FACTORS AFFECTING EMPLOYEE MOTIVATION IN A DYNAMIC WORK ENVIRONMENT: A CASE OF STANDARD MEDIA GROUP

BY

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UNITED STATES INTERNATIONAL UNIVERSITY

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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 in Nairobi for academic credit.

Signed: ___________________________  Date: _______________________

Sarah Bosibori Mogere (619611)

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

Signed: ___________________________  Date: _______________________

Dr. Zachary Mosoti

Signed: ___________________________  Date: _______________________

Dean, Chandaria School of Business
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ABSTRACT

Employee motivation refers to the “set of energetic forces that originate both within as well as beyond an individual’s being, to initiate work-related behavior, and to determine its form, direction, intensity and duration. Employee motivation is a key predictor of organizational performance. The Standard Media Group is one of the leading media entities in the Republic of Kenya. The last one year has seen the company undergo major restructuring in a bid to cut down on operational costs. Part of the restructuring included reorganizing the human resource of the company and releasing some employees. The effect of this process on the psyche of the employees has not been fully documented. It has previously been demonstrated that transitional situation in companies are directly related to employee motivation, hence performance. This study sought to assess the level of employee motivation at Standard Media Group, after the major changes that have taken place at the company, and identify the factors associated with employee motivation at this organization.

A cross-section descriptive study design was used. A total of 74 employees at Standard Media group filled in a questionnaire based on Deci and Ryan’s theory of employee motivation. Each employee had a motivation index generated. Pearson’s product-moment correlation co-efficient and Multiple Linear Regression were used to ascertain the factors associated with employee motivation at Standard Media Group.

Response rate was 100%. This means that the study was sufficiently powered to answer the research questions. Reliability analysis on the questionnaire using Cronbach’s alpha revealed a reliability statistic of 0.696, indicating that the questionnaire had good reliability. The employee motivation index ranged from a minimum of 76 to a maximum of 174. The mean employee motivation score was 143.12 (SD=21.23), indicating a high overall level of motivation among employees at Standard Media Group. The employee motivation index had four subscales, that is: Autonomy/ Support index (M= 28.81, SD=10.35, Range: 6 – 42); Perceived Choice Index (M= 38.75, SD=6.71, Range: 19 – 49), Relatedness index (M= 42.49, SD=9.71, Range: 13 – 56) and Perceived Competence index (M= 32.91, SD=5.05, Range: 19 – 42). There were no statistically significant relationships between Employment Motivation and the Socio-demographic variables. This result is not consistent with various studies carried on socio-demographic factors and employee motivation. Results of the multivariate analysis indicate that both Autonomy/Support (β=0.37, p<0.001) and
Relatedness ($\beta=0.71, p<0.001$) were strongly positively associated to Employee Motivation at Standard Media Group. This means that the good Employee Environment is associated with higher employee motivation at Standard Media Group. Perceived competence ($\beta=0.56, p<0.001$) and Perceived Choice ($\beta=0.26, p=0.006$) were similarly related to Employee motivation at Standard Media Group. This means that higher competence and choosing to work for the organization were associated with higher employee motivation among Standard Media Group Employees. These findings are consistent with various studies done across the globe.

From the study, it has been established that of the three variables under study, the variable of socio-demographic factors the included age, gender, income and marital status, did not yield any significant impact on employee motivation. Although studies done elsewhere reveal the fat that the variables have some degree of influence because of some external factors that impact on the organization namely; economic, social, political and technical. However, the variables of employee environment of relatedness and autonomy as well as employee competence, returned positive significance in employee motivation.

Based on the findings, it is recommended that the training and recruitment aspect in the organization needs to be evaluated to elucidate its effect on the perceived competence, associated with high motivation levels among Standard Media Group Employees.
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I would like to acknowledge my supervisor, Dr. Zachary Mosoti, for his tireless and unwavering support in the writing and preparation of this research project. He has been instrumental in providing the feedback and critique that has seen this work from beginning to completion. I would also like to thank Mr. Aggrey Mokaya, who assisted with the data analysis and formatting of the document. I am thankful to the Almighty God for His faithfulness throughout this entire educational process. I would be remiss if I did not thank all my respondents and the management of Standard Media Group, without who, this study would not have been possible.
DEDICATION

I dedicate this work to my husband, Winston Mogere.
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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

Competitive advantage is the catchword that reverberates around strategy meeting of many a corporation’s management board (Wagner and Hollenbeck, 2014). Each and every organization around the world seems to be locked in a constant one-upmanship struggle against its competitors (Wagner and Hollenbeck, 2014). In this regard, organizations have to bring all their resources to bear so as to gain that advantage over their opponents (Leonidou, Leonidou, Fotiadis, and Zeriti, 2013; Rothaermel, 2015; West, Ford, and Ibrahim, 2015). Of all the resources that an organization can muster in its fight for competitiveness in the modern market, none is more important than its human resources that is its personnel or employees (Campbell, Coff, and Kryscynski, 2012).

Indeed many writers extol the importance of human resources in determining the performance of a company (Campbell et al., 2012; Ulrich, 2013). David Ulrich (2013, p. 10-11) insists that it is only by bringing to bear the full extent of the skills, knowledge and capabilities of its human resources, that a company is able to safely navigate the murky waters of the modern business environment. It is thus possible to argue that when it comes right down to it, an organization’s performance is directly linked to the performance of its employees. Studies on organizational performance carried out around the globe point to this fact.

According to Sharma (2015), the human resource functions of an organization can be broken down into either performance drivers or performance enablers. These performance drivers include components like shared vision, systems thinking, team learning, organizational learning and personal mastery (Herera, 2007). These components Herera (2007) argues, are what builds capacity to sustain or strengthen the ability of individuals, the process or systems to be effective in production in company leadership (Herera, 2007). This is because through shared vision the company solicits commitment from all the people in the organization with a participatory process. This is confirmed by a study done on American and Thai businesses which revealed that when company vision is effectively shared, superior performance was noted and it was attributed to the fact that the effectively shared vision has characteristics of being understood, clarity, stability and future orientation.
and has ability to inspire (Kantabutra and Avery, 2010). The authors underscore that vision is the basis of any organizational transformation process and therefore must supports the business strategy hence its ability to inspire when well-articulated and it creates a sense of purpose that guides the choices and actions to be taken by management and it motivates employees to perform (Kantabutra and Avery, 2010).

On the other hand, team learning aligns and develops the company capacity to get the desired goals and team learning is what builds synergy and compliments the fact that people need each other and it is also the basis for organizational learning (Nelson Education Ltd, 2013). In a study in the United States by Egan, Yang, and Bartlett, (2004) it was found that organizational learning which involves teams had the capacity to contribute to job satisfaction as well as motivation to transfer learning with positive implication in performance for organization as well as individual employees.

A study by Urbancová (2013), confirmed that innovation is crucial and continues to be the source of a competitive advantage that determines the economic success hence survival and growth of organizations in today’s turbulent environment and must make every effort to introduce an innovative approach and creativity. This means innovation improves performance for both organizations and individuals. This is noted from published information that reveals that Apple Inc used innovation as well as customer service to improve performance and be a head of the competition like Sony Erickson and Nokia. In 2013 Amazon company used the of delivery locker service in “7 Elevens” and beat companies like UPS, FedEx, and USPS at their game and forced them to improve (NIE, 2014). Innovation culture in an organization according to (Lukić, Džamić, Knežević, Alčaković, and Bošković, 2014), gives significance and meaning to employees to belong to an organization and this motivates them to perform.

In addition to that system thinking allows for viewing of structural aspects as opposed to individual ones and organizational learning to create total shift of mind and it also aims to improve organizational weaknesses and last but not least is the personal mastery that for innovation (Nelson Education Ltd, 2013).

Employee motivation and satisfaction is one of the major drivers of employee performance; hence organizational performance. Employee motivation refers to the “set of energetic forces that originate both within as well as beyond an individual’s being, to initiate work-
related behavior, and to determine its form, direction, intensity and duration” (Pinder, 2014, p. 11). This suggests that employee motivation is based both on internal and external factors for example factors associated with the employee themselves and factors associated with the employee’s work environment (Moradi, Garcia, Andersson Arntén, and Archer, 2014). Motivation can also be defined as “the processes that account for an individual's intensity, direction and persistence of effort toward attaining a goal” (Robbins and Judge, 2016, p. 208). This ties back in to demonstrate the link between employee motivation and organizational performance.

According to Chandrasekar (2011), the business environment affects employees motivation both positively and negatively because their immediate environment affects their error rate, level of innovation and collaboration with other employees, absenteeism and ultimately, how long they stay in the job to a large extent. posits that unsafe and unhealthy workplace caused by either, poorly designed workstations, unsuitable furniture, lack of ventilation, inappropriate lighting, excessive noise or insufficient safety measures in fire emergencies and lack of personal protective equipment affect employee morale negatively as it makes the employees be prone to occupational disease impacting negatively on their performance (Chandrasekar, 2011). The author in his study concluded that organizations maximize on employee productivity when they focus on personal motivation and the infrastructure of the work environment (Chandrasekar, 2011).

Employee motivation is not necessarily as straightforward as it may seem from the word go. This is due to the myriad determinants that are both internal and external, or tangible and intangible which has proven to be a challenge to many human resources manager in the modern business environment (Bakker and Demerouti, 2014; Schaufeli and Taris, 2014). Pinder (2014) asserts that many people easily disregard the inherent complexity of human behavior, to their peril. Considering that motivation is therefore multi-causal according to Mazzetti (2014), the factors that determine motivation may be as varied as the individuals who make up an organization (Mazetti, 2014).

