>
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<tr>
<td>Our company employs job rotation to help us earn new skills and job independence</td>
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<tr>
<td>Job rotation has been used in our organization to increase individual knowledge and experience as well as decrease employee burnout and exhaustion</td>
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<tr>
<td>Job rotation is also used on the organization to increase our motivation and enthusiasm</td>
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<tr>
<td>Job rotation in our organization has improved management and supervision in the organization</td>
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<tr>
<td>Job rotation has helped our organization to form an interactive control mechanism</td>
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<tr>
<td>The rotation system in our organization has facilitated the validation of decisions and decreased unnecessary operational errors</td>
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<tr>
<td>Our management increases our responsibilities with the aim of building our sense of self management and self-sufficiency</td>
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<tr>
<td>I find my job satisfying due to the increased level of responsibility and the sense of freedom, autonomy and opportunity to decide what and how I perform my job</td>
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</tbody>
</table>
SECTION D: Impact of Staff Training and Development on Employee Performance

7. Using the following key (1=‘strongly disagree’, 2=‘disagree’, 3=‘neutral’, 4=‘agree’, 5=‘strongly agree’), how would you agree with the following statements in relation to staff training and development and employee performance?

<table>
<thead>
<tr>
<th>Training and Development</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>As an employee I am trained to acquire and improve my knowledge, skills and attitudes</td>
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<tr>
<td>towards my work</td>
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<tr>
<td>Training gives me high morale since I become more confident and feel motivated</td>
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<tr>
<td>Since I am trained, I have built a sense of security at my workplace</td>
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<tr>
<td>My training has helped me manage changes that have occurred by increasing my understanding and involvement and also adjust to new situations</td>
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<tr>
<td>As an employee, I undertake courses and programs when I am off work to increase my skill level</td>
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<tr>
<td>As an employee, I have developed my skills within organization through internal transfers</td>
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<tr>
<td>While I was a new recruit in the organization, I was given a mentor to guide and train me</td>
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<tr>
<td>My orientation in the organization helped me to familiarize myself as well as get training while on the job</td>
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<tr>
<td>My training has placed my organizations in the better position to face competition and stay at the top</td>
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<tr>
<td>Training in our organization has facilitated the bridging of the performance gap by implementing a relevant training intervention that enhances employee performance</td>
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</tbody>
</table>

THANK YOU