In view of the above, Chandrasekar (2011) states that other workplace actors that affect motivation of employees besides the environmental are varied and thy in clued the following; workplace culture and interventions, conflict management, goal setting as a formal performance management process, performance feedback on how an employee is performing that consists of both positive feedback on what the employee is doing right as
well as feedback on what requires improvement, role congruity for consistency with employee expectations on from the organization and the organization’s role expectations from the employee, defined processes that are documented and clearly communicated to the employee, workplace incentives that are well determined to motivate employees; supervisor support that advocates for employees to enable them perform and provide positive encouragement for a job well done, mentoring and coaching for better performance now and in the future, opportunity for employees to apply established skills or from practicing newly learned skills, job aids to be simplify work and minimize error rates and improve customer satisfaction that may include templates, guides, models and checklists (Chandrasekar, 2011).

In spite of its complexities, it is necessary that motivation as a construct is studied, since it may ultimately determine the performance of an organization or individual (Sharma, 2015). The development of human resource practice over the last few years has highlighted the importance of understanding what motivates employees and vice versa, as a key indicator of organizational performance (Koppes, 2014; Latham, 2012). This is so much so that the presence or absence of motivators in an organization is sometimes used by potential employees in deciding whether or not they apply for and try to hold on to a job in a given organization (Boswell, Zimmerman, and Swider, 2012).

Deci and Ryan (2002) postulate that motivation is a construct of three main elements namely, autonomy, relatedness and competence. Autonomy refers to employee independence or their sense of free will when doing something or acting out of their own interests and values. Relatedness speaks to an employee’s desire to interact with, be connected to, and experience caring for other people or colleagues in the workplace. Competence is based on the desire of the employee to control and master the environment and outcome (Deci and Ryan, 2002).

The Standard Media Group is one of the leading media houses based in Nairobi Kenya. It is present in television, radio, print, online and publishing spaces. The last one year has seen the company undergo major restructuring in a bid to cut down on operational costs. Part of this restructuring included re-organizing the human resource of the company and releasing some employees. The effect of this process on the psyche of the employees has not been fully documented. This study sought to assess the level of employee motivation after the major changes that have taken place at the company and identify the factors
associated with employee motivation at this organization. This was to provide a basis for the management and employees themselves to better improve on their service delivery, since the effect of the myriad changes that have taken place are yet to be documented.

1.2 Statement of the Problem

The modern-day business organization is faced with a lot of challenges; with each begging for a solution or mitigation through management intervention. Indeed, this situation has permeated the business landscape so much such that the current business environment is referred to as Volatile, Uncertain, Complex and Ambiguous or VUCA, for short (Bennett and Lemoine, 2014a). Volatility refers to unstable or uncertain markets the duration of which is unknown e.g. price fluctuations from suppliers; Uncertainty means that there is a general lack of information which makes it difficult to track existing situations from cause to effect; Complexity refers to the presence of many interconnected and moving parts in a system; Ambiguity refers to a situation where causal relationships are completely unknown i.e. facing “unknown unknowns (Bennett and Lemoine, 2014b).” In spite of all these challenges, Bennett and Lemoine (2014a) assert that managers still have a role to play in mitigating and getting to grips with the VUCA business environment.

Studies show that the Kenyan business and regulatory environment exposes companies to volatile and uncertain environments (Lazăr and Daniela, 2015; Lekasi, 2014). This is no different from the situation that Standard Media Group finds itself in. Further, considering that it is one of the largest media companies in Kenya, it also encompasses the aspect of complexity. Operating at a time when newspaper readership is on the decline and more and more people are looking to the internet as their primary source of news and entertainment, the company faces myriad external threats. Many of these are beyond their loci of control. Employee motivation is a key predictor of organizational performance. It has previously been demonstrated that transitional situations in companies, are directly related to employee motivation, hence performance.

1.3 Purpose of the Study

The purpose of this study was to assess the factors affecting employee motivation in a dynamic work environment at the Standard Media Group.
1.4 Research Questions

This study sought to answer the following questions:

1.4.1 How do the socio-demographic factors affect employee motivation at the standard media group?

1.4.2 How does the working environment (relatedness and autonomy) affect employee motivation at the standard media group?

1.4.3 How does employee competence affect employee motivation at the standard media group?

1.5 Importance/Significance of the Study

1.5.1 Standard Group Employees

This study is beneficial to the employees of Standard Group themselves as it will help them to be self-aware of the factors that are related to their work motivation and performance.

1.5.2 Human Resource Managers

This study helps the human resource department and the top management of Standard Media Group to understand the factors that determine the level of motivation among their employees. This helps them enhance motivating factors and reduce any factors that reduce employee motivation i.e. put in place mitigation strategies to protect the company and its performance from the negative effects of employees who may not be motivated.

1.5.3 Academia

This study helps to provide knowledge and learning points for practitioners and trainers about human resource management and employee motivation. It provides baseline data that will allow people to carry out similar studies among other organizations in Kenya and the East African region – where the business environment is similar.

1.6 Scope of the Study

This study focused on mid- and lower level employees at I&M Bank House offices of Standard Media Group. It was conducted between August and December 2016.
1.7 Definition of Terms

1.7.1 Motivation

This is the processes that account for an individual's intensity, direction and persistence of effort toward attaining a goal (Robbins and Judge, 2016).

1.7.2 Autonomy

This refers to having a sense of free will when doing something or acting out of our own interests and values (Deci and Ryan, 2002).

1.7.3 Relatedness

This refers to the desire to interact with, be connected to, and experience caring for other people (Niemiec, Soenens, and Vansteenkiste, 2014).

1.7.4 Competence

This refers to the desire to control and master the environment and outcome (Fernet, Austin, Trépanier, and Dussault, 2013).

1.8 Chapter Summary

This Chapter gives the background of employee motivation and highlights its importance as a key determinant of employee and organizational performance. The chapter further gives a brief overview of the Standard Media Group and states the statement of the problem and purpose as well as its significance and scope of the study. The chapter then gives the definitions of the key terms in the study and ends with the chapter summary. In chapter two the study examines the empirical studies done about motivation followed by chapter three which outlines the study design and states the tools to be used while chapter four gives analysis and presents the results. Chapter five gives a discussion of the results in line with other studies done on the matter and it gives the conclusions and recommendations as well as future research resulting from the study.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature based on the following objectives namely, to establish the socio-demographic factors associated with employee motivation at Standard media group; to ascertain the impact of the working environment particularly relatedness and autonomy on employee motivation at Standard media group and to determine how employee competence affects employee motivation at Standard media group.

2.2 Socio-demographic Factors and Employee Motivation

Socio-demographic factors are simply defined as characteristics of a population such as age, gender, ethnicity, education level, income, type of client, years of experience and location, marital status, generation, race (Hayward, Miles, Crimmins, and Yang, 2000). For purposes of this study only the variables of age, gender, income and years of experience will be examined.

2.2.1 Age Factor and Employee Motivation

Age can be conceptualized in different ways namely; organizational age, chronological age and life age (Kielerstajn, 2008). Kielerstajn (2008), explains that chronological age is the calendar age where being old means being between 40 to 50 years and onward and during this time work and commitment is affected by external factors. Organizational age refers to tenure or career stage and during this period the employee experiences skill obsolescence and age norms within the company where commitment is affected by the organizational factors. On the other hand, life age refers to life stage or family status meaning an employee is single or married with or without children (Kielerstajn, 2008).

In his study, Kielerstajn (2008) established that the motivation for the various groups was found to be through factors like balancing work and personal life, personal development, financial compensation, the professional content of the job involving work processes, relationship to manager or interesting work assignments, independence at work, job satisfaction and value for money and time. Of the above revelations compensation and professional content applied to all age categories alike. However, the older workers were
found to prefer independence at work when the younger ones and he attributed this to lack of confidence in their work (Kielerstajn, 2008). The study concluded that chronologically younger employees placed greater value in their careers and they preferred to continue working even if they became financially independent. The older employees on the other hand were found to place less importance to their careers but instead chose early retirement in order to have more time if they had money to enjoy (Kielerstajn, 2008).

Another study by Stead (2009) established that motivational needs varied for younger employees compared to older ones. The study noted that whereas younger employees were motivated by personal growth and training opportunities as well as ease of working conditions and job security and recognition, the older ones were motivated by leisure activities. However, on overall, all the categories of age were equally motivated by rewards.

The above differences in age were noted to be caused by the fact that age brings in psychological changes in individuals because as one ages; expectations and perceptions change as well as motivational variables, which are very critical to successful work outcome than the real chronological age. The issue of increased tenure and work attitude change as the historical and social experiences change was another factor. In addition to that were the factors of extroversion, the decline to factors of neuroticism and openness to experience; increase in generosity; set in of generative focus assumed for older workers; preference for physical security; job security; increase in salary and opportunity for skill utilization; increased desire for job variety; feedback and provision for external job alignment, preference for certain rewards and increased need to do something worthwhile (Nair, 2011).

2.2.2 Gender Factor and Employee Motivation

According to Kepuladze (2010), gender motivation differences are based on the idea of the differences between males and females where a “typical” man and a “typical” woman have different psychology, possibilities, values, interests, social predestinations, roles, needs and, therefore, are motivated differently. Kepuladze expounds and says that according to gender stereotypes a “typical” man possesses manhood features of strength, confidence, activity, aggression, autonomy, resoluteness and is logical, initiative, with tendency to think in general and abstract, he is also rational, imperious and commanding as well as focused on goal achievement and competence. On the other hand he says a “typical” woman’s...
womanhood is characterized by compliance, care, perceiving, devotion, patience and is passive, responsive, kind-hearted, obedient, dutiful, submissive and obedient (Kepuladze, 2010)

In view of the above, Kepuladze states that, there are bound to be differences in motivation and as such, the more significant factors for motivation for performance for men would be from earnings, freedom, advancement, challenge and the possibility to use skills. On the other hand the women’s motivational factors would be interpersonal relationship, security, fringe benefits and work environment (Kepuladze, 2010). However, Kepuladze suggests that when it comes to men and women’s economic behavior there may be no difference as shown by studies carried out in Japan based on motivations which stereotypically are ascribed to the opposite sex. The study revealed that although some gender differences existed regarding the importance of work goals; men and women exhibited similar preferences concerning performance, rewards and managerial styles (Gunkel, Lusk, Wolff, and Li, 2007).

Kepuladze therefore concluded that the difference that may be attributed to difference in men and women may be occasioned by either; the multidimensionality and insufficient maturity of the methodology of study; variability over a space like traditional and cultural aspects of different countries that have been known to significantly influence the gender feature of motivation; transformation over a time that has brought changes to men and particularly women as influenced by various reasons; variability of external environment namely, economic, social, cultural and moral conditions influencing the motivation and lastly the transformation of internal environment of motivation subject that includes changes in perception of person’s gender-stereotypical role and of the subjection to follow it (Kepuladze, 2010).

The above is so confirmed by a study in Japan by Gunkel et al. (2007), which revealed that women and men were alike in the relative importance they attributed to the factors like challenging work, desirable living area, high earnings, work autonomy and advancement, autonomy and achievement. This was also confirmed by Stead (2009), that males and females are just driven by different motivational sources. In the study on gender stereotypes and employee motivation by Kepuladze (2010), the conclusion was that labor motivation does not depend on person’s sex but on his or her feature and the differences don’t exist between male and female motivations but within each sex group.
However, a study at KFC Company in UK indicated that female employees were more motivated compared to male employees. Although the overall research results indicated that motivation is dynamic and is affected by personal circumstances as well as situational and social factors such as gender, age, whether one is working full time or part time and that employees are motivated by needs, preferences and thought processes as well as expectations. A study in India by Nair (2011) concluded that demographic factors in general influences motivation of employees as it established that female employees both professional and nonprofessional had higher intrinsic preferences than the men.

2.2.3 Income and Employee Motivation

Money is noted to still be a very strong motivator for employees because it satisfies their extrinsic or basic needs which according to Maslow are shelter, food water which must be satisfied before employees move on to seeks social and security, healthy, self-esteem and self-actualization needs (Kulchmanov and Kaliannan, 2014). According to Buhler (2016) for most of employees, money is a fundamental reason to work because it is measureable and tangible hence it becomes a motivator by default though it may not be the primary one for many employees.

However, Dobre (2013; and Kulchmanov and Kaliannan (2014) state that money is just but one of the motivators as indicated by Herzberg one of the motivation gurus. In Herzberg’s list of employee motivators money does not even rate number one in the list. He indicates that there are two types of motivators which he refers to as the hygiene factors and motivators. In the motivators list are factors like achievement, recognition, the work itself, responsibility, advancement and growth. The hygiene factors are company policies and administration, supervision, work conditions, salary, interpersonal relationship, status and job security (Kulchmanov and Kaliannan, 2014). According to Javid and Chapa (2014) people do things because they like it and not for money because each individual has a driving force that encourages their efforts to perform in the workplace. The authors explain in many incidents where performance went down when more money was offered. A study in UK at University of Cambridge by Mobbs et al. (2009) revealed that when participants were told they would be paid either 50p or £5 if they succeeded within the time limit; the results showed that performance was worse when the larger bonus was on offer and that this was associated with increased activity in brain regions involved in motivation. Mobbs and company concluded that money could and does motivate people to work, and large
performance related bonuses could reduce personal interest in tasks and potentially undermine performance (Mobbs et al., 2009). The study by Hossain and Hossain (2012) at KFC in UK revealed that nonfinancial factors had a significantly higher impact on the employee's motivation than the financial factors such as pay and benefits.

In conclusion, Kashyap (2013) states that research has revealed that pay ceases to matter if the employee has all the basic requirements of life. This is confirmed by a study carried out in UK by (Hossain and Hossain, 2012), which noted that although money is considered to be a panacea used to have solved the most problems, pay and benefits were rated least at the bottom of all the variables, with job security being the highest employee motivator. Cosma and Sinel (2014) add that motivation of employees is about an old roman saying that “labor ipse voluptas” which means that work in itself conveys pleasure. Rynes, Gerhart and Minette (2004) state that individual pay-for-performance schemes, like merit pay and individual incentives or bonuses, were found to be important to high academic achievers, high-performing employees, and individuals with high self-efficacy and high needs and particularly the types of people most employers claim to look for. Chamorro-Premuzic (2013) and Piekema (2014) clarifies that the fact that pay seems to rate low does not mean that employees should be paid poorly or work for free, but rather; concentration should be on improving the work place where the employees would then get their needs satisfied.

Uzonna (2013) concludes that, money, “whether in the form of wages, piecework or getting paid for units produced at a certain quality level or any other incentive pay, bonuses, stock options, company, paid insurance, or any of the other things that may be given to people for performance, money is important; it could also mean status or power” but it is not the same for different people (Chamorro-Premuzic, 2013; Uzonna, 2013).

2.2.4 Experience and Employee Motivation

Experience is defined as the aggregate number of tasks within a given job and its often used by employers as an expedient proxy for the knowledge and skill that contributes to performance (Barnard, 2013; Govt of NZ, 2001). According to the human capital theory, performance is supposed to improve over time because employees should have accumulated job experience that provides them with more knowledge, skills, and abilities to apply to their work. This was confirmed by a study on a mutual funds firm in Taiwan, by Lee, Yen and Chen (2008), which revealed that as a manager continued to accumulate
tenure and career seniority, the managed fund tended to perform better than those whose managers were relatively new to a fund and the fund management industry.

In addition to the above, the research revealed that within the high-tenure group, fund performance was monotonically decreased with career seniority, but this was attributed to the manager’s age. It explained that as the manager grow older, there was a tendency to exhibit a negative performance (Lee et al., 2008). This was also confirmed in a study by (Dokko, Wilk, and Rothbard, 2009) who established that experience on task-relevant knowledge and skill in a current firm diminished the longer a person was employed. This was particularly to employees who had transferred from other firms and the diminishing experience was due to the fact that the relevant knowledge and skills required to perform a task become increasingly tailored to the firm needs and as firm’s experience increased. However, there was a positive relationship between prior experience and the task-relevant knowledge and skill which were found weaker for employees with more experience within the firm.

The above, according to Eicker, Kochbeck and Schuler (2008), is due to the fact that job specifications are subject to continuous change because of globalized markets as well as process and product innovations. Motivation and job design theories suggest that spending more time in a role, and due to repetitiveness of the tasks, employee’s motivation and engagement reduced leading to poorer performance (Bartlomiejczuk and Jin, 2015).

2.3 Environment (Relatedness and Autonomy) and Employee Motivation

Work environment involves all the aspects which act and react on the body and mind of an employee and it includes the physical, psychological as well as the social aspects and the job itself which impacts the employee both positively and negatively (Jain and Kaur, 2014). (Jain and Kaur, 2014; Vischer, 2008) add and state that the environmental aspects of workspace or physical include ambient environmental conditions such as noise, lighting, air quality thermal and comfort; furniture layout and ergonomics which include; workstations, offices and shared amenities and process issues, such as user participation in design, and meeting business and organizational objective. Vischer (2008) continues and says that these aspects affect employee satisfaction, employees’ feelings about their work environment as expressed in the sense of territory, ownership and belonging, as well as employee productivity. For example it is noted that way workspace is designed and
occupied affects how people feel as well as dictating the degree of their work performance, their commitment to their employer and how they create new knowledge (human capital) in the organization (Vischer, 2008). On this physical side for example, studies revealed both positive and negative outcomes that whereas open workstations facilitated communication and enable workers to exchange information rapidly and informally; the negative side revealed that that type of environment could generate distractions that prevent workers from concentrating on their tasks (Vischer, 2008).

The above aspect was established in a study by Charles, Veitch, Newsham, Marquardt and Geerts (2004) that lower partition heights were associated with higher overall environmental satisfaction and higher job satisfaction. In addition to that another study by (Fadeyi and Taha, 2013) revealed that poor indoor environmental quality (IEQ) had adverse effects on the occupants’ health, comfort, and well-being and that there was evidence that investing in better IEQ could be profitable through modest improvements in productivity.

Leblebici (2012) concur in his study which revealed that the quality of environment in workplace may simply determine the level of employee’s motivation, subsequent performance and productivity. However, he gives a rider and states that employees level of performance depends on how well they get along with the organization because this affect their error rate, level of innovation and collaboration with other employees, absenteeism and ultimately time period to stay in the job.

The psychological aspects of environment include fatigue, boredom, monotony and attitude and behaviour of supervisor as well as colleagues. The job itself has aspects like workload, task and task complexity. The social on the other hand refers to the work group within which the employee works with or within and belongs to (Jain and Kaur, 2014).

A good work environment is one that encompasses the concept of the ‘psycho-social work environment which covers various aspects namely; the job demands and social structures and interactions in the organization (Markey, Ravenswood and Webber, 2011). These aspects are said to influence the psychological wellbeing of employees; for example the way employees are affected by issues in their own employment like job satisfaction and stress (Markey et al., 2011). Hossain and Hossain (2012), revealed that the nature of work and its surrounding environment affected the level of motivation of employee significantly.
Employees also liked being associated with the company itself if it was a market leader was well as financially sound. They stated the matters under company itself to include company policy and administration which are considered to be hygienic factors according to Herzberg (Hossain and Hossain, 2012). Employees felt motivated when a company succeeded and also clearly communicated its goals and strategies and was in a good position with good financial performance and its mission, vision and values statement were well understood (Hossain and Hossain, 2012). The work itself and environment were identified as the factors that motivated employees highly compared to other factors. Under this factors were noted variables like; overall job security, availability of logistic support to carry out the work and the work itself, flexible working hours, involvement in decision making, enjoyable working conditions, clear work requirements, challenging work and reasonableness of work as well as good relations with the supervisor (Hossain and Hossain 2012).

2.3.1 Environment Relatedness

This concept of relatedness is explained by the self-determination theory that concerns with human motivation, personality and optimal functioning as advanced by Ryan, Williams, Patrick and Deci (2009). The theory purports that self-determination is about different types of motivation and claims that people have three innate psychological needs which are considered as universal necessities, namely; competence, relatedness and autonomy. Relatedness is defined as the desire to interact with, be connected to, and experience caring for other people in that anybody’s actions and daily activities involve other people and through this they seek the feeling of belongingness. This desire to interact according to Sedgwick and Yonge (2008) is a sense of belonging’ which is noted as a universal characteristic of human beings and is a basic human need because it provides a sense of security and relatedness. Relatedness, the theory says, is the need to have close affectionate relationships with others and Sedgwick and Yonge (2008) add that this spirit of belonging complement the group and facilitates group cohesion. Relatedness according Sedgwick and Yonge (2008) is the need to feel connected to others where an employee feels like they belong and are part of a larger community and was found to be very important in as afr as their participation in the future is concerned.

Still again in the same study at KFC in UK by (Hossain and Hossain, 2012), noted that supervisor relations ranked high and the issues involved included, feedback from
supervisor, showing respect to employees by supervisor, remembering something personal like a birthday, being interested in their personal needs and problems as well as showing care to them as individuals.

2.3.2 Autonomy and Motivation

Autonomy, according to the theory of self-determination as developed by Ryan et al. (2009), is defined as the need to control the course of one’s live or the urge to be a causal agent and to act in harmony with one’s integrated self. This however, does not mean to be independent but instated it is all about having a sense of free will when doing something or acting out of our own interests and values (Tran, 2014). Ryan et al. (2009), state that there two type of motivation, namely; autonomous and controlled. They explain autonomous motivation as that which deals with intrinsic motivation and types of extrinsic motivation in which people integrated a value of an activity into their sense of self where they gain self-support and self-advocacy through their own actions. They explain that the person motivated to do the job because it’s intrinsically consistent with the employee’s values but controlled motivation comprises both external and introspected regulation where the external controls the behavior of an individual as a function of external contingencies of reward or punishment. Introspected is when the rule of action is somewhat incorporated within one’s self and is encouraged by various factors like approval motive and ego-involvements (Tran, 2014).

Ebbesen and Pedersen (2008); Lin et al. (2011) define autonomy as freedom to choose and state that it is an internally perceived locus of causality that is a decision from the employee’s heart and is the distinction between the statements “I choose to do this” and “I have to do this”. The authors add that autonomy is being self-governed, where an employee makes his or her own informed decisions and chooses to act according to their own values and beliefs, liberty rights, privacy, individual choice and freedom of the will; and by doing so, they accept to take responsibilities for the choices made because the actions are of their own making (Ebbesen and Pedersen, 2008; Lin et al., 2011).

Apostoleris (2011) adds that a work environment that offers autonomy is where an employee perceives that they have meaningful choices and that point of view is valued and brought into consideration in decision-making and because of that he adds, the employees are more proactive and engaged. Rantonen (2012) asserts that autonomy is the degree to
which a job provides an employee with the discretion and independence to schedule their work and determine how the same is to be done and he states that higher levels of autonomy on the job have been shown to increase job satisfaction, and in some cases, motivation to perform the job.

According to Langfred and Moye (2004) task autonomy is “the degree to which an individual is given substantial freedom, independence, and discretion in carrying out a task, such as scheduling work and determining procedures to follow” and it is more specific than job autonomy but it is one of five job characteristics that determine the motivating potential of a job. Langfred and Moye (2004) continue to say that as one of a set of job characteristics, autonomy leads to the outcomes of increased motivation and work effectiveness.

In their study Langfred and Moye (2004) noted that greater task autonomy leads to higher performance by increasing motivation but contend that there are multiple factors on which individuals may differ that will affect the relationship between autonomy and performance leading to both inter- and intra-individual differences in reactions to task autonomy. These differences, they say are caused by both general individual personality traits and situational factors specific to each job or task. That is why Apostoleris (2011) states that in an environment where autonomy exists, some employees will perceive the environment as being more autonomy-supportive than will others and Rantonen (2012) adds that excessive autonomy can lead to dissatisfaction and it is important that the employee autonomy must be determined individually even for groups.

A study in the USA by Amabile, Hennessey and Grossman (1986) revealed that individuals produce more creative work when they perceive themselves to have choice in how to go about accomplishing the tasks that they are given and that freedom was found to be an essential ingredient in critical incidents of high creativity in the work experience of the scientists that were under study.

2.4 Employee Competence and Employee Motivation

The theory of self-determination is a motivation and personality that addresses three universal, innate and psychological needs that include; competence, autonomy, and psychological relatedness (Ryan et al., 2009). Competence is therefore one of the three motivational needs of a person and it is defined as the desire to master the environment and its outcome or to deal effectively with it (Deci and Ryan, 2002; Ryan et al., 2009).
Competences refer to capabilities of applying or using knowledge, skills, abilities, behaviors, and personal characteristics to successfully perform critical work tasks, specific functions, or operate in a given role or position and it also involves personal characteristics like mental or intellectual-cognitive, social/emotional or attitudinal, and physical or psychomotor attributes necessary to perform the job (Ennis, 2008). Elliot and Dweck (2005); Ryan et al. (2009) add that competency in an employee is being able to successfully meet an optimum challenge and this feeling of competency increases intrinsic motivation in that for an employee to feel motivated, they must first perceive themselves as competent and autonomous.

The theory of production competence is the representation of the fit between customer needs and the performance of the firm on different factors (Szász, Demeter, and Boer, 2015). In quoting Cleveland et al. (1989) the proponent of the theory, Szász et al. (2015) defined production competence as “the preparedness, skill, or capability that enables manufacturers to prosecute a product-market specific business strategy”. In their study; Szász et al. (2015) established that low operational performance on even one important competitive factor leads to lower business performance which is an order-losing effect. However, in a situation where excessive investment in increasing operational performance is made on any less important competitive factor, it does not necessarily lead to higher business performance.

Lunenburg (2011) uses the term self-efficacy to define competence and he says it is a form of self-confidence or a task-specific version of self-esteem that makes a person believe that he or she is capable of performing a particular task successful. The self-efficacy of competence has three dimensions namely, magnitude, strength and generality. Magnitude is the level of task difficulty that the employee feels the can perform and strength is whether one is weak or strong for the task and generality involves the perception of whether an employee is capable of carrying out the task and this according to Cherian and Jacob, (2013) and Lunenburg, (2011), this influences the motivation, perception and performance such that the employee would not attempt a task they have no capability to deliver on it. Cherian and Jacob, (2013) and Lunenburg, (2011) continue and say that self-efficacy affects a person in three ways namely, the goals that employees choose for themselves, learning as well as the effort that people exert on the job and the persistence with which people attempt new
and difficult tasks. There are four sources of self-efficacy namely; past performance, vicarious experience, verbal persuasion and emotional cues (Lunenburg, 2011).

According to study by Cherian and Jacob, (2013), higher self-efficacy in a realm leads to good outcomes, that includes greater job satisfaction and performance due to the “high self-efficacy component of a self-schema”. In addition to that self-efficacy impacted career commitment, task performance, creativity hence employee performance and that collective efficacy impacted self-efficacy and employee performance and the study concluded that performance of the employees is positively influenced by the overall self-efficacy (Cherian and Jacob, 2013).

Nijhof and Streumer (2012) add that competence is the potential capacity to successfully handle certain situations or complete a certain task or job and it includes, perceptual skills which involves dexterity; cognitive factors, that involve the different types of knowledge and skills; affective actors involving attitudes, values and motivations; personality traits involving self-confidence; and social skills which encompasses communication and cooperative skills. Nijhof and Streumer (2012) continue to say that competence is an attribute as a human capital or resource that is brought by the individual to work and it includes both formal competence which is academic and actual capacity which is being able to handle a certain situation and complete a job or task.

A study by Arifin (2015) revealed that self-efficacy is highest when there is training it impacts employee commitment and performance and that competence positively influenced job satisfaction hence performance. Ismail and Abidin (2012) state that that work performance is a combination of individual ability and motivation, where ability is the individual capability to complete tasks and that ability is competence that touches on knowledge and skills. Ismail et al. state that competence has four dimensions namely; cognitive, functional, social and meta; where the level of knowledge is explained by the cognitive competence, level of skill by functional competence, meanwhile, social competence explains the behavior and attitude of individual worker and meta competence is related to ability to acquire these competencies through the individual’s own knowledge. According to this study by Ismail and Abidin (2012) in Malaysia, it was established that competence in a worker was the most influential and core factor in determining performance, followed by other salient factors like human capital, consisting of years of schooling, job experience and training component.
Subari and Riady (2015) posit that individual competence is one of the indicators of effective performance and they explain that the competency of individuals is guided by the vision, values and philosophies of work, knowledge and skills held as well as their inclinations and occupations. The authors add that competence is personal in that it reflect on character or behavior in terms of knowledge, skills, motives, values and self-concept that enable a person to work more effectively, successfully and be superior than others (Subari and Riady, 2015). The competency is gained through training and it was concluded in the study that training and competency of individuals confirmed directly affects positively the performance of employees (Subari and Riady, 2015).

According to Lai (2009), skills development, training, growth opportunities and promotion are considered to be powerful motivation factors for employees to satisfy their need for self- esteem and self-actualization. This is echoed by ILO (2011) which states that skills development enhances both people’s capacities to work and their opportunities at work as well as offering them more scope for creativity and satisfaction at work. Therefore, companies that provide training and development programs to their employees motivate them to stay as they equip them with the necessary skills and competencies (Jehanzeb and Bashir, 2013).

Subari and Riady (2015) posit that training is a form of competency development to improve knowledge, skills and attitudes in order to improve the effectiveness of individuals, teams, and organizations to be able to meet the demands to fulfill both individual and company performance. This training, the authors say can either formal, informal through induction of the job itself any other new developments concerning the job, specific skills for the job and other matters concerning values, motivation, and other positive behavior in the works (Subari and Riady, 2015). In their study, Subari and Riady (2015) found out that training directly influenced positively the competency and motivation of employees and a study in UK at KFC firm revealed that training of the employee ranked as number one motivating factor and opportunities for growth and development ranked as number two factor (Hossain and Hossain, 2012).

Growth opportunities according to Mwanje (2010) is also career development which refers to of future opportunities in terms of promotion and was found to be a motivating factor for performance and skills development. Mwanje argues that employees at most are motivated when their expectations regarding goal attainment when they can perceive a clear
career path given by the management and the conclusion in the study was that there was high significant correlation between job satisfaction and chances of promotion and that career advancement led to motivation (Mwanje, 2010).

Promotion is a form of pay incentive awarded after good performance by an employee but it is noted not to be effective for older employees but attractive to younger ones newly employed (Krausert, 2009). Krausert adds that the challenge with promotion is that only a few of the employees are promoted at any given time and also that promotion may not be an incentive to those employees who see no chance of being promoted (Krausert, 2009).

2.5 Chapter Summary

This chapter looked at the literature as guided by the research questions as follows: - How the socio-demographic factors affect employee motivation at the standard media group, how the working environment (relatedness and autonomy) affect employee motivation at the standard media group and how employee competence affect employee motivation at the standard media group.
CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

This chapter describes the approach that was taken to achieve the study objectives. It describes the research design, study population and study sample size and sampling procedure. The data collection tools and procedures are also discussed, in addition to the procedures and statistical techniques that were utilized for the final analysis of the data generated from this study - with the aim of answering the research questions described in the prior chapters.

3.2 Research Design

This study utilized a cross-sectional descriptive design. This design was selected as it was the most feasible given the time and logistical constraints of carrying out the study. This means that the data for this study was collected at one time point, that is, data on the independent and dependent variables was collected at the same time. In the case of this study, data on employee motivation (dependent variable) and socio-demographic, environment and competence (independent variables) was collected from respondents at the same time (Levin, 2006).

3.3 Population and Sampling Design

3.3.1 Population

The term study population refers to a group of people who meet the same criteria and form the basis from which respondents from a study are drawn (Levin, 2006). The study population comprised employees of Standard Media Group, based at the company’s I&M Building Offices located along Kenyatta Avenue, in Nairobi’s Central Business District. At present, there are 91 employees based at this location.
3.3.2 Sampling Design

3.3.2.1 Sampling Frame

The sampling frame for this study comprises the 91 fulltime employees of Standard Media Group based at the company’s offices at I&M Bank building.

Table 3.1: Sampling Frame

<table>
<thead>
<tr>
<th>Sections</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print</td>
<td>25</td>
<td>29</td>
<td>54</td>
</tr>
<tr>
<td>TV</td>
<td>9</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Radio</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Digital</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Billboard</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>48</td>
<td>91</td>
</tr>
</tbody>
</table>

It is from among this population that the study sample was drawn.

3.3.2.2 Sampling Technique

Proportional Stratified random sampling was used to recruit respondents for the study. Like the sample frame, gender and department will form the strata for the study sample. For example, if males in the radio section accounted for 10% of the study population, 10% of the study sample would have been drawn from males in the radio section and so on. Once the numbers of people in each stratum was known, simple random sampling was used to recruit that number. Thus, each and every employee, who belongs to a given stratum, stands an equal chance of being selected for the study (Levy and Lemeshow, 2013, p. 46). A list of all the employees in a stratum was drawn up in alphabetical order and each name was assigned a serial number. Computer generated random numbers were used to select the individual numbers (based on the sample size calculated) and respondents, whose names corresponded to the selected numbers, invited to participate in the study.
3.3.2.3 Sample Size

The sample size for this study is derived from Fisher’s formula (Rosner, 2010) as shown hereunder:

\[ n = \frac{z^2 q p}{e^2} \]

Where;

\( z = \) standard normal deviate for \( \alpha \) at 95% confidence, \( Z_{1-\alpha/2} = 1.96 \)

\( p = \) estimated proportion of motivated employees at Standard Group (0.5)

\( q = 1 - p (0.5) \)

\( d = \) level of precision (margin of error) at 5% (0.05)

\( n_0 = \) sample size = 384.16 \( \approx 385 \)

Assuming maximum variability in the proportion of motivated employees at Standard Media Group, \( p = 0.5 \), that is, maximum variability. Since the total number of eligible employees at Standard Group I&M Building is known, that is, 91, the finite population correction (Levy, 1998), is applied to the sample size estimated above as follows:

\[ n = \frac{n_0}{1 + \left(\frac{n_0 - 1}{N}\right)} = \frac{385}{1 + \left(\frac{385 - 1}{91}\right)} \]

Where;

\( N = \) finite population = 91

\( n_0 = \) is the sample size estimate = 385

\( n = \) correct sample size = 73.75 \( \approx 74 \)

The minimum sample size for the study was therefore 74 respondents. The study sample was proportionately distributed as shown in Table 3.2.
Table 3.2: Sample Size Distribution Table

<table>
<thead>
<tr>
<th>Sections</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print</td>
<td>21</td>
<td>23</td>
<td>44</td>
</tr>
<tr>
<td>TV</td>
<td>8</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Radio</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Digital</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Billboard</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>36</td>
<td>38</td>
<td>74</td>
</tr>
</tbody>
</table>

3.4 Data Collection Methods

Data for this study was collected by means of a self-administered questionnaire. The questionnaire was adapted from the Intrinsic Motivation Inventory - a validated tool for the assessment of motivation based on the framework by Deci and Ryan (2002). Each respondent was required to fill in the questionnaire by themselves. The questionnaire was administered in English language and comprised three major sections. These sections were: socio-demographic data, employee environment factors (autonomy and relatedness) and employee competence factors. Except for the socio-demographic questions, the other sections of the questionnaire comprised likert scales with five possible answers ranging from “Strongly Disagree, Disagree, Unsure, Agree and Strongly Agree”. These likert scales were used to generate an employee motivation score.

3.5 Research Procedures

A pre-test of the questionnaire was carried out among 10 employees of a different company, that is, Nation Media Group to ensure that any errors with the questionnaire are detected and rectified before data collection begins. Prior to data collection, potential respondents had the study explained to them and they were given opportunity to ask questions. After they had given informed consent to participate in the study, each respondent recruited for the study, was assigned a serialized questionnaire and given at least 2 hours to complete the survey. This was to have minimal interference with the performance of their routine duties.
3.6 Data Analysis Methods

Data analysis was carried out using IBM SPSS® version 23. In the case of discrete variables, frequency tables with single or multiple cross-classification criteria were provided to give a good description of the variables. Pie-charts and Graphs have also been provided to completely demonstrate data patterns. Each employee had an employee motivation score generated based on their responses to the questionnaire. At the level of bi-variate analysis, Pearson’s product-moment correlation co-efficient (r) was used to establish the relationship between motivation and the independent variables. Sampling errors, measurements errors were provided. To adjust for confounding, all independent variables that significantly correlated with the dependent variable at bi-variate analysis were considered together using multiple linear regression. All tests were two-sided. A value of \( p < .05 \) was considered statistically significant.

3.7 Chapter Summary

This chapter covered the study design which is cross-sectional descriptive design that was used to achieve the study objectives. It also covered the population and sampling design, data collection methods, research procedures and the data analysis methods. Data was to be collected by means of a self-administered questionnaire and each respondent was allowed two hours to complete the questionnaire, so that the data collection process would not hamper the performance of their duties. An employee motivation score was generated from each questionnaire and used to identify the factors affecting employee motivation using Pearson’s correlation and Multiple Linear Regression. The next chapter presents the results and findings of the study as per the procedures laid out in this chapter.
CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction

This chapter presents the results and findings of the study under various subheadings. The first section describes the general information about the study population, including the description of the dependent variable in the study, that is, Employee Motivation. Other key sections will be the exposition of the findings per the study objectives, namely: Effect of Socio-demographic Characteristics on Employee Motivation, Effect of Employee Environment (Autonomy and Relatedness) on Employee Motivation and the Effect of Employee Competence on Employee Motivation at Standard Media Group, in Nairobi, Kenya.

4.2 General Information

The response rate for the study was 100%, meaning that the study was sufficiently powered to answer the research questions. Reliability analysis on the questionnaire using Cronbach’s alpha revealed a reliability statistic of 0.696, indicating that the questionnaire had good reliability.

Employee Motivation was the dependent variable for the study and an additive index, based on individual responses to the questionnaire, was used to assess the level of Employee Motivation. The employee motivation index ranged from a minimum of 76 to a maximum of 174. The mean employee motivation score was 143.12 ($SD=21.23$), indicating a high overall level of motivation among employees at Standard Media Group.

The employee motivation index had four subscales, that is: Autonomy/ Support index ($M=28.81$, $SD=10.35$, Range: 6 – 42); Perceived Choice Index ($M=38.75$, $SD=6.71$, Range: 19 – 49), Relatedness index ($M=42.49$, $SD=9.71$, Range: 13 – 56) and Perceived Competence index ($M=32.91$, $SD=5.05$, Range: 19 – 42).
4.3 Socio-Demographic Characteristics and Employee Motivation

4.3.1 Socio-Demographic Characteristics

4.3.1.1 Age of Respondents

Regarding the study population, the respondents were aged between 21 and 45 years, with an average of 31.25 years (SD=5.15). Those aged 26 to 30 years formed the largest group of respondents (36.2%), while those aged 41 to 45 years were the least populous, accounting for 7.2% of the study sample. The distribution of Respondent Age is shown in Figure 4.1.

![Figure 4.1. Respondent Age Categories Source: Data, 2016](image)

4.3.1.2 Gender of Respondents

Males accounted for slightly more than half (51.3%) of the sample, while women accounted for 48.7%, as shown in Figure 4.2.
Figure 4.2. Gender Distribution of Respondents Source: Data, 2016

4.3.1.3 Work Sections of Respondents

Respondents in the study were drawn from various sections of Standard Media Group. Those from the Print section accounted for more than half (56.4%) of the study respondents, as shown in Table 4.1.

Table 4.1. Distribution of Respondents by Work Section

<table>
<thead>
<tr>
<th>Section</th>
<th>Frequency (n)</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print</td>
<td>44</td>
<td>56.4</td>
</tr>
<tr>
<td>TV</td>
<td>18</td>
<td>23.1</td>
</tr>
<tr>
<td>Radio</td>
<td>8</td>
<td>10.3</td>
</tr>
<tr>
<td>Digital</td>
<td>5</td>
<td>6.4</td>
</tr>
<tr>
<td>Billboard</td>
<td>3</td>
<td>3.8</td>
</tr>
</tbody>
</table>

Source: Data, 2016
4.3.1.4 Marital Status and Religious Affiliation of Respondents

Majority (57.9%) of the respondents were married, followed by those who were single at 38.2%. Those who were divorced accounted for 2.6% of the sample while only one person (1.3%) indicated that they were widowed. Most respondents (93.5%) were Christians, though ascribing to different denominations, as shown in Table 4.2

Table 4.2. Religious Affiliation of Study Respondents

<table>
<thead>
<tr>
<th>Religious Affiliation</th>
<th>Frequency (n)</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDA</td>
<td>8</td>
<td>10.4</td>
</tr>
<tr>
<td>Catholic</td>
<td>15</td>
<td>19.5</td>
</tr>
<tr>
<td>Protestant</td>
<td>49</td>
<td>63.6</td>
</tr>
<tr>
<td>Muslim</td>
<td>2</td>
<td>2.6</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>3.9</td>
</tr>
</tbody>
</table>

Source: Data, 2016

4.3.1.5 Education Level of Respondents

Respondents were educated to a minimum of either Certificate or Diploma level education, accounting for 5.1% of the study sample, as shown in Figure 4.3.

![Figure 4.3. Education Levels of Respondents](image)

Source: Data, 2016
4.3.2 Effect of Socio-Demographic Characteristics and Employee Motivation

Pearson’s product moment correlation coefficient ($r$) was used to assess the relationship between the respondent socio-demographic characteristics and the level of employee motivation. None of the socio-demographic variables were statistically significantly associated with the Employee Motivation index, as shown in Table 4.3.

This means that socio-demographic variables were not associated with employee motivation at bi-variate level. Since there were no significant relationships between Employment Motivation and the Socio-demographic variables, no multivariate analysis was carried out.

**Table 4.3. Correlation of Employee Motivation vs. Socio-demographic Characteristics**

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<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

* $p<0.05$; ** $p<0.01$

**Source: Data, 2016**

4.4 Employee Environment (Relatedness and Autonomy) and Employee Motivation

4.4.1 Employee Environment Relatedness

Employees at Standard Media Group were queried about how related they felt to their workmates at their place of work. In almost every instance, employees reported high rates of relatedness with their fellow workmates as seen in Figure 4.4.

Majority (82.1%) reported that they would not mind interacting with their workmates in future. Similarly, 79.2% indicated that the likelihood of friendship with workmates was high, with 76.6% of employees saying that they felt close to the workmates. Also, 60.3% indicated that they felt like they were able to trust their workmates.
Nevertheless, there were still sections of the employees who indicated that they did not feel related to their workmates. Approximately one-fifth (21.8%) indicated that they did not trust their workmates, a further 20.5% indicated that they did not feel close to their workmates, with 17.9% of them saying that they would rather interact less with their workmates. Additionally, almost four-tenths (39.7%) of Standard Media Group Employees indicated that they were not sure that they could trust their workmates.
Figure 4.4 Level of Employee Relatedness at Standard Media Group Source: Data, 2016
4.4.2 Employee Autonomy or Support

Employee autonomy and support was also assessed as a factor of the employee environment at Standard Media Group. Figure 4.5 shows the distribution of responses to the autonomy and support variables.

For every variable, more employees reported that they had autonomy at work and received support from their managers. Indeed, 70.5% of employees at Standard Media Group reported that their managers were confident in their ability to perform. Similarly, 65.4% of them indicated that their managers encourage them to ask questions in the course of their work, which enhance their performance of their duties.

On the flip side, almost one-third (28.2%) of the employees indicated that they felt like their manager did not understand their point of view or perspective. Similarly, 26.9% of employees felt misunderstood by their managers while 26.0% indicated that they felt like their managers did not provide them with choices and options at work.

![Figure 4.5. Level of Employee Autonomy and Support at Standard Media Group](image)

Source: Data, 2016
4.4.3 Effect of Employee Environment on Employee Motivation

Pearson’s product moment correlation coefficient ($r$) was used to assess the relationship between the employee environment and the level of employee motivation. The results of the correlation indicate that both Autonomy/Support ($r=0.67$, $p<0.001$) and Relatedness ($r=0.87$, $p<0.001$) were strongly positively correlated to Employee Motivation at Standard Media Group. To adjust for confounding, Multiple Linear Regression was used to assess the relationship between the Employee Environment Factors and Employee Motivation. The results of the regression analysis confirmed the relationship between Autonomy/Support, Relatedness and Employee Motivation as shown in Table 4.4. This means that the good Employee Environment is associated with higher employee motivation at Standard Media Group.

Table 4.4. Multiple Regression of Employee Motivation vs. Employee Environment

<table>
<thead>
<tr>
<th></th>
<th>B</th>
<th>Std. Error</th>
<th>Beta ($\beta$)</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>55.094</td>
<td>4.297</td>
<td></td>
<td>&lt;0.001</td>
</tr>
<tr>
<td>Autonomy Support Index</td>
<td>.765</td>
<td>.099</td>
<td>.373</td>
<td>&lt;0.001</td>
</tr>
<tr>
<td>Relatedness Index</td>
<td>1.553</td>
<td>.106</td>
<td>.710</td>
<td>&lt;0.001</td>
</tr>
</tbody>
</table>

*p<0.05; **p<0.01

Source: Data, 2016

4.5 Employee Competence and Employee Motivation

4.5.1 Employee Perceived Competence

Employees at Standard Media Group were asked to rate their competence at their assigned job. For the most part, employees rated their own competence highly. The clear majority (92.4%) believed that they were good at the job which they were doing, with 89.7% indicating that they were skilled at the job that they were doing. A further 87.2% indicated that their experience of doing the job made them feel competent at it. While there were 44.8% of Standard Group Employees who said, there was no part of their job they couldn’t do, almost four-tenths (38.5%) of them indicated that there was a part of their job they could not do as seen in Figure 4.6.
Figure 4.6. Level of Perceived Competence among Standard Media Group Employees Source: Data, 2016
4.5.2 Employee Perceived Choice

Employees were also queried on their choice behind working at Standard Media Group. As seen in Figure 4.7, for the most part, employees at Standard Media Group indicated that they felt as though they chose the current job that they were involved in. Further, 85.7% agreed with the statement that “I do this job because I want to.”
Figure 4.7 Level of Perceived Choice among Standard Group Employees Source: Data, 2016
4.5.3 Effect of Employee Competence on Employee Motivation

Pearson’s product moment correlation coefficient ($r$) was used to assess the relationship between the employee competence and the level of employee motivation. The results of the correlation indicate that both Perceived Competence ($r=0.62$, $p<0.001$) and Perceived Choice ($r=0.40$, $p<0.001$) were strongly positively correlated to Employee Motivation at Standard Media Group. These relationships were further validated using Multiple Linear Regression for both Perceived competence ($\beta=0.56$, $p<0.001$) and Perceived Choice ($\beta=0.26$, $p=0.006$) vis-à-vis Employee motivation at Standard Media Group. This means that higher competence and choosing to work for the organization were associated with higher employee motivation among Standard Media Group Employees.

4.6 Chapter Summary

This Chapter covers the Sociodemographic Characteristics, Employee Environment, that is, Autonomy/Support and Relatedness, Employee Competence and Employee Motivation at Standard Media Group. The next chapter covers the summary of the findings, discussion of the findings vis-à-vis the current literature, the conclusions and recommendations.
CHAPTER FIVE

5.0 DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This Chapter discusses the results and findings of the study in light of relevant literature. It further provides the conclusion of the discussion and gives recommendations, including recommendations for further study. The sections of this chapter are organized according to the research questions of the study, that is, Effect of Socio-demographic Characteristics on Employee Motivation, Effect of Employee Environment (Autonomy and Relatedness) on Employee Motivation and the Effect of Employee Competence on Employee Motivation at Standard Media Group, in Nairobi, Kenya.

5.2 Summary

The purpose of this study was to assess the factors affecting employee motivation in a dynamic work environment at the Standard Media Group. This study sought to answer the following questions on how socio-demographic factors affect employee motivation at the standard media group; how the working environment (relatedness and autonomy) affects employee motivation at the Standard Media Group; and how does employee competence affect employee motivation at the Standard Media Group.

The study was carried out at the I&M Bank Building Offices of Standard Media Group. A minimum of 74 employees were randomly selected - using computer generated random numbers to form the sample for the study. Data was collected by means of a self-administered questionnaire and each respondent was allowed two hours to complete the questionnaire, so that the data collection process would not hamper the performance of their duties. An employee motivation index was generated from each questionnaire, forming the dependent variable in the study, and used to identify the factors affecting employee motivation using Pearson’s correlation and Multiple Linear Regression.

This study found that the socio-demographic characteristics of Standard Media Group employees were not associated with their levels of motivation at the work place. On the flip side, the study found that both Employee Environment and Employee Competence were strongly and positively associated with Employee Motivation at Standard Media Group.
This means that for these employees, a good working environment – where they are allowed autonomy and provided with support from the management – is a prerequisite for their motivation at the workplace. Similarly, the employees own sense of competence in accomplishing tasks at work is another prerequisite for a high level of motivation in the dynamic work environment that is Standard Media Group.

5.3 Discussion

5.3.1 Effect of Socio-demographic Factors on Employee Motivation

The socio demographic factors in general were not significantly associated with employment motivation. This result is not consistent with various studies carried on socio-demographic factors and employee motivation. According to Shaffril, Azril and Uli (2010), socio-demographic factors had significant positive relations with work performance. However, concerning the variable of age, Shaffril et al. (2010) indicated that most of the respondents in the study were female and youth and of these, less than 40% were married. Therefore, age and gender are determinants of work performance. This is in line with the studies by Kielerstajn (2008); Stead (2009) who revealed that various age groups at work were motivated differently and that chronologically.

Kukanja (2013) concurred with the same in his study and concluded that motivational factors are strongly associated to different demographic factors. The studies showed that younger employees placed greater value in their careers and they preferred to continue working even if they became financially independent. Hence the motivation at this age where older age was between 40 to 50 years. However, the studies noted that whereas younger employees were motivated by personal growth and training opportunities, ease of working conditions, job security and recognition, the older ones were motivated by leisure activities. However, on overall, all the categories of age were equally motivated by rewards (Kielerstajn, 2008; Kukanja, 2013; Shaffril et al., 2010; Stead, 2009).

In another study by Hassan and Olufemi (2014) that examined demographic variables covering age, marital status educational qualifications, job tenure and gender. Using a regression and correlation, the results indicated that there was a moderate positive relationship between the demographic variables and job performance. In particular, were the variables of marital status and job tenure that were found to mostly predictive of job performance amongst sales men (Hassan and Olufemi, 2014). Concerning age on
motivation, states that differences in age were noted to be caused by the fact that age brings in psychological changes in individuals due to the fact that as one ages; expectations and perceptions change as well as motivational variables, which are very critical to successful work outcome than the real chronological age (Nair, 2011).

Age for example is an important factor that determine work performance according to Shaffril et al., 2010). However, age groups should not be compared to determine performance but instead, managers should take note that there is more skill within groups than between groups. In view of this, Shaffril et al. (2010) asserts that work performance should be based on results and concentration on the youthful employees would for purposes of mentoring and training them to equip them with the necessary knowledge and skills to enable them perform.

It is also imperative to note that job satisfaction in older workers is because they are typically at higher levels and have found a fit with their work and differences only exist due to orientation as a result of cohort differences like the generation which grew up in the Great Depression, or the millennials Vis Avis the Y generation (Truxillo, 2012). However, the recommendation is that managers must first establish the possible concerns like lack of skills, improvement of executive function of monitoring information and they should never ignore experience because it compensates for the declines in performance so mangers should focus on the value of older employees. The other thing Truxillo (2012) adds is to avoid stereotyping or any form of discrimination at the work place and should consider how skills may vary across the lifespan, for the both younger, older, and middle-aged employees.

In view of the above, Ivanko (2013) cautions manager should avoid choices that categorize people by adopting certain attitudes because it borders on prejudice. The author recommends that they need to assess the situations at all times to ascertain why people behave the way they do then come up with appropriate strategies to inspire them to perform.

Further to the above, the gender variable has not been found to make no difference in motivation factors for male and female based on studies by Gunkel, Lusk, Wolff and Li (2007) and Kepuladze (2010) who suggested that any existing differences could be occasioned by variability of external environment like; economic, social, cultural and moral conditions influencing the motivation and lastly the transformation of internal environment
of motivation subject that include changes in perception of person’s gender-stereotypical role and of the subjection to follow it. The lack of difference in motivation between the two sexes the authors conclude is due to the fact that men and women are the same (Kepuladze, 2010; Nair, 2011).

Concerning the variable of income, the generalization that socio demographic factors had no significance, many studies done reveal that money is indeed a motivator due to its ability to enable employees met their basic needs according to Maslow’s theory of needs (Javid and Chapa, 2014; Kulchmanov and Kaliannan, 2014; Piekema, 2014; Rynes et al., 2004). But there is a qualifying statement that it is just but one of the many motivators for various reasons that people work for the sake of working and they enjoy it (Chamorro-Premuzic, 2013; Cosma and Sinel, 2014; Hossain and Hossain, 2012; Mobbs et al., 2009). In view of the above findings, the researcher concludes that various organizations and groups of employees have different motivating factors as seen from the impact of socio demographic factors impacting organizations and groups of employees differently.

5.3.2 Effect of Employee Environment on Employee Motivation

According to the current study, employee environment, particularly relatedness and autonomy, the study revealed that most of the employees felt that they related closely with each other (76%). In addition to that more than half had a level of trust with each other (60.3%). This factor rated high on the aspect under relatedness for instance most employees reported that they had autonomy at work and received support from their managers. In addition to that there was employee participation decisions making as noted from the aspect of managers are not only available (encourages questions 65.6%) and willing (managers listen to employee opinion (55.1%) to be consulted but they also listen to the employees (55.1) and understand the employee’s perspective. The result of the correlation therefore indicated that both Autonomy/Support ($r=0.67$, $p<0.001$) and Relatedness ($r=0.87$, $p<0.001$) were strongly positively correlated to Employee Motivation at Standard Media Group. This meant that good employee environment is associated with higher employee motivation at Standard Media Group.

The results are in line with the studies by Markey, Ravenswood and Webber (2012) that a good work environment is one that encompasses the concept of the ‘psycho-social work environment which covers various aspects namely; the job demands and social structures
and interactions in the organization which Herzberg called the hygiene factors. Hossain and Hossain (2012) stated in their study that these factors rated highest amongst all factors of motivation. Dobre (2013) concluded in his study that empowerment and recognition which has been revealed in this study increase employee motivation. During this process where employees are empowered and given authority and the freedom to make decisions, they are driven to discover and use their full potential which in the long run enables them to have more control over their own jobs which he main factor that encourages growth and better productivity (Dobre, 2013; Kiruja and Mukuru, 2013). Dobre and Dutta et al. say empowerment of employees gives them gives them responsibility and authority to act as if they are in control of their own destinies (Dobre, 2013; Dutta and Kant, 2015).

In addition to that, employees’ participation and empowerment enables them to contribute in administration and decision-making regarding the policies, objectives and the strategies of the organization leading to employee buy in. studies according to perception of the goals and the norms of the organization are positively related to employee motivation (Dobre, 2013; Dutta and Kant, 2015; Yamoah, 2013)

However, Dobre (2013) also states that not all individuals are the same, so each one should be motivated using different strategies. This study revealed despite most employees feeling that they were motivated by psycho-socio work environment and were motivated by employee participation and affirmation from managers, about one third of them (28.2%), felt differently like their manager did not understand their point of view or perspective. Similarly, 26.9% of employees felt misunderstood by their managers while 26.0% indicated that they felt like their managers did not provide them with choices and options at work. In the process this number of employees were not motivated. The author then recommends that each employee at work should be motivated using different strategies because employees are different in terms of feelings and perceptions (Dobre, 2013; Raval, Tanna, and Raval, 2014). It is true as indicated in this study that employee environment that covers psychological factors like relatedness and autonomy positively influence employee performance.

It is however imperative to take cognizance of the fact that people differ and therefore have different needs. Therefore, care should be taken to ensure an evaluation is carried out for all employees and aim to focus on them at all levels of the workforce and department to ascertain accurate information on their needs. This will enable the designing of appropriate
strategies for motivating them. When differences exist in the categories of employees, there in need to consider the external factors that include, economic, social, legal, political and technical because their impact can create mistrust in the employees leading to massive turn over in the event they feel threatened and feel insecure. There is therefore need to carry out a company needs analysis to come up with appropriate strategies to put in place to motivate employees. From this it is important to note that employees can be motivated through people, their leaders so it is therefore up to the managers to gain employee trust to enable attract the employees and the managers who should then work together as a team.

5.3.3 Effect of Employee Competence on Employee Motivation

The study established that employee competence is one of the factors that influence motivation at the work place. It is noted at the level of perceived competence was very high and most of the employees felt that they were good at what they did (92.4%). This is in line with studies by (Yamoah, 2013) who established significant relationships between training and employee performance because employee training equip employees with skills that enable them to become more efficient and productive workers. Figure 4.3 reveals that approximately 68% of the employees were at degree level and 5.1 % of them were post graduate. The remaining 32% had formal training up to certificate and Diploma level. Yamoah (2013) states that employees who are well-trained often have higher motivation and morale because they feel that the company has invested in their ability and development. Each employee in the study felt they did better than their colleagues (64.1%).

Further to the above, majority stated that they became more competent with experience (87.2%) and the majority also felt satisfied with their jobs (66.7%) in that they had skills and competences to perform (84.7%). They also felt they were empowered to perform (44.8%). Elliot and Dweck (2005) agree to this and add competency in and employee is being able to successfully meet an optimum challenge and this feeling of competency increases intrinsic motivation. Szász et al. (2015) calls these competence as the production competence as “the preparedness, skill, or capability that enables manufacturers to execute a product- market specific business strategy. Being sure of their competence gives them the confidence to belief in their capability and it gives the employees confidence to perform and this is in line with (Lunenburg, 2011).
Perceived high level of competence determines the goals of what the employees choose to do for themselves, learn as well as the effort they exert on the job and the persistence with which people attempt new and difficult tasks (Lunenburg, 2011). This is also in line with (Cherian and Jacob, 2013) who state that higher self-efficacy leads to good outcomes, that include greater job satisfaction and performance due to the “high self-efficacy component of a self-schema. The study concluded that performance of the employees is positively influenced by the overall self-efficacy (Cherian and Jacob, 2013). Due to the above revelation one concludes that competence leads to employee motivation but as long as other variables are in place; or, the organization stands to lose out to the competition.

According to Shaffril et al. (2010), a motivated employee is crucial to an organization because there is guarantee for improved productivity and customer satisfaction, hence growth. concerning this aspect of competence however, managers face the challenge of finding relevant strategies to motivate the employees with to stay and perform (Shaffril et al., 2010; Truxillo, 2012). This is due to the fact that many companies have the capacity to motivate employee by paying a good wage to enable them meet their basic needs.

However; the study revealed that money is only one aspect among many factors of motivation like, employee attitude, rewards, social recognition and performance feedback. It is therefore imperative to note that competence in a worker is the most influential and core factor in determining performance, however, there are other salient factors like human capital, years of schooling, job experience and training component. However, companies should only aim to reduce factors of job dissatisfaction and aim for assigning responsibility, recognition and improve work itself (Shaffril et al., 2010).

Care should be taken to ensure that people’s needs are met before the issue of performance are emphasized. It is of importance to note again according to (Shaffril et al., 2010; Truxillo, 2012) that people are social beings in a social system in view of this an organization cannot ignore its social aspect. In addition to that, growth is something of importance and the management needs to note that self-actualization, need for achievement and growth are fundamental needs that influence the that makes them effective organizational growth.
5.4 Conclusion

5.4.1 Effect of Socio-demographic Factors on Employee Motivation

Despite not returning any significant impact on employee motivation, the variable of socio-demographic factor revealed gave various insights as follows. Firstly, that employees are different and they also exist at different levels and departments in the organizations. In view of this, there is need for managers to understand both, demographic factors and their influence on motivational factors, because it would not be possible to successfully motivate different groups of employees using the same strategies.

5.4.2 Effect of Employee Environment on Employee Motivation

The study has revealed that good employee and manager relationship is very useful for employee motivation and in view of that, companies should aim for healthy relationships to cultivate trust in the employee and also to enlist by in in the company objectives as well as strategic plan, vision and mission (Shaffril et al., 2010; Truxillo, 2012). This will give them responsibility and authority to perform (Shaffril et al., 2010). In addition to this, employee participation leads to improved employee trust in the organization because when employees feel appreciated, they develop high enthusiasm to perform, leading to better productivity and loyalty (Shaffril et al., 2010).

5.4.3 Effect of Employee Competence on Employee Motivation

The study has established that efficiency comes with continuous working and experience gives the employees confidence to perform leading to motivation. However, employees must train to acquire the skills and competences. Further to that, the level of competence determines the goals to be set by the employee and it gives the employee motivation to assert effort and persist to accomplish the difficult tasks. Further to that, competence is personal in that it reflects on character or behaviour in terms of knowledge, skills, motives, values and self-concept that enable a person to work more effectively, successfully and be superior than others.

5.5 Recommendations

The following are recommendations based on the results of the study
5.5.1 Recommendations for Improvement

The study should widen its scope to include key aspects that would make it more balanced for instance, training.

5.5.1.1 Effect of Socio-demographic Factors on Employee Motivation

There is need to apply a different method of study to authenticate the results in this study particularly the impact of socio-demographic factors on employee motivation.

5.5.1.2 Effect of Employee Environment on Employee Motivation

The study should have also the impact of physical environment on employee motivation for purposes of comparison to ascertain which has the highest effect.

5.5.1.3 Effect of Employee Competence on Employee Motivation

To improve this aspect, at the training and recruitment aspect in the organization needs to be evaluated to elucidate its effect on the perceived competence, associated with high motivation levels among Standard Media Group Employees.

5.5.2 Recommendations for Further Studies

There is need for improvement on this study particularly the use of a different method to ascertain the results in the socio-demographic factors.
REFERENCES


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APPENDICES

Appendix I: Cover Letter

Sarah Bosibori Mogere,
P.O Box 56579 – 00200,
Nairobi

Dear Respondent,

RE: REQUEST FOR YOUR PARTICIPATION IN MY ACADEMIC RESEARCH PROJECT

I am the above-named student currently pursuing a course of Master of Organizational Development (MOD) at United States International University-Africa. I am conducting a research project on employee motivation. You have been randomly selected to participate in this study. Participation is voluntary and I request that you spare a few minutes of your time to fill the questionnaire (attached overleaf). Kindly answer all questions as per the instructions given.

Please note that the information you provide will be treated as confidential, and will only be used for purpose of this research. The final report will be shared with all stakeholders, with priority given to you as a participant. Do not hesitate to seek clarification should you need to at any point.

Your participation in this study will be highly appreciated.

Yours Sincerely,

Sarah Bosibori Mogere
### Appendix II: Questionnaire

#### SECTION 1: SOCIO-DEMOGRAPHIC

<table>
<thead>
<tr>
<th>1. Indicate your age (Years)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Department</td>
<td></td>
</tr>
</tbody>
</table>
  [3] Divorced/Separated  
  [2] Catholic  
  [3] Protestant  
  [4] Muslim  
  [5] Other(Specify)___________________ |
  [3] Undergraduate  
  [4] Masters/ PhD |

#### FOR EACH OF THE FOLLOWING STATEMENTS, PLEASE THE LEVEL OF YOUR AGREEMENT INDICATE (USING A NUMBER BETWEEN 1 AND 7):

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Weakly Disagree</td>
<td>Neutral</td>
<td>Weakly Agree</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

#### SECTION 2: AUTONOMY/SUPPORT

<table>
<thead>
<tr>
<th>Statement</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I feel that my manager provides me choices and options.</td>
<td></td>
</tr>
<tr>
<td>2. I feel understood by my manager.</td>
<td></td>
</tr>
<tr>
<td>3. My manager conveyed confidence in my ability to do well at my job.</td>
<td></td>
</tr>
<tr>
<td>4. My manager encouraged me to ask questions.</td>
<td></td>
</tr>
</tbody>
</table>
5. My manager listens to how I would like to do things.

6. My manager tries to understand how I see things before suggesting a new way to do things.

**FOR EACH OF THE FOLLOWING STATEMENTS, PLEASE INDICATE (USING A NUMBER BETWEEN 1 AND 7) HOW TRUE IT IS FOR YOU, USING THE FOLLOWING SCALE:**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not at all true</td>
<td></td>
<td></td>
<td>Somewhat true</td>
<td></td>
<td></td>
<td>Very True</td>
</tr>
</tbody>
</table>

**SECTION 2B: PERCEIVED CHOICE**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I believe I had some choice about doing this job.</td>
<td></td>
</tr>
<tr>
<td>2. I feel like it was not my own choice to do this job. (R)</td>
<td></td>
</tr>
<tr>
<td>3. I don’t really have a choice about doing this job. (R)</td>
<td></td>
</tr>
<tr>
<td>4. I feel like I have to do this job. (R)</td>
<td></td>
</tr>
<tr>
<td>5. I do this job because I have no choice. (R)</td>
<td></td>
</tr>
<tr>
<td>6. I do this job because I want to.</td>
<td></td>
</tr>
<tr>
<td>7. I do this job because I have to. (R)</td>
<td></td>
</tr>
</tbody>
</table>

**SECTION 3A: RELATEDNESS**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I feel really distant to my workmates. (R)</td>
<td></td>
</tr>
<tr>
<td>2. I really doubt that my workmates and I will ever be friends. (R)</td>
<td></td>
</tr>
</tbody>
</table>
3. I feel like I could really trust my workmates.

4. I’d like a chance to interact with my workmates more often.

5. I’d really prefer not to interact with my workmates in the future. (R)

6. I don’t feel like I could really trust my workmates. (R)

7. It is likely that my workmates and I would become friends if we
   interacted a lot.

8. I feel close to my workmates.

SECTION 3B: PERCEIVED COMPETENCE

<table>
<thead>
<tr>
<th>Statement</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I think I am pretty good at my job.</td>
<td></td>
</tr>
<tr>
<td>2. I think I do pretty well at my job, compared to other employees.</td>
<td></td>
</tr>
<tr>
<td>3. After working at this job for a while, I feel pretty competent.</td>
<td></td>
</tr>
<tr>
<td>4. I am satisfied with my performance at my job.</td>
<td></td>
</tr>
<tr>
<td>5. I am pretty skilled at my job.</td>
<td></td>
</tr>
<tr>
<td>6. There is part of my job that I can’t do very well. (R)</td>
<td></td>
</tr>
</tbody>
</table>

THANK YOU FOR YOUR PARTICIPATION!
## Appendix III: Work Plan

<table>
<thead>
<tr>
<th>Activity</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>August</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study Approval</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Collection</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Analysis</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Report Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix IV: Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Days</th>
<th>Unit Cost (Ksh.)</th>
<th>Total Cost (Ksh.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper Ream</td>
<td>3</td>
<td>N/A</td>
<td>500</td>
<td>1,500</td>
</tr>
<tr>
<td>Pens</td>
<td>10</td>
<td>N/A</td>
<td>20</td>
<td>200</td>
</tr>
<tr>
<td>Airtime</td>
<td>1</td>
<td>5</td>
<td>100</td>
<td>500</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td>2,200</td>
</tr>
<tr>
<td>Contingency (10%)</td>
<td></td>
<td></td>
<td></td>
<td>220</td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td></td>
<td></td>
<td></td>
<td>2,420</td>
</tr>
</tbody>
</table